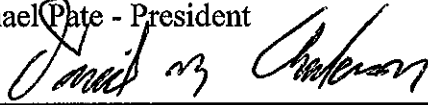


**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**


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 6:30 P.M. on September 21, 2009, at Don Stroh Administrative Center  
5606 South 147th Street Omaha, NE 68137

Dated this 21st day of September, 2009.

Michael Pate - President



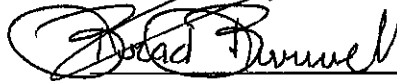
David Anderson - Vice President



Linda Poole - Secretary



Mike Kennedy - Treasurer



Brad Burwell

Julie Kannas



Maurice Green - Millard North High School



Josh Kenney - Millard South High School



Rachel Saenz - Millard West High School

**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 6:30 p.m. on Monday, September 21, 2009 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.  
LUNDA POOLE,  
Secretary

9-18-09

**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**

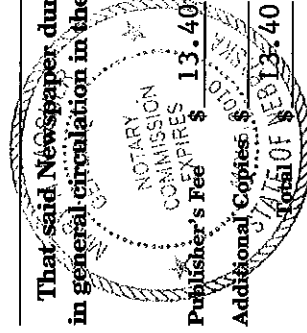
being duly sworn, deposes and says that she is

**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

September 18, 2009

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 18th day of

September 20 09

Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING

SEPTEMBER 21, 2009

NAME:

REPRESENTING:

KACEY BROWN	Millard West
JORDYN PAVICH	Millard West
NIC SWEATT	Millard West
DAVID SMITH	Millard West
CHRIS MASTERMAN	Millard West
RYAN KELLEY	Millard West
MEHL STYDDEL	Millard South
JOEL PROCHASKA	Millard South
JENAS SOSNOVCHIK	Millard West
LINDSAY EBERT	Millard West
RACHEL SAENZ	Millard West
CORBIN BROWN	Millard West
BRYAN ENGEN	Millard West
KAITLIN COOPER	Millard West
JAYSON SANTOS	Millard West
KATIE CARNAZZO	Millard West
BRET BASJE	Upchurch Elementary
WAT ZODE	Millard West
LYNDAN KLAUSCHKE	Millard West
BRETT ARNOLD	Millard West

BOARD OF EDUCATION MEETING

SEPTEMBER 21, 2009

NAME:

REPRESENTING:

Jon Henne	Meo Henne Contracting
Abigail Hills	Millard west
Rubel Lee	self
Rehanna Busse	millard west
Rebecca Adams	Millard West HS
JAMES WOLZ	MEZO-HENNE
EMILY VOTTECH	millard west
DRENNIA JIMMERSON	millard west
Kayla Wray	Millard West
Janet Larson	MPS Leadership Academy / BMS
Natalie Maruzzo	millard west
MIKE EMANUEL	MEZO-HENNE
CARISSA CADLO	millard west
Mike Toman	MW
Kirsti Alexander	#
Justin Higgins	MW
Susan Pryor	Upchurch
Kjerste Gast	Millard West
Amber Wtmer	MW
Miranda Fleming	MV

BOARD OF EDUCATION MEETING

SEPTEMBER 21, 2009

NAME:

REPRESENTING:

Justin Osterliss	MW
Spencer Petersen	MW Student
Aaron Corraine	MW Student
Colby Kallweit	MW Student
Andrew Schuebel	MW Student
Jamett Brenner	MW Student
Seth Kueper	MW Student
Jan McGilroy	MW Student
MISTY May	MW
Christina White	MW
Kuiley Merser	MW
Peter Hansen	Millard West
Jacob Hollingsworth	Millard West
Faige Motycka	Millard West
Richard Clark	Millard West

BOARD OF EDUCATION MEETING

SEPTEMBER 21, 2009

NAME:

REPRESENTING:

Amy Kimmel

UNMC / CLARKSON

Courtney Carpenter

Student MW

Mike Kaspar

SSC

Blake Dallan

Student MW

Dylan Richards

Student MW

Brandon Tibbott

Sam Blessing

Jordan Morris

Amy Grant

NORRIS Elk

Reid Rathbun

Student MW

J Rosburn

Wells Res.

Bark Wells

OSAC

Ali Gracner

Student MW

Molly Erickson

MEA

Caitlin Anderson

MW Student

David Poots

MW Student

Brent Holst

MW Student

Adrian Bartyczak

MW Student

Travis Skolin

MW Student

Matt Jensen

MW Student



*BOARD OF EDUCATION*  
MEETING



*SEPTEMBER 21, 2009*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
SEPTEMBER 21, 2009

AGENDA

A. Call to Order

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

B. Pledge of Allegiance

C. Roll Call

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

E. Routine Matters

1. \*Approval of Board of Education Minutes – September 8, 2009
2. \*Approval of Bills
3. \*Receive the Treasurer's Report and Place on File
4. Summary of Committee of the Whole Meeting – September 14, 2009

