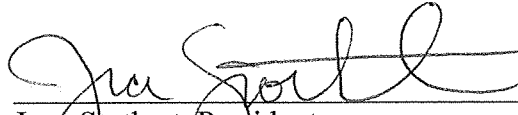


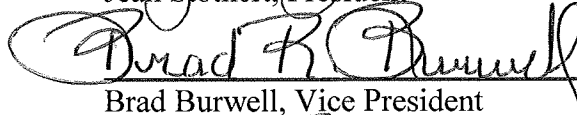
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 JULY 7, 2008, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 7th day of JULY, 2008.



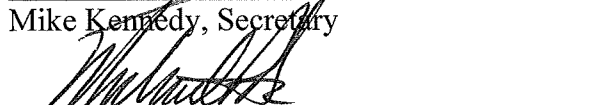
Jean Stothert, President



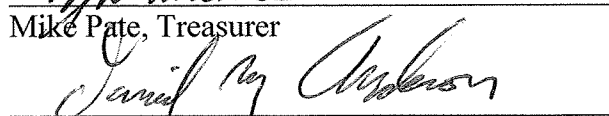
Brad Burwell, Vice President



Mike Kennedy, Secretary



Mike Pate, Treasurer



David M. Anderson

Linda Poole

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

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, July 7, 2008** at 5606 South 147th Street, Omaha, Nebraska. An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

MIKE KENNEDY,
Secretary

7-4-08

**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

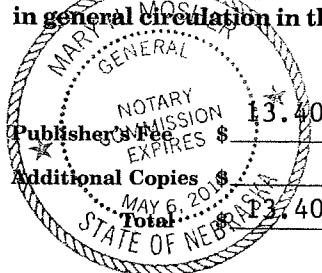
being duly sworn, deposes and says that she is

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 _____

July 4, 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 _____ 4th _____ day of

July 20 08

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



BOARD OF EDUCATION
MEETING



JULY 7, 2008

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

2

BOARD MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JULY 7, 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 – June 16, 2008
2. *Approval of Bills
3. *Receive the Treasurer’s Report and Place on File

F. Information Items

1. Superintendent’s Comments
2. Board Comments/Announcement

G. Unfinished Business:

1. Approval of Policy 6320 – Curriculum, Instruction, and Assessment – Student Graduation

H. New Business:

1. Approval of Superintendent’s Work Assignments 2008-2009
2. Approval of Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation
3. Approval of Rule 6320.2 – Curriculum, Instruction, and Assessment – Students’ Requirements for Senior High School Graduation: International Baccalaureate Diploma
4. Approval of Rule 6320.3 – Curriculum, Instruction, and Assessment – Students Certificate of Attendance Requirements
5. Reaffirm Policy 3110 – Support Services – Preparation of Budget
6. Approval of Rule 3110.1 – Support Services – Preparation of Budget: Program Budgeting
7. Award Food Service Management Contract
8. Approval of Staff Evaluation System 2008-2009
9. Approval of Personnel Actions: Amendment to Continuing Contract(s), Resignation(s), and New Hire(s)

I. Reports

1. Legislative Agenda 2009
2. Quarterly Construction Report

3. Quarterly Investment Report
4. Quarterly Maintenance and Operations Report
5. Quarterly Food Service Report
6. Summer Projects Report
7. Teacher Evaluation Pilot Program Evaluation
8. Educational Services Annual Report

J. Future Agenda Items/Board Calendar

1. New Teacher Breakfast on Monday, August 4, 2008 at 7:30 a.m. at Millard South High School
2. Strategic Planning on Monday, August 4-6, 2008. August 4 will begin at 12:00 Noon at the Ironwood Country Club on 127th & Pacific
3. Fall Kick-Off Celebration on Friday, August 8, 2008 at 8:30 a.m. at Embassy Suites, 12520 Westport Parkway
4. Board of Education Meeting on Monday, August 11, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Committee of the Whole Meeting on Monday, August 18, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Tuesday, September 2, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting on Monday, September 8, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, September 15, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. North Central Accreditation Exit Report, on Thursday, September 25, 2008 at 1:00 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

4

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
JULY 7, 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 – June 16, 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. Superintendent’s Comments
- F.2. Board Comments/Announcements
- G.1. Motion by _____, seconded by _____, to approve Policy 6320 – Curriculum, Instruction, and Assessment – Student Graduation. (See enclosure.)
- H.1. Motion by _____, seconded by _____, to approve the Superintendent’s Work Assignments 2008-2009. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve Rule 6320.1 – Curriculum, Instruction, and Assessment – Students: Requirements for Senior High School Graduation. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Rule 6320.2 – Curriculum, Instruction, and Assessment – Students’ Requirements for Senior High School Graduation: International Baccalaureate Diploma. (See enclosure.)
- H.4. Motion by _____, seconded by _____, to approve Rule 6320.3 – Curriculum, Instruction, and Assessment – Students Certificate of Attendance Requirements. (See enclosure.)
- H.5. Motion by _____, seconded by _____, to reaffirm Policy 3110 – Support Services - Preparation of Budget (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve Rule 3110.1 – Support Services – Preparation of Budget: Program Budgeting. (See enclosure.)

July 7, 2008

Page 2

- H.7. Motion by _____, seconded by _____, that approval be given to the food service management contract between Sodexo America, LLC and the District as submitted, that such approval be contingent upon approval by the Nebraska Department of Education, and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to said contract. (See enclosure.)
- H.8. Motion by _____, seconded by _____, to support the implementation of the new Staff Evaluation System for 2008-2009. (See enclosures.)
- H.9. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contract(s), Resignation(s), and New Hires. (See enclosures.)

I. Report

1. Legislative Agenda 2009
2. Quarterly Construction Report
3. Quarterly Investment Report
4. Quarterly Maintenance and Operations Report
5. Quarterly Food Service Report
6. Summer Projects Report
7. Teacher Evaluation Pilot Program Evaluation
8. Educational Services Annual Report

J. Future Agenda Items/Board Calendar.

1. New Teacher Breakfast on Monday, August 4, 2008 at 7:30 a.m. at Millard South High School
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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

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, June 16, 2008, at the Don Stroh Administration Center, 5606 South 147th Street.

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

ABSENT: Mike Pate and Jean Stothert

Notice of this meeting was given in advance thereof by publication in the Daily Record on, June 13, 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. Brad Burwell called the meeting to order and announced that the public meeting act is posted on the wall and available for public inspection. Mr. Burwell asked everyone to say the Pledge of Allegiance.

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

Motion by Mike Kennedy, seconded by Linda Poole, to excuse Mike Pate and Jean Stothert from the meeting, upon roll call vote, all members voted aye. Motion carried.

Robert Hettinger, 2113 Twin Ridge Dr., Bellevue, NE expressed his concern in the Professional/Technical salary proposal where the 3% stipend increase awarded professional/technical employees after completing 36 hours of staff development being awarded every three years, becoming retroactive with this proposal, instead of receiving the stipend as soon as the 36 hours were completed.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from June 2, 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.

Brad Burwell summarized the Board Committee of the Whole meeting on Monday, June 9, 2008. The topics of discussion included the Curriculum Management Audit Report, Alternative Education, Budget, and the Superintendent's work assignments for 2008-2009.

Superintendent's Report:

1. The next board meeting will be on Monday, July 7, 2008.
2. The administration is waiting to hear from Dan Smith to see if it will be necessary to have a special board meeting next Tuesday to approve Certificates of Participation. The board members were asked to check their schedules to see if they would be available.

3. Beginning June 30 to July 7, 2008 Dr. Lutz will be on vacation.

Board Comments:

Dave Anderson reported that he would be available for the meeting next Tuesday if necessary.

Linda Poole said she would not be available next Tuesday for the special meeting, and on July 7, 2008 she would not be at the Board meeting.

Mrs. Poole offered her condolences to the families of the boy scouts who lost their lives in the tornado last week, and to the family of the former Millard South student.

Mrs. Poole thanked all of the members of the crisis team who were available during both of the incidents over the past few weeks.

Brad Burwell said he would be out of town next Tuesday, so he would not be available for the special board meeting.

Mr. Burwell said his thoughts also go out to the families who lost their children this past week. He, too, thanked the members of the crisis teams who did an outstanding job under such circumstances.

Motion by Mike Kennedy, seconded by Dave Anderson, to approve the High School Calendars for 2008-2009, upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 6140 – Curriculum, Instruction, and Assessment – Multicultural Education Program. This policy will be on the next board agenda for approval.

Motion by Dave Anderson, seconded by Linda Poole, to approve Rule 6262.1 – Curriculum, Instruction, and Assessment – Taught Curriculum – Field Trips, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Linda Poole, to reaffirm Policy 6315 – Curriculum, Instruction, and Assessment – Use of Assessment Data, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Linda Poole, to approve Rule 6315.1 – Curriculum, Instruction, and Assessment – Use of Assessment Data, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson provided the first reading of Policy 6320 - Curriculum, Instruction, and Assessment – Students Graduation. This policy will be on the next board agenda for approval.

Motion by Dave Anderson, seconded by Linda Poole, to approve Rule 6330.2 – Curriculum, Instruction, and Assessment – Grading Guidelines for Kindergarten and First Grade, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Linda Poole, to approve Rule 3131.2 - Business & Operations- Employee Indemnification/Hold Harmless, upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes
June 16, 2008
Page 3

Motion by Mike Kennedy, seconded by Linda Poole, to approve Rule 6700.3 – Curriculum, Instruction, and Assessment – Extracurricular School Sponsored Clubs and Activities, and Interscholastic Athletics and Activities – Administration, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve Rule 1340.1 – Community – Use of School Facilities and Equipment, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Mike Kennedy, to approve the contract for construction of Millard Horizon High School be awarded to Construct Inc. in the amount of \$7,606,600 (with such amount including the Base Bid plus Alternates #3 and #5) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve the contract for student and staff communication software be awarded to Saf-T-Net, Inc. for AlertNow in an amount of \$2.45 per student based on official September enrollment each year and that the Executive Director of Technology be authorized and directed to execute any and all documents related to this project, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, to approve the 2008-09 Professional/Technical Salary Schedule wage & benefit package, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Dave Anderson, to approve Personnel Actions: Leave of Absence: Carol Carpenter; and New Hires: Kristen Treat, Kerri White, Sarah Parish, Barbara Vanderbeek, Jessica Barnes, Tara O'Shea, Kama Iverson, Nicole Burton, Brooke Larson, Brittney Hansen, Wendy Wight, and Andrea Parsons, upon roll call vote, all members voted aye. Motion carried.

Report: Multicultural Report

Future Agenda Items/Board Calendar: A Board of Education Meeting will be held on Monday, July 7, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The New Teacher Breakfast will be held on Monday, August 4, 2008 at 7:30 a.m. at Millard South High School. The Strategic Planning will be held on August 4-6, 2008. The meeting on August 4 will begin at 12:00 Noon at the Ironwood Country Club on 127th & Pacific. The Fall Kick-Off Celebration will be held on Friday, August 8, 2008 at 8:30 a.m. at Embassy Suites, 12520 Westport Parkway. A Committee of the Whole Meeting will be held on Monday, August 11, 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, August 18, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Tuesday, September 2, 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, September 8, 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, September 15, 2008 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Brad Burwell adjourned the meeting.



SECRETARY

Millard Public Schools
July 7, 2008

Millard Public Schools

Check Register

10

Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
291901	107651	AMAZON.COM INC	161.73
291902	134670	EDUCATIONAL TESTING SERVICE	145,451.00
291904	065420	CENTRAL MIDDLE SCHOOL	1,134.00
291905	136838	S & M MANAGEMENT	406.15
291906	136839	COPPER MOUNTAIN RESORT	671.46
291907	136840	PS 150 INC	454.80
291908	136844	MARRIOTT INTERNATIONAL INC	671.87
291909	135373	LINDA K DONOHUE	211.15
291910	136845	ALAMO NATIONAL BUILDING MGMT LP	695.84
291911	136779	VAIL RESORTS INC	685.59
291912	058755	LAIDLAW TRANSIT INC	308.39
291913	131141	JON T LOPEZ	301.00
291914	065438	MILLARD NORTH HIGH SCHOOL	858.00
291915	107732	BRIAN L NELSON	31.25
291916	136846	STEVE CONNELL	125.00
291918	136837	RED LION HOTELS CORPORATION	749.35
291919	136837	RED LION HOTELS CORPORATION	749.35
291921	136727	RESORT INNS OF AMERICA INC	450.24
291922	136727	RESORT INNS OF AMERICA INC	450.24
291923	136727	RESORT INNS OF AMERICA INC	450.24
291924	136727	RESORT INNS OF AMERICA INC	450.24
291925	136727	RESORT INNS OF AMERICA INC	450.24
291938	136586	ALPINE TESTING SOLUTIONS INC	10,886.64
291939	136866	GARY J BAKER	80.00
291941	135037	CATHER ELEMENTARY	51.75
291942	106836	KEVIN J CHICK	751.05
291943	134049	DAWN M CHIZEK	160.00
291944	136868	PAUL A CLARK	3,750.00
291945	133483	RONALD B COLE	160.00
291946	133617	CONOCOPHILLIPS	23,788.20
291947	136815	CAROLYN A DERR	543.44
291948	135650	JAY R DOSTAL	751.05
291949	131399	MARTY G GOING	184.16
291950	136857	GRANLIBAKKEN MANAGEMENT CO	70.00
291951	136857	GRANLIBAKKEN MANAGEMENT CO	70.00
291952	136857	GRANLIBAKKEN MANAGEMENT CO	70.00
291953	136867	GERALD HAWLEY	160.00
291954	108478	DAVID C HEMPHILL	751.05
291955	136338	JOHN K HOOD	1,624.83
291956	132878	HY-VEE INC	317.49
291957	049851	HY-VEE INC	1,726.75
291958	136865	HYATT CORPORATION	571.53
291959	102451	INTERNATIONAL BACCALAUREATE	5,950.00
291960	054223	MICHAEL JANIS	122.34
291961	135735	GEORGE W JELKIN	751.05
291962	136779	VAIL RESORTS INC	280.06

Date: 7/2/08

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
291963	136863	LA SALLE UNIVERSITY	1,375.00
291964	058745	BARBARA B LACEY	112.15
291965	060153	KEITH W LUTZ	50.00
291966	133505	SUSAN N MARLATT	751.05
291967	135493	JOHN MARTINEZ	160.00
291968	065709	SHARRON A MILLSAP	244.68
291969	135332	SUZANNE MUELLER	734.04
291971	136864	NATIONAL CAREER PATHWAYS NETWORK	4,250.00
291972	131192	NATIONAL FEDERATION OF URBAN-	3,000.00
291973	130091	NORTH MIDDLE SCHOOL	22.50
291974	134900	JOHN ODDO	160.00
291975	071053	OMAHA WORLD HERALD (EDUC)	75.40
291976	109831	JANET PELSTER	77.01
291977	107783	HEIDI T PENKE	751.05
291978	136852	RITA A PETERSON	387.41
291979	133390	HEATHER C PHIPPS	751.05
291980	136396	LOREN E SCHNITTGRUND	500.00
291981	136869	LAURA E SCHULTE	4,875.00
291982	101476	SODEXHO OPERATIONS LLC	81,882.58
291983	136851	BARNEY J SOLOMON	210.06
291984	136870	SUPPORTING EDUCATIONAL EXCELLENCE	10,800.00
291985	132493	GREGORY E TIEMANN	751.05
291987	134713	UNIVERSITY OF WISCONSIN-MADISON	525.00
291989	136617	ANTHONY R WARD	2,390.00
291992	011651	AMERICAN EXPRESS	709.12
291993	132271	ERIK P CHAUSSEE	751.05
291994	033901	DOUGLAS COUNTY TREASURER	662.00
291995	056820	HARRY A KOCH COMPANY	123,514.00
291996	136874	PLAZA HOTEL INC	754.65
291997	136874	PLAZA HOTEL INC	754.65
291999	133758	KRAIG J LOFQUIST	2,253.15
292000	136873	ADAM MARCOTTE	80.00
292001	135042	MONTCLAIR ELEMENTARY	178.75
292002	132398	NEIHARDT ELEMENTARY SCHOOL	116.65
292003	070473	ELIZABETH A OLSON	281.43
292005	132072	PERFORMANCE TOYOTA OF LAVISTA	5,000.00
292006	107286	TRAVELERS	33,086.00
292009	136776	UNIVERSITY OF NORTHERN COLORADO	600.00
292010	108167	US CITIZEN & IMMIGRATION SERVICES	1,000.00
292011	108167	US CITIZEN & IMMIGRATION SERVICES	475.00
292012	136875	NOBLE UTAH LONG BEACH LLC	799.60
292013	136875	NOBLE UTAH LONG BEACH LLC	799.60
292014	136875	NOBLE UTAH LONG BEACH LLC	918.23
292024	010037	ABC SCHOOL SUPPLY COMPANY	264.49
292026	131632	AC AWARDS INC	399.00
292027	130729	ACCOUNTEMPS	2,554.14

Date: 7/2/08

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
292029	010300	ACCURATE LOCKSMITHS, INC	24.00
292030	010003	ACT INC	2,521.80
292031	010383	ACTION BATTERIES UNLIMITED INC	283.34
292033	133402	KAREN S ADAMS	58.02
292035	010421	DEBORAH A ADY	79.07
292036	108351	AIRGAS NORTH CENTRAL INC	65.65
292037	133620	AKSARBEN PIPE & SEWER CLEANING LLC	501.50
292038	010884	FRANCE ALBANESI	1,502.55
292039	134715	ALEGENT HEALTH IMMANUEL MEDICAL CTR	2,338.72
292040	136365	ALEGENT HEALTH	4,200.00
292041	108394	MARJORIE E ALFIERI	14.97
292042	010946	JEFFREY S ALFREY	25.00
292043	136659	ALL CREATURES VETERINARY CLINIC	506.53
292044	011051	ALL MAKES OFFICE EQUIPMENT	797.00
292045	011185	ALLIED OIL & SUPPLY, INC.	93.77
292046	136834	AMATO FLOWERS INC	595.00
292047	107651	AMAZON.COM INC	1,332.33
292048	011241	AAHPERD	40.25
292049	135681	AMERICAN LEGACY PUBLISHING CO	116.88
292050	101779	AMERICAN SCHOOL COUNSELOR ASSOC	115.00
292051	102430	AMI GROUP INC	2,201.57
292052	069689	AMSAN LLC	15,985.63
292053	012590	AMSTERDAM PRINTING & LITHO	1,556.59
292054	130997	KATHY L ANDERSEN	251.64
292055	134757	AFO LLC	693.30
292056	010112	ANDERSON ELECTRIC	2,751.70
292057	134041	MARTHA A ANDERSON	54.94
292058	130469	SUSAN J ANGLEMYER	314.28
292059	012989	APPLE COMPUTER, INC.	8,153.00
292060	135051	APPLES & MORE A TEACHERS STORE	175.31
292061	108092	MERRILL COMPANY	1,066.04
292062	106436	AQUA-CHEM INC	3,402.04
292064	136880	ARMBRUST FAMILY YMCA	276.00
292065	136798	KOEHN INC	128.80
292066	013496	ASCD	1,015.75
292067	134235	SARAH A ASCHENBRENNER	80.80
292068	102840	ASSOCIATED FIRE PROTECTION	242.50
292070	102727	B & H PHOTO	330.45
292071	072250	B G PETERSON COMPANY	305.70
292072	109852	BAER SUPPLY	484.32
292073	132405	BAG 'N SAVE	500.52
292075	135991	BAKER DISTRIBUTING CO LLC	155.98
292079	017619	RICHARD D BAKER	114.03
292080	017876	BARCLAY SCHOOL SUPPLIES INC	1,553.98
292081	017908	REX J BARKER	158.21
292082	099646	BARNES & NOBLE BOOKSTORE	4,925.65

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Check No	Vend No	Vendor Name	Amount
292083	132608	BARNES DISTRIBUTION	820.88
292084	017877	CYNTHIA L BARR-MCNAIR	249.47
292085	136885	ARI BARRIENTOS	40.00
292086	017926	ROSEMARY W BARTA	168.00
292087	135823	TERESA BARTA	51.82
292088	131142	CHERA A BARTELS	109.30
292089	107979	LORI A BARTELS	344.41
292090	134069	COLLEEN K BECKWITH	389.01
292092	136884	LURENE S BESSEMBINDERS	98.90
292093	131843	BEST CARE EMPLOYEE ASSISTANCE PROG.	1,050.00
292094	134945	NOLAN J BEYER	197.86
292095	019111	BISHOP BUSINESS EQUIPMENT	22,512.65
292096	136664	JAMIE L BLYCKER	7.07
292097	134478	TIFFANY M BOCK SMITH	15.65
292098	130899	KIMBERLY M BOLAN	143.92
292101	100056	BORDERS BOOKS & MUSIC	38.50
292104	019559	BOUND TO STAY BOUND BOOKS INC	3,727.84
292105	019835	BOYS TOWN NATIONAL	1,591.20
292106	133196	ALICIA A BRAGG	50.50
292107	019858	PEGGY A BRENDEL	389.32
292108	130576	PAMELA A BRENNAN	223.21
292109	132273	WENDY M BRENNAN	27.77
292110	020050	BRODART CO.	98.15
292111	136205	KIMBERLY A BROWN	317.40
292112	133824	NANCY A BROWN	157.56
292113	020258	VICKI A BROWN	52.52
292114	020270	NANCY J BRUGGER	35.35
292117	134585	KATHLEEN B BURKET	147.28
292118	132910	CHARLES J BURNEY	146.30
292119	106110	BRAD BURWELL	122.36
292120	099431	BUSINESS MEDIA INC	12,793.00
292121	134237	SCOTT G BUTLER	1,570.10
292122	026660	C & C CONSULTING LLC	737.46
292123	131619	C E SUNDBERG CO	86.65
292124	023831	CALLOWAY HOUSE INC	544.14
292125	106806	ELIZABETH J CAREY	66.00
292126	054237	PIONEER LOCK CO INC	33.30
292128	107588	DOROTHY M CARRERA-HARMAN	86.87
292129	108026	CATHERINE U CARRINGTON	26.39
292130	024067	CARSON DELLOSA PUBLISHING	352.93
292131	131158	CURTIS R CASE	423.25
292132	136886	MICHAEL A CATRON	246.69
292133	133970	CCS PRESENTATION SYSTEMS	620.00
292134	133589	CDW GOVERNMENT, INC.	2,094.15
292135	024260	CENTER TROPHY COMPANY	216.00
292136	135648	SUSAN M CHADWICK	50.09

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292137	134043	MALCOLM K CHAI	343.40
292139	132271	ERIK P CHAUSSEE	364.88
292140	024652	CHILDCRAFT EDUCATION CORP	908.47
292141	024654	JONNA L CHILDERS-HANSEN	10.26
292142	106851	CHILDREN'S HOME HEALTHCARE	6,930.00
292144	106251	CHILDRENS HEALTH MARKET INC	51,793.50
292145	025076	COLLEEN R CHRISTENSEN	27.27
292146	025092	CHRONICLE OF PHILANTHROPY	72.00
292148	132581	CLARITUS	5,427.00
292149	099222	CLASSROOM DIRECT	1,297.87
292150	025235	DALE CLAUSEN	122.71
292151	132643	CLEAN SWEEP COMMERCIAL INC	14,250.00
292152	131135	PATRICIA A CLIFTON	51.61
292153	136780	LISA L CLINARD	74.72
292154	136099	CLOVERDALE MANUFACTURING CO	391.20
292155	066006	JANET S CLURE	8.93
292157	022701	SHARON R COMISAR-LANGDON	215.13
292158	106902	COMMUNICATION SERVICES INC.	32,806.04
292159	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	172.00
292160	106184	CONCORDIA UNIVERSITY	50.00
292161	135287	CONSTRUCT INC	3,920.00
292162	132545	CONTINENTAL ALARM & DETECTION CO.	93.62
292163	136574	CONTROL DEPOT INC	46.42
292164	026057	CONTROL MASTERS INC	1,811.88
292166	131506	CP RECOVERY	865.42
292167	136843	CRANE RENTAL & RIGGING CO INC	495.00
292168	100300	CREATIVE TEACHING PRESS INC	36.39
292169	136088	JOSEPH R CRUM	2,400.00
292173	032050	D B NEBRASKA SERVICE CO.	525.05
292174	136742	FRANCES A DABBS	39.39
292175	132671	JEAN T DAIGLE	125.74
292176	131003	DAILY RECORD	41.40
292177	032140	DALTILE CORPORATION	1,087.94
292178	133820	DATA MANAGEMENT INC	815.20
292179	135099	HEATHER L DAUBERT	63.40
292180	032255	DAVIS PUBLICATIONS INC	1,489.32
292181	032236	INA M DAVIS	76.33
292182	032246	PAMELA M DAVIS	85.34
292183	032370	DAYTIMERS	28.13
292184	032497	CHERYL R DECKER	263.09
292185	130339	DEEP ROCK WATER	110.69
292187	107469	DEFFENBAUGH INDUSTRIES	10,371.72
292188	032800	DEMCO INC	554.22
292189	032872	DENNIS SUPPLY COMPANY	1,413.26
292190	136316	EVA DENTON	25.89
292191	133009	ROBERTA E DEREMER	31.91

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Check No	Vend No	Vendor Name	Amount
292192	109850	DEX MEDIA EAST LLC	54.16
292193	133968	DIAMOND MARKETING SOLUTIONS	876.85
292194	099220	DICK BLICK CO	6,619.55
292195	132750	JOHN D DICKEY	8.68
292196	033473	DIETZE MUSIC HOUSE INC	-11.90
292198	100649	DISCOUNT MAGAZINE SUBSCRIPTION	149.87
292199	099552	DISCOUNT SCHOOL SUPPLY	56.97
292200	135933	DKAH SERVICES CORP	25.00
292202	135973	MATTHEW L DOMINY	326.91
292204	134086	AMBER J DOOLITTLE	57.97
292205	135650	JAY R DOSTAL	49.28
292206	130648	DOSTALS CONSTRUCTION CO INC	3,545.37
292211	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	53,608.50
292212	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	13,484.94
292213	132341	DOUGLAS/SARPY EXTENSION SERVICE	25.00
292214	034109	DRUMMOND AMERICAN CORPORATION	1,059.43
292216	135689	SUSAN M DULANY	123.77
292217	034120	DULTMEIER SALES LLC	62.00
292218	094249	DURHAM WESTERN HERITAGE MUSEUM	250.00
292219	F03033	DILIP DUTTA	128.64
292220	107033	DYNAVOX SYSTEMS LLC	277.48
292221	131740	EAGLE SOFTWARE INC,	14,928.24
292223	036520	EASTERN NE HUMAN SERVICES AGENCY	14,076.00
292224	052370	ECHO ELECTRIC SUPPLY CO	48.59
292225	037400	EDUCATIONAL RESEARCH SERVICE	515.00
292226	037525	EDUCATIONAL SERVICE UNIT #3	192,684.37
292227	100330	EDUCATORS OUTLET INC	99.84
292228	133823	REBECCA S EHRHORN	493.13
292229	135425	EINSTRUCTION	670.00
292231	038100	ELECTRIC FIXTURE & SUPPLY	1,966.55
292232	038120	ELECTRIC MACHINERY SALES & SVC	2,432.75
292233	038140	ELECTRONIC SOUND INC.	2,747.22
292235	038217	WARREN K ELTISTE	736.22
292236	035579	EMC/PARADIGM PUBLISHING	923.14
292237	101333	ENCO MANUFACTURING CO INC	256.00
292238	135297	LIZBETH ENSOR	108.52
292240	102720	EPCO LTD. INC.	48.00
292241	035610	ETA/CUISENAIRE	13,366.75
292242	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	29.99
292244	132699	FATHER FLANAGANS BOYS HOME	385.73
292245	135544	GREG W FEARDAY	48.98
292247	040450	FEDERAL EXPRESS	735.62
292248	133565	STEVE FELICI	30.22
292249	040537	FERGUSON ENTERPRISES INC	1,494.44
292250	106956	FERRELLGAS	16.83
292251	109069	ELIZABETH A FIALA	170.69

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Check No	Vend No	Vendor Name	Amount
292252	136320	JOSHUA P FIELDS	1,156.52
292253	040830	FILMS FOR THE HUMANITIES & SCIENCES	366.96
292254	133919	FILTER SHOP INC	6,216.38
292255	134304	FIRST BANK RICHMOND, NA	1,824.10
292256	040902	FIRST NATIONAL BANK TRUST DEPT	2,700.00
292257	109855	SHANNON M FISCHER	55.55
292258	135647	LACHELLE FISCUS	31.76
292260	041100	FOLLETT LIBRARY RESOURCES	24,854.15
292261	136106	FOLLETT SOFTWARE COMPANY	458.00
292262	107364	FONTENELLE NATURE ASSOC	276.50
292263	041146	KENNETH J FOSSEN	67.61
292264	136207	PATRICIA D FRANCK	119.99
292265	041543	AMY J FRIEDMAN	86.50
292267	101528	FROG PUBLICATIONS	186.89
292268	134168	ERIC W FULLER	91.49
292269	043760	GALLUP ORGANIZATION	29,102.00
292271	106894	TAMMY GEBHART	80.54
292272	136003	MELISSA J GILBERT	9.09
292275	106660	GLASSMASTERS INC	3,057.84
292276	135691	OSCAR GONZALEZ	64.64
292277	044891	GOPHER/PLAY WITH A PURPOSE	1,272.18
292278	044896	KAREN A GORDON	51.61
292279	132152	GOVCONNECTION INC	504.50
292280	043609	GP DIRECT	189.59
292282	044950	GRAINGER INDUSTRIAL SUPPLY	2,133.62
292283	044965	KATHERINE A GRAY	177.76
292284	099888	GRAYBAR ELECTRIC COMPANY INC	215.08
292285	130083	HARRY S GRIMMINGER	15.15
292287	136046	JODI T GROSSE	25.39
292288	130084	LISA M GROTH	124.69
292289	135016	CANDRA R GUENTHER	128.42
292290	133230	GUIDANCE GROUP INC	41.93
292291	136321	LISA M GUINN	46.35
292292	132938	GUSTAVE A LARSON COMPANY	249.16
292293	132287	CARI J GUTHRIE	178.16
292295	020255	DESIGN CONCEPTS INC	16,225.00
292296	132673	JULIE L HAHN	34.03
292297	059223	MUSIC EXPRESS LLC	390.00
292298	047800	HAMMOND & STEPHENS	133.18
292299	130085	CAROLYN A HANKE	154.42
292301	047853	HAPPY CAB COMPANY INC	12,192.50
292302	133487	HARCOURT ASSESSMENT INC	5,103.84
292305	047855	HARCOURT INC	8,575.63
292306	047856	HARCOURT OUTLINES INC	193.42
292307	135821	LESLEY A HARRISON-ROLAND	37.37
292308	099396	HARRY K WONG PUBLICATIONS INC	4,199.00

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292309	130609	HAYDEN-MCNEILL SPECIALTY	2,932.03
292310	102103	HAYES SCHOOL PUBLISHING CO	30.70
292311	108273	MARGARET HEBENSTREIT PT	169.68
292313	048517	GREENWOOD PUBLISHING GROUP INC	830.59
292314	108478	DAVID C HEMPHILL	15.95
292315	101881	OMAHA ZOOLOGICAL SOCIETY	624.50
292316	099235	HERFF JONES INC	140.25
292317	133186	JENNIFER HERZOG	70.00
292318	132423	HEWLETT PACKARD CO	2,344.00
292320	048710	HIGHSMITH COMPANY INC	1,157.52
292321	134441	ELAINE HILL	473.28
292322	048786	HILLYARD INC	21.00
292323	048840	SUZANNE J HINMAN	111.09
292324	048845	CAMILLE H HINZ	34.34
292325	045329	HMS BROWN BAGGERS	728.37
292326	048940	HOB-LOB LIMITED PARTNERSHIP	71.89
292329	136572	HOLT WOODWORKING INC	2,895.00
292330	136889	JOHANNA HON	125.70
292333	095520	LINDA D HORTON	119.18
292334	049440	HOSIER REFRIGERATION SUPPLY INC	465.87
292335	136336	VICTORIA L HOSKOVEC	122.43
292336	136703	HOTSHOT DELIVERIES INC	600.00
292337	106169	MARY K HOUGH	422.74
292338	049650	HOUGHTON MIFFLIN COMPANY	135,972.89
292340	101032	HUSKER MIDWEST PRINTING	765.94
292341	130283	KARA L HUTTON	232.30
292342	133397	HY-VEE INC	1,923.23
292343	132878	HY-VEE INC	281.55
292344	049851	HY-VEE INC	375.96
292345	049850	HY-VEE INC	1,440.73
292346	049844	HYDRONIC ENERGY INC	185.32
292347	134166	I BELIEVE IN ME RANCH INC	2,528.02
292348	051573	IDEAL PURE WATER	25.00
292349	130141	IDM COMPUTER SOLUTIONS INC.	622.14
292350	051575	THERESA A ILIFF	164.63
292354	051778	INSIGHT MEDIA INC	166.95
292355	102826	INSTRUCTIVISION	120.89
292356	051843	INTEGRITY HARDWOODS	598.79
292357	102451	INTERNATIONAL BACCALAUREATE	3,042.00
292359	136631	JAMES LEE STONE	549.72
292360	100928	J.W. PEPPER & SON INC.	1,148.38
292361	054159	JACQUELINE K JACOX	45.40
292362	131157	CHRISTINE A JANOVEC-POEHLMAN	151.65
292363	054240	HANNELORE W JASA	93.68
292364	135735	GEORGE W JELKIN	435.16
292365	133037	JENSEN TIRE COMPANY	154.30

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292366	131457	JIFFY SUPPLY	54.50
292368	054448	STEVEN K JOEKEL	307.54
292369	107039	SHARON KIM H JOHANSEN	31.05
292370	135999	DESIREE K JOHN	108.67
292371	131367	AMANDA J JOHNSON	19.18
292372	130994	YORK INTERNATIONAL CORPORATION	6,928.04
292373	054500	JOHNSON HARDWARE COMPANY	403.20
292374	054487	ELIZABETH C JOHNSON	93.62
292375	054481	JERRILL B JOHNSON	165.33
292376	136317	KELLY L JOHNSON	274.72
292377	107905	MELINDA C JOHNSON	51.91
292378	059573	NANCY A JOHNSTON	491.23
292379	054630	JOHNSTONE SUPPLY	720.81
292381	130734	JOSIN FABRIC AND SUPPLY	202.85
292382	102309	JOURNEY EDUCATION MARKETING	417.46
292384	056215	KAPLAN EARLY LEARNING CO	121.78
292385	132265	CATHERINE A KEISER	47.47
292386	132272	SUSAN L KELLEY	50.49
292387	135932	KELLY SUPPLY CO	547.66
292388	130476	ANN M KING	29.18
292389	135630	NICHOLAS KINTZLE	50.19
292391	056770	BETTY H KLESITZ	84.33
292392	109136	KLOCKIT	518.00
292393	132264	MICHELLE M KLUG	62.62
292395	106582	KOHL'S PHARMACY & HOMECARE INC	50.00
292396	107010	EUNICE A KOKRDA	18.68
292397	056913	RICHARD L KOLOWSKI	243.41
292398	131821	MARY E KOUBA	146.44
292399	131006	CONNIE E KOZAK	57.55
292400	132266	DAWN M KRONAIZL	14.14
292403	109033	AMANDA J KUNES	636.85
292405	058755	LIDLAW TRANSIT INC	144,306.98
292407	099217	LAKESHORE LEARNING MATERIALS	1,492.33
292409	136818	LAMPE'S AIR FILTER SALES & SVC INC	160.00
292410	135257	LANGUAGE LINE SERVICES	147.63
292412	121124	LORENE M LARSEN	54.03
292413	102491	LARUE DISTRIBUTING INC	962.62
292414	109816	JILL C LAVENE	148.82
292416	108450	JACEN D LEFHOLTZ	155.38
292417	059240	LENNOX INDUSTRIES INC	314.38
292418	107903	JENNIFER M LICHTER	43.73
292420	059470	LIEN TERMITE & PEST CONTROL INC	1,666.00
292421	099395	LINCOLN PUBLIC SCHOOLS	100.00
292422	059560	LINWELD INC	711.41
292423	136380	KELLY LISS	9.69
292424	133758	KRAIG J LOFQUIST	25.25

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292425	133027	TRACY LOGAN	86.86
292426	059866	STACY L LONGACRE	165.13
292428	131141	JON T LOPEZ	1,030.77
292429	060100	LOVELAND LAWNS	153.45
292430	060111	LOVELESS MACHINE & GRINDING	68.00
292431	131397	LOWE'S HOME CENTERS INC	1,127.07
292432	134568	NATASHA E LUDWIG	32.21
292433	107602	LUMBERMEN'S BRICK & SUPPLY INC	43.90
292437	065541	MAHONEY STATE PARK	249.11
292439	136246	PAUL J MARKLEY	202.00
292440	133505	SUSAN N MARLATT	408.75
292441	133201	DAWN M MARTEN	46.71
292442	131303	DEBRA J MARTINEZ	213.11
292443	108052	MAX I WALKER	171.00
292444	107123	SUSAN P MCADAM	250.00
292445	063239	MCCLELLAN AUDIO SERVICE	930.00
292446	063262	LINDA J MCCREA	54.33
292448	063349	MCGRAW-HILL COMPANIES	5,873.91
292450	099781	MCQUEENY LOCK COMPANY	3,570.03
292451	064260	MECHANICAL SALES INC.	860.90
292452	121126	PATRICIA A MEEKER	164.77
292453	136890	STEPH L MEHMEN	405.51
292454	133998	SUZANNE MELLIGER	161.60
292455	064413	MENARDS INC	403.78
292456	136314	KORRINDA MENDEZ	72.77
292457	135331	MENTORING MINDS LP	603.80
292458	017611	ANGELA R MERCIER	800.00
292461	064600	METAL DOORS & HARDWARE COMPANY INC	4,384.00
292463	133403	AMERICAN NATIONAL BANK	6,987.37
292464	064621	METROPOLITAN OMAHA EDUCATIONAL	4,800.00
292465	136384	JEANNETTE M MEYER	68.17
292466	064834	MID-AMERICA COUNCIL BOY SCOUTS	2,500.00
292467	102870	MIDLAND COMPUTER INC	3,012.11
292468	101068	MIDWEST BOX COMPANY	1,588.64
292469	064925	MIDWEST INDUSTRIAL TOOLS	95.20
292470	064950	MIDWEST METAL WORKS INC	70.00
292471	064980	MIDWEST SOUND & LIGHTING INC	245.70
292472	131899	MIDWEST STORAGE SOLUTIONS	166.78
292473	065233	MIDWEST TURF & IRRIGATION INC	1,860.19
292474	065300	MILLARD DRYWALL SERVICES, INC.	361.98
292475	065400	MILLARD LUMBER INC	336.81
292476	065410	MILLARD SCHOOLS ADMINISTRATIVE	498.30
292477	131716	BRAD S MILLARD	54.00
292478	131328	MILLER ELECTRIC COMPANY	1,531.00
292479	100316	MINDWARE	462.25
292480	099352	MINNESOTA CLAY CO	57.57

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292481	136388	MITCHELL S MOLLRING	32.42
292482	066010	MONEY HANDLING MACHINES, INC.	109.35
292483	066083	KAREN F MONTGOMERY	34.23
292484	133113	DIANE S MOORE	44.44
292486	066189	MOTION INDUSTRIES INC	1,131.14
292487	092603	HOLTZBRINCK PUBLISHER LLC	2,849.74
292488	135332	SUZANNE MUELLER	815.60
292489	066490	JANIS R MULLINS	180.28
292492	067030	CYNTHIA D NABITY	43.58
292494	067000	NASCO	409.65
292495	101560	NATIONAL COUNCIL FOR SOCIAL STUDIES	115.00
292497	067996	JOHN C NOWELL	217.34
292498	134321	NE DOL/BOILER INSPECTION PROGRAM	108.00
292499	068334	NEBRASKA AIR FILTER INC	4,477.39
292500	068440	NEBRASKA DEPARTMENT OF EDUCATION	21.31
292501	068445	NEBRASKA FURNITURE MART INC	4,991.71
292502	068684	NEBRASKA SCIENTIFIC	120.90
292503	134798	NEW VISION COMUNICATIONS INC	21,568.18
292504	069099	CAROL C NEWTON	228.00
292505	069561	LYNNE NEWVILLE	72.21
292506	109843	NEXTEL PARTNERS INC	19,591.03
292507	106326	NILA J NIELSEN	254.00
292509	069675	NOBBIES INC	433.24
292511	069930	NOVA HEALTH EQUIPMENT COMPANY	1,295.00
292513	131265	JILL M NUISMER	40.90
292514	069945	NUTS & BOLTS INC	162.06
292516	F03034	KEN O'CONNOR	339.87
292517	133368	KELLY R O'TOOLE	358.05
292518	050042	ANNE M OETH	198.46
292522	100013	OFFICE DEPOT 84133510	8,232.22
292523	070245	OHARCO DISTRIBUTORS	219.74
292524	070473	ELIZABETH A OLSON	27.00
292525	130702	OMAHA HOME FOR BOYS	45.00
292526	071024	OMAHA TRACTOR, INCORPORATED	126.60
292527	071025	OMAHA TRUCK CENTER INC	16.00
292528	071040	OMAHA WINNELSON COMPANY	754.51
292529	071053	OMAHA WORLD HERALD (EDUC)	75.40
292530	133850	ONE SOURCE	1,511.00
292531	071138	ORIENTAL TRADING COMPANY	1,757.99
292532	136792	ORIGIN INSTRUMENTS CORPORATION	21.12
292533	130092	MARY M OSTERLOH	153.92
292535	102967	PALOS SPORTS INC	30.95
292537	071545	PAPER CORPORATION	58,748.80
292539	108098	ANGELO D PASSARELLI	188.81
292541	071771	LT NEIL P. PAULISON	3,960.00
292542	071891	PAYFLEX SYSTEMS USA INC	4,908.00

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292543	131610	PATRICIA D BUFFUM	60.00
292544	071353	WARFIELD PCI LIMITED	298.84
292545	071947	PAULA A PEAL	751.05
292551	082652	PEARSON EDUCATION	83,355.47
292552	099302	PEGLER-SYSCO FOOD SERVICE CO	146.31
292555	107783	HEIDI T PENKE	76.43
292556	072200	PERFECTION LEARNING CORP.	1,179.39
292558	136724	PETCO ANIMAL SUPPLIES STORES INC	64.88
292559	134365	VICKY L PETERSON	471.66
292560	136390	STACI M PETTIT	101.90
292561	132751	BETH A PFEIFFER	103.49
292562	133390	HEATHER C PHIPPS	13.65
292563	134301	BRDA INC	35.70
292564	134428	ELIZABETH A PIERCE	98.47
292565	130721	MARY J PILLE	169.17
292566	072785	PLANK ROAD PUBLISHING INC	107.25
292567	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	1,040.88
292568	072900	POPPLERS MUSIC INC	48.15
292569	131835	PRAIRIE MECHANICAL CORP	8,342.28
292571	073231	PRECISION INDUSTRIES, INC.	1,327.87
292572	134531	MIKE GUTHRIE	115.70
292573	136860	PRESIDENT'S CHALLENGE	18.50
292574	135569	CYNTHIA L PRESTON	121.40
292575	101892	PRIDE HOME SERVICES INC.	1,379.40
292577	132713	PROTEX CENTRAL INC	748.00
292578	073040	PSI GROUP-OMAHA	20,000.00
292579	102241	PYRAMID SCHOOL PRODUCTS	1,213.20
292581	077750	QUILL CORP	53.60
292582	136035	MICHAEL T QUINT	37.88
292583	090673	QWEST	44.03
292585	078250	RALSTON PUBLIC SCHOOLS	41,768.02
292587	078420	RAWSON & SONS ROOFING, INC.	12,375.00
292588	109810	BETHANY B RAY	217.15
292589	102568	READ NATURALLY	179.00
292590	078650	READY MIXED CONCRETE	16.00
292591	100642	REALLY GOOD STUFF INC	1,256.63
292592	132808	REBECCA SNYDER SPEECH SERVICES	4,668.75
292593	135690	DEIDRE REEH	15.95
292594	078760	REGAL AWARDS, INC.	201.64
292595	134858	JENNIFER L REID	60.75
292597	079106	PATRICIA W RHODES	405.72
292599	109192	KIMBERLI R RICE	169.32
292600	079162	KAREN RICHTER	19.89
292602	136252	ROBERT HALF MANAGEMENT RESOURCES	10,010.00
292603	079295	DALE H ROBINSON	334.81
292604	079310	ROCKBROOK CAMERA CENTER	2,056.52

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292605	101638	ROCKHURST UNIVERSITY	747.00
292606	134882	LINDA A ROHMILLER	21.10
292607	134990	BRITTANY A ROM	345.09
292608	134081	EILEEN A RONCI	197.96
292611	079440	ROSENBAUM ELECTRIC INC	2,411.67
292613	072286	JEAN M RUCHTI	168.87
292614	130477	KATHRYN I RYAN	65.65
292615	136595	THOMAS J RZEMYK	200.23
292617	136533	SAFEWAY TRANSPORTATION LLC	4,077.50
292618	081491	SAGE PUBLICATIONS, INC.	14,202.62
292619	081630	SAM'S CLUB DIRECT	50.00
292620	081640	JOAN M SANDERS	197.96
292621	081725	KIMBERLEY K SAUM-MILLS	70.57
292622	133389	RYAN D SAUNDERS	311.44
292623	081800	SAX ARTS & CRAFTS INC	1,342.34
292624	131353	SCANTRON CORPORATION	5,117.02
292626	106432	KELLI J SCHINSTOCK	62.11
292627	107631	PATRICK E SCHMIDT JR	366.85
292628	134831	DORAN SCHMIDT	75.00
292629	134174	ELIZABETH M SCHMIDT	181.80
292631	099640	SCHOLASTIC BOOK FAIRS	292.55
292632	081990	SCHOLASTIC ED TECH	4,968.07
292635	136861	SCHOOL DISTRICT OF SEWARD	8,477.06
292636	101165	SCHOOL MATE	727.50
292637	130526	SCHOOL MEDIA ASSOCIATES LLC	109.90
292638	135488	SCHOOL NURSE SUPPLY	149.97
292639	134878	MARGARET T VENTO-WILSON	1,342.95
292640	082350	SCHOOL SPECIALTY INC	7,102.49
292641	136098	SCHOOLDUDE.COM INC	1,690.65
292642	082336	SCHOOLMART	34.35
292643	082395	CLAUDIA K SCHULTE	923.33
292644	136891	LESLEY E SCHULTZ	50.00
292645	082475	SCIENCE KIT & BOREAL LABS LLC	899.97
292646	135102	SEAT SACK INC	297.15
292647	082905	KIMBERLY A SECORA	72.94
292648	098765	SECURITY BENEFIT LIFE INS CO	136,263.73
292649	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
292650	082910	SECURITY EQUIPMENT INC	3,074.43
292651	082941	KELLY M SELTING	172.71
292652	131078	SHAR PRODUCTS COMPANY	763.66
292653	133498	SHARED MOBILITY COACH INC	4,141.00
292654	109800	AMY L SHATTUCK	192.35
292656	109830	MATTHEW V SHEPPARD	178.77
292657	083188	SHIFFLER EQUIPMENT SALES, INC.	454.86
292658	135819	SHRED-IT USA INC	1,941.00
292659	131887	SIEMENS BUILDING TECHNOLOGIES INC.	7,850.00

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292661	083400	SIMPLEXGRINNELL	1,315.17
292662	083451	SIMPLICITY PATTERN COMPANY	19.95
292664	133949	SKAR ADVERTISING	5,495.85
292665	099592	SMILE MAKERS, INC.	83.94
292667	136871	DESIRAE SMITH	105.73
292668	107093	CHARLENE S SNYDER	261.85
292669	083950	SOCIAL STUDIES SCHOOL SERVICE	484.82
292670	F03032	SOFTCHOICE CORPORATION	73,437.86
292671	130722	LYON FINANCIAL SERVICES	1,380.93
292672	135408	JANICE D SORENSEN	173.32
292673	084064	CAROL A SOUKUP	7.07
292674	133382	SOUNDZABOUND MUSIC LIBRARY LLC	634.00
292675	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	1,310.00
292676	102046	SOUTHPAW ENTERPRISES INC	502.00
292677	131714	JOHN D SOUTHWORTH	25.00
292678	084326	SPORTIME	846.51
292679	109836	AMY ST AMOUR	135.84
292680	084415	STANDARD STATIONERY SUPPLY CO	1,976.48
292681	134116	STATE STEEL OF OMAHA	645.50
292685	084491	TRACY L STAUFFER	116.65
292686	131833	STERICYCLE INC	413.13
292687	084618	STETSON BUILDING PRODUCTS INC	7.69
292688	084630	CYNTHIA F STIGGE	54.13
292689	135211	KENNETH STOBBE	31.66
292691	130910	STUTTERING FOUNDATION OF AMERICA	33.00
292692	131211	SUCCESSORIES	526.92
292693	109822	BRAD D SULLIVAN	270.00
292694	101393	AIM EDUCATION INC	184.56
292695	084907	SUNDERLAND BROTHERS COMPANY	534.46
292696	102869	SUPER SAVER #20	1,073.66
292697	136883	JULIE K SUTFIN	135.55
292698	134389	JULIANNE SVINGEN	397.57
292699	135424	SWAN ENGINEERING LLC	32.64
292700	084985	SWANSON GENTLEMAN HART, INC.	192.00
292701	132417	JAMES D SWITZER	22.72
292702	136504	TAKE FLIGHT FARMS INC	300.00
292703	088654	TARGET	438.11
292704	103050	DRAPHIX, LLC	489.08
292705	109041	AMERICAN EAGLE COMPANY INC	120.95
292706	132962	CHILDCRAFT EDUCATION CORPORATION	529.09
292707	101257	TEACHERS' CURRICULUM INSTITUTE	927.72
292708	133969	TENNANT SALES & SERVICE COMPANY	5,809.95
292709	049700	TERRY HUGHES TREE SERVICE	4,525.00
292710	089130	THACKER ELECTRIC	30.60
292712	136381	ANNETTE J THOMAS	19.69
292713	131159	JONATHON C THOMPSON	54.54

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292714	107959	NANCY C THORNLAD	122.66
292716	089318	A GERALD TIEGER	31.86
292717	132493	GREGORY E TIEMANN	267.00
292719	136438	TODD VALLEY FARMS INC	500.00
292720	136578	PEGGI S TOMLINSON	29.29
292721	106807	JEAN M TOOHER	97.97
292722	131446	TOSHIBA AMERICA INFO SYS INC	15,943.97
292723	108055	TRADE WELL PALLET INC	920.00
292724	106364	AMERICAN STANDARD INC	118.72
292725	101242	TRI SUPPLY COMPANY	198.75
292726	107719	KIMBERLY P TRISLER	39.89
292728	106493	TRITZ PLUMBING, INC.	12,362.28
292729	136110	DONNA R TROMBLA	43.73
292730	132268	LYNNE A TRUMAN	22.22
292731	135505	TY'S OUTDOOR POWER & SERVICE INC	96.13
292733	131819	JEAN R UBBELOHDE	202.45
292735	090678	UNISOURCE	4,110.19
292736	090214	UNITED ELECTRIC SUPPLY CO INC	137.69
292737	109861	UNITED EQUIPMENT SERVICES CO INC	7,984.75
292739	100096	UNIVERSITY OF NE AT LINCOLN	574.00
292740	068840	UNIVERSITY OF NEBRASKA AT OMAHA	5,400.00
292742	134713	UNIVERSITY OF WISCONSIN-MADISON	600.70
292743	090900	UNIVERSITY PUB, INC.	7,178.00
292745	090440	SPORT SUPPLY GROUP INC	287.76
292747	091040	VAL LTD	150.16
292748	136387	DEBORAH A VAN FLEET	95.94
292749	091060	ROSEMARIE VAN NORMAN	120.00
292750	136831	SALLYE VANDERPLAS-LEE	143.45
292751	092323	VIRCO MANUFACTURING CORP	5,566.31
292752	109122	CONNIE L VLCEK	7.22
292753	136892	ZACHARY VOLLER	70.70
292754	092786	WALCRO INC	197.16
292755	092834	WALKER TIRE INC	683.97
292756	093008	BARBARA N WALLER	126.04
292758	136166	RONALD J WALSH II	162.51
292760	131817	KRISTINE M WARD	88.37
292761	134884	JULIE K WARNEMUNDE	146.61
292762	136313	DARCY N WARNER	29.23
292763	093765	WATER ENGINEERING, INC.	1,942.50
292764	093772	WATKINS CONCRETE BLOCK CO. INC.	57.00
292765	133438	HEIDI J WEAVER	393.50
292766	093976	WEEKLY READER CORPORATION	137.25
292767	093978	BECKY S WEGNER	331.33
292771	134943	JESSICA WELLS	6.79
292772	094174	WEST MUSIC COMPANY	132.05
292773	107563	CAROL M WEST	296.93

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292775	094245	WESTLAKE ACE HARDWARE INC	616.58
292776	094650	WESTSIDE COMMUNITY SCHOOLS	520.00
292777	136802	WEYNAND TRAINING INTERNATIONAL INC	1,700.00
292778	134658	CRAIG WHALEY	140.39
292779	094751	DEBBY A WHITAKER	218.86
292780	133663	HD SUPPLY CONSTRUCTION SUPPLY LTD	17.00
292781	136382	ANGELA L WILDER	103.77
292783	079693	WILLIAM H SADLIER INC	4,666.20
292785	136322	TAMARA J WILLIAMS	30.95
292786	136323	STACIE A WITHERSPOON	231.39
292787	109073	CRAIG J WOLF	33.33
292788	130716	SUSAN J WOOSTER	70.29
292789	095376	WORLD BOOK INC	749.00
292790	095491	GLEN E WRAGGE	382.38
292791	101370	XEROX CORPORATION (ORDERS)	43,596.00
292793	099212	ZANER BLOSER INC	583.33
292794	136452	JESSICA N ZAVADIL	11.61
292795	136855	PAUL R ZOHLEN	113.29
Total for GENERAL FUND			2,366,742.52
21256	010144	ABBOTT ELEMENTARY SCHOOL	53.36
21257	135033	ACKERMAN ELEMENTARY	31.30
21258	135034	ALDRICH ELEMENTARY	38.70
21259	135035	BLACK ELK ELEMENTARY	15.88
21260	135036	BRYAN ELEMENTARY	63.73
21261	135037	CATHER ELEMENTARY	14.89
21262	065420	CENTRAL MIDDLE SCHOOL	9.12
21263	135038	CODY ELEMENTARY	120.19
21264	135039	DISNEY ELEMENTARY	38.40
21265	135040	HARVEY OAKS ELEMENTARY	23.04
21266	135041	HITCHCOCK ELEMENTARY	27.54
21267	131694	HOLLING HEIGHTS ELEMENTARY	42.58
21268	135050	MILLARD LEARNING CENTER	55.22
21269	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	1,616.68
21270	065410	MILLARD SCHOOLS ADMINISTRATIVE	54.95
21271	135042	MONTCLAIR ELEMENTARY	39.96
21272	132398	NEIHARDT ELEMENTARY SCHOOL	131.02
21273	135043	NORRIS ELEMENTARY	57.37
21274	136841	REAGAN ELEMENTARY	95.80
21275	135044	REEDER ELEMENTARY	22.58
21276	135045	ROCKWELL ELEMENTARY	64.86
21277	135046	ROHWER ELEMENTARY	25.48
21278	135047	SANDOZ ELEMENTARY	59.72
21279	135048	WHEELER ELEMENTARY	7.78
21280	135049	WILLOWDALE ELEMENTARY	62.42
21281	133502	ARAMARK	391,836.95
21282	133617	CONOCOPHILLIPS	89.90

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21283	133178	COTTONWOOD ELEMENTARY	16.73
21284	136842	CELGING JOINT VENTURE	17.69
21285	135983	ENCORE ONE LLC	20.70
21286	064950	MIDWEST METAL WORKS INC	20.00
21287	010071	CALICO INDUSTRIES, INC.	588.96
21288	048515	HELGET SAFETY SUPPLY INC	124.94
21289	109843	NEXTEL PARTNERS INC	219.03
21290	100013	OFFICE DEPOT 84133510	88.31
Total for FOOD SERVICE			395,795.78
291903	017789	BANCROFT BODY SHOP	386.61
291940	133480	BERINGER CIACCIO DENNELL MABREY	20,845.91
291986	136278	TRI STATE SEEDING INC	21,811.72
291988	136707	CHRISTY L VLCEK	0.00
292024	010037	ABC SCHOOL SUPPLY COMPANY	57.49
292051	102430	AMI GROUP INC	750.00
292069	136853	AUTODESK INC	34,000.00
292091	133480	BERINGER CIACCIO DENNELL MABREY	3,282.25
292100	108047	ARR-BOONE BROTHERS ROOFING	15,210.00
292120	099431	BUSINESS MEDIA INC	56.00
292124	023831	CALLOWAY HOUSE INC	154.60
292140	024652	CHILDCRAFT EDUCATION CORP	1,091.22
292144	106251	CHILDRENS HEALTH MARKET INC	401.50
292147	136281	CLAIRMONT CONSTRUCTION	140,550.97
292158	106902	COMMUNICATION SERVICES INC.	8,016.02
292170	027130	CRYSTAL PRODUCTIONS	1,644.25
292172	134721	CYC CONSTRUCTION INC	62,298.47
292176	131003	DAILY RECORD	9.80
292180	032255	DAVIS PUBLICATIONS INC	1,888.86
292194	099220	DICK BLICK CO	440.16
292197	131797	DIRECT ADVANTAGE	1,828.41
292201	107232	DLR GROUP INC	75.00
292203	136245	DONOVAN PROPERTIES LLC	1,523.88
292206	130648	DOSTALS CONSTRUCTION CO INC	31,639.72
292234	136211	ELKHORN WEST CONSTRUCTION INC	85,045.28
292241	035610	ETA/CUISENAIRE	98.92
292274	136681	GIS WORKSHOP INC	11,980.00
292277	044891	GOPHER/PLAY WITH A PURPOSE	3,611.12
292290	133230	GUIDANCE GROUP INC	227.86
292303	047855	HARCOURT INC	35.20
292305	047855	HARCOURT INC	42,646.75
292316	099235	HERFF JONES INC	6,831.88
292318	132423	HEWLETT PACKARD CO	95.00
292331	136799	HOOPER HEATING & COOLING LLC	54,000.00
292338	049650	HOUGHTON MIFFLIN COMPANY	1,182.50
292339	049715	HUMAN KINETICS	181.86
292353	108348	INDEPENDENT SYSTEMS INC	704.00

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292358	102958	INTERSTATE ALL BATTERY CENTER	143.40
292407	099217	LAKESHORE LEARNING MATERIALS	5,339.79
292408	058775	LAMP RYNEARSON ASSOCIATES INC	4,331.49
292415	100732	LAWNSMITH & CO INC	4,992.00
292435	063550	MACMILLAN/MCGRAW HILL DO NOT USE	10,321.96
292449	136147	MCKINNIS ROOFING & SHEET METAL INC	190,284.00
292475	065400	MILLARD LUMBER INC	21.60
292491	066563	MUSIC IS ELEMENTARY	163.50
292496	132535	NATIONAL COUNCIL ON ECONOMIC	83.44
292510	069805	NORTHWEST REGIONAL ED LABORATORY	87.25
292522	100013	OFFICE DEPOT 84133510	971.57
292551	082652	PEARSON EDUCATION	21,602.72
292569	131835	PRAIRIE MECHANICAL CORP	21,150.00
292586	078390	RAND MCNALLY & COMPANY	621.00
292587	078420	RAWSON & SONS ROOFING, INC.	250.00
292609	136676	RONCO CONSTRUCTION CO INC	249,779.70
292625	081880	SCHEMMER ASSOCATES INC	12,927.50
292640	082350	SCHOOL SPECIALTY INC	3,231.50
292645	082475	SCIENCE KIT & BOREAL LABS LLC	2,422.40
292655	083175	SHEPPARD'S BUSINESS INTERIORS	2,622.73
292706	132962	CHILDCRAFT EDUCATION CORPORATION	239.52
292732	135716	TYCON ELECTRIC INC	4,495.00
292734	102846	ULTIMATE OFFICE INC	288.13
292738	133322	UNIVERSAL RESTORATION INC	113,625.00
292743	090900	UNIVERSITY PUB, INC.	2,610.00
292744	090973	UPSTART	463.05
292751	092323	VIRCO MANUFACTURING CORP	10,861.22
292764	093772	WATKINS CONCRETE BLOCK CO. INC.	4.44
292772	094174	WEST MUSIC COMPANY	574.57
292789	095376	WORLD BOOK INC	1,152.00
292793	099212	ZANER BLOSER INC	909.00
Total for SPECIAL BUILDING			1,221,172.69
291920	134987	JOHN P SWOBODA	200.00
292023	010040	A & D TECHNICAL SUPPLY CO INC	15,116.79
292034	102832	ADVANCED OFFICE INTERIORS CORP	366.00
292059	012989	APPLE COMPUTER, INC.	5,124.40
292091	133480	BERINGER CIACCIO DENNELL MABREY	30,324.09
292120	099431	BUSINESS MEDIA INC	7,174.00
292158	106902	COMMUNICATION SERVICES INC.	1,807.85
292201	107232	DLR GROUP INC	7,818.54
292243	130045	FARRIS ENGINEERING	650.00
292282	044950	GRAINGER INDUSTRIAL SUPPLY	6,195.50
292318	132423	HEWLETT PACKARD CO	120.00
292436	134668	MAGNUM RESOURCES INC	12,129.00
292447	100944	MCDONALD & ASSOCIATES INC	53.50
292467	102870	MIDLAND COMPUTER INC	7,948.25

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292640	082350	SCHOOL SPECIALTY INC	2,143.30
Total for CONSTRUCTION			97,171.22
291970	134953	NATIONAL ASSOC FOR GIFTED CHILDREN	610.00
291998	136876	KIDVISION INC	108.00
292004	136877	HATHAWAY PUBLISHING INC	559.40
292007	068840	UNIVERSITY OF NEBRASKA AT OMAHA	375.53
292008	068834	UNIVERSITY OF NEBRASKA-LINCOLN	375.53
292025	133967	ABOLINS	1,584.00
292032	108245	GENE ADAMS	258.23
292063	133770	DIANE ARAUJO	197.46
292065	136798	KOEHN INC	1,219.47
292066	013496	ASCD	603.81
292074	131881	KIM D. BAINBRIDGE	100.00
292079	017619	RICHARD D BAKER	369.62
292082	099646	BARNES & NOBLE BOOKSTORE	916.22
292099	101364	BOOKWORM	219.76
292101	100056	BORDERS BOOKS & MUSIC	87.72
292102	133791	WENDY P BOUKAL	14.47
292103	136633	WILLIAMS PROPERTIES LLC	476.00
292104	019559	BOUND TO STAY BOUND BOOKS INC	252.40
292116	135789	LINDA S BURKE	30.52
292156	136854	COLUMBIA COLLEGE CHICAGO	675.00
292171	099957	CRYSTAL SPRINGS BOOKS	28.07
292188	032800	DEMCO INC	552.08
292199	099552	DISCOUNT SCHOOL SUPPLY	2,004.89
292206	130648	DOSTALS CONSTRUCTION CO INC	21,240.36
292215	136878	GIGM INC	1,049.25
292222	036510	EARLY CHILDHOOD TRAINING	45.00
292226	037525	EDUCATIONAL SERVICE UNIT #3	131.75
292239	102991	ENVIRO TOTE	513.01
292241	035610	ETA/CUISENAIRE	164.41
292262	107364	FONTENELLE NATURE ASSOC	150.50
292270	136887	HARRY P GAYLOR	87.00
292273	136888	DONALD G GILPIN	87.00
292302	133487	HARCOURT ASSESSMENT INC	108.50
292305	047855	HARCOURT INC	505.41
292312	136242	SUZANNE M HEFFRON	112.93
292315	101881	OMAHA ZOOLOGICAL SOCIETY	399.75
292325	045329	HMS BROWN BAGGERS	47.90
292342	133397	HY-VEE INC	118.53
292350	051575	THERESA A ILIFF	342.61
292384	056215	KAPLAN EARLY LEARNING CO	51.58
292405	058755	LAIDLAW TRANSIT INC	2,591.88
292407	099217	LAKESHORE LEARNING MATERIALS	1,902.55
292415	100732	LAWNSMITH & CO INC	7,350.00
292427	136858	LOOSE IN THE LAB INC	360.00

Date: 7/2/08

Millard Public Schools

Check Register

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Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
292438	101272	MARI INC.	98.89
292476	065410	MILLARD SCHOOLS ADMINISTRATIVE	4.95
292479	100316	MINDWARE	326.90
292485	134787	KENDALL A MORRISEY	178.99
292493	109784	JUDITH A NANCE	15.74
292494	067000	NASCO	77.32
292508	136637	NATHAN LEVY	201.25
292512	069936	NOVEL UNITS INC	48.45
292522	100013	OFFICE DEPOT 84133510	923.22
292525	130702	OMAHA HOME FOR BOYS	40.00
292538	131171	PARENTS AS TEACHERS NATIONAL CENTER	94.00
292540	106559	DAVID L PATTEN	180.79
292546	102699	PEARSON EDUCATION	218.87
292557	072216	PERMA BOUND	357.97
292570	131327	TAMI J PRATT	322.31
292591	100642	REALLY GOOD STUFF INC	312.24
292596	099940	RENAISSANCE LEARNING INC.	245.86
292616	079691	SADDLEBACK EDUCATIONAL INC	166.10
292633	082100	SCHOLASTIC INC	299.75
292639	134878	MARGARET T VENTO-WILSON	210.42
292640	082350	SCHOOL SPECIALTY INC	246.13
292645	082475	SCIENCE KIT & BOREAL LABS LLC	77.99
292660	133023	JANELL SIME	100.00
292702	136504	TAKE FLIGHT FARMS INC	1,000.00
292703	088654	TARGET	572.07
292704	103050	DRAPHIX, LLC	81.79
292711	136893	JODI A THERKELSEN	725.20
292718	135515	KAREN E TIMM	378.73
292741	136786	UNIVERSITY OF TEXAS AT ARLINGTON	450.00
292746	103095	NEW PRECISION TECHNOLOGY LLC	316.84
292757	130661	DENISE WALLER	330.81
292759	131112	LINDA WALTERS	44.59
292782	136894	VICTORIA A WILES	87.00
292784	133153	JULIE L WILLIAMS	183.82
Total for GRANT FUND			57,897.09
292206	130648	DOSTALS CONSTRUCTION CO INC	1,276.33
292415	100732	LAWNSMITH & CO INC	1,750.00
292434	131586	LYMM CONSTRUCTION CO.	43,140.00
292576	133745	PRIMEX WIRELESS INC	4,819.57
292695	084907	SUNDERLAND BROTHERS COMPANY	170.40
292732	135716	TYCON ELECTRIC INC	240.00
292743	090900	UNIVERSITY PUB, INC.	1,660.80
292751	092323	VIRCO MANUFACTURING CORP	31,221.56
292775	094245	WESTLAKE ACE HARDWARE INC	36.94
Total for DEPRECIATION			84,315.60

Millard Public Schools

Check Register

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Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
292210	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	385,559.71
292226	037525	EDUCATIONAL SERVICE UNIT #3	204.05
Total for INTERLOCAL FUND			385,763.76
291917	136836	GARY RATH	400.00
292028	010298	ACCU CUT SERVICES LLC	213.38
292047	107651	AMAZON.COM INC	254.29
292076	136339	AIMEE BAKER	260.00
292077	135322	ALEXANDER BAKER	320.00
292078	132743	NICK BAKER	810.00
292115	136341	RAYNEE BUCKLEY	320.00
292127	023925	CARLEX INC	164.76
292134	133589	CDW GOVERNMENT, INC.	998.00
292138	136132	ABBY CHARVAT	515.00
292147	136281	CLAIRMONT CONSTRUCTION	8,515.89
292165	135694	JUSTINE COOPER	420.00
292196	033473	DIETZE MUSIC HOUSE INC	508.27
292206	130648	DOSTALS CONSTRUCTION CO INC	10,627.70
292246	135766	KAITLYN FEDER	350.00
292260	041100	FOLLETT LIBRARY RESOURCES	679.08
292262	107364	FONTENELLE NATURE ASSOC	248.50
292266	135393	KRISTEN FRIESEN	405.00
292280	043609	GP DIRECT	237.88
292286	135769	EMILEE GROHN	200.00
292294	135078	SHANNON GUY	402.00
292319	136766	CAROLINE HIGGINS	31.50
292327	135313	RACHEL HOGAN	382.50
292328	136879	RYAN HOGAN	31.50
292332	132592	WILLIAM SPRAGUE, JR.	674.00
292351	135517	KAREN ILLG	55.00
292352	134557	ELLEN R ILLG	24.00
292367	136054	NICK JOBEUN	280.00
292380	134980	ABIGAIL C JORGENSEN	678.00
292383	132329	SOPHIE KAETER	1,122.00
292390	135079	CHRISTIAN KLAIBER	30.00
292394	135858	TYLER PAUL KOHLES	310.00
292401	135525	SARAH KRUGER	40.00
292402	136765	KEVIN KUEHL	29.75
292411	058800	LANOHA NURSERIES, INC.	5,993.00
292437	065541	MAHONEY STATE PARK	57.00
292459	134995	ALYSSA MERKEL	880.00
292460	134982	LYDIA ANN MERKEL	30.00
292467	102870	MIDLAND COMPUTER INC	359.90
292490	134099	CAITLIN MURPHY	456.00
292501	068445	NEBRASKA FURNITURE MART INC	768.00
292515	136130	EMMA O'CONNELL	30.00
292522	100013	OFFICE DEPOT 84133510	636.30

Date: 7/2/08

Millard Public Schools

Check Register

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Prepared for the Board Meeting of July 7, 2008

Check No	Vend No	Vendor Name	Amount
292534	135566	MEGAN PALIK	570.00
292536	135518	MEAGAN PAPATYI	612.00
292553	135080	JULIE PENGILLY	80.00
292554	134555	MOLLY PENGILLY	710.00
292580	135698	CHAEI QUANDT	360.00
292584	135324	ADAM RAFFERTY	330.00
292591	100642	REALLY GOOD STUFF INC	57.90
292598	134996	BECCA RICE	648.00
292601	136052	RANCE RISTAU	40.00
292604	079310	ROCKBROOK CAMERA CENTER	1,727.20
292610	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	2,566.00
292612	134997	KATHERINE ROUNDS	714.00
292630	081891	SCHMITT MUSIC CENTER	85.00
292634	136895	BAILEY SCHOLLMAYER	210.00
292663	134998	SARAH SIROTKIN	305.00
292666	136131	BRENDON SMITH	430.00
292682	136465	JAKE STAUFFER	630.00
292683	132328	KAYLA STAUFFER	252.00
292684	109821	SETH STAUFFER	456.00
292690	136016	STUHR MUSEUM INC	308.00
292695	084907	SUNDERLAND BROTHERS COMPANY	170.40
292703	088654	TARGET	299.17
292715	136589	HUSKERBOWL LLC	440.00
292732	135716	TYCON ELECTRIC INC	780.00
292744	090973	UPSTART	64.35
292745	090440	SPORT SUPPLY GROUP INC	296.48
292768	135522	AMANDA WEIHL	215.00
292769	134999	FAWN WEIHL	265.00
292770	135327	KARI WEIHL	636.00
292792	135521	CHRISTINE YEE	40.00
Total for ACTIVITY FUND			54,045.70
291981	136869	LAURA E SCHULTE	-45.00
Total for			-45.00
Report Total			4,662,859.36

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 6320

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of Policy 6320
Curriculum, Instruction, and Assessment: Students Graduation

ACTION DESIRED: Approval of Policy 6320

BACKGROUND: The policy changes reflect

1. legislative action LB 1153 and the opportunity for students with disabilities to receive a certificate of attendance and participate in graduation ceremonies, and
2. clarification as to when “graduation” exercises take place.