F. Information Items

1. Superintendent's Comments
2. Board Comments/Announcements
3. Reports from Student Representatives

G. Unfinished Business:

H. New Business

1. \*Approval of Job Description 2100.10 – Director of Special Education
2. \*Approval of Job Description 2100.14 – Director of Pupil Services
3. \*Approval of Job Description 2100.22 – Administrator for Special Education Programs & Compliance
4. Approval of Poverty Plan
5. Approval of the Limited English Proficiency Plan
6. Award SSC II Excel Building Phase I Contract
7. Renewal of Nebraska Medicaid Claiming Consortium Contract

I. Reports

1. ACT and SAT Results 2008-2009
2. Summer School Report
3. Dual Enrollment Program Report



J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, October 5, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. NASB Area Membership Meeting on Wednesday, October 7, 2009 at 5 p.m. at Quarry Oaks, Dinner at 7 p.m.
3. NFUSSD Conference on October 11-14, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway
4. Board of Education Meeting on Monday, October 19, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, November 2, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Committee of the Whole Meeting on Monday, November 9, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Board of Education Meeting on Monday, November 16, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. NASB State Education Conference November 18-20, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway

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

BOARD MEETING  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
SEPTEMBER 21, 2009

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 – September 8, 2009. (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See enclosures.)

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

E.4. Summary of Committee of the Whole Meeting – September 14, 2009

F.1. Superintendent’s Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

\*H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Job Description 2100.10 – Director of Special Education. (See enclosure.)

\*H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Job Description 2100.14 – Director of Pupil Services. (See enclosure.)

\*H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Job Description 2100.22 – Administrator for Special Education Programs & Compliance. (See enclosure.)

H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Poverty Plan for 2010-2011. (See enclosure.)

H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Limited English Proficiency Plan for 2010-2011. (See enclosure.)

H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to award the SSC II Excel Building Phase I Contract. (See enclosure.)

Administrative Memorandum  
September 21, 2009  
Page 2

H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the renewal of Nebraska Medicaid Claiming Consortium Contract. (See enclosure.)

I. Reports:

1. ACT and SAT Results 2008-2009
2. Summer School Report
3. Dual Enrollment Program Report

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, October 5, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
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8. NASB State Education Conference November 18-20, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway

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

6

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. The meeting was convened in open and public session at 6:30 p.m., Tuesday, September 8, 2009, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Present: Michael Pate, Dave Anderson, Brad Burwell, Mike Kennedy, Linda Poole, and Julie Kannas

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, September 4, 2009; 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 6:30 p.m. Michael Pate announced the public meeting Act is posted on the wall and available for public inspection. Mr. Pate asked everyone to say the Pledge of Allegiance.

Roll call was taken and all board members were present.

Motion by Dave Anderson, seconded by Linda Poole, to approve the Board of Education Minutes – August 17, 2009, approve the bills, and receive the Treasurer’s Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Employees of the Month of September were Susan Hancock, counselor at Millard West High School, and Mary Norris, general education paraprofessional at Cottonwood Elementary.

Superintendent Comments:

1. On Thursday there will be a Learning Community Sub-District 4 meeting at Upchurch Elementary at 1:30 p.m. The Diversity Task Force will also be meeting this week and will conduct training session on how to figure capacity of buildings for elementary, middle school and high school.
2. Approval of the budget and the stimulus plan are on the agenda tonight.
3. The Douglas County Health Department checks each Wednesday with the head nurse about absences in the District. To date, the absences are running lower than normal.
4. Dr. Lutz reviewed Policy 6240 – Taught Curriculum – Controversial Issues, which was followed by District administrators in dealing with questions from the public, the media and staff members in regards to President Obama’s speech to school children.

Board Comments:

Mike Kennedy said he received a lot of calls and emails in regards to the speech President Obama was going to make to school children. Dr. Lutz was appropriate in the manner in which the situation was handled, he said.

Dave Anderson said he attended the Business Advisory meeting last Friday. Topics for the meeting included the budget, H1N1 virus and what preparation Millard has done, and the speech to school children by the President.

Mr. Anderson congratulated Dr. Lutz and the administration on the way the Obama speech was handled.

Linda Poole commended Dr. Lutz on how he and the administration handled the situation by following the district's policy.

Mrs. Poole said the boosters from Millard West brought in a nationally known speaker to talk to parents and also the students at Millard West and Russell Middle School on alcohol and drug abuse. She said there were only about 100 parents in attendance.

Mrs. Poole said she will be able to attend the whole NFUSSD Conference in October.

Mr. Anderson said there should have been better communication to the community on the speaker, who spoke on drug and alcohol abuse at Millard West. Mr. Anderson said he found out about the speaker only the night before.

Brad Burwell echoed the same comments made by the other board members on the way Dr. Lutz, and other administrators handled questions about the President's speech to the children.

Mr. Burwell reported the Learning Community did approve the \$.95 general fund levy and \$.01 cent levy for the building fund. The capitol funds project levy wasn't as easy to get approval, but they did compromise and approved one-half cent.

Mr. Burwell said he sits on the Diversity Task Force, and with the help of Jon Lopez and Kraig Lofquist, they are coming with up with the final letter that will be going out on open enrollment. There have been a lot of changes, because of going from option enrollment to open enrollment. The letter will be available on January 15, 2010 to all 11 districts. The applications will need to be turned in to the districts by March 15, and then the districts will make decisions by April 1, 2010. The group has also been working on fair capacity standards. There has been a lot of involvement from the school districts.

The District 4 Sub-Council meeting will be held at Upchurch Elementary on Thursday, September 10<sup>th</sup> at 1:30 p.m. In addition to the topics Mr. Burwell just touched on, the principal at Upchurch Elementary will talk about how the 40 Asset Program is used in the elementary school.

Mr. Burwell said one of the charges for Dr. Lutz for this year was to take a leadership position in the Learning Community, and not only Dr. Lutz, but Ken Fossen, Mark Feldhausen, Jon Lopez, and Kraig Lofquist have all taken a leadership role in the Learning Community. Mr. Burwell was appreciative of all administrators for their leadership and hard work.

Mr. Burwell expressed his sympathy to the family of former state Senator Ron Raikes.

Mike Pate announced that he will be out of town on September 21, 2009, so he will not be at the board meeting.

Maurice Green, student representative from Millard North High School, Josh Kenney, student representative from Millard South High School, and Rachel Saenz, student representative from Millard West High School gave highlights in academics and athletics at each of their respective high schools for the last couple of week.

Motion by Brad Burwell, seconded by Linda Poole, that the FYE10 Budget be adopted as submitted in the Revised Budget Summary and that such document be incorporated herein in its entirety by this reference, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, that approval be given to the Resolution Regarding FYE10 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Brad Burwell, to authorize the Associate Superintendent of Educational Services and/or the Associate Superintendent for General Administration to execute any and all documents related to the ARRA monies including any amendments related thereto, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Kannas, that the project with Gallup University in the amount of \$114,191 and the identified deliverables be approved and that the Executive Director of Planning & Evaluation 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 Brad Burwell, seconded by Dave Anderson, to approve Personnel Actions: Amendment to Continuing Contracts: Sugar Thiessen, Elizabeth Chadek, Tanya Fletcher; Resignation: Lisa Masid-Scheppers; and New Hires: Morgan Simpson, and Lisa Masid-Scheppers, upon roll call vote, all members voted aye. Motion carried.

Reports included an Enrollment Report, the Exiting Senior Survey Report – Class of 2009, and the Five-Year Post Graduate Report (2004).

Future Agenda Items/Board Calendar: The Committee of the Whole Meeting will be held on Monday, September 14, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, September 21, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, October 5, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The NASB Area Membership Meeting will be on Wednesday, October 7, 2009 at 5 p.m. at Quarry Oaks, Dinner at 7 p.m. The NFUSSD Conference will be held on October 11-14, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway. A Board of Education Meeting will be held on Monday, October 19, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be on Monday, November 2, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, November 9, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, November 16, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The NASB State Education Conference will be held November 18-20, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway.

Mike Pate adjourned the meeting.

  
SECRETARY

**Millard Public Schools**  
September 21, 2009

# Millard Public Schools

## Check Register

10

Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
305667	098765	SECURITY BENEFIT LIFE INS CO	306,160.41
305668	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
305669	137662	UPSTREAM BREWING CO WEST LLC	130.57
305670	011185	ALLIED OIL & SUPPLY, INC.	189.69
305671	107482	COLLEGE BOARD/NYO	175.00
305673	043760	GALLUP ORGANIZATION	5.00
305674	102451	INTERNATIONAL BACCALAUREATE	4,165.00
305675	068415	NEBRASKA COUNCIL OF SCHOOL	80.00
305676	070810	OMAHA PUBLIC SCHOOLS	100.00
305677	137440	PETTY CASH/AUTISM	200.00
305678	071368	PETTY CASH/MILLARD NORTH	234.82
305679	132115	PETTY CASH/YAP	300.00
305680	134819	RESPECT 2	275.00
305682	098765	SECURITY BENEFIT LIFE INS CO	12,341.80
305683	130722	LYON FINANCIAL SERVICES	1,664.37
305701	106773	FIRST NATIONAL BANK VISA	9,414.63
305702	043760	GALLUP ORGANIZATION	22,986.00
305703	133226	NAHPERD	65.00
305706	068463	NEBRASKA MUSIC EDUCATORS ASSOC	725.00
305707	067027	NEBRASKA STATE BANDMASTERS ASSN	150.00
305708	070810	OMAHA PUBLIC SCHOOLS	125.00
305709	135087	PETTY CASH/REEDER ELEM	100.00
305710	090673	QWEST	228.76
305711	098765	SECURITY BENEFIT LIFE INS CO	8,900.00
305712	136949	CS & M ASSOCIATES	344.61
305713	136727	RESORT INNS OF AMERICA INC	426.72
305714	136727	RESORT INNS OF AMERICA INC	426.72
305715	068840	UNIVERSITY OF NEBRASKA AT OMAHA	475.00
305716	068834	UNIVERSITY OF NEBRASKA-LINCOLN	90.00
305718	132589	LYNN R WILLIAMS	65,103.00
305721	011051	ALL MAKES OFFICE EQUIPMENT	453.98
305722	130469	SUSAN J ANGLEMYER	92.28
305723	010083	ATS MOBILE TELEPHONE CO INC	85.02
305724	136956	RAYMOND J SAVARD	2,500.00
305725	010090	AUDIOVISUAL INC	4,532.00
305726	137039	GLORIA J BARTELS	376.55
305727	107979	LORI A BARTELS	292.04
305728	131148	VIRGINIA C BAYE	376.55
305729	130337	DEBRA K BEAUDOIN	12.61
305730	133480	BERINGER CIACCIO DENNELL MABREY	5,234.88
305731	135209	AMY M BLANCHARD	6.36
305732	133057	NANCY R BORGUM	110.75
305733	136962	BETTY M BRAGG	376.55
305734	136556	MARILYN DODRILL BRUCKNER	243.65
305736	099431	BUSINESS MEDIA INC	3,180.01
305737	020800	JANET S BUTLER	164.76