RECOMMENDATIONS: Approve changes to Policy 6320

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston, and Charlene Snyder

SUPERINTENDENT’S APPROVAL: _____
(Signature)

BOARD ACTION:

Curriculum, Instruction, and Assessment

Students Graduation/~~Separation~~

6320

Graduation from our schools indicates that students have satisfactorily completed the prescribed courses of study in accordance with their respective abilities to achieve and that they have satisfactorily passed any ~~d~~District level assessments, and examinations or other requirements set by the faculty. In addition, students shall have maintained a satisfactory record of citizenship during the students' progression through the instructional program of the schools.

The faculty will establish detailed requirements to agree with the school goals as adopted by the Board. It is expected that, insofar as possible, the faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward school goals to warrant the student's graduation according to the terms of this ~~p~~Policy.

The principal of each school will arrange each spring for appropriate awards and recognition programs ~~and graduation exercises~~. Formal graduation exercises ~~for elementary and middle schools will be at the discretion of each school~~ will be held for high school students meeting District requirements and will be coordinated between the high school administrators and the superintendent.

In accordance with the requirements of state law, a student who receives special education services under the Special Education Act and does not qualify for graduation, may receive a certificate of attendance.

Legal Reference: Neb. Rev. Stat § 79-729
[Neb. L.B. 1153 \(2008\)](#)

Related Policies and Rules: 6315, 6315.1, 6320.1, [6320.2](#), [6320.3](#)

Policy Adopted: July 20, 1992
Revised: May 17, 1999; July 31, 2000; June 4, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Superintendent Work Assignments 2008-2009

MEETING DATE: July 7, 2008

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION: Each year the Board approves the work assignments set for the Superintendent.

ACTION DESIRED: Approval

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS: n/a

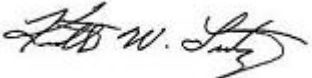
RECOMMENDATIONS: Approval of Superintendent Work Assignments 2008-2009

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION OR REJECTION: n/a

TIME LINE: n/a

PERSONS RESPONSIBLE: Board of Education

SUPERINTENDENT'S APPROVAL: _____  _____

Superintendent Work Assignments 2008-2009

1. The Superintendent will develop and implement a plan to ensure that The Millard Public School District's interests are protected as we transition into the Learning Community.
2. The Superintendent will demonstrate and outline programs and initiatives that are developed as a result of the 40 Assets Program that involve social issues, including any other programs that would benefit the District.
3. The Superintendent will research and develop a plan to implement an Early College Program

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6320.1

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of Rule 6320.1
Curriculum, Instruction, and Assessment
Students: Requirements for Senior High School Graduation

ACTION DESIRED: Approval of Rule 6320.1

BACKGROUND: The policy changes reflect the changes approved in Rule 6315.1 in June 2008 regarding ELO assessments.

RECOMMENDATIONS: Approve changes to Rule 6320.1

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston, and Charlene Snyder

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation

6320.1

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must meet district level assessments in reading, writing, mathematics, science and social studies.

Minimum Requirements for Graduation - Grades 9-12

- I. Credits -- A minimum of **225 credits** is required for graduation. Each student's program shall include but not be limited to the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the curriculum handbooks of each high school.

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
English	40	English 9	10
		English 10	10
		English 11	10
		Oral Communications	5
		(Choice of Speech, Forensics, Debate I or the combination of IB Language A1, IB Language B and 12 th Grade Theory of Knowledge	
		Choice of an English Selected Course	5

The student will take five (5) credits from the following:

English Selected Courses

British Literature	Research Methods
World Literature	Creative Writing
Career English	Composition & Literature
Shakespeare	Analysis of Mass Media
AP English Literature	IB English 12
AP English Language & Composition	

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Social Studies	30	American History (Since 1914) - 9th	10
		World Geography - 10th	10
		US Government & Economics - 12th	5
		World Perspectives or American Studies Course	5

The student will take five (5) credits from the following:

<u>World Perspectives</u>	or	<u>American Studies</u>
World History		Ethnic Studies
World Affairs		Law Studies
World Religion		AP United States History
AP European History		AP Macro Economics
IB 20 th Century World History Topics		IB History of America

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Mathematics	25	Algebra or Algebra Foundations I or appropriate course from the math sequence. A course numbered 220 or higher. One additional math course. Computer Science courses may not be applied toward math credit.	10 10 5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Science	25	Students should follow one of the following science sequences. Physical Science in Action- 9th Biology - 10th Choice of Science Electives numbered 333 or higher	10 10 5
		or	
		Biology - 9th Chemistry or Physics - 10th Choice of Science Electives numbered 333 or higher	10 10 5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Physical Education	15	Choice of grade appropriate course.	15
		<i>Curriculum Handbook describes PE courses and recommends grade appropriate levels.</i>	

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Health Education	5	Everyday Living taken in 10th or 11th grades	5

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Technology Education	5	Choice of Technology Selected Courses	5

The student will take five (5) credits from the following:

Technology Selected Courses

Computer Technology Applications
 Introduction to Computer Science
 Foundations of Technology
 Introduction to Graphics Communications
 Introduction to IB Computer Science I

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Fine & Performing Arts	5	Choice of Fine & Performing Arts Selected Courses	5

The student will take five (5) credits from the following:

Fine & Performing Arts Selected Courses

Any art course
 Any music course
 Drama I
 Theatre Appreciation

<u>PROGRAM</u>	<u>TOTAL COURSE/SUBJECT CREDITS</u>	<u>COURSE OR SUBJECT AREAS</u>	<u>CREDITS</u>
Electives	75	Choice of Human Resources Course A total of 70 additional credits	5 70

The student will take five (5) credits from the following:

Human Resources Selected Courses

Sociology	Introduction to Behavioral Sciences
Psychology	IB Psychology
AP Psychology	IB Theory of Knowledge I
Adult Living	Child Development

- A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.
 - B. Electives courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.
 - C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.
 - D. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.
 - E. A student must complete a Personal Learning Plan, meeting district requirements.
- II. Assessments: In addition to 225 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements.
- III. Effect of Student Performance
- A. When a student has successfully met the Essential Learner Outcomes Assessment cut score for each outcome:
 - 1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
 - 2. Having met the cutscores for the high school Essential Learner Outcomes assessments, the student shall have met essential criteria for graduating from the Millard Public Schools.
 - 3. Upon successful completion of the required number of credits, the student shall be eligible for a graduation diploma from the Millard public Schools.
 - B. If a student has not met the cutscore for a given Essential Learner Outcomes Assessment, the following shall occur:
 - 1. An Individual Learning Plan (ILP) shall be designed by a team of qualified staff. Classroom teachers may refer students to the Millard Intervention Team (MIT) for assistance in evaluating and implementing problem-solving and intervention strategies.
 - 2. Utilizing the Essential Learner Outcomes, school representatives will offer the student supplemental learning activities, which address recognized deficiencies. Supplemental learning activities may include but are not limited to the following:
 - a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction);
 - b. before- or after-school tutorials;
 - c. study hall tutorials;
 - d. change of interdisciplinary teams or level of instruction;
 - e. repeat of specific course(s) of study;

- f. attendance at specific class(es) designed to address deficiencies; and
 - g. attendance at summer school.
3. If the student is verified with a disability, the IEP Team may reconvene to review the ILP and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.
 4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the ILP and to ensure that needed accommodations are in place in areas of weakness.
- C. If, after a retake of an assessment, a student has not met the cutscore for a given Essential Learner Outcomes assessment, the following shall occur:
1. The Individual Learning Plan will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to MIT for identification of needs if not previously referred.
 2. The student shall be retested using the appropriate Essential Learner Outcomes assessment. Students shall be given the opportunity to be retested multiple times until the requisite cutscore is achieved. Students shall be given notice of the opportunities for retesting.
 3. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for high school Essential learner Outcomes assessment.
 4. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and to consider lowering of the cutscore requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the cutscore.
 - a. Applications for approval of lowered cutscore requirements ~~and/or alternate assessments~~ may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - b. If the lowered cutscore is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
 - ~~5. An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students may register with the Associate Superintendent for Educational Services to participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.~~
- D. An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

IV. Student's Right to Appeal

- A. Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.
- B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:
 - 1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.
 - 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

V. Procedures for Appeal

- A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.
- B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore
- C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.
- D. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
- E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.
- F. The parties may, by mutual written agreement, extend the time for hearing or final determination.
- G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
- H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed

session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.

- I. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.

VI. Graduation

Upon successful completion of the required credits, ~~and~~ assessments, [and Personal Learning Plan](#) a student shall be eligible for a graduation diploma from the Millard Public Schools.

VII. Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, [6320.2](#), [6320.3](#)

Rule Approved:

Revised: Dec. 5, 1983; Dec. 17, 1990, May 17, 1999; Oct. 18, 1999, July 31, 2000; March 4, 2002; July 21, 2003; June 21, 2004; June 6, 2005; June 5, 2006; June 4, 2007

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6320.2

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of Rule 6320.2
Students' Requirements for Senior High School Graduation:
International Baccalaureate Diploma Program

ACTION DESIRED: Approval of Rule 6320.2

BACKGROUND: The rule changes reflect adjustments in the International Baccalaureate Diploma Program course equivalencies identified as fulfilling graduation requirements.

RECOMMENDATIONS: Approve changes to Rule 6320.2

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen and Nancy Johnston

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Curriculum, Instruction, and Assessment

Students' Requirements for Senior High School Graduation: International Baccalaureate Diploma Program

6320.2

- I. Credits: A minimum of **225 credits** is required for graduation.
- II. Assessments: In addition to 225 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in Reading, Writing, Mathematics, Science, and Social Studies.
- III. Personal Learning Plan: A student must complete a Personal Learning Plan, PLP, meeting district requirements.
- IV. Each student's International Baccalaureate ~~(IB)~~-Diploma Program (IB DP) shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for IB DP students.

Millard Public Schools' Graduation Requirement

International Baccalaureate Program Additions/Substitutions

English: Selected Electives (5 credits)

Substitute IB English 12 (10 credits)

English: Oral Communications (5 Credits)

Substitute Imbedded Oral Assessments found in Language A1, Language B and Theory of Knowledge I & II requirements

Social Studies: World Geography (10 Credits)

Substitute IB 20th Century World History Topics (10 credits)

Social Studies: World Perspective Course Options

Add IB History of Americas (10 credits) to course options

Electives: Human Resources Course Options

Add IB Theory of Knowledge (max. 5 Credits) to course options

Science: Physical Science Course Options

Add Introduction to Chemistry and Physics (10 credits).
IB Chemistry (10 credits) and
IB Physics (10 credits) to course options

Science: Life Science Course Options

Add IB Biology (10 credits) to course options

Health Education: Everyday Living will be available for enrollment during grades 9-12 for IB DP students. Students waived out of Everyday Living must pick an additional Human Resources course. The Theory of Knowledge course can only meet the Human Resource Course 5 credit requirement.

- V. These adjustments are only applicable to students enrolled in the full International Baccalaureate Diploma program with intentions to test for and secure the IB Diploma.

Approved: April 16, 2001

Revised: August 4, 2003; June 5, 2006: June 4, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6320.3

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approval of Rule 6320.3
Curriculum, Instruction, and Assessment
Students Certificate of Attendance Requirements

ACTION DESIRED: Approval of Rule 6320.3

BACKGROUND: This is a new rule that reflects the changes to Policy 6320 and LB 1153.

RECOMMENDATIONS: Approve changes to Rule 6320.3

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Carol Newton, Nancy Johnston, and Charlene Snyder

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Curriculum, Instruction, and Assessment

Students Certificate of Attendance Requirements

6320.3

At the request of a parent or guardian, the District shall issue a certificate of attendance to a student who receives special education services under the Special Education Act, who has reached seventeen years of age, and who has not completed his or her individualized education plan. The District shall allow a student who receives a certificate of attendance under this Rule to participate in the high school graduation ceremony of such high school with students receiving high school diplomas. A student may receive only one certificate of attendance and may participate in only one graduation ceremony based on such certificate. The receipt of a certificate of attendance pursuant to this Rule shall not affect the District's obligation to continue to provide special education services to a student receiving such certificate.

This Rule does not preclude a student from receiving a high school diploma by meeting the District's graduation requirements pursuant to Neb. Stat. 79-729 or in his or her individualized education plan or receiving a diploma of high school equivalency under Neb. Rev. Stat 79-730 upon completing the requirements of such statute. The District may allow a student who has previously participated in a graduation ceremony based on a certificate of attendance to participate in an additional graduation ceremony when such student receives a high school diploma.

Related Policy and Rules: 6301, 6315, 6320, 6301.1, 6315.1, 6320.1, 6320.2

Date of Adoption:

Legal Reference: Neb. L.B. 1153 (2008)

AGENDA SUMMARY SHEET

AGENDA ITEM: Reaffirm Policy 3110

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services and General Administration

TITLE AND BRIEF DESCRIPTION: Reaffirm Policy 3110—Support Services: Preparation of Budget

ACTION DESIRED: Reaffirm


BACKGROUND: The accompanying rule is being modified to include references to Program Budgeting as requested in Curriculum Management Audit Recommendation 7.1

RECOMMENDATIONS: Reaffirm policy

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen and Ken Fossen

SUPERINTENDENT'S APPROVAL:  —

BOARD ACTION:

Support Services**3110****Preparation of Budget**

The Superintendent shall annually present a recommended budget to the Board of Education for its consideration and adoption (or amendment and adoption as amended). Such budget shall present budgeted revenues, expenditures, and tax levies that are within the parameters established by law.

Legal References: *Neb. Rev. Stat.* §§13-502, 13-504, 13-517, 79-1084

Policy Adopted: April 7, 1975

Policy Revised: September 15, 1997; October 19, 1998

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Rule 3110.1

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services and General Administration

TITLE AND BRIEF DESCRIPTION: Approve Rule 3110.1
Support Services—Preparation of Budget: Program Budgeting

ACTION DESIRED: Approve

BACKGROUND: The rule is being modified to include references to Program Budgeting as requested in Curriculum Management Audit Recommendation 7.1. The process described in the rule is not changing. It has for many years been called Program Budgeting.

RECOMMENDATIONS: Approve rule.

STRATEGIC PLAN REFERENCE: None

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen and Ken Fossen

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Support Services

3110.1

Preparation of Budget: Program Budgeting

The Superintendent or the Superintendent's designee shall develop and publish or otherwise distribute the procedures for the budget development process.

The budget development process, called Program Budgeting, without limitation, shall:

- I. Provide for involvement and participation of administrators, staff members, and others interested in the conduct of the business of the District;
- II. Provide for a general fund cash reserve of no less than four percent (4%) and no more than sixteen percent (16%) of the anticipated budget of expenditures for the year;
- III. Provide in the general fund contingency for unanticipated expenses of no less than one-half of one percent (0.5%) and no more than one percent (1%) of the anticipated budget of expenditures for the year;
- IV. Provide a tangible, demonstrable connection between assessments of operational curriculum effectiveness and allocation of resources;
- V. Provide a rank ordering of program components providing flexibility in budget expansion, reduction, or stabilization based on changing needs or priorities;
- VI. Provide for cost-benefit analyses in the decision-making process;
- VII. Provide for budget requests or submissions with descriptions that permit evaluation of consequences of funding or non-funding in terms of performance or results;
- VIII. Provide for budget requests that compete with each other for funding based upon evaluation of criticality of need and relationship to achievement of curriculum effectiveness; and,
- IX. Provide a timetable or schedule for implementation of the budget development process and the preparation of the final budget to be presented to the Board of Education.

Prior to June 1, the Superintendent shall present to the Board of Education the Superintendent's proposed budget for the ensuing school year. The Board of Education shall review the Superintendent's proposed budget and may amend such as it deems advisable.

Prior to adopting the District's budget for the ensuing year, the Board of Education shall publish the proposed budget and conduct a hearing on such as required by law. The Board, after the public hearing, shall adopt the proposed budget (or amend and adopt the budget as amended) and shall cause it to be filed and appropriate tax levies to be set as required by law.

Legal References: *Neb. Rev. Stat.* §13-501 *et seq.* (a/k/a Nebraska Budget Act)
 Neb. Rev. Stat. §~~23-925~~ [13-506](#)
 Neb. Rev. Stat. §~~79-810~~ [79-1091](#)

Rule Approved: April 7, 1995
 Rule Revised: November 16, 1998

Millard Public Schools
 Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Food Service Management Contract

MEETING DATE: July 7, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Approval of FSMC – The approval of the contract with Sodexo to manage the school district’s food service program.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The District earlier approved the proposal of Sodexo to manage the District’s food service program. The proposal has been reduced to writing in the attached contract.

The contract has been approved by legal counsel for both parties. It has been sent to the Nebraska Department of Education for its review and approval.

[Note: Sodexo is in the process of changing the spelling of its corporate name from “Sodexo” to “Sodexo.”]

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that approval be given to the food service management contract between Sodexo America, LLC and the District as submitted, that such approval be contingent upon approval by the Nebraska Department of Education, and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to said contract.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate. (Sodexo’s service commenced July 1st.)

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

SUPERINTENDENT’S APPROVAL: 

Agreement
for Management of a
School Food Service Program

DOUGLAS COUNTY SCHOOL DISTRICT NO. 17

SODEXO AMERICA, LLC

June , 2008

Agreement for Management of a School Food Service Program

THIS AGREEMENT, made this ___ day of June, 2008 by and between the governing board of School District No. 17 Douglas County, Nebraska, hereinafter referred to as the DISTRICT and Sodexo America, LLC, hereinafter referred to as the CONTRACTOR.

WHEREAS, the CONTRACTOR submitted a proposal dated April 2, 2008 to the DISTRICT to provide food service management to the DISTRICT and has been awarded a contract by the DISTRICT, contingent upon the execution of an agreement that is acceptable to both parties.

NOW, THEREFORE, in consideration of the covenants and agreements hereinafter expressed, it is mutually covenanted and agreed by and between the parties hereto as follows:

I. Scope and Purpose

- A. This agreement is subject to review and approval by Nutrition Services, Nebraska Department of Education, hereinafter referred to as NDE.
- B. The DISTRICT's Request for Proposal (RFP), including all of its exhibits, Addenda 1 through 18, the CONTRACTOR's Proposal, and the Agreement Cover Sheet are hereby in all respects made a part of this agreement. In the event of a conflict between the Request for Proposal, the Proposal and this agreement, the terms of this agreement shall prevail.
- C. This agreement sets forth the terms and conditions upon which the DISTRICT retains the CONTRACTOR to manage and operate the DISTRICT's food service program.
- D. "Food service program" refers to the operation of the National School Lunch Program and/or the School Breakfast Program, and/or the Special Milk Program, and/or the After School Snack Program, as well as other auxiliary businesses described in the RFP.
- E. The CONTRACTOR shall have the exclusive right to operate the DISTRICT's food service program for the sole benefit of the DISTRICT, students, faculty, staff, invited guests and other persons designated by the DISTRICT, and not as a source of profit to the CONTRACTOR, other than from the Management Fee that it receives under this agreement.
- F. This agreement constitutes the entire agreement between the DISTRICT and the CONTRACTOR and may not be changed, terminated or extended orally or by course of conduct, except as expressly agreed to in writing by the parties and with the approval of NDE.
- G. This agreement may not be assigned by either party in whole or in part without the written consent of the other party except that CONTRACTOR may, without prior approval and without being released from any of its responsibilities hereunder, assign this Agreement to any affiliate or wholly-owned subsidiary of CONTRACTOR.
- H. This agreement shall be construed under the laws of the State of Nebraska. Any action or proceeding arising out of this agreement shall be brought in the appropriate courts of the State of Nebraska.

I. Scope and Purpose, continued

- I. This agreement may be executed in several counterparts, each of which shall be deemed an original.
- J. A waiver of any failure under this agreement shall neither be construed as nor constitute a waiver of any subsequent failure. This agreement supersedes all prior negotiations, representations or agreements, if any. The section headings are used solely for convenience and shall not be deemed to limit the subject of the sections and paragraphs or be considered in their interpretation.
- K. If any provision is unenforceable or invalid for any reason, the remainder of this agreement shall continue in effect.
- L. Payments of any expense or fee shall not preclude the DISTRICT from making a claim for adjustment on any item that is found not to have been in accordance with the provisions of this agreement and proposal specifications.
- M. Any notice or communication required or permitted under this agreement shall be in writing and shall be served personally or sent by United States registered or certified mail, postage prepaid with return receipt requested, addressed to the other party as follows:

To DISTRICT: Kenneth J. Fossen, Associate Superintendent
Millard Public Schools, 5606 S. 147th Street
Omaha, NE 68137

To CONTRACTOR: Sodexo America, LLC
Attention: Peter McGrath
Senior Vice President
One Lincoln Center
10300 SW Greenburg Road, Suite 271
Portland, OR 97223

with copy to: Sodexo America, LLC
Attention: Law Department
9801 Washingtonian Blvd., Dept. 51/899.74
Gaithersburg, MD 20878

- and/or to such other persons or places as either of the parties may hereafter designate in writing. All such notices shall be deemed effective when received, but no later than forty-eight (48) hours after the same are deposited in the United States mail.
- N. Neither CONTRACTOR nor DISTRICT shall be liable for failure to perform its respective obligations under this Agreement when such failure is caused by fire, explosion, water, act of God, civil disorder or disturbance, strikes, vandalism, war, riot, sabotage, weather and energy related closings, governmental rules or regulations, failure of third parties to perform their obligations with respect to the Food Service operation, or like causes beyond the reasonable control of such party, or for real or personal property destroyed or damaged due to such causes. Notwithstanding the foregoing, whenever school is in session with students present, CONTRACTOR shall use its best efforts to provide services to the students and staff of the DISTRICT.

II. Food Service Operations

A. Menus and Food Items

1. The CONTRACTOR shall sell on the DISTRICT's premises only those foods and beverages authorized by the DISTRICT and only at the times and places designated by the DISTRICT.
2. The CONTRACTOR shall not distribute "foods of minimal nutritional value" in competition with reimbursable meals pursuant to State and Federal laws and regulations.
3. The CONTRACTOR shall provide condiments.
4. If the DISTRICT participates in the Special Milk Program, the CONTRACTOR shall serve milk that meets requirements for reimbursement.

B. Meal Pricing and Adult Meals

1. The DISTRICT's and the CONTRACTOR's employees may purchase meals/milk/snacks at the option and direction of the DISTRICT at prices approved by the DISTRICT.
2. The CONTRACTOR shall not count meals/milk/snacks served to adults for reimbursement under the National School Lunch Program, and/or the School Breakfast Program, and/or Special Milk Program, and/or After School Care Snack Program, and/or Summer Food Service Program.
3. The current (at the commencement of this Agreement) food service program prices are as follows: Elementary School Breakfast (\$1.10) and Lunch (\$1.80); Middle School Breakfast (\$1.35) and Lunch (\$1.90); High School Breakfast (\$1.60) and Lunch (\$2.00, \$2.60, and \$3.00).

C. A la Carte Food Service

1. The DISTRICT shall approve all a la carte items served and all a la carte prices charged by the CONTRACTOR in advance of sale.

D. Locations and Facilities

1. The CONTRACTOR shall comply with all of the DISTRICT's building rules and regulations.
2. The CONTRACTOR shall provide specified types of service in the locations listed in the RFP, Exhibit A, Sponsor Profile. The DISTRICT may add or delete locations.
3. The CONTRACTOR shall be entitled to use the DISTRICT's facilities for the preparation and service of food at the sites listed in the RFP, Exhibit A, Sponsor Profile and any other locations added by the DISTRICT.
4. The DISTRICT shall furnish at its expense, space, light, heat, power, hot and cold water, and other utilities as are necessary for the operation of the food service program and which are more particularly set forth in the RFP, Exhibit G, Division of Costs for the Food Service Program

II. Food Service Operations, continued

5. The DISTRICT shall provide the CONTRACTOR with local telephone service.
6. The DISTRICT shall notify the CONTRACTOR of any interruption in utilities of which it has knowledge.
7. The DISTRICT shall make available without charge to the CONTRACTOR an area or areas agreeable to both parties in which the CONTRACTOR shall render its services; such area or areas shall be reasonably suited for providing efficient food service.
8. The DISTRICT shall provide, without charge to the CONTRACTOR, office space for use by the CONTRACTOR in the performance of this agreement. The CONTRACTOR shall take reasonable and proper care of the office space and shall return it to the DISTRICT at the termination of the agreement in good condition, ordinary wear and tear excepted.
9. The DISTRICT may request that the CONTRACTOR provide additional food service programs. However, the DISTRICT reserves the right, at its sole discretion, to sell or dispense any food or beverage before or after the DISTRICT's regularly scheduled lunch or breakfast periods provided such use does not interfere with the operation of the school lunch and/or breakfast and/or special milk and/or after school care snack programs, and is in compliance with State and Federal laws and regulations regarding non-nutritious foods or foods sold in competition with reimbursable meals/snacks.
10. If the DISTRICT uses the facilities for extracurricular activities before or after the DISTRICT's regularly scheduled lunch or breakfast period, the DISTRICT shall return facilities and equipment to the CONTRACTOR in the same condition as received, normal wear and tear excepted.
11. The DISTRICT shall be responsible for painting within the kitchen and dining areas.
12. The Premises and equipment provided by DISTRICT for use in the Food Service operation shall be in good condition and maintained by DISTRICT to ensure compliance with applicable laws concerning building conditions, sanitation, safety and health (including, without limitation, OSHA regulations). DISTRICT further agrees that any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of DISTRICT and shall be at the DISTRICT's expense. This provision shall survive the termination of this Agreement.

E. Inventory, Equipment and Storage

1. The DISTRICT shall inventory the equipment owned by the DISTRICT at the beginning of the school year, including but not limited to silverware, trays, chinaware, glassware, kitchen utensils, food and nonfood supplies.
2. The CONTRACTOR shall on behalf of and in the name of THE DISTRICT purchase and replenish inventories of food, beverages, goods, merchandise, and supplies. The amounts for such inventories shall be booked each Accounting Period as a direct cost of operation. Such inventories shall belong to the DISTRICT.
3. The CONTRACTOR shall use appropriate storage practices to protect and maintain the DISTRICT's food and nonfood inventories.

II. Food Service Operations, continued

4. Unless otherwise mutually agreed to by the Parties, the CONTRACTOR shall provide locks for storage and office areas under its direct supervision. At least one set of keys to those locks shall be provided to the DISTRICT.
5. The DISTRICT shall replace expendable equipment and replace, repair and maintain inventoried equipment except when damages result from the negligence of the employees of the CONTRACTOR, in which event the CONTRACTOR shall repair or replace the equipment.
6. The DISTRICT shall furnish and install any equipment or make any structural changes needed to comply with Federal, State and local laws, ordinances, rules, and regulations regarding the food service program. The DISTRICT's general funds must be used for any capital improvements.
7. All food preparation and serving equipment owned by the DISTRICT shall remain on the premises of the DISTRICT, except as is required for DISTRICT use.
8. The DISTRICT shall not be responsible for loss or damage to equipment owned by the CONTRACTOR and located on the DISTRICT's premises unless such damage is caused by negligence of the DISTRICT's employee(s).
9. The CONTRACTOR shall request prior approval from the DISTRICT before the CONTRACTOR installs any equipment on the DISTRICT's premises.
10. The CONTRACTOR shall be responsible for the transportation and delivery of all products, food, supplies and materials procured by CONTRACTOR for the DISTRICT'S food service program. All such products, food, supplies and materials procured by CONTRACTOR for the DISTRICT'S food service program shall be shipped FOB DISTRICT.

Sanitation

1. The CONTRACTOR shall ensure that food service workers place garbage and trash in appropriate bags and place in designated areas daily.
2. The DISTRICT shall remove all garbage and trash from designated areas daily.
3. The CONTRACTOR shall ensure that food service workers clean daily (or arrange for cleaning) the kitchen area, including but not limited to sinks, counters, grease traps, stoves, tables, chairs, silverware, and utensils.
4. The CONTRACTOR shall ensure that food service workers operate and maintain all equipment in a clean, safe, and healthy condition in accordance with standards acceptable to the DISTRICT and comply with all applicable laws, ordinances, regulations and rules of federal, state, and local authorities. The CONTRACTOR shall arrange for periodic safety inspections of equipment.
5. The DISTRICT shall be responsible for cleaning of ducts and hoods above the filter line and will provide extermination services as needed.
6. The CONTRACTOR shall comply with the laws, ordinances, rules and regulations of all applicable Federal, State, county and city governments, bureaus and departments concerning the sanitation, safety and health of the food service operations, and the implementing regulations of the USDA issued thereunder and any additions or amendments thereto.

II. Food Service Operations, continued

Employees

1. The CONTRACTOR and all of CONTRACTOR'S managers, supervisors, and employees shall at all times be an independent contractor, and not an employee of the DISTRICT.
2. The CONTRACTOR shall comply with all Federal and State laws regarding wages and hours of employment.
3. The CONTRACTOR shall provide Workers Compensation, Employers Liability and Unemployment insurance for its employees as required by any Federal and State Laws. Statutory coverage for Nebraska is: \$500,000.00 each accident; \$500,000.00 disease-per person; \$500,000.00 disease - policy limit.
4. The CONTRACTOR shall instruct its employees to abide by the policies, rules and regulations with respect to use of DISTRICT premises as established by the DISTRICT and furnished in writing to the CONTRACTOR.
5. The CONTRACTOR shall maintain its own personnel policies and fringe benefits for its employees subject to review by the DISTRICT.
6. The CONTRACTOR shall provide the DISTRICT with a list of its personnel policies.
7. Staffing patterns shall be mutually agreed upon and be limited to that which is necessary for efficient operation.
8. The CONTRACTOR shall manage the DISTRICT's employees in accordance with the DISTRICT's personnel policies.
9. The CONTRACTOR shall provide the DISTRICT two full calendar weeks prior to the commencement of operation with a schedule of employees, positions, assigned locations, salaries and hours to be worked. The DISTRICT shall approve the staffing plan prior to commencement of operations and prior to any changes made during the term of the contract.
10. The DISTRICT shall provide sanitary toilet facilities for the employees of the CONTRACTOR.
11. The DISTRICT may request in writing the removal of an employee of the CONTRACTOR who violates health requirements or conducts herself/himself in a manner which is detrimental to the physical, mental, or moral well-being of students or of the DISTRICT's personnel, provided such request does not violate any applicable employment laws and is administered in accordance with CONTRACTOR'S personnel practices.
12. In the event of the removal or suspension of any such employee, the CONTRACTOR shall restructure its staff without significant disruption in service.
13. All CONTRACTOR and DISTRICT personnel assigned to each school shall be instructed on the use of all emergency valves, switches, and fire and safety devices in the food preparation, serving and dining areas.

II. Food Service Operations, continued

14. DISTRICT shall not, without CONTRACTOR's written consent, hire, make any agreement with, or permit the employment in any operation providing Food Service, any person who has been a CONTRACTOR management employee providing Food Service within one (1) year after said employee terminates employment with CONTRACTOR or within one (1) year after termination of this Agreement. DISTRICT agrees that CONTRACTOR employees have acquired special knowledge, information, skills and contacts as a result of being employed with and trained by CONTRACTOR. If DISTRICT hires, makes any agreement with or permits employment of any such employee, in any operation providing food service within the restricted period, it is agreed by DISTRICT that CONTRACTOR shall suffer damages and DISTRICT shall pay CONTRACTOR as liquidated damages an amount equal to two (2) times the manager's annual Gross Management Salary. This sum has been determined to be reasonable by both parties after due consideration of all relevant circumstances. This provision shall survive termination of the Agreement.
15. The CONTRACTOR shall cause all employees working in the food service program to comply with the DISTRICT's policies dealing with drug-free workplace and the use of tobacco products.
16. The DISTRICT has a policy of providing work experience for its students. In furtherance of this policy, the DISTRICT may assign students for work in the DISTRICT's food service program in such numbers as are mutually agreed between the DISTRICT and the CONTRACTOR. The CONTRACTOR shall supervise such students while such students are working in the DISTRICT's food service program. The CONTRACTOR shall provide and enforce reasonable rules and regulations to ensure the safety of all student workers.

B. Other Provisions

1. The CONTRACTOR shall promote maximum participation in the Child Nutrition Programs using the plans described in the RFP, Exhibit Q, Plans to Increase Program Participation.
2. The CONTRACTOR shall promote nutrition/health education as required by the local county, State, or Federal governments and as approved by the DISTRICT's board of education. The DISTRICT shall inform the CONTRACTOR of any such requirements.
3. Except as otherwise expressly provided in this Agreement and to the fullest extent permitted by law, CONTRACTOR and DISTRICT shall defend indemnify and hold each other harmless from and against all claims, liability, loss and expense, including reasonable collection expenses, attorneys' fees and court costs which may arise because of the negligence, or omission, or other fault of the indemnified party, its agents or employees or subcontractors in the performance of its obligations under this Agreement. This indemnification shall apply with respect to any bodily injury or property damage whether to either party's property, equipment, improvements or to injury to any employee(s), agents(s) or subcontractor(s) or injury or damage to any third party. Notwithstanding the foregoing, each party hereto waives its rights of recovery, including the rights of any of its subsidiaries and affiliates, to seek recovery from the other, whether the loss, damage, or claim is insured by a private insurance system, a large deductible retention or is subject to self-insurance. If required to do so as a condition of private insurance, the CONTRACTOR or DISTRICT shall obtain a waiver of their insurers right of subrogation. This clause shall survive termination of the Agreement.

4. **Commercial General Liability.** CONTRACTOR shall maintain at all times during the term of the Agreement, for the protection of DISTRICT and CONTRACTOR, Commercial General Liability for all claims of bodily injury, property damage, personal, injury, product liability, blanket contractual and subcontractor liability insurance coverages in an amount not less than Five Million Dollars (\$5,000,000) each occurrence on all operations and activities of CONTRACTOR under the Agreement. DISTRICT shall be added to CONTRACTOR Commercial Liability insurance as an ADDITIONAL INSURED ON A PRIMARY BASIS TO THE EXTENT INDEMNIFIED PURSUANT TO THIS AGREEMENT.
5. Automobile Liability –
Limits of not less than \$5,000,000 Combined Single Limits shall apply Per Accident
Coverage shall apply to all Owned, Hired, and Non-Owned Autos.
CONTRACTOR and its insurer agree to waive its rights of recovery against DISTRICT.
6. Crime- CONTRACTOR agrees to provide a third party fidelity employee dishonesty on all CONTRACTOR'S employees who will perform operations on behalf of the CONTRACTOR while on the premises of the DISTRICT. Such fidelity bond shall be in the amount not less than Three Hundred Thousand Dollars (\$300,000.00).
7. Evidence of such insurance coverage in effect shall be provided to the DISTRICT in the form of an Accord certificate of insurance executed by a licensed representative of the participating insurer(s), and must contain a clause providing at least 30 days prior written notice to DISTRICT of intent to affect non-renewal or cancellation of said insurance.
8. Failure of DISTRICT to demand such certificate(s) or other evidence of full compliance with these insurance requirements or failure of DISTRICT to identify a deficiency from evidence provided by CONTRACTOR shall not be construed as a waiver of CONTRACTOR'S obligation to maintain such insurance.
9. By requiring insurance under this agreement DISTRICT does not represent that the coverage(s) and limits required will necessarily be adequate to protect the CONTRACTOR'S interest in the work. Such coverage and limits shall not be deemed or construed to be any limitation on the CONTRACTOR'S liabilities under any indemnification obligations provided to the DISTRICT under this contract.
10. Property Insurance. DISTRICT shall maintain a system of coverage (either through purchased insurance, self insurance, or a combination thereof) to keep DISTRICT's buildings, including the Premises, and all property contained therein insured against loss or damage by fire, explosion or other cause normally covered by standard broad form property insurance.
11. Trade Secrets and Proprietary Information. Unless otherwise provided by law, during the term of the Agreement, CONTRACTOR may grant to DISTRICT a nonexclusive right to access certain proprietary materials of CONTRACTOR, including menus, signage, Food Service survey forms, software (both owned by and licensed to CONTRACTOR), and similar items regularly used in CONTRACTOR's business operations ("Proprietary Materials"). In addition, DISTRICT may have access to certain non-public information of CONTRACTOR, including, but not limited to, recipes, management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in

CONTRACTOR's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by DISTRICT), or (ii) any information which was available to DISTRICT on a non-confidential basis from a source other than CONTRACTOR, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by CONTRACTOR.

Unless otherwise provided by law, DISTRICT shall not disseminate any Proprietary Materials or disclose any of CONTRACTOR's Trade Secrets, directly or indirectly, during or after the term of the Agreement. DISTRICT shall not photocopy or otherwise duplicate any such material without the prior written consent of CONTRACTOR. All Proprietary Materials and Trade Secrets shall remain the exclusive property of CONTRACTOR and shall be returned to CONTRACTOR immediately upon termination of the Agreement. Without limiting the foregoing, DISTRICT specifically agrees that all software associated with the operation of the Food Service, including without limitation, menu systems, food production systems, accounting systems, and other software, are owned by or licensed to CONTRACTOR and not DISTRICT. Furthermore, DISTRICT's access or use of such software shall not create any right, title interest, or copyright in such software, and DISTRICT shall not retain such software beyond the termination of the Agreement. Any signage, servicemark or trademark proprietary to CONTRACTOR shall remain the exclusive property of CONTRACTOR and shall be returned to CONTRACTOR immediately upon termination of this Agreement. In the event of any breach of this provision, CONTRACTOR shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. This provision shall survive termination of the Agreement.

III. District Rights and Responsibilities

- A. The DISTRICT's authorized representatives shall have access to the food service facilities at all times.
- B. The DISTRICT may make reasonable regulations with respect to the operation of the food service program.
- C. The DISTRICT shall supervise and monitor the food service program in such manner as will ensure compliance with all applicable rules and regulations of NDE and the United States Department of Agriculture (USDA).
- D. The DISTRICT shall be responsible for ensuring resolution of program review and audit findings.
- E. The DISTRICT shall be solely responsible for implementation of its free and reduced price meal policy including development, distribution, approval and maintenance of free and reduced price applications; direct certification and verification activities. These responsibilities shall not be delegated to the CONTRACTOR to any degree.
- F. The DISTRICT shall be responsible for all contractual agreements entered into in connection with the school nutrition program (for example, vending meals to other Child Nutrition Program sponsors).

IV. Financial Management

A. General

1. The DISTRICT shall retain control of the school food service account and overall financial responsibility for the food service program.
2. All income accruing to the DISTRICT from the food service program shall remain in the program.
3. The CONTRACTOR shall coordinate the sale of all meals and the necessary collection procedures and ensure that all revenues are delivered to the DISTRICT who shall deposit all revenues in the appropriate school food service account(s).
4. If reimbursement from NDE is denied as a direct result of the CONTRACTOR's failure to comply with the provisions of this agreement, the CONTRACTOR shall reimburse the DISTRICT for the amount to which it would otherwise have been entitled.

B. Payment

1. The CONTRACTOR shall bill the DISTRICT at the close of each Accounting Period of program operation. An Accounting Period shall be defined as a calendar month, twelve (12) of which shall constitute an accounting year. The CONTRACTOR shall submit its billing to the DISTRICT on or before the 15th day of the month following the accounting period.
2. At the commencement of this Agreement, the DISTRICT shall deposit four hundred thousand dollars (\$400,000) with the CONTRACTOR as a Working Capital Fund. Such amount shall be credited to the DISTRICT in the final accounting under this Agreement. Further, the DISTRICT shall make full payment on valid invoices within thirty (30) days of submission by CONTRACTOR.
3. The CONTRACTOR shall be entitled to a Management Fee equal to \$0.111 per meal or meal equivalent.
4. The DISTRICT shall receive the rebates, allowances and discounts in accordance with USDA regulations ("District Allowances").
5. The CONTRACTOR guarantees that the DISTRICT will receive at least Five Hundred Seventeen Thousand Three Hundred Sixteen Dollars (\$517,316) in District Allowances during each year of the Agreement. In the event the actual annual District Allowances are less than Five Hundred Seventeen Thousand Three Hundred Sixteen Dollars (\$517,316), CONTRACTOR shall pay the DISTRICT the difference.
6. CONTRACTOR shall identify the amount of each discount, rebate, and other applicable credit on bills and invoices presented to the DISTRICT for payment, and individually identify the amount as a discount, rebate, or in the case of other applicable credits, the nature of the credit. Allowable costs will be paid from the nonprofit school food service account to CONTRACTOR net of all discounts, rebates and other applicable credits accruing to or received by the CONTRACTOR under the Agreement.
7. The DISTRICT shall ensure that CONTRACTOR fully discloses all discounts, rebates, allowances, and incentives received by the CONTRACTOR from its suppliers. If the CONTRACTOR receives a discount, rebate, allowance, or incentive from any supplier, the CONTRACTOR must disclose and return to the DISTRICT the full

amount of the discount, rebate, or applicable credit that is received based on the purchases made on behalf of the DISTRICT. All discounts, rebates, allowances, and incentives must be returned to the DISTRICT during a mutually agreed upon time frame that is beneficial to the DISTRICT.

8. Allowable costs will be paid from the nonprofit school food service account to the CONTRACTOR net of all discounts, rebates and other applicable credits accruing to or received by the CONTRACTOR or any assignee under the contract, to the extent those credits are allocable to the allowable portion of the costs bill to the DISTRICT.

IV. Financial Management

C. Accounting and Recordkeeping

1. The CONTRACTOR's financial accounting shall be in accordance with NDE rules and regulations, applicable state laws, and Generally Accepted Accounting Principles (GAAP).
2. The CONTRACTOR shall maintain such records (supported by invoices, receipts, or other evidence) that the DISTRICT will need to meet periodic reporting responsibilities and shall submit periodic operating statements in a format approved by the DISTRICT no later than the fifteenth (15th) calendar day following the month in which services were rendered; participation records of reimbursable meals/milk shall be submitted not later than ten (10) working days following the month in which services were rendered.
3. The CONTRACTOR must retain records to support the DISTRICT's claim for reimbursement of the daily number of meal served, by type. The CONTRACTOR must daily report these meal counts to the DISTRICT.
4. The CONTRACTOR shall maintain records to support all allowable expenses appearing on the periodic operating statement. These records shall be kept in an orderly fashion according to expense categories as approved by the DISTRICT. Further, copies of all invoices in support of periodic statements will be provided monthly by the CONTRACTOR to the DISTRICT. A detailed expenditure report (in a format mutually agreed to by the parties) will be provided by the CONTRACTOR in addition to summary category reports on a monthly basis.
5. The CONTRACTOR shall provide the DISTRICT with a year-end statement of income and expenses for the entire food service program including the auxiliary businesses described in the RFP, Exhibit A, Sponsor Profile.
6. Such records shall be available, for a period of five (5) years from the date of final payment under the contract, for inspection and audit by representatives of NDE, USDA and the United States General Accounting Office at any reasonable time and place; except that, if audit findings have not been resolved, the records shall be retained beyond the five (5) year period as long as required for the resolution of the issues raised by the audit.

D. Audits and Reviews

1. The DISTRICT's designee shall review all administrative and financially related operations of the CONTRACTOR. The CONTRACTOR's reimbursement for eligible direct costs of operation, as specified in the RFP, Exhibit G, Division of Costs for the Food Service Program, and Management Fee will be paid only as approved by the

DISTRICT's designee. It is understood by the parties that the DISTRICT shall pay all of the expenses listed in the RFP, Exhibit G, Division of Costs for the Food Service Program. Those items designated as the responsibility of the CONTRACTOR shall be reimbursed to the CONTRACTOR by the DISTRICT as costs. Those items designated as the responsibility of the DISTRICT will be paid directly by the DISTRICT. In addition to the expenses listed in the RFP, Exhibit G, Division of Costs for the Food, the CONTRACTOR shall be reimbursed by the DISTRICT for Labor Costs in an amount not to exceed the amount set forth in Contractor's response to the RFP and detailed in Exhibit M, which shall include:

Labor provided by the CONTRACTOR, including salaries (including bonuses, if any), wages, taxes, benefits, payroll processing, retirement plans and the cost of administering such plans and services; relocation expenses; and

A fee established by the CONTRACTOR for workers' compensation and general liability insurance based on the average manual rates for such insurance in the geographic area of the Premises and other insurance maintained pursuant to this Agreement.

Renewal years of the Agreement may include increases up to the Consumer Price Index (CPI) unless otherwise agreed to in writing by the parties and attached hereto.

2. The DISTRICT may, at its sole expense, audit the CONTRACTOR's operations as part of its year-end audit. The DISTRICT may, at its sole expense, also conduct special audits as it deems appropriate. The CONTRACTOR shall immediately notify the DISTRICT of any audit, inquiry or legal investigation of its records by a local, State, or Federal authority that is in any way related to the DISTRICT.
3. The DISTRICT, NDE, USDA or Comptroller General of the United States, or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the CONTRACTOR which are directly pertinent to this agreement, for the purpose of making audit, examination, excerpts and transcriptions.

V. Term and Termination

1. Term of Agreement. The term of the Agreement is one (1) year, commencing on July 1, 2008 and continuing until June 30, 2009, and is subject to renewal for four (4) additional one (1) year terms upon mutual agreement of the parties.

CONTRACTOR shall present no less than bi-annually a verbal and written program update to the School Board.

2. Termination Without Cause. Either party may terminate the Agreement at any time upon sixty (60) days' prior written notice to the other of the intention to terminate the Agreement.

VI. Signatures

IN WITNESS WHEREOF, the parties hereto have executed this agreement as of the date and year first written above.

DISTRICT:

Authorized Signature

Name Title _____

Date _____

CONTRACTOR:

Authorized Signature

Peter McGrath Senior Vice President

Date _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Staff Development Report: Staff Evaluation System 2008-2009

MEETING DATE: 7 July 2008

DEPARTMENT: Educational Services & Human Resources

TITLE AND BRIEF DESCRIPTION: Staff Evaluation System Report – The staff evaluation committee has been meeting from fall 2006 to June 2008 to determine if changes to the MPS evaluation system would improve instruction and student learning. In 2006-2007, the committee conducted a review of research on best practices of teacher evaluation and surveyed Millard staff on the current evaluation system to determine if a change to the system was needed. In 2007-2008, the committee aligned the supplemental staff evaluations to the pilot evaluation system. Also in 2007-2008 five schools piloted the proposed staff evaluation system. Educational Services and Human Resources Divisions are recommending full district implementation in 2008-2009.

ACTION DESIRED: APPROVAL X DISCUSSION INFORMATION ONLY

BACKGROUND:

Research Findings

Research suggested that clinical supervision, the 2007-2008 MPS evaluation model, may not be the optimal evaluation system to improve instruction for permanent certificated teachers, which would then increase student achievement.

Mike Schmoker offers researched based arguments for changing the way schools approach evaluation and professional development. In *Results Now*, Schmoker believes that, “among leadership’s most ineffective practices is teacher and administrative evaluation.” Schmoker also provides support for multiple walk-through observations throughout the year and a focus on learning by assisting teachers with “how” to teach and “what” to teach. Schmoker cites Jim Collins, author of *Good to Great*, “Effective leaders see what is essential and ignore the rest.” Collins believes leaders should, “focus on what is vital-and eliminate all of the extraneous distractions...stop doing the senseless things that consume so much time and energy.”

Leading expert and former building administrator, Kim Marshall, advocates for change to the traditional evaluation model as well. Marshall notes, “Even though I had made frequent visits to this teacher’s classroom and followed up with informal chats to discuss my impressions, I’d really seen less than 1% of her teaching. I knew little about her dealings with parents or colleagues and had no data on how much her students were learning...1) my evaluations were based on grossly inadequate information; 2) they were therefore superficial and often missed the target; 3) this was why teachers paid so little attention to them and rarely made changes based on what I wrote; and therefore, 4) spending hours and hours on this process was not a good use of my time. If our current approach to teacher evaluation is chewing up large amounts of time without producing results, it needs to be changed.”

Research states a walk-through observation is a highly effective component of teacher evaluation. The Principals’ Partnership, www.principalspartnership.com/feature203.html, supports walk-through observations and offers the following advice: “One of the most promising strategies for providing leadership is brief and focused visits to the classrooms for the purpose of observing, first hand, the instruction that is provided and the needs of staff and students in the school.”

Survey Findings

In the fall of 2006 a survey was sent to a random sampling of teachers and administrators. The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported a change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops of procedures and protocols in which teachers must jump through. Some teachers stated little improvement of instruction occurred based on their evaluation. Teachers supported the idea of having multiple walk-through observations, which puts the evaluator in a classroom several times a semester.

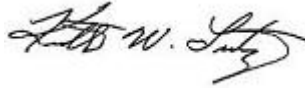
The evaluation committee discovered that research suggests a paradigm shift from how the majority of American schools conduct teacher evaluation. In combining research and survey results, the committee concluded that changes to the Millard teacher evaluation system could improve instruction and student learning. Therefore, the committee created a staff evaluation pilot program. The pilot program was implemented in 2007-2008 at Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School, and Millard South High School. The pilot did not suggest any changes to the Intensive Assistance Program.

RECOMMENDATIONS: Support the implementation of the new Staff Evaluation System for 2008-2009.

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

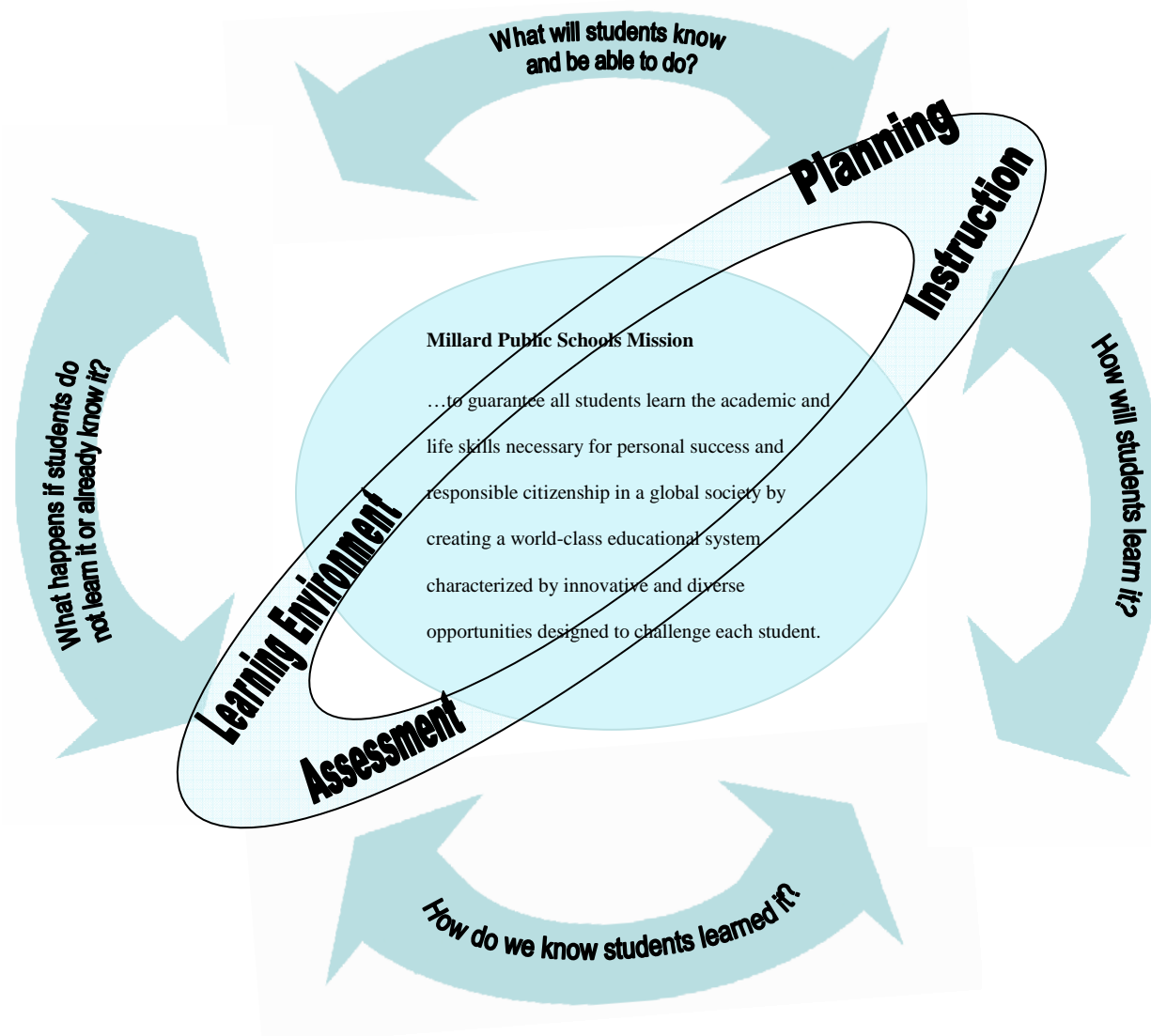
PERSON(S) RESPONSIBLE: Mark Feldhausen, Kim Saum-Mills, Dawn Marten, Kirby Eltiste, Jim Sutfin and Chad Meisgeier

SUPERINTENDENT'S APPROVAL:



Millard Public Schools

Staff Evaluation Handbook



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Teacher Evaluation and Professional Growth Cycle

Dr. Penny Kowal, Original Team Leader (1993-1995)

Dr. Donna Flood, Update Team Leader (2002-2003)

Dr. Kim Saum-Mills, Update Team Leader (2005-2007)

Many thanks to the following members who worked to develop the original Teacher Evaluation and Professional Growth Cycle in 1993-1994:

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

Special thanks to the administrators and staff members who participated as the Step-Ahead schools during our three year implementation process starting in 1994-1995:

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

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

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

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

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

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

A great deal of appreciation is extended to the following educators who served on the 2005-2006 MIM⁷³ (Millard Instructional Model) Committee and contributed to the 2006 Revision of the Millard Instructional Model.

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

During the first implementation year of the revised Millard Instructional Model (MIM) in 2006-2007, the teacher evaluation committee met the following objective: *The committee will evaluate the MPS Teacher Evaluation System by assessing the effectiveness and recommend changes as (or if) needed.*

Members of the committee in 2006-2007 were Ms. Deb Ady, Ms. Lori Bartels, Dr. Carol Beaty, Mr. Nolan Beyer, Dr. Martha Bruckner, Ms. Melissa Byington, Ms. Sharon Comisar-Langdon, Ms. Ann Gapinski, Ms. Micky Gehringer, Ms. Marti Harris, Ms. Lori Jasa, Ms. Nancy Johnston, Dr. Vicki Kaspar, Dr. Deb Kolc, Ms. Dawn Marten, Mr. Jim Mercer, Dr. Nila Nielsen, Ms. Paula Peal, Dr. Judy Porter, Mr. Matt Rega, Ms. Dianna Ringleb, Dr. Kim Saum-Mills, Dr. Jim Sutfin, Ms. Jerri Wesley, and Ms. Jessica Wilkinson.

The teacher evaluation committee met in September 2006 to determine if changes to evaluation system would improve instruction and student learning. The committee conducted a review of research on best practices of teacher evaluation and surveyed Millard staff on the current evaluation system to determine if a change to the system was needed.

Research Findings

Research suggested that clinical supervision, MPS current evaluation model, may not be the optimal teacher evaluation system to improve instruction for permanent certified teachers, which would then increase student achievement. Dr. Rick DuFour suggested that although he spent a grueling amount of time to perfect the “clinical supervision” process of teacher evaluation, he didn’t make a significant impact in student achievement until he stopped focusing on what the teacher was teaching and turned his attention to what students were learning. In DuFour’s article, *The Learning-Centered Principal*, he proposes the questions, “To what extent are the students learning the intended outcomes of each course? And what steps can I take to give both students and teachers the additional time and support they need to improve learning?”

Mike Schmoker also offers researched based arguments for changing the way schools approach teacher evaluation and professional development. In *Results Now*, Schmoker believes that, “among leadership’s most ineffective practices is teacher and administrative evaluation.” Schmoker also provides support for multiple walk-through observations throughout the year and a focus on learning by assisting teachers with “how” to teach and “what” to teach. Schmoker cites Jim Collins, author of *Good to Great*, “Effective leaders see what is essential and ignore the rest.” Collins believes leaders should, “focus on what is vital-and eliminate all of the extraneous distractions...stop doing the senseless things that consume so much time and energy.”

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Survey Findings

Consultant Dr. John Crawford assisted the teacher evaluation committee in creating the questions used in the MPS staff survey. A random selection of staff shared their perceptions of Millard’s teacher evaluation system by participating in the electronic survey. Of the 388 staff members who participated in the survey; 158 were elementary staff, 111 were middle level staff and 98 were high school staff. Nine teachers identified themselves as multi-level and 12 teachers were on teaching contracts but not currently in the classroom. A similar survey was given to all building administrators. Of the 49 building administrators who participated in the survey; 20 were elementary level, 16 were middle level and 13 were high school level.

The analysis of the survey results led the committee to believe change to the evaluation system was needed. Many administrators felt refinement to the current growth cycle would improve instruction and student learning. Principals also felt an evaluation system that included walk-through observations was a more effective evaluation model.

The survey results from teachers also supported a change to the current evaluation system. Many teachers felt the current evaluation system was ineffective. Teachers felt the current system represented hoops of procedures and protocols in which teachers must jump through. Some teachers stated little improvement of instruction occurred based on their evaluation. Teachers supported the idea of having multiple walk-through observations, which puts the evaluator in a classroom several times a semester.

Conclusion

The teacher evaluation committee discovered that research suggests a paradigm shift from how the majority of American schools conduct teacher evaluation. In combining research and survey results, the committee concluded that changes to the Millard teacher evaluation system could improve instruction and student learning. Therefore, the committee created a teacher evaluation pilot program. The pilot program was implemented in 2007-2008 at Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School, and Millard South High School. The pilot did not suggest any changes to the Intensive Assistance Program. The current teacher evaluation system remained in place for the rest of the staff in 2007-2008.

Title: Teacher (includes classroom and special assignments)

Reports: Building Principal

General Summary: Teachers teach students by reflecting on the following questions when planning effective instruction and meaningful assessment, managing the instructional environment, and performing other professional responsibilities: 1) What will students know and be able to do?; 2) How will students learn it?; 3) How do teachers know students learn it?; 4) What happens if students do not learn it or already know it?

- I. Teachers plan with individual learning results in mind.
- II. Teachers plan well-designed and executed units and lessons for maximum student participation using the Millard Instructional Model.
- III. Teachers provide students with many opportunities to learn the prescribed and Board adopted curriculum of the Millard Education Program.
- IV. Teachers provide students many opportunities to develop the capacity to understand and apply knowledge in meaningful ways.
- V. Teachers continually monitor student progress by using achievement and other student data, and adjust their teaching to optimize individual learning.
- VI. Teachers provide proactive intervention to students who are not meeting individual learning goals.
- VII. Teachers grade for learning so that student grades reflect evidence of learning.
- VIII. Teachers establish positive, productive environments where students are actively engaged.
- IX. Teachers clearly teach and effectively implement the Millard policy on student behavior.
- X. Teachers uphold high expectations for students to meet challenging and differentiated learning goals.
- XI. Teaching professionals initiate meaningful personal, professional growth and contribute to school and district improvement.
- XII. Teaching professionals perform school-related responsibilities.
- XIII. Teachers participate in collaborative teams to analyze student learning data to improve instruction and increase student achievement.
- XIV. Teachers perform other duties as assigned by the principal.

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

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

Purposes of Staff Evaluation within Millard Public Schools

Accountability:

- to ensure all students learn the academic and life skills necessary for responsible living
- to ensure that *Practices That Promote Successful Student Learning* continue in the classroom

Professional Growth:

- to foster the continuous improvement of teaching and learning by teachers

School Improvement:

- to promote the integration of site-based plans and the district strategic plan with instructional improvement through staff development

Teacher Performance Criteria

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

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

Select Staff Performance Criteria

Select staff (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists and school nurses) will be evaluated with respect to the identified best practices for the specified position. The defining attributes for evaluating these positions with respect to each best practice are presented in this handbook.

It is essential that staff members review their best practices to develop a clear understanding of the criteria, which serves as the basis of the evaluation system. The practices are used to guide growth and development beyond competency to higher levels of proficiency.

Instructional Walk-through Observations for Teachers

Evaluators are encouraged to conduct numerous instructional walk-through observations for each certificated staff member per year. The date of each walk-through observation should be documented. Evaluators will focus on four areas when conducting instructional walk-through observations: Curriculum, Instruction, Student Engagement, and Safety (CISS).

Walk-through Observations for Select Staff

Evaluators are encouraged to conduct numerous walk-through observations for each select staff member each year. The date of each walk-through observation should be documented. Evaluators will focus on best practices for the specified position. (i.e. counselors, social workers, school psychologists, special education itinerant staff, information/technology specialists, and school nurses) Walk-through observations may include meetings, classroom instruction, and interactions with students, staff, or parents.

Intensive Assistance Program

When the standards for performance in the Millard Instructional Model for certificated staff or best practice for select staff are not met, the staff member may be placed in the Intensive Assistance Program. Intensive Assistance is part of the Appraisal Phase of the evaluation system. If Intensive Assistance is indicated, staff currently in the Appraisal Phase can be placed directly in Intensive Assistance. Staff currently in the Continuous Growth Phase will be moved to the Appraisal Phase at the time Intensive Assistance is indicated. Staff may move to the Appraisal Phase at any point in the evaluation process. Information about the Intensive Assistance Program may be found in this handbook.

Teacher Evaluation

Teacher Evaluation Phases

Appraisal Phase

All probationary teachers who have been employed with Millard three years or fewer will be in the Appraisal Phase until they move to permanent certificated status. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers.
(Policy 4160.1)
2. Each teacher on the Appraisal Phase will have three classroom observations. The evaluator will record the dates on the Appraisal Report.
3. Two of the three observations should be full instructional periods. One full instructional period observation should be completed prior to winter break. The other full instructional period observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.
4. All three observations require a Post-observation Reflection Form completed by the teacher following the observation.
5. After each observation, a Post-observation Conference will take place between the teacher and evaluator. The teacher should bring the completed Post-observation Reflection Form. As a result of the dialogue during the conference, the evaluator will finalize the Classroom Observation Form.
6. By May 1, a Spring Conference will take place with the teacher and evaluator. Prior to the Spring Conference, the teacher will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report.
7. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (curriculum, instruction, student engagement & safety). The evaluator will record the dates on the Appraisal Report.

Appraisal Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

By Winter Break ~ Conduct two classroom observations followed by the Post-observation Conference – one of these two observations should be for the full instructional period
~ Complete several instructional walk-through observations

By Spring Break ~ Conduct the third classroom observation followed by the Post-observation Conference – this observation should be for the full instructional period
~ Complete several instructional walk-through observations

By May 1 ~ Complete the Appraisal Report and conduct the Spring Conference

Continuous Growth Phase

All permanent certificated staff, 4 or more years with MPS, will be evaluated annually. However, formal classroom observations are optional. Some permanent certificated staff will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district standards/MIM, or those assigned at administrative discretion.

1. By the end of September, the evaluators will review the evaluation procedures with teachers. (Policy 4160.1)
2. By the end of September, a Fall Conference will take place with the teacher and evaluator to establish and discuss the teacher's continuous growth goal and plan of action. This goal should focus on student achievement. The teacher will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference.
3. Between February and April, a Spring Conference will take place with the teacher and evaluator to discuss the teacher's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The teacher will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. Examples are as follows:
 - Examples of student work
 - Examples of data from common formative assessments
 - Evidence of peer observations
 - Examples of student and/or parent feedback
 - Analysis of video taped lesson(s)
 - Evidence of collaborative lesson study
 - Evidence of learning application from workshops, conferences, or staff development sessions.
4. Throughout the year, the evaluator will conduct several instructional walk-through observations focusing on the CISS criteria (curriculum, instruction, student engagement & safety). The evaluator will record the dates on the Continuous Growth Report.

Continuous Growth Phase Time Line for Evaluators

August-September ~ Review evaluation procedures with all certificated staff (Policy 4160.1)

August-September ~ Fall Conference

By Winter Break ~ Complete several instructional walk-through observations

By Spring Break ~ Complete several instructional walk-through observations

February-April ~ Complete the Continuous Growth Report and conduct the Spring Conference

Appraisal Phase Pre-observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date and Time _____

Grade(s) _____ Subject _____ School _____

There may be more than one learning objective in a lesson. When completing the questions below, consider your main learning objective. Complete form and submit to your evaluator prior to the observation.

1. What will students know and be able to do because of this lesson?
(Skill/Concept)

2. Which level of Bloom's Taxonomy will be used in your lesson?
(Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

3. How will students learn it?
(Input/Strategies/Learning Activities - Attach your lesson plan or describe the anticipatory set, steps in lesson, closure, and assignment.)

4. How will you know students learned it?
(Output/Assessment)

5. How does your learning objective relate to an objective in the MEP Curriculum?

Use your answers in questions 1-4 to complete the following main learning objective for this lesson.

The learner will demonstrate

_____ of _____
 Bloom's Level of Thinking Skill/Concept

by _____
 Bloom's Power Word Output That Demos/Validates The Learning

6. How will you differentiate instruction for students who do not learn the concept/skill or who already know the concept/skill?

7. Are there any unusual circumstances, special considerations or prior instruction the evaluator should be aware of when observing this lesson?

Appraisal Phase Post-observation Reflection Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____

Grade(s) _____ Subject _____ School _____

The purpose of this form is to help you reflect on the lesson and main learning objective. Complete this form prior to the post-observation conference with your evaluator.

1. What was the main learning objective?

2. How does your main learning objective relate to an objective in the MEP Curriculum?

3. What went well with your lesson?

4. Who were the students who did not meet the main learning objective?

5. What will you do to help these students learn the main learning objective?

6. Who were the students who already knew the concepts or skills?

7. How did you differentiate instruction for these students?

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

9. Discuss your experience in the New Staff Induction Program and the additional support you need.

Appraisal Phase Classroom Observation Form

Teacher's Name _____

Evaluator's Name _____

Observation Date _____ Time In _____ Time Out _____

Grade(s) _____ Subject _____ School _____

1. Was the stated learning objective of the lesson observed?

The learner will demonstrate

_____ of _____
Bloom's Level of Thinking Skill/Concept

by _____
Bloom's Power Word Output That Demos/Validates The Learning

2. What specific instructional practices helped the students achieve the main learning objective?

3. What evidence is there that the main learning objective was met or not met?

4. Comments, reflective questions, suggestions, and/or commendations on the teacher performance with respect to the MIM: *Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

5. Deficiencies noted in work performance with suggestions for improvement

6. The classroom observation was for (check one) _____ an entire instructional period.
 _____ a partial instructional period.

 Evaluator's Signature

 Position

 Date

 Teacher's Signature

 Date

___ I concur with the analysis and recommendations.

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

Appraisal Phase Appraisal Report

Teacher's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Teacher's self-reflection of overall performance with respect to the *MIM: Practices That Promote Successful Student Learning* (Planning, Instruction, Assessment, Learning Environment, Professional Responsibilities)

What are your teaching strengths?

Where have you seen growth this year?

What are your areas of focus for next year?

Evaluator Comments (Optional)

2. New Staff Induction Program

_____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.

_____ Year 1 - Mentoring

_____ Year 2 - Peer Coaching

_____ Year 3 - Productive Approaches for Teaching & Learning

Discuss your experience in the New Staff Induction Program and the additional support you need.

Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments, reflective questions, suggestions, and/or commendations

5. Deficiencies noted in work performance with suggestions for improvement

Continuous Growth Phase Continuous Growth Report

Teacher's Name _____

Evaluator's Name _____

Grade(s) _____ Subject _____ School _____

The teacher will complete numbers 1-4 prior to or during the Fall Conference. The evaluator will complete numbers 5-11 throughout the year.

1. Continuous Growth Goal

The goal should be focused on student achievement. Teachers are encouraged to revise or add to the goal throughout the year as needed.

2. Rationale: Why did you select this goal?

3. Action Steps and Timeline:

4. Evaluation Criteria: How will you know if you met your goal?

5. Fall Conference Date _____

6. Continuous Growth Goal Agreement Date _____

7. Continuous Growth Goal Revision/Addition Date _____

8. Instructional Walk-through Observation Dates

9. Spring Conference and Review of Continuous Growth Reflection Form Date _____

Evidence of progress can be shared in a variety of ways. Examples are as follows:

- Examples of student work
- Examples of data from common formative assessments
- Evidence of peer observations
- Examples of student and/or parent feedback
- Analysis of video taped lesson(s)
- Evidence of collaborative lesson study
- Evidence of learning application from workshops, conferences, or staff development sessions.

10. Evaluator Comments (Optional)

11. Next Year's Phase

___ Continuous Growth Phase (continued) ___ Appraisal Phase ___ Intensive Assistance
Provide a rationale statement if Appraisal Phase or Intensive Assistance is checked.

Evaluator's Signature

Position

Date

Teacher's Signature

Date

___ I concur with the analysis and recommendations.

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

Continuous Growth Phase Continuous Growth Reflection Form

Teacher's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form to the Spring Conference, in addition to evidence of progress toward the goal and professional growth.

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress towards your goal?

4. How did your work toward your goal affect student achievement?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Millard Instructional Model

Instructional Model

for

Millard Public Schools

(Revised 2006; 2007)

**5606 South 147th Street
Omaha, Nebraska
68137**

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

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

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

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

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

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

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

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

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

References for Millard Instructional Model Used Prior to 2005

Berliner, D.C. (1988). Implications of studies of expertise in pedagogy for teacher education and evaluation. In the Proceedings of the 1988 ETS Invitational Conference, *New directions for teacher assessment* (pp.39-65). Princeton, NJ: Educational Testing Service.

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International Society for Technology in Education (ISTE), 2002. *National Educational Technology Standards for Teachers: Preparing Teachers to Use Technology*.

Iwanicki, Edward F. (1992). *A Handbook for Teacher Evaluation and Professional Growth*, State of Louisiana Department of Education, P.O. Box 94064, Baton Rouge, Louisiana 708084-9064.

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NSEA Resolution D-14, *Teacher Evaluation*: D-16, *Competency Testing and Teacher Evaluation in Education*.

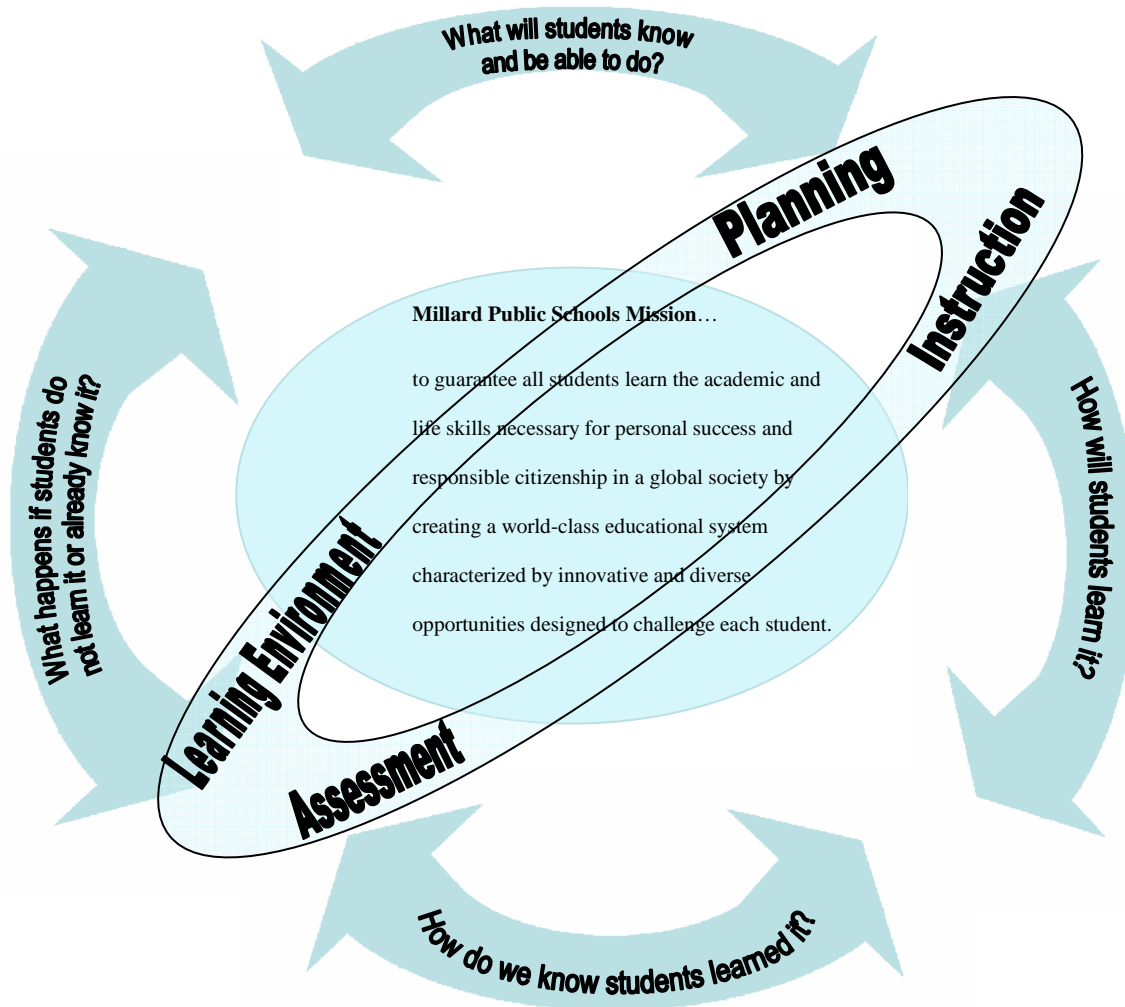
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- McTighe, Jay and Wiggins, Grant. Understanding by Design, Professional Development Workbook. Association for Supervision and Curriculum Development, 2004.
- Millard Public Schools. Indicators of Effective Teaching. revised edition 2004.
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- Stronge, James. Handbook for Qualities of Effective Teachers. Association for Supervision and Curriculum Development, 2004.
- What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board. National Board for Professional Teaching Standards. www.nbpts.org/about/coreprops.cfm

Millard Instructional Model (MIM)

The Mission of MIM is to ensure that each student understands, knows, and is able to demonstrate the learning specified in the Millard Educational Program so that students meet the guarantee of the Millard Public Schools’ Mission. The Millard Instructional Model is divided into four interdependent domains of learning. The fifth domain, Professional Responsibilities is included in the Teacher Evaluation Process.



MILLARD INSTRUCTIONAL MODEL: PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

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

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

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

Domain 3: Assessment

How do we know students learn it?

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

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

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

Domain 5: Professional Responsibilities

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

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING QUICK REFERENCE

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

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

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

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

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

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

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

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

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

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

Domain 3: Assessment

How do we know students learn it?

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

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

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

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

VII. Student grades reflect evidence of learning.

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

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

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

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

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

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

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

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

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

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

XII. Teaching professionals perform school-related responsibilities.

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

PRACTICES THAT PROMOTE SUCCESSFUL STUDENT LEARNING

In-depth Explanation

Domain 1: Planning

*What will students know and be able to do? How will students learn it?
How do we know students learn it? What happens if students do not learn it or already know it?*

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

- A. The teacher utilizes the Millard Educational Program in planning essential learning outcomes and instructional objectives in each area of study.
 - 1. Written plans address required MEP curricular outcomes, state and national standards.
 - 2. Daily and weekly lessons are designed backwards from the unit objectives.

- B. Individualized assessment data are used to determine learning objectives for each student.
 - 1. Standardized and essential learner outcome results guide planning.
 - 2. Transition data from prior grades is included in planning.
 - 3. Unit/lesson formative and summative assessments determine next steps.

- C. Students are appropriately involved in teacher planning decisions.
 - 1. Student needs and interests are utilized in planning work that is challenging and differentiated.
 - 2. Students participate in developmentally appropriate goal setting.
 - 3. Students understand learning objectives, expected outcomes, assessments and the relevance of the content study.
 - 4. Students are motivated to be actively engaged as a result of involvement in planning.

- D. The teacher utilizes effective principles of learning in planning the unit and lessons.
 - 1. The teacher identifies desired results in terms of student learning.
 - 2. The teacher identifies unit goals, essential questions, enduring understandings, and key knowledge and skills.
 - 3. The teacher defines evidence of learning, including performance tasks and rubrics.
 - 4. The teacher provides time and instruction to promote student self-assessment.
 - 5. The teacher designs instructional strategies and learning experiences needed to achieve the unit goal.
 - 6. The teacher designs activities to motivate students to learn.
 - 7. The teacher uses appropriate anticipatory set and closure to introduce and summarize daily and unit learning.
 - 8. The teacher provides opportunities for students to rehearse, rethink, revise and refine their work based upon timely feedback.
 - 9. The teacher provides opportunities for students to evaluate their work and set future goals.
 - 10. The teacher designs flexible lessons to meet the interests and learning styles of each student.

Domain 2: Instruction

How will students learn it? What happens if students do not learn it or already know it?

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

- A. Students understand daily, weekly and unit learning goals and objectives.
 - 1. The teacher designs and shares daily learning objectives for student reference.
 - 2. Instructional strategies and learning activities correlate to the achievement of the stated objective.
 - 3. Students understand the relevance and expectations inherent in achieving objectives.

- B. Students are “hooked into learning” by appropriate anticipatory sets and effective motivational strategies.
 - 1. The teacher leads students to review past learning as a connection to current lessons.
 - 2. The teacher uses the appropriate level of concern and feeling tone to encourage students to participate in the lesson.
 - 3. The teacher plans activities to generate student interest in the learning.
 - 4. The teacher provides knowledge of results of learning to guide student efforts.
 - 5. The teacher designs lessons to motivate students intrinsically and extrinsically as needed.

- C. Students are actively engaged during the full instructional period.
 - 1. The teacher designs the start of each class as prime time for learning.
 - 2. The teacher uses sponge activities, anticipatory sets and shared objectives to focus students.

- D. Students learn as a result of effective teacher input and modeling.
 - 1. The teacher selects and organizes basic information so students have a foundation of concepts and generalizations on which to increase understanding.
 - 2. The teacher organizes instruction so students understand and see the relationship of the parts to the whole.
 - 3. The teacher uses modeling to help students understand.
 - 4. The teacher uses visuals and/or technology to enhance learning.
 - 5. The teacher communicates clearly using precise language and acceptable oral expression.

- E. Student thinking is facilitated by teacher questioning techniques.
 - 1. Teacher uses questions that are open-ended.
 - 2. Teacher uses varying levels of questioning, inquiry, or reflection that range from concrete to abstract.
 - 3. Teacher uses questions that require both lower order and higher order thinking skills
 - 4. Teacher uses wait time appropriately.
 - 5. Teacher reinforces, dignifies, and builds on student responses.
 - 6. Teacher clarifies or rephrases questions and responses when necessary.

- F. Students are actively engaged in their own learning.
 - 1. Students ask relevant questions.
 - 2. Students actively listen.
 - 3. Students exchange and build on one another’s ideas.
 - 4. Students initiate exploration of ideas.

- G. Preferred student learning styles and effective pedagogy are integral components of instruction.
1. The teacher uses effective instructional strategies, including the following (from Marzano's work):
 - a. Comparing and contrasting
 - b. Summarizing and note taking
 - c. Reinforcing efforts and providing recognition
 - d. Designing appropriate homework and practice
 - e. Providing and encouraging non-linguistic representations of key points
 - f. Cooperative learning
 - g. Setting goals and providing feedback
 - h. Generating and testing hypotheses
 - i. Using cues, questions and advance organizers.
- H. Student success results from ongoing checking for understanding and guided practice that incorporate planning, instruction and assessment in a continuous learning loop.
1. Pre-assessments indicate knowledge transfer from past learning by each student.
 2. Students have opportunity to demonstrate knowledge as teachers check for understanding during instruction.
 3. Instruction is monitored and adjusted continually based on student demonstrations of knowledge and understanding.
- I. High-quality practice tasks for students are motivating so that learning is engaging and meaningful.
1. Students are actively engaged in meaningful guided practice.
 2. Varied types of responses allow students to demonstrate understanding after initial teacher-guided practice.
 3. Guided practice is short in duration and includes smaller chunks of content.
 4. Students exert intense effort in their intent to learn.
 5. Students receive immediate formative feedback.
 6. As practice progresses, teachers include students as models.
 7. Students are guided to effective independent practice.
 8. Type and amount of practice is differentiated for each student.
 - a. Initial independent practice is formative in nature.
 - b. Independent practice is engaging and challenging.
 9. Students receive timely formative feedback from the teacher.
- J. Students are given opportunities to use technology as a tool in learning.
1. The teacher uses technology that is appropriate to the task or instruction.
 2. Students have sufficient access to and training in appropriate technology.

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

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

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

- A. Students are helped to link new learning to past learning so that transfer will occur.
 1. New learning is “hooked” to past learning.
 2. Critical attributes of the content to be learned are identified.
 3. Students learn to “tie it all together” as they combine past and new knowledge.
 4. Students learn to apply knowledge to new situations.

- B. Students acquire skills to allow them to function productively and independently of direct teacher supervision.
 1. Differentiated opportunities for learning exist.
 2. The class environment is designed for student independence.

Domain 3: Assessment

How do we know students learn it?

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

- A. Effective assessment practices allow students to demonstrate learning and allow teachers to diagnose difficulties.

- B. Pre-assessment data is used to set goals and objectives.

- C. Assessment data during instruction is used to monitor understanding and adjust instruction.

- D. Technology resources support assessment of student learning.

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

- A. Effective intervention plans are designed according to district guidelines.
 1. The intervention focuses on the students’ individual learning needs.
 2. A pyramid of interventions provides increasing amounts of support.

- B. Students, parents, teachers and administrators implement an effective intervention plan.
 1. Educational professionals work collaboratively to achieve results.
 2. The teacher and other educational professionals provide flexible time for the student to achieve results.
 3. The intervention focuses on problem solving.
 4. The intervention fosters student responsibility, accountability, and independence.

- C. Intervention plans are monitored to assure their effectiveness.

VII. Student grades reflect evidence of learning.

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

- B. Grading procedures of teachers are based on student achievement of performance standards.
 1. Grades relate directly to identified learning goals.
 2. Performance standards are used to determine grades.

- C. Student involvement in grading includes understanding of grade determination and responsible communication with teachers and parents regarding progress.
 1. Feedback is given separately for formative assessments.
 2. Grades relate directly to individual student achievement through summative assessments.

Domain 4: Learning Environment

How will students learn it? What happens if students do not learn it or already know it?

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

- A. A supportive culture for successful learning is evident.
 1. Students have ongoing feedback to know how they are progressing.
 2. Teacher takes personal interest in and knows student achievement and learning styles.
 3. Students are assisted in self responsibility and self monitoring.
 4. Teacher-student relationship is appropriate.

- B. Students know and follow the procedures for the class.
 1. Beginning of day and period procedures are routine and logical.
 2. Procedures for transitions focus student attention and minimize interruptions.
 3. Learning materials, support equipment and technology are used efficiently.
 4. Effective procedures are used to present information, guide group work, and facilitate independent practice and teacher-led activities.
 5. Students are involved in the establishment of rules and procedures.

- C. Physical space is safe and organized for learning.
 1. Safety procedures are defined and visible for student reference.
 2. The learning environment is organized to facilitate learning.
 3. Time on learning is maximized as a result of good organization of the learning environment.

- D. Students and teachers share a mutual rapport and respect.
1. An appropriate level of teacher control is in place.
 2. Students feel the teacher knows and takes personal interest in them.
 3. The tone between teacher and student is pleasant and appropriate.
 4. The teacher and students celebrate success.
 5. Students participate actively in the learning activities.
 6. The teacher designs activities to develop appropriate level of concern.
 - a. The teacher is highly visible to all students in the setting.
 - b. The teacher uses proximity to motivate students.
 - c. Questioning techniques encourage all students to participate.
 - d. The teacher demonstrates the appropriate use of humor.
 - e. The teacher demonstrates caring for each individual.

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

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

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

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

Domain 5: Professional Responsibilities

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

- A. Teaching professionals pursue professional development to improve instruction.
 - 1. Teaching professionals apply professional development growth experiences to improve content knowledge and pedagogical skill.
 - 2. Teaching professionals review student data, critically examine their teaching, and collaborate with colleagues to increase student achievement.
 - 3. Teaching professionals systematically reflect upon their own teaching practice and learn from experience.

- B. Teaching professionals assume responsibility for school and district improvement.
 - 1. Teaching professionals work cooperatively to identify areas where school and district programs need to be strengthened.
 - 2. Teaching professionals participate in the implementation of improvement plans.

XII. Teaching professionals perform school-related responsibilities.

- A. Teaching professionals comply with rules and regulations to provide a safe and orderly school environment.
 - 1. Teaching professionals carry out school related duties by adhering to established laws, policies, rules, and regulations.
 - 2. Teaching professionals adhere to the Professional Code of Ethics (Board Policy 4155).

- B. Teaching professionals contribute to a positive school climate.
 - 1. Teaching professionals foster healthy relationships with others.
 - 2. Teaching professionals demonstrate enthusiasm for their profession and express concerns in a constructive manner.
 - 3. Teaching professionals are involved in school activities to enrich the school learning environment.

- C. Teaching professionals initiate parental involvement and support.
 - 1. Teaching professionals clearly communicate the objectives and expectations of the course and/or grade level to students and parents to engage families in the instructional program.
 - 2. Teaching professionals accurately maintain student records and effectively communicate student progress in a variety of methods to students and parents.

- D. Teaching professionals use a variety of educational tools, including technology, to enhance professional practice.
 - 1. Teaching professionals apply technology to increase productivity.
 - 2. Teaching professionals continually evaluate professional practice regarding the use of technology in support of student learning.
 - 3. Teaching professionals model an understanding of the social, ethical, legal, and human issues surrounding the use of technology.

Select Staff Evaluation

**Counselors
Social Workers
School Psychologists
Special Education Itinerant Staff
Information/Technology Specialists**

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Appraisal Phase

All probationary select staff who have been employed with Millard three years or fewer will be in the Appraisal Phase. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignments within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members. (Policy 4160.1)
2. Each staff member on the Appraisal Phase will have three classroom/meeting observations. The evaluator will record the dates on the Appraisal Report.
3. Two of the three observations should be full instructional periods/meetings. One full observation should be completed prior to winter break. The other full observation should be completed between winter break and spring break. All announced observations require a Pre-observation Form completed by the teacher and submitted to the evaluator prior to the observation.
4. All three observations require a Post-observation Form completed by the staff member following the observation.
5. After each observation, a Post-observation Conference will take place between the staff member and evaluator. The staff member should bring the completed Post-observation Form. As a result of the dialogue during the conference, the evaluator will finalize the Classroom/Meeting Observation Form. (For school psychologists, the building administrator will conduct the Classroom/Meeting Observations for psychologists and share information with the Director of Pupil Services.)
6. By May 1, a Spring Conference will take place with the staff member and evaluator. Prior to the Spring Conference, the staff member will complete the assigned sections of the Appraisal Report. As a result of the dialogue during the conference, the evaluator will finalize the Appraisal Report. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.)
7. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Appraisal Phase Time Line for Evaluators

- | | |
|------------------|--|
| August-September | ~ Review evaluation procedures with all select staff (Policy 4160.1) |
| By Winter Break | ~ Conduct two classroom/meeting observations followed by the Post-observation Conference - one of these two observations should be for the full instructional period/meeting
~ Complete several walk-through observations |
| By Spring Break | ~ Conduct the third classroom/meeting observation followed by the Post-observation Conference – this observation should be for the full instructional period/meeting
~ Complete several walk-through observations |
| By May 1 | ~ Complete the Appraisal Report and conduct the Spring Conference |

Select Staff Evaluation Phases

Counselors, Social Workers, School Psychologists,
Special Education Itinerant Staff & Information/Technology Specialists

Continuous Growth Phase

All select staff members, 4 or more years with MPS, will be evaluated annually. However, formal classroom/meeting observations are optional. Some select staff members in permanent certificated status will participate in the Appraisal Phase; in-district transfers, new teaching assignment within the school, those not meeting district practices for the specified position, or those assigned at administrative discretion.

1. By the end of September, evaluators will review the evaluation procedures with staff members.
(Policy 4160.1)
2. By the end of September, a Fall Conference will take place with the staff member and evaluator to establish and discuss the staff member's continuous growth goal and plan of action. This goal should focus on student achievement/progress. The staff member will complete the assigned sections on the Continuous Growth Form prior to or during the Fall Conference. (For school psychologists, the Director of Pupil Services will conduct the Fall Conference.)
3. Between February and April, a Spring Conference will take place with the staff member and evaluator to discuss the staff member's progress toward the continuous growth goal. The evaluator will bring the Continuous Growth Report. The staff member will bring the completed Continuous Growth Reflection Form, in addition to evidence of progress toward the goal and professional growth. Evidence of progress can be shared in a variety of ways. (For school psychologists, the Director of Pupil Services will conduct the Spring Conference.)
 - Examples of student work
 - Examples of data from common formative assessments
 - Evidence of peer observations
 - Examples of student and/or parent feedback
 - Analysis of video taped lesson(s) or meeting (s)
 - Evidence of learning application from workshops, conferences, or staff development sessions.
4. Throughout the year, the evaluator will conduct several walk-through observations focusing on the practices for the specified position. The evaluator will record the dates on the Appraisal Report. (For school psychologists, the building administrator will conduct the walk-through observations and share information with the Director of Pupil Services.)

Continuous Growth Phase Time Line for Evaluators

August-September	~ Review evaluation procedures with all select staff (Policy 4160.1)
August-September	~ Fall Conference
By Winter Break	~ Complete several walk-through observations
By Spring Break	~ Complete several walk-through observations
February-April	~ Complete the Continuous Growth Report and Spring Conference

Appraisal Phase

Classroom/Meeting Observation Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Observation Date _____ Time In _____ Time Out _____

Grade(s) _____ Subject _____ School _____

1. Comments, reflective questions, suggestions, and/or commendations on the staff member's performance with respect to the practices for the specified position

2. Deficiencies noted in work performance with suggestions for improvement

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

_____ a partial instructional period.

Evaluator's Signature

Position

Date

Staff Member's Signature

Date

___ I concur with the analysis and recommendations.

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

Appraisal Phase Appraisal Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Spring Conference Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-3 prior to the Spring Conference. The evaluator will complete numbers 4-9 based on the dialogue from the Spring Conference.

1. Staff member's reflection of overall performance with respect to the practices for the specified position.

What are your professional strengths?

Where have you seen growth this year?

What are your areas of focus for next year?

Evaluator Comments (Optional)

2. New Staff Induction Program

_____ N.A. - If you are not involved in the New Staff Induction Program, skip question two.

_____ Year 1 - Mentoring

_____ Year 2 - Peer Coaching

_____ Year 3 - Productive Approaches for Teaching & Learning

Discuss your experience in the New Staff Induction Program and the additional support you need.

Evaluator Comments (Optional)

3. Work Related To Professional Responsibilities

List professional growth, graduate classes, and workshops/conferences you have attended this school year.

List workshops/in-services you have presented this school year.

List building/district responsibilities you have participated in this school year.

4. Evaluator's summative comments, reflective questions, suggestions, and/or commendations

5. Deficiencies noted in work performance with suggestions for improvement

Continuous Growth Phase

Continuous Growth Report for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The staff member will complete numbers 1-4 prior to or during the Fall Conference. The evaluator will complete numbers 5-12 throughout the year.

1. Continuous Growth Goal

The goal should be focused on student achievement/progress. Staff members are encouraged to revise or add to the goal throughout the year as needed.

2. Rationale: Why did you select this goal?

3. Action Steps and Timeline:

4. Evaluation Criteria: How will you know if you met your goal?

Continuous Growth Phase

Continuous Growth Reflection Form for Select Staff

Staff Member's Name _____

Evaluator's Name _____

Date _____

Grade(s) _____ Subject _____ School _____

The teacher will bring this completed form prior to the Spring Conference, in addition to evidence of progress toward the goal and professional growth.

1. Continuous Growth Goal

2. What have you accomplished toward your goal?

3. What existing data supports your progress toward your goal?

4. How did your work toward your goal affect student achievement/progress?

5. What did you learn from your work toward your goal thus far?

6. Is there any need to modify or adjust your goal?

7. What are your next steps?

Work Related To Professional Responsibilities

8. List professional growth, graduate classes, and workshops/conferences you have attended this school year.

9. List workshops/in-services you have presented this school year.

10. List building/district responsibilities you have participated in this school year.

Practices for Select Staff

Practices That Promote Successful School Counseling

Standard 1: The professional school counselor implements the **Guidance Curriculum Component** through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- A. The professional school counselor teaches guidance units effectively.
- B. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.

Standard 2: The professional school counselor implements the **Individual Planning Component** by guiding individuals and groups of students and their parents through the development of educational and career plans.

- A. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.
- B. The professional school counselor demonstrates accurate and appropriate interpretation of assessment behavioral data and the presentation of relevant, unbiased information.

Standard 3: The professional school counselor implements the **Responsive Services Component** through the effective use of individual and small group counseling, consultation, and referral skills.

- A. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
- B. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.
- C. The professional school counselor implements an effective referral process with parents, administrators, teachers, and other school personnel.

Standard 4: The professional school counselor implements the **System Support Component** through effective guidance program management and support for other educational programs.

- A. The professional school counselor provides a comprehensive and balanced guidance program by analyzing the building and district data to address building needs.
- B. The professional school counselor provides support for other programs.

Standard 5: The professional school counselor uses **professional communication** and interaction with the school community.

- A. The professional school counselor demonstrates positive interpersonal relations with students.
- B. The professional school counselor demonstrates positive interpersonal relations with education staff.
- C. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

Standard 6: The professional school counselor fulfills **professional responsibilities**.

- A. The professional school counselor demonstrates a commitment to ongoing professional growth.
- B. The professional school counselor possesses professional and responsible work habits.
- C. The professional school counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.

Reference the following table for alignment of counseling functions recommended by the American School Counselor Association.

Delivery System Component	Elem. School % of Time	Middle School % of Time	High School % of Time
Guidance Curriculum	35% - 45%	25% - 35%	15% - 25%
Individual Student Planning	5% - 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	25% - 35%
System Support	10% - 15%	10% - 15%	15% - 20%

Practices That Promote Successful School Social Work

Standard 1: The school social worker demonstrates knowledge and understanding basic to the social work profession and school social work.

- A. Demonstrates an understanding of human behavior in the social environment and is skilled in implementing various practice modalities to empower disadvantaged and oppressed populations.
- B. Demonstrates knowledge and understanding basic to the social work profession.
- C. Organizes time, energies and workloads to fulfill responsibilities.
- D. Maintains adequate safeguards for the privacy and confidentiality of information.

Standard 2: The school social worker demonstrates an understanding of the backgrounds and broad range of experiences that shape students' approaches to learning.

- A. Demonstrates knowledge about child development and biological factors that affect students' ability to function effectively in school.
- B. Demonstrates knowledge of the influences of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students.

Standard 3: The school social worker demonstrates knowledge and understanding of the organization and structure of the school district.

- A. Demonstrates knowledge and understanding of the local school district.
- B. Demonstrates knowledge and general understanding about approaches to teaching and learning.

Standard 4: The school social worker demonstrates knowledge and understanding of the reciprocal influences of home, school, and community.

Demonstrates knowledge and understanding about how family dynamics, health, wellness, mental health, social welfare policies, programs, and resources in the community impact student's success in the school environment.

Standard 5: The school social worker demonstrates skills in systematic assessment and investigation.

A. Gathers information using multiple methods and sources to assess the needs, characteristics and interactions of students, families, school district personnel individuals, and groups in the neighborhood and community.

B. Collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect students' learning.

Standard 6: The school social worker selects and applies a variety of prevention and intervention methods to enhance students' educational experiences.

Demonstrates skills to assess problems and determine whether interventions should occur at the primary, secondary or tertiary level.

Standard 7: The school social worker develops consultative and collaborative relationships with colleagues, parents, and community resources to support student learning and well being.

Works effectively with individuals and groups who have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social, and emotional well being and safety of students.

Standard 8: The school social worker promotes collaboration with and among human service agencies and facilitates student and family access to these services.

A. Supports the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.

B. Coordinates community resources that support students' success.

Standard 9: The school social worker assumes responsibility for continued professional development in accordance with state requirements and school district policy.

A. Knowledgeable of reforms in education and best practice models in the social work profession.

B. Assists in the ongoing development of school social work.

C. Provides field instruction through the supervision of school social work interns.

Standard 10: The school social worker demonstrates commitment to the values and ethics of the social work profession.

A. Is informed about the National Association of Social Workers (NASW) Code of Ethics.

B. Adheres to the NASW Code of Ethics.

Practices That Promote Successful School Psychologists

Standard 1: Personal qualities

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

Standard 2: Consults with school administrators

- A. Helps develop appropriate learning objectives for children.
- B. Assists in the planning of developmental and remedial programs for pupils in regular and special school programs.
- C. Helps establish time priorities for the delivery of school psychological services within each building.
- D. Assists in improving learning and in facilitating better conditions within the school.

Standard 3: Consults with professional staff

- A. Helps in development and implementation of classroom methods and procedures designed to facilitate pupil learning.
- B. Helps in development and implementation of techniques for appropriate remediation and management of students with learning and behavior disorders.
- C. Communicates the results of psychological assessments in a way that is meaningful to the professional staff and will be of maximum help to the pupil.

Standard 4: Consults with parents

- A. Assists in understanding the learning and adjustment processes of their children.
- B. Interprets results of psychological assessments.
- C. Recommends, when appropriate, behavior management programs.
- D. Suggests methods to directly assist their children educationally.

Standard 5: Demonstrates knowledge of the field

(Including the administration and interpretation of all psychological measures when the assessment of individual learning and adjustment is indicated.)

- A. Demonstrates competence in administration and interpretation of psychological measures used for evaluating, re-evaluating, and assisting in program planning for children in the school district.
- B. Demonstrates understanding of criteria for verification of handicapping conditions of pre-school and school age children with educational, mental, physical, and/or emotional handicaps.
- C. Determines the eligibility of children for early entrance into kindergarten in accordance with Nebraska state criteria and school board policy.
- D. Assists in the identification of planning for academically gifted and talented students.
- E. Demonstrates knowledge of psychological theory as applied to school psychology and keeping informed on developments in school psychology theory and practices.

Standard 6: Functions effectively as a member of the multidisciplinary team

- A. Arrives promptly at multidisciplinary team meeting.
- B. Is prepared for each team meeting.
- C. Demonstrates effective communication skills in interactions with other team members.
- D. Promotes good staff relations.
- E. Prepares written reports in a timely manner.

Standard 7: Effectively carries out departmental functions within assigned time limits**Standard 8: Conducts research appropriate to school district goals****Standard 9: Conducts inservice education for professional staff concerning psychological concepts applicable to the school setting****Standard 10: Consults with professional personnel within the community, acts as a liaison between community resources and the school, and makes referrals to appropriate resources within the community**

Practices That Promote Successful Special Education Itinerant Staff

Standard 1: Personal Skills

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

Standard 2: Effective Time Management

- A. Allocates time appropriate to the situation
- B. Establishes routines that ensure work-related time is used appropriately
- C. Is available to staff and parents
- D. Demonstrates proficiency at managing personal calendar
- E. Carries out job responsibilities within assigned time limits
- F. Observes departmental guidelines and timelines in planning purchases and expending funds

Standard 3: Knowledge of the Field

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

Standard 4: Relationship with Students

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

Standard 5: Collaboration

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

Standard 6: Intervention/Direct Services and Assessment/Evaluation

- A. Identifies appropriate learning objectives and recommends effective intervention strategies for individual students
- B. Conducts valid assessments within the identified field of specialization in accordance with professional standards
- C. Analyzes and interprets information to make recommendations regarding the educational needs of students
- D. Effectively communicates student progress to parents and teachers
- E. Functions effectively as a member of Multidisciplinary and IEP Teams

Standard 7: Professional Responsibilities and Personal Development

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

Practices That Promote Successful Information/Technology Specialists

Standard 1: Planning

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

Standard 2: Management

- A. Trains, collaborates with, and supervises paraprofessionals assigned to the Information Center.
- B. Maintains a balanced collection of print and electronic resources.
- C. Provides timely and accurate inventories, reports, and information.
- D. Supervises care of equipment and repair procedures.
- E. Manages time efficiently and maintains a flexible schedule in a business-like manner.
- F. Uses effective skills of communication in relating to parents, volunteers, and staff.
- G. Provides leadership in technology integration.
- H. Follows district selection policy, which includes procedures for reconsideration of materials.
- I. Exhibits a pleasant, friendly, and cooperative attitude toward staff and students.
- J. Develops and maintains effective working relationships among school staff.

Standard 3: Instruction

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

Standard 11: Environment

- A. Establishes and maintains a pleasant, safe, and orderly climate conducive to learning.
- B. Encourages students to develop life-long reading, listening, and thinking skills.
- C. Publicizes programs, services, and materials through newsletters, announcements, and/or web pages.

Standard 12: Assessment

- A. Evaluates media program effectiveness.

Standard 13: Professional Responsibilities

- A. Supports professional organizations.
- B. Provides staff development in the area of technology/information integration.
- C. Serves on building and district committees for curriculum development and implementation.
- D. Adheres to district, department, and building policies.

Standard 14: Technology Support

- A. Provides input to and assists in the implementation of technology at building and district level.
- B. Assists in the selection of appropriate materials, media, and supplies that support student learning and district curriculum.
- C. Assists in the planning, implementation, and evaluation of technology staff development at the building level.
- D. Serves as a liaison between the building, staff community, and technology division.
- E. Is knowledgeable about copyright, software licensing, and Internet filtering.
- F. Assists with technology set-ups, inventories, and troubleshoots technical problems.
- G. Is knowledgeable in the use and backup of the building fileserver.
- H. Is knowledgeable in the use of the district WAN and Internet.
- I. Assists in problem-solving appropriate uses of technology in an educational setting.
- J. Collaborates with staff in the appropriate integration of technology into curriculum, instruction, and assessment to improve teaching and student learning.
- K. Works with site and district planning/advisory teams as requested.
- L. Attends monthly meetings and training sessions as requested.
- M. Remains current in appropriate technology knowledge.

School Nurse Evaluation

School Nurse Evaluation

School nurses are evaluated by the building administrator assigned by the Director of Pupil Services.

School nurses in their first year with Millard will be mentored by the MPS Head Nurse. The new school nurse will have a buddy in each building he/she works, which is assigned by the building administrator.

1. By the end of September, a Fall Conference will take place with the school nurse and evaluator to establish and discuss the school nurse's growth goal and plan of action. The school nurse will complete the assigned sections on the Reflection Form prior to or during the Fall Conference. The evaluator will record the goal on the Evaluation Report.
2. Between February and April, a Spring Conference will take place with the school nurse and evaluator. Prior to the Spring Conference, the school nurse will complete the assigned sections of the Reflection Form. As a result of the dialogue during the conference, the evaluator will finalize the Evaluation Report.
3. Throughout the year, the evaluator will conduct several walk-through observations focusing on the Practices That Promote Successful School Nursing. The evaluator will record the dates on the Evaluation Report.

School Nurse Evaluation Time Line for Evaluators

August-September ~ Fall Conference

By Winter Break ~ Complete several walk-through observations

By Spring Break ~ Complete several walk-through observations

February-April ~ Complete the Evaluation Report and conduct the Spring Conference

Reflection Form for School Nurses

School Nurse's Name _____

Evaluator's Name _____

School _____ Date _____

The school nurse will complete numbers 1-4 prior to or during the Fall Conference. The school nurse will complete numbers 5-12 prior to the Spring Conference.

1. Continuous Growth Goal

2. Rationale: Why did you select this goal?

3. Action Steps and Timeline

4. Evaluation Criteria: How will you know if you met your goal?

The school nurse will complete numbers 5-12 prior to the Spring Conference.

5. What have you accomplished toward your goal?

6. What existing information supports that you have met your goal?

7. How did your work toward your goal affect student health?

8. What did you learn from your work toward your goal thus far?

9. What are your next steps?

Work Related To Professional Responsibilities

10. List Continuing Education Units (CEU) you have completed this school year.

11. List in-services you have presented this school year.

12. List building/district/community responsibilities you have participated in this school year.

Evaluation Report for School Nurses

School Nurse's Name _____

Evaluator's Name _____

School _____

1 = Proficient: The school nurse consistently does this well.
 2 = Progressing: The school nurse usually accomplishes this professional skill well; however, there is a need to continue to improve this area.
 3 = Needs Improvement: There is a need to improve in this area.
 NA = Not Applicable

Evaluator can obtain input from the MPS head nurse on the indicators identified with a *, as appropriate.

Practices That Promote Successful School Nursing	Indicators	Rating			
I. Personal-Professional Preparedness	A. Reflects professional leadership abilities in mature, self-directed goal-setting, decision-making, and action-taking activities.*	1	2	3	NA
	B. Provides nursing services and health screenings within the defined limits of school district policies, rules, and procedures.*	1	2	3	NA
	C. Knows and complies with state school laws, regulations, and recommendations regarding school health and nurse services.*	1	2	3	NA
	D. Participates in the appropriate number of Continual Educational Units (CEU) activities.*	1	2	3	NA
II. Health Room Management	A. Creates an emotional and physical environment conducive to the maintenance of a safe, orderly, and attractive work area.	1	2	3	NA
	B. Anticipates supply and equipment needs appropriate for maintaining a continuous, functional school health program.*	1	2	3	NA
	C. Develops a program that assures safe, ongoing emergency health care in the absence of the nurse.	1	2	3	NA
	D. Initiates planning for appropriate communication with principal and faculty to ensure an ongoing health program.	1	2	3	NA
	E. Maintains accurate, updated records of health information on all students and makes provisions for the timely and accurate management of incoming and outgoing records and reports.*	1	2	3	NA
	F. Initiates referrals and follow-up relevant to unmet health needs of students and makes appropriate distribution of health information to necessary staff.	1	2	3	NA

Practices That Promote Successful School Nursing	Indicators	Rating			
III. Pupil-Nurse Relationships	A. Demonstrates an honest, caring attitude that invites student trust.	1	2	3	NA
	B. Demonstrates a capacity to see the student as a total person rather than a physical, social, or educational problem.	1	2	3	NA
	C. Demonstrates consistent behavior in assisting students with management of health problems.	1	2	3	NA
	D. Possesses resourcefulness and skill in assisting students with health maintenance needs.	1	2	3	NA
	E. Upholds and maintains student and staff confidentiality.	1	2	3	NA
IV. Practice Skills And Knowledge	<u>A. Health Service</u>				
	1. Possesses skills appropriate for meeting school health emergencies.	1	2	3	NA
	2. Demonstrates full range of knowledge and skills in health appraisal techniques.	1	2	3	NA
	3. Allocates appropriate job function to health paraprofessionals / support personnel.*	1	2	3	NA
	4. Utilizes appropriate resources within the school and community to promote optimum delivery of health care services.	1	2	3	NA
	5. Anticipates building-level health maintenance needs and serves as health team leader in school-community activities for communicable disease control.	1	2	3	NA
	<u>B. Health Counseling</u>				
	1. Demonstrates sensitivity to students' need to be heard as well as to be helped.	1	2	3	NA
	2. Interprets and utilizes health information with good judgment and professional skill.	1	2	3	NA
	3. Assists students, parents, and school faculty in exploring alternate approaches to meeting health care needs.	1	2	3	NA
	4. Participates in a helping relationships with individuals or families in crisis intervention.	1	2	3	NA
5. Initiates planning for staff-nurse conferences at appropriate intervals to consider the physical, social, and emotional health of each child.	1	2	3	NA	

Practices That Promote Successful School Nursing	Indicators	Rating			
IV. Practice Skills And Knowledge Continued	<u>C. Health Education</u>	1	2	3	NA
	1. Utilizes health room service as a vehicle for direct and indirect health teaching.	1	2	3	NA
	2. Serves as resource person to school faculty and nurse staff in special areas of expertise.	1	2	3	NA
V. Public Relations	3. Provides creative, individual learning experiences relevant to health information needs to equip students to make constructive decisions regarding health behavior.	1	2	3	NA
	A. Assists in establishing and maintaining a positive school-community relationship.	1	2	3	NA
	B. Demonstrates a capacity for responding to the public in a positive and constructive manner.	1	2	3	NA
	C. Interprets and conducts school health program in a manner that elicits positive support from students, parents, school, and community.	1	2	3	NA
VI. Health Appearance	D. Recognizes the parent to be an extension of the school health program and invites parent involvement in health care planning.	1	2	3	NA
	A. Keeps grooming and personal attire appropriate to professional duties of school nurse practice.	1	2	3	NA
	B. Maintains poise and stability in student, parent, and peer relationships.	1	2	3	NA
	C. Demonstrates a positive attitude in the performance of duties.	1	2	3	NA

Fall Conference

Date _____

Professional Growth Goal _____

School Nurse's Signature _____ Evaluator's Signature _____

Walk-through Observation Dates

Spring Conference

Date _____

Evaluator's comments, reflective questions, suggestions, and/or commendations

Deficiencies noted in work performance with suggestions for improvement

School Nurse's Signature _____ Evaluator's Signature _____
Recommended for: Re-election Conditional Re-election Dismissal

I concur with the analysis and recommendations.

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

District Level Leaders Evaluation

District Level Leaders Evaluation

Due to the unique role of each district level leader, the following process has been designed to guide supervisors in evaluating these positions. District level leaders and their evaluators will meet collaboratively throughout the process in order to best define and meet the needs of those being evaluated.

District Level Leader Positions

These positions defined as certificated staff members who are in district-wide leadership positions while serving in non-administrative capacities. These positions include:

- Administrative Interns
- CADRE Associates
- Coordinators not assigned as administrators
- District Department Heads not assigned general classroom responsibilities
- MEP Facilitators including Curriculum & Instruction, Staff Development and Technology
- Program Support Specialists
- Special Education Program Facilitators
- Interventionists

Purpose

The evaluation process involving district level leaders ensures they are collaborating with district staff to provide curriculum and instructional support, staff development, and organized efforts to assist district staff in meeting the objectives and mission of the Millard Public Schools. As with other certificated staff members, the process is also designed to foster continuous professional growth.

Mutual Commitments

- Connect job descriptions to the operational level with precision and conciseness as to what the job responsibilities include and deem essential.
- Afford the opportunity to define why leaders do what they do while providing the criteria used to measure successful achievement towards their Mutual Commitments.
- Are discussed and agreed upon by the district level leader and evaluator.
- Are reviewed once during a conference prior to Winter Break and once again prior to Spring Break.

Observation(s)

- Provide the opportunity for evaluators to observe the district level leaders facilitating or participating in a meeting, staff development sessions, or other related activities connected to their leadership positions.
- Prior to the observation, the district level leader will provide an agenda or plan, objective, and/or relevant tasks which could be noted during the observation.
- After the observation, the district level leader self-reflects prior to meeting with the evaluator. The reflection could include: What went well? What could be done differently? What are next steps? Was progress made toward the intended objective?
- As a result of the post-conference dialogue, the evaluator will finalize the post-observation form and share it with the district level leader.
- District level leaders will be formally observed twice a year until they have served in their role for three years. Beginning with the fourth year, district level leaders will be formally observed once.

Annual Evaluation Report

- Aligns overall performance to Mutual Commitments
- Provides for self-reflection about performance in relation to Mutual Commitments prior to the Annual Evaluation Conference.
- Evaluators will complete a summary of overall performance with respect to the district level leader's Mutual Commitments, commendations, recommendations, and dates of when the observation(s) and conferences were held prior to the Annual Evaluation Report Conference.

Time Line For Evaluators

August	~ Review evaluation process with district level leader ~ Fall Conference to determine and draft Mutual Commitments
September	~ Finalize, submit, and/or receive Mutual Commitments
By Winter Break	~ Conduct first observation and post-conference for those in role three years or less ~ Conference to review progress towards Mutual Commitments
By Spring Break	~ Conduct second observation and post-conference for those in role three years or less ~ Conduct observation and conference for those in role more than three years ~ Conference to review progress towards Mutual Commitments
May	~ Complete the Evaluation Report and conduct Evaluation Conference

Observation Form for District Level Leaders

Staff Member's Name _____

Position _____ Observation Date _____

Evaluator's Name _____

1. Name of activity observed

2. Summary of activity observed

3. Self-reflection: *What went well? What could be done differently? What are next steps? Was progress made towards the objective?*

4. Commendations

5. Recommendations, suggestions or reflective questions

Evaluator's Signature

Position

Date

Staff Member's Signature

Date

___ I concur with the analysis and recommendations.

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

Additional Resources

Previous Teacher Evaluation System
(2007-2008 last year of implementation)

APPRAISAL PHASE

Probationary teachers and permanent certificated teachers assigned on a 3 year rotating cycle

- Evaluation Procedure Training (Policy 4160.1)
- Fall Conference
 - A. Identify focus for year from MIM: Practices That Promote Successful Student Learning
 - B. Identify plan for classroom observations
- Classroom Observations
 - A. Two observations for entire instructional period, announced or unannounced (three observations required for first year teachers only)
 - B. Optional pre-conference to discuss observation
 - C. Post-conference to discuss observation
- Spring Conference
 - A. Review Summative Report of teacher's performance related to MIM: Practices That Promote Successful Student Learning
 - B. Agree upon objective for Support Phase if moving out of Appraisal.

Current Teacher Evaluation System
(2008-2009 adoption year)

APPRAISAL PHASE

Teachers on probationary status or other special circumstances like in-district transfer, new teaching assignment within a school, not meeting district standards/MIM, or at administrative discretion

- Evaluation Procedure Training (Policy 4160.1)
- Three Classroom Observations
 - A. One full instructional period observation will be required during each semester. One of the three observations does not need to be a full instructional period. Teacher completes the Pre-observation form prior to announced observations.
 - B. Post-observation Reflection form completed by teacher following all three observations.
 - C. Post-observation conference following all three observations. As a result of the dialogue, the evaluator will finalize the Classroom Observation form and share with teacher.
- Spring Conference
 - A. Teacher completes assigned sections of Appraisal Report.
 - B. As a result of the dialogue, evaluator will complete the Appraisal Report.
- Numerous instructional walk-through observations focusing on the CISS criteria (curriculum, instruction, student engagement & safety)

Previous Teacher Evaluation System
(2007-2008 last year of implementation)

SUPPORT PHASE

Permanent certificated teachers only – One Year Cycle

- Fall Conference
 - A. Discuss and establish professional growth plan
 - B. Agree upon evidence/data to verify completion of plan
- Progress Checks
 - A. Review evidence/data presented by teacher
 - A. Discuss progress toward professional growth goals
 - B. Determine adjustment/modifications to plan
- Spring Support Conference
 - A. Examine evidence/data presented by teacher
 - B. Discuss progress toward professional growth goals
 - C. Determine adjustments/modifications to plan

CONTINUED PROFESSIONAL GROWTH PHASE

Permanent certificated teachers only – One Year Cycle

- Fall Conference
 - A. Discuss professional growth plan
 - B. Agree upon evidence/data to verify completion of plan
- Progress Checks
 - A. Review evidence/data presented by teacher
 - B. Discuss progress toward professional growth goals
- Spring Appraisal Conference
 - A. Examine evidence/data presented by teacher
 - B. Discuss progress toward professional growth goals
 - C. Determine direction for future professional development in Appraisal Phase

Current Teacher Evaluation System
(2008-2009 adoption year)

CONTINUOUS GROWTH PHASE

Permanent certificated teachers only - Continuous Cycle

- Fall Conference
 - A. Teacher will establish and discuss his/her continuous growth goal that focuses on student achievement.
 - B. Teacher will complete the assigned sections on the Continuous Growth form prior to or during the conference.
- Spring Conference
 - A. Teacher will come prepared to dialogue about the progress toward the continuous growth goal. The teacher will provide evidence of progress toward the goal and professional growth.
 - B. Teacher will have completed the Continuous Growth Reflection form prior to the conference.
 - C. Evaluator will bring the Continuous Growth Report
- Numerous instructional walk-through observations focusing on the CISS criteria (curriculum, instruction, student engagement & safety)

Previous Teacher Evaluation System
(2007-2008 last year of implementation)

APPRAISAL FORMS

A1-Plan of Focus
 A2-Pre-conference Form
 A3-Classroom Observation Form
 A4-Summative Appraisal Form
 Professional Responsibilities Form
 Post-observation Reflection Form (optional)

SUPPORT FORMS

S-Professional Growth Plan
 PC-Progress Check Form
 S2-Summative Progress Report
 Professional Responsibilities Form

CONTINUED PROFESSIONAL GROWTH FORMS

PC-Progress Check Form
 G2-Summative Growth Report
 Professional Responsibilities Form

Current Teacher Evaluation System
(2008-2009 adoption year)

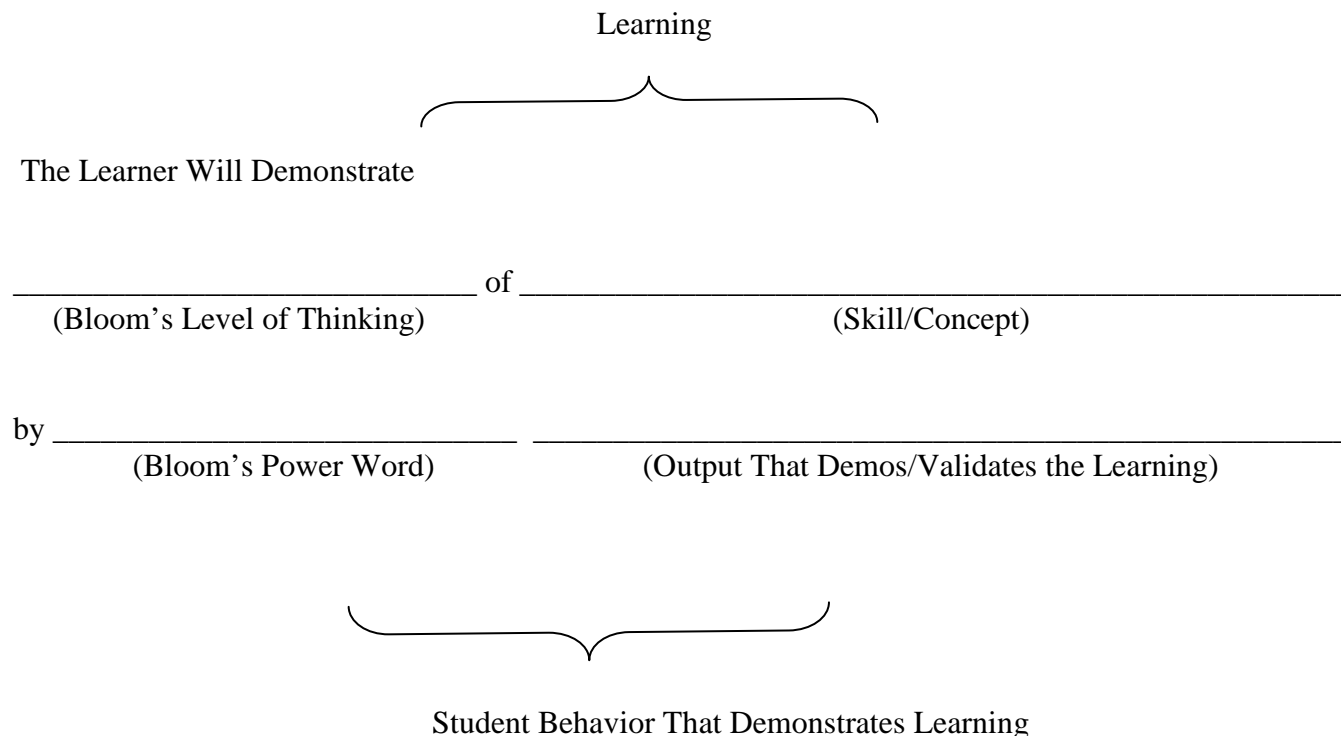
APPRAISAL PHASE FORMS

Pre-observation Form
 Post-observation Reflection Form
 Classroom Observation Form
 Appraisal Report

CONTINUOUS GROWTH PHASE FORMS

Continuous Growth Reflection Form
 Continuous Growth Report

Formulate Learning Objectives



Teach to the Objective

In order to teach to an objective, the teacher needs to formulate the objective so the learning and the behavior that demonstrates the learning are congruent. The teacher must then plan relevant actions.

Formulating a Learning Objective

There are two parts to writing an objective; the learning and the behavior that demonstrates the learning.

1. The learning consists of Bloom's Level of Thinking and the skill or concept that relates to the Millard curriculum.
 - Reflect on the question: What are my students going to learn and at what level of thinking are they going to learn it?
2. The student behavior that demonstrates the learning includes a Bloom's Power Word that reflects the Bloom's Level of Thinking and a measurable activity that demonstrates learning.
 - Reflect on the question: What will my students do to show their individual learning of the skill or concept that was taught?

Descriptions of the Major Categories of Bloom's Taxonomy

Knowledge—the remembering of previous learned material. This is the lowest level of the cognitive domain. Some terms that are used at this domain are defines, describes, identifies, labels, and states.

Comprehension—the ability to grasp the meaning of material. This is shown by translating material from one form to another. Some terms that are used at this level are: covert, explain, summarize, and generalize.

Application—the ability to use learned material in new and concrete situations. This includes the application of such things as rules, methods, and theories. Some terms used at this level are: change, compute, demonstrate, manipulate, and solve.

Analysis—the ability to break down material into its component parts so its organizational structure is understood. This includes identification of parts and relationships between parts. Some terms used at this level are: diagrams, discriminates, outlines, separates, and selects.

Synthesis—the ability to put parts together to form a new whole. This may involve the production of a unique communication, a plan of operations, or a set of abstract relations. Some terms used at this level are: combines, compiles, composes, creates, and revises.

Evaluation—the ability to judge the value of material for a given purpose. This may be internal criteria or external criteria. Some terms used at this level are: compares, concludes, contrasts, discriminates, and explains.

Category: Human Resources
Policy: Code of Ethics
4155

The Board recognizes, endorses and adopts the Standards of Ethical and Professional Performance as established by the Nebraska Department of Education.

Related Rule: 4155.1

Date of Adoption: October 7, 1974

Date of Revision: August 3, 1992; June 2, 2003

Date of Last Review: January 5, 1998

Legal Reference: Neb. Rev. Stat. §79–859, 79–866; 92 NAC 27

The Millard Public School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in its employment, programs, and activities.

Questions can be directed to: Superintendent, 5606 S. 147 St.,
Omaha, NE 68137, 402–715–8200.

Privacy Statement

Category: Human Resources**Policy: Code of Ethics****Rule: Code of Ethics****4155.1****Standards of Ethical and Professional Performance****Preamble**

The Millard Board of Education hereby endorses and communicates to its staff the generally accepted minimal standards of professional practices adopted by the Nebraska State Board of Education.

I. Preamble

The educator shall believe in the worth and dignity of human beings. Recognizing the supreme importance of the pursuit of truth, the devotion to excellence, and the nurture of democratic citizenship, the educator shall regard as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator shall accept the responsibility to practice the profession to these ethical standards.

The educator shall recognize the magnitude of the responsibility he or she has accepted in choosing a career in education, and engages, individually and collectively with other educators, to judge his or her colleagues, and to be judged by them, in accordance with the provisions of this code of ethics.

The standards listed in this section are held to be generally accepted minimal standards for public school certificate holders in Nebraska with respect to ethical and professional conduct and are, therefore, declared to be the criteria of ethical and professional performance adopted pursuant to the provisions of Section 79-866 Neb. Rev. Stat. for holders of public school certificates.

II. Principle I - Commitment as a Professional Educator:

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance, and promote equality of opportunity.

In fulfillment of the educator's contractual and professional responsibilities, the educator:

- A. Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- B. Shall not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
- C. Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- D. Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- E. Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.

- F. Shall not sexually harass students, parents or school patrons, employees, or board members.
- G. Shall not have had revoked for cause a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.
- H. Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- I. Shall report to the Commissioner and the Millard Public Schools Superintendent any known violation of Principle I, number 7; Principle III, number 5; or Principle IV, number 2.
- J. Shall seek no reprisal against any individual who has reported a violation of this code of ethics.

III. Principle II - Commitment to the Student:

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

- A. Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- B. Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- C. Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- D. Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- E. Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- F. Shall not tutor for remuneration students assigned to his or her classes unless approved by the Millard Board of Education.
- G. Shall not discipline students using corporal punishment.

IV. Principle III - Commitment to the Public:

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of the confidence in the rule of law, respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession.

In fulfillment of the obligation to the public, the educator:

- A. Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- B. Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- C. Shall neither offer nor accept gifts or favors that will impair professional judgment.
- D. Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- E. Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory, and shall not have a misdemeanor conviction involving abuse, neglect, or sexual misconduct as defined in Sections 003.12 through 003.14 of 92 NAC 21 (an offense under the laws of any jurisdiction, which, if committed in Nebraska, would constitute one of the following misdemeanors {with the applicable sections for the Revised Statutes of Nebraska in parenthesis }):
 - 1. Assault (third degree) (28-310)
 - 2. Stalking (28-311.03)
 - 3. Hazing (28-311.06)
 - 4. False Imprisonment (28-315)
 - 5. Sexual Assault (third degree) (28-320)
 - 6. Abandonment of Spouse or Child (28-705)
 - 7. Child Abuse (28-707)
 - 8. Contributing to the Delinquency of a Child (28-709)
 - 9. Prostitution (28-801)
 - 10. Keeping a Place of Prostitution (28-804)
 - 11. Debauching a Minor (28-805)
 - 12. Public Indecency (28-806)
 - 13. Sale of Obscene Material to Minor (28-808)
 - 14. Obscene Motion Picture Show, Admitting Minor (28-809)
 - 15. Obscene Literature Distribution (28-813)
 - 16. Sexually Explicit Conduct (28-813.01)

17. Resisting Arrest (28-904 (1)(a)), when the conviction involves use of threat or physical force or violence against a police officer

18. Indecency with an Animal (28-1010)

19. Intimidation by Phone Call (28-1310)

Other convictions related to such crimes including:

20. Attempt to Commit a Crime (28-201)

21. Criminal Conspiracy (28-202)

22. Accessory to a Felony (28-204)

23. Aiding, Abetting, Procuring, or Causing Another to Commit an Offense (28-206)

Convictions which have been set aside, nullified, expunged, or pardoned shall not be considered convictions for purposes of this rule, unless the laws of the jurisdiction of the conviction would allow the conviction to be used as the basis for denial of a certificate to teach, administer, or provide special services in schools.