Date: 9/16/09



# Millard Public Schools

## Check Register

11

Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
305738	134237	SCOTT G BUTLER	934.60
305739	136308	INTER STATE STUDIO & PUBLISHING CO	709.50
305740	024067	CARSON DELLOSA PUBLISHING	37.51
305742	133589	CDW GOVERNMENT, INC.	2,910.00
305743	106836	KEVIN J CHICK	891.27
305745	099222	CLASSROOM DIRECT	252.44
305746	132886	SANDRA R COLE	376.55
305749	133818	CONNECTIVITY SOLUTIONS MFG INC	1,348.13
305750	133617	CONOCOPHILLIPS	12,073.37
305752	132170	CORMACI CONSTRUCTION INC	5,249.00
305753	108436	COX COMMUNICATIONS INC	42,751.09
305754	026585	CRABTREE PUBLISHING COMPANY	1,064.34
305755	131003	DAILY RECORD	10.40
305756	136391	JEROME DARTMANN	27.58
305757	130339	DEEP ROCK WATER	18.05
305758	133009	ROBERTA E DEREMER	63.92
305759	109850	DEX MEDIA EAST LLC	217.85
305760	133084	DHARMA TRADING CO.	144.93
305762	099220	DICK BLICK CO	12,530.33
305763	137107	CAROL L DICKMEYER	376.55
305764	134800	REBECCA L DIETLE	376.55
305765	033473	DIETZE MUSIC HOUSE INC	1,561.43
305766	099552	DISCOUNT SCHOOL SUPPLY	396.03
305767	136964	NAN A DOESCHOT	376.55
305769	135650	JAY R DOSTAL	1,477.30
305770	135497	RICKIE D ENGEL	376.55
305771	132194	CATHY C EVERETT	26.43
305772	133553	LINDSAY FERGUSON	55.16
305773	131176	STEPHEN A. FERGUSON	55.16
305774	040919	FISHER SCIENTIFIC	816.48
305775	041086	FLINN SCIENTIFIC INC	799.02
305776	136966	JILL JANINE FLOTH	376.55
305777	137040	JUDITH A FOWLER	376.55
305778	106517	JANET M FRANK	38.34
305779	130082	NONNIE M FRENZER	376.55
305780	041543	AMY J FRIEDMAN	25.00
305781	041540	FRIENDSHIP HOUSE	48.85
305783	137676	AMY GOLDSMITH	138.44
305784	063347	NANCY J HAITH	29.73
305785	137096	LAURA HAMILTON	55.16
305787	133627	MARK HAMILTON	55.16
305788	056820	HARRY A KOCH COMPANY	81,855.00
305789	048517	GREENWOOD PUBLISHING GROUP INC	71.15
305790	137678	KRISTEN D HOLZER	19.21
305791	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	40,293.26
305793	049850	HY-VEE INC	67.15

Date: 9/16/09

# Millard Public Schools

## Check Register

12

Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
305794	051573	IDEAL PURE WATER	227.00
305795	135481	INTERMEDIATE DISTRICT 287	80.00
305796	100928	J.W. PEPPER & SON INC.	50.99
305797	054223	MICHAEL JANIS	376.55
305798	136967	LINDA M JOHNSON	376.55
305799	059573	NANCY A JOHNSTON	40.43
305800	135384	LINDA C JONES	376.55
305801	136968	TWILA E JUEL	376.55
305803	133556	JANICE M KLOKE	199.35
305805	099217	LAKESHORE LEARNING MATERIALS	318.47
305807	059560	LINWELD INC	119.58
305808	137667	KYLEE LOLLAR	55.16
305809	060023	NEBRASKA SPORTS INDUSTRIES INC.	614.48
305810	099321	MACKIN BOOK COMPANY	3,084.30
305812	132556	MAKEMUSIC INC	160.00
305814	107399	MADONNA J MCARDLE	376.55
305815	131069	CAROL MCCANN	376.55
305816	133403	AMERICAN NATIONAL BANK	903.60
305817	065233	MIDWEST TURF & IRRIGATION INC	242.31
305818	065400	MILLARD LUMBER INC	185.52
305819	065709	SHARRON A MILLSAP	265.80
305820	136388	MITCHELL S MOLLRING	652.75
305821	010884	FRANCE ALBANESI	87.40
305822	136275	KRISTA MORRISON	21.79
305823	134532	MORRISSEY ENGINEERING INC	800.00
305824	066580	MUSIC IN MOTION INC	302.54
305825	067000	NASCO	1,322.67
305826	109843	NEXTEL PARTNERS INC	942.05
305827	100013	OFFICE DEPOT 84133510	2,603.37
305828	071138	ORIENTAL TRADING COMPANY	158.74
305829	082652	PEARSON EDUCATION	30,709.71
305831	072382	SHEILA M PHELPS	8.56
305832	072400	PHI DELTA KAPPA	340.00
305833	130721	MARY J PILLE	238.00
305834	072760	PITSCO INC	400.42
305835	072349	PREMIER AGENDAS INC	2,973.75
305836	109845	CHRISTINA PREUSS	15.14
305837	078760	REGAL AWARDS, INC.	440.86
305838	079106	PATRICIA W RHODES	132.90
305840	130747	BARBARA L ROTHENBERG	90.70
305841	079691	SADDLEBACK EDUCATIONAL INC	21.99
305842	081630	SAM'S CLUB DIRECT	29.17
305844	082395	CLAUDIA K SCHULTE	216.00
305846	137682	WILLIAM F SIMPSON	27.58
305847	136920	KATHLEEN M SMITH	443.00
305848	083950	SOCIAL STUDIES SCHOOL SERVICE	335.61

Date: 9/16/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
305849	135408	JANICE D SORENSEN	376.55
305850	084326	SPORTIME	761.24
305851	137481	STAPLES INC & SUBSIDIARIES	708.16
305852	109822	BRAD D SULLIVAN	30.52
305853	088654	TARGET	185.47
305855	108393	NANCY THOMPSON	200.00
305856	137041	MARY L TRENERRY	310.10
305858	090242	UNITED PARCEL SERVICE	262.93
305860	099266	USA TODAY	215.00
305861	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	554.14
305862	137110	KATHLEEN K WALLACE	19.75
305863	093650	WARD'S NATURAL SCIENCE EST LLC	1,791.18
305864	137042	DIANE M WEIER	863.85
305865	134072	ROBIN L WIAR	97.30
305866	137327	GINA WIITANEN	39.99
305867	095155	MARY C WILSON	376.55
305868	095674	XEROX CORPORATION (LEASES)	24,675.72
305869	095674	XEROX CORPORATION (LEASES)	5,933.21
305870	130371	ROBERT J YAKUS	35.76
305872	137683	KATHRYN YOST	55.16
305873	096200	YOUNG & WHITE	16,877.23
<b>Total for GENERAL FUND</b>			<b>775,279.94</b>
21961	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	1,469.05
21962	134892	JOHN CHARLES ADAIR	74.25
21963	137668	VICTORIA A ALEXANDER	42.79
21964	137609	NOVA RDH INC	1,089.81
21965	137623	BARDCO INC	881.13
21966	133617	CONOCOPHILLIPS	60.85
21967	032872	DENNIS SUPPLY COMPANY	544.01
21968	136999	RAFAEL DIAZ	50.63
21969	137669	JILL M EADES	30.80
21970	137000	MARLEY J FLEMING	60.75
21971	135983	ENCORE ONE LLC	266.65
21972	010670	GOODWIN TUCKER GROUP	277.93
21973	134024	GRACE GREENWOOD	6.75
21974	137001	RYAN J GUENETTE	20.25
21975	131359	LINDA HOPKINS	29.70
21976	136304	ZACKERY A KAPFER	60.75
21977	137162	TAYLOR M KIM	33.75
21978	135668	NICHOLAS T KING	111.38
21979	137376	MICHAEL KRMPOTIC	60.75
21980	102229	ROWAN W LANG	243.89
21981	137251	ANDREW E LUCAS JR	20.25
21982	136511	KATHRYN M MAYER	16.67
21983	137674	RYAN D MCEACHEN	81.00
21984	133180	CHRISTOPHER MCEVOY	50.63