F. Shall, with reasonable diligence, attend to the duties of his or her professional position.

V. Principle IV - Commitment to the Profession:

In belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to the profession, the educator:

- A. Shall provide upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- B. Shall not misrepresent his or her professional qualifications, nor those of colleagues.
- C. Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.

VI. Principle V - Commitment to Professional Employment Practices:

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfillment of the obligation to professional employment practices, the educator:

- A. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- B. Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- C. Shall give prompt notice to the employer of any change in availability of service.
- D. Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- E. Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- F. Shall permit no commercial or personal exploitation of his or her professional position.
- G. Shall use time on duty and leave time for the purpose for which intended.

Related Policy: [4155](#)

Legal Reference: Neb. Rev. Stat. §79-859, §79-866; 92 NAC 27, 92 NAC 21

Date of Adoption: October 7, 1974

Date of Revision: August 3, 1992; January 5, 1998; May 3, 2004

Date of Last Review: June 2, 2003

Millard Public Schools
Omaha, NE

Category: Human Resources
Policy: Evaluation
4160

All personnel shall be continuously evaluated by the appropriate supervisors to encourage improvement of the total school program.

The Millard Public School District shall provide procedures for the evaluation of staff: said evaluation shall serve as a basis for the improvement of performance and continued employment in the Millard School District. The procedures shall provide for a source of information for sound decision-making as well as for counseling, for inservice training, and for continual growth of all employees. The procedures shall provide not only for the identification and improvement of staff skills and abilities that enhance the learning process, but also for the orderly dismissal of those who do not meet the standards of the District.

Related Rules: [4160.1](#) , [4160.2](#)

Legal Reference: Neb. Rev. Stat §79-318(5)(h) and §79-828; Title 92

Date of Adoption: January 2, 1979

Date of Revision: August 3, 1992; December 21, 1998; July 21, 2003

Millard Public Schools
Omaha, NE

Category: Human Resources**Policy: Evaluation****Rule: Evaluation: Certificated Staff****4160.1**

All certificated personnel shall be evaluated in accordance with the District's written procedures on appraisal forms provided by the Human Resources Office as follows:

- I. Probationary certificated employees shall be evaluated at least once each semester in accordance with the procedures provided by law.
- II. Permanent certificated employees shall be evaluated at least once every school year.

The District will obtain approval of its teacher evaluation policies and procedures from the Nebraska Department of Education as a requirement to legally operate as an accredited school district in Nebraska in accordance with Title 92, Nebraska Administrative Code, Chapter 10. In the event the District changes its policies or procedures for teacher evaluation, it shall re-submit the revised policies and procedures to the Nebraska Department of Education for approval. The policies and procedures submitted for the approval of the Nebraska Department of Education shall be in writing, shall be approved by the Millard Board of Education, and shall include the following:

- I. A policy containing a statement of the purpose of teacher evaluation in the District.
- II. A teacher evaluation procedure which shall:
 - A. Contain specific criteria upon which teachers are to be evaluated. Evaluation instruments shall be designed primarily for the improvement of instruction and shall include, at a minimum: (1) instructional performance, (2) classroom organization and management, (3) professional conduct, and (4) personal conduct. Specific standards for measurement in each of these four areas shall be tied to the instructional goals of the District.
 - B. Describe the process to be used for evaluation, including the duration and frequency of the observations and the formal evaluations for probationary and permanent certificated teachers.
 - C. Provide for documenting the evaluation.
 - D. Communicate results of the evaluation annually, in writing, to those being evaluated.
 - E. Provide for written communication (commonly referred to as a growth plan) to the evaluated teacher on all noted deficiencies, specific means for the correction of the noted deficiencies, and an adequate timeline for implementing the concrete suggestions for improvement.
 - F. Provide for the teacher to offer a written response to the evaluation.
 - G. Communicate the evaluation procedure annually, in writing, to those being evaluated.
 - H. Describe the District's plan for training evaluators.

- III. All evaluators shall possess a valid Nebraska Administrative Certificate and shall be trained to use the evaluation system employed in the District.

Related Policy: [4160](#)

Legal Reference: Neb. Rev. Stat. §§79-318(5)(h) and 79-828(2)

Date of Adoption: January 2, 1979

Date of Revision: November 21, 1983; August 3, 1992; Sept 7, 1993; Dec. 21, 1998; July 21, 2003

Millard Public Schools
Omaha, NE

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum--Instructional Delivery
6200

In order to enable the alignment of the taught curriculum with the written curriculum, the Millard Public Schools shall identify clearly defined standards for the District's staff. These standards are referred to as "Practices that Promote Successful Student Learning" and are included in The Millard Instructional Model. The five Domains of the Millard Instructional Model are:

- I. Planning
- II. Instruction
- III. Assessment
- IV. Learning Environment
- V. Professional Responsibilities

The "Practices that Promote Successful Student Learning" of the Millard Instructional Model have been incorporated into the teacher evaluation process and used by administrators, in conjunction with curriculum frameworks and guides, to monitor the taught curriculum.

Related Policies and Rules: 4160
 Policy Adopted: May 3, 1999
 Reaffirmed: May 19, 2003
 Revised: October 2, 2006; June 2, 2008

Millard Public Schools
 Omaha, Nebraska

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum: Instructional Delivery
Rule: Taught Curriculum: Instructional Delivery

6200.1

Within each domain of the Millard Instructional Model are standards referred to as "Practices that Promote Successful Student Learning."

Related Policy: 6200

Practices That Promote Successful Student Learning can be found in this handbook, pages 27-38.

Legal Reference: §79-866; 92 NAC 27
 Date of Adoption: May 3, 1999
 Revised: July 16, 2001; May 19, 2003; October 2, 2006
 May 21, 2007; June 2, 2008

Millard Public Schools
 Omaha NE

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Intensive Assistance

The

Intensive Assistance Program

For

Millard Public Schools

Intensive Assistance Overview

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

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

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

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

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

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

PLEASE NOTE: Sample Intensive Assistance Plans can be found in the Evaluation Handbook for Administrator.

Intensive Assistance Narrative

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

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

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

Concerns with performance must be verbally shared and discussed with the teacher. The evaluator must confer with Human Resources about the concerns with teacher performance in meeting the **Practices That Promote Successful Student Learning**.

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

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

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

Appraisal Phase

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

Support Phase or Professional Growth Phase

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

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

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

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

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

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

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

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

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

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

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

Recommendation for Intensive Assistance

Teacher's Name _____

Date _____

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

2. Documentation:

Evaluator's Signature_____
Position_____
Date_____
Teacher's Signature_____
Date

**Plan for Improvement
Intensive Assistance Program**

Teacher's Name _____

School _____ Position _____

Date _____

1. Objective(s) to be accomplished:

2. Action steps for achieving the objectives:

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

4. Time line for achieving objectives:

5. Type and frequency of feedback:

6. Evaluation Criteria:

Evaluators' Signature

Position

Date

Teacher's Signature

Date

___ I concur with the analysis and recommendations.

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

Feedback Intensive Assistance Program Report of Progress

Teacher's Name _____ School _____

Position _____ Date _____

Objective 1:

Objective 2:

Objective 3:

AGENDA SUMMARY SHEET

MEETING DATE: July 7, 2008

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires, (2) Contract Amendments,
(3) Resignations

OPTIONS & ALTERNATIVES: NA

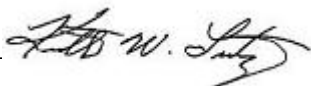
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL: _____  _____

July 7, 2008

AMENDMENT TO CONTINUING CONTRACTS

Recommend: amendment to the following contracts:

1. Sugar Thiessen – Instructional Facilitator at Reeder Elementary School for the 2008/2009 school year. Amend contract from 50% to 60%.
2. Kelly Raynor – READ teacher at Holling Heights Elementary School for the 2008/2009 school year. Amend contract from 100% to 50%.

July 7, 2008

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Cali Watton – GAP teacher @ Disney Elementary School. She is resigning at the end of the 2007/2008 school year for personal reasons.
2. Sarah Percival – Foreign Language teacher at North Middle School. She is resigning at the end of the 2007/2008 school year to take another job in education.
3. Steven Carlson – Counselor at South High School. He is resigning at the end of the 2007/2008 school year to take another job in education.

July 7, 2008

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2008/2009 school year:

1. Lorene Kelly – MA – University of Northern Colorado. Speech Pathologist at Hitchcock Elementary School. Previous Exp: Fort Smith, AR (2006/2008); Willowbrook, IL (2006); Lincoln, NE (2004/2005).
2. Denise Caniglia – MA – University of Nebraska at Omaha. Counselor (.5) at Disney Elementary School. Previous Exp: Metro Community College, Omaha, NE (1999/2008); Elkhorn, NE (1994/1998); Ralston, NE (1991/1994); Omaha, NE (1990/1991).
3. David Markley – BA+21 – University of Nebraska at Omaha. Science teacher at Kiewit Middle School. Previous Exp: Bancroft, NE (2006/2008); Columbus, NE (2005/2006); Omaha, NE (2001/2005).
4. Lisa Rands – BA+18 – Iowa Wesleyan University. Chapter 1 teacher (.5) at Norris Elementary School and READ teacher (.5) at Ezra Elementary School. Previous Exp: Gretna, NE (2005/2008); Weeping Water, NE (2002/2005); Franklin, NE (1993/2002).
5. Laura Runge – MA+3 – University of Nebraska at Lincoln. Special Ed Resource (.5) teacher at South High School and (.5) at Bryan Elementary School. Previous Exp: Lincoln, NE (1997/2008); Crete, NE (1994/1997).
6. Thomas Burchard – BA – University of Nebraska at Omaha. Fourth grade teacher at Upchurch Elementary School.
7. Susan Dickey – BA+36 – Oklahoma State University. Special Ed Resource teacher at North Middle School. Previous Exp: Omaha, NE (2003/2008); Oilton, OK (1983/1986).
8. Linda Gjere – BA – University of Nebraska at Kearney. Foreign Language teacher (short-term) at North Middle School. Previous Exp: Sidney, NE (1972/1974).
9. Nicholas Hovden – BA – University of South Dakota at Vermillion. PE teacher at Neihardt Elementary School. Previous Exp: Elk Point, SD (2005/2007).

10. Cindy Scharff – MA – University of Nebraska at Omaha. Special Ed Resource teacher at Ackerman Elementary School. Previous Exp: Omaha, NE (1993/2008).
11. Jamie Wiebelhaus – BA – Augustana College, Sioux Falls, SD. Fourth grade teacher at Disney Elementary School. Previous Exp: Elk Point, SD (2006/2008).
12. Richard Wilson – BA – St. Cloud State University, St. Cloud, MN. Science teacher at Kiewit Middle School.
13. Jessica Neill – BA+3 – University of Nebraska at Lincoln. Montessori teacher at Central Middle School.

The following individual was employed with Millard Public Schools during the 2007/2008 school year on a job share contract. She is now being offered another job share contract for the 2008/2009 school year.

1. Gina Hill – Third grade teacher at Ackerman Elementary School.

The following individual was on a Non-Continuing (Under 50%) contract for the 2007/2008 school year and is being issued a new Part-Time (50% or more) Continuing Contract for the 2008/2009 school year.

1. Mary K. Hough – Speech Pathologist (50%) at Wheeler Elementary School.

AGENDA SUMMARY SHEET

AGENDA ITEM: Legislative Agenda 2009

MEETING DATE: July 7, 2008

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Agenda for 2009

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

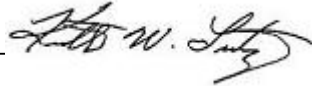
I attached the standing positions for consideration this year. Each year the Board takes a position on Legislative Standing Positions which then guide our lobbying efforts on all bills and amendments to bills.

I have attached some minor changes to past standing positions and identified issues that can be considered in developing a legislative agenda for 2009.

Bill and I will be available to answer your questions or develop additional positions to advance your legislative agenda.

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____  _____

**Millard Public Schools
Board of Education
Standing Positions
2009**

Standing Positions

1. The Millard Public Schools supports the independence of established Class III school districts ~~(2009) within cities of the metropolitan class. We believe that any legislation should clarify and support the right of these Class III school districts to remain as independent districts, and that such districts may only waive their right to exist independently of other districts within cities of the metropolitan class through existing reorganization laws, the consent of the boards of education of each affected district and approval by the residents of each affected district (2006).~~
2. The Millard Public Schools supports legislation that seeks accurate and transparent accounting of all funds that support education from local, state and federal sources (2006).
3. State funding should be sufficient to keep teacher's salaries regionally competitive (2003).
4. ~~A legislative solution is the most effective way to resolve the issues that are represented in the current finance litigation (2003).~~
5. Additional state funding should follow any new requirements for new or revised assessments (2002).
6. School finance studies should focus on adequacy of funding (2002).
7. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program. The funding should reflect an equitable distribution of state revenue (2001).

8. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund (2001).
9. Federal and state governments should never impose un-funded mandates (2001).
10. Local boards of education are accountable to their community for making decisions regarding the educational program and are in the best position to make decisions on curriculum, management and funding (2001).
11. Financial decisions on lids and levies are best made at a local level where elected officials are most accountable to the community (2001).

Learning Community Issues

1. What changes to the Learning Community Coordinating Council (LCCC) governance structure should we consider?
2. Are there additional changes needed in the election process for LCCC board members?
3. What changes should be considered for proper accountability?
4. What changes should be considered in LC finances?
 - a. Common levy
 - b. Common building levy
 - c. Levy for Focus schools and Elementary Learning Centers

Other Issues to consider

1. State aid decisions should not be reconsidered after the February 1st certification date. Rationale: School districts need the time in order to make proper plans for funding school systems. The rules for state aid should not change after districts have established their budgets and levies.

AGENDA SUMMARY SHEET

AGENDA ITEM: Construction Report

MEETING DATE: July 7, 2008

DEPARTMENT: General Administration

TITLE AND BRIEF DESCRIPTION: Construction Report – A report from the District's construction management firm with regard to the progress on projects related to the 2005 bond issue.

ACTION DESIRED: Information Only

BACKGROUND: The District has engaged the services of Magnum Resources, Inc. (now Tetra Holdings) to act as the construction manager for the District's construction/renovation projects related to the 2005 bond issue.

Don Mohlman will be present at the meeting to present the construction update (see attached) and to answer questions.

OPTIONS/ALTERNATIVE CONSIDERATIONS: n/a

RECOMMENDATIONS:

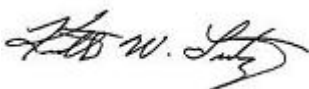
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION OR REJECTION: n/a

TIME LINE: n/a

PERSONS RESPONSIBLE: Don Mohlman and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S
APPROVAL:**





MILLARD PUBLIC SCHOOLS



CONSTRUCTION PROGRESS REPORT

July 2008
Vol. 35





***Millard Public Schools
Construction Progress Report No. 35
July 2008***

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***Millard Public Schools
Construction Progress Report No. 35
July 2008***

Executive Summary

Administrative Overview

- Regular Bond Committee meetings are now being held monthly with the following attendees: Ken Fossen, Mark Feldhausen, Ed Rockwell, Kim Thompson, Bob Snowden, Vicki Hoskovec, Don Mohlman, and Ron Hager.
- Upchurch Elementary is anticipated to be completed on/or before July 18, 2008. The exterior site work is pending completion (grading, seeding, etc.) as a result of the abnormal weather conditions this spring/summer. A certificate for occupancy has been issued by the City.
- At Horizon High School, the site preparation (pre-grading) has been completed. The contract for General Construction has been awarded to ConStruct, Inc. The General Contractor anticipates mobilizing the site beginning the week of July 7th.
- All projects, other than Upchurch and Horizon HS, have been closed out and the accounting for all Bond Budget categories has been completed.
- The current available bond contingency is approximately \$3.0m.



***Millard Public Schools
Construction Progress Report No. 35
July 2008***

Project Status Report

HIGH SCHOOLS

- ***Horizon High School – BCDM / JC Excavation / ConStruct Inc.***
 - Final Platting completed.
 - Pre-Grade work completed.
 - Contract agreement completed with General Contractor – ConStruct Inc.
 - Pre-construction meeting with ConStruct Inc. held 06/26/08.
 - General contractor to mobilize week of 07/07/08



Horizon High School Site Preparation Complete (June 30, 2008)

ELEMENTARY SCHOOLS

- ***Upchurch Elementary #25 – DLR Group / Upland Construction***
 - Bi-weekly Owner/Architect/Contractor meetings continue
 - Entrance roofing nearing completion with metal flashings to finish.
 - Entrance drywall and finishes started.
 - Final finishes (flooring, final painting) at multi-purpose & gymnasium started.
 - Classroom furniture arrived and placed into classrooms
 - Playground equipment started.
 - Concrete sidewalk work in progress.
 - Lawn sprinkler system in progress.
 - Site grading work in final stages.



Upchurch Elementary #25 (June 30, 2008)



Upchurch Elementary #25 Entrance Canopy (June 30, 2008)



Upchurch Elementary #25 Flooring at Multipurpose & Gymnasium (June 30, 2008)



Upchurch Elementary #25 Classroom Furniture (June 30, 2008)



Upchurch Elementary #25 Playground Equipment (June 30, 2008)



Upchurch Elementary #25 Sidewalk installation (June 30, 2008)

MAGNUM RESOURCES			
Millard Public Schools			
June 30, 2008			
	Original Budget	With Addit'l Funding	Current Budget
2005 Bond Issue Funding			
Land			
Land Cost	3,750,270	3,750,270	2,909,326
Feasibility Study	25,500	25,500	-
Technology	20,000,000	20,000,000	20,000,000
Construction			
Contractor			
General	42,707,291	44,357,291	43,973,339
Hazardous Material	472,500	472,500	211,669
District Procured			
Metal drs and frms			24,718
Casework			69,340
RTU			54,623
Miscellaneous			267,950
Buell Timing System			73,180
Buell Field Grading			36,349
Easement grading			21,705
Cabling (allowance)			103,189
Consultant			
Project Mgr	854,146	886,646	1,061,187
Architect	3,278,173	3,398,477	3,417,547
Erosion Control (SWPPP)			
Environmental	-	-	46,861
Survey	300,333	300,333	129,450
Soils			22,564
Testing			
Spcl Insp			117,408
Conductivity			5,252
Commissioning			
HVAC	107,396	107,396	154,207
Testing and Balancing			56,470
Roofing - Pre-constr			15,000
Roofing Consultant			200,000
Support Costs			
Builders Risk	-	-	100,000
Printing	125,534	125,534	139,653
Constructware	-	-	85,000
Reimbursable			7,211
3-year renewal (May '11)			65,000
Miscellaneous (District)			36,046
Advertising for bids	-	-	123
Buell Stadium Equip	-	-	33,467
Contingency	2,328,588	2,328,588	2,328,588
PM Award			(86,954)
Addit'l Services			(87,587)
AE Award			268,011
Addit'l Services			(286,428)
Constructware			(85,000)
Reimbursable			(4,296)
3-year renewal (May '11)			(65,000)
Roofing Consultant (all projects)			(200,000)
Builders Risk Insurance			(100,000)
Land Development - Elem #24			63,512
Easement Grading - Elem #24			(21,705)
Cablling (allowance) - Upchurch			(103,189)
Miscellaneous (District)			(36,046)
Land Purchase - Elem #25			73,645
Land Purchase - Future HS			56,517
Sale of Harrison St.			668,270
Net Gain on Sale of Harrison St.			202,867
Buell			
Award			253,899
Addit'l Funding		74,471	74,471
Equipment			(25,000)
Timing System			(73,180)
Field Grading			(35,920)
Buried sprinkler head			(429)
Prev Change Orders			(72,420)
All Other Adjustments			(16,328)

Millard Public Schools

June 30, 2008

	Original Budget	With Addit'l Funding	Current Budget
South HS: Ph1			
Prev Change Orders			(168)
All Other Adjustments			(12,551)
South HS: Ph2			
Award			213,002
Prev Change Orders			(188,531)
All Other Adjustments			166,402
Reagan Elem 24			
Award			113,247
Prev Change Orders			(127,251)
All Other Adjustments			(168,602)
North HS			
Award			1,336,595
Prev Change Orders			(576,566)
All Other Adjustments			188,752
West HS			
Award			767,075
Prev Change Orders			(251,210)
All Other Adjustments			223,071
Ackerman Elem			
Award			6,254
Prev Change Orders			(95,634)
All Other Adjustments			69,080
Beadle			
Award			92,965
Prev Change Orders			(10,852)
All Other Adjustments			205,923
Upchurch Elem 25			
Award			(443,000)
Prev Change Orders			(71,106)
Light switch B130			(2,354)
Relocate duct C120			(816)
Precast arch colum			(1,786)
Double inlet filters			(281)
Add fence posts			(1,407)
CMU @ Pipe rm B124			(935)
Privacy screen			(903)
Excess dirt relocate			(15,077)
3/4" Conduit in gym			(2,467)
Credit for damaged cable			300
Credit for low concrete			1,500
Credit for 1mm edging			2,500
Horizon HS			
Award			(766,500)
Prev Change Orders			-
Furniture / Fixture / Equipment			
Moveable Furnishings	1,311,307	1,311,307	1,303,102
Moveable Equipment	219,291	219,291	323,776
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	1,442,096
Regulatory Fees / Assessments	327,656	327,656	234,367
	78,000,000	79,877,275	80,080,142
In-process Change Orders			
Additional Funding			
Buell Stadium Grants	74,471	(Cont'g'y)	Original Cont'g'y
HVAC at South High School	1,802,804	(Constr - 1,650,000)	Current Cont'g'y
Net Gain on Sale of Harrison Street	202,867		Potential Adjust
	80,080,142		

MAGNUM RESOURCES														
Millard Public Schools														
June 30, 2008														
	Original Budget	With Addit'l Funding	Ackerman 07.150.05.01	Reagan Elem 24 07.162.05.01	Upchurch Elem 25 07.163.05.01	Beadle MS 07.250.05.01	North HS 07.342.05.01	South HS Phase 2 07.340.05.02	South HS Phase 1 07.340.05.01	West HS 07.344.05.01	Horizon HS 07.333.05.01	Buell Stadium 07.300.05.01	Future HS 07.346.05.01	Current Budget
2005 Bond Issue Funding														
Land														
Land Cost	3,750,270	3,750,270		377,788	372,155								2,159,383	2,909,326
Feasibility Study	25,500	25,500												
Technology	20,000,000	20,000,000												20,000,000
Construction														
Contractor														
General	42,707,291	44,357,291	2,364,334	6,597,751	7,009,832	2,425,252	4,840,166	6,953,331	80,168	4,958,210	7,606,500	1,137,795	-	43,973,339
Hazardous Material	472,500	472,500	18,744				9,985	96,270	86,670					211,669
District Procured														
Metal drs and frms			24,718											24,718
Casework			69,340											69,340
RTU			54,623											54,623
Miscellaneous			(13,779)			14,956	15,377	59,896		189,796				267,950
Buell Timing System												1,704		73,180
Buell Field Grading												36,349		36,349
Easement grading				21,705										21,705
Cabling (allowance)					103,189									103,189
Consultant														
Project Mgr	854,146	886,646	89,000	100,900	108,700	107,800	128,200	160,700		128,200	196,787	40,900	-	1,061,187
Architect	3,278,173	3,398,477	201,889	290,393	420,353	187,000	485,247	595,304		426,282	730,210	80,869		3,417,547
Erosion Control (SWPPP)														
Environmental	-	-	11,993					23,568	11,300					46,861
Survey	300,333	300,333	-	7,972	49,202	4,275	4,113	6,000		5,448	52,440			129,450
Soils				4,350		2,670	2,296	2,100		2,275		8,873		22,564
Testing														-
Spcl Insp			344	36,716		11,000	15,600	28,542		25,206				117,408
Conductivity				5,252										5,252
Commissioning														
HVAC	107,396	107,396	18,248	19,000	20,069	10,200	13,600	30,200		21,500	21,390			154,207
Testing and Balancing			9,370	15,000		6,200	7,198	5,382		13,320				56,470
Roofing - Pre-constr			3,500	1,000		3,500	3,500	3,500						15,000
Roofing Consultant														200,000
Support Costs														
Builders Risk														100,000
Printing	125,534	125,534	12,029	28,483	17,000	5,972	16,210	25,498	984	16,413	17,000	64		139,653
Constructware														85,000
Reimbursable			629	1,329		967	1,371	1,700		1,215				7,211
3-year renewal (May '11)														65,000
Miscellaneous (District)														36,046
Advertising for bids			51			14	14	14	16	14				123
Buell Stadium Equip												33,467		33,467
Contingency	2,328,588	2,328,588												2,328,588
PM Award														(86,954)
Addit'l Services														(87,587)
AE Award														268,011
Addit'l Services														(286,428)
Constructware														(85,000)
Reimbursable														(4,296)
3-year renewal (May '11)														(65,000)
Roofing Consultant (all projects)														(200,000)
Builders Risk Insurance														(100,000)
Land Development - Elem #24														63,512
Easement Grading - Elem #24														(21,705)
Cabling (allowance) - Upchurch														(103,189)
Miscellaneous (District)														(36,046)
Land Purchase - Elem #25														73,645
Land Purchase - Future HS														56,517
Sale of Harrison St.														668,270
Net Gain on Sale of Harrison St.														202,867
Buell														
Award														253,899
Addit'l Funding		74,471												74,471
Equipment														(25,000)
Timing System														(73,180)
Field Grading														(35,920)
Buried sprinkler head														(429)
Prev Change Orders														(72,420)
All Other Adjustments														(16,328)

Millard Public Schools

June 30, 2008

	Original Budget	With Addit'l Funding	Ackerman 07.150.05.01	Reagan Elem 24 07.162.05.01	Upchurch Elem 25 07.163.05.01	Beadle MS 07.250.05.01	North HS 07.342.05.01	South HS Phase 2 07.340.05.02	South HS Phase 1 07.340.05.01	West HS 07.344.05.01	Horizon HS 07.333.05.01	Buell Stadium 07.300.05.01	Future HS 07.346.05.01	Current Budget
South HS: Ph1														
Prev Change Orders														(168)
All Other Adjustments														(12,551)
South HS: Ph2														
Award														213,002
Prev Change Orders														(188,531)
All Other Adjustments														166,402
Reagan Elem 24														
Award														113,247
Prev Change Orders														(127,251)
All Other Adjustments														(168,602)
North HS														
Award														1,336,595
Prev Change Orders														(576,566)
All Other Adjustments														188,752
West HS														
Award														767,075
Prev Change Orders														(251,210)
All Other Adjustments														223,071
Ackerman Elem														
Award														6,254
Prev Change Orders														(95,634)
All Other Adjustments														69,080
Beadle														
Award														92,965
Prev Change Orders														(10,852)
All Other Adjustments														205,923
Upchurch Elem 25														
Award														(443,000)
Prev Change Orders														(71,106)
Light switch B130														(2,354)
Relocate duct C120														(816)
Precast arch colum														(1,786)
Double inlet filters														(281)
Add fence posts														(1,407)
CMU @ Pipe rm B124														(935)
Privacy screen														(903)
Excess dirt relocate														(15,077)
3/4" Conduit in gym														(2,467)
Credit for damaged cable														300
Credit for low concrete														1,500
Credit for 1mm edging														2,500
Horizon HS														
Award														(766,500)
Prev Change Orders														-
Furniture / Fixture / Equipment														
Moveable Furnishings	1,311,307	1,311,307	24,645	314,132	265,434	84,835	94,695	60,741		175,720	282,900	-	-	1,303,102
Moveable Equipment	219,291	219,291	11,847	53,675	37,549	12,765	35,070	26,945	23,779	22,126	100,020	-	-	323,776
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	34,784	419,872	375,492	31,809	25,387	18,281	14,535	38,936	483,000	-	-	1,442,096
Regulatory Fees / Assessments	327,656	327,656	-	107,314	61,503	-	-	-	-	-	65,550	-	-	234,367
	78,000,000	79,877,275	2,936,310	8,402,632	8,840,478	2,909,215	5,698,029	8,097,972	217,452	6,024,661	9,555,797	1,413,201	2,159,383	80,080,142
Additional Funding														
Buell Stadium Grants	74,471	(Contg'y)												In-process Change Orders
HVAC at South High School	1,802,804	(Constr - 1,650,000 + PM - 32,500 + Arch - 120,304)												Original Contg'y
Net Gain on Sale of Harrison Street	202,867													Current Contg'y
	80,080,142													Potential Adjust



	<u>July</u>	<u>Aug</u>	<u>Sept</u>
Bond Committee Meetings	3	7	4
Board Committee of the Whole Meetings	14	11	8
Board Meetings	7, 21	4, 18	2, 15

Project	Project Commencement	Program / Schematic Design Bond Committee	Design Development		Contract Documents		Receive Bids	Contract Award		Project Completion
			Bond Committee	School Board	Bond Committee	School Board		Bond Committee	School Board	
Elem Schools										
Ackerman Reagan Elem #24 Overlot Grading Public Improv. Building	3-Aug-05	16-Nov-05	12-Jan-06	16-Jan-06	23-Feb-06	20-Mar-06	18-Apr-06	20-Apr-06	01-May-06	29-Jul-07
Upchruch Elem #25	19-Aug-05	17-Nov-05	15-Dec-05	16-Jan-06	23-Mar-06	03-Apr-06	09-Jan-07	11-Jan-07	22-Jan-07	18-Jul-08
Middle Schools										
Beadle MS	12-Dec-05		09-Mar-06	06-Mar-06	06-Apr-06	17-Apr-06	23-May-06	25-May-06	05-Jun-06	04-Jun-07
High Schools										
Buell Stadium North HS South HS Phase I 2005 Phase II - 2006 West HS Horizon HS		21-Jul-05	01-Sep-05	12-Sep-05	01-Dec-05	19-Dec-05	07-Feb-06	09-Feb-05	20-Mar-06	28-Aug-05 08-Aug-07 05-Aug-05 01-Aug-07 01-Aug-07 15-Nov-09

AGENDA SUMMARY SHEET

AGENDA ITEM: Investment Report

MEETING DATE: July 7, 2008

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Investment Report – A report of the current investments and investment practices of the district.

ACTION DESIRED: Approval Discussion Information Only .

BACKGROUND: Attached is the Quarterly Investment Report for the period ending June 30, 2008.

OPTIONS AND ALTERNATIVES: n/a

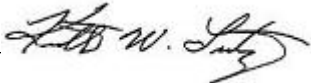
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Chris Hughes (Accounting Manager) & Ken Fossen (Assoc. Supt.)

SUPERINTENDENT'S APPROVAL: _____  _____

Millard Public Schools
Investment of Funds
June 30, 2008

Nebraska School District Liquid Asset Fund

The Millard Public Schools utilizes the Nebraska School District Liquid Asset Fund (referred to as either NSDLAF or CADRE, the financial services firm which manages the fund) for day-to-day investing. NSDLAF was established in 1988. The fund is offered exclusively to Nebraska school districts, educational service units, and technical community colleges. The fund's objective is to allow school districts to pool their dollars for investment. The fund invests in items permitted by Nebraska law (i.e. repurchase agreements, U.S. Government Agency Obligations, U.S. Treasury Bills and Certificates of Deposit).

MPS maintains two liquid accounts that can be accessed daily. The General Fund, Food Service Fund, Administrative Activity Fund, Special Building Fund, Bond Fund, Depreciation Fund, Construction Fund and Employee Benefit Fund utilize one account. This account is used throughout the month as taxes, state aid, etc. are received and as bills or payroll are paid. The other account is utilized by the various middle schools. As of June 30, 2008, the 7-day current yield for these accounts was 1.94%. MPS also utilizes long term fixed investments (examples: 30, 60, 90 day US Government Securities, Certificates of Deposits, etc). The current rate of return depends on the term, with the district currently earning 4.25% to 5.50%.

Sweep Account for General Checking Account

Each day, any balance remaining in the District's main checking account above the level necessary to avoid service charges is invested in either U.S. Government agency backed repurchase agreements (amounts under \$25,000) or commercial paper notes (amounts over \$25,000). The interest rate for the sweep account is currently 1.65%.

Bond Fund Trust Account at First National Bank of Omaha

Taxes and other revenues received for the repayment of bond principal and interest are invested through the trust department at First National Bank of Omaha. The funds are invested in U.S. Treasury Bills, individual U.S. Government Agency backed securities, or a money market account which invests in U.S. Government backed agency securities, based on the funds available, the time line until the next debt service payment, and the available yields. The trust account balance as of June 30, 2008 was \$8,416,766.44.

AGENDA SUMMARY SHEET

AGENDA ITEM: Quarterly M&O Report

MEETING DATE: July 7, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Quarterly M&O Report – The quarterly report from Sodexo regarding the District’s Maintenance and Operations.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: n/a

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Bob Snowden, General Manager (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: 



Millard Public Schools Executive Summary

Quarterly Review April – June 2008

I. Accomplishments

MAINTENANCE HIGHLIGHTS

- Indoor Air Quality/Environmental issues were investigated at the following locations:
 - West High – under investigation
 - Rockwell – investigated and remedied
- Worked on preparing bid documents for both Water Testing Services and Security Services.
- Repaired a domestic water line leak at Ezra.
- Completed HVAC upgrades at West High.
- Ordered cooling tower and controls for Cottonwood. Installation set for summer.
- Ordered and received coil under warranty to replace a leaking coil for the North High pool unit.
- Re-balanced air flow at Black Elk to correct air flow issues.
- Boiler inspections are being scheduled and will begin in July.
- Replaced cooling tower pump at Russell.
- Replaced a bad compressor at South High that served the Lecture Hall.
- Summer Preventative Maintenance work is in progress and is approximately 25% done thru June 20th.
- Painting projects began in June and will continue thru the month at the following locations:
 - Central Middle
 - Bryan
 - South High
 - Andersen Middle
 - North Middle
 - Montclair
 - Willowdale
 - Wheeler
 - Morton



I. Accomplishments (continued)

GROUNDS HIGHLIGHTS

- Mowing began District-wide in April.
- All athletic fields were painted for spring sports.
- All irrigation systems were charged and repairs made where needed.
- Weed spraying began District-wide in May.
- Parking lot sweeping was completed throughout the District.
- Concrete projects began or are being scheduled at the following locations:
 - Wheeler 6/9
 - Black Elk 6/19
 - West High 7/7
 - North Middle 7/28
 - Willowdale 8/1
- Asphalt projects are being scheduled at the following locations:
 - Harvey Oaks
 - Black Elk
 - Wheeler
 - Willowdale
- Painting of the District parking lots began in June and will continue through July.
- After several storms, Grounds Crews worked on cleaning up and removing all damaged tree limbs and/or trees from all sites. Work continues after the last round of storms that occurred on June 27th.
- The following Field Maintenance work was completed on Athletic Fields during April, May and June. Additional work is being scheduled and will continue throughout the school year.

North High

Baseball: Seeded 5/9; Fertilized 5/16

Football: Aerated & Seeded 5/5; Fertilized 5/6; Weed Control 6/19

Soccer: Seeded 4/24; Seeded & Fertilized 5/16; Weed Control 6/19

Softball: Fertilized 5/16; Weed Control 6/19

Practice: Seeded 4/9; Seeded & Fertilized 5/15; Weed Control 6/19

South High

Baseball: Weed Control 5/9; Fertilized 5/15

Practice 1: Fertilized 5/15

Soccer: Seeded 4/24; Seeded & Fertilized 5/15; Weed Control 6/19

Softball: Fertilized 5/15; Weed Control 6/19

Practice 2: Seeded 4/24; Fertilized 5/15



I. Accomplishments (continued)

West High

Baseball: Aerated & Seeded 5/9; Fertilized 5/15
 Football: Seeded 4/14; Seeded & Fertilized 5/15; Weed Control 6/10
 Soccer: Seeded 4/24; Seeded & Fertilized 5/15
 Softball: Seeded 4/7; Fertilized 5/15; Weed Control 6/10
 Practice: Seeded 4/7; Seeded & Fertilized 5/15; Weed Control 6/10

- Received the “**The Groundwater Guardian Green Site**” award as featured in the April edition of SportsTurf Management Association Magazine. This awards recognizes good stewards of water use and ground water protection. We are the first School District to receive this honor. Certificate is attached at the end of this Board Report.

CUSTODIAL HIGHLIGHTS

- Minor project work was completed at all sites over Spring Break.
- Three candidates were interviewed for the open Custodial Supervisor position. Tim Tingelhoff received the position and began working on June 9, 2008. He will work with the other three Custodial Managers throughout the summer, and then go to the evening shift during the school year. Tim’s primary responsibilities will be Monthly Building Inspections, school visits and employee training.
- All sites were prepared for the upcoming summer construction during the first weekend and week of summer.
- Summer project cleaning began. All schools will receive the following:
 - Thorough classroom cleaning
 - Project restroom cleaning
 - Carpet extraction
 - Scrubbing and/or stripping and refinishing hard surface floors
 - Corridor project cleaning
 - Wood floor refinishing
 - Miscellaneous project cleaning per building’s needs

GENERAL HIGHLIGHTS

- Pat O’Hara-Shults supported our District on the following dates:
 - April 21 – 25
 - April 28 – 5/2
 - June 16 – 18



I. Accomplishments (continued)

During her time here, she worked on New Employee Orientation, and the finalization of the Hard Surface Floor Training, which she facilitated in June.

- Jolene Schmidt, Facilities Divisional Manager, was in for a support visit on May 12 and 13, as well as June 6.
- Brad Lozier, Facilities Vice President, was in for a support visit on June 6.
- Bob Snowden participated in the “Q-Sort” on April 25th.
- Interviews are being conducted to hire a Training and Safety Manager that will cover all four services.
- All managers worked on employee evaluations and these are expected to be completed by the end of June.

II. Training

- Direct Connect training occurred with all custodians and engineers in April. **Total Training Hours: 68.0**
- Door Access procedures were reviewed with 25 employees in April. **Total Training Hours: 25.0**
- Facility Center training occurred in April with the 3 SSC Secretaries. **Total Training Hours: 3**
- Hand Injury Prevention training was given to 152 employees in April. **Total Training Hours: 152**
- Lock Out/Tag Out training was given to 21 employees in April. **Total Training Hours: 21**
- New Employee Orientation was conducted with 6 employees in April and May. **Total Training Hours: 14**
- Maintenance Time Sheet refresher and procedure training was reviewed with 35 maintenance and grounds employees in April and May. **Total Training Hours: 33.5**
- Temperature Control training was conducted with 21 HVAC and Building Engineers in April. **Total Training Hours: 21**
- Control Masters conducted computer training classes for HVAC employees in April: **Total Training Hours: 45.5**
- HazMat and MSDS Training was reviewed in May with 12 employees. **Total Training Hours: 24**
- Heat Stress Prevention training and Ladder Safety Training was reviewed with 172 employees in May. **Total Training Hours 43.0**
- T3 Autoscrubber training was conducted with 3 employees in May: **Total Training Hours: 1.5**
- Hard Surface Floor training was conducted over 3 days with 62 employees in June. **Total Training Hours: 371**



II. Training (continued)

- Product Safety and Usage training was conducted with all HVAC employees in May.
Total Training Time: 26.0

MPS Training by Quarter with Comparison to Previous Quarters

Training Period	2007-2008 Total Hours	2006-2007 Total Hours	2005-2006 Total Hours
July – September	264.50	116.25	205.25
October – December	294.00	234.50	159.00
January – March	470.00	235.75	469.25
April – June	848.50	223.50	347.50
School Year to Date	1877.00	810.00	1181.00

III. Quality and Productivity

PRINCIPAL SURVEYS

As with the previous years, we sent out a survey to the Principals in April and May of this year. We did change some of the survey questions this year to try and narrow down both the positive results, as well as the areas needing improvement. (Sample survey is included in the Board Report).

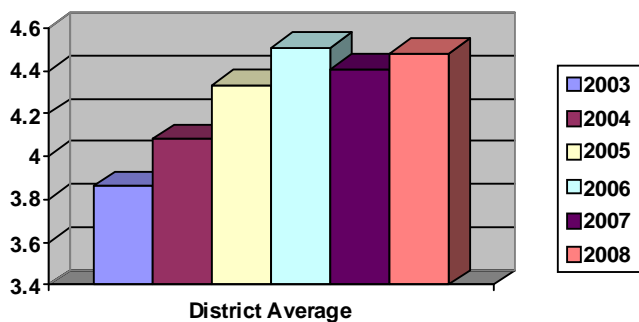
Below are the results of this year's survey, along with the comparison numbers from previous years by school.

District Wide

	2008	2007	2006	2005	2004	2003
Number of Surveys Received	31	31	30	28	19	27
District Average	4.48	4.41	4.51	4.33	4.08	3.86
District Average – Percentage Change	1.57%	-2.04%	4.00%	6.34%	5.54%	-
High School Average	4.11	4.46	4.31	4.10	3.47	2.13
Middle School Average	4.53	4.71	4.44	4.57	4.34	2.80
Elementary School Average	4.54	4.32	4.55	4.30	4.15	4.03



III. Quality and Productivity (continued)



By Building

	2008	2007	2006	2005	2004	2003
Abbott	4.90	4.90	4.90	4.95	4.50	4.40
Ackerman	3.68	4.35	4.35	4.30	-	4.85
Aldrich	5.00	5.00	5.00	4.95	-	4.88
Andersen	4.30	4.65	4.35	4.35	3.80	3.65
Beadle	4.75	4.70	4.60	4.40	4.53	-
Black Elk	4.79	4.10	3.90	3.40	2.85	3.20
Bryan	4.63	4.70	-	4.40	4.00	2.45
Cather	4.53	-	-	4.10	4.85	4.75
Central Middle	4.55	4.90	4.75	4.84	-	2.30
Cody	4.95	4.20	4.60	4.30	-	3.35
Cottonwood	4.68	3.85	4.75	4.70	-	-
Disney	5.00	5.00	5.00	5.00	5.00	4.95
Ezra	4.26	3.79	-	3.79	-	-
Harvey Oaks	4.15	4.50	4.35	4.00	3.84	-
Hitchcock	5.00	4.95	5.00	4.80	-	5.00
Holling Heights	4.47	4.80	4.85	-	4.45	4.00
Kiewit	4.45	4.60	4.15	4.70	4.70	3.65
MLC	5.00	5.00	5.00	5.00	-	4.05
Montclair	4.16	4.55	4.70	4.05	-	4.05
Morton	-	4.30	4.25	4.15	3.60	3.89
Neihardt	4.26	3.45	4.50	3.95	4.12	3.87
Norris	-	3.50	3.75	3.40	-	3.75
North High	3.45	4.45	4.15	3.70	3.45	3.33
North Middle	-	4.47	3.83	-	-	2.68
Reagan	5.00	N/A	N/A	N/A	N/A	N/A
Reeder	4.95	4.45	4.74	N/A	N/A	N/A



	2008	2007	2006	2005	2004	2003
Rockwell	5.00	4.95	4.89	4.24	4.00	4.58
Rohwer	4.30	3.10	4.65	4.75	4.80	4.68
Russell	4.60	4.95	4.95	4.58	-	4.15
Sandoz	3.68	-	4.70	4.90	-	4.85
South High	4.00	4.30	3.40	-	3.00	1.58
West High	4.00	4.10	4.70	3.60	3.95	2.85
Wheeler	4.10	4.00	4.00	-	3.95	-
Willowdale	4.37	4.30	4.15	4.00	4.05	4.53
District Average	4.48	4.41	4.51	4.33	4.08	3.86

Category Average		Management Average		Grounds Crew	
<i>Custodial</i>	4.36	<i>Custodial</i>	4.61	<i>East</i>	4.42
<i>Maintenance</i>	4.60	<i>Maintenance</i>	4.67	<i>West</i>	4.44
<i>Grounds</i>	4.44	<i>Grounds</i>	4.52	<i>North</i>	4.52
<i>Overall Department</i>	4.63	<i>General Manager</i>	4.74	<i>Central</i>	4.38
		<i>Overall Team</i>	4.68		

MONTHLY CUSTODIAL INSPECTIONS

The Monthly Inspections concluded for the school year. Below are the final two months, along with the final Year-To-Date numbers for the 2007-2008 school year. Inspections will resume again in September.

Monthly Custodial Inspections

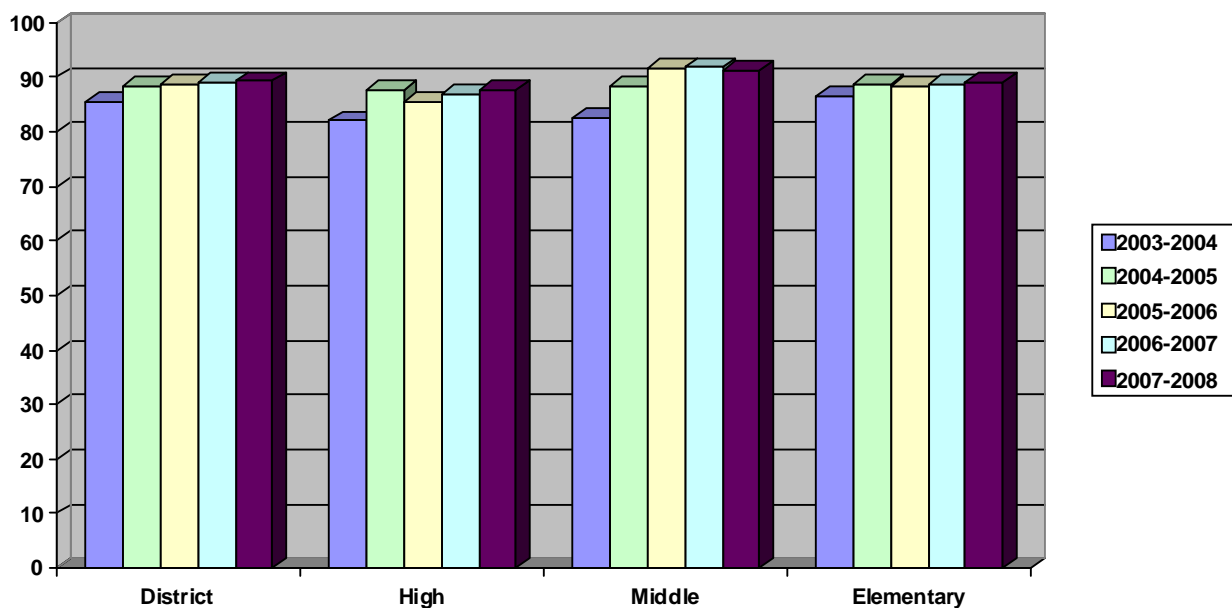
	April 2008	April 2007
District Average	89.773%	89.299%
High School	87.707%	87.629%
Middle School	91.069%	92.861%
Elementary School	89.715%	88.732%

	May 2008	May 2007
District Average	88.998%	88.351%
High School	87.537%	87.629%
Middle School	91.359%	93.101%
Elementary School	89.034%	87.876%



III. Quality and Productivity (continued)

	YTD 07-08	YTD 06-07	YTD 05-06	YTD 04-05	YTD 03-04
District Average	89.305%	89.067%	88.626%	88.515%	85.387%
High School	87.537%	86.910%	85.362%	87.716%	82.037%
Middle School	91.359%	91.819%	91.604%	88.395%	82.741%
Elementary/Other	89.034%	88.679%	88.316%	88.640%	86.443%



TEACHER SURVEYS – All Department Survey

The Teacher Surveys concluded for the school year. Results are below for the final two months along with the Year-To-Date numbers for the 2007-2008 school year. Teacher Surveys will resume in September.

April 2008
97 surveys

	Overall Average	Custodial Average	Maintenance Average	Grounds Average
District Average	4.14	4.07	4.29	3.97
High School	4.03	3.93	4.19	4.00
Middle School	4.38	4.13	4.83	4.00
Elementary School	4.15	4.10	4.30	3.96



III. Quality and Productivity (continued)

May 2008
103 Surveys

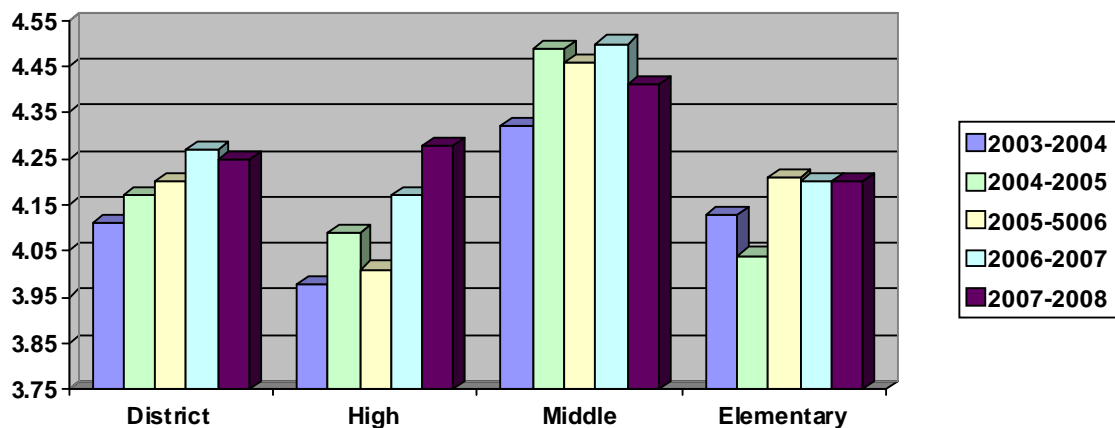
	Overall Average	Custodial Average	Maintenance Average	Grounds Average
District Average	4.30	4.29	4.36	4.17
High School	-	-	-	-
Middle School	4.45	4.35	4.63	4.32
Elementary School	4.23	4.26	4.24	4.11

Comparison of District Average by Year and Department

	Number of Surveys	District Average	Custodial Average	Maintenance Average	Grounds Average
2007-2008 YTD	1398	4.25	4.25	4.31	4.10
2006-2007 YTD	1128	4.27	4.26	4.34	4.13
2005-2006 YTD	1001	4.20	4.16	4.29	4.13
2004-2005 YTD	1074	4.17	4.14	4.25	4.02
2003-2004 YTD	351	4.11	4.10	4.19	3.96

Comparison by School Type

	High School	Middle School	Elementary School
2007-2008 YTD	4.28	4.41	4.20
2006-2007 YTD	4.17	4.50	4.20
2005-2006 YTD	4.01	4.46	4.21
2004-2005 YTD	4.09	4.49	4.04
2003-2004 YTD	3.98	4.32	4.13





III. Quality and Productivity (continued)

Below is a breakdown on how the teachers rated their school grounds. The crews were re-organized this mowing season, so we now have 4 crews as opposed to the 3 crews in the previous years. Below are the break downs for the crew assignments and how the teachers in those areas rated Grounds. For comparison purposes, the previous school year Teacher Surveys were re-calculated reflecting the new assignments.

	East	West	Central	North
2007-2008 YTD	4.21	4.07	4.06	3.99
2006-2007 YTD	4.04	4.23	4.05	4.35

MAINTENANCE WORK ORDERS

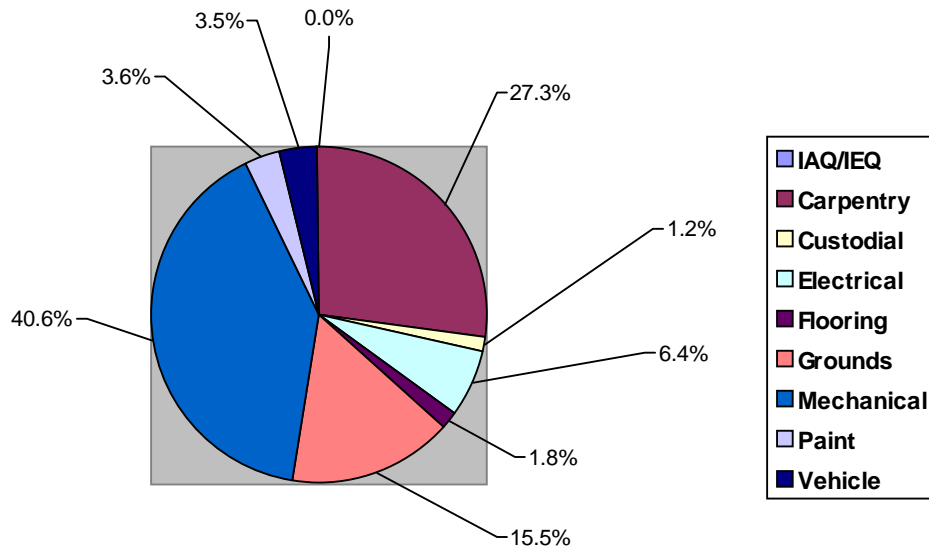
Below is a breakdown for work orders received and completed for the period of April 1 – June 20, and still open to date:

	Received	Completed	Open
IAQ/IEQ	0	0	0
Carpentry	558	466	228
Custodial	24	13	15
Electrical	131	129	17
Flooring	37	29	17
Grounds	316	254	215
HVAC/Mechanical	829	791	196
Painting	74	40	106
Vehicle	72	66	24
Total	2041	1788	818

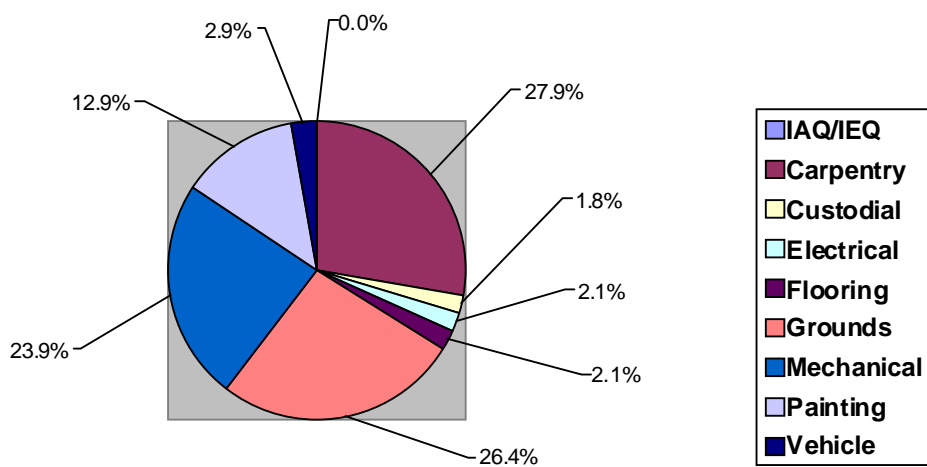


III. Quality and Productivity (continued)

Percentage of Work Orders Received by Department



Percentage of Work Orders Open by Department





III. Quality and Productivity (continued)

Below is a breakdown of all open work orders in the system by age (in days) through 6/20/08.

Days Open	0-14	15-28	29-60	61-90	91-120	121-150	151-180	181-365	365+
IAQ/IEQ	0	0	0	0	0	0	0	0	0
Carpentry	94	28	55	8	11	5	5	12	10
Custodial	7	6	0	0	0	0	0	0	0
Electrical	10	4	1	2	0	0	0	0	0
Flooring	7	3	2	0	1	0	0	2	2
Grounds	35	27	23	22	19	2	11	29	47
Mechanical	66	38	49	14	12	3	1	12	1
Painting	11	22	20	2	7	2	5	20	17
Vehicles	6	6	3	0	1	0	0	7	1
Total	236	134	155	48	51	12	22	82	78
% Open	28.9%	16.4%	18.9%	5.9%	6.2%	1.2%	2.7%	10.0%	9.5%

PREVENTATIVE MAINTENANCE

Below is a breakdown of all Preventative Maintenance work orders open and completed, as well as age of open Preventative Maintenance (in days) for the period of April 1 – June 22, 2008.

Open as of 6/22/08	Total Completed April – June
1681	732

Days Open	0-14	15-28	26-60	61-90	91-120	121-150	151-180	181-365	365+
Carpentry	85	74	30	0	0	0	0	1	0
Custodial	240	80	85	8	4	5	15	15	0
Grounds	8	2	1	0	4	7	0	0	0
Mechanical	650	44	41	0	16	11	0	77	0
Vehicle	24	19	13	13	14	21	5	69	0
Total	1007	219	170	21	38	44	20	162	0
% Open	59.9%	13.0%	10.1%	1.2%	2.3%	2.6%	1.2%	9.6%	0%



III. Quality and Productivity (continued)

WORK ORDER HOURS

Below is a summary of the amount of *hours worked* by location for all work orders submitted for the period of June 1, 2007 – May 31, 2008. Also included are the statistics from the previous years for comparison.

School	YTD Hours Worked 6/1/07 to 5/31/08	Percentage of Total	YTD Hours Worked 6/1/06 to 5/31/07	YTD Hours Worked 6/1/05 to 5/31/06
Abbott	531.00	1.0%	688.25	683.00
Ackerman	949.50	1.8%	842.50	1130.00
Aldrich	670.50	1.3%	576.75	643.00
Black Elk	880.50	1.7%	902.25	1187.75
Bryan	569.00	1.1%	748.00	767.60
Cather	630.15	1.2%	422.25	457.25
Cody	890.50	1.7%	792.75	1000.50
Cottonwood	479.50	0.9%	701.25	753.10
Disney	362.50	0.7%	319.75	551.75
Ezra	669.25	1.3%	934.50	396.25
Harvey Oaks	462.25	0.9%	894.75	626.00
Hitchcock	564.75	1.1%	412.50	727.25
Holling Heights	655.25	1.3%	508.25	578.00
Montclair	684.90	1.3%	939.25	1108.50
Morton	591.25	1.1%	960.50	779.25
Neihardt	621.50	1.2%	864.00	1037.35
Norris	823.00	1.6%	726.75	838.00
Reagan	591.00	1.1%	45.50	n/a
Reeder	567.25	1.1%	714.75	235.25
Rockwell	1331.35	2.6%	1161.50	1264.20
Rohwer	711.75	1.4%	439.00	857.75
Sandoz	357.50	0.7%	546.25	524.75
Upchurch	29.00	0.1%	n/a	n/a
Wheeler	634.25	1.2%	874.50	783.75
Willowdale	769.25	1.5%	870.00	614.00
Elementary Total	16,026.65	31.0%	16,885.75	17,564.25
Andersen	1185.54	2.3%	1725.25	1205.00
Beadle	1237.75	2.4%	747.75	1186.00
Central & Annex	1302.00	2.5%	1734.25	2077.50
Kiewit	796.00	1.5%	1336.50	1408.00
North	808.20	1.6%	580.00	965.00
Russell	887.25	1.7%	1139.50	899.25



School	YTD Hours Worked 6/1/07 to 5/31/08	Percentage of Total	YTD Hours Worked 6/1/06 to 5/31/07	YTD Hours Worked 6/1/05 to 5/31/06
Middle Total	6,216.74	12.0%	7,263.25	7,740.75
North	2826.75	5.5%	2737.00	5759.90
South	3489.75	6.7%	3301.75	3914.75
West	3587.75	6.9%	2953.00	3146.25
High Total	9,904.25	19.2%	8,991.75	12,820.90
Buell	275.00	0.5%	237.25	206.50
District Wide*	15239.08	29.5%	15301.00	6552.25
DSAC	575.25	1.1%	668.50	620.25
Echo Hills	36.25	0.1%	81.25	107.75
MLC	167.50	0.3%	311.50	457.00
Technology	36.75	0.1%	81.25	76.75
Support Services	3209.50	6.2%	2807.75	2802.00
YAP – Vocational Center	22.00	0.0%	n/a	n/a
Other Total	19,561.33	37.8%	19,446.25	10,822.50
Grand Total	51,708.97	100.0%	52,587.00	48,948.40

*Note: District Wide includes Open Work Orders for items such as snow removal, mowing, irrigation, water testing, Energy Management, etc.

WORK ORDER SUMMARY – June 1, 2007 to May 31, 2008

Below is a summary of all Demand Work Orders received, completed and open for the period of June 1, 2007 to May 31, 2008

	Work Orders Submitted 6/1/07 to 5/31/08			Completed but received prior to 6/1/07	Total Work Orders Open in the System	Total Completed 6/1/07 to 5/31/08
	Received	Open	Completed			
Air Quality	2	1	1	0	1	1
Carpentry	2357	160	2197	162	187	2361
Custodial	94	8	86	6	8	92
Electrical	601	16	585	8	18	593
Flooring	166	10	156	12	12	168
Grounds	1150	125	1025	89	192	1114
HVAC/Mechanical	3955	171	3784	351	193	4136
Painting	277	68	209	90	114	299
Vehicle Maintenance	352	20	332	26	27	358
2007-2008 Totals	8954	579	8375	744	752	9122
2006-2007 Totals	9154	817	8337	531	973	8870
2005-2006 Totals	8664	649	8015	525	792	8541
2004-2005 Totals	9006	734	8272	740	857	9014



III. Quality and Productivity (continued)

Age of All Open Demand Work Orders in the System

Days Open	0-14	15-28	29-60	61-90	91-120	121-150	151-180	181-365	Over 365
Air Quality	0	0	1	0	0	0	0	0	0
Carpentry	70	18	48	12	10	4	5	10	10
Custodial	6	2	0	0	0	0	0	0	0
Electrical	15	1	1	1	0	0	0	0	0
Flooring	5	2	0	1	0	0	0	2	2
Grounds	33	21	20	13	15	7	7	29	47
HVAC	89	36	32	10	10	1	1	13	1
Painting	31	12	13	4	8	3	6	20	17
Vehicle	14	2	2	0	1	0	0	7	1
2007-2008 Totals	263	94	117	41	44	15	19	81	78
Days Open (Previous Scale)	0-1	2-3	4-7	8-14	15-21	22-28	29-60	61-90	90+
2006-2007 Totals	43	69	88	98	76	69	146	77	307
2005-2006 Totals	37	73	65	89	45	54	160	77	192
2004-2005 Totals	46	68	45	78	36	40	150	33	341

Average Number of Demand Work Orders Received and Completed Per Month

	Received 2007-2008	Completed 2007-2008	Received 2006-2007	Completed 2006-2007	Received 2005-2006	Completed 2005-2006
Air Quality	n/a	n/a	n/a	n/a	n/a	n/a
Carpentry	196	197	194	184	173	174
Custodial	8	8	7	6	9	9
Electrical	50	49	38	39	28	27
Flooring	14	14	12	11	8	6
Grounds	96	85	90	86	87	86
HVAC	330	345	366	361	362	352
Painting	23	25	24	22	28	30
Vehicle	29	30	32	30	27	27
Total Average Per Month	746	760	763	739	722	711



III. Quality and Productivity (continued)

CUSTODIAL ABSENCES

Below is a summary of the custodial absences for the quarter, along with a school Year-to-Date total.

	April 2008	May 2008	June 1 – June 20, 2008	Quarter Total Hours	2007-2008 Year to Date
Business and Emergency	48	72	16	136	844
Bereavement	144	40	32	216	568
Family Sick	0	8	16	24	417
Jury Duty	0	0	0	0	8
Leave without Pay	72	16	200	288	738
Leave with Pay	0	0	0	0	0
Sick	807	432	187	1426	7832
Vacation	860	844	1021	2725	12174
Total Absences	1931	1412	1472	4815	22581
Percentage of Scheduled Work Absent	7.8%	5.7%	11.5%	7.7%	8.2%
<i>Comparison Months – Last Year</i>	<i>6.3%</i>	<i>7.1%</i>	<i>13.6%</i>	<i>8.6%</i>	<i>8.5%</i>

MAINTENANCE AND GROUNDS ABSENCES

Below is a summary of the maintenance and grounds absences for the quarter.

	April 2008	May 2008	June 1 – June 20, 2008	Quarter Total Hours	2007-2008 Year to Date
Business and Emergency	16.5	16	37.0	69.5	295.25
Bereavement	0	0	8	8	147
Family Sick	0	5.5	0	5.5	148.5
Jury Duty	0	0	0	0	0
Leave without Pay	0	0	16	16	152
Leave with Pay	0	0	0	0	0
Sick	109.5	134	80.5	324	1922.75
Vacation	174.5	199.5	272.0	646	3227.25
Total Absences	300.5	355.0	413.5	1069	5892.75
Percentage of Scheduled Work Absent	3.3%	3.9%	6.4%	4.4%	5.6%



III. Quality and Productivity (continued)

EMPLOYEE SATISFACTION SURVEY

During the month of May, we distributed the Annual Employee Satisfaction Survey to approximately 200 full and part-time employees. We received 150 back, which was our highest number received since we began this survey during the 2005-2006 school year. The results of this year, along with the previous two years are below. A full copy of the survey and the results is included at the end of this Board Report.

	2007-2008		2006-2007		2005-2006	
	Number Received	Average Score	Number Received	Average Score	Number Received	Average Score
By Department						
Custodial	114	4.14	81	4.09	95	3.92
Maintenance and Grounds	36	3.84	31	3.62	30	3.62
Total	150	4.07	112	3.86	125	3.85
By Shift						
Day Shift	69	3.96	60	3.84	64	3.75
Evening Shift	72	4.25	50	4.14	56	4.00
Unknown	9	3.43	2	3.61	5	3.40
By Length of Service						
Less than 1 year	14	4.61	5	3.87	9	4.13
1 to 5 years	56	4.09	38	3.92	37	3.96
Over 5 years	74	3.98	68	4.00	74	3.79
Unknown	6	3.62	1	3.43	5	3.51

CUSTODIAL MANAGER VISITS

(April 1 – June 20)

Inspections Completed	152
Principal Visits Completed	241
Total Site Visits Completed	1615



IV. Goals

- Continue to hire for vacant full-time and part-time positions.
- Continue to be in all necessary planning meetings, walk-throughs, training, and construction meetings for both Bond Project and Capital Improvement Projects.
- Continue to monitor and manage the current MPS budget.
- Prepare Upchurch for the opening of school.
- Finish all scheduled work and preventative maintenance for the start of school.
- Prepare Buell for the upcoming football season.
- Begin working on recommendations for the 2009 Summer Capital Improvement Projects.
- Begin all Quality Measures in September including Monthly Inspections and Teacher Interviews.
- Replenish wood chips where needed throughout the District.
- Completed all summer field applications and maintenance and prepare for fall and winter applications.