Date: 9/16/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
21985	136366	HEATH D MOORE	33.75
21986	134025	RONALD A NEWTON JR	87.75
21987	132161	REBECCA L NIELSEN	8.25
21988	136216	MARY L PARISH	11.00
21989	137670	KRISTINE K PATTERSON	50.00
21990	102445	EDRIE K PEARCE	502.16
21991	136307	LUCAS PELSTER	40.50
21992	133238	TINA M PREUSKER	14.85
21993	136306	COURTNEY K RIETZ	40.50
21994	130903	DEB RINGER	48.84
21995	137164	ADRIANA D ROBINSON	27.00
21996	137671	QUINTON G SCALETTA	50.63
21997	131350	JUDITH H SCHULTZ	16.50
21998	135057	KATHERINE L SIX	30.14
21999	135739	ELIJAH TYNES	86.06
22000	135674	BRIAN A VICARS	50.63
22001	092789	WALDINGER CORPORATION	303.33
22002	137672	CARLY J WHITE	27.00
22003	137003	AUSTIN K WILSON	30.38
<b>Total for FOOD SERVICE</b>			<b>7,043.69</b>
305719	010256	GRUNWALD MECHANICAL CONTRACTORS INC	11,975.75
305735	133503	BUILDING COMMISSIONING LLC	1,000.00
305748	106902	COMMUNICATION SERVICES INC.	5,998.11
305749	133818	CONNECTIVITY SOLUTIONS MFG INC	14,659.53
305752	132170	CORMACI CONSTRUCTION INC	11,256.00
305839	134824	ROOFING SOLUTIONS INC	9,750.00
305843	081880	SCHEMMER ASSOCATES INC	5,500.00
305854	108099	THIELE GEOTECH INC	110.00
305857	135716	TYCON ELECTRIC INC	2,064.40
<b>Total for SPECIAL BUILDING</b>			<b>62,313.79</b>
305720	137546	3 COM CORPORATION	58,697.50
305730	133480	BERINGER CIACCIO DENNELL MABREY	13,160.98
305747	130646	COMMONWEALTH ELECTRIC	10,500.00
305751	135287	CONSTRUCT INC	631,166.40
305811	134668	MAGNUM RESOURCES INC	3,383.00
305854	108099	THIELE GEOTECH INC	1,558.00
305859	090900	UNIVERSITY PUB, INC.	420.00
<b>Total for CONSTRUCTION</b>			<b>718,885.88</b>
305681	081630	SAM'S CLUB DIRECT	15.00
305684	068840	UNIVERSITY OF NEBRASKA AT OMAHA	452.55
305700	135201	DOANE COLLEGE	285.00
305701	106773	FIRST NATIONAL BANK VISA	51.32
305704	068340	NEBRASKA ASSOCIATION FOR GIFTED	85.00
305705	068340	NEBRASKA ASSOCIATION FOR GIFTED	85.00
305717	068840	UNIVERSITY OF NEBRASKA AT OMAHA	905.10

Date: 9/16/09

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of September 21, 2009

Check No	Vend No	Vendor Name	Amount
305741	137666	RENEE CASTEEL	295.00
305744	024652	CHILDCRAFT EDUCATION CORP	34.89
305766	099552	DISCOUNT SCHOOL SUPPLY	277.35
305768	137355	CATHY R DOHRMANN	16.29
305782	137675	CYNTHIA A GIBBS	30.00
305786	137677	EMILY M HAMILTON	104.28
305792	137050	ANGELIA HUGHES	44.13
305802	131177	ANDREA L KIDD	85.36
305804	134089	BRADLEY KRACI	700.00
305813	108172	LISA A MASID SCHEPPERS	137.00
305829	082652	PEARSON EDUCATION	1,708.46
305830	137680	SARAH L PETERSON	42.14
305845	137681	ANNE M SERVAIS	88.15
<b>Total for GRANT FUND</b>			<b>5,442.02</b>
305672	136587	COVENTRY HEALTH & LIFE INS CO	115,955.51
<b>Total for</b>			<b>115,955.51</b>
305752	132170	CORMACI CONSTRUCTION INC	13,236.00
305854	108099	THIELE GEOTECH INC	314.00
<b>Total for DEPRECIATION</b>			<b>13,550.00</b>
305806	133206	MARK LARSON	68.00
305871	137601	YARD MARKET	150.00
<b>Total for ACTIVITY FUND</b>			<b>218.00</b>
305718	132589	LYNN R WILLIAMS	-13,020.60
<b>Total for</b>			<b>-13,020.60</b>
<b>Report Total</b>			<b>1,685,668.23</b>