The Groundwater Foundation hereby designates

Millard Public School District Campuses

Omaha, NE

2008



Jane Griffin
Jane Griffin
President, The Groundwater Foundation

Jennifer Wemhoff
Jennifer Wemhoff
Program Director

Groundwater Guardian Green Site is a program of The Groundwater Foundation.
2008 Co-sponsors include W.K. Kellogg Foundation, US Environmental Protection Agency Region 7,
Nebraska Environmental Trust, and Cargill.



Principal Survey - Millard Public Schools



Principal _____
 Date _____
 School _____

How Are We Doing?

Listed below are key elements of a well managed custodial, maintenance and grounds program. Please rate our performance: (Place an "x" the appropriate box).

Custodial Services	Excellent					Poor
	5	4	3	2	1	
1 Please rate the quality of cleaning in your building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2 Rate the effectiveness/responsiveness of your Custodial Manager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3 Please rate the effectiveness of your Day Custodian(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4 Please rate the effectiveness of your Evening Custodian(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5 Are the custodians responsive to your needs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6 Are the custodians well trained on their cleaning duties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7 Rate your overall level of satisfaction with Custodial Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments?

Maintenance Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Rate the quality of work completed by Carpentry, Paint and General Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Rate the quality of work completed by the Mechanical Department (HVAC, Electrical, Plumbing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 If applicable, please rate the quality of work completed by the Building Engineer(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11 Please rate the effectiveness/responsiveness of the Maintenance Managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 Please rate the overall level of Maintenance Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments?



Principal Survey - Millard Public Schools



Principal _____
 Date _____
 School _____

Grounds Services

- 13 Please rate the service you receive from Grounds
- 14 Are the Grounds Crew helpful and curtious when on site?
- 15 Are any special request completed in a timely manner?
- 16 Please rate the effectiveness/responsiveness of the Grounds Managers

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments?

Department Overview

- 18 Are employee issues followed up with in a timely manner?
- 19 Please rate the effectiveness/responsiveness of the General Manager
- 20 Overall, how would you rate the quality of work you receive from the Custodial, Maintenance and Grounds Departments?
- 21 How would you rate the management team for Custodial, Maintenance and Grounds and their effectiveness and responsiveness to your needs and concerns?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments?

Custodial Service Average

Maintenance Service Average

Grounds Service Average

Department Overview Average

Overall Rating



	← Extremely Satisfied ————— Not at All Satisfied →				
	5	4	3	2	1
	Green = 2005-2006 Averages Blue = 2006-2007 Averages Red = 2007-2008 Averages				
1 Overall, how would you rate your satisfaction with your job?	4.09	4.08	4.19		
2 Based on your job responsibilities, how strongly would you agree/disagree with the following statements?					
a I know what is expected of me at work	4.41	4.41	4.53		
b I have the materials and equipment needed to do my work	3.40	3.96	4.12		
c The equipment is in good working order	3.78	3.88	4.15		
d My opinions are taken into consideration	3.67	3.79	3.78		
e My coworkers are committed to doing quality work	3.77	3.86	3.94		
f The mission of Millard Public Schools makes me feel my job is important	3.95	3.96	4.09		
g In the past year, I have had opportunities at work to learn and grow	3.78	3.91	4.07		
3 How strongly do you agree/disagree with the following statements?					
a The amount of work expected of me is reasonable	3.98	3.96	4.19		
b I receive adequate training to do my job	3.88	3.91	4.07		
c A team approach is encouraged within the department	3.77	3.89	3.89		
d Supervisor (s) and manager (s) communicate effectively	3.78	3.96	4.00		
e My issues and concerns are resolved fairly	3.74	3.89	3.80		
4 Based on your experience, how likely would you be to recommend a good friend or family member apply for a position of employment at Millard?	3.92	4.00	4.13		
5 What is your normal shift?	Day	Evening	Unknown		
	3.96	4.25	3.43		
	3.82	4.15	3.61		
	3.76	3.99	3.41		
6 How long have you been employed?	4.14	3.87	4.61	Less than 1 year	
	3.96	3.91	4.09	1 year - 5 years	
	3.78	4.00	3.98	More than 5 years	
	3.52	none	3.62	Unknown	
7 What Department do you work for?	4.10	4.39	4.37	Diane - Custodial	
	4.12	4.10	n/a		
	3.69	3.87	3.93	Ian - Custodial	
	4.11	4.19	4.27	Jim - Custodial	
	3.27	3.55	3.83	Unknown - Custod	
	3.40	3.06	3.68	Steve/John - HVAC	
	3.71	3.88	3.90	Terry/Bill - Maint/G	
	3.74	3.00	4.43	Unknown - Maint/G	
	3.92	4.11	4.14	Overall - Custodi	
	3.62	3.62	3.84	Overall - Maint/G	
2007-2008 OVERALL SURVEY AVERAGE: 4.07					
2006-2007 OVERALL SURVEY AVERAGE: 3.86					
2005-2006 OVERALL SURVEY AVERAGE: 3.85					

AGENDA SUMMARY SHEET

AGENDA ITEM: Quarterly Food Service Report

MEETING DATE: July 7, 2008

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Quarterly Food Service Report – The quarterly report from Aramark regarding the District’s Food Service Program.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This is the final report from Aramark. Scott Rodgers will not be available for the meeting. If there are questions, I will do my best to respond.

You will note in the report that there was a net loss of \$124,854 for the year. Of this loss, \$107,417 was related to the loss in vending revenue due to the ending of the Coke contract. [Note: We will be reviewing this issue with Sodexo this fall.]

OPTIONS AND ALTERNATIVES: n/a

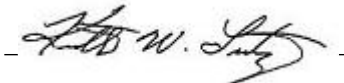
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Scott Rodgers, General Manager (Aramark) and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: 

**Millard Food Service
Financial Summary**

		May		225	
		SY2008	SY2007	DIFFERENCE	GROWTH
1	Total Income	\$ 949,982.49	\$ 920,662.10	\$ 29,320.39	3.2%
1A	Cash Income (WinSnap)	\$ 722,698.35	\$ 712,366.70	\$ 10,331.65	1.5%
1B	Federal Reimbursement Income	\$ 170,302.87	\$ 155,272.38	\$ 15,030.49	9.7%
1C	State Reimbursement Income	\$ 16,352.47	\$ 1,871.90	\$ 14,480.57	773.6%
1D	Contract Catering Sales	\$ 7,187.80	\$ 13,664.00	\$ (6,476.20)	-47.4%
1E	Ad Hoc Catering Sales	\$ 15,321.60	\$ 7,202.05	\$ 8,119.55	112.7%
1F	Vending Commissions	\$ 4,365.57	\$ 11,809.65	\$ (7,444.08)	-63.0%
1G	Vending Sales	\$ 12,112.63	\$ 15,378.63	\$ (3,266.00)	-21.2%
1H	Earned Interest and Local Rebates	\$ 1,641.20	\$ 3,096.79	\$ (1,455.59)	-47.0%
2	ARAMARK Expenditures	\$ 488,396.44	\$ 459,544.75	\$ 28,851.69	6.3%
2A	Cost Of Sales	\$ 409,127.64	\$ 362,915.76	\$ 46,211.88	12.7%
2B	Management Labor	\$ 13,898.68	\$ 11,398.07	\$ 2,500.61	21.9%
2C	Direct Expenses	\$ 46,055.42	\$ 66,764.22	\$ (20,708.80)	-31.0%
	312.00 Paper and Plastics	\$ 39,543.90	\$ 32,429.74	\$ 7,114.16	21.9%
	313.11 Waste Removal	\$ -	\$ 36.67	\$ (36.67)	-100.0%
	314.22 Equipment Repairs	\$ 1,052.04	\$ 11.52	\$ 1,040.52	9032.3%
	314.99 Repair & Maint - Other	\$ -	\$ 619.10	\$ (619.10)	-100.0%
	315.19 Taxes and Licenses	\$ -	\$ 63.18	\$ (63.18)	-100.0%
	316.01 Empl Veh-Opr+Rental	\$ -	\$ -	\$ -	0.0%
	317.00 General Insurance	\$ 1,087.37	\$ 783.85	\$ 303.52	38.7%
	326.02 Telephone Expense	\$ 317.26	\$ 249.94	\$ 67.32	26.9%
	329.04 Management Meeting	\$ (1,547.19)	\$ 706.74	\$ (2,253.93)	-318.9%
	331.00 Office Supplies	\$ 588.34	\$ -	\$ 588.34	0.0%
	331.02 Postage Expense	\$ -	\$ -	\$ -	0.0%
	331.04 EDP Supplies	\$ 495.00	\$ 495.00	\$ -	0.0%
	331.21 Freight Expenses	\$ -	\$ 78.42	\$ (78.42)	-100.0%
	331.31 Airborne Air Freight	\$ -	\$ -	\$ -	0.0%
	331.75 Technology Cost - Software	\$ -	\$ 195.00	\$ (195.00)	-100.0%
	332.00 Adv & Promotion	\$ 49.92	\$ 49.92	\$ -	0.0%
	332.10 Flowers & Decorations	\$ 192.40	\$ -	\$ 192.40	0.0%
	335.00 Professional Service	\$ -	\$ -	\$ -	0.0%
	344.95 Security Services	\$ 2,751.00	\$ 2,618.00	\$ 133.00	5.1%
	345.01 Uniforms and Laundry	\$ 3,322.37	\$ 2,673.28	\$ 649.09	24.3%
	345.10 Replacements	\$ (5,829.48)	\$ 1,349.40	\$ (7,178.88)	-532.0%
	345.13 Delivery Expense	\$ 3,593.60	\$ 22,948.33	\$ (19,354.73)	-84.3%
	345.99 Other Operating Exp	\$ 170.89	\$ 1,258.13	\$ (1,087.24)	-86.4%
	346.16 PC Deployment - Equipment	\$ 268.00	\$ 198.00	\$ 70.00	35.4%
	Management Fees	\$ 19,314.70	\$ 18,466.70	\$ 848.00	4.6%
3	District Expenditures	\$ 382,490.83	\$ 354,559.20	\$ 27,931.63	7.9%
3A	LABOR: Salary Accrual	\$ 11,375.32	\$ 20,975.10	\$ (9,599.78)	-45.8%
3B	LABOR: Wages and Benefits	\$ 333,203.66	\$ 300,649.78	\$ 32,553.88	10.8%
3C	LABOR: Students	\$ 1,549.14	\$ -	\$ 1,549.14	0.0%
3D	TRANSFER: Paraprofessional	\$ 21,757.68	\$ 19,991.37	\$ 1,766.31	8.8%
3E	Other District Expense	\$ 161.70	\$ 3,898.46	\$ (3,736.76)	-95.9%
3F	Merchant Fees	\$ 14,443.33	\$ 9,044.49	\$ 5,398.84	59.7%
4	GROSS RETURN	\$ 79,095.22	\$ 106,558.15	\$ (27,462.93)	-25.8%
5	Building Transfers	\$ 47,154.10	\$ 47,454.93	\$ (300.83)	-0.6%
6	Custodial Transfers	\$ 17,462.61	\$ 16,235.29	\$ 1,227.32	7.6%
7	NET RETURN	\$ 14,478.51	\$ 42,867.93	\$ (28,389.42)	-66.2%

Financial information is reconciled at the end of the District's fiscal year. Until then, information must be viewed as educated and investigated estimates.

Millard Food Service Financial Summary

		Year to Date - May		226	
		SY2008	SY2007	DIFFERENCE	GROWTH
1	Total Income	\$ 8,499,224.97	\$ 8,375,596.93	\$ 123,628.04	1.5%
1A	Cash Income (WinSnap)	\$ 6,466,006.89	\$ 6,501,327.50	\$ (35,320.61)	-0.5%
1B	Federal Reimbursement Income	\$ 1,492,871.76	\$ 1,360,402.77	\$ 132,468.99	9.7%
1C	State Reimbursement Income	\$ 79,185.57	\$ 28,389.00	\$ 50,796.57	178.9%
1D	Contract Catering Sales	\$ 120,027.09	\$ 127,280.03	\$ (7,252.94)	-5.7%
1E	Ad Hoc Catering Sales	\$ 95,363.41	\$ 67,106.40	\$ 28,257.01	42.1%
1F	Vending Commissions	\$ 49,534.63	\$ 156,951.62	\$ (107,416.99)	-68.4%
1G	Vending Sales	\$ 113,063.88	\$ 105,633.47	\$ 7,430.41	7.0%
1H	Earned Interest and Local Rebates	\$ 25,859.91	\$ 28,506.14	\$ (2,646.23)	-9.3%
2	ARAMARK Expenditures	\$ 4,566,699.64	\$ 4,323,206.59	\$ 243,493.05	5.6%
2A	Cost Of Sales	\$ 3,443,148.07	\$ 3,250,530.16	\$ 192,617.91	5.9%
2B	Management Labor	\$ 159,457.93	\$ 150,243.89	\$ 9,214.04	6.1%
2C	Direct Expenses	\$ 784,802.97	\$ 755,800.66	\$ 29,002.31	3.8%
	312.00 Paper and Plastics	\$ 341,538.44	\$ 313,502.41	\$ 28,036.03	8.9%
	313.11 Waste Removal	\$ -	\$ 1,442.83	\$ (1,442.83)	-100.0%
	314.22 Equipment Repairs	\$ 26,728.25	\$ 2,507.87	\$ 24,220.38	965.8%
	314.99 Repair & Maint - Other	\$ 15,660.29	\$ 19,094.06	\$ (3,433.77)	-18.0%
	315.19 Taxes and Licenses	\$ 1,050.71	\$ 1,863.38	\$ (812.67)	-43.6%
	316.01 Empl Veh-Opr+Rental	\$ 40.00	\$ -	\$ 40.00	0.0%
	317.00 General Insurance	\$ 10,443.18	\$ 7,595.42	\$ 2,847.76	37.5%
	326.02 Telephone Expense	\$ 2,645.47	\$ 2,671.32	\$ (25.85)	-1.0%
	329.04 Management Meeting	\$ 5,334.50	\$ 6,767.05	\$ (1,432.55)	-21.2%
	331.00 Office Supplies	\$ 3,113.28	\$ 4,361.65	\$ (1,248.37)	-28.6%
	331.02 Postage Expense	\$ -	\$ 79.80	\$ (79.80)	-100.0%
	331.04 EDP Supplies	\$ 4,950.00	\$ 5,445.00	\$ (495.00)	-9.1%
	331.21 Freight Expenses	\$ 399.42	\$ 1,427.68	\$ (1,028.26)	-72.0%
	331.31 Airborne Air Freight	\$ -	\$ -	\$ -	0.0%
	331.75 Technology Cost - Software	\$ 15,000.25	\$ 13,959.35	\$ 1,040.90	7.5%
	332.00 Adv & Promotion	\$ 1,839.35	\$ 5,146.51	\$ (3,307.16)	-64.3%
	332.10 Flowers & Decorations	\$ 2,494.41	\$ 1,770.69	\$ 723.72	40.9%
	335.00 Professional Service	\$ 1,123.09	\$ 376.19	\$ 746.90	198.5%
	344.95 Security Services	\$ 25,746.00	\$ 33,844.00	\$ (8,098.00)	-23.9%
	345.01 Uniforms and Laundry	\$ 52,144.89	\$ 44,155.84	\$ 7,989.05	18.1%
	345.10 Replacements	\$ 68,905.44	\$ 60,549.37	\$ 8,356.07	13.8%
	345.13 Delivery Expense	\$ 197,671.65	\$ 223,062.00	\$ (25,390.35)	-11.4%
	345.99 Other Operating Exp	\$ 1,621.81	\$ 4,181.24	\$ (2,559.43)	-61.2%
	346.16 PC Deployment - Equipment	\$ 2,503.93	\$ 1,997.00	\$ 506.93	25.4%
	Management Fees	\$ 179,290.67	\$ 166,631.88	\$ 12,658.79	7.6%
3	District Expenditures	\$ 3,475,906.18	\$ 3,318,109.03	\$ 157,797.15	4.8%
3A	LABOR: Salary Accrual	\$ 125,128.50	\$ 155,849.55	\$ (30,721.05)	-19.7%
3B	LABOR: Wages and Benefits	\$ 2,959,473.30	\$ 2,796,737.53	\$ 162,735.77	5.8%
3C	LABOR: Students	\$ 16,564.77	\$ -	\$ 16,564.77	0.0%
3D	TRANSFER: Paraprofessional	\$ 195,819.12	\$ 179,922.33	\$ 15,896.79	8.8%
3E	Other District Expense	\$ 57,255.56	\$ 98,567.93	\$ (41,312.37)	-41.9%
3F	Merchant Fees	\$ 121,664.93	\$ 87,031.69	\$ 34,633.24	39.8%
4	GROSS RETURN	\$ 456,619.15	\$ 734,281.31	\$ (277,662.17)	-37.8%
5	Building Transfers	\$ 424,310.14	\$ 428,945.40	\$ (4,635.26)	-1.1%
6	Custodial Transfers	\$ 157,163.49	\$ 146,117.60	\$ 11,045.89	7.6%
7	NET RETURN	\$ (124,854.48)	\$ 159,218.31	\$ (284,072.80)	-178.4%

Financial information is reconciled at the end of the District's fiscal year. Until then, information must be viewed as educated and investigated estimates.

**Millard Food Service
Financial Summary**

		May		227	
		SY2008	SY2007	DIFFERENCE	GROWTH
1	Total Income	\$ 949,982.49	\$ 920,662.10	\$ 29,320.39	3.2%
1A	Cash Income (WinSnap)	\$ 722,698.35	\$ 712,366.70	\$ 10,331.65	1.5%
1B	Federal Reimbursement Income	\$ 170,302.87	\$ 155,272.38	\$ 15,030.49	9.7%
1C	State Reimbursement Income	\$ 16,352.47	\$ 1,871.90	\$ 14,480.57	773.6%
1D	Contract Catering Sales	\$ 7,187.80	\$ 13,664.00	\$ (6,476.20)	-47.4%
1E	Ad Hoc Catering Sales	\$ 15,321.60	\$ 7,202.05	\$ 8,119.55	112.7%
1F	Vending Commissions	\$ 4,365.57	\$ 11,809.65	\$ (7,444.08)	-63.0%
1G	Vending Sales	\$ 12,112.63	\$ 15,378.63	\$ (3,266.00)	-21.2%
1H	Earned Interest and Local Rebates	\$ 1,641.20	\$ 3,096.79	\$ (1,455.59)	-47.0%
2	ARAMARK Expenditures	\$ 488,396.44	\$ 459,544.75	\$ 28,851.69	6.3%
2A	Cost Of Sales	\$ 409,127.64	\$ 362,915.76	\$ 46,211.88	12.7%
2B	Management Labor	\$ 13,898.68	\$ 11,398.07	\$ 2,500.61	21.9%
2C	Direct Expenses	\$ 46,055.42	\$ 66,764.22	\$ (20,708.80)	-31.0%
	312.00 Paper and Plastics	\$ 39,543.90	\$ 32,429.74	\$ 7,114.16	21.9%
	313.11 Waste Removal	\$ -	\$ 36.67	\$ (36.67)	-100.0%
	314.22 Equipment Repairs	\$ 1,052.04	\$ 11.52	\$ 1,040.52	9032.3%
	314.99 Repair & Maint - Other	\$ -	\$ 619.10	\$ (619.10)	-100.0%
	315.19 Taxes and Licenses	\$ -	\$ 63.18	\$ (63.18)	-100.0%
	316.01 Empl Veh-Opr+Rental	\$ -	\$ -	\$ -	0.0%
	317.00 General Insurance	\$ 1,087.37	\$ 783.85	\$ 303.52	38.7%
	326.02 Telephone Expense	\$ 317.26	\$ 249.94	\$ 67.32	26.9%
	329.04 Management Meeting	\$ (1,547.19)	\$ 706.74	\$ (2,253.93)	-318.9%
	331.00 Office Supplies	\$ 588.34	\$ -	\$ 588.34	0.0%
	331.02 Postage Expense	\$ -	\$ -	\$ -	0.0%
	331.04 EDP Supplies	\$ 495.00	\$ 495.00	\$ -	0.0%
	331.21 Freight Expenses	\$ -	\$ 78.42	\$ (78.42)	-100.0%
	331.31 Airborne Air Freight	\$ -	\$ -	\$ -	0.0%
	331.75 Technology Cost - Software	\$ -	\$ 195.00	\$ (195.00)	-100.0%
	332.00 Adv & Promotion	\$ 49.92	\$ 49.92	\$ -	0.0%
	332.10 Flowers & Decorations	\$ 192.40	\$ -	\$ 192.40	0.0%
	335.00 Professional Service	\$ -	\$ -	\$ -	0.0%
	344.95 Security Services	\$ 2,751.00	\$ 2,618.00	\$ 133.00	5.1%
	345.01 Uniforms and Laundry	\$ 3,322.37	\$ 2,673.28	\$ 649.09	24.3%
	345.10 Replacements	\$ (5,829.48)	\$ 1,349.40	\$ (7,178.88)	-532.0%
	345.13 Delivery Expense	\$ 3,593.60	\$ 22,948.33	\$ (19,354.73)	-84.3%
	345.99 Other Operating Exp	\$ 170.89	\$ 1,258.13	\$ (1,087.24)	-86.4%
	346.16 PC Deployment - Equipment	\$ 268.00	\$ 198.00	\$ 70.00	35.4%
	Management Fees	\$ 19,314.70	\$ 18,466.70	\$ 848.00	4.6%
3	District Expenditures	\$ 382,490.83	\$ 354,559.20	\$ 27,931.63	7.9%
3A	LABOR: Salary Accrual	\$ 11,375.32	\$ 20,975.10	\$ (9,599.78)	-45.8%
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3C	LABOR: Students	\$ 1,549.14	\$ -	\$ 1,549.14	0.0%
3D	TRANSFER: Paraprofessional	\$ 21,757.68	\$ 19,991.37	\$ 1,766.31	8.8%
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3F	Merchant Fees	\$ 14,443.33	\$ 9,044.49	\$ 5,398.84	59.7%
4	GROSS RETURN	\$ 79,095.22	\$ 106,558.15	\$ (27,462.93)	-25.8%
5	Building Transfers	\$ 47,154.10	\$ 47,454.93	\$ (300.83)	-0.6%
6	Custodial Transfers	\$ 17,462.61	\$ 16,235.29	\$ 1,227.32	7.6%
7	NET RETURN	\$ 14,478.51	\$ 42,867.93	\$ (28,389.42)	-66.2%

Financial information is reconciled at the end of the District's fiscal year. Until then, information must be viewed as educated and investigated estimates.

Millard Food Service Financial Summary

		Year to Date - May			
		SY2008	SY2007	DIFFERENCE	GROWTH
1	Total Income	\$ 8,499,224.97	\$ 8,375,596.93	\$ 123,628.04	1.5%
1A	Cash Income (WinSnap)	\$ 6,466,006.89	\$ 6,501,327.50	\$ (35,320.61)	-0.5%
1B	Federal Reimbursement Income	\$ 1,492,871.76	\$ 1,360,402.77	\$ 132,468.99	9.7%
1C	State Reimbursement Income	\$ 79,185.57	\$ 28,389.00	\$ 50,796.57	178.9%
1D	Contract Catering Sales	\$ 120,027.09	\$ 127,280.03	\$ (7,252.94)	-5.7%
1E	Ad Hoc Catering Sales	\$ 95,363.41	\$ 67,106.40	\$ 28,257.01	42.1%
1F	Vending Commissions	\$ 49,534.63	\$ 156,951.62	\$ (107,416.99)	-68.4%
1G	Vending Sales	\$ 113,063.88	\$ 105,633.47	\$ 7,430.41	7.0%
1H	Earned Interest and Local Rebates	\$ 25,859.91	\$ 28,506.14	\$ (2,646.23)	-9.3%
2	ARAMARK Expenditures	\$ 4,566,699.64	\$ 4,323,206.59	\$ 243,493.05	5.6%
2A	Cost Of Sales	\$ 3,443,148.07	\$ 3,250,530.16	\$ 192,617.91	5.9%
2B	Management Labor	\$ 159,457.93	\$ 150,243.89	\$ 9,214.04	6.1%
2C	Direct Expenses	\$ 784,802.97	\$ 755,800.66	\$ 29,002.31	3.8%
	312.00 Paper and Plastics	\$ 341,538.44	\$ 313,502.41	\$ 28,036.03	8.9%
	313.11 Waste Removal	\$ -	\$ 1,442.83	\$ (1,442.83)	-100.0%
	314.22 Equipment Repairs	\$ 26,728.25	\$ 2,507.87	\$ 24,220.38	965.8%
	314.99 Repair & Maint - Other	\$ 15,660.29	\$ 19,094.06	\$ (3,433.77)	-18.0%
	315.19 Taxes and Licenses	\$ 1,050.71	\$ 1,863.38	\$ (812.67)	-43.6%
	316.01 Empl Veh-Opr+Rental	\$ 40.00	\$ -	\$ 40.00	0.0%
	317.00 General Insurance	\$ 10,443.18	\$ 7,595.42	\$ 2,847.76	37.5%
	326.02 Telephone Expense	\$ 2,645.47	\$ 2,671.32	\$ (25.85)	-1.0%
	329.04 Management Meeting	\$ 5,334.50	\$ 6,767.05	\$ (1,432.55)	-21.2%
	331.00 Office Supplies	\$ 3,113.28	\$ 4,361.65	\$ (1,248.37)	-28.6%
	331.02 Postage Expense	\$ -	\$ 79.80	\$ (79.80)	-100.0%
	331.04 EDP Supplies	\$ 4,950.00	\$ 5,445.00	\$ (495.00)	-9.1%
	331.21 Freight Expenses	\$ 399.42	\$ 1,427.68	\$ (1,028.26)	-72.0%
	331.31 Airborne Air Freight	\$ -	\$ -	\$ -	0.0%
	331.75 Technology Cost - Software	\$ 15,000.25	\$ 13,959.35	\$ 1,040.90	7.5%
	332.00 Adv & Promotion	\$ 1,839.35	\$ 5,146.51	\$ (3,307.16)	-64.3%
	332.10 Flowers & Decorations	\$ 2,494.41	\$ 1,770.69	\$ 723.72	40.9%
	335.00 Professional Service	\$ 1,123.09	\$ 376.19	\$ 746.90	198.5%
	344.95 Security Services	\$ 25,746.00	\$ 33,844.00	\$ (8,098.00)	-23.9%
	345.01 Uniforms and Laundry	\$ 52,144.89	\$ 44,155.84	\$ 7,989.05	18.1%
	345.10 Replacements	\$ 68,905.44	\$ 60,549.37	\$ 8,356.07	13.8%
	345.13 Delivery Expense	\$ 197,671.65	\$ 223,062.00	\$ (25,390.35)	-11.4%
	345.99 Other Operating Exp	\$ 1,621.81	\$ 4,181.24	\$ (2,559.43)	-61.2%
	346.16 PC Deployment - Equipment	\$ 2,503.93	\$ 1,997.00	\$ 506.93	25.4%
	Management Fees	\$ 179,290.67	\$ 166,631.88	\$ 12,658.79	7.6%
3	District Expenditures	\$ 3,475,906.18	\$ 3,318,109.03	\$ 157,797.15	4.8%
3A	LABOR: Salary Accrual	\$ 125,128.50	\$ 155,849.55	\$ (30,721.05)	-19.7%
3B	LABOR: Wages and Benefits	\$ 2,959,473.30	\$ 2,796,737.53	\$ 162,735.77	5.8%
3C	LABOR: Students	\$ 16,564.77	\$ -	\$ 16,564.77	0.0%
3D	TRANSFER: Paraprofessional	\$ 195,819.12	\$ 179,922.33	\$ 15,896.79	8.8%
3E	Other District Expense	\$ 57,255.56	\$ 98,567.93	\$ (41,312.37)	-41.9%
3F	Merchant Fees	\$ 121,664.93	\$ 87,031.69	\$ 34,633.24	39.8%
4	GROSS RETURN	\$ 456,619.15	\$ 734,281.31	\$ (277,662.17)	-37.8%
5	Building Transfers	\$ 424,310.14	\$ 428,945.40	\$ (4,635.26)	-1.1%
6	Custodial Transfers	\$ 157,163.49	\$ 146,117.60	\$ 11,045.89	7.6%
7	NET RETURN	\$ (124,854.48)	\$ 159,218.31	\$ (284,072.80)	-178.4%

AGENDA SUMMARY SHEET

AGENDA ITEM: Quarterly Summer Projects Report (Not Bond Issue Related)

MEETING DATE: July 7, 2008

DEPARTMENT: General Administration

TITLE AND BRIEF DESCRIPTION: Quarterly Summer Projects Report – A report of the on-going progress on summer construction projects (other than bond issue projects) in the District.

ACTION DESIRED: Information Only

BACKGROUND: n/a/

OPTIONS/ALTERNATIVE CONSIDERATIONS: n/a

RECOMMENDATIONS: n/a

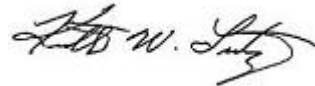
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION OR REJECTION: n/a

TIME LINE: n/a

PERSONS RESPONSIBLE: Ed Rockwell (Gen. Mgr. for Support Services) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S
APPROVAL:**



Construction Report to the Board of Education

Board meeting date: July 7, 2008

For quarter ending: June 30, 2008

Location: **Buell Stadium (East -Visitors)**
 Project Title: **Grandstand Structural Improvements**
 Architect / Engineer: **PEI**
 Contractor: **Rife Construction**

Project Manager: **Kim Thompson**
 Bid Award: **\$ 16,795**
 Change Orders: **\$ 0,000 (0.0%)**
 Amended Contract: **\$ 16,795**

Description of work:

Structural bracing has been designed to address the sway and bounce noticed by spectators on the visitor's side grandstand.

Status of progress:

Work on this project is 100% complete.

Change Order information:

No change orders.



Location: **5 Elementary Sites & DSAC**
Project Title: **Automated Irrigation Improvements**
Architect / Engineer: **None**
Contractor: **Self-performed by District**

Project Manager: **Kim Thompson** 231
Contract Award: **\$17,000**
Change Orders: **\$00,000 (0.0%)**
Amended Contract: **\$17,000**

Description of work:

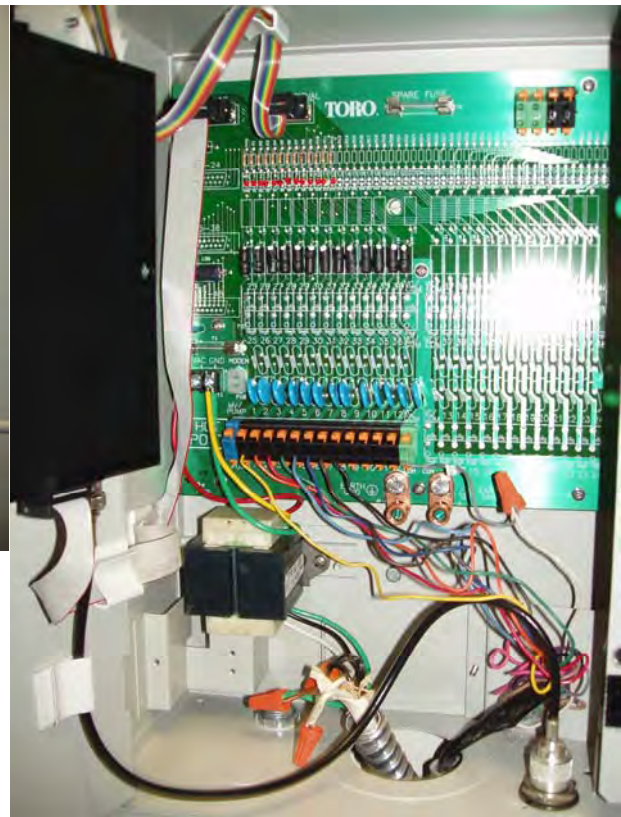
This is the third phase of installation for these improvements, which provide irrigation control via radio and over the web to maintenance managers. This phase completes all significant irrigation systems in the District.

Status of progress:

The District has purchased and installed nearly all of the new controls. The last site remaining is Upchurch Elementary, to be completed by August 1.

Change Order information:

No change orders.



Location: **Ezra Elementary**
Project Title: **Play Area Paving Improvements**
Architect / Engineer: **LRA**
Contractor: **CYC Construction**

Project Manager: **Ed Rockwell 232**
Bid Award: **\$ 45,325**
Change Orders: **\$ 3,907 (8.62%)**
Amended Contract: **\$ 49,232**

Description of work:

The hard-surfaced (asphalt) play area is being replaced with 7" concrete paving to offer protection from heavy trucks, consistent with our approach at several other sites.

Status of progress:

All existing asphalt has been removed, grading is complete and new concrete is in place. Only minor seeding and paint striping remains. Project will finish on or ahead of schedule.

Change Order information:

The one change order was due to wet and unsuitable soils found near the mechanical room wall, where a water line had been leaking underground. The contractor excavated wet soils, hauled-in and compacted dry materials and re-built a structural stoop nearby. An independent contractor repaired the water line.



Location: **Hitchcock Elementary**
Project Title: **ADA Access Improvements**
Architect / Engineer: **TSA**
Contractor: **TBD**

Project Manager: **Ed Rockwell 233**
Bid Award: **\$ 00,000**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 00,000**

Description of work:

Four fire egress locations are being improved for ADA accessibility. All four locations exit directly from classroom areas.

Status of progress:

All demolition of existing stoops and grading is complete. New concrete has been placed and 3 of 4 new handrails have been installed. Project is 90% complete and will complete on schedule.

Change Order information:

No change orders.



Location: **Holling Heights Elementary**
Project Title: **Play Area & Paving Improvements**
Architect / Engineer: **E & A**
Contractor: **CYC Construction**

Project Manager: **Ed Rockwell 234**
Bid Award **\$ 203,446**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 203,446**

Description of work:

The hard-surface (asphalt) play area and the staff parking area paving are being replaced with 7” concrete paving to withstand heavy truck traffic. The staff parking area will be expanded by 10 stalls to a total of 60. Water ponding and drainage issues will be addressed at both the parking area and the adjacent soft play area.

Status of progress:

The existing asphalt at the hard surface play area has been removed and new concrete paving has been placed. Staff parking area concrete was scheduled to be placed July 3rd. The demolition of the remaining asphalt drives is complete and preparations for new concrete paving are currently in progress. The drainage improvements for the soft playground are completed. In spite of very rainy weather, this project is expected to finish on schedule.

Change Order information:

No change orders.



Location: **Montclair Elementary**
Project Title: **West Drive Paving Improvements**
Architect / Engineer: **LRA**
Contractor: **Carley Construction**

Project Manager: **Ed Rockwell 235**
Bid Award: **\$ 134,206**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 134,206**

Description of work:

The entire concrete drive and all parking areas on the west side of the building are being replaced with new 7" concrete paving, due to deterioration of the existing (36 years old). Eight additional parking spaces are being added (new total 53) and 5 ADA stalls are being improved to become fully compliant.

Status of progress:

The contractor planned a delayed start for July 1st, and has just begun to mobilize and start demolition of existing paving. The contractor is confident that they will complete the project on schedule. Our management team will be monitoring progress very closely, as there will be just 24 calendar days to completion. If incurred, liquidated damages would start on July 25th at a rate of \$500 per calendar day.

Change Order information:

No change orders.



Location: **Beadle Middle School**
Project Title: **Grading & Drainage Improvements**
Architect / Engineer: **BCDM**
Contractor: **Neuvirth Construction**

Project Manager: **Ed Rockwell 236**
Bid Award: **\$ 45,000**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 45,000**

Description of work:

This project has been designed to relieve several long-standing issues related to water ponding and poor water drainage near the exterior walls of the building at several locations.

Status of progress:

The contractor's start was delayed by rains until week of June 16. Sod and soils have been stripped and new storm drain piping is substantially complete. Grading is underway when weather permits. Project is currently 65% completed and projected to finish on schedule, barring more abnormally rainy weather.

Change Order information:

No change orders.



Location: **Cottonwood Elementary**
Project Title: **Soffit & Fascia Replacements**
Architect / Engineer: **TSA**
Contractor: **Elkhorn West Construction**

Project Manager: **Ed Rockwell 237**
Bid Award: **\$ 73,915**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 73,915**

Description of work:

Existing soffits and fascia currently covered with cedar will be replaced with EIFS materials at all 13 locations around the building. This solution is consistent with the approach used to replace similar conditions at Neihardt in recent years.

Status of progress:

A very aggressive approach by the contractor has substantially completed this project well ahead of schedule. Although significant additional work to seal the building perimeter from the weather was added (within the contract allowance), the contractor is now 100% complete with all EIFS work. Only minor electrical work remains, to install the new light fixtures in the completed soffits. Project will finish on or ahead of schedule.

Change Order information:

No change orders.



Location: Aldrich, Disney, Neihardt, AMS
Project Title: **Weatherproofing Improvements**
Architect / Engineer: None
Contractor: McGill Restoration

Project Manager: MPS Maintenance
Contract Amount: \$ 165,481
Change Orders: \$ 00,000 (0.0%)
Amended Contract: \$ 165,481

Description of work:

Each year a group of 3 to 5 buildings is identified to receive a scope of work described as “weatherproofing”. The scope typically includes replacement of damaged brick, brick mortar tuck pointing, brick sealing, removal and replacement of exterior caulking, flashing repairs, etc.

Status of progress:

Aldrich is 100% complete. AMS and Neihardt are being worked simultaneously and both are approximately 50% complete. Disney has not been started, but will be completed along with all others by the end of July.

Change Order information

No change orders.



Disney



Aldrich



Neihardt



Andersen MS

Location: **Ackerman Elementary**
Project Title: **Re-roof Phase I of II**
Architect / Engineer: **BVH**
Contractor: **Boone Brothers Roofing**

Project Manager: **Ed Rockwell 239**
Bid Award: **\$ 273,000**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 273,000**

Description of work:

Approximately 24,200 SF of the roof over the southeastern portion of the building is being replaced to address significant deterioration of the existing roof. This is the first major roof replacement project for the building, opened in 1981. Only the base bid scope was awarded.

Status of progress:

Although delayed by several rains, the project is off to a good start and is currently 40% complete. Contractor expects to finish on schedule.

Change Order information:

No change orders.



Location: **North High School**
Project Title: **Re-roof Phase II-08**
Architect / Engineer: **BVH**
Contractor: **McKinnis Roofing**

Project Manager: **Ed Rockwell 240**
Bid Award: **\$ 369,975**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 369,975**

Description of work:

Approximately 37,700 SF of original roofing is being replaced over the northeast portion of the building. This section of the building was opened in 1981. Most of the area being replaced was treated with a re-saturation process in the early 1990's. Only the base bid was awarded.

Status of progress:

An aggressive start and an efficient crew have enabled this project to proceed in spite of rainy weather. The work is approximately 50% complete and contractor expects to finish on schedule.

Change Order information:

No change orders.



Location: **Varies – 8 Buildings**
Project Title: **Metal Door & Frame Replacements**
Architect / Engineer: **TSA**
Contractor: **Elkhorn West Construction**

Project Manager: **Kim Thompson²⁴¹**
Bid Award: **\$ 74,400**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 74,400**

Description of work:

In multiple locations at the 8 buildings (Cather, Cody, Cottonwood, Disney, Morton, Norris, NHS and SHS), exterior and vestibule metal door frames, metal doors and door hardware are being replaced due to age and deterioration. All alternates were awarded.

Status of progress:

Cottonwood is fully completed and work at NHS is approximately 75% complete. Progress at remaining sites is about one week behind schedule but should finish approximately August 1st, three days before liquidated damages of \$250 per calendar day would begin. The contractor expects to complete all work on schedule.

Change Order information:

No change orders.



Cottonwood



Cottonwood



NHS



NHS

Location: **Andersen Middle School**
Project Title: **Interior Renovations Phase I of II**
Architect / Engineer: **BCDM**
General Contractor: **Clairmont Construction**

Project Manager: **Kim Thompson²⁴²**
Bid Award: **\$ 264,653**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 264,653**

Description of work:

The first phase of this project will focus primarily on the main corridors and common areas. The scope of work will include replacement of ceilings, lighting, fire detection and carpeting. These areas were repainted last summer, and the HVAC system was upgraded in two phases over the past two summers. The gym floor will also be sanded to bare wood and refinished for the first time in this 22 year old building. All alternates were awarded.

Status of progress:

Electrical lighting and fire alarm system replacement is underway in gym, cafeteria and corridors. All existing flooring has been removed. Ceiling grid and tile replacement is in progress in all areas. Gym floor renovation is 75% completed. Project is currently on schedule and expected to finish on time.

Change Order information:

No change orders.



Location: **West High School**
Project Title: **Gym Floor Refinishing**
Architect / Engineer: **DLR**
General Contractor: **Great American Hardwood**

Project Manager: **Kim Thompson²⁴³**
Bid Award: **\$ 35,730**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Contract: **\$ 35,730**

Description of work:

In both gyms (Wildcat I & Wildcat II), the maple floors will be sanded to bare wood, re-stripped and completely refinished for the first time since opening in 1995.

Status of progress:

Contractor started sanding floors June 17th. Wildcat II has been sanded and sanding has begun in Wildcat I. Architect has requested verification that floors will be cured and released for play by August 13th. We estimate that the contractor is currently about one week behind schedule, but feel that the original completion date can still be achieved.

Change Order information:

No change orders.



Location: **Kiewit Middle & South High**
Project Title: **Bleacher Improvements**
Architect / Engineer: **None**
Contractor: **B & R Erectors**

Project Manager: **MPS Maintenance**
Contract Award: **\$ 14,997**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Contract: **\$ 14,997**

Description of work:

At Kiewit, the first-row bleachers will receive the step improvements at 6 aisle locations, similar to those installed at many secondary sites over the past two years. This improvement lowers by half, the height that spectators must step up to access the bleachers from the gym floor.

At SHS, the original (1970) safety railing systems for the main gym bleachers and for the mezzanine bleachers will be replaced and upgraded. Several of our other gyms have also received this upgrade.

Status of progress:

The contractor completed both of these projects early (over spring break). Work is 100% complete.

Change Order information:

No change orders.



Kiewit MS



South High



Kiewit MS



South High

Location: **Support Services Center**
Project Title: **Main Office Renovations**
Architect / Engineer: **DLR**
Contractor: **TBD**

Project Manager: **Ed Rockwell 245**
Bid Award: **\$ 00,000**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 00,000**

Description of work:

This project is designed to increase capacity and efficiency in the common secretarial and support areas. A large built-in reception station would be removed and replaced with modular cubicle systems. Some minor re-painting and re-carpeting would also be done if budget allows.

Status of progress:

PROJECT WAS CANCELED, as a new facility for Support Services is being purchased.

Change Order information:



Location: **Black Elk and Ezra**
Project Title: **Restroom Partition Improvements**
Architect / Engineer: **BVH**
Contractor: **KC Petersen Construction**

Project Manager: **Kim Thompson²⁴⁶**
Bid Award: **\$ 43,056**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Contract: **\$ 43,056**

Description of work:

The stall partitions between plumbing fixtures in the student restrooms are being replaced due to corrosion and deterioration of the existing metal panels. The new panels will follow our current specification for solid plastic resin partitions in all new buildings. The alternate was awarded.

Status of progress:

Black Elk is complete with the exception of one panel on order, and will be easily completed before the June 25th completion deadline. Ezra is currently 100% complete.

Change Order information:

No change orders.



Black Elk



Ezra



Black Elk



Ezra

Location: **Abbott, Cody, Ezra**
Project Title: **Interior Keved Lock Improvements**
Architect / Engineer: **None**
Contractor: **Self-performed by District**

Project Manager: **MPS Maintenance**
Material Cost: **\$ 4,871**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Cost: **\$ 4,871**

Description of work:

Previous construction and remodeling projects have upgraded the interior locks at these buildings, but only within the affected project areas. This project replaces the key cylinders at all remaining doors in these buildings, thereby bringing all the doors into the District's grandmaster key system. The work will be done by District carpenters.

Status of progress:

The work is 100% complete at all locations.

Change Order information:

No change orders.

Location: **Bryan, Holling Heights, Norris**
Project Title: **Minor Repainting**
Architect / Engineer: **BCDM**
Contractor: **Darden Gloeb Reeder**

Project Manager: **Kim Thompson²⁴⁸**
Bid Award: **\$ 14,310**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Contract: **\$ 14,310**

Description of work:

This project groups several smaller projects together for cost efficiency –

Bryan: Lobby area walls
Holling Heights: Gym walls
Norris: Metal ceilings in K-1 areas

Alternate 1 was awarded.

Status of progress:

Bryan and Holling Heights are fully completed. Painting has not started at Norris, but contractor is expected to finish all locations on schedule.

Change Order information:

No change orders.



Bryan



Bryan



Holling Heights



Norris

Location: **Cottonwood, Harvey Oaks**
Project Title: **Minor Repainting**
Architect / Engineer: **BCDM**
Contractor: **Darden Gloeb Reeder**

Project Manager: **Kim Thompson**²⁴⁹
Bid Award: **\$ 19,610**
Change Orders: **\$ 0,000** (0.0 %)
Amended Contract: **\$ 19,610**

Description of work:

This project groups two smaller projects together for cost efficiency –

Cottonwood: Corridors and common areas

Harvey Oaks: Media Center & K-1 areas

Both alternates were awarded.

Status of progress:

Work has not started at these locations, but the contractor is expected to complete the work on schedule at all locations.

Change Order information:

No change orders.



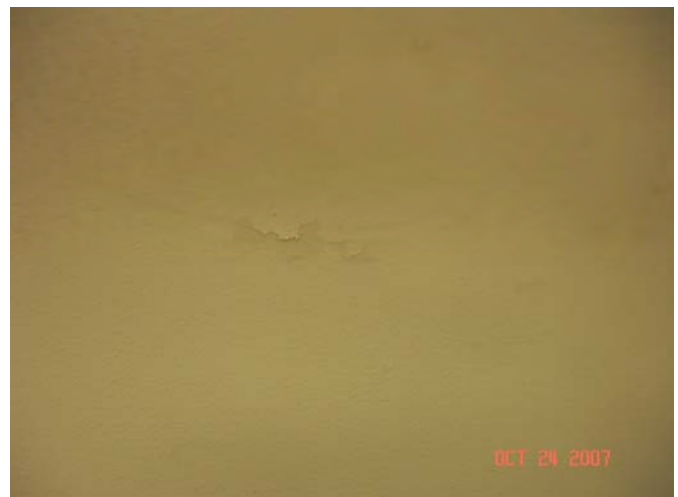
Cottonwood



Cottonwood



Harvey Oaks



Harvey Oaks

Location: **North Middle School**
Project Title: **Commons Area Carpet Replacement**
Architect / Engineer: **BCDM**
Contractor: **Universal Flooring**

Project Manager: **Kim Thompson²⁵⁰**
Bid Award: **\$ 59,613**
Change Orders: **\$ 0,000 (0.0 %)**
Amended Contract: **\$ 59,613**

Description of work:

The carpeting in the front entry commons and all corridors is being replaced. Most of the carpeting to be replaced was originally installed during the 1993 addition and renovations. No alternates were accepted, due to budget restrictions.

Status of progress:

Our contractor released the first installing sub-contractor and replaced them with a new installation crew. Since this change, work has proceeded efficiently and quality issues have been resolved. All carpet removal is completed. Replacement carpet work is approximately 65% complete and will finish on or ahead of schedule.

Change Order information:

No change orders.



Location: **West High School**
Project Title: **Carpet Replacements Phase II of II**
Architect / Engineer: **BCDM**
Contractor: **Universal Flooring**

Project Manager: **Kim Thompson²⁵¹**
Bid Award: **\$ 145,045**
Change Orders: **\$ 17,872 (12.3%)**
Amended Contract: **\$ 162,917**

Description of work:

The carpeting in the lower level of the original (1995) building will be replaced in this project. The carpeting in the 2000 addition was bid separately as an alternate. All carpeting in the upper level was replaced last summer in Phase I. No alternates were accepted due to budget restrictions.

Status of progress:

The installing sub-contractor took an aggressive approach to the schedule and has made impressive progress since early June. The first areas are fully completed and furnishings have already been moved back into the spaces. The project is approximately 60% complete and will finish on or ahead of schedule.

Change Order information:

The change order reflects only added-value issues from areas that were not originally included in the bid documents. The areas include the 300 wing (Green Mile) and 4 other IT spaces. These additional areas were added to the contract at rates matching those originally bid.



Location: **Abbott Elementary**
Project Title: **HVAC & Fire Detection Improvements**
Architect / Engineer: **MEI**
Contractor: **Mechanical Systems**

Project Manager: **Ed Rockwell 252**
Bid Award: **\$ 434,000**
Change Orders: **\$ 00,000 (0.0%)**
Amended Contract: **\$ 434,000**

Description of work:

Similar to the Ezra (Abbott's sister building) HVAC project in 05 and 06, this project will improve indoor air quality and reduce humidity levels to prevent mold growth. Additionally, the original fire detection system will be replaced with a new, digital and addressable system. There were no alternates.

Status of progress:

The contractor utilized spring break to start installing new air return grilles and to field measure for new ductwork. The early start has enabled good progress to date, with work currently 65% complete, overall.

Change Order information:

No change orders.



Location: **Norris Elementary**
Project Title: **Kitchen Hood Replacement**
Architect / Engineer: **MEI**
Contractor: **Prairie Mechanical**

Project Manager: **Kim Thompson²⁵³**
Bid Award: **\$ 40,450**
Change Orders: **\$ 0,000 (0.0%)**
Amended Contract: **\$ 40,450**

Description of work:

The original kitchen range hood is being replaced with a new, code-compliant exhaust hood with dry chemical fire suppression system. The new hood will support a major kitchen equipment replacement project being coordinated by Aramark for this building. There were no alternates.

Status of progress:

Existing equipment has been disconnected and removed. Demolition of the existing hood is completed. Contractor is expected to complete all work on schedule.

Change Order information:

No change orders.



Location: **Kiewit Middle School**
Project Title: **HVAC & Lighting Improvement Study**
Architect / Engineer: **MEI**
Contractor: **none**

Project Manager: **Ed Rockwell 254**
Fees: **\$ 9,500**
Change Orders: **\$ 000 (0.0%)**
Amended Contract: **\$ 9,500**

Description of work:

Similar to the issues addressed in recent and current projects at Abbott, Ezra, Andersen Middle, Beadle Middle and Russell Middle, this study will research existing equipment and conditions in preparation of a significant improvement project for summer 2009. The goal of these projects and of this study is to control humidity and improve indoor air quality. Additionally, this study will include an evaluation of existing lighting against current standards and a plan for improvements.

Status of progress:

The engineers are currently gathering information from the study and preparing to compile their report, due at the end of July.

Change Order information:

No change orders.



Location: **Russell Middle School**
Project Title: **HVAC Improvements**
Architect / Engineer: **MEI**
Contractor: **Mechanical Systems**

Project Manager: **Ed Rockwell 255**
Bid Award: **\$ 469,840**
Change Orders: **\$ 000 (0.0 %)**
Amended Contract: **\$ 469,840**

Description of work:

To improve and control ventilation and humidity, dedicated ventilation units will be installed in multiple locations. The new units will be equipped with DDC to enable efficient management of the equipment. DDC retrofits will also be applied to other critical system components. One of the heat pumps will be replaced with a unit capable of controlling humidity.

Status of progress:

The contractor started installing gas piping on the roof during spring break. Structural modifications have been installed in the roof deck to support the new ventilation equipment. New roof curbs have been installed and the new units have been set in place. Control and electrical wiring has been roughed-in for the new equipment. Project is approximately 55% complete and is expected to finish on schedule.

Change Order information:

No change orders.



Location: **North High School**
Project Title: **Cooling Loop Piping Replacements**
Architect / Engineer: **FEI**
Contractor: **Ray Martin**

Project Manager: **Kim Thompson²⁵⁶**
Bid Award: **\$ 227,300**
Change Orders: **\$ -1,998 (-0.87%)**
Amended Contract: **\$ 225,302**

Description of work:

A portion of the existing underground piping serving the building's cooling loop is leaking approximately 150 gallons of treated water per day. Several attempts to find the exact location of the leaks and where the water might be draining have been unsuccessful. This project will replace several hundred feet of underground piping and re-route it to locations inside the building.

Status of progress:

New piping has been completed from the main mechanical room through a point where the piping enters a large soffit above the Media Center charge desk. Installation is underway for special beam brackets that will support pipes across the gym wall. Contractor is currently approximately one week behind, but remains confident that the project will finish on schedule.

Change Order information:

The single change order reflects a credit for insulation changes required in the field.



Current Summary Status of 2008 Summer Project Budget

From original board committee presentation of November 12, 2007:

Estimated total contract awards	3,267,511
Construction contingency (10%)	326,751
Estimated total soft costs (est 18%)	<u>588,152</u>
Total Summer 08 budget request	\$4,182,414

Current budget summary through June 30, 2008:

Actual construction contract awards	3,226,943	
Net change orders to-date	19,781	(0.61% overall, to-date)
Construction contingency used to-date	72,238	(balance remaining 182,275)
Soft costs to-date	<u>681,177</u>	
Total current budget	\$ 4,000,139	

Budget and schedule details follow on next page.....

MPS Capital Building Fund Projects 2008 - Control Worksheet

Site	Project	Architect or Engineering Firm	Contract Start Date	Contract Completion Date (demobilized and off-site)	Liquidated Damages Start Date	Amount of Liquidated Damages Per Calendar Day	Contractor Awarded	Alternates Accepted	Amount of Original Contract Award	A/E Original Cost Estimate	Qty Change Orders	Net Change Orders	Total of Current Construction Contract	NIC (not in contract) Products and/or Services	NIC Amount	Total Fees & Costs	Total Current Project Amount (includes all fees & costs)
Buell Stadium	Visitor's Grandstand Structural Improvements	PEI	6/2/08	7/25/08	na	na	Rife Construction	na	16,795	23,150	0		16,795	BCDM	817	4,945	21,740
														A&D	27		
5 Elem, DSAC	Automated Irrigation Control Improvements - Hitchcock (136), Reagan (162), Rohwer (159), Willowdale (155), Upchurch (163), DSAC (001)	na	6/2/08	7/25/08	na	na	Midwest Irrigation	na	17,000	18,000	0		17,000			0	17,000
Ezra	Play Area Paving Replacements	LRA	6/2/08	7/25/08	8/4/08	\$500	CYC Construction	na	45,325	82,500	1	3,907	49,232	Vierregger Elec	99	21,359	70,591
														Daily Record	10		
Hitchcock	ADA Access Improvements (4 locations)	TSA	6/2/08	7/25/08	8/4/08	\$500	CYC Construction	na	22,725	15,000			22,725	A & D	227	30,225	52,950
Holling Heights	Parking & Play Area Paving Improvements	E & A	6/2/08	7/25/08	8/4/08	\$500	CYC Construction	na	203,446	225,000			203,446	Daily Record	10	43,567	247,013
Montclair	West Drive & Parking Paving Replacements	LRA	6/2/08	7/25/08	8/4/08	\$500	Carley Construction	Alt 2	136,906	105,000			136,906	Vierregger Elec	99	32,959	169,865
														Daily Record	10		
Beadle M S	Grading & Drainage Improvements	BCDM	6/2/08	7/25/08	na	na	Neuwirth Construction	na	45,000	43,750			45,000	Daily Record	159	12,229	57,229
Cottonwood	Soffit and Fascia Replacements (11 locations)	TSA	6/2/08	7/25/08	8/4/08	\$250	Elkhorn West	na	73,915	95,000			73,915	Daily Record	10		
														Westlake Hardware	38	23,608	97,523
														A & D	280		
														Miller Integrated Sys	280		
Aldrich								na	23,846	23,846			23,846				
Disney	Weatherproofing Improvements	na	6/2/08	7/25/08	na	na	McGill Restoration	na	44,093	44,093			44,093			0	165,481
Neihardt								na	40,697	40,697			40,697				
Andersen M S								na	56,845	56,845			56,845				
Ackerman	Re-roof Phase I of II	BVH	6/2/08	7/25/08	8/4/08	\$1,000	Boone Bros Roofing	none-reject Alt 1	273,000	297,850			273,000	Daily Record	10	76,976	349,976
														A & D	166		
North H S	Re-roof Phase II-08	BVH	6/2/08	7/25/08	8/4/08	\$1,000	McKinnis Roofing	none-reject Alt 1	369,975	465,430			369,975	Daily Record	10	103,977	473,952
														A & D	167		
Cather														Daily Record	22		
Cody														A&D	540		
Cottonwood																	
Disney																	
Morton	Exterior Door and Window Replacements	TSA	6/2/08	7/25/08	8/4/08	\$250	Elkhorn West	1,2,3	74,400	100,000	0		74,400			25,022	99,422
North HS																	
Norris																	
South HS (Alt 1)																	
Cody (Alt 2)																	
Andersen M S	Interior Renovation Package Phs I of II (clgs, fire det, gym flr, ltr, crpt)	BCDM	6/2/08	7/25/08	8/4/08	\$2,000	Clairmont Construction	1,2,3	264,653	268,200	Pending		264,653	Daily Record	21	48,596	313,249
														A&D	375		
West H S	Gym Floor Refinishing (both Wildcat I & II)	DLR	6/2/08	7/25/08	8/4/08	\$500	Great American Hardwood Floors	na	35,730	53,000	0		35,730	Daily Record	31	15,255	50,985
														A&D	206		
Kiewit M S	Bleacher Step Improvements	na	6/2/08	7/25/08	na	na	B & R Erectors	na	2,999	3,000			2,999				2,999
South HS	Bleacher End Rail Improvements								11,998	12,000			11,998				11,998
Support Services	Main Office Renovations (CANCELED)	DLR	6/2/08	7/25/08	na	na			0	59,000			0				0
Black Elk, Ezra	Restroom Partition Improvements	BVH	6/2/08	7/25/08	8/4/08	na	KC Petersen Constr.	1	43,056	51,225	0		43,056	Daily Record	17	6,267	49,323
														A&D	110		
Abbott, Cody, Ezra	Keyed Lock Improvements (interior system locks)	na	6/2/08	7/25/08	na	na	na / MPS	na	4,871	6,500			4,871			0	4,871
Bryan	Lobby Repainting																
Holling Heights	Gym Repainting (alternate for gym restrooms)	BCDM	6/2/08	7/25/08	8/4/08	\$250	Darden Gloeb Reeder	1	14,310	22,000	0		14,310	Daily Record	25	6,171	20,481
Norris	Metal Ceiling Repainting (2 kindergarten rooms and common areas)													A&D	147		
Cottonwood	Corridor & Commons Repainting (alternate for student restrooms)	BCDM	6/2/08	7/25/08	8/4/08	\$250	Darden Gloeb Reeder	1,2	19,610	37,100	0		19,610	Daily Record	24	10,326	29,936
Harvey Oaks	Media Center & K-1 Repainting													Cormaci (Misc RFP)	2,570		
														A&D	132		
North M S	Commons & Corridor Carpet Replacements	BCDM	6/2/08	7/25/08	8/4/08	\$2,000	Universal Flooring	Not accepted	59,613	51,150	0		59,613	Daily Record	23	7,658	67,271
														A&D	135		
West H S	Carpet Replacements Phase II of II (alternate for 2000 addition)	BCDM	6/2/08	7/25/08	8/4/08	\$2,000	Universal Flooring	Not accepted	145,045	182,000	1	17,871.55	162,917	Daily Record	23	71,124	234,040
														Electronic Sound	720		
														Cormaci (Misc RFP)	52,610		
														BCDM (Misc Support)	3,609		
														A&D	162		
Abbott	HVAC & Fire Detection Improvements (IAQ and humidity control)	MEI	6/2/08	7/25/08	8/4/08	\$2,000	Mechanical Systems	na	434,000	255,000			434,000	Daily Record	10	36,753	470,753
														A&D	343		
Norris	Kitchen Hood System Replacement	MEI	6/2/08	7/25/08	8/4/08	\$1,000	Prairie Mechanical	na	40,450	75,000	0		40,450	Balcon	598	10,614	51,064
														Daily Record	16		
Kiewit M S	HVAC & Lighting Improvement Study	MEI			na	na	na		9,500	9,500			9,500			9,509	19,009
Russell M S	HVAC Improvements (IAQ and humidity control)	MEI	6/2/08	7/25/08	8/4/08	\$2,000	Mechanical Systems	na	469,840	464,500			469,840	Daily Record	9	64,232	534,072
														A&D	573		
North H S	Cooling Loop Piping Replacements	FEI	6/2/08	7/25/08	8/4/08	\$2,000	Ray Martin Company	na	227,300	81,900	1	-1998	225,302	Cormaci (Misc RFP)	3,470	19,805	245,107
														A&D	467		
														Daily Record	19		
									3,226,943	3,267,236		19,781	3,246,724		70,175	681,177	3,927,901

Location: Wheeler Elementary
Project Title: Classroom and Multi-Purpose Additions
Architect / Engineer: TSA
Contractor: Ronco Construction

Project Manager: Ed Rockwell
Bid Award: \$1,434,000 259
Change Orders: \$ 10,205 (0.71%)
Amended Contract: \$1,444,250

Description of work:

Two separate additions are being added to the building. The 2-story classroom addition will provide 5 standard classrooms and one kindergarten classroom near the SE corner, scheduled for completion July 11th. The multi-purpose room addition at the northwest corner will add a large multi-purpose space and adjacent storage capacity, scheduled for completion in late October. The portable classroom currently on-site will be demolished in June.

Status of progress:

A late spring thaw and rainy weather have further delayed the classroom phase of this project, already prone to slow progress. Exterior enclosure is nearly completed, with roofing now underway. Interior masonry and framed walls are complete, with mechanical and electrical trades in progress. Exterior brick, EIFS work and geothermal wells are also underway. The quality of the work is meeting specifications. The contractor's schedule currently indicates 18 days beyond the July 11th substantial completion target, although the management team views this figure as somewhat optimistic. The principal has contingency plans in place to accommodate late completion. This contract includes provisions for liquidated damages at \$2,000 per calendar day for the classroom addition and \$1,000 per calendar day for the multi-purpose addition. The multi-purpose addition phase is currently on schedule.

Change Order information:

One change order was processed to incorporate 4 proposal requests, primarily code-driven issues.



AGENDA SUMMARY SHEET

AGENDA ITEM: Teacher Evaluation Pilot Program Evaluation

Meeting Date: July 7, 2008

Department: Planning & Evaluation

Title and Brief Description:

During this first year of implementation 206 teachers and 14 administrators who participated in the pilot indicated that the pilot evaluation system substantially upheld the expected outcomes of the district evaluation system: Accountability, Professional Growth and School Improvement. Administrators consistently rated the program's effectiveness higher than teachers, however, positive responses by teachers ranged from a 66% to 87% supporting effectiveness of the program in upholding the district's expected outcomes.

	Upholds Accountability	Upholds Professional Growth	Upholds School Improvement
Administrators	93%	100%	79%
Teachers on Appraisal Phase	87%	77%	66%
Teachers on Continuous Growth Phase	84%	76%	74%

Action Desired: Approval ___ Discussion x Information Only ___

**Background:
Options/Alternatives
Considered:**

NA

Recommendations: Continue to implement this program and to monitor the progress.

Strategic Plan

Reference: To meet the mission of the district

**Implications of
Adoption/Rejection:** NA

**Responsible
Persons:** Jon Lopez

Superintendent's Signature: _____

Introduction

During the 2007-2008 school year the pilot teacher evaluation pilot program was implemented in 5 the Millard Schools: Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School and South High School. Prior to this year the teacher evaluation committee, consisting of teachers and administrators determined that changes to the current teacher evaluation system that were needed. These changes were reflected in the pilot program.

Although many aspects of the current evaluation program for teachers in the appraisal phase remained in tact, one salient change in both phases of the program may be described as a more collaborative and immediate communication between administrators and teachers in all phases of evaluation. This increased dialogue was intended to be focused on student growth through teacher professional growth. An additional salient change was the inclusion of an expected 8 instructional walk-through observations for each teacher in both phases of the evaluation program.

Purpose of the Evaluation

The teacher evaluation program in the Millard Public Schools is intended to ensure the following:

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

The purpose of this program evaluation is to determine if the elements of teacher evaluation that are included in this pilot program are consistent with and contribute to the attainment of the intended purposes of the district's teacher evaluation system.

Methodology

This evaluation includes the results of a survey administered to both teachers and administrators who participated in the pilot teacher evaluation program. The survey questions ask to what degree the pilot program promotes the intended outcomes of the district's teacher evaluation program. Additionally, an examination of student achievement was conducted using pre-post data comparing the same student's performance on assessments under the two models of teacher evaluation. Data from one 2006-2007 serves as a baseline for comparison of student achievement from which a predicted score is derived for individual student performance in 2007-2008. A residual score of zero or higher indicates that the students met or exceeded expectations. A residual of less than zero indicates that the students failed to meet the predicted score. Briefly stated, by using the district growth model, although one may not specifically determine a cause effect relationship, it can be determined if student achievement improved, stayed the same or decreased during the time of the pilot study.

Administrator Responses to Survey

Question 1: Identify your level.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid District	1	7.1	7.1	7.1
Elementary School	4	28.6	28.6	35.7
High School	6	42.9	42.9	78.6
Middle School	3	21.4	21.4	100.0
Total	14	100.0	100.0	

Question 2: To what level does the pilot program hold teachers accountable for ensuring that all students learn the academic and life skills necessary for responsible living?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program holds teachers accountable.	6	42.9	42.9	42.9
The pilot program holds teachers highly accountable.	5	35.7	35.7	78.6
The pilot program holds teachers somewhat accountable.	3	21.4	21.4	100.0
Total	14	100.0	100.0	

Question 3: To what level does the pilot program hold teachers accountable for ensuring that only effective teaching practices continue in their classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program holds teachers accountable.	8	57.1	57.1	57.1
The pilot program holds teachers highly accountable.	5	35.7	35.7	92.9
The pilot program holds teachers somewhat accountable.	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Question 4: To what level does the pilot program foster teachers professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program fosters teachers' professional growth.	9	64.3	64.3	64.3
The pilot program highly fosters teachers' professional growth.	5	35.7	35.7	100.0
Total	14	100.0	100.0	

Question 5: To what level does the pilot evaluation program promote school improvement by integrating site based plans and the district strategic plan with instructional improvement through staff development?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program highly promotes school improvement.	2	14.3	14.3	14.3
The pilot program promotes school improvement.	9	64.3	64.3	78.6
The pilot program somewhat promotes school improvement.	3	21.4	21.4	100.0
Total	14	100.0	100.0	

Question 6: To what level did teachers' participation in establishing a continuous growth goal impact their professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	5	35.7	35.7	35.7
Impact	8	57.1	57.1	92.9
Slightly Impact	1	7.1	7.1	100.0
Total	14	100.0	100.0	

Question 7: To what level did teachers' participation in establishing a continuous growth goal impact their students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	8	57.1	57.1	57.1
Impact	6	42.9	42.9	100.0
Total	14	100.0	100.0	

Question 8: To what level did the administrative instructional walk-throughs impact teachers' professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	5	35.7	35.7	35.7
Impact	7	50.0	50.0	85.7
Slightly Impact	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Question 9: To what level did the administrative instructional walk-throughs impact students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	2	14.3	14.3	14.3
Impact	10	71.4	71.4	85.7
Slightly Impact	2	14.3	14.3	100.0
Total	14	100.0	100.0	

Question 10: To what level did teachers' collaboration with colleagues impact their professional growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	10	71.4	71.4	71.4
	Impact	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

Question 11: To what level did teachers' collaboration with colleagues impact their students academic achievement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	8	57.1	57.1	57.1
	Impact	6	42.9	42.9	100.0
	Total	14	100.0	100.0	

Question 12: To what level did teachers' reflection upon their instruction impact their professional growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	9	64.3	64.3	64.3
	Impact	4	28.6	28.6	92.9
	Slightly Impact	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Question 13: To what level did teachers' reflection upon their instruction impact their students' academic achievement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	6	42.9	42.9	42.9
	Impact	6	42.9	42.9	85.7
	Slightly Impact	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Question 14: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on teachers' professional growth.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	4	28.6	28.6	28.6
	Strongly Agree	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

Question 15: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on students academic achievement.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	5	35.7	35.7	35.7
Strongly Agree	9	64.3	64.3	100.0
Total	14	100.0	100.0	

Administrator Responses to Survey by Building Level

Question 2: To what level does the pilot program hold teachers accountable for ensuring that all students learn the academic and life skills necessary for responsible living?

Question 1: Identify your level.	Frequency	Percent	Valid Percent	Cumulative Percent
District Valid The pilot program holds teachers accountable.	1	100.0	100.0	100.0
Elementary School Valid The pilot program holds teachers highly accountable. The pilot program holds teachers somewhat accountable.	3	75.0	75.0	75.0
	1	25.0	25.0	100.0
	Total	4	100.0	100.0
High School Valid The pilot program holds teachers accountable. The pilot program holds teachers highly accountable. The pilot program holds teachers somewhat accountable.	4	66.7	66.7	66.7
	1	16.7	16.7	83.3
	1	16.7	16.7	100.0
	Total	6	100.0	100.0
Middle School Valid The pilot program holds teachers accountable. The pilot program holds teachers highly accountable. The pilot program holds teachers somewhat accountable.	1	33.3	33.3	33.3
	1	33.3	33.3	66.7
	1	33.3	33.3	100.0
	Total	3	100.0	100.0

Question 3: To what level does the pilot program hold teachers accountable for ensuring that only effective teaching practices continue in their classroom?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	The pilot program holds teachers accountable.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program holds teachers accountable.	2	50.0	50.0	50.0
		The pilot program holds teachers highly accountable.	2	50.0	50.0	100.0
		Total	4	100.0	100.0	
High School	Valid	The pilot program holds teachers accountable.	4	66.7	66.7	66.7
		The pilot program holds teachers highly accountable.	2	33.3	33.3	100.0
		Total	6	100.0	100.0	
Middle School	Valid	The pilot program holds teachers accountable.	1	33.3	33.3	33.3
		The pilot program holds teachers highly accountable.	1	33.3	33.3	66.7
		The pilot program holds teachers somewhat accountable.	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 4: To what level does the pilot program foster teachers professional growth?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	The pilot program highly fosters teachers' professional growth.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program fosters teachers' professional growth.	2	50.0	50.0	50.0
		The pilot program highly fosters teachers' professional growth.	2	50.0	50.0	100.0
		Total	4	100.0	100.0	
High School	Valid	The pilot program fosters teachers' professional growth.	4	66.7	66.7	66.7
		The pilot program highly fosters teachers' professional growth.	2	33.3	33.3	100.0
		Total	6	100.0	100.0	
Middle School	Valid	The pilot program fosters teachers' professional growth.	3	100.0	100.0	100.0

Question 5: To what level does the pilot evaluation program promote school improvement by integrating site-based plans and the district strategic plan with instructional improvement through staff development?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	The pilot program highly promotes school improvement.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program promotes school improvement.	2	50.0	50.0	50.0
		The pilot program somewhat promotes school improvement.	2	50.0	50.0	100.0
		Total	4	100.0	100.0	
High School	Valid	The pilot program highly promotes school improvement.	1	16.7	16.7	16.7
		The pilot program promotes school improvement.	4	66.7	66.7	83.3
		The pilot program somewhat promotes school improvement.	1	16.7	16.7	100.0
		Total	6	100.0	100.0	
Middle School	Valid	The pilot program promotes school improvement.	3	100.0	100.0	100.0

Question 6: To what level did teachers' participation in establishing a continuous growth goal impact their professional growth?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	3	75.0	75.0	75.0
		Impact	1	25.0	25.0	100.0
		Total	4	100.0	100.0	
High School	Valid	Highly Impact	1	16.7	16.7	16.7
		Impact	5	83.3	83.3	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 7: To what level did teachers' participation in establishing a continuous growth goal impact their students academic achievement?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	4	100.0	100.0	100.0
		Impact	3	50.0	50.0	50.0
		Total	6	100.0	100.0	100.0
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	2	66.7	66.7	100.0
		Total	3	100.0	100.0	100.0

Question 8: To what level did the administrative instructional walk-throughs impact teachers' professional growth?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	2	50.0	50.0	50.0
		Impact	1	25.0	25.0	75.0
		Slightly Impact	1	25.0	25.0	100.0
		Total	4	100.0	100.0	100.0
High School	Valid	Highly Impact	2	33.3	33.3	33.3
		Impact	4	66.7	66.7	100.0
		Total	6	100.0	100.0	100.0
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	100.0

Question 9: To what level did the administrative instructional walk-throughs impact students academic achievement?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	2	50.0	50.0	50.0
		Impact	2	50.0	50.0	100.0
		Total	4	100.0	100.0	100.0
High School	Valid	Impact	5	83.3	83.3	83.3
		Slightly Impact	1	16.7	16.7	100.0
		Total	6	100.0	100.0	100.0
Middle School	Valid	Impact	2	66.7	66.7	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	100.0

Question 10: To what level did teachers' collaboration with colleagues impact their professional growth?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Highly Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	4	100.0	100.0	100.0
High School	Valid	Highly Impact	4	66.7	66.7	66.7
		Impact	2	33.3	33.3	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Question 11: To what level did teachers' collaboration with colleagues impact their students academic achievement?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	4	100.0	100.0	100.0
High School	Valid	Highly Impact	3	50.0	50.0	50.0
		Impact	3	50.0	50.0	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Question 12: To what level did teachers' reflection upon their instruction impact their professional growth?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Highly Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	3	75.0	75.0	75.0
		Impact	1	25.0	25.0	100.0
		Total	4	100.0	100.0	
High School	Valid	Highly Impact	4	66.7	66.7	66.7
		Impact	2	33.3	33.3	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 13: To what level did teachers' reflection upon their instruction impact their students' academic achievement?

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	4	100.0	100.0	100.0
High School	Valid	Highly Impact	1	16.7	16.7	16.7
		Impact	4	66.7	66.7	83.3
		Slightly Impact	1	16.7	16.7	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 14: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on teachers' professional growth.

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Agree	1	100.0	100.0	100.0
Elementary School	Valid	Agree	2	50.0	50.0	50.0
		Strongly Agree	2	50.0	50.0	100.0
		Total	4	100.0	100.0	
High School	Valid	Strongly Agree	6	100.0	100.0	100.0
Middle School	Valid	Agree	1	33.3	33.3	33.3
		Strongly Agree	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Question 15: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on students academic achievement.

Question 1: Identify your level.			Frequency	Percent	Valid Percent	Cumulative Percent
District	Valid	Agree	1	100.0	100.0	100.0
Elementary School	Valid	Agree	1	25.0	25.0	25.0
		Strongly Agree	3	75.0	75.0	100.0
		Total	4	100.0	100.0	
High School	Valid	Agree	2	33.3	33.3	33.3
		Strongly Agree	4	66.7	66.7	100.0
		Total	6	100.0	100.0	
Middle School	Valid	Agree	1	33.3	33.3	33.3
		Strongly Agree	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Teacher Responses to Survey by Teachers on Appraisal Phase

Question 1: Identify the level of your primary evaluator.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid District Level	1	1.6	1.6	1.6
Elementary School	32	52.5	52.5	54.1
High School	25	41.0	41.0	95.1
Middle School	3	4.9	4.9	100.0
Total	61	100.0	100.0	

Question 2: Identify the phase in which you participated during the pilot.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Appraisal Phase-- Teachers on probationary status (three years or less in MPS) or other special circumstances like in-district transfers, new teaching assignments within a school, not meeting district standards/MIM, or administrative discretion.	61	100.0	100.0	100.0

Question 3: To what level does the pilot program hold you accountable for ensuring that a students learn the academic and life skills necessary for responsible living?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program holds me accountable.	35	57.4	57.4	57.4
The pilot program holds me highly accountable.	17	27.9	27.9	85.2
The pilot program holds me somewhat accountable.	9	14.8	14.8	100.0
Total	61	100.0	100.0	

Question 4: To what level does the pilot program hold you accountable for ensuring that only effective teaching practices continue in your classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program holds me accountable.	28	45.9	45.9	45.9
The pilot program holds me highly accountable.	25	41.0	41.0	86.9
The pilot program holds me somewhat accountable.	8	13.1	13.1	100.0
Total	61	100.0	100.0	

Question 5: To what level does the pilot program foster your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program fosters my professional growth.	29	47.5	47.5	47.5
The pilot program highly fosters my professional growth.	18	29.5	29.5	77.0
The pilot program somewhat fosters my professional growth.	14	23.0	23.0	100.0
Total	61	100.0	100.0	

Question 6: To what level does the pilot evaluation program promote school improvement by integrating site based plans and the district strategic plan with instructional improvement through staff development?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program does not promote school improvement.	1	1.6	1.6	1.6
The pilot program highly promotes school improvement.	11	18.0	18.0	19.7
The pilot program promotes school improvement.	29	47.5	47.5	67.2
The pilot program somewhat promotes school improvement.	20	32.8	32.8	100.0
Total	61	100.0	100.0	

Question 7: To what level did your participation in the classroom observations impact your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	13	21.3	21.3	21.3
Impact	36	59.0	59.0	80.3
No Impact	2	3.3	3.3	83.6
Slightly Impact	10	16.4	16.4	100.0
Total	61	100.0	100.0	

Question 8: To what level did your participation in the classroom observations impact your students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	12	19.7	19.7	19.7
Impact	32	52.5	52.5	72.1
No Impact	6	9.8	9.8	82.0
Slightly Impact	11	18.0	18.0	100.0
Total	61	100.0	100.0	

Question 9: To what level did the administrative instructional walk-throughs impact your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	8	13.1	13.1	13.1
Impact	30	49.2	49.2	62.3
No Impact	6	9.8	9.8	72.1
Slightly Impact	17	27.9	27.9	100.0
Total	61	100.0	100.0	

Question 10: To what level did the administrative instructional walk-throughs impact your students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	7	11.5	11.5	11.5
Impact	20	32.8	32.8	44.3
No Impact	8	13.1	13.1	57.4
Slightly Impact	26	42.6	42.6	100.0
Total	61	100.0	100.0	

Question 11: To what level did the reflection upon your instruction impact your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	27	44.3	44.3	44.3
Impact	24	39.3	39.3	83.6
Slightly Impact	10	16.4	16.4	100.0
Total	61	100.0	100.0	

Question 12: To what level did the reflection upon your instruction impact your students' academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	20	32.8	32.8	32.8
Impact	31	50.8	50.8	83.6
No Impact	1	1.6	1.6	85.2
Slightly Impact	9	14.8	14.8	100.0
Total	61	100.0	100.0	

Teacher Responses to Survey by Teachers on Appraisal Phase by Building Level

Question 2: Identify the phase in which you participated during the pilot.

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Appraisal Phase-- Teachers on probationary status (three years or less in MPS) or other special circumstances like in-district transfers, new teaching assignments within a school, not meeting district standards/MIM, or administrative discretion.	1	100.0	100.0	100.0
Elementary School	Valid	Appraisal Phase-- Teachers on probationary status (three years or less in MPS) or other special circumstances like in-district transfers, new teaching assignments within a school, not meeting district standards/MIM, or administrative discretion.	32	100.0	100.0	100.0
High School	Valid	Appraisal Phase-- Teachers on probationary status (three years or less in MPS) or other special circumstances like in-district transfers, new teaching assignments within a school, not meeting district standards/MIM, or administrative discretion.	25	100.0	100.0	100.0
Middle School	Valid	Appraisal Phase-- Teachers on probationary status (three years or less in MPS) or other special circumstances like in-district transfers, new teaching assignments within a school, not meeting district standards/MIM, or administrative discretion.	3	100.0	100.0	100.0

Question 3: To what level does the pilot program hold you accountable for ensuring that all students learn the academic and life skills necessary for responsible living?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	The pilot program holds me somewhat accountable.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program holds me accountable.	17	53.1	53.1	53.1
		The pilot program holds me highly accountable.	12	37.5	37.5	90.6
		The pilot program holds me somewhat accountable.	3	9.4	9.4	100.0
		Total	32	100.0	100.0	
High School	Valid	The pilot program holds me accountable.	17	68.0	68.0	68.0
		The pilot program holds me highly accountable.	3	12.0	12.0	80.0
		The pilot program holds me somewhat accountable.	5	20.0	20.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	The pilot program holds me accountable.	1	33.3	33.3	33.3
		The pilot program holds me highly accountable.	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Question 4: To what level does the pilot program hold you accountable for ensuring that only effective teaching practices continue in your classroom?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	The pilot program holds me accountable.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program holds me accountable.	13	40.6	40.6	40.6
		The pilot program holds me highly accountable.	15	46.9	46.9	87.5
		The pilot program holds me somewhat accountable.	4	12.5	12.5	100.0
		Total	32	100.0	100.0	
High School	Valid	The pilot program holds me accountable.	13	52.0	52.0	52.0
		The pilot program holds me highly accountable.	8	32.0	32.0	84.0
		The pilot program holds me somewhat accountable.	4	16.0	16.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	The pilot program holds me accountable.	1	33.3	33.3	33.3
		The pilot program holds me highly accountable.	2	66.7	66.7	100.0
		Total	3	100.0	100.0	

Question 5: To what level does the pilot program foster your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	The pilot program fosters my professional growth.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program fosters my professional growth.	17	53.1	53.1	53.1
		The pilot program highly fosters my professional growth.	9	28.1	28.1	81.3
		The pilot program somewhat fosters my professional growth.	6	18.8	18.8	100.0
		Total	32	100.0	100.0	
High School	Valid	The pilot program fosters my professional growth.	11	44.0	44.0	44.0
		The pilot program highly fosters my professional growth.	6	24.0	24.0	68.0
		The pilot program somewhat fosters my professional growth.	8	32.0	32.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	The pilot program highly fosters my professional growth.	3	100.0	100.0	100.0

Question 6: To what level does the pilot evaluation program promote school improvement by integrating site based plans and the district strategic plan with instructional improvement through staff development?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	The pilot program promotes school improvement.	1	100.0	100.0	100.0
Elementary School	Valid	The pilot program highly promotes school improvement.	6	18.8	18.8	18.8
		The pilot program promotes school improvement.	17	53.1	53.1	71.9
		The pilot program somewhat promotes school improvement.	9	28.1	28.1	100.0
		Total	32	100.0	100.0	
High School	Valid	The pilot program does not promote school improvement.	1	4.0	4.0	4.0
		The pilot program highly promotes school improvement.	3	12.0	12.0	16.0
		The pilot program promotes school improvement.	10	40.0	40.0	56.0
		The pilot program somewhat promotes school improvement.	11	44.0	44.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	The pilot program highly promotes school improvement.	2	66.7	66.7	66.7
		The pilot program promotes school improvement.	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 7: To what level did your participation in the classroom observations impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Slightly Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	8	25.0	25.0	25.0
		Impact	19	59.4	59.4	84.4
		No Impact	1	3.1	3.1	87.5
		Slightly Impact	4	12.5	12.5	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	3	12.0	12.0	12.0
		Impact	16	64.0	64.0	76.0
		No Impact	1	4.0	4.0	80.0
		Slightly Impact	5	20.0	20.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Highly Impact	2	66.7	66.7	66.7
		Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 8: To what level did your participation in the classroom observations impact your students academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	No Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	8	25.0	25.0	25.0
		Impact	18	56.3	56.3	81.3
		No Impact	3	9.4	9.4	90.6
		Slightly Impact	3	9.4	9.4	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	3	12.0	12.0	12.0
		Impact	13	52.0	52.0	64.0
		No Impact	1	4.0	4.0	68.0
		Slightly Impact	8	32.0	32.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		No Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 9: To what level did the administrative instructional walk-throughs impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Slightly Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	6	18.8	18.8	18.8
		Impact	13	40.6	40.6	59.4
		No Impact	3	9.4	9.4	68.8
		Slightly Impact	10	31.3	31.3	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	1	4.0	4.0	4.0
		Impact	16	64.0	64.0	68.0
		No Impact	2	8.0	8.0	76.0
		Slightly Impact	6	24.0	24.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		No Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 10: To what level did the administrative instructional walk-throughs impact your students academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Slightly Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	5	15.6	15.6	15.6
		Impact	12	37.5	37.5	53.1
		No Impact	4	12.5	12.5	65.6
		Slightly Impact	11	34.4	34.4	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	2	8.0	8.0	8.0
		Impact	7	28.0	28.0	36.0
		No Impact	3	12.0	12.0	48.0
		Slightly Impact	13	52.0	52.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Impact	1	33.3	33.3	33.3
		No Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 11: To what level did the reflection upon your instruction impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	20	62.5	62.5	62.5
		Impact	9	28.1	28.1	90.6
		Slightly Impact	3	9.4	9.4	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	6	24.0	24.0	24.0
		Impact	13	52.0	52.0	76.0
		Slightly Impact	6	24.0	24.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Highly Impact	1	33.3	33.3	33.3
		Impact	1	33.3	33.3	66.7
		Slightly Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Question 12: To what level did the reflection upon your instruction impact your students' academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
District Level	Valid	Impact	1	100.0	100.0	100.0
Elementary School	Valid	Highly Impact	15	46.9	46.9	46.9
		Impact	14	43.8	43.8	90.6
		Slightly Impact	3	9.4	9.4	100.0
		Total	32	100.0	100.0	
High School	Valid	Highly Impact	5	20.0	20.0	20.0
		Impact	14	56.0	56.0	76.0
		Slightly Impact	6	24.0	24.0	100.0
		Total	25	100.0	100.0	
Middle School	Valid	Impact	2	66.7	66.7	66.7
		No Impact	1	33.3	33.3	100.0
		Total	3	100.0	100.0	

Teacher Responses to Survey by Teachers on Continuous Growth Phase

Question 1: Identify the level of your primary evaluator.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Elementary School	46	31.7	31.7	31.7
	High School	69	47.6	47.6	79.3
	Middle School	30	20.7	20.7	100.0
	Total	145	100.0	100.0	

Question 2: Identify the phase in which you participated during the pilot.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Continuous Growth Phase-- Permanent certificated teachers (four or more years in MPS)	145	100.0	100.0	100.0

Question 14: To what level does the pilot program hold you accountable for ensuring that all students learn the academic and life skills necessary for responsible living?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	The pilot program does not hold me accountable.	5	3.4	3.4	3.4
	The pilot program holds me accountable.	67	46.2	46.2	49.7
	The pilot program holds me highly accountable.	55	37.9	37.9	87.6
	The pilot program holds me somewhat accountable.	18	12.4	12.4	100.0
	Total	145	100.0	100.0	

Question 15: To what level does the pilot program hold you accountable for ensuring that only effective teaching practices continue in your classroom?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program does not hold me accountable.	3	2.1	2.1	2.1
The pilot program holds me accountable.	60	41.4	41.4	43.4
The pilot program holds me highly accountable.	61	42.1	42.1	85.5
The pilot program holds me somewhat accountable.	21	14.5	14.5	100.0
Total	145	100.0	100.0	

Question 16: To what level does the pilot program foster your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program does not foster my professional growth.	13	9.0	9.0	9.0
The pilot program fosters my professional growth.	64	44.1	44.1	53.1
The pilot program highly fosters my professional growth.	46	31.7	31.7	84.8
The pilot program somewhat fosters my professional growth.	22	15.2	15.2	100.0
Total	145	100.0	100.0	

Question 17: To what level does the pilot evaluation program promote school improvement by integrating site based plans and the district strategic plan with instructional improvement through staff development?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The pilot program does not promote school improvement.	6	4.1	4.1	4.1
The pilot program highly promotes school improvement.	45	31.0	31.0	35.2
The pilot program promotes school improvement.	63	43.4	43.4	78.6
The pilot program somewhat promotes school improvement.	31	21.4	21.4	100.0
Total	145	100.0	100.0	

Question 18: To what level did your participation in establishing a continuous growth goal impact your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	46	31.7	31.7	31.7
Impact	72	49.7	49.7	81.4
No Impact	3	2.1	2.1	83.4
Slightly Impact	24	16.6	16.6	100.0
Total	145	100.0	100.0	

Question 19: To what level did your participation in establishing a continuous growth goal impact your students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	55	37.9	37.9	37.9
Impact	65	44.8	44.8	82.8
No Impact	6	4.1	4.1	86.9
Slightly Impact	19	13.1	13.1	100.0
Total	145	100.0	100.0	

Question 20: To what level did the administrative instructional walk-throughs impact your professional growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	23	15.9	15.9	15.9
	Impact	61	42.1	42.1	57.9
	No Impact	28	19.3	19.3	77.2
	Slightly Impact	33	22.8	22.8	100.0
	Total	145	100.0	100.0	

Question 21: To what level did the administrative instructional walk-throughs impact your students academic achievement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	17	11.7	11.7	11.7
	Impact	59	40.7	40.7	52.4
	No Impact	38	26.2	26.2	78.6
	Slightly Impact	31	21.4	21.4	100.0
	Total	145	100.0	100.0	

Question 22: To what level did the reflection upon your instruction impact your professional growth?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	50	34.5	34.5	34.5
	Impact	67	46.2	46.2	80.7
	No Impact	5	3.4	3.4	84.1
	Slightly Impact	23	15.9	15.9	100.0
	Total	145	100.0	100.0	

Question 23: To what level did the reflection upon your instruction impact your students' academic achievement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Highly Impact	41	28.3	28.3	28.3
	Impact	77	53.1	53.1	81.4
	No Impact	8	5.5	5.5	86.9
	Slightly Impact	19	13.1	13.1	100.0
	Total	145	100.0	100.0	

Question 24: To what level did your collaboration with colleagues impact your professional growth?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	79	54.5	54.5	54.5
Impact	49	33.8	33.8	88.3
No Impact	5	3.4	3.4	91.7
Slightly Impact	12	8.3	8.3	100.0
Total	145	100.0	100.0	

Question 25: To what level did your collaboration with colleagues impact your students academic achievement?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Highly Impact	67	46.2	46.2	46.2
Impact	60	41.4	41.4	87.6
No Impact	4	2.8	2.8	90.3
Slightly Impact	14	9.7	9.7	100.0
Total	145	100.0	100.0	

Question 26: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on my professional growth.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	63	43.4	43.4	43.4
Disagree	26	17.9	17.9	61.4
Strongly Agree	52	35.9	35.9	97.2
Strongly Disagree	4	2.8	2.8	100.0
Total	145	100.0	100.0	

Question 27: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on my students academic achievement.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	70	48.3	48.3	48.3
Disagree	21	14.5	14.5	62.8
Strongly Agree	49	33.8	33.8	96.6
Strongly Disagree	5	3.4	3.4	100.0
Total	145	100.0	100.0	

Teacher Responses to Survey by Teachers on Continuous Growth Phase by Building Level

Question 14: To what level does the pilot program hold you accountable for ensuring that all students learn the academic and life skills necessary for responsible living?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	The pilot program holds me accountable.	19	41.3	41.3	41.3
		The pilot program holds me highly accountable.	24	52.2	52.2	93.5
		The pilot program holds me somewhat accountable.	3	6.5	6.5	100.0
		Total	46	100.0	100.0	
High School	Valid	The pilot program does not hold me accountable.	5	7.2	7.2	7.2
		The pilot program holds me accountable.	34	49.3	49.3	56.5
		The pilot program holds me highly accountable.	19	27.5	27.5	84.1
		The pilot program holds me somewhat accountable.	11	15.9	15.9	100.0
Total	69	100.0	100.0			
Middle School	Valid	The pilot program holds me accountable.	14	46.7	46.7	46.7
		The pilot program holds me highly accountable.	12	40.0	40.0	86.7
		The pilot program holds me somewhat accountable.	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Question 15: To what level does the pilot program hold you accountable for ensuring that only effective teaching practices continue in your classroom?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	The pilot program holds me accountable.	18	39.1	39.1	39.1
		The pilot program holds me highly accountable.	23	50.0	50.0	89.1
		The pilot program holds me somewhat accountable.	5	10.9	10.9	100.0
		Total	46	100.0	100.0	
High School	Valid	The pilot program does not hold me accountable.	3	4.3	4.3	4.3
		The pilot program holds me accountable.	30	43.5	43.5	47.8
		The pilot program holds me highly accountable.	24	34.8	34.8	82.6
		The pilot program holds me somewhat accountable.	12	17.4	17.4	100.0
		Total	69	100.0	100.0	
Middle School	Valid	The pilot program holds me accountable.	12	40.0	40.0	40.0
		The pilot program holds me highly accountable.	14	46.7	46.7	86.7
		The pilot program holds me somewhat accountable.	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Question 16: To what level does the pilot program foster your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	The pilot program fosters my professional growth.	17	37.0	37.0	37.0
		The pilot program highly fosters my professional growth.	24	52.2	52.2	89.1
		The pilot program somewhat fosters my professional growth.	5	10.9	10.9	100.0
		Total	46	100.0	100.0	
High School	Valid	The pilot program does not foster my professional growth.	11	15.9	15.9	15.9
		The pilot program fosters my professional growth.	33	47.8	47.8	63.8
		The pilot program highly fosters my professional growth.	15	21.7	21.7	85.5
		The pilot program somewhat fosters my professional growth.	10	14.5	14.5	100.0
		Total	69	100.0	100.0	
Middle School	Valid	The pilot program does not foster my professional growth.	2	6.7	6.7	6.7
		The pilot program fosters my professional growth.	14	46.7	46.7	53.3
		The pilot program highly fosters my professional growth.	7	23.3	23.3	76.7
		The pilot program somewhat fosters my professional growth.	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Question 17: To what level does the pilot evaluation program promote school improvement by integrating site-based plans and the district strategic plan with instructional improvement through staff development?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	The pilot program highly promotes school improvement.	21	45.7	45.7	45.7
		The pilot program promotes school improvement.	20	43.5	43.5	89.1
		The pilot program somewhat promotes school improvement.	5	10.9	10.9	100.0
		Total	46	100.0	100.0	
High School	Valid	The pilot program does not promote school improvement.	5	7.2	7.2	7.2
		The pilot program highly promotes school improvement.	16	23.2	23.2	30.4
		The pilot program promotes school improvement.	32	46.4	46.4	76.8
		The pilot program somewhat promotes school improvement.	16	23.2	23.2	100.0
		Total	69	100.0	100.0	
Middle School	Valid	The pilot program does not promote school improvement.	1	3.3	3.3	3.3
		The pilot program highly promotes school improvement.	8	26.7	26.7	30.0
		The pilot program promotes school improvement.	11	36.7	36.7	66.7
		The pilot program somewhat promotes school improvement.	10	33.3	33.3	100.0
		Total	30	100.0	100.0	

Question 18: To what level did your participation in establishing a continuous growth goal impact you professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	23	50.0	50.0	50.0
		Impact	21	45.7	45.7	95.7
		Slightly Impact	2	4.3	4.3	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	15	21.7	21.7	21.7
		Impact	34	49.3	49.3	71.0
		No Impact	3	4.3	4.3	75.4
		Slightly Impact	17	24.6	24.6	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	8	26.7	26.7	26.7
		Impact	17	56.7	56.7	83.3
		Slightly Impact	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Question 19: To what level did your participation in establishing a continuous growth goal impact you students academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	27	58.7	58.7	58.7
		Impact	19	41.3	41.3	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	20	29.0	29.0	29.0
		Impact	29	42.0	42.0	71.0
		No Impact	5	7.2	7.2	78.3
		Slightly Impact	15	21.7	21.7	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	8	26.7	26.7	26.7
		Impact	17	56.7	56.7	83.3
		No Impact	1	3.3	3.3	86.7
		Slightly Impact	4	13.3	13.3	100.0
		Total	30	100.0	100.0	

Question 20: To what level did the administrative instructional walk-throughs impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	9	19.6	19.6	19.6
		Impact	22	47.8	47.8	67.4
		No Impact	4	8.7	8.7	76.1
		Slightly Impact	11	23.9	23.9	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	11	15.9	15.9	15.9
		Impact	23	33.3	33.3	49.3
		No Impact	20	29.0	29.0	78.3
		Slightly Impact	15	21.7	21.7	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	3	10.0	10.0	10.0
		Impact	16	53.3	53.3	63.3
		No Impact	4	13.3	13.3	76.7
		Slightly Impact	7	23.3	23.3	100.0
		Total	30	100.0	100.0	

Question 21: To what level did the administrative instructional walk-throughs impact your students academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	5	10.9	10.9	10.9
		Impact	24	52.2	52.2	63.0
		No Impact	7	15.2	15.2	78.3
		Slightly Impact	10	21.7	21.7	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	8	11.6	11.6	11.6
		Impact	21	30.4	30.4	42.0
		No Impact	24	34.8	34.8	76.8
		Slightly Impact	16	23.2	23.2	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	4	13.3	13.3	13.3
		Impact	14	46.7	46.7	60.0
		No Impact	7	23.3	23.3	83.3
		Slightly Impact	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Question 22: To what level did the reflection upon your instruction impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	28	60.9	60.9	60.9
		Impact	16	34.8	34.8	95.7
		Slightly Impact	2	4.3	4.3	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	14	20.3	20.3	20.3
		Impact	36	52.2	52.2	72.5
		No Impact	3	4.3	4.3	76.8
		Slightly Impact	16	23.2	23.2	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	8	26.7	26.7	26.7
		Impact	15	50.0	50.0	76.7
		No Impact	2	6.7	6.7	83.3
		Slightly Impact	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Question 23: To what level did the reflection upon your instruction impact your students' academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	25	54.3	54.3	54.3
		Impact	20	43.5	43.5	97.8
		Slightly Impact	1	2.2	2.2	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	12	17.4	17.4	17.4
		Impact	39	56.5	56.5	73.9
		No Impact	5	7.2	7.2	81.2
		Slightly Impact	13	18.8	18.8	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	4	13.3	13.3	13.3
		Impact	18	60.0	60.0	73.3
		No Impact	3	10.0	10.0	83.3
		Slightly Impact	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Question 24: To what level did your collaboration with colleagues impact your professional growth?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	31	67.4	67.4	67.4
		Impact	14	30.4	30.4	97.8
		Slightly Impact	1	2.2	2.2	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	33	47.8	47.8	47.8
		Impact	26	37.7	37.7	85.5
		No Impact	4	5.8	5.8	91.3
		Slightly Impact	6	8.7	8.7	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	15	50.0	50.0	50.0
		Impact	9	30.0	30.0	80.0
		No Impact	1	3.3	3.3	83.3
		Slightly Impact	5	16.7	16.7	100.0
		Total	30	100.0	100.0	

Question 25: To what level did your collaboration with colleagues impact your students academic achievement?

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Highly Impact	30	65.2	65.2	65.2
		Impact	16	34.8	34.8	100.0
		Total	46	100.0	100.0	
High School	Valid	Highly Impact	29	42.0	42.0	42.0
		Impact	29	42.0	42.0	84.1
		No Impact	3	4.3	4.3	88.4
		Slightly Impact	8	11.6	11.6	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Highly Impact	8	26.7	26.7	26.7
		Impact	15	50.0	50.0	76.7
		No Impact	1	3.3	3.3	80.0
		Slightly Impact	6	20.0	20.0	100.0
		Total	30	100.0	100.0	

Question 26: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on my professional growth.

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Agree	17	37.0	37.0	37.0
		Disagree	5	10.9	10.9	47.8
		Strongly Agree	24	52.2	52.2	100.0
		Total	46	100.0	100.0	
High School	Valid	Agree	31	44.9	44.9	44.9
		Disagree	16	23.2	23.2	68.1
		Strongly Agree	19	27.5	27.5	95.7
		Strongly Disagree	3	4.3	4.3	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Agree	15	50.0	50.0	50.0
		Disagree	5	16.7	16.7	66.7
		Strongly Agree	9	30.0	30.0	96.7
		Strongly Disagree	1	3.3	3.3	100.0
		Total	30	100.0	100.0	

Question 27: In comparing the pilot program to the previous evaluation system, the pilot program had a greater impact on my students academic achievement.

Question 1: Identify the level of your			Frequency	Percent	Valid Percent	Cumulative Percent
Elementary School	Valid	Agree	16	34.8	34.8	34.8
		Disagree	4	8.7	8.7	43.5
		Strongly Agree	26	56.5	56.5	100.0
		Total	46	100.0	100.0	
High School	Valid	Agree	36	52.2	52.2	52.2
		Disagree	13	18.8	18.8	71.0
		Strongly Agree	17	24.6	24.6	95.7
		Strongly Disagree	3	4.3	4.3	100.0
		Total	69	100.0	100.0	
Middle School	Valid	Agree	18	60.0	60.0	60.0
		Disagree	4	13.3	13.3	73.3
		Strongly Agree	6	20.0	20.0	93.3
		Strongly Disagree	2	6.7	6.7	100.0
		Total	30	100.0	100.0	

Student Achievement based on the District Growth Model

Data from one 2006-2007 serves as a baseline for comparison of student achievement from which a predicted score is derived for individual student performance in 2007-2008. A residual score of zero or higher indicates that the students met or exceeded expectations. A residual of less than zero indicates that the students failed to meet the predicted score. Briefly stated, by using the district growth model, although one may not specifically determine a cause effect relationship, it can be determined if student achievement if student achievement improved, stayed the same or decreased during the time of the pilot study.

* A Residual of $-.4$ or less is within the confidence band that allows for error and thus is considered equal to zero.

School	Social Studies 5	AWA 2	Science 5	Math 5	AWA 5	Reading 5	Reading 4	Math 4	AWA 4	AWA 3	Math 3	Average Residual
Montclair 138	0.4	-0.3	1.1	1.2	0.4	0.3	1.9	0.2	0.1	-1.9	-0.1	0.3
Rockwell 148	4.7	-0.2	-2.0	-1.6	-0.4	-2.2	0.3	2.3	0.5	-1.6	-0.6	-0.1
Reagan 162	0.0	0.3	-0.2	1.0	0.0	1.1	-0.2	0.8	0.9	0.2	0.3	0.4

	8th Science	8th Social Studies	8th Math	8th Reading	7th Math	7th AWA	7th Reading	6th Math	6th Reading	Average Residual	Positive Counts	Negative Counts
Kiewit 246	0.0	0.4	-0.8	0.1	-0.8	-1.0	1.1	1.2	0.8	0.1	6	3

	Science 11	Social Studies 11	Math 10	AWA 10	Reading 9	Average Residual
South 340	-0.2	0.0	-0.7	-0.3	-0.1	-0.3

Summary and Conclusion

Administrator Responses

The data indicates that when considering the impact of the pilot program on the district's intent for the teacher evaluation system, administrators in the pilot program believe that the pilot program upholds the expectations for accountability, professional growth and school improvement. When looking at the aggregate data from the population of administrators, 92.9% of them indicated that the program holds teachers accountable for ensuring that only effective teaching practices continue in their classrooms. 100% of the administrators indicated that the program fosters professional growth, and 78% indicated that the pilot promotes school improvement. Slightly over one third of the administrators indicated that accountability and effective teaching practices were highly promoted by the pilot program while 14% of administrators indicated that school improvement is highly promoted by the program. 57.1% of the administrators indicated that the pilot program highly impacted student achievement. When comparing the responses of administrators from the three building levels, it appears that the impact of the pilot program in all

three areas of district's intent is considered to be greater at the elementary level than at the secondary level.

Teacher Responses

When examining the teacher responses to the survey, teachers responded to different items depending upon which evaluation phase that they were participating in during the pilot. Sixty-one of the teachers in the pilot were in the appraisal phase and 145 teachers were on the continuous growth phase.

Teachers on Appraisal Phase

Data indicates that 85% of the teachers believe that the program holds them accountable for ensuring that all students learn necessary academic and life skills, with nearly a third indicating that this accountability is at a high level. 87% indicated that the program held them accountable for continuation of effective teaching practices, with 41% indicating that there was a high level of accountability in this area. 77% indicated that the program fostered professional growth with nearly a third indicating this at a high level. 66% of the teachers indicated that the program promotes school improvement with nearly 20% indicating that this is done at a high level by the program.

Teachers on Continuous Growth Phase

Data indicates that 84% of the teachers believe that the program holds them accountable for ensuring that all students learn necessary academic and life skills, with 38% indicating that this accountability is at a high level. 83.5% indicated that the program held them accountable for continuation of effective teaching practices, with 42% indicating that there was a high level of accountability in this area. 75.8% indicated that the program fostered professional growth with nearly a third indicating this at a high level. 74.5% of the teachers indicated that the program promotes school improvement with 31% indicating that this is done at a high level by the program.

It is notable that there were no responses by teachers in the appraisal phase that indicated a complete lack of impact by the program in any of these areas. However, percentages ranging from 2% to 9% of teachers in the continuous growth phase indicated no impact of the program on the three intents of the teacher evaluation program. Most notable was the response by 9% of these teachers indicating that the program did not foster their professional growth. It is suggested that this issue be further examined as the program is replicated in additional buildings. When examining teacher data by building level, again elementary teachers responded more favorably about the program than secondary teachers

Student Achievement

Using the district growth model as an indicator of student achievement, all schools in the pilot met the over all average for their predicted achievement goals and in a number of areas exceeded the predicted achievement level. The average number of positive residuals for each of the grade level building clusters of pilot schools met or exceeded the average number of positive residuals for the district indicating that in many cases, the students in the pilot schools achieved above the district average,

AGENDA SUMMARY SHEET

AGENDA ITEM: Educational Services Annual Report

MEETING DATE: July 7, 2008

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Educational Services Division End of Year Reports, 2007-2008

ACTION DESIRED: Information Only

BACKGROUND: The end of the year report summarizes the work of Educational Services in the following areas: Career & Technical Education, Community & School Volunteers, Curriculum Cycle, Diploma Paths, Early Childhood, English Language Learner Program, Grants Report, High Ability Learners, Information Technology, MPS Foundation Classroom Grants, Response to Intervention, Special Education Yearly Status, and Staff Development.

RECOMMENDATIONS: None

OPTIONS & ALTERNATIVES CONSIDERED: Leave the policy and rule unchanged.

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

PERSON(S) RESPONSIBLE: Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Kim Saum-Mills, and others

SUPERINTENDENT'S APPROVAL: _____

BOARD ACTION:

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORTS

JULY 7, 2008



Submitted by:

**Dr. Mark Feldhausen
Associate Superintendent for
Educational Services**

Educational Services End of Year Report 2007-2008

This report summarizes the work of the Educational Services Division as it strives to support the mission of the Millard Public Schools and the efforts of its principals and teachers to guarantee that all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society. The Educational Services Division is focused on creating a world-class educational system characterized by innovative and diverse opportunities designed to challenge each student. Guided by the District's Strategic Plan and the recurring recommendations of the Curriculum Management Audit, Educational Services seeks to align all of its activities so that the written, taught, and assessed curriculum and associated programs and activities are seen as contributing to the successful completion of the District's mission.

The Educational Services Division provides numerous reports to the Board of Education throughout the school year. This year-end report serves to summarize and highlight the many facets of Educational Services. Specific areas covered include:

- Career and Technical Curriculum and Instruction
- Community/School Volunteers
- Curriculum Cycle
- Diploma Paths
- Early Childhood Services
- English Language Learners Program
- Grants Report
- High Ability Learner Program
- Information Technology
- Millard Public Schools Foundation Classroom Grants
- Response to Intervention
- Special Education
- Staff Development

The following contributed to this report:

Dr. Carol Newton, Director of Early Childhood and Elementary Education
 Ms. Nancy Johnston, Director of Secondary Education
 Dr. Kim Saum-Mills, Director of Staff Development
 Ms. Charlene Snyder, Director of Special Education
 Ms. Donna Helvering, Department Head, Information Center
 Ms. Susan McAdam, Coordinator of Grants and Volunteers
 Ms. Deb Ady, Coordinator of Special Projects
 Ms. Jennifer Reid, Department Head, English Language Learners Program
 Ms. Kim Rice, MEP Facilitator, High Ability Learner Program

Respectfully submitted,

Mark W. Feldhausen, Ph.D.
 Associate Superintendent for Educational Services
 July 7, 2008

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Career & Technical Education Report 2007-2008

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in School Counseling and the offerings of the Industrial Technology, Business & Marketing Education, Family & Consumer Sciences departments and the Technology Mini-magnet. These programs are supported by the Millard Education Program (MEP) process, Carl Perkins funds, articulation agreements with Metropolitan Community College, work-based learning opportunities, and the district strategic plan.

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTOSs, such as DECA, VICA and FCCLA provide extensions to classroom curriculum, opportunities to apply life skills and develop leadership skills. Students from each high school participated in district and state competitive events. Career and Technical Education teachers have studied the Nebraska Career Fields to identify curriculum alignment with potential academy programs for the new high school. Activities of note during the 2007-08 academic year include:

Millard Education Program (MEP) Curriculum Support: During the 2007-08 school year Industrial Technology, Family & Consumer Science, Business & Marketing and the Technology Mini-magnet were in Phase IV (Monitor and Adjust) of the MEP Curriculum Cycle. The Counseling curriculum was in Phase II (Framework Development) of the MEP Curriculum Cycle.

Carl Perkins Funding: During the 2008 fiscal year Millard received \$125,723 in Perkins funds. Plans for Perkins funds were made in collaboration with Educational Services and the Technology Division to capitalize on support provided by technology bond funds. Grant funds were used to support laptops and carts for the Millard North High Business department, woodworking equipment for Industrial Technology, updates for Family & Consumer Science and career development resources for the high school counseling departments. In addition, funds were used to support staff development in the form of attending special conferences (e.g., Nebraska Career Conference), to support training on new equipment/software and to develop potential career field alignment for the new high school. The district anticipates \$141,021 in funding for Fiscal Year 2009. The program evaluation and documentation required by Perkins IV legislation has been completed.

The Millard School District is partnering with the Greater Omaha Chamber of Commerce to facilitate a grant to develop marketing resources for Nebraska Career Education. The grant pairs metropolitan area marketing teachers and students with a business mentor and provides \$16,000 for stipends and development costs. All Millard marketing teachers will participate in the grant in the fall of 2008. The resources that are developed for the statewide project will be revised to reflect Millard programs and future academies.

Career Education Partnership Act (CEPA) Grant

The district was awarded \$74982.94 through the Career Education Partnership Act funded by the Nebraska Legislature. This grant will be used to help support the development of the following career academies:

Millard North:	Finance
Millard South:	Entrepreneurship
Millard West:	Education
Horizon:	Culinary
	Health Occupations
	Transportation, Distribution, Warehousing & Logistics

The goal of the grant is to develop curriculum, provide staff development and purchase instructional resources to support the academies. Discussions have begun with the University of Nebraska at Omaha and Metropolitan Community College to identify curriculum that will allow Millard students to earn dual credit while earning a high school diploma and progressing toward an associate's or bachelor's degree. Courses and curriculum will be finalized in late summer of 2008.

School-to-Career Opportunities: The Millard Public Schools continues partner with Metropolitan Community College to provide the following technical academies:

Metropolitan Community College Technical Academy Offerings and Enrollment

308

	2002-03				2003-04				2004-2005				2005-2006				2006-2007				2007-2008				2008-2009			
	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total	N	S	W	Total
Theater Tech		6		6		1		1	2	4		6	2	2	0	4		3	3	6		1	3	4	0	1	1	2
Air Conditioning, Refrigeration & Heating Technology		4		4	1			1	2	6		8				0				0		2		2	0	0	0	0
Auto Collision Technology										11	3	14		1	1	2		3	2	5		1	2	3	0	0	1	1
Automotive Technology										8	3	11	2	1	0	3		3	4	7	3	1	1	5	2	1	1	4
Horticulture and Landscaping																0		1	1	2				0	0	0	0	0
Criminal Justice														1	1	2		1	1	2	2	2	0	4	1	0	0	1
Electrical Technology														1		1				0			1	1	0	0	1	1
Legal Assistant																0				0				0	1	0	0	1
Diesel Service Technology																				0		1		1	0	0	0	0
Microcomputer Information Technology																				0		1		1	0	0	2	2
Small Engines/Machining Year 1																				0				0	0	0	0	0
Small Engines/Machine Year 2																				0				0	0	0	0	0
Graphic Communication Arts																				0				0	0	0	0	0
Welding I																				0				0	0	0	0	0
Welding Technology																		1	1	2				0	0	0	0	0
Filmmaking/video media arts													cancelled for 06-07					1		1	2			2	0	0	0	0
Call Center Specialist																								0	0	0	0	0
Certified Nursing Assistant																						1		1	0	2	0	2
Database Administration																								0	0	0	0	0
Emergency Management Technician																								0	0	0	0	0
Human Services/Social Work																								0	0	0	0	0
Medical Office Technology																								0	0	0	0	0
Network Security																								0	0	0	0	0
Plumbing Technology																								0	0	0	0	0
Writing for the Screen and Stage																								0	0	0	0	0
Total		10		10	1	1	0	2	2	25	6	39	4	6	2	12	0	13	12	25	7	9	7	23	4	4	6	14

*shaded area represents the years each academy was available for Millard students.

The district continues to seek appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

Metropolitan Community College & Tech-Prep Programs: The Career & Technical Educational departments continue to establish and/or revise articulation agreements with Metropolitan Community College (MCC) that allow students to earn advanced status college placement or dual credit for 46 high school programs. Students who complete a two-year program of study at MCC can transfer the degree to most area four-year institutions. In addition to the identified courses, we are pursuing dual credit opportunities in multiple disciplines.

Advanced Standing Credit

Millard Public Schools and MCC maintain an articulation agreement for the following courses. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of 1 or 2 in the course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.

When the Advanced Standing Application is approved by MCC, a notation will be made on the MCC transcript and the student will then register for the next course in the program of study. The transfer credit does not articulate to other colleges or universities. In most cases, if a student completes an MCC degree program, the degree does transfer.

Millard Courses	Metropolitan Community College
504 Computer Keyboarding	INFO 1005 Keyboarding
505 Computer Word Processing	INFO 1013 Keyboarding Skill building
506 Computer Technology Applications	INFO 1001 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELEC 1100 PC Troubleshooting
502 Accounting I	ACCT 1050 Bookkeeping
503 Accounting II	ACCT 1050 Bookkeeping and/or ACCT 1100 Accounting I
512 Marketing I/513 Marketing II	BSAD 1100 Principles of Marketing
527 Child Development	ECED 1150 Introduction to Early Childhood Education
981 CISCO Networking Academy I – Semester 1	ELEC 1200 CISCO Networking Fundamentals
981 CISCO Networking Academy I – Semester 2	ELEC 1210 CISCO Routing Fundamentals
982 CISCO Networking Academy II – Semester 1	ELEC 2220 CISCO Switching and LAN Design
982 CISCO Networking Academy II – Semester 2	ELEC 2230 CISCO Wide Area Networking
525 Culinary Skills	CHRM 1000 CHRM Orientation CHRM 1110 Vegetables & Starch Basics
601 Construction Technology	CNST 1050 Introduction to Carpentry
622 Welding/623 Advanced Welding	WELD 1300 Oxyacetylene Welding (OAW)
640 Engineering Drafting & Design	ARCH 1100 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ARCH 1110 Intermediate AutoCAD or ARCH 1200 Wood frame Architecture
651 Foundations of Computer Graphics	GCAD 1010 Creativity: Concept Development
655 Foundations of Visual Graphics/ 656 Advanced Visual Graphics	PHOT 1110 Basic Photography
500 Personal Finance	FINA 1200 Personal Finance

Dual Credit

Students may earn college credit by completing an MCC Academy. Students who meet the following conditions are eligible to participate in an academy: Must

- Be a high school junior or senior
- Be 16 years old
- Have transportation to and from classes and internship/apprenticeship site
- Complete an application and be selected to participate. (See counselor for application)
- Pay MCC tuition, (current tuition is one half the MCC full time student rate).

835 Theater Technology Apprenticeship Program I	RDLS 1400 Employability Skills THEA 1110 Theater Technology I THEA 2010 Script Analysis THEA 1120 Theater Technology II THEA 1130 Theater Technology III THEA 2982 Coop Study I THEA 2982 Coop Study II
835 Theater Technology Apprenticeship Program II	RDLS 1400 Employability Skills THEA 2110 Theater History I THEA 2120 Theater History II THEA 2160 Principles of Stage Lighting THEA 2150 Stage Rigging THEA 2983 Cooperative Study III THEA 2984 Cooperative Study IV THEA 2985 Cooperative Study V
836 HVAC Program I	RDLS 1400 Employability Skills HVAC 1000 Refrigeration Electrical Theory & Application HVAC 1010 Refrigeration Service Principles & Basic Automatic Controls HVAC 1020 Refrigeration Shop Practices HVAC 1210 Gas Heat RDLS Entrepreneurship
837 Auto Collision Technology – Year 1	RDLS 1400 Employability Skills AUTB 1000 Automotive Welding AUTB 1200 Non-Structural Repair I AUTB 1010 Automotive Welding II AUTB 0981 Technical Academy Internship RDLS Entrepreneurship
838 Automotive Technology – Year 1	RDLS 1400 Employability Skills AUTT 1000 AUTT 1010 Intro to Auto Service & Minor Repair AUTT 1510 Brakes System RDLS Entrepreneurship
838 Automotive Technology – Year 2	AUTT 0981 Internship AUTT 2310 Suspension Systems AUTT 1210 Automotive Electricity and Electronics
841 Career Based Horticulture and Landscaping -	RDLS 1400 Employability Skills HORT 1100 Introduction to Horticulture HORT 1211 Evergreen & Groundcovers: Culture & Identification HORT 1215 Interiorscaping & Houseplants HORT 1112 Annuals: Culture & Identification HORT 1113 Turf Grass Management RDLS Entrepreneurship

842 Criminal Justice	RDLS 1400 Employability Skills CRIM 1010 Introduction to Criminal Justice CRIM 2000 Criminal Law CRIM 2030 Police and Society RDLS Entrepreneurship
843 Electrical Technology	RDLS 1400 Employability Skills ELTR 1200 Basic Electricity ELTR 1210 Residential Wiring I ELTR 2220 Residential Wiring II ELTR 1230 Low Voltage Wiring ELTR 1220 Commercial Wiring RDLS Entrepreneurship
844 Legal Assistant	RDLS 1400 Employability Skills LAWS 1100 Legal Assistant LAWS 1101 Introduction to Law POLS 2060 The Constitution RDLS Entrepreneurship
845 Diesel Service Technology	DESL 0100 Introduction to Diesel Mechanics RDLS 1400 Employability Skills DESL 1100 Diesel Engine Fundamentals DESL 1000 Introduction to Service DESL 2100 Fundamentals of Diesel Transmissions & Torque Converters RDLS Entrepreneurship
846 Microcomputer Information Technology	RDLS 1400 Employability Skills INFO 1002 Intro to Information Technology INFO 1311 HTML/XHTML INFO 1321 Preparing Web Graphics and Multi-media INFO 1316 Dreamweaver I RDLS Entrepreneurship
847 Small Engines/Machining - Year I	RDLS 1400 Employability INCT 1400 Intro to Precision Machine Technology INCT 1304 Small Engine Repair INCT 1410 Precision Lay-Out and Finishing INCT 1420 Basic Engine Lathe INCT 1421 Basic Milling Machine RDLS Entrepreneurship
848 Small Engines/Machining - Year II	RDLS 1400 Employability INCT 1422 Basic Grinding and Machine Setup INCT 2420 Intermediate Lathing INCT 2422 Intermediate Grinding Machines INCT 2421 Intermediate Milling Machines INCT 2410 C.N.C. Milling INCT 2440 Advanced Machining Process RDLS Entrepreneurship
849 Graphic Communication Arts	RDLS 1400 Employability Skills ARTS 1010 Drawing and 2-D Design GCAD 1010 Creativity: Concept Development GCAD 1020 Intro to Computer Methods RDLS Entrepreneurship
852 Welding Technology – Year I	RDLS 1400 Employability Skills WELD 1010 Print Reading & Layout for Welders I WELD 1200 GMAW (MIG) Steel I WELD 2200 GMAW (MIG) Steel II DRAF 110a AutoCAD Fundamentals I WELD 2240 Flux-cored Arc Welding RDLS Entrepreneurship-

853 Welding Technology-Year II	WELD 2241 Flux-cored Arc Welding II WELD 1020 Print Reading & Layout for Welders II WELD 2220 GMAW (MIG) Stainless WELD 2230 GMAW (MIG) Aluminum DRAF 110b AutoCAD Fundamentals II WELD 1700 Introductory Fabrication
854 Digital Cinema/Filmmaking	RDLS 140A Employability PHOT 1500 Moving Image Lab PHOT 1710 Intro to Scriptwriting PHOT 1510 Video I PHOT 1620 Audio I
855 Call Center Specialist	RDLS 1230 Career Planning INFO 1008 Business Office Communication INFO 1010 Customer Service Skills INFO 1216 Call Center Operations I INFO 1226 Call Center Operations II
856 Certified Nursing Assistant	HIMS 1110 Health Management HLTH 1000 Cardiopulmonary Resuscitation HLTH 1200 Long Term Care/Certified Nursing Assistant HIMS 1150 Medical Law & Ethics
857 Database Administration	RDLS 1230 Career Planning INFO 1003 Intro to Computer Programming INFO 1620 Database Design, Implementation & Management INFO 2630 Structured Query Language INFO 2640 Oracle PL/SQL Programming
858 Emergency Management Technician (EMT)	HLTH 1000 Cardiopulmonary Resuscitation HIMS 1120 Medical Terminology I HIMS 1310 Introduction to Anatomy and Physiology HLTH 1100 EMT Basic
859 Human Services/Social Work	HMSV 1010 Introduction to Human Services SOC1 1010 Introduction to Sociology HMSV 1110 Interpersonal Communication Skills PSYC 1010 Introduction to Psychology HMSV 1120 Helping Skills/Techniques HMSV 1150 Introduction to Community Resources
861 Medical Office Technology	RDLS 1230 Career Planning HIMS 1110 Introduction to Health Management HIMS 1150 Introduction to Medical Law & Ethics HIMS 1120 Medical Terminology I HIMS 1130 Medical Terminology II RDLS 1230 Career Planning
862 Network Security	INFO 2805 Network & Information Security Basics INFO 2806 Network Attacks, Intrusions and Penetration Testing INFO 2807 Web & Server Applications Security INFO 2810 Security Planning: Assessment, Analysis and Implementation
863 Plumbing Technology	RDLS 1230 Career Planning INCT 1303 Basic Plumbing INCT Residential Plumbing INCT Commercial Plumbing
864 Writing for the Screen and Stage	ENGL 1320 Creative Writing THEA 2010 Script Analysis THEA 2020 Fundamentals of Acting I THEA XXXX Intro to Playwriting THEA XXXX Playwriting Adaptations THEA 2900 Great Plains Theatre Conference

Community and Schools Volunteer Report 2007-2008

Student Volunteerism

United States Government and Economics students are required to complete ten hours of community service by volunteering for one or more non-profit organizations with a 501(c)3 status from the federal government, government agencies, or schools, with a maximum of five hours at any one or more schools. Students are encouraged to find community service experiences that reflect their personal interests or to explore career options.

This year 1,438 students took Government class, and 1,215, or 84%, completed the requirement. The 223 students who did not complete the requirement had their grades lowered by one level. Eight of the 1,438 students who took the class (.6%) failed as a result of the lowered grade.

Volunteer Recognition

Various non-profit organizations throughout the metropolitan area honor their outstanding volunteers each year. A few Millard high school students usually are among those honored. This year three Millard West students, David Applegarth, Lyndsey Thompson and Anna Osborn, and a Montclair volunteer, Jim Huffman, were nominated for United Way of the Midlands volunteer awards. All four received recognition. David Applegarth and Mr. Huffman received awards in the Education category and Lyndsey Thompson in the Youth category. Anna Osborn was named Volunteer of the Year.

Adult Programs

An estimated 3,915 individuals volunteered to work one or more hours in the classroom this year. Most volunteers are parents who donate their time in the schools their child attends. Most work on a one-time basis, but some, such as the TeamMates mentors, volunteered multiple times.

Fifteen community members, individuals with no children or grandchildren in the district, submitted classroom volunteer applications. Following criminal and child abuse and neglect checks, all applications were approved.

This year Millard's volunteers provided an estimated 11,745 hours of service, or an average of three hours per person. Using *The Independent Sector's* most recent estimated dollar value of \$15.37 per hour for volunteer labor in Nebraska, based on Department of Labor statistics, Millard's classroom volunteers contributed the equivalent of approximately \$180,521 to the district.

Millard Educational Program
Seven Year Curriculum/Program Cycle: PreK-12

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<i>Language Arts</i>	K-12: Phase I	K-12: Phase II	K-5: Phase III 6-12: Phase III-R	K-5: Phase IV 6-12: Phase IV-R 6-12: Phase III-E	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Math</i>	K-12: Phase III-R 9-12: Phase II-E	K-12: Phase IV-R 9-12: Phase III-E	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>Science</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV
<i>Social Studies</i>	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III 9-12: Phase III-E	K-12: Phase IV 9-12: Phase IV-E Phase III-R	K-12: Phase IV	K-12: Phase IV
<i>Art</i>	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Business</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III	6-12: Phase IV	6-12: Phase IV
<i>Computer Applications</i>	6-8: Phase IV	6-8: Phase IV	6-8: Phase IV	6-8: Phase I	6-8: Phase II	6-8: Phase III	6-8: Phase IV
<i>Computer Science</i>	9-12: Phase IV	9-12: Phase IV	9-12: Phase IV	9-12: Phase I	9-12: Phase II	9-12: Phase III	9-12: Phase IV
<i>Counseling</i>	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>ELL</i>	K-12: Phase III/IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III
<i>Family Consumer Science</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III
<i>HAL</i>	K-12: Phase I/II	K-12: Phase II/III	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>Health</i>	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II
<i>Industrial Technology</i>	6-8: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III	6-12: Phase IV	6-12: Phase IV
<i>Information Literacy Media</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III
<i>Life Skills</i>	K-12: Phase III	K-12: Phase III/IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I
<i>Music – Instrumental</i>	4-12: Phase IV	4-12: Phase IV	4-12: Phase IV	4-12: Phase I	4-12: Phase II	4-12: Phase III	4-12: Phase IV
<i>Music – Vocal</i>	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV
<i>Physical Education</i>	K-12: Phase IV	K-12: Phase I	K-12: Phase II	K-12: Phase III	K-12: Phase IV	K-12: Phase IV	K-12: Phase IV
<i>World Language</i>	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase IV	6-12: Phase I	6-12: Phase II	6-12: Phase III

E = Elective R = Required

Phase I: Preparation & Research Phase II: Design & Development
Phase III: Implementation Phase IV: Management

Revised 5/08

MILLARD PUBLIC SCHOOLS CURRICULUM MODEL

PHASE I - PREPARATION AND RESEARCH

1. Determine composition of core committees and subcommittees
2. Develop leadership training for members of committees and subcommittees and plan for communication with all constituencies
3. Review the district Strategic Plan, Essential Learner Outcomes, and the Millard Educational Program and the K-12 Content Frameworks
4. Research and synthesize trends regarding curriculum/instruction/assessment, subject area trends, state and international standards, state law and Nebraska Department of Education guidelines.
5. Preview resources available that may support outcomes and enabling objectives
6. Use data collected in the needs analysis conducted in Phase IV
7. Develop K-5, 6-8, 9-12 Philosophy (Mission) Statement and Belief Statements

PHASE II – DESIGN AND DEVELOPMENT

Utilize Philosophy, Beliefs, Best Practices Information, and Needs Analysis to:

1. Develop scope and sequence of K-12 level and course outcomes
2. Develop scope and sequence of K-12 enablers for each level/course.
3. Develop assessments for level/course outcomes
4. Identify instructional materials and resources
5. Conduct necessary field tests or pilots
6. Conduct cost-benefit analysis to establish program budgets
7. Make appropriate resource decisions
7. Obtain approval of Curriculum Frameworks by Board of Education
8. Develop curriculum guides
9. Devise implementation plans, including staff development as needed
10. Share newly adopted curriculum with appropriate constituents

PHASE III - IMPLEMENTATION

1. Allocate district resources
2. Provide district staff development including best practices and most effective strategies
3. Implement program utilizing new curriculum guides and Frameworks
4. Review and revise curriculum guides as needed
5. Develop Essential Learner Outcomes and/or benchmark assessments

PHASE IV – MANAGEMENT

1. Monitor alignment between/among outcomes, enabling objectives, and assessments
2. Collect student and program assessment data to determine additional or alternate program needs
3. Provide resources and staff development as needed to refine program
4. Conduct cost-benefit analysis to maintain program budgets

Language Arts

PreK-12

Phase I

- Core Committee identified six critical issues, participated in a data retreat, and vendor presentations
- Six subcommittees were formed; researched reading in authentic contexts, writing in authentic contexts, intervention, 21st Century literacy, technology, and oral communication
- Data Retreat was conducted to analyze current assessment data and identify strengths and weaknesses
- Subcommittees identified critical elements from the research to judge program components during vendor presentations
- Programs that met the critical elements from the research to judge program components during vendor presentations
- Programs that met the critical research elements were identified and will be studied during the 2008-09 field study
- Facilitated Vertical Team alignment meetings

K-5

Reading Intervention (READ, Primary Title & K/1 Intervention)

- Presentation of grade level and building presentations on strategies for using primary and intermediate informational text
- Book study: Fountas & Pinnell Comprehension and Fluency
- Research Review and initial work with Response to Intervention Framework
- Review and modification of all Title I program forms, including parent compact
- Professional Development: phonemic awareness, print awareness, Reading First strategies, early intervention and initial work with Response to Intervention framework
- Book study: Richard Gentry Breaking the Code
- Planning for 207-2008 parent component
- Member of Nebraska Department of Education Committee of Practitioners
- Redesign the Title I Parent Involvement building policies and procedures
- Develop and implement reteaching modules for grades 3-4-5 reading

6-12

English - Phase I

- Training in 6 traits for teachers new to Language Arts
- STAR grant training in 6-Traits for non Language Arts teachers new to MPS
- 6-Trait training provided for Language Arts teachers new to MPS
- Established inter-rater reliability for middle school speaking assessment
- Established cut score for middle school speaking assessment
- Implemented Phase I: core committee and research subcommittees

6-12

Reading - Phase I

- Monitored Field Studies of reading programs at CMS
- Began vertical articulation
- Field testing intervention programs in reading at middle school
 - Developed and implemented reteaching modules for grades 6-7-8-9 reading

Math

K-5

Phase III

- Completed Phase III implementation of Scott Foresman Addison Wesley
- Principal staff development sessions to support implementation and supervision
- Fall Workshop Staff Development for all elementary teachers
- MLK Day Staff Development sessions.
- Staff Development for the math program technology components (exam view, successnet, Mind Point, Digital Learning)
- Developed the Table of Specifications for grades 2 and 4 Math ELO Assessments
- Assisted Planning & Evaluation in writing 2nd & 4th grade math ELO Assessments
- Standard setting for 2nd and 4th grade math ELO Assessments
- Revisions to 3rd and 5th Math ELO
- Developed and implemented reteaching modules for grades 3-4-5 math
- Facilitated Vertical Team alignment meetings

6-12

Phase II/III

- Completed textbook selection for the high school math courses
- Completed adoption and purchase of all new materials
- Finalized and revised all course outcome assessments and curriculum guides
- Created Night School curriculum for Algebra I
- Proved “opportunity to learn” with the NDE Mathematics Portfolio Review
- Coordinated with Planning and Evaluation on the development, pilot, and implementation of the Math 7 Table of Specifications and ELO Assessment
- Developed Learning Modules for the Math 6, 7, 8 and 10 reteaching opportunities
- Revised the middle level math placement based on the triangulation of data including Orleans-Hanna, Terra Nova, and ELO assessment results
- Facilitated Orleans-Hanna testing in all elementary buildings
- Developed 194th Day staff training for basic and advanced interactive whiteboard courses
- Held two Math Vertical Team meetings – Fall and Spring
- Established singleton PLCs for AP Calculus AB/BC and Statistics
- Will continue technology training and text support training during fall workshop

Science

K-5 (includes Health)

Phase IV

- Science sample assessments tied to objectives were developed for each grade, and teachers were shown how to develop own using objectives, Examview and SuccessTracker
- Facilitated NSTA Webcasts to help teachers gain content knowledge
- Created staff development i-movies for teachers/ principals to see model teaching
- Participated in State Science committee to develop a plan for improving quality of science teacher preparation in the state
- Developed Table of Specifications for 5th grade ELO assessment with lesson connections
- Pilot written and online version of 5th grade ELO assessment
- Standard Setting for grade 5 ELO Assessment
- Selection of new Health curriculum materials
- Health materials ordered and curriculum guides developed
- Revised 5th grade Human Growth and Development unit
- Vertical Team alignment

6-12

Phase IV

- A new eleventh grade science ELO assessment was piloted in September and early October and implemented in late October. Standard setting was held in November.
- Converted all secondary science curriculum guides to a new Word format and posted on the district Intranet
- Revised Human Physiology course assessments
- The AP Science Vertical Team met in December and April
- Revised the Science Safety Procedures Manual; reviewed by central office personnel and Jim Woodland, NDE Director of Science Education; and is ready to be posted on the district Intranet
- Annual science chemicals inventories were conducted in each secondary building and forwarded to Ed Rockwell who then forwarded them to the fire marshal.
- Updated inventory of science safety equipment in each secondary building
- Two teachers attended NSTA national conference in Boston in March

Social Studies

K-5

Phase IV

- Teacher participation in TAHG
- Review of online maps programs and developed curriculum connections to selected Rand McNally program and potential
- Safari Montage resources for each unit
- Preparation for Phase I PreK-12 Social Studies 2008-09
- Vertical Team alignment

6-12

Phase IV

- The 5-12 AP Vertical Teams for United States History met in October and April. The Skills/Concepts/Grade Level Indicator Chart was revised
- Collaboration between UNO and our AP[®] Dual Enrollment Social Studies courses continued to expand. As part of the collaborative efforts, the UNO History Department provided funds for enrichment experiences for teacher and their students and will also purchase a SmartBoard for one AP history classroom per high school.
- Staff development focused on best practices, diversity and global issues
- All 9th Grade US History, AP[®] US History and Ethnic Studies staff participated in the “Echoes: Reflections of the Holocaust” training at the JCC
- The Millard/MOEC Teaching American History Grant’s final semester focused on immigrants. There were 14 middle and high school participants. The grant provided funds to support teaching, instruction, enrichment and curriculum for 5-12 staff that have a teaching focus on American History.
- Six secondary staff members participate in the International Symposium at Kearney in March
- A new 8th Grade American History ELO assessment was developed, cutscores determined and taken to the Board of Education for approval
- Two new Advanced Placement[®] courses were developed. AP[®] Human Geography will be a yearlong course offered for 10-12th grade students. AP[®] Comparative Politics and Government will be a semester course offered to 11th and 12th grade students.