# Current Cash Balance Report

Date: 07/01/2009 thru 07/31/2009

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General	78,359.33	0.00	0.00	0.00	78,359.33
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	7,573.76	320.90	0.00	0.00	7,894.66
180 Interest Earned - Checking	21,987.51	133.89	0.00	0.00	22,121.40
190 Interest on Savings	44,170.66	0.00	0.00	0.00	44,170.66
<b>A General Funds Totals:</b>	<b>152,091.26</b>	<b>454.79</b>	<b>0.00</b>	<b>0.00</b>	<b>152,546.05</b>
<b>B Administrative Custody Accts</b>					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	19,588.58	0.00	14,568.20	0.00	5,020.38
210 Activity Express	74,892.00	100.00	0.00	0.00	74,992.00
211 Logo Sales	-1,873.94	0.00	0.00	0.00	-1,873.94
213 Student Showcase	60.00	0.00	0.00	0.00	60.00
215 HAL Field Trips/Preschool	-13,983.42	0.00	0.00	0.00	-13,983.42
220 WF Student Donation	4,201.98	236.93	236.93	0.00	4,201.98
230 Hospitality	99.70	0.00	37.88	0.00	61.82
235 Educational Services Hospitality	63.47	0.00	0.00	0.00	63.47
240 NFUSSD	1,093.00	0.00	0.00	0.00	1,093.00
245 Paybac	0.00	0.00	0.00	0.00	0.00
<b>B Administrative Custody Accts Totals:</b>	<b>84,141.37</b>	<b>336.93</b>	<b>14,843.01</b>	<b>0.00</b>	<b>69,635.29</b>
<b>C School Custody Accts</b>					
300 Instrument Rental	53,732.34	2,685.00	0.00	0.00	56,417.34
310 South Swim Lessons	31,232.00	120.00	0.00	0.00	31,352.00
320 North Swim Lessons	22,015.00	1,474.00	40.00	0.00	23,449.00
325 West Swim Lessons	42,128.00	520.00	410.00	0.00	42,238.00
330 North Open Swim	0.00	0.00	0.00	0.00	0.00
335 West Open Swim	505.50	613.50	0.00	0.00	1,119.00
340 South Open Swim	368.00	369.00	0.00	0.00	737.00
350 Maintenance Vending	1,899.12	0.00	0.00	0.00	1,899.12
355 Tech Vending	1,166.18	0.00	0.00	0.00	1,166.18
360 Facility Use Rental Fee	94,608.77	11,337.95	0.00	0.00	105,946.72
365 Facility Use Building Access	176,856.87	23,996.25	0.00	0.00	200,853.12
366 Facility Use Staffing	51,169.95	9,094.00	0.00	0.00	60,263.95
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	207.65	151.50	151.50	0.00	207.65
500 District Wide Coca-Cola	0.00	0.00	0.00	0.00	0.00
<b>C School Custody Accts Totals:</b>	<b>475,889.38</b>	<b>50,361.20</b>	<b>601.50</b>	<b>0.00</b>	<b>525,649.08</b>
<b>D Investments</b>					
900 Savings	-157,378.17	0.00	0.00	0.00	-157,378.17
<b>D Investments Totals:</b>	<b>-157,378.17</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-157,378.17</b>
<b>Q Extra-Curriculars</b>					
1020 HAL Field Trips	11,818.60	0.00	0.00	0.00	11,818.60
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
<b>Q Extra-Curriculars Totals:</b>	<b>11,818.60</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>11,818.60</b>
<b>Report Totals:</b>	<b>566,562.44</b>	<b>51,152.92</b>	<b>15,444.51</b>	<b>0.00</b>	<b>602,270.85</b>

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Chris Hughes, DSAC  
 Accounting Manager

## AGENDA SUMMARY SHEET

**Agenda Item:** Administrator Job Description Change

**Meeting Date:** September 21, 2009

**Department:** Human Resources

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

- 2100.10 - Director of Special Education
- 2100.14 - Director of Pupil Services
- 2100.22 - Administrator for Special Education Programs & Compliance

**Action Desired:** Change Rule 2100.10; Change Rule 2100.14; Change Rule 2100.22

**Background:** These rules (job descriptions) need to be reviewed for changes in assignments to reflect practices that will better enable us to address issues and opportunities facing the District such as Learning Community Open Enrollment, 40 Assets, and Pandemics.

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

**Recommendations:** Change Rule 2100.10; Change Rule 2100.14; Change Rule 2100.22

**Strategic Plan Reference:** N/A

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

**Timeline:**

**Responsible Persons:** Dr. Jim Sutfin, Executive Director of Human Resources  
Dr. Mark Feldhausen, Associate Superintendent for Educational Services