Technology

Technology

K-5

Phase II/III/IV

- Redesign of grade K & 1 report card for use in IC
- Grades 2-5 implemented Parent Portal within IC
- SuccessTracker, Exam View, Mind Point, E-Tools for science and math
- Harcourt online assessment support provided
- AIMSweb Benchmark System was added for grades K-1 Reading
- Safari Montage
- Rand McNally Maps online
- Support online 5th grade Science ELO Assessment

Computer Applications

6-8

Phase IV

- Continued to monitor schedule adjustment impact at the middle level
- Continued to provide support though Computer Applications teachers in partnership with Media Specialists for expanded use of Gaggie e-mail features and the integration of technology in middle level classrooms in the district.
- Revised course outcome assessments
- Prepared for the transition to Office 2007 Suite. Teachers will participate in training during Fall Workshop 2008

Computer Science

9-12

Phase IV

- Continued monthly PLC meetings
- Received AP Course Audit approval
- Provided staff development for Gridworld

Industrial Technology

6-12

Phase IV

- Provided staff development on updated technology and software and best practices
- Reviewed course assessments and grading criteria
- Hexter and course audits were conducted at the middle and high school levels on MLK Day. The information will be used in our last year of Phase IV as the foundation for research and needs assessments
- Reviewed and revised 9-12 course assessments
- A singleton PLC continued for 6-8 IT staff
- A singleton PLC was implemented for CAD, Metals and Woods at the high school
- CAD labs had their software program upgraded with staff development provided to staff
- High school staff attended and participated in the monthly “Dream It, Do It” consortium with local businesses
 - School to career programs and connections were expanded with community members

Physical Education

K-12

Phase IV

- All K-12 staff were provided district level and MEP support with the Fitnessgram 8.0 health-related PE software program, to include specialized reports to support several PE PLCs
- Quarterly newsletter for elementary staff
- All 4-12 students enrolled in PE classes received printed and individualized Fitnessgram 8.0 assessments. Copies were sent to parents.
- District MEP designated staff development focused on transitioning, best practices and research in preparation of Phase I of the curriculum cycle
- All 6-8 staff participated in a singleton PLC group
- K-5 staff worked on a monthly PE PLC
- K-5 PE staff all developed iShare accounts to better communicate with parents/community
- Students receiving Adaptive Physical Education services took the Brockport Fitness Assessment.
- Collaboration efforts with UNO Health, Physical Education, and Recreation department were expanded for pre-service and PE majors at all three levels
- A non-AP[®] dual enrollment course was approved through collaboration with UNO's HPER Department. The Sports Injury and Training Internship course has been articulated with UNO's Sports Injury and Training course. Implementation will take place fall 2008.

Business Education

9-12

Phase IV

- Adjustments made to offer A.P. Marco Economics as a Business Elective, moved from Social Studies
- Changed Marketing Internship from Pass/Fail to Graded Status. A grading rubric was established.
- Reviewed and revised all course assessments as needed.
- Aligned skills from middle level computer applications to computer technology applications were reviewed and modifications in instructional strategies were made.
- Prepared for the transition to Office 2007 Suite. New textbooks are ordered and training for teachers will occur during Fall Workshop 2008.

Music

K-5

Phase IV

- Attendance at Nebraska Music Educators Conference
- PLC teams met monthly on first Wednesday of each month
- Implemented iShare pages that provided monthly information related to music education

4-12

Phase IV

- Singleton PLCs were implemented for 4-5 Band and 4-12 Orchestra
- A singleton PLC was implemented for AP Music Theory
- Singleton PLCs continued for 6-8 Vocal and Instrumental staff
- Framework revisions were done in 6-8 Vocal, 6-8 Band and 4-8 Orchestra to include assessments
- Curriculum guides and course time lines revisions were done in 6-8 Vocal, 6-8 Band and 4-8 Orchestra
- Department heads and selected staff participated in the “Religious Diversity Training for Educators” facilitated by Project Interfaith
- Staff development focused on transitioning, advocacy and promoting our programs at the earliest entry level

Art

K-12

- A representative group of 6-8 art teachers met to review the need for possible curriculum adjustments due to the middle level schedule and determined minor changes for next year
- All 6-8 art teachers participated in a Singleton PLC group
- Implemented high school Singleton PLC groups
- All middle school and high school art departments displayed student art work at DSAC. Elementary art and classroom teachers also sent work for display.
- Secondary art teachers participated in various city, state, and national art competitions and shows.
- Staff development opportunities in production and technology were provided for K-12 art teachers during Fall Workshop and MLK Day
- The elementary Art Smart web site was updated by Jacen Lefholtz
- Art curriculum information was presented at elementary New Teacher Meetings
- A small group of secondary art teachers attended the National Art Education Association national conference in preparation for Phase I

Family & Consumer Science

6-12

Phase III

- Teachers collaborated to share best practices
- Finalized course outcome assessments

Health

6-12

Phase III

- Teachers implemented new curriculum and new resources
- Course outcome assessments were finalized
- Created curriculum guides for all courses. Teacher resources were shared via interactive files on a compact disk and a shared folder for middle level curriculum.
- New materials for parent meetings were developed and implemented.
- Teachers participated in training on prevention of risky behaviors (alcohol).

World Language

K-5

Decision to delay world language at the elementary level.

6-12

Phase IV

- All world language teachers met in language-specific teams to review and update their proficiency documents, textbook targets and curriculum guides. In addition, teachers of some courses improved the rubrics for their course assessments.
- Reviewed and improved the placement process for eighth grade world language students transitioning to ninth grade.
- Provided resources for the “bubble” of students in second level world language courses. Determined needs for “bubble” of students in next year’s third level world language courses.
- Monitored the impact of Aldrich Spanish courses on middle level curriculum.
- Reviewed enrollment numbers and determined that a fifth year Spanish course is not needed at this time; will continue to review these numbers.
- Determined that a one-year Spanish for some eighth grade students, primarily those seventh graders who moved into the district too late to enroll in and/or succeed in the language course, was needed.
- The AP World Language Vertical Team met in November and April.
- Facilitated the AP Audit process for AP Japanese. The course was authorized.
- Two world language teachers attended the ACTFL national conference in San Antonio in November.
- Arranged for all German teachers to try out SharePoint web-based software as a collaboration tool during the 2008-2009 school year. Half-day training and full-day collaboration occurred on June 3-4, 2008.

Counseling

PreK-12

Phase II

- The Counseling Framework was approved by the Board of Education on April 7, 2008
- Counselors are completing implementation plans this summer
- New curriculum and new resources will be implemented in the fall of 2008
- Counselors participated in counseling specific PLC training sessions
- Counselors implemented Nebraska Career Connections to support middle level and high school career planning

Life Skills

K-12

Phase III

- Life Skills Report approved by the BOE in June, 2007
- Implemented the new Life Skills student self-assessments and parent surveys at the secondary level at 8th and 10th grades only. Provided administrators with ancillary documents that supported both
- Life Skills student self-assessment and the parent survey were tested at Sandoz and Willowdale elementary schools with 5th grade only. The life skills documents and process will be implemented at all elementary schools next year. Also met with the principals from Sandoz and Willowdale to explore changes in the documents and process for the next year
- Reviewed the Life Skills documents and the process with a committee of secondary administrators and teachers in March
- Worked with technology to develop a process for electronic versions of the student self-assessment and the parent survey to be implemented in 2008-09
- Elementary and middle level committees worked on the Life Skills Resource Guide

Diploma Paths

Beginning with this year's senior class, high school students in the Millard Public Schools had the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there were two categories of diplomas that students were able to select. One diploma path, the Liberal Arts path, specifically addressed the needs of students who planned to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focused on the needs of students who planned to specialize in a particular career field. In the Specialty areas, student had to complete an approved sequence of study in a career field. These students may have also planned on participating in post-secondary education opportunities.

Both paths included incentive categories by which students were able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories were labeled *Commended* and *Distinguished*.

During this first year of recognition, it was decided that a certificate of achievement would be sent to each student who successfully completed his or her selected diploma path and a letter would be mailed to both the students and his or her parents in recognition of this accomplishment.

A total of ninety-seven 2008 graduates successfully completed a diploma path with seven of them completing both a Liberal Arts path and Specialty path.

	Liberal Arts Commended 3.0 Overall	Liberal Arts Distinguished 3.5 Overall	Specialty Commended 3.0 in Area 2.0 Overall	Specialty Distinguished 3.5 in Area 2.5 Overall
MNHS	13	19	11	4
MSHS	4	9	3	7
MWHS	4	20	2	8
	21	48	16	19

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

	Business	Family & Consumer Science	Fine & Performing Arts	Industrial Technology	Technology
MNHS	1	0	10	4	0
MSHS	1	0	6	0	3
MWHS	1	1	8	0	0

Early Childhood Report 2007-2008

FAMILY RESOURCE CENTER

The Millard Family Resource Center is located in one of the cottages at Echo Hills. The center is funded by Below Age 5 Early Childhood Special Education Flex Funds. The center provides materials for families with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, and materials for childcare homes or home school activities. The center is staffed by a family specialist who is available to assist families in selecting materials and information for their child's development. The center is open an average of 15 hours per week, including three hours on two Saturday mornings each month.

The center currently has 290 active members. Membership fee is \$15.00 for six month. Scholarships are available for those families who qualify for free or reduced lunches and at the recommendation of Early Childhood Special Education staff. Families can check out three toys, one puzzle, five children's books and one parent education resource at each visit for two weeks. The membership fees support the center for replacement and day to day operations. The family specialist is a certified teacher with an early childhood endorsement, who also supports the Partners With Providers Program.

PARTNER WITH PROVIDERS

This is the seventh year of operation for this program and is funded by the Below Age 5 Early Childhood Special Education Flex Funds. Partner With Providers is the childcare component of Parents as Teacher Program of Missouri. There are 1.5 FTE of certified Parents as Teacher instructors that provide literacy and language information to childcare providers and parents that helps prepare the children to be ready for a successful school experience. The childcare homes are visited at least once monthly. The teacher models literacy/language skills for the provider while working with the children in the home. The group of children is analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the provider and allow them to receive up to nine in-service hours for state certification as a licensed childcare provider. Educational toys, books, and other materials are rotated in and out at each visit. Twenty-nine home childcare providers and 204 children were served this year. Thirteen children were identified to be tested by Early Childhood Special Education.

PRESCHOOL PROGRAMS

All Preschool Programs are alignment with Nebraska Department of Education Rule 11 and Special Education Results Matters criteria. All preschool programs utilize the Creative Curriculum Framework. Preschool teachers and paraprofessionals participated in monthly staff development and preschool principals met regularly throughout the year to provide curriculum support. A comprehensive assessment program is also in place utilizing the Creative Curriculum Developmental Continuum, along with external program quality evaluations from NDE. The District is now receiving state aid for our two former grant funded preschool programs (Cody Earlystart and Sandoz ELL programs). Our remaining preschool programs (Title I, ECSE, Montessori) are working to meet year 3 of compliance in order to be eligible to receive state aid in 2009-20010 as set forth by LB 577.

Title I/Parent Pay Preschools are located at Bryan, Disney, Holling Heights, Neihardt, Norris, and Rockwell Elementary Schools. The program serves 4-year olds who will enter kindergarten the following year. There were 178 students enrolled this year. The partnership with the Millard Public

Schools Foundation allows the parent-pay portion to operate through the Foundation and not impact the general fund budget. The Early Start Preschool Program is located at Cody Elementary. It continues to be a successful program for Head Start eligible students. This program operates five days a week from 9:00 a.m. to 2:15 p.m. The students are provided breakfast and lunch each day. The program follows the same format as the parent pay program. English Language Learner (ELL) Preschool Program is located at Sandoz Elementary. This program serves 18 children of which 100% are ELL. Children attend from 8:45 a.m. to 3:15 p.m. The program incorporates a parent education program. Parents attend two preschool sessions per month. During these sessions parents learn about the Millard Public Schools education system and are also informed about services in the community/Metro. These sessions also give parents an opportunity to observe their children in the classroom, attend field trips, and learn about activities that they can do at home to support their children so they will be successful in school.

Montessori Preschool Day Care Program is located at Montclair and Norris Elementary Schools. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program. The Montclair program continues to be self-supporting with 56 children and Norris with 30 children. The majority of these students continue in the school-age Montessori Program. The before and after school program is now operated by the Millard Public Schools Foundation. The school day parent-program flows through the Millard Public Schools Foundation.

TRANSITION TO KINDERGARTEN

Strategy 6 of the District Strategic Plan contains three action plans related to transition to kindergarten. These action plans were implemented during the 2006-07 school year and have continued during 2007-08. They included providing two parent sessions and one community provider session in November of each year for potential kindergarteners for the next school year. Information was also mailed to all families and community providers that included suggested activities to help children transition to kindergarten.

Parent Information Nights: Over 1350 families with children that will be eligible for kindergarten in 2007-2008 received information about MPS Kindergarten programs along with notification about parent information sessions. Parent sessions, conducted by a team of kindergarten teachers and a Family Resource Specialist, focused on providing families with information regarding Kindergarten expectations along with strategies for parents to help support their children at home.

Community Preschool and Daycare Home Information Nights: A team of kindergarten teachers and a Family Resource Specialist provided area day care and preschool providers with information about Millard's Kindergarten curriculum and expectations during a November meeting. A focus on early literacy provided participants with strategies to support the young children in their day care/preschool settings.

Parent Meeting for Kindergarten Round-up: All buildings continue to use the district parent night agenda and information packets that were designed by a group of district Kindergarten teachers and principals. This provides continuity throughout the district as parents begin forming their relationships with Millard Public Schools.

Early Entrance to Kindergarten: The children being tested have birthdates that range from October through January, turning five during the second quarter of school. The assessments and cutscores are an extension of the district Acceleration Procedures used for grade acceleration at the elementary level.

English Language Learner Program 2007-2008

The English Language Learner (ELL) Program has continued to grow and establish itself as an integral part of the Millard Public Schools. In an effort to be in compliance with No Child Left Behind and the Office for Civil Rights, we have continued to identify research-based methods and strategies that promote student achievement as well as update processes, procedures and forms to facilitate the program.

Student Achievement

Our number one priority is student achievement. It is commendable that 38 LEP/ELL students have met the requirements of the ELL Program during the course of this school year. Students must meet two of three objective criteria to be eligible to exit the program, which include testing proficient on a standardized language assessment, performing well on quarterly writing samples, and passing ELOs.

Typically, students in ELL Levels 3 through 5 participate in ELO assessments. Sometimes, a student in ELL Levels 1 or 2 may participate. On June 16, the data available in Infinite Campus showed that 150 students participated in the Analytical Writing Assessment this school year. Of those 150 students, 117 (78%) met the cut score for proficiency. Data on the Reading ELO was unavailable at the time of this report.

Demographics

Languages spoken other than English: 30

Arabic, Bengali, Bosnian, Chinese, Chuukese, Creole, Ewe, French, German, Hindi, Hmong, Idu, Khmer, Korean, Nepali, Nilo-Saharan (Nuer), Persian, Pohnpeian, Portuguese, Pushto, Russian, Somali, Spanish, Swahili, Tagalog, Telugu, Thai, Turkish, Ukrainian, Vietnamese

Languages spoken by percentage:

Spanish	57%
Vietnamese	6%
Chinese	4%
Russian	4%
Arabic	3%
French	3%
Nilo-Saharan (Nuer)	3%
Persian	3%
Other	17%

ELL Program Sites

Holling Heights Elementary School
 Montclair Elementary School
 Sandoz Elementary School
 Willowdale Elementary School
 Millard Central Middle School
 Millard South High School

Students Receiving Services

School	Total No. of Students Served
Abbott Elementary	3
Andersen Middle	1
Cody Elementary	1
Disney Elementary	4
Holling Heights Elementary	40
Kiewit Middle	1
Millard Central Middle	30
Millard North High	1
Millard South High	39
Montclair Elementary	34
Middle School Alternative Program	1
Sandoz Elementary	48
Willowdale Elementary	39
Total	242

Total number of limited English proficient (LEP) students enrolled in MPS: 327

Total number of LEP students who actively participated in the ELL Program at an ELL Program site: 230

Total number of students receiving services in a building other than an ELL Program site: 12

Total number of students tested who did not initially qualify for services: 66

Special Education

Total number of LEP students also verified with a disability: 62

Accomplishments

- Continued to collect and analyze data pertaining to student achievement
- Continued to assess student progress in writing by administering, scoring and analyzing quarterly writing samples
- Implemented use of student progress rubric/checklist to monitor student progress
- Revised student progress rubric/checklist to match standards for K-2, 3-5 and 6-12
- Determined alternate assessment in reading to meet STARS and AYP requirements
- Established means for students with verified disabilities to meet ELL Program requirements
- Continued to monitor and promote growth among LEP students who do not actively participate in ELL Program
- Continued to support the implementation of MIM
- Produced written program action plan to meet requirements of the Office for Civil Rights and Title III
- Provided activities for immigrant and ELL students through Immigrant Education Grant
- Increased meaningfulness of work done through PLCs
- Increased use of technology in ELL classrooms
- Provided training in Sheltered Instruction Observation Protocol (SIOP) for mainstream teachers
- Improved collection and storage of data for reporting on ELDA

- Continued supporting mainstream teachers successfully working with ELLs
- ELL was represented and participated on the District K-12 Math Vertical Team, High Ability Learners, and Language Arts Core Committees
- Several evening enrichment opportunities were held for ELL students and their families funded by the Immigrant Education Grant
- Met with Special Education personnel to review procedures for ELL students who are also identified SPED
- Practiced ongoing review of research on best practices for teaching LEP students
- Met regularly with Planning and Evaluation to coordinate activities
- Participated in professional development activities

Goals

- Continue to collect and analyze data pertaining to student achievement
- Continue to assess student progress through the use of rubric/checklists and quarterly writing samples
- Utilize Infinite Campus grade book for storing student writing sample data
- Revise alternate assessments in Science and Social Studies to meet STARS and AYP requirements
- Continue to monitor and promote growth among LEP students who do not actively participate in the ELL Program
- Provide activities for immigrant and ELL students and families through Title III Immigrant Education Grant
- Continue to develop our Professional Learning Community
- Increase use of technology in the ELL classroom
- Continue to provide training in the Sheltered Instruction Observation Protocol (SIOP) for mainstream teachers
- Begin to develop content area placement tests as required by NCLB

Professional Development

Activity	Name	Date(s)
Intensive Spanish for Educators	Jennifer Reid	8/22/2007
Staff Development Facilitator Training	Suzy Heffron	8/24/2007
Hispanic/Latino Summit -- Lincoln	Cathy Wollman	9/26/2007
Hispanic/Latino Summit -- Lincoln	Maria Hicks	9/26/2007
Hispanic/Latino Summit -- Lincoln	Mariela Chavoya	9/26/2007
Hispanic/Latino Summit -- Lincoln	Steve Carlson	9/26/2007
OPS ESL Fall Conference	Cathy Wollman	10/20/2007
OPS ESL Fall Conference	Deb Conyers	10/20/2007
OPS ESL Fall Conference	Doreen Nelson	10/20/2007
OPS ESL Fall Conference	Jennifer Reid	10/20/2007
OPS ESL Fall Conference	Maria Hicks	10/20/2007
OPS ESL Fall Conference	Pam Erixon	10/20/2007
OPS ESL Fall Conference	Suzy Heffron	10/20/2007
OPS ESL Fall Conference	Trudy Roberts	10/20/2007
English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Deb Ady	10/29/2007

English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Jennifer Reid	10/29/2007
English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Matt Rega	10/29/2007
English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Susan Kelley	10/29/2007
English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Terry Houlton	10/29/2007
English Language Learners At School: A Guide for Administrators -- Rebecca Freeman	Vicki Kaspar	10/29/2007
Using Guided Reading, Literature Circles and Explicit Skills Instruction to Help Every Student Become a More Successful Reader -- Bureau of Education and Research	Cindy Wallace	10/30/2007
Using Guided Reading, Literature Circles and Explicit Skills Instruction to Help Every Student Become a More Successful Reader -- Bureau of Education and Research	Lorene Larsen	10/30/2007
Common Formative Assessment Workshop	Jennifer Reid	11/29/2007
Common Formative Assessment Workshop	Maria Hicks	11/29/2007
Alignment of ELL Goals and Outcomes to State Standards	Cathy Wollman	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Cindy Wallace	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Deanna Townsend	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Doreen Nelson	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Jennifer Reid	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Judy Johnson	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Lisa Engel	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Lorene Larsen	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Maria Hicks	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Pam Erixon	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Shannon Cooley-Lovett	1/21/2008
Alignment of ELL Goals and Outcomes to State Standards	Suzy Heffron	1/21/2008
OPS ESL Spring Conference	Lisa Engel	3/15/2008
OPS ESL Spring Conference	Maria Hicks	3/15/2008
OPS ESL Spring Conference	Suzy Heffron	3/15/2008
2nd Annual Collquia on Language Teaching -- UNO	Maria Hicks	3/29/2008
HAL ESU Consortium	Pam Erixon	4/18/2008
MAC II Match to Standards	Cathy Wollman	6/3/2008

MAC II Match to Standards	Cindy Wallace	6/3/2008
MAC II Match to Standards	Deanna Townsend	6/3/2008
MAC II Match to Standards	Doreen Nelson	6/3/2008
MAC II Match to Standards	Jennifer Reid	6/3/2008
MAC II Match to Standards	Judy Johnson	6/3/2008
MAC II Match to Standards	Lisa Engel	6/3/2008
MAC II Match to Standards	Lorene Larsen	6/3/2008
MAC II Match to Standards	Maria Hicks	6/3/2008
MAC II Match to Standards	Pam Erixon	6/3/2008
MAC II Match to Standards	Shannon Cooley-Lovett	6/3/2008
MAC II Match to Standards	Suzy Heffron	6/3/2008
Separating Language Difference and Disability -- Carson, IA	Doreen Nelson	10/11/2007 - 10/12/2007
Separating Language Difference and Disability -- Carson, IA	Judy Johnson	10/11/2007 - 10/12/2007
Separating Language Difference and Disability -- Carson, IA	Shannon Cooley-Lovett	10/11/2007 - 10/12/2007
Heartland Latino Leadership Conference	Mariela Chavoya	11/8/2007 - 11/9/2007
Informal Reading Inventory Training	Maria Hicks	12/12/2007, 1/14/08
Sheltered Instruction Observation Protocol (SIOP) Training	Maria Hicks	12/18/07, 1/15/08, 2/19/08
Iowa Culture and Language Conference	Cathy Wollman	2/18/08 to 2/20/08
Iowa Culture and Language Conference	Doreen Nelson	2/18/08 to 2/20/08
Iowa Culture and Language Conference	Maria Hicks	2/18/08 to 2/20/08
Iowa Culture and Language Conference	Shannon Cooley-Lovett	2/18/08 to 2/20/08
NAG Conference	Pam Erixon	2/28/08 to 2/29/08
SIOP I Institute	Ann Gapinski	3/13/2008 to 3/15/2008
SIOP I Institute	Doreen Nelson	3/13/2008 to 3/15/2008
Curriculum and Assessment for ESL Students -- Doane College	Pam Erixon	
ESL Internship -- Doane College	Pam Erixon	
Introduction to Linguistics -- UNO	Shannon Cooley-Lovett	
MIT Training	Judy Johnson	

Multicultural Literature for Children and Adolescents -- UNO	Lorene Larsen	
Principles and Practices of Teaching Reading -- UNO	Lorene Larsen	
Teaching Reading in Elementary Schools -- UNO	Lorene Larsen	
Teaching Reading in Secondary Schools -- UNO	Lorene Larsen	

Commitments and Committees

Name	Activity	Location
Barb Hove	ELL Family Literacy Night	Sandoz
Cathy Wollman	ELL Family Night	CMS
Cathy Wollman	Internship in ESL	
Cathy Wollman	Language Arts Writing Subcommittee	
Cindy Wallace	ELL Family Night	CMS
Cindy Wallace	ELL Advisor	
Cindy Wallace	ELL Family Literacy Night	Sandoz
Cindy Wallace	ELL Study Center	Willowdale
Cindy Wallace	School Improvement Team	Willowdale
Colette Schweers	ELL Family Literacy Night	Sandoz
Deanna Townsend	ELL Family Literacy Night	Sandoz
Deanna Townsend	ELL Family Night	CMS
Doreen Nelson	ELL After School Program	CMS
Doreen Nelson	ELL Family Literacy Night	Sandoz
Doreen Nelson	ELL Family Night	CMS
Doreen Nelson	Inclusive Communities	CMS
Erin Dawes Beiriger	ELL Family Literacy Night	Sandoz
Jennifer Reid	ELL Family Literacy Night	Sandoz
Jennifer Reid	Language Arts Core Committee	
Jennifer Reid	Math Vertical Team	
Jennifer Reid	ELL Family Night	CMS
Jennifer Reid	ELL/MIT/SPED Training Development Team	
Jennifer Reid	ELL Advisor	
Jennifer Reid	Inclusive Communities	CMS
Jennifer Reid	ELL Course Planning for 194th Contract Day	
Jennifer Reid	HAL Task Force	
Judy Johnson	ELL Family Night	CMS
Judy Johnson	Building Literacy PLC and building assessments (AIMSweb, QRI, writing samples)	Holling Heights
Judy Johnson	ELL Advisor	
Judy Johnson	One-on-One Tutoring	Holling Heights
Judy Johnson	Headsprout Pilot	Holling Heights
Judy Johnson	ELL Course Planning for 194th Contract Day	
Lisa Engel	Development of Dental Information Handout	

Lisa Engel	ELL Advisor	
Lisa Engel	ELL Family Night	CMS
Lisa Engel	ELL Parent Meeting -- Math, Spelling, Reading	Sandoz
Lisa Engel	ELL/MIT/SPED Training Development Team	
Lisa Engel	School Improvement Team	Sandoz
Lisa Engel	Supervision of Practicum Student	Sandoz
Lisa Engel	World Language Committee	Sandoz
Lorene Larsen	ELL Family Literacy Night	Sandoz
Lorene Larsen	ELL Family Night	CMS
Lorene Larsen	Reading Rockets Literacy Night	Willowdale
Maria Hicks	17th Annual Latina/Latino Youth Conference	Omaha
Maria Hicks	ELL Family Literacy Night	Sandoz
Maria Hicks	ELL Family Night	CMS
Maria Hicks	School Improvement Team	MSSH
Maria Hicks	International Leaders Sponsor	MSSH
Mariela Chavoya	ELL Family Literacy Night	Sandoz
Mariela Chavoya	ELL Family Night	CMS
Melanie Gibbons	ELL Family Literacy Night	Sandoz
Natalie Bieber	ELL Family Literacy Night	Sandoz
Pam Erixon	ELL Family Night	CMS
Pam Erixon	Language Arts Subcommittee	
Pam Erixon	ELL Course Planning for 194th Contract Day	
Pam Erixon	MIT Leader	Holling Heights
Pam Erixon	Mentor	Holling Heights
Pam Erixon	Chess Team Sponsor	Holling Heights
Pam Erixon	Literacy PLC Team	Holling Heights
Pam Erixon	Literacy Benchmark Assessment Leader	Holling Heights
Pam Erixon	HAL Task Force	
Pam Erixon	HAL Course Planning for 194th Contract Day	
Shannon Cooley-Lovett	ELL Family Night	CMS
Shannon Cooley-Lovett	ELL Course Planning for 194th Contract Day	
Shannon Cooley-Lovett	Department Head Monthly Meetings	MSSH
Suzy Heffron	Bilingual Interpreter/Translator	Sandoz
Suzy Heffron	ELL Family Literacy Night	Sandoz
Suzy Heffron	ELL Family Night	CMS

Grants Report 2007-2008

Grant Funding

Proposal writing focused on supporting the District's strategic plan and individual building site plans. Teachers and administrators working independently or in consortium with one another and/or the grants office generated the grant proposals. All grant awards fall outside the spending lid. Listed below are the larger grants for 2007-2008.

Grant & Description	Award
Career Education Partnership (New Horizon curriculum writing, professional development)	74,983
Education Quest College Access (South High)	48,555
High Ability Learner/ Rule 3 (Gifted Program)	153,607
I-NELL (Sandoz world language programs)	9,500
MPS Foundation Career Compensation Model	190,000
MPS Foundation Site Plan Grants (multiple awards to schools)	280,000
MPS Foundation Preschool	125,970
MPS Foundation Montessori Preschools	355,395
MPS Foundation Study Centers	310,953
Perkins (Vocational & Applied Technology Education Grant)	125,738
Perkins Special Project (Nebraska career academies marketing)	16,780
Region 21 Interagency Planning Teams Support Grant (indirect services for children aged 3--5 with learning disabilities)	21,001
Special Educational Continuous Improvement Project (professional development)	70,505
Student-based, Teacher-led Assessment and Reporting (STAR)	100,000
Teaching American History	69,883
Textbook Loan Grant/Rule 4	13,547
Title I, Part A (K—5 reading, writing, math)	1,002,979
Title II, Part A (class size reduction, staff development)	389,694
Title II, Part D (technology)	34,789
Title III Immigrant Education	106,808
Title III English Language Acquisition	35,583
Title IV, Part A Safe and Drug-Free Schools and Communities	121,668
Title V, Part A Innovative Programs (site planning, NCA, secondary programs)	48,503
Wiebe Foundation (Norris Early Intervention program)	11,010
Totals	\$3,717,451

In addition to these grants, teachers and administrators at various schools have received small grants, most less than \$3,000, from a variety of sources such as the Seldin Corporation for the Cody Study Center, Ritonya-Buscher-Poehling Memorial Scholarship Classic for Students and Teachers, Nebraska Statewide Arboretum for outdoor classrooms, Sam's Club for various classroom projects that enhance learning and Nebraska Arts Council for professional artist residencies.

E-Rate Telecommunications Discounts

E-rate is not a grant program but does provide significant financial benefit to the District annually. The Telecommunications Act of 1996 enables public schools and libraries to receive discounts from telecommunications providers through the Universal Services Fund administered by the Schools and Libraries Division (SLD) of the federal government. The annual discount for each service depends on the number of students eligible for the federal lunch program in each of the buildings receiving that particular service. Millard's discount rate for the current funding year of July 1, 2007 through June 30, 2008 is 41%.

The SLD has approved a 41% discount rate and maximum discounts for all telecommunications services for the upcoming July 1, 2008 through June 30, 2009 funding year. The maximum potential savings for telecommunications services are listed below.

Vendor: Service	Estimated Annual Pre-discount Cost	Discount Rate	Potential District Savings	Estimated Annual Post-discount Cost
Cox: long-distance	2,455	41%	1,006	1,449
Cox: data lines	363,516	41%	149,041	214,475
Cox: telephone service	153,555	41%	62,958	90,597
Dark Fiber: high speed video	51,978	41%	21,312	30,666
Nextel: cellular telephone service	158,403	41%	64,945	93,458
Totals	\$729,907	41%	\$299,262	\$430,645

High Ability Learner Final Report 2007 – 2008

Overview:

The bulk of the high ability curriculum is delivered in the elementary schools by classroom teachers. Students identified as having high ability in math and/or in language arts study those subjects in small groups (or individually) using a curriculum chosen for high ability learners. These groups meet once or twice a week in the regular classroom to augment the regular curricula. In some schools, a few students meet as individuals or in small groups with the high ability facilitator in order to study particular subjects in more depth or at a faster pace than their classmates.

In the middle schools, units applicable to high ability learners have been developed for all three grade levels in social studies, language arts and science. Classroom teachers use these units as they differentiate for the students' needs. Middle school math placement is based largely on the results of the Orleans-Hanna test of mathematical ability that most fifth grade students take. Appropriate acceleration in math is one of the strongest aspects of our middle school program for high ability learners. Middle school students also participate in HAL seminars. These seminars occur either on-site at schools or off-site at metro locations. The seminars provide extension of the regular curriculum and reinforce the exploratory vision of the middle school philosophy.

At the high school level, placement in more rigorous classes is largely by student/parent choice, with the exception of math. Accelerated math placement begins with sixth grade and continues as appropriate through high school.

A substantial portion of the funding for our High Ability Learner (HAL) program comes from grants. In 2007-08 MPS applied for and received \$153,607.00 from the Nebraska Department of Education and \$15,035.00 from the Millard Education Foundation. In addition, the district budget included money which each school could apply to "gifted" education. The elementary and high schools may spend this "gifted" money for services to high ability learners, or they may use it for any other purpose (not necessarily for HAL). Each middle school's allocation from the district budget was combined with the allocation from the state department of education grant to partially fund a half-time HAL facilitator for each middle school. Kiewit paid for another half and had a full-time HAL facilitator. Beadle's facilitator worked only half-time. The other middle schools assigned the other portion of the facilitator's time to other teaching or facilitating roles.

During the 2007 - 2008 school year, all buildings submitted plans to use monies received from the state (Rule 3) to support High Ability Learners.

- Elementary schools received a total of \$40,643.00 with individual schools receiving \$3.60 per pupil in total enrollment and \$7.00 for each identified HAL student.
- In addition, \$8,220 was allocated for K-5 HAL choral and instrumental music.
- Middle schools received a total of \$29,885 with individual building amounts ranging from \$4,458 to \$5,899. These funds were used to partially fund the six Middle School High Ability Learner Facilitator positions.
- The Middle School Alternative Program received \$215.
- High schools received a total of \$37,273.50 with individual building amounts ranging from \$11,522 to \$13,634.
- The Millard Learning Center received \$451.

Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base factor for total enrollment in the building. The monies were used for resources, activities and programs for students and teachers.

Some funding (\$2004.78) was set aside for building HAL facilitator staff development, building HAL classroom teachers, as well district opportunities for HAL students. The remaining funds were used for one half of the salary and benefits for the MEP for High Ability Learners.

Summary:

The NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the funds were spent.

Elementary Activities

Activities and programs for students included after-school clubs for music, art, drama, science, chess and reading. Students in many schools participated in contests including WordMasters, Young Producers contest, Invention Convention, the Stock Market game, Pentathlon games, Math Olympiad, Woodmen of America Speech contest, National Geography Bee, and the State Spelling Bee preliminary rounds.

Other activities included independent study projects; materials; and field trips to the Omaha Children's Museum, the Lincoln Children's Museum, the Nebraska Humane Society, the Strategic Air and Space Museum, and the Henry Doorly Zoo.

Guest presenters included an artist, a storyteller, a guest director from the Rose Theater, guest speakers from the Nebraska Humanities Council, 4-H presentations, and David Nieves regarding the Writing with Reptiles Program.

Many of the elementary schools purchased individual subscriptions for some HAL students to the Renzulli Learning web site, which features individualized learning plans for students to work on independent projects.

The elementary schools participated in the First Annual Millard Spelling Bee. Students participated in a school written bee, and then advanced to the All-district oral bee at DSAC. Brad Burwell was the orator for the District Bee.

Resources, activities and programs for teachers included designated teacher and facilitator attendance at the National Association for Gifted Children (NAGC) regional convention in Minneapolis, as well as Nebraska Gifted Conference (NAG) in Omaha; staff development at ESU #3 in brain research and the characteristics of HAL students. A portion of the money was devoted to purchasing books for a book study group for facilitators. One facilitator was paid to update the HAL staff development PowerPoint along with a middle level facilitator.

Middle School Activities

The middle school activities were funded by the schools' budgets, by the MEF grant, and by students themselves. Most of the middle school program was accomplished through one- and two-day seminars on a variety of topics. They included seminars in art, city planning, weather,

Nebraska authors, genetics, forensic science, global positioning, architecture of Omaha, and medical careers. Students participated in Celebrate Creativity at the Joslyn, Music Alive at the Holland Center for Performing Arts, and Expanding Your Horizons (careers in math and science for girls only) at Bellevue University.

Resources, activities and programs for teachers included registration for staff development activities at ESU #3, attendance at the Nebraska Association for the Gifted Conference in Omaha. Teachers were paid to update the HAL staff development PowerPoint. A HAL book group read the book, *Best Practices in Gifted Education* (by Robinson, Shore and Enersen) to prepare for the 08-09 curriculum writing cycle. One middle school HAL facilitator was paid to update the HAL staff development PowerPoint along with an elementary level facilitator.

High School Activities

Resources, activities and programs for students included the purchase of curricular materials for AP classes, and AP test review sessions. Students also participated in AP European History field trip to Joslyn Art Museum, UNL math day, UNL Foreign Language day, and Ralston Poetry Day. Millard South High received partial support for publishing the literary magazine.

Resources, activities and programs for teachers included AP Teacher registrations and stipends for the AP conference at UNO, provision of off-contract time for teachers to tutor students for AP exams, and purchase of books for research in best practices for International Baccalaureate and AP.

HAL Identification Task Force:

During the 07-08 school year, a 16 member team researched best practices in high ability learner identification. This team met three times. During the first meeting, the team processed the National Gifted Standards and Nebraska Department of Education Gifted Standards. We created a document summarizing our focus areas from these standards. The group also reviewed several of the Benchmark School's identification systems as well as Learning Community School's identification systems. We then made a list of possible identification tools that the team would research.

During the second meeting, each team member shared research.

The final meeting (3rd) included a processing of the research. Sub-groups met and answered the question, "If you had to decide today how MPS HAL identification would look, what would it look like?" Sub-groups shared their sample identification. Each sub-group provided information that led the task force to a consensus decision. Due to this consensus, a subcommittee was formed (7 people) to refine the identification process based on the task force's recommendation.

Information Centers Year End Summary 2007-2008

Curriculum Overview

The implementation of Safari Montage, the district video streaming system, was completed in October. This system replaced the old Millard West High School Dynacom system with a district solution which provided digital video services to all K-12 schools. Information specialists delivered staff development in October. In addition to over 103,000 clips used in classrooms, district authored playlists were also utilized. Future plans for Safari include multicasting and expanded staff development opportunities.

The Millard Information Centers provided an integrated approach to mastering information and technology skills. The information literacy program focused on supporting MPS K-12 learning objectives. Providing Information Centers with both print and electronic resources formed the nucleus of student research and inquiry based learning. Educational Services provided funding for the following student databases:

- History Resource Center
- Science Resource Center
- GaleNet Student Resource Center
- Junior Discovering Authors
- World Book Online
- CultureGrams Online
- Grolier Multimedia
- ProQuest Professional
- Opposing Viewpoints
- Student Health Research Center
- Literature Resource Center
- Biography Resource Center
- Scribner's Writer Source
- Twayne Author Series

The addition of Pearson's Testing & Career Reference Center provided students with testing and career resources. Students practiced taking AP exams and college entrance exams, looked for colleges and found help with scholarships. ProQuest Professional served our staff research needs. Access is available from all Information Centers, labs, classrooms and homes.

Elementary Information Centers provided over 30,000 large class instruction sessions, 25,000 small groups sessions, more than 300,000 individual reading choices and more than 6,000 staff development needs. Data analysis continued to measure success and improve instruction to staff and students. The following is a district snapshot of integrated teaching and learning from an Information Center perspective:

- Continued progress on district-wide research initiative with focus on reading, research strategies, and 21st Century learning
- Circulation increased by 3%
- Addition of online resources
- Implementation of instructional streaming video/Safari Montage
- New partnerships with public and university libraries

The Millard Research Model (draft) will be refined in 2008-2009. An integrated partnership with the K-12 Language Arts Core Committee will identify 21st Century skills that students need to be successful in school and in the work force.

About the Collections, Services and Resources

Circulation statistics offer evidence that students are reading and continue to value print. Average circulation ranges between 15,000 and 18,000 books per month. The heaviest areas of use at the secondary level are American and world history, literary criticism, social issues, biography, and artists. In elementary schools, the most popular resources are life science and history.

Staff and Hours

Evening hours at all three high schools were expanded this year with support from Millard Public Schools Foundation. During evening hours students took advantage of Honor Society tutoring, met with small groups to work on research projects and used technology resources. March was the month of busiest evening use with over 450 students spending their evenings at the MPS libraries. Central Middle School added after school hours on Tuesday and Thursday to support concentrated focus on reading.

Millard Public Schools libraries' success is, in large part, due to the efforts of its support staff. This allows certified teacher/librarians to focus on student achievement and academic success. The planning and opening of Upchurch Elementary Information Center has been a high priority for the last 6 months.

Class Visits and Usage Patterns

Demand for access was competitive for both library resources and computers, especially in December and May when major projects are due. It was not uncommon for high school information centers to host four visiting classes during a single period. During a typical period, one might see students gathering information for a debate or speech, presenting documentaries and original videos, designing Web pages, engaged in historic simulations, researching authors, preparing for AP tests, or simply reading. A variety of new organizers, rubrics, online instructional units, and planning documents were created and used in English, Science, Math and Social Studies courses. Millard North High School continued the Young Adult Choice reading award and expanded the project to Millard West, Central Middle and Kiewit Middle Schools. More than 3200 titles have been read, reviewed and rated by MPS students for the Young Adult Choice Award, a project developed by the International Reading Association that encourages adolescences to read.

Additional Activities

Before and after school activities were well attended and gave students an extra emphasis on technology skills. Student Book Clubs read Golden Sower Award books, as well as classics. The Golden Sower Quiz Bowl, hosted by Holling Heights and Ezra Millard Elementary School, attracted over 400 students district wide. Schools welcomed 4 award-winning authors who shared their love of writing with students in grades K-12.

The Community and Beyond

Community outreach is best represented by opening libraries during the summer months to all students and community members. A strong partnership with the public library system was demonstrated by monthly visits from young adult and children's librarians who offered book talks and additional programs to students year round. A total of 100 contact hours with students was a strong measure of successful partnership between public and school libraries.

Millard Education Program

A draft of the Millard Research Model was written and reviewed by Information Specialists and teachers. The model is based on problem-solving in a continuum of information skills and knowledge. This continuum can be described as the development of the metaskills of understanding of concepts, reasoning, organizing, communicating and applying through the process of preparing for research, accessing of information, processing of information and transferring learning. In tandem with the K-12 Language Arts curriculum review, this model has been identified as an important component of 21st Century skills.

Standards for Multimedia Purchasing

Standards for multimedia purchasing continue to be monitored and improved. Many hours of testing and research accompanied this list of standards. New teacher laptops and digital projectors brought the need of smaller, mobile carts to light, and as a result, purchasing standards for items such as speakers, headsets, DVD recorders, and carts were built around the digital needs of classrooms.

Goals

Millard Information Specialists insist all students practice habits of scholarship. It is clear that district and teacher expectations drive student efforts. The staff continues to ensure consistency of expectations for thesis-based work.

Goals include working with teachers to incorporate information literacy into more curricular units and working with faculty to improve assessment of student research. The following questions are important roadmaps to rigorous, resource-based learning:

- Are students merely pasting projects together with limited analysis?
- How can students be encouraged to work on projects that utilize higher order thinking skills?
- What strategies can be put in place to help students communicate their knowledge more effectively?
- How can higher expectations for all students' work be implemented?

New Faces; New Opportunities

Six new Information Specialists were welcomed to the department this year. These new Information Specialists are master teachers who have taken a leadership role in their buildings. Administrators depend on them to provide quality staff development opportunities, sound teaching experiences, technology leadership, and curriculum support. Opportunities to provide the Millard students with 21st Century resources and a world class education abound @ your library!

Millard Public Schools Education Foundation 2007-2008 Site Plan Grants

This year the Millard Public Schools Foundation was able to fund \$280,000 of the \$565,754 requested by the schools. Grants included 18 projects in 15 elementary schools, four middle school projects, one project in multiple middle schools and five projects in three high schools. The grantees reported that more than 9,800 students and 1,500 families were impacted. A few grantees requested and received approval from the Foundation to modify their projects, but reports indicate that all projects were successful.

Ackerman **\$5,294**
Family Night at the Library

The purpose of the project was to reinforce students and parents reading together as a family. Activities included book talks for primary and intermediate students, computer time for families, library book check out, books given as door prizes, reading strategy and book list packets for parents. The project involved 135 students and 90 families.

Ackerman **\$6,485**
Math Nights

The project was designed to provide an enjoyable environment where parents and students could play math games geared to students' math skills. Math Nights were held quarterly. Teachers were available to explain activities, model strategy instruction and provide appropriate vocabulary to participants. Interested parents were given a home practice packet of activities to continue the math games at home. Participating in the project were 251 students and 194 families.

Aldrich **\$9,291**
Plan for Global Learners

Teachers researched and wrote planners for six units per grade level as part of the framework for the school's Program of Inquiry, a component of the International Baccalaureate Primary Years Program. The project impacted 430 students.

Andersen Middle **\$31,440**
Increasing Engagement

The intent of the project was to increase student engagement by boosting homework completion and to increase morale among staff and students through recognition and school events. Ninth period was designated as an assigned homework completion lab at all grade levels. The project supported three staff activities and student recognition throughout the year with various programs ranging from academic and attendance to character asset recognition and positive asset building. In the physical plant, two murals replaced the ones that had been damaged by water after being removed for building repairs. An area for staff development and staff focused engagement was enhanced. Seven-hundred students were impacted.

Black Elk **\$4,634**

REACH (Reteach, Entrench, Assess, Collaborate, Have Fun)

With the goal of academic growth for all students, the staff collaboratively planned and provided academic assistance to students twice a week during the school year and preceding summer. Parents had the opportunity to become directly involved in the process during the school day. Fifty-one students received services.

Bryan **\$22,591**

Kindergarten Jump Start

Summer Fun

Collaborative Counselor

The intent of *Kindergarten Jump Start* was to provide children with a smooth transition into Kindergarten. The 46 children who participated in *Kindergarten Jump Start* each day practiced daily classroom and school routines. *Summer Fun* was developed to help ensure that at-risk students maintained their core academic skills over the summer months. An average of 56 Pre-Kindergarten through fourth grade *Summer Fun* participants reviewed core subject curriculum individually and in small groups. *Collaborative Counselor* could not be implemented due to unforeseen circumstances. With the Foundation's approval, grant funds will be used for upcoming *Summer Fun* program.

Central Middle **\$21,917**

Building Assets in Students

The purpose of this multi-component project was to increase developmental assets in students. Components were Library Night when tutoring, mentoring, reading and book discussions took place, Wood Lathing to build and strengthen parent-student relationships, Student/Parent Education to learn about and measure personal assets, Student Recognition to celebrate asset accomplishments and Take Fight, an equine program to teach respect and responsibility. With approval from the Foundation, the Summer Camp and Prairie components were not implemented and the funding for them was diverted to the other components. All 800 students in the school were served by at least one project component.

Cody **\$12,834**

Study Center – Cody Leadership Development Project

This program was developed to help ensure the students' academic achievement and personal success by creating enthusiasm for lifelong learning. The study center provided a place where students could complete homework and have extra time for practice that would make them more likely to demonstrate mastery of Essential Learner Outcomes. The project paired 12 high school students with 12 Cody students so the younger students would have positive role models to strengthen internal and external assets. Both components were deemed highly successful and served a total of 80 students and 87 families.

Disney **\$4,639**

One School, One community
Closing the Literacy Gap

This project was designed to bring families together at home and school through a variety of learning activities. Throughout the school year families were offered several opportunities to become involved in learning activities. High ability students participated in a club. Families came together to participate in a learning activity at the end of the semester. The entire school community and some PAYBAC partners had the opportunity to read a common book and participate in the all-school Family Night Celebration based on the book they had read. Parents attended education classes five times during the year and were able to bring their children for part of each class. Receiving services were 298 students and 233 families.

High Ability Learners **\$15,035**

Middle School High Ability Learners' Seminars

This project provided one and two-day opportunities for sixth through eighth grade high-ability students to participate with their intellectual peers in curriculum-related enrichment/career activities. Topics included performing and visual arts, science, math, engineering, city planning and much more. Taking advantage of the grant-funded opportunities were 1,300 students

Hitchcock **\$5,225**

Every Child, Every Day!
Partnering with Parents
Habit Club
Tiger Time Study Center

Every Child, Every Day! involved staff development in developmental diversity and lesson plan preparation to teach students about children with special needs as well as differentiate lessons and activities in content areas. This portion of the project impacted 230 students. *Partnering with Parents* promoted parent involvement in student attainment of grade level outcomes. It involved 185 students and 140 families. *Habit Club* encouraged multi-tasking of speech production and large motor activities to facilitate carry-over of learned speech sounds. Twenty students were served. *Tiger Time Study Center*, a component added to the project after the grant had been awarded, enabled teachers to write reading, writing and math lesson plans for students using the study center. Forty-three students took advantage of the center.

Holling Heights **\$20,800**

Stretch the Learning

This project had 10 components. *K-2 Study Center* provided targeted after school reading interventions for first and second graders. The 23 targeted students showed growth. *Small Group after School Sessions* successfully supported 63 fourth and fifth graders who had not turned in homework after two chances. The *1:1 Study Session* component helped students struggling with a particular ELO related skill pass the assessment. Most of the 35 students who received services passed their ELOs.

Mini-Classes provided enrichment to 188 students in the areas of cooking, dance, technology, art and animals. The classes were so popular that some students could not be accommodated. *Late Bus Transportation* was conceived to provide transportation to students who wanted to stay for after school activities funded by the grant. All transportation was provided or otherwise arranged by parents, so this component was not enacted.

The intent of the *BIST Recovery Room* was to provide a teacher in a room to monitor students having behavioral and procedural situations, but the staff decided the intervention was too restrictive. Instead, the staff strengthened teaching methodology and used other behavioral interventions to successfully solve problems. *Medical, Dental, Social Services* provided screenings at spring and fall conferences. The staff was not able to identify a medical and a dental professional who would participate, but a social service worker and the district audiologist were available for spring conferences. The number of families who spoke with the social service professional was not tracked, but several did take advantage of the opportunity. Fifteen students received a hearing screen. Parents rated the program highly and asked to have the screenings continued next year.

Parent Volunteer Coordinator was successful in increasing the number of parent volunteers from six to 52. *Family Literacy Interventions* was a highly successful school-wide literacy project that involved all students during the school day and 258 families in the culminating celebration. The final component, *TeamMates*, supported an outing and a year end celebration for 12 volunteer mentors and the students they were paired with. The 10 components served a total of 450 students in the building.

Kiewit Middle

\$12,380

TEAM – Together Everyone Achieves More

The program was designed to connect students and their families with the excitement of learning by implementing a tri-level support program to remediate and enrich students' learning. Activities included pre-teaching and reteaching through evening school, extended media hours, remedial summer school; enrichment through a summer program; and parent and community involvement through the Fall Festival, the People of Prominence/Omaha History Boys Town Common Sense parenting class, and a student leadership component. The project was successful in meeting its goals. Approximately 300 students and 125 parents were served.

Montclair

\$5,745

I Can H.E.L.P. – Hands Extended Linking People

The program provides learning experiences for the children while serving as a resource for integrated staff development, student council and Character Counts projects. After assessing community needs and making the decision to continue a relationship with the Montclair Nursing Home, the students began weekly visits. They participated with Montclair residents in art activities, literature groups, Pentathlon games and "read alouds." Invitations were extended for Montclair residents to attend activities such as Swing Choir concerts and All School Play performances. Twenty-three students participated.

Morton **\$5,745**

Kids Summer Success

The purpose was to maintain and secure student math skills over the summer. Hands-on activities to promote understanding of key concepts, games for reinforcement of basic skills and “paper and pencil activities” to practice those skills were provided for at-home practice during the three-week July break. Three kindergarten, eight first grade, nine second grade, eight third grade and seven fourth grade students were served by the project.

North High **\$13,086**

Pyramid of Interventions

Mustang Mentoring Program

In the *Pyramid of Interventions*, juniors and seniors were trained to become peer mentors and leaders to interact with small groups of freshman during advisement throughout the year. Through involvement in the program, incoming students developed the skills and relationships needed to transition successfully into high school. In the Mustang Mentoring Program, the after school study center provided one-on-one assistance by core area teachers for struggling students as well as a home for the after school behavior program.

Reagan **\$23,140**

Increasing Student Achievement through an Increase in Student Assets

The purpose of this multiyear project in the first year was to introduce the concepts and philosophy needed to understand and generate interest in increasing the 40 Developmental Assets within the school community. A parent meeting was held to introduce the assets and distribute information. A staff meeting was held to help school employees recognize the assets on a personal basis. Staff-development helped the teaching staff incorporate the Assets in their daily classroom experiences. Teams of teachers worked together to “discover” the assets appropriate for their grade levels or positions. Subs were used to work exclusively with students who were recognized as at-risk – qualified by a low number of obtained assets. All 468 students and 311 parents were served by this portion of the project.

Rockwell **\$15,450**

Rockwell Rockin’ Writers

The purpose of the program was to provide additional opportunities and encouragement for students to become life long writers outside of school. A summer writing camp for grades one through five, an after school writers clubs for grades one through four were held. Writing backpacks and notebooks for each class were developed and sent home with students in grades one through four. Writing resources were purchased and made available for teacher checkout for writing lesson development in the regular classroom. Author N.L. Sharp gave presentations to each grade level. Seventy-one students received direct services.

Russell Middle **\$4,406**

Get Ahead Middle School Transition Program

The project's intent was to ease transition for at-risk fifth grade students into the middle school setting. Activities involved small group trust/friendship building, a review of basic skills and an introduction to the building lay-out. Students learned about and practiced lunchroom procedures, schedules and use of lockers. Organization and study skills were taught. Teachers from various teams and exploratory classes were employed so students will be able to recognize them when school begins. The project served 42 students.

Sandoz **\$18,120**

Promote and Achieve

The intent of this project was to promote achievement by supporting opportunities to learn beyond the school day. An after school Primary Study Center for first and second graders was held, as were math, reading and writing academic enrichment clubs for students in all grades. Late bus transportation was provided for students who otherwise could not have participated in activities. The project impacted 150 students.

South High **\$15,680**

Connections to School = Achievement

The project's goal was to provide opportunities for students to connect with school. Activities included a transition day for freshmen to give extra support for a good start to the year, a group game to encourage students to think creatively and improve communication and cooperation skills, robot building to utilize science and math skills, and using planners to set goals, track learning and stay informed of school activities and dates. Approximately 1,300 students took advantage of the opportunities.

West High **\$10,146**

Asset Development: Changing Our Conversations with Students and Families

PSAT Prep

Summer Science Institute for Learning 2008

The goal of the *Asset Development* component was to provide increased awareness of the 40 Developmental Assets and opportunities for students to build assets so they are less likely to engage in risky behaviors that can negatively impact academic achievement. Examples of activities included the development of a mentoring group for incoming ninth grade students, staff training, website development and a community service day. All ninth and eleventh grade students completed the Developmental Asset Profile and entered the results into their Personal Learning Plans. This component, which served 2,067 students, was successful and will be continued. *PSAT Prep's* intent was to maximize student performance on the PSAT, with the long-term goal of increasing the number of students qualifying for the National Merit Scholarship Program. A seven-week PSAT course was held for high achieving juniors who took the test in October. Twenty-eight students participated.

The purpose of the multiyear *Summer Science Institute* was to provide summer classes in subjects not offered during the school year. Classes offered were Functional Morphology, Field Studies, Organic Chemistry and Health Occupations. Functional Morphology and Field Studies were cancelled because of low registration. Next year classes will be offered at different times so students do not have to choose between them. Thirteen students signed up for the other two classes. In total, the three components served 2,108 students.

Wheeler **\$15,060**

STEPS

This project provided social support for students who are socially at risk, teacher training on inclusion, parent involvement to increase student achievement, and an irrigation system for the outdoor garden. All 583 students and 425 parents were served.

Willowdale **\$22,917**

Workshops for Supporting Reading and Writing

The project was designed to provide creative and innovative instructional opportunities for students and to support reading and writing instruction for students as well as reading and writing support activities for parents. Teacher-led reading workshops were held for children in grades one through five and their parents. The High Ability Learner facilitator and a teacher led fifth grade students in lunchtime book discussion groups. Professional storyteller Rita Paskowitz worked for one week with each fourth grade class on six-trait writing and book reading through storytelling and multicultural experiences. Two-hundred students and 110 parents were involved in activities.

Response to Intervention (RtI) Status Update – 6/4/08

District Committee:

- Counselors – Vicki Griffin
- Educational Services – Mark Feldhausen
- Planning & Evaluation – Jon Lopez
- Pupil Services – Kraig Lofquist
- Elementary Education - Carol Newton, Shelley McCabe, Susan Wooster
- Secondary Education – Nancy Johnston, Liz Olson
- Special Education – Charlene Snyder, Becky Hendrix-Wegner, Ted Esser
- Staff Development – Kim Saum-Mills
- Principals – Andy DeFreece, Terry Houlton, Scott Butler, Heather Phipps
- Psychologists – Kim Secora, Chris Janovec, Shannon Fischer, Liz Carey
- 08-09 will add Kathy Ryan, Linda Horton/SPED and 4 Interventionists

What is the Purpose of Response to Intervention?

“Response to Intervention is a practice of providing high-quality, scientifically validated instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI is a dynamic problem-solving process in which data are integral in making decisions about what skills struggling students lack, and whether intervention instruction provided to date has been effective. There are four fundamental beliefs:

- Preventive action is better than the wait-to-fail approach.
- Early intervention is more effective than later remediation.
- Universal screening helps prevent students from falling through the cracks.
- Tiers of instruction are available to meet the needs of all students.

There are Eight Core Principles of Response to Intervention

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving model to make decisions within a multi-tier model
5. Use scientific, research-based validated intervention and instruction to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions. A data-based decision regarding student response to intervention is central to RtI practices.
8. Use assessment for screening, diagnostics, and progress monitoring.”

National Association of State Directors of Special Education, Response to Intervention: Policy Considerations and Implementation, 2006.

Federal Policy Initiatives:

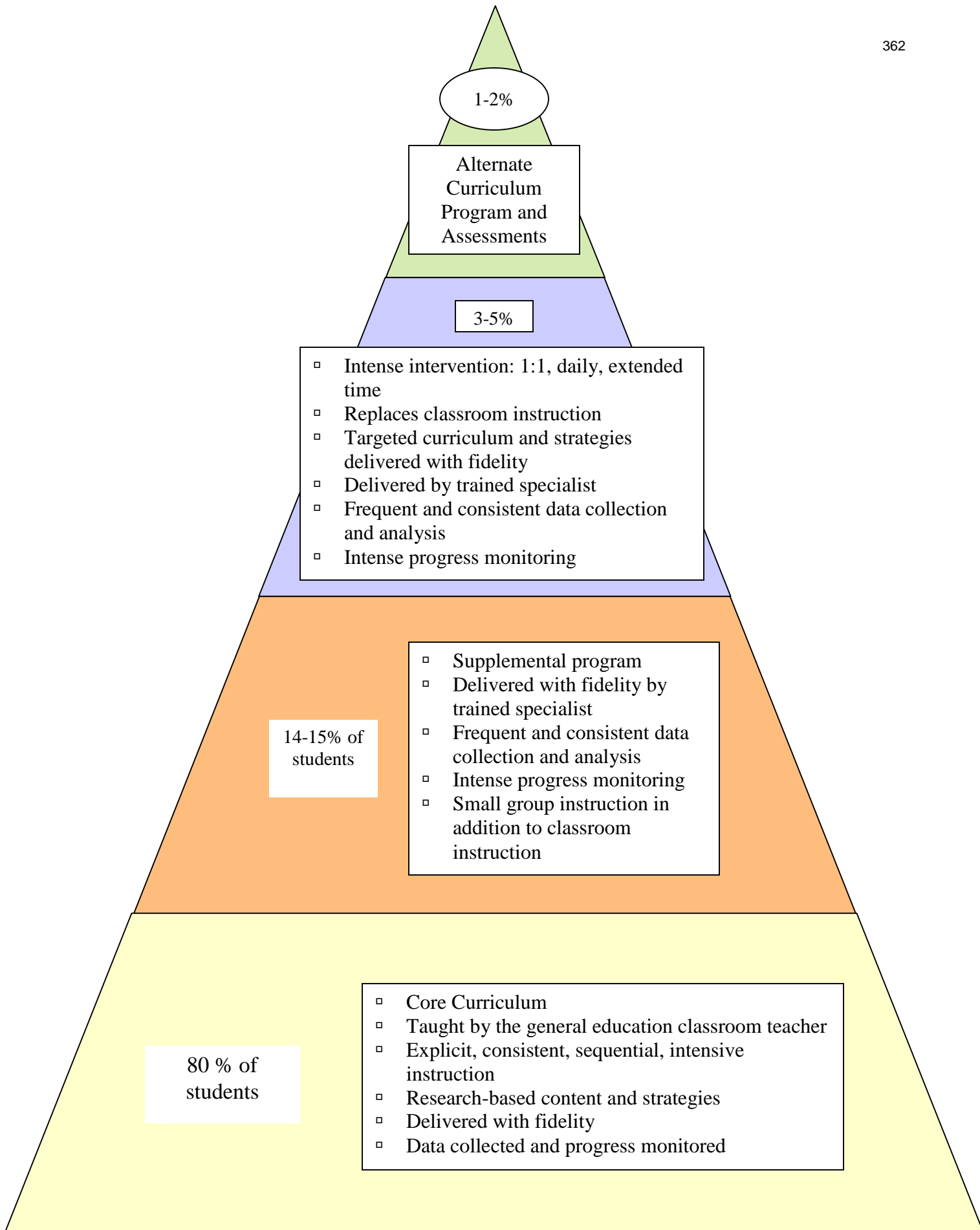
The following Federal Policy initiatives have close ties to the components of Response to Intervention: No Child Left Behind 2001, Reading First, and Individuals with Disabilities Education Act 2004.

The chart below shows the connections between these initiatives.

	RTI	NCLB 2001	Reading First	IDEA 2004
Statement of Purpose	Provides a schoolwide model of integrated instruction, assessment, and data-based decision making to improve outcomes.	Requires that all students reach high standards in reading, writing, and math and graduate from high school.	Focuses on increased reading achievement for students in Grades K-3	Improved educational outcomes for students with disabilities
Instructional Program Coherence	Requires both horizontal and vertical alignment of instructional practices, screening, and monitoring.	Requires an integrated instruction and assessment system. Requires assessment of student progress in the district curriculum	Requires the use of scientifically based instruction and assessment in the essential components of reading from Grades K-3, including supplemental support for students with reading difficulties.	Requires the use of research-based interventions, progress monitoring, accountability, and access to the general curriculum, as well as alignment of transition services with postschool opportunities.
Building Capacity	Focuses on schoolwide systems requires greater collaboration of teachers and staff to coordinate efforts of instructional delivery, assessment, and decision making.	Requires data collection and evaluation to determine adequate yearly progress. Requires that teachers be highly qualified.	Emphasizes capacity building through its focus on procuring instructional materials and providing professional development for K-3 teachers in the essential components of reading instruction.	Encourages capacity building through the inclusion of an early-intervening services provision that includes providing interventions to students at risk and related professional development for teachers.

Mellard, D. & Johnson, E., RTI: A Practitioner's Guide to Implementing Response to Intervention, Corwin Press, pg 20, 2008.

The following chart as developed by the Directors as we began conceptualizing a district RTI model.



Committee Activities Completed during February 2007 to June 2008:

- 2/20/07 – ESU starts RtI Task Force – Identify Needs of area districts
- 3/14/07 – Initial District Committee Meeting – What we Know About RtI, Questions about RtI, Discussion
- 5/07 – Review of Success for All
- 5/14/07 – “What Do We Do When a Student Doesn’t Learn It” Brainstorming Session – Elementary/Middle/High – document generated on current status, Pyramid of Intervention
 1. General Education Classroom Instruction
 2. Support Programs/Intermediate Level
 3. Intensive Intervention
- State Conference in Grand Island – 7 members attending conference
- 8/07 – Initial AIMSweb Prek-K-1 Literacy
- 8/1/07 – Language Arts Core Committee identify Intervention as one of six critical research areas for 07-08/Phase I
- 9/07 – Elementary MIT Team Training, problem-solving process, data collection
- 9/24/07 – Frances Bessellieu RtI Workshop – ESU – 47 district staff attended, RtI Toolkit
- 9/25/07 – 11 High School and Secondary District representatives met with Tanya Ihlo, NDE representative and Lisa Kelly-Vance, UNO representative; shared information about current practices at our high schools in regards to RtI and Pyramid of Interventions
- 10/07 – SPED AYP Plan implemented
- 10/30/07 – District Committee Meeting – Debriefing of Workshops, Review of Essential Elements for RtI Implementation in Nebraska – with members submitting additional status information, MIT Review, Literacy Applications, AIMSweb
- 11/07 – Elementary Walk-Through for Reading/Math/Science Document to elementary principals
- 12/07-1/08 – Middle School training on BRI administration and use
- 12/07 – 2nd AIMSweb Benchmark Screening – Prek-K-1 Literacy
- 12/17 – Problem-Solving Model – 5 members attended ESU Conference
Lisa Kelly-Vance presentation
- 12/07-1/08 – Elementary & Secondary Applications for Literacy Interventions
 1. Elementary has 9 intervention programs in trial
 2. Secondary has 7 intervention programs in trial
- 1/08 – Development of Learning Modules for Grades 3-8 Reading & Math for students scoring below the ELO cutscores who will participate in May 08 reteaching activities prior to second round testing in May 08
- 1/15/08 – Elementary AIMSweb/ELI Literacy Committee –
 1. Continue Prek-K-1 Literacy benchmarks 3 times/year
 2. Add 2nd grade to current benchmark process next year
 3. Conduct data collection on Grades 3-5 Mazes for 08-09 decision
- 1/21/08 – MLK – All elementary literacy interventionists (ELI, READ, Title I, K/1 Intervention) analyzed AIMSweb data and reviewed research on components of explicit literacy at the supplemental and intensive intervention levels
- 1/31/08 – ESU RtI Task Force Meeting – Decisions for 08-09 – expanded to include Charlene Snyder, Nancy Johnston & Carol Newton
- 1/08 – 5/08 – Development of Alternative Program (SPED) critical skills, and research and identification of appropriate instructional programs/strategies for implementation
- 2/08 - Middle school AIMSweb benchmark trail with 6th grade R-CBM at Central and Andersen, and progress monitoring training

- 2/08 – AIMSweb Gr 2-5 Maze Data Collection
- 2/15 – Reading Express presentation
- 3/19 – Soar to Success presentation
- 3/25/08 – District Committee Meeting
- 4/ - Reviewed RtI within Aimsweb – 4 psychologists, Becky, Charlene, Linda, Shelley, Susie, Carol
- 4/17 & 18 - NASES/Hintze Workshop – RtI and discrepancy model—Becky, Ted, Linda and others attended
- Spring 08 - Follow-up discussions and decisions related to the PreK-12 literacy applications for Supplemental Targeted Intervention
- 5/5 – Co-Chairs and Mark discussion of RtI and MPS
- 6/08- Planning for new member and follow-up MIT training Fall 2008
- 6/16 & 17 - a sub-committee will draft the MPS RtI Model

Curriculum/Instruction Activities Completed During 2007-08:

- Special Education AYP Plan was developed and implemented to provide assistance to building staff to assure that students with disabilities meeting 2007-08 AYP achievement targets
- Linda Horton’s 2008-09 job responsibilities redefined to address instructional strategies and scientific, research-based interventions appropriate for students with disabilities
- April-Becky attended CEC convention with focus on literacy and math and Linda attended ASCD convention with focus on RtI and interventions, including 2-day preconference on closing the achievement gap
- PreK-12 Language Arts Intervention Research subcommittee – Phase I
 1. Research
 2. Data Retreat
 3. Review Classroom Intervention Document
 4. Prepare criteria to review vendor products
- Elementary READ teachers – reviewing diagnostic tools, setting student objectives, record keeping, progress monitoring, AIMSweb training, scientific-research based strategies/programs
- Primary Title I – AIMSweb data, progress monitoring
- K/1 Intervention – AIMSweb data, progress monitoring, program implementation training
- Grades 2-6 – AIMSweb benchmark, progress monitoring, program implementation
- Elementary & Secondary Applications for Literacy Interventions (Elementary has 9 intervention programs in trial, Secondary has 7 intervention programs in trial)
- Middle Level training on BRI administration and use
- Elementary Intervention Document for Reading – Core Program, Core Program Intervention, Support Intervention, Intensive Intervention
- K-5 Grade Level Classroom Guides for Classroom Intervention developed for 08-09: the five strands (phonemic awareness, phonics, vocabulary, fluency, comprehension) includes strand questions to guide instructional decisions, instructional focus, assessment tools, instructional strategies, and materials within program for intervention use.
- K-12 review of first round data summaries from Literacy Interventions put in place during the 2007-08 school year

- Used 2008-09 Flex funds budget to create four (4) new Interventionist positions to assist building staff in identifying the learning needs of students who are not progressing in the MPS curriculum and implementing appropriate interventions to address those needs
- Created job description for interventionist positions within the district; interviews taking place in June
- Preparation for K-12 interventionist assignments and roles within the buildings; plan for implementation
- Preparation for grades PreK-6 and subgroups within grades 7 & 8 will use AIMSweb to benchmark all students three times during the year and use progress monitoring with appropriate students during the 08-09 school year.

The Nebraska Department of Education and the University of Nebraska-Lincoln have received a grant to provide direction and support to school districts as they begin developing their RTI models. Listed below is their website:

NDE/UNL RtI site – <http://rtinebraska.unl.edu/index.html>

Special Education Year End Report 2007-2008

Introduction

During the 2007-08 school year Millard Public Schools provided special education and related services to 3,397 students birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and in Nebraska Title 92 NAC Chapter 51. The official count of students with disabilities is taken on December 1 of each school year. The December 1, 2007 count of students with disabilities served by Millard Public Schools increased by 13% over the December 1, 2006 official student count of 3,002 students. Growth across the district and in almost all disability categories has been seen, with increases noted in the following areas: early childhood, students with autism, and students with moderate to significant cognitive impairments. The tables below provide more information about the students with disabilities served by Millard Public Schools during 2007-08.

Category	Number	Percent
Female	1120	32.97%
Male	2277	67.03%
Asia/Pacific Islanders	89	2.65%
Alaska/American Native	18	.53%
Black/Non-Hispanic	155	4.56
Hispanic	164	7.83
White	2971	87.46
Total count of students with disabilities, Birth through 21 on 12-1-07	3397	

Disability	Number	Percent
Autism	68	2.0 %
Behavior Disorder	262	7.71 %
Developmental Delay	100	2.94 %
Hearing Impairment	45	1.32 %
Mental Handicap	212	6.24 %
Multiple Handicaps	16	0.47 %
Other Health Impairment	319	9.39 %
Orthopedic Impairment	33	0.97 %
Specific Learning Disability	962	28.32 %
Speech Language Impairment	1359	40.01 %
Traumatic Brain Injury	9	0.26 %
Visual Impairment	12	0.35 %
Total count of students with disabilities, Birth through 21 on 12-1-07	3397	

Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's birth through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms (collaboration)
- Collaborative teaching in general education classrooms (inclusion)
- Special education resource programs in combination with general education classes (pullout)

- Special education classrooms offering highly specialized educational programming
- Early childhood home-based services offered in collaboration with the family in the home or other community based settings and school-based special education preschool program or other District sponsored preschool program
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

Early Childhood Special Education Programs

Early childhood special education services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. Services to eligible students who are birth through age five include the following:

- **Assessment:** Diagnosis and evaluation of the child's developmental status in the following areas: communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2007-08 school year, 468 children birth to 5 years of age were evaluated following referral for an evaluation by a parent or physician; an additional 32 children participated in a screening to determine their eligibility for Early Childhood Special Education services.
- **Service Delivery:** During the 2007-08 school year, 387 children birth to 5 years of age received early intervention special education services.
- **Program Planning and Implementation:** Development of an Individual Family Service Plan (IFSP) for students birth to age three or an Individual Education Program (IEP) for students who have already turned three years of age.

Programs were delivered to students and their families utilizing the following models:

1. For students birth to age three, services are provided in the child's natural environment (home or daycare setting). This model may also be used for students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
2. For students age three to five, center-based services are provided in a preschool-type classroom setting. The District had center-based special education preschool classrooms at Cody, Sandoz, Montclair, Reeder and Hitchcock during the 2007-08 school year. In the special education preschool programs, students are served in classrooms of eight to fourteen students staffed by a special education teacher and paraprofessionals. Speech/language, occupational and physical therapy, and other related services are available as needed. Each classroom includes typically developing peers who are selected through a screening process. The District provides transportation for preschool children with verified disabilities; typically developing peers are transported to the program by their parents.
3. For four-year-old students, the Early Start program at Cody and the 50/50 program at Disney and Cody provided less restrictive placement options than the special education preschool classrooms. The Early Start program at Cody included six students with disabilities. The programs at Disney and Cody were taught by a special educator and nine of the eighteen students in the program had a disability. The children in both programs received the support of a speech language pathologist. Transportation to school was provided to the students with a verified disability.

4. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
5. Consultative services to children and their parents/caregivers are provided through collaboration with community preschools and child-care professionals.

Services Coordination: Mandated by federal law and funded by Medicaid receipts for school-based Medicaid services, families of children birth through three years of age are offered Services Coordination to assist the family in accessing and coordinating the services provided by many agencies and available to families of students with disabilities. Currently, services coordination is provided through an agreement between Millard Public Schools, Planning Region 21 and ESU 3.

School Age Resource Program and Related Services

Each school in the District provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services. All students are provided special education services in the least restrictive environment as recommended by the student's IEP Team. These services are available in all 24 Millard elementary schools and at each Middle and High School. When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend a special education program outside their assigned neighborhood school. Specialized programs are provided for students with severe academic deficiencies, behavioral difficulties or other significant educational needs that cannot be appropriately met at the neighborhood school. These programs may be located at another Millard school or at a location outside the school district. Transportation to the program recommended by the student's IEP Team is provided by the District.

The Elementary Special Education Program Facilitator provides weekly support to elementary special educators in their first year with Millard, assuring that their induction to Millard's special education programs and procedures is comprehensive and individualized to their specific needs. The Program Facilitator assists with curriculum and instructional needs, behavioral plans and procedural questions.

Elementary Multicategorical Program:

K-5 multicategorical classrooms are located at Cody, Hitchcock, Morton, Rockwell and Wheeler. These programs are organized in cluster sites and serve students according to the geographic location of the student's residence. The academic, social, and behavioral needs of students in the multicategorical programs cannot be appropriately met within their home school general education classroom and general education curriculum, including accommodations and special education and related services. During the 2007-08 school year 114 students were served in these classrooms by 13 special education teachers. The Elementary Program Facilitator works intensely with multicategorical teachers to help teachers meet the academic, social, behavioral and other needs of students in the multicategorical programs.

Services for Students with Behavioral Difficulties

In 2007-08 the Special Education Department continued to allocate a high level of personnel resources to support students attending Millard Public Schools who demonstrate behavioral difficulties. This support was provided by a full-time Program Facilitator for Behavior Disorders and having the elementary and middle school programs supervised by a single Special Education Coordinator.

The Program Facilitator and Coordinator provided support to buildings through staff development, consultation with school teams, assisting in the development of behavior intervention plans, assisting in the assessment of students, and providing direct services to students. During the 2007-08 school year the Program Facilitator and Coordinator provided staff development for staff members at Sandoz and Cody Early Childhood Programs, Ackerman, Ezra, Rohwer and Willowdale Elementary Schools, and Central Middle School; two sessions of behavior management strategies were presented to classified staff and elementary resource teachers.

A new social skills curriculum was implemented in the Elementary Behavior Skills Program this year. The teachers are now using the Skillstreaming Program developed by Arnold Goldstein and Ellen McGinnis. This program replaced the teacher prepared material used in previous years and provides the teachers with a more consistent method of teaching social skills to students. The Program Facilitator provided consultation to teachers in almost every Millard school during this school year; she provided ongoing consultation services to 30 schools for over 95 students. The consultation services included classroom observations of students, assessing students, assisting in the development of behavior plans, problem solving the implementation of plans, and attending meetings for these students.

The Coordinator and Program Facilitator also worked with Level III contract schools to integrate students back into Millard schools. During the 2007-08 school year four students were able to successfully transition back to Millard full-time and two more students attended Millard schools part-time.

Services for Students in Alternate Curriculum Programs

Millard Public Schools has a small percentage of students whose IEP Teams have recommended that the student participate in an alternate curriculum in order to most appropriately meet their educational needs. The alternate curriculum consists of five domains: Functional Academics, Personal Management, Vocational Development, Motor Development and Independent Living. During the 2007-08 school year the total number of students in the program increased from 163 to 181. The number of students at each program level was Primary (K-2) – 22, Intermediate (3-5) – 15, Middle School (6-8) – 71, and High School (9-12) – 73. Plans are in place to expand the elementary Alternate Curriculum Program to Reeder Elementary School at the start of the 2008-09 school year, this involved transferring a teacher and two paraprofessionals from Disney and hiring a new teacher and making changes to the school assignments of some students attending Disney and Rohwer Schools.

Areas of curriculum review during the year were elementary science and social studies, high school vocational skills development, and high school exploratory classes.

District Alternate Assessment procedures were reviewed and student results on the Alternate Assessment were analyzed. Inter-rater reliability training was provided to all Alternate Curriculum Program teachers to assure that scoring using the Nebraska Alternate Assessment Rubric is consistent with practices across the state and that Millard teachers' rating of students is reliable and valid. The rubric system remains at all levels, and the skills are grouped by program level—primary, intermediate, middle school, high school and young adult. This rubric will continue to be implemented to monitor student progress and to report to state and federal officials regarding student proficiency.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that emphasizes personal management, vocational development, and independent living. Functional academic instruction is embedded in the daily living and vocational development activities.

The Young Adult Program, located on the grounds of Central Middle School, served 52 students during the 2007-08 school year. Four teachers, ten paraprofessionals, and two van drivers/job coaches assisted the young adults in acquiring the transition skills necessary for independent living and the world of work. The program serves a wide variety of students. Ten of the students, three who need wheelchairs, function in the severe to profound range of mental delay. Three of these students have significant medical or behavioral needs that require close attention and assistance. All of these students require a high level of adult support for participation in all activities, self-care, positioning, and movement throughout their environment. In order for these students to be actively involved in activities, hand over hand support, as well as specialized equipment for their physical and communication needs is necessary. All but three of the Young Adult students are able to participate in preparing simple snacks and lunches, reading environmental signs, and participating in a simulated workshop setting with adult support.

Twenty-five students with mild to moderate disabilities, have the potential to be competitively employed with job supports. Ten of the students attended resource programs in high school and have the capability of being competitively employed, with minimal to no support, once they exit school at age 21. Their program emphasizes obtaining and maintaining a job, budgeting, and interpersonal relationships. The Young Adult Program provides work experiences at volunteer employment sites. Several of the job sites serve as the Young Adult Program's PAYBAC Partners. In March, these employers participated in a mock interview forum. Students were interviewed by the employers, videotaped by the Young Adult staff, and then critiqued on their performance. The information received from the employers and from the videotapes is critical to student programming and curriculum planning.

In addition to work sites, the students maintain the facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skills development needed for participation, independence, and employment in the community. The Young Adult Program has a craft company in which students participate in all aspects of the business. This is an excellent opportunity to practice problem solving skills, social skills, fine-motor skills, responding to and following directions, as well as money management. Transportation is available for all young adults from home to school. The District also provides transportation from the school to all non-paid work sites and exploratory work experiences during the school day.

To promote physical wellness and social interactions, students are provided opportunities to participate in community recreation and leisure activities. Not only do our students have the opportunity to participate in a YMCA swimming and spinning class with community members, but this year we added the opportunity for students to participate in a weight training class at the Paralyzed Veterans of America (PVA) building.

The Young Adult Program is committed to connecting the students and their families to the appropriate agencies and supports that will assist them with the transition from public school to the

“world of work”. Related services are provided to the students as determined through their Individualized Educational Program (IEP). These services may include health services, physical and occupational therapy, vision services, adaptive PE services, speech and language therapy, and/or assistive technology services.

Fifteen of the eighteen young adults who aged out of the Young Adult Program this year have found competitive or supported employment. Two students with significant needs were transitioned into a community day program. These numbers reveal the strength of the Millard Young Adult Program.

Other Programs

Services for Homebound Students

Students may be eligible for homebound services as dictated by their IEP if they are unable to attend school due to illness or injury for longer than two weeks. Other students are excluded from attending school for discipline purposes and may be eligible to receive homebound instruction beginning on their eleventh cumulative day of disciplinary absence. Homebound services for students in both groups range from services for three weeks to the entire year. This year 25 students with disabilities excluded from school for discipline reasons were provided homebound assistance. Students with health conditions preventing school attendance totaled 34. Millard Public School has one fulltime teacher assigned as a homebound instructor for students K-12. If additional teaching services are required, other teachers are contracted to serve homebound students.

Contracted Services

The educational needs of some students are not able to be met in programs provided at Millard Public Schools facilities. The District contracted with the agencies listed below to provide services for these students, whose disabilities are generally behavior disorder or hearing impairment.

- Alpha School
- Brook Valley School (ESU 3)
- Heartland/Midlands III
- Immanuel Hospital Day School
- I Believe in Me Ranch
- Boystown Center for Childhood Deafness
- Suburban Hearing Impaired Program (early childhood and school age program)
- Omaha Public Schools

Related Services

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech/Language Therapy
- Assistive Technology/Augmentative Communication
- Hearing and Vision Services, including Audiological Evaluations and Orientation and Mobility Services
- Vocational Services

Special Education Program Highlights

1. The Special Education Department implemented a plan to assist buildings in meeting the federal accountability requirements of Adequate Yearly Progress (AYP) for students with disabilities in grades three through high school. The plan identified students with disabilities who were at risk of not meeting the Math and Reading ELO assessments cutscores based on their past performance on ELO tests. Each building, with support and input from special education staff, developed and implemented plans to provide additional instruction to these identified students prior to their taking the assessments. These building plans included additional small group and/or individualized instruction before or after school, additional group and/or individualized instruction provided during the school day, and assigning students to additional reading or math courses. Materials used for these additional instructional activities included the district approved curriculum, purchased supplemental materials, and teacher prepared materials. Students who did not meet the cutscore on the initial reading or math assessment participated in re-teaching activities utilizing District developed curriculum materials. Following re-teaching, these students were given another opportunity to take the assessment again. Results available at the time this report was written indicate that the targeted re-teaching/retesting was successful in helping a majority of students reach the required cutscore; other data regarding the AYP results for specified subgroups, including students with disabilities was not yet available.
2. Responsibilities of Special Education Coordinators were reorganized so as to provide more focus at the building and classroom/program level on identifying and using instructional strategies and scientific, research-based interventions appropriate for students with disabilities so as to better address students' learning needs and NCLB achievement goals.
3. Teams of elementary special education multicategorical teachers reviewed the current district curriculum and established a Scope and Sequence of Critical Skills for Reading/Language Arts and Mathematics for the K-5 multicategorical program.
4. The Millard Public Schools Transition Committee hosted several learning opportunities for parents, students and staff throughout the school year. These included
 - a. Understanding ELO Cutscores, Alternate Assessments and Graduation Requirements and Diplomas was presented by Charlene Snyder, Director of Special Education.
 - b. Kristen Ricketts and Brad Burwell discussed Special Needs Trusts, Estate Planning, Guardianships, and Power of Attorney.
 - c. A presentation by Susan Kelly, a representative from the Department of Developmental Disabilities, helped parents understand the Health & Human Services Intake Process and Day Services.
 - d. Jack Shepard, a representative from Vocational Rehabilitation, presented information to family members regarding the services VR provides.
 - e. An Interview Forum that included 14 employers from the community and over 70 students took place in March.
5. Resolving parental challenges to verification, placement and other recommendations of IEP Team members continues to be challenging. Most situations are able to be satisfactorily resolved through extensive efforts of staff members and building and central office administrators. Providing training to special educators and administrators to build the District's capacity to resolve conflict at the earliest point and lowest level has been a focus of staff development funded by a NDE grant. During the past three years 76 special

educators and administrators have participated in the intensive three-day training. Evaluations of the training are overwhelmingly positive and no formal parent complaints or requests for due process hearings were filed this year. One request to mediate the placement recommended by a student's IEP Team was received; staff members participated in the mediation session and an agreement was reached.

6. Thirty-three graduating seniors had one or more ELO cutscores lowered as a result of their disability and at graduation received a Millard Public Schools diploma with the appropriate notation. Fifteen students with severe disabilities participated in the Alternate Assessment in lieu of taking district ELO assessments; these students participated in their high school graduation ceremony with their peers and will receive their Millard Public Schools diploma with the appropriate notation when they exit the Young Adult Program at age 21.
7. Millard special education teachers learned to administer and score the Wechsler Individual Achievement Test (WIAT); test results were used as part of the special education multidisciplinary team verification process and to diagnose learning difficulties.
8. As required by state and federal governments to measure outcomes, a new curriculum and observational assessment program was implemented in the Early Childhood Special Education programs in 2007-08. As a means to maximize the credibility of observational assessment data for Results Matters, all teachers and other special education service providers participated in a process to validate the fidelity of the judgments made of students' skills and abilities. All MPS Early Childhood Special Education teachers and service providers met the NDE reliability standards for Results Matters.
9. To meet Rule 11 requirements, the students in the Early Childhood Special Education (ECSE) 4 year old classrooms were provided with a USDA approved snack. In addition, plans were developed to meet the required 450 hours per year by adding 27 hours of instructional time. This will be accomplished by having 4 year olds attend preschool one Wednesday morning a month beginning in August 2008. Meeting these requirements enables the District to include these preschoolers in the student count used in the state aid calculation.
10. The Millard Public Schools Adaptive PE Department once again conducted a Bike Rodeo in May at Zorinsky Lake. The Bike Rack and Munroe Meyer Rehabilitation Institute worked side-by-side with the District in planning and facilitating this Saturday morning event.
11. The Millard Public Schools Adaptive PE Department sponsored two different fishing opportunities for Middle School, High School and Young Adult Program students with mental and/or physical disabilities. This year students were offered a half-day experience at Zorinsky Lake or a full-day fishing experience at Two Rivers State Park. The SANDS program, along with Omaha Parks and Recreation and over 30 volunteers from the community helped Millard students learn about water wildlife, water habitats, and the fine art of fishing. The students caught over 150 trout at Two Rivers State Park in one day! The students also had the option of seeing their trout cleaned, as well as tasting grilled trout.
12. Millard Public Schools had the privilege this past April to host Dwayne Szot and the Arts for All program. Over the course of two days, 25 volunteers assisted middle and high school students from the Alternate Curriculum Program and Young Adult Program students experience art without the limitations of physical or cognitive disability. Arts for All

enables participants with limited movement or limited fine or gross motor skills to be successful in using the mobility they have to create, paint, draw, print and more. Students use specialized equipment to roll out paint and draw with chalk - all while working on mobility skills and coordination through creative expression. Students participated in a variety of art activities, including origami and print-making. The event took place at the Omaha Police Union Hall.

Office of Staff Development 2007-2008

INTRODUCTION:

This Annual Update/Final Report highlights the professional development offerings that the Office of Staff Development has provided for 2007-2008. The staff members involved in these offerings include the following: approximately 1672 certificated staff, 87 administrators, 52 professional/technical (salaried), 180 professional/technical (hourly), 413 paraprofessionals, and 15 nurses. In an effort to make staff development more effective, buildings have become more actively involved in the district's initiatives. The Office of Staff Development (OSD) believes that district initiatives are more successful when building administrators and teacher leaders are actively involved.

This Annual Update/Final Report shares only a snapshot of the offerings coordinated by the Office of Staff Development. It does not reflect the various building staff development or professional development coordinated by other district offices. The report is divided into the following sections: Large-scale Staff Development Initiatives, New Staff Induction, Graduate Credit Courses, Pre-opening & Fall Workshop, Martin Luther King, Jr. Staff Development Day, Classified Staff Development and additional staff development offerings. The District Comprehensive Staff Development Plan for Certificated Staff- 2007-2011 was created in 2007-2008 and presented to the Board of Education on March 3, 2008. This Comprehensive Plan has a greater amount of detail about current events and outlines future professional development plans. The District Comprehensive Staff Development Plan for Certificated Staff- 2007-2011 can be found on the Intranet.

The Office of Staff Development communicates with MPS staff through an electronic monthly newsletter, which is also posted on the Intranet and Internet. The Building Staff Development Facilitators also play a large role in communication as the building/district liaison. There are two Building Staff Development Facilitator positions at each secondary building and one at each elementary building. Essential functions of these positions are to 1) advocate for improving instruction (MIM, PLC, differentiation, technology implementation, etc); 2) attend monthly after-school meetings with the Office of Staff Development; 3) field questions from building staff members as they relate to building and district staff development; 4) disseminate information RE: professional development to building staff members; 5) post and promote the Office of Staff Development Newsletter to improve communications between district and buildings; 6) assist building administration with the implementation of the *Focus On Learning* discussions from the Summer Academy; 7) assist building administration with the planning and implementation of district and building staff development initiatives; 8) become familiar with materials relating to effective instruction that are housed at the building level and share this information with staff; and 9) facilitate staff development demonstrations for new staff regarding knowledge/application Intranet.

The Office of Staff Development also led the Teacher Evaluation Committee through a second year of review of the latest research to improve our current teacher evaluation system. In 2007-2008 a Teacher Evaluation Pilot was implemented in the following schools: Montclair Elementary, Reagan Elementary, Rockwell Elementary, Kiewit Middle School and Millard South High School. Supplemental staff evaluations were also revised based on best practice. Based on Board approval at the July 8 board meeting, the new evaluation system will be implemented district-wide in 2008-2009.

LARGE-SCALE STAFF DEVELOPMENT INITIATIVES

Professional Learning Communities

All 1800 certificated staff in Millard Public Schools spent two unforgettable days at the Qwest Center with international presenters, Dr. Rick & Becky DuFour. On October 24-25, 2007, at the *Focus On Learning Workshop*, MPS participants demonstrated analysis of a “Focus on Learning” by examining key components of effective professional learning communities.

All 1800 participants received an opportunity to share their feedback in an electronic survey.

87% of respondents rated the session positively.

81% agreed that Rick and Becky DuFour provided a meaningful program for their professional growth as a PLC participant.

Some topics covered were Group Norms, Smart Goals, Common Formative Assessments, Summative Assessments, Analyzing Data, Pyramids of Interventions, and Modifying Instructional Strategies. The majority of respondents agreed that this presentation would positively impact their level of knowledge in these topic areas.

Millard Public Schools will continue to implement professional learning communities as they support several components of the Millard Public Schools District Strategic Plan. Millard PLC teams are groups of (1) results/data-oriented MPS professionals with (2) shared mission, vision, values, and goals (3) meeting regularly in collaborative teams focused on learning, to (4) inquire into “best practice and current reality,” which are (5) action-oriented and (6) committed to continuous improvement.

Parameters for PLC Organization

- Groups decide on norms/ground rules. The discussion is important and should be ongoing.
- Number of members and organization of PLC teams may differ.
- Numbers, times, and locations of meetings vary as is appropriate.
- Select specialists may be a part of a district PLC team

Parameters for Successful PLC Focus

- Collaborative groups should address critical questions:
 - What will students know and be able to do?
 - How will students learn it?
 - How do we know students learned it?
 - What happens if students do not learn it or already know it?
- Groups establish, pursue, and evaluate S.M.A.R.T. Goals
- Groups review the Millard curriculum/course outcomes and select a focus for their PLC.
- Groups select or develop at least 2 new or previously developed common formative assessments per semester (or equivalent).
- Groups have regular collaboration and discussion based on student performance data.
- Groups disaggregate and analyze group and sub-group results.
- Groups identify and implement instructional strategies based on the analysis of student data.
- Groups evaluate the implemented instructional strategies.

Parameters for Administrators

- Support the successful implementation of PLC teams.
- Support data retreats and PLC acquisition and use of data.

- Discuss and support PLC team S.M.A.R.T. goals as needed.
- Discuss PLC products with PLC groups and offer support as needed.

194th Teacher Contract Day THREE YEAR Staff Development

Several stakeholders spent a large amount of time during the 2007-2008 school year planning and preparing for a three year staff development cycle that 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 this three year cycle. This class will comply with the state requirements of the MP Poverty Plan and the local legal issues of the Learning Community.

In 2008-2009, returning elementary staff, PK-12 psychologists, and PK-12 special education itinerant staff 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 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 Staff**
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.

3rd Annual Summer Academy (June 9-10, 2008)

On June 9 – 10, 2008 over 330 certificated staff members participated in the 3rd Annual Summer Academy. The objective was: "Participants will demonstrate comprehension of *Grading For Learning* concepts and facilitation strategies by participating in the Summer Academy which results in constructing 2008-2009 building staff development plans." International speaker, Ken O'Connor presented research on *Grading For Learning* concepts on June 9. On June 10, a committee of talented Millard teachers and administrators presented sample activities that buildings could implement as they begin their grading discussion staff development in 2008-2009. The Educational Services Division is excited that the 3rd Annual Summer Academy could be a vehicle to open the door to discussions on *Grading For Learning* concepts. These discussions have already been occurring as teachers use collaborative teams to reflect and analyze learning. Educational research also supports the idea of discussions on grading practices. Educational Services honors the fact that

grading is a very personal and passionate issue for educators, parents and students. Educational Services values teachers' opinions, which are based on their years of experience and new learnings through these collaborative discussions. The *Focus On Learning: Grading* staff development, occurring in 2008-2009, will enhance dialogue and support Millard staff as we strive to reach a consensus on grading practices. Voluntary focus groups will be held in the spring 2009 to provide feedback based on building discussions about grading practices. Information about the voluntary focus groups will be communicated in the Office of Staff Development monthly newsletter. The Technology Division will assist with Infinite Campus questions and training as requested by buildings.

Of the 228 participants who responded to the on-line evaluation, all 100% rated the 3rd Annual Summer Academy as Excellent or Good and 94% rated the "train-the-trainer" approach as an effective way to implement district staff development.

TECHNOLOGY

The Office of Staff Development has always supported technology staff development and the implementation of technology into instruction. Michelle Baldwin, Technology Staff Developer, leads our department in designing, delivering and coordinating several technology workshops. Michelle Baldwin delivered and/or coordinated several just-in-time technology workshops. Michelle also offered several standard technology classes through MPS on-line registration system, ***Better & Better***.

Traditional classes were offered following district standards. On-line classes were offered using Element K as the provider. Atomic Learning was also used for on-line tutorials. The classes were limited to current district standards. A sample of the technology classes recently offered include Email, Word Processing, Database, Spreadsheets, Multimedia, Internet, Intranet, iShare, Infinite Campus Grade Book, Publisher, DreamWeaver, 21st Century Literacy Skills, including Digital Literacy and Social Networking sessions. Classes that included an evaluation are listed below.

In conjunction with the Human Resources division, an ethics in technology session was presented for all new certificated hires. This in-service will continue to be a part of future new certificated staff orientation.

Just-In-Time training sessions were coordinated (curriculum written when necessary, instructors secured, schedules planned) upon request by buildings or district personnel. Sessions included Digital Literacy and Social Networking sessions, iShareInfo, Macromedia Dreamweaver, MPSNet ComCenter, ConnectEd training, various areas of Infinite Campus, and Gaggle.

2008-2009 Technology Class Titles & Descriptions

ATOMIC LEARNING ORIENTATION

This short session introduces staff to Atomic Learning, a web-based software tutorial system. During the session, the instructor guides participants in the login process, as well as how to use the Atomic Learning tutorials.

77 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 scale

BLACKBERRY TIPS FOR CURRENT USERS

A tips class designed for the users already familiar with Blackberry procedures. Topics included shortcuts and review of general Blackberry uses.

DIGITAL LITERACY FOR CLASSROOM PARAS

Designed for classroom paraprofessionals-- supports topics from "What Is Digital Literacy, and Why Should I Care?"

33 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 scale

ELEMENT K ONLINE LEARNING ACCOUNT

Element K allows staff to take many different types of courses online at their convenience. Flash tutorials are the method of delivery and provide an interactive learning site.

EXPLORING MPSNET: MILLARD'S INTRANET

In this one-hour session, staff members learn how to login to MPSNet and explore the different divisions and posting.

14 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 scale

FINDING MORE TIME! USING YOUR GROUPWISE CALENDAR

This session explains how to use the GroupWise calendar for posting appointments, recurring appointments, doing a busy search, using notify, group scheduling, and proxy access to other calendars. Additional topics: using task list and reminder notes with the Group Wise calendar.

GROUPWISE BASICS/MPS INTRANET FOR WINDOWS

This two-hour session covers only the most basic functions of GroupWise email. Participants learn how to login to view emails, as well as to send, reply, and forward emails. Some time is spent learning how to use the GroupWise Address Book.

24 Evaluations Completed

Cumulative Evaluation 4.1 on a 5 scale

GROUPWISE BASICS/MPS INTRANET FOR MAC

Same as GroupWise Basics/MPS Intranet for Windows- customized to Mac platform.

GROUPWISE: ADVANCED

An advanced course that reviews the basics and explore the advanced capabilities of GroupWise; such capabilities include email, personal scheduling, group scheduling, imaging, task management, rules-based message management, and electronic discussions. In this course most of GroupWise's features and functionality are covered.

14 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

GROUPWISE: TIPS & TRICKS

In this two-hour session, experienced GroupWise users learn quick tips to becoming a more efficient GroupWise user. Skills/Topics covered: Using Rules, GroupWise options, Proxy Access, Busy Search, and much more.

5 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

IC REVIEW SESSION (FOR BUILDING SECRETARIES)-

MPS Infinite Campus team members lead a review session at each level (elementary, middle, high school) to answer questions of building secretaries. Specific tasks to each level were addressed as review.

21 Evaluations Completed

Cumulative Evaluation 3.9 on a 5 scale

INFINITE CAMPUS SECURITY

Topics: Responsibilities of accessing and distributing sensitive data; how to navigate and use Ad Hoc filters; creating filters and if needed, extracts; using Report Designer; using Cube Designer.

19 Evaluations Completed

Cumulative Evaluation 2.8 on a 5 scale

ISHARE WEB PAGES

iShareInfo is an easy method of web page design for buildings, school organizations, or classrooms. The 6 hours spent learning about and working with iShareInfo help participants learn iShareInfo features by creating their own actual web sites. Consistent information, links, and image formatting provide familiar navigation across iShareInfo sites to their audiences (students, parents, colleagues, and community).

6 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

MAIL MERGE IN WORD 2003 (TRANSITION FROM 2000)

This course addresses the changes in Mail Merge in Microsoft Word 2003. Participants learn how to create mailing labels, form letters, and envelopes in the 2003 version.

3 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

MS ACCESS I: TABLES & QUERIES

This course introduces participants to database concepts, creating data tables, working with records, and creating and using queries in Microsoft Access.

5 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 scale

MS ACCESS II: INTERMEDIATE QUERIES, FORMS, & REPORTS

This continuation of Access I allows the participant to work with data in tables and queries, create and use forms, and design reports in MS Access.

MS EXCEL: CHART TIPS

This offering provides quick tips and shortcuts for creating graphs and charts in Excel, including how to choose the appropriate data source, chart type and chart options for data.

MS EXCEL: FORMULAS AND FUNCTIONS

This one-session course provides experience using Excel's most commonly used formulas and functions.

11 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

MS EXCEL: INTRODUCTION

This course is a basic introduction to Microsoft Excel. Participants learn how to navigate in Excel worksheets, enter and edit data, create basic formulas, as well as other Excel beginning level features.

13 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 scale

MS EXCEL: TIPS & TRICKS

In this two-hour session, experienced MS Excel users learn some quick tips to becoming a more efficient spreadsheet user. Skills/Topics covered: freezing panes vs. splitting the screen, easy selection techniques, Excel keyboard shortcuts, and much more.

4 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

MS PUBLISHER: CREATING NEWSLETTERS

This course helps develop skills to create professional and easy-to-read newsletters in Microsoft Publisher. A template-based approach will be the main focus. Time is provided for participants to bring their own newsletter to the last session for guided work time.

8 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 scale

MS WORD: TRACK CHANGES

In the Reviewing feature of MS Word, a user may track all changes in a document: insertions, deletions, format changes, etc. This course provides instruction and guided practice in using the "Track Changes" feature.

9 Evaluations Completed

Cumulative Evaluation 5 on a 5 scale

MYSFACE(TM) FOR THE BLISSFULLY UNAWARE

Adults call it "Social Networking." Kids say "it's what we do." Feel left behind in the world of blogging, online profiles, and photo-sharing sites? Are the negative stories on the news your only source of information? This session provides an orientation to social networking tools, as well as how to use their existence as an educational advantage.

93 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 scale

WHAT IS DIGITAL LITERACY, AND WHY SHOULD I CARE?

Technology shouldn't be one more thing to teach in a classroom. Instead, technology should open up new and exciting approaches to teaching the curriculum! Engage students in lessons that prepare them for their future in a digital world. Unsure where to begin? This session will offer some beginning ideas to start integrating technology into your instruction using Web 2.0 tools.

NEW STAFF INDUCTION PROGRAM

Full-scale implementation of the MPS New Staff Induction Program began in August 2002. All staff new to MPS participate in this 3 year program under the direction of administrative intern, Sharon Comisar-Langdon. The MPS New Staff Induction enhanced the successful acclimation and professional development of new staff to MPS.

MENTORING HANDBOOK

The MPS Mentoring Handbook for New Staff, Mentors, Building Administrators and Supervisors has been implemented at all building sites to facilitate the mentoring process. New staff received the Handbook at Fall Workshop and reviewed it with Sharon Comisar-Langdon during 1st semester building visits. New mentors received the handbook during their training prior to the school year.

MOEC MENTORS-IN-TRAINING

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortium since 1991. The purpose of this program is to train metropolitan area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school districts. Over 300 MPS veteran staff members have been trained as mentors to date. This year 30 MPS master teachers participated in the three-day professional growth experience, through MOEC Mentor training.

PRACTICAL TIPS FOR BEGINNING TEACHERS

This 3 hour workshop focuses on effective discipline plans, procedures and routines for the classroom, and the very first day of school in order to provide support to our new teachers who are new to the profession and to increase the likelihood of a “good start” in their educational careers and in their MPS experience. Practical Tips has been expanded this year to a monthly electronic newsletter sent via district e-mail to all our new staff. New staff rate Practical Tips as excellent or good.

PEER COACHING

Peer Coaching is a required experience for all 2nd year certified staff members. Regular Peer Coaching professional development sessions focus on the Millard Introduction Model. Session meetings include peer collaboration and reflection through a non-evaluative observation in each partner’s learning environment, a pre-observation conversation, and a post observation requirement for each Session meeting for all participants. The Peer Coaching Option Independent Team Study is available for 2nd year staff who have more than 2 years of professional experience prior to coming to Millard. Participants earn the \$261 New Staff Induction stipend for successful completion of the year’s experience.

181 PC Evaluations Completed

96% rated Peer Coaching excellent or good and 4.4 on a 5 point scale the experience made a difference in professional practice

PRODUCTIVE APPROACHES FOR TEACHING AND LEARNING

Productive Approaches is a required experience for all 3rd year certified staff members. Staff registered for one of two choices: Productive Approaches for Teaching and Learning 3-hour graduate credit course OR 8 hours of training in differentiated instruction. These district-developed courses align with the Millard Instructional Model with current research and best practice instructional strategies. Third year staff who choose Productive Approaches as the graduate course

earn three graduate credit hours from UNO for successfully completing the course. The Office of Staff Development currently pays the tuition, fees, and materials costs for all participants. Third year staff who choose the 8 week differentiation training experience earn the \$261 New Staff Induction stipend for successful completion of the experience. Veteran certificated staff members are trained as course instructors and teach the graduate courses and the 8 hour differentiation training sessions on a regular basis. Successful completion of Productive Approaches fulfills the differentiation requirement for certificated staff.

113 PA Evaluations Completed	98% rated Productive Approaches excellent or good and 4.35 on a 5 point scale the experience made a difference in professional practice
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GRADUATE CREDIT

In addition to teaching UNO classes in our New Staff Induction Program, the Office of Staff Development implemented *Special District Credit Classes For Salary Advancement*. Staff members who are currently at the BA+36, MA+36, Specialist, or Doctorate level can receive approval for salary advancement by completing a course specifically approved by the Superintendent. These classes are the “approved” classes per the 2007 Collective Bargaining Agreement between the Millard Public Schools and the Millard Education Association. Any MPS staff member may enroll in these classes whether they are at BA+36, MA+36, Specialist or Doctorate level.

Classes that were offered to Millard Public Schools staff included the following:

APPLYING DIFFERENTIATION IN THE REGULAR CLASSROOM

The focus of this course is to target learning, translating, applying, analyzing, and reflecting on different methods of differentiated instruction in the classroom for the purpose of challenging the individual learner.

PRACTICE THAT PROMOTE STUDENT LEARNING

The focus of this course is to enable practicing teachers to develop knowledge, understanding and application of research based effective teaching practices that impact student learning.

PLC: LEARNING BY DOING

The focus of this course is to engage participants in job embedded, perpetual and collaborative learning teams using the Millard Public Schools Professional Learning Community Parameters. This course explores the frameworks and processes of professional learning communities for promoting student achievement by researching collaboratively, designing instructional strategies based upon data, and evaluating student achievement.

In 2008-2009, another class will be added to the list of *Special District Credit Classes For Salary Advancement*.

MAKING THE REST OF YOUR CAREER THE BEST OF YOUR CAREER

Catch a SPARK: Self-reflection, Personal and professional planning, Asset development, Rejuvenation, Knowledge of career development *The focus of this course is to engage participants to 1) analyze professional and personal life through the use of self assessments to identify personal*

and professional strengths and challenges; 2) evaluate patterns in self assessment data in order to identify status of personal / professional wellness and strategies for ongoing growth and development; 3) recognize the signs and symptoms of teacher burnout and apply specific intervention / prevention strategies; and 4) create a personal / professional short and long term asset based growth plan.

NATIONAL BOARD FOR PROFESSIONAL STANDARDS COHORT PROGRAM

National Board Certification is a symbol of professional teaching excellence. A certificate will attest that a teacher was judged by his or her peers as one who is accomplished, makes sound professional judgments about students' best interests and acts effectively on those judgments. In 2007-08, OSD supported five MPS teachers in the UNO/MOEC National Board for Professional Standards Cohort Program. Increasing the number of MPS Nationally Board Certified Teachers provides teachers the opportunity to make positive changes in classrooms to improve student achievement. The 2007-2008 participating teachers in the Cohort Program were Tara Fabian from Ackerman, Theresa Jensen from NHS, Maureen Kuch from Harvey Oaks, Lori Umstead from CMS, and Kelly Welsch from NHS. These five teachers will find out if they earned their certification when results are returned in December, 2008. Seven teachers will be supported to participate in the Cohort in 2008-2009. The seven MPS teachers include Casey Hurner from WHS, Janet Larson and Teresa Meyers from BMS, Pamela Huss from Hitchcock, and Bodwin Hutchinson, Simon Rohde and Kathi Smith from NHS. Additional Information about this program can be viewed on the Intranet.

PRE-OPENING AND FALL WORKSHOP

Specific information about Fall Workshop can be viewed on the Intranet in the Fall Workshop booklet that all certificated and classified staff members receive in their July mailing.

ORIENTATION FOR NEW HIRES

New certificated hires were paid to participate in three days of orientation in August 2, 3 & 6, 2008 with all special education staff participating in an extra day of training on August 1. On Thursday, August 2 the new staff participated in the New Staff Breakfast & Orientation before they spent the afternoon in their buildings with their mentors. On Friday, August 3 and Monday, August 6 new staff were offered training that included a curriculum overview, Six Trait Training, technology training, procedural training.

96 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 scale

TECHNICAL PROFESSIONAL/SECRETARIES

This year the secretaries "kick-off" was conducted on August 1. Keynote Speaker Laura DeBoer, from EAP, presented information about goal setting and creating personal success. Several district representatives also shared pertinent 2007-08 information with the group.

66 Evaluations Completed

Cumulative Evaluation 4.4 on a 5 scale

NEW SECRETARIES AND MENTORS

For the third year in a row, all new secretaries and their mentors met with the Office of Staff Development and other district representatives on August 9. The purpose of this meeting was to

share specific information with new hires to help them successfully transition in their new jobs. The expectations for secretary mentors were shared and everyone participated in a Scavenger Hunt through the Secretary Notebook to ensure understanding of this resource.

CPR/AED/FIRST AID

The Office of Staff Development and the Office of Pupil Services worked in conjunction with the Nebraska Safety Council to provide this training for van drivers, paraprofessionals, security personnel, and other employees as required to meet policy 5600.6.

PARAPROFESSIONAL KICK OFF

Para professionals kick off was on August 8, 2006. A variety of break out sessions were offered. A sample of the break out session titles included but were not limited to: “Message Behind The Behavior”, “Elementary Classroom Management” “Secondary Classroom Management”, “Work Effectively With ELL Students”, “Horizon Tips & Tricks For Media Paras”.

SECURITY PERSONNEL

Security personnel received an in-service on 40 Developmental Assets by Director of Pupil Services, Kraig Lofquist. Special Education Coordinator, Ted Esser, also presented information on deescalating student behavior.

VAN DRIVERS

Two sessions were offered to van drivers in August 2007 to prepare them for the 2007-2008 school year. Session titles were: Defensive Driving Workshop and Drug Use Trends & Behaviors.

29 Evaluations Completed

Cumulative Evaluation 4.5 on a 5 Scale

27 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

Martin Luther King Staff Development Day, January 21, 2008, was again a day when certificated staff were involved in a variety of professional growth opportunities. Based on feedback from building administrators and building staff, the content focus was to support the curriculum process, time for building and district professional learning communities to meet and share progress, and for more training on the Infinite Campus Gradebook program.

The following is a list of titles of workshops that were offered to certificated staff on January 21, 2008.

Adobe Photoshop Tips & Tricks, All Millard Orchestra Clinic Planning, Angling Certification from NGPC, Assessment Reliability-Grading, CAD Training/Collaboration, Community Agency Fair, Computer Applications (MS), Computer Integration (MS), Construction/Manufacturing Course Assessment Audit, Cross District Groups Share, Curriculum Guide Review & Update, Data Analysis, Drug Education by Project Extra Mile, Etools, Exam View, FCS (HS), FCS (MS), Foundation Award to Cambodia, Foundations Collaboration, Gridworld Case Study, Hexter audit and brainstorm solutions for missions and modules, Immunizations & STAPH/MRSA, Instructional Implications, Inter-rater reliability for monitoring and strategies and techniques for preparing students for ELDA, Industrial Technology (MS), Industrial Technology CAD (HS), Industrial

Technology Foundations (HS), Industrial Technology Woods & Metals (HS), K-1 Intervention, Title I, READ, Kodaly Method, Math Focus Sessions, Math Program Materials, Math Stations, MLAS Training, Montessori Training, NCTE presentations, N-Spire Training, Photoshop Elements Update, PLC/Gradebook Indicator Update and Level Assessment Review, PLP Training & Writing, Practical Ideas in Science, Results Matter Fidelity, S.M.A.R.T Goals & assessments, SLP Training, Software Update and Working with High Ability Learners.

PK-12 building focused staff development took place during the afternoon. Principals submitted building staff development plans to the Office of Staff Development. Staff development activities included but was not limited to advisement activities including PLPs, Professional Learning Communities, Millard Instructional Model, iShare, AWA scoring, elementary curriculum training, CORE standard alignment, diversity training, technology, and drug awareness.

2007-2008 CLASSIFIED STAFF DEVELOPMENT OFFERINGS

40 DEVELOPMENTAL ASSETS

The Search Institute in Minneapolis, Minnesota, developed a list of 40 developmental assets that help develop a connection between young people and caring adults. The asset concept is simple and based upon common sense. Young people need positive external supports and internal strengths to succeed in life. And, most important, they need people to help nurture these assets. Assets not only promote positive behaviors, but they also protect young people. The more assets a young person reports having, the less likely he or she is to make harmful or unhealthy choices.

71 Evaluations Completed

Cumulative Evaluation 4.5 on a 5 Scale

ARAMARK WEBSITE DEMONSTRATION (FOR SECRETARIES)

Participants were led through a live demonstration on the Aramark Website followed by a question and answer session.

5 Evaluations Completed

Cumulative Evaluation 3.1 on a 5 Scale

AN EXTRAORDINARY WORKPLACE: IT'S SO SIMPLE

Based on the inspiring story of Southwest Airlines—one of America's most respected and profitable companies—this back-to-the-basics program inspires you to implement four powerful principles for optimizing productivity and profitability: Respecting One Another, Helping Each Other Out, Hiring for Attitude/Training for Skill, and Allowing People the Freedom to be Themselves. The program included a video presentation that demonstrates Southwest Airline's management and staff putting this winning philosophy to work. While designed for managers and supervisors, experience shows that employees greatly benefit from this program as well.

39 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

BEHAVIOR INTERVENTION STRATEGIES

This session focused on identifying behavior, its functions and practical interventions that can be applied in many situations.

84 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 Scale

BEST PRACTICES IN BEHAVIOR REINFORCEMENT FOR STUDENTS IN ALTERNATE CURRICULUM

Participants learned how to recognize troublesome times and events that trigger and maintain problem behaviors. They were given some good research based intervention strategies that target decreasing inappropriate behaviors and increasing appropriate and pro-social behaviors. Part of the presentation involved hands-on examples and chances to role play real life situations.

45 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

BOOK NOOK SERIES

This series of workshops offered to classified staff provided the opportunity to partake in a book study with colleagues. Book Nook Series ranged from one to two sessions in length and focused on personal and/or professional growth topics. The following books were used as the focus:

- Now Discover Your Strengths by Marcus Buckingham (rated 4.8 of 5 by 16 respondents)
- Fish! by Stephen C. Lundin (rated 4.2 of 5 by 16 respondents)
- Fish Sticks by Stephen C. Lundin (rated 4.3 of 5 by 16 respondents)

39 Evaluations Completed

Cumulative Evaluation 4.5 on a 5 Scale

CHILD SAFETY SEAT TRAINING

Van drivers participated in a workshop focusing on child safety seat training. They learned proper child safety seat techniques for a variety of ages and weights.

10 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

CIRC DESK SURVIVAL SKILLS FOR MEDIA PARAS

Topics included tips on getting your files organized for the school year and sharing ideas on managing a busy circulation desk.

24 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

COMMUNICATION: IT'S A MYSTERY!

Who killed the ruthless crime-lord "Poppa" Hasson? Was it "Jumbo," "Hot Dog," "Blue Eyes," or some other member of Poppa's slimy gang? In this fun, fast-paced, interactive program, participants not only tested their sleuthing skills, but also learned the indispensability of communication to organizational success. Participants identified their own communication style and learned how to interact successfully with people whose styles differ.

259 Evaluations Completed

Cumulative Evaluation 3.8 on a 5 Scale

DEESCALATING STUDENTS FOR HALL MONITORS

Participants learned strategies to deescalate students with disruptive behaviors.

13 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 scale

DIGITAL LITERACY FOR CLASSROOM PARAS

Technology shouldn't be one more thing you have to teach in your classroom. Instead, technology should open up new and exciting approaches to teaching the curriculum! Participants learned how to engage students in lessons that prepare them for their future in a digital world. This session offered beginning ideas one could use to start integrating technology into instruction.

33 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

DRUG USE TRENDS & BEHAVIORS

Participants learned how to identify these street drugs and the physical symptoms of drug users.

27 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

ELEMENTARY CLASSROOM MANAGEMENT

Strategies were taught for managing student behavior in the elementary classroom.

63 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 Scale

GOAL SETTING: CREATING PERSONAL SUCCESS

During the course of this session, participants created their own definitions of success. They learned how to effectively set goals and outline a personal plan for growth. They discussed simple keys that create success while recognizing the psychological "traps" that, too often, zap professional and personal motivation.

85 Evaluations Completed

Cumulative Evaluation 4.4 on a 5 Scale

GRIEF AND LOSS

This seminar educated participants about the different type of events capable of eliciting grief, the stages of grief, the loss cycle, characteristics of grief, recovery and suggestions for lending support to others.

11 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

HALL MONITOR TABLE TALK DISCUSSION

Hall monitors shared their experiences, as well as the challenges they face in their position.

HOLIDAY SURVIVAL

During this seminar, participants gained an understanding of the impact that holiday stress can have on you mentally, physically, emotionally, and spiritually. They assessed their current stress level, learned about the top five holiday stressors, and received tips on how to manage stress during the hustle and bustle of the season.

HORIZON TIPS & TRICKS FOR MEDIA PARAS

This session provided a quick review for Horizon software and gave a few "beginning of the year" reminders for the media paraprofessionals. Some topics discussed were borrower files, requests, and reports.

25 Evaluations Completed

Cumulative Evaluation 4.5 on a 5 Scale

HOW BLOCK AND DRAMATIC PLAY PROMOTE PRESCHOOL DEVELOPMENT

Blocks and dramatic play are integral components of the preschool classroom. This workshop demonstrated what children learn in these two centers, how they relate to the Creative Curriculum and what adults can do to facilitate learning.

26 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

HOW LIBRARY TOYS AND GAMES PROMOTE PRESCHOOL DEVELOPMENT

Children learn in a variety of hands on learning activities. Using the Creative Curriculum goals and objectives, this interactive session looked at books, toys and games provide learning opportunities and the important role of the adult in facilitating learning.

18 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

HOW TO FEEL GOOD AND STAY POSITIVE NO MATTER WHAT

Mary Kay Mueller revealed secrets to finding an easier and more balanced life. Participants learned the world's simplest success formula, the 3-minute exercise that is as fun as it is fulfilling. The presentation revealed

- How 3-5 minutes a day can change your mood and energy level
- How to feel better immediately
- How a positive work environment helps you attract and retain the best
- How to create a positive energized work team that enhances your bottom line
- How to resolve time-wasting conflicts more quickly and completely
- How to handle every challenge more positively
- How to turn BC (Blaming and Complaining) into AD (Action and Dreaming)
- How to target the real problem behind negative attitudes
- How the FGH formula can transform any negative attitude
- How to stop a negative spiral from continuing

219 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

HR REVIEW: MEDICAL PLAN, RETIREMENT PLAN, & FMLA

Human Resources personnel reviewed the MPS medical plan, retirement plan and FMLA procedures.

65 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

LIVING A HEALTHY LIFESTYLE

Participants joined Nancy Schwartz, Registered Dietitian, Licensed Medical Nutrition Therapist, and Certified Diabetes Educator, to learn how to live a healthier lifestyle. This one hour session included helpful tips for meal planning, family physical activity and other healthy behaviors that help achieve better health.

36 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

MESSAGE BEHIND THE BEHAVIOR

Everyone who works with children daily knows there are certain behaviors that seem to happen over and over. This presentation focused on common misbehaviors like lying, disrespectful language, angry outbursts, refusal to participate or shutting down. They discussed some of the reasons for these behaviors and ways to respond in ways that lessen stress on the adults and help children to have more success at school.

168 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

MYSpace ETC. FOR THE BLISSFULLY UNAWARE

This session provided participants an orientation to social networking tools, as well as how to use their existence as an educational advantage.

93 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

ORIENTATION FOR NEW PARAS (MANDATORY FOR NEW PARAS)

During this session, the presenter provided great information for “newbies.” Information was shared about building protocol, dress codes, filling out the time card, as well as “doing duty.” They learned what Y & O, early out, sib, bio-p, and SIPP really mean in a school setting.

38 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

PARA PROFESSIONALISM

During this session participants learned tips on how to be the best Para they can be. They learned what is expected in the classroom, in the office or elsewhere in the building.

57 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

PENTAMATION REVIEW

The session reviewed the main components of Pentamation, including a review of the Requisition (PO's), Warehouse requests process and reporting.

25 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 Scale

RESULTS MATTERS: THE FIDELITY PROCESS

Participants learned more about the Creative Curriculum assessment and how to rate or score a preschooler using Creative Curriculum.

30 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 Scale

ROUNDTABLE FOR SECURITY STAFF

Security staff participated in a roundtable discuss with fellow colleagues and high school administrators. They discussed areas of concern and solutions to these issues regarding the roll of security staff.

14 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

SCHOOL HOUSE BULLYING: SPOTTING THE SIGNS WORKSHOP (FOR CLASSIFIED STAFF)

Participants reviewed the signs of bullying and discussed appropriate ways they should intervene.

SECONDARY CLASSROOM MANAGEMENT

Strategies were taught for managing student behavior in the secondary classroom.

31 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

SUPPORTING PRESCHOOLERS WITH DISABILITIES IN THE CLASSROOM

Participants learned new strategies to support preschool aged students.

28 Evaluations Completed

Cumulative Evaluation 3.9 on a 5 Scale

TEN STRATEGIES FOR COMMUNICATING WITH YOUR ELL STUDENTS

Participants demonstrated comprehension and application of strategies used to communicate with limited English speakers by observing ELL teachers (through video) and practicing such strategies in a simulated setting. Participants learned how to simplify speech, how to model the message, and how to use the Language Line Services, etc.

13 Evaluations Completed

Cumulative Evaluation 5 on a 5 Scale

TUMS: A PRESCRIPTION FOR BURNOUT

The National Institute for Occupational Safety and Health estimates that nearly 50% of American workers will suffer from “burnout” at some point in their careers. Burnout is defined as “a disabling reaction to stress on the job, often leaving one physically, mentally, and emotionally drained.” Participants reviewed the signs and symptoms of job burnout, explored strategies for decreasing job stress, and learned what steps to take to prevent burnout.

34 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

UNDERSTANDING OBSESSIVE COMPULSIVE DISORDER

Helpful information on identifying and intervening with students diagnosed with obsessive compulsive disorder. Participants learned new information on how we think it works and what we can do to help manage and control symptoms that interfere with learning and behavioral expectations within the school setting.

67 Evaluations Completed

Cumulative Evaluation 4.2 on a 5 Scale

WHALE DONE! - POWERFUL, POSITIVE, WORK RELATIONSHIPS

What does training killer whales—the ocean’s premier predators—have to do with managing people? More than you would think! Based on the work of leadership visionary, Ken Blanchard (Gung-ho! and The One-Minute Manager), this dynamic, video-based program revealed that the secret of success in both these challenging endeavors is creating positive, mutually beneficial relationships. This program taught participants how to use the basics of meaningful personal relationships—building trust, accentuating the positive, and redirecting energy when things get off track—to create an environment where workers are happy AND productive.

17 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

WINTER DRIVING FOR VAN DRIVERS

This workshop provided participants with tools and ideas to survive inclement weather during the winter.

21 Evaluations Completed

Cumulative Evaluation 4.1 on a 5 Scale

WORK EFFECTIVELY WITH ELL STUDENTS

The participants demonstrated knowledge of working effectively with ELL students by identifying appropriate strategies and relating that information to the participant's own experience in his/her current position.

21 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

REQUIRED NEW CERTIFICATED STAFF WORKSHOPS**SCHOOL HOUSE BULLYING: SPOTTING THE SIGNS WORKSHOP**

All new teachers to MPS participated in this mandatory workshop facilitated by Lisa Kallman, MPS Counselor. Participants reviewed the signs of bullying and discussed appropriate ways they should intervene.

122 Evaluations Completed

Cumulative Evaluation 4.4 on a 5 Scale

SEXUAL HARASSMENT PREVENTION WORKSHOP

All new teachers to MPS participated in this mandatory workshop facilitated by Dale Sundermann from EAP (Employee Assistance Program). This workshop defined sexual harassment and provided examples of behaviors that have been deemed inappropriate by the courts, as well tested techniques for responding to and confronting harassers. The workshop also outlined the latest trends in sexual harassment law and where to turn for additional advice, support, and resources.

102 Evaluations Completed

Cumulative Evaluation 4.5 on a 5 Scale

ADDITIONAL STAFF DEVELOPMENT OFFERINGS**ALCOHOL & DRUG AWARENESS WORKSHOP**

This staff development training is mandatory for all MPS certified and classified staff members, according to Board Policy 4173 and 5410. The objective of this training program is to heighten awareness of the dangers of alcohol and substance abuse.

140 Evaluations Completed

Cumulative Evaluation 4.2 on a 5 Scale

BRI TRAINING

A two-part Basic Reading Inventory Assessment Workshop was held on December 12 with a follow up on January 14. Doug Denson (SHS teacher) and Christi Calder (CMS teacher) presented to a select group of secondary teachers. In December, participants demonstrated application of individual student reading diagnostics by practicing the BRI assessment procedures which will increase student achievement through teacher instruction. In January, participants demonstrated evaluation of reading instruction and reading assessment by interpreting their BRI assessment results and explaining personal successful reading strategies.

44 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

COMMON FORMATIVE ASSESSMENT WORKSHOP

On November 8 (Elementary) & November 29 (Secondary), select Millard certificated staff Participated in Common Formative Assessment Workshop facilitated by Debbie Schraeder (ESU #3), Jerry Olsen (BMS) and Alicia Feist (Montclair). Participants demonstrated comprehension of common formative assessment by understanding its use within professional learning communities and student achievement.

41 Evaluations Completed

71% Excellent or Good

COMMON SENSE PARENTING

This training has been offered since 1999. The Boys Town based training is comprised of approximately 7 two-hour sessions. It is intended to assist parents in learning strategies to be more effective in the approach to discipline. Kim Secora is our instructor.

14 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

COOPERATING TEACHERS

In an attempt to upgrade the skills of cooperating teachers who supervise student teachers, multi-session offering has been provided since 2002. Eventually we hope to make this offering mandatory for all cooperating teachers. In 2006-07, four building administrators (Bert Deremer, Susan Marlatt, Carrie Novotny-Buss, Greg Tiemann) facilitated these sessions.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This offering was initiated in 2000 and is used as an offering for the district's student teachers each semester. Classroom management is so fundamental to successful classroom experiences. We hope this offering helps address principles of classroom management and provides strategies for effectively dealing with student behavior in the classroom. CADRE Associates and MEP Facilitators provided this session both semesters: Kim Rice, Char Riewer, Candra Guenther, Jane Pille, Tracy Logan and Dawn Marten.

53 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

DATA RETREAT

The Office of Staff Development helped to facilitate several data retreats for School Improvement purposes on June 7, 2007 and on August 30, 2007; Educational Services Division on November 2, 2007; and the Language Arts CORE Committee on January 18, 2008.

403(B) INFORMATION SESSION & VENDOR FAIR

Participants attended an informational session to learn more about how a 403(B) plan can offer the opportunity to save on retirement on a pre-tax, tax-deferred basis. Participants were also able to visit a vendor fair after the informational session.

FACILITATION SKILLS WORKSHOP

On Friday, August 24, 2007, Cassandra Erkens from Solutions Tree provided a day long facilitation skills workshop. The audience included all Building Staff Development Facilitators, MEP Facilitators, CADRE Associates and interested building and district administrators. 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.

62 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

LIFETIME FITNESS

This offering has been available to MPS staff for many years. Phyllis Schroeder, SHS teacher, shares information including topics of monitoring heart rate, aquatic exercise, muscle strength and endurance, nutrition, and low-fat cooking.

16 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 Scale

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 or MIT. With kick-off training in fall 2001-2002, MIT refreshers will be standard offerings in the foreseeable future. MIT Trainers are MPS professionals.

194 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

PLC LEADER TRAINING

Educational Services staff members, Office of Staff Development staff members and building administrators planned and facilitated PLC District Singleton Leader Training on August 29 and September 13. Participants of this training demonstrated comprehension of their role as a PLC leader by summarizing the key functions of a singleton PLC leader.

RELIGIOUS DIVERSITY TRAINING

During this day-long training participants: 1) Explored their views about religion and identity. 2) Learned about the legal parameters for when/how religion and religious materials can be used in a public school environment. 3) Found out about the basic beliefs, demographics and organization of the major religious communities in the Omaha area. 4) Identified strategies for creating an environment in schools/organizations that are inclusive of religious diversity and that does not restrict appropriate and acceptable learning about religion.

23 Evaluations Completed

Cumulative Evaluation 4.8 on a 5 Scale

SUBSTITUTE TEACHER STAFF DEVELOPMENT WORKSHOP

A voluntary workshop for substitute teachers interested in learning about motivation and questioning techniques by compiling strategies that aligns with the Millard Instructional Model.

20 Evaluations Completed

Cumulative Evaluation 4.7 on a 5 Scale

SUMMER BOOK CAMP

Elementary and secondary teachers joined Alicia Feist, MPS teacher, in a workshop that created a better understanding of formative assessments and how they impact instruction & student achievement. Participants received the resource book, *Common Formative Assessments: How to Connect Standard-Based Instruction and Assessment*, in addition to 6 hours at the voluntary pay rate of \$12.69

21 Evaluations Completed

Cumulative Evaluation 4.6 on a 5 Scale

TRAINING FOR NEW ADMINISTRATORS

In 2007-2008, the Office of Staff Development again worked with the Office of Human Resources to revise and implement the New Administrator Induction program. Training included time for the new administrators to meet with different district representatives to share Millard policies and procedures, learn about the district's Teacher Evaluation System (including Intensive Assistance) and participate in exciting leadership activities.

12 of 19 areas evaluated were rated as Effective or Very Effective by 7 respondents.

WOODCOCK JOHNSON ASSESSMENT

This offering is a district sponsored special education session and is required of all new staff who will be administering the Woodcock Johnson Assessment as part of a Multidisciplinary Team Evaluation. Participation in this class assures that appropriate assessment strategies are being used by all special education staff members.

5 Evaluations Completed

Cumulative Evaluation 3.1 on a 5 Scale

YOGA

Originating in 2003, Liz Carey began sharing her considerable expertise by teaching yoga classes for District personnel. This class is very popular and produces a waiting list for every session.

54 Evaluations Completed

Cumulative Evaluation 4.9 on a 5 scale