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

## Administrator Job Description

**Title: Director of Pupil Services**

**2100.14**

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

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

### Essential Functions:

- I. Designs, directs, and evaluates those health services provided students. (10%)
- ~~II. Directs the development and supervision of the district's psychological services and works with others to determine the appropriate level of service. (10%)~~
- III. Develops and coordinates and supervises response services counseling programs needed by the district. (10%)
- IV. Develops, directs, and implements the District safety and security programs. (910%)
- V. Administers and supervises procedures for enrollment, transfer and placement of students within the school system, as per law, regulation and/or board policy. (918%)
- VI. Administers and supervises the student attendance policy and program. (3%)
- VII. Directs the development and implementation of all procedures regarding the collection, maintenance and dissemination of student records. (6%)
- VIII. Develops, directs, and implements procedures for student discipline within the district. (190%)
- IX. Administers and supervises the District crisis team. (2%)
- X. Prepares budget requests for all of the pupil service areas and monitors budgetary expenditures. (2%)
- XI. Maintains liaison with community organizations and agencies related to pupil services. (2%)
- ~~XII. Administers and supervises Section 504 programs. (5%)~~
- XIII. Recommends selection and assignment of pupil services staff. (2%)
- ~~XIV. Administers and supervises Millard Intervention Team (MIT) procedures and activities. (2%)~~
- XV. Works with others in the identification and provision of those staff development activities deemed appropriate. (2%)
- XVI. Evaluates pupil services staff in accord with district guidelines. (2%)
- XVII. Assists with the development of Board policies related to pupil services. (3%)



~~XVIII. Administers and supervises Millard Intervention Team (MIT) procedures and activities. (2%)~~

XIX. Develops, directs, and implements District drug prevention programs. (2%)

XX. Attends all School Board and Cabinet meetings. (5%)

XXI. Performs any other duties as assigned by the Assistant Superintendent for Human Resources. (2%).

**Qualifications:**

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

**Special Requirements:**

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

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

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

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

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

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

Rule Approved: July 21, 1981

Revised: May 20, 1996; April 19, 2004; March 7, 2005; September 21, 2009

Millard Public Schools  
Omaha NE

## Administrator Job Description

**Title: Director of Special Education**

**2100.10**

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

**General Summary:** Designs, develops and delivers those programs and services determined appropriate for those students with verified special needs; evaluates programs, services and personnel, as assigned.

### Essential Functions:

- I. Directs and assists others in the development, implementation, and supervision of programs for children with disabilities, including related services and Section 504 programs. (20%)
- ~~II. Arranges contract services for those students whose needs are not able to be met within the local district. (3%)~~
- ~~III. Coordinates programs for homebound or hospitalized children who qualify under Nebraska's restrictions on such programs. (2%)~~
- II. Designs and administers procedures for intervention and referral, evaluation, program development, placement, and re-evaluation of students with disabilities, utilizing appropriate processes and instruments and assuring compliance with state and federal requirements. (~~12~~20%)
- ~~IV-III. Directs the development, implementation and supervision of the school psychology program, assuring that processes and services comply with state and federal requirements. (10%)~~
- ~~V-IV. Coordinates~~ Directs the collection and submission of all federal, state and local reports on special education programs and students with disabilities utilizing available technology. (10%)
- ~~VI-V. Directs program budget planning, which serves students with disabilities and implements the special education budget in accordance with district procedures. (7~~5%)
- ~~VII-VI. Acts as special education liaison with public and private agencies, organizations and professional personnel in securing and providing services for children with disabilities. (7~~4%)
- ~~VIII-VII. Assists in the recruitment, selection and assignment of all special education personnel. (7~~4%)
- ~~IX-VIII. Assists others in~~ Directs the development and provision of staff development for special education personnel. (5%)
- ~~X-IX. Supervises and evaluates all special education administrative personnel including the assignment of areas and responsibility. (5%)~~
- ~~XI. Supervises the development, coordination and operation of the summer school program for students with disabilities. (3%)~~
- ~~XII-X. Recommends policies and procedures appropriate to special education laws and operations within the District. (13~~10%)
- ~~XIII-XI. Attends all School Board and Cabinet meetings. (5%)~~
- ~~XIV-XII. Assumes other responsibilities as assigned. (12~~%)



**Qualifications:**

- I. Education Level: A doctoral degree from an approved institution with a major in educational administration or the accepted equivalent is preferred. A six-year specialist degree in educational administration or the accepted equivalent is required.
- II. Certification or Licensure: Appropriate Nebraska Administrative Certificate.
- III. Experience desired: Four years of successful experience in the administration of a special education program is preferred; three years is required.
- IV. Other requirements: Experience and leadership abilities in the area of special education - sensitivity to the needs and objectives of the district and the ability to supervise and evaluate the work of others.

**Special Requirements:**

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

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

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

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

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

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

Rule Approved: July 21, 1980  
 Revised: May 20, 1996; April 19, 2004; October 20, 2008

Millard Public Schools  
 Omaha, Nebraska

## Administrator for Special Education Programs &amp; Compliance

2100.22

**Reports to:** Director of Special Education

**General Summary:** Coordinates special education compliance; assists in the design, development and delivery of special education programs and services appropriate for K-12 students with ~~verified disabilities~~. The Administrator for Special Education Programs and Compliance assists the Director of Special Education with staffing, budgeting, data collection and reporting, staff development, and program implementation and evaluation for identified special education programs. ~~The Administrator for Special Education Programs and Compliance will work with staff to identify and implement interventions appropriate to identified student needs for the purpose of promoting student achievement.~~

**Performance Responsibilities:**

- I. Conducts reviews of assigned special education documents so as to ensure compliance with district procedures, state, and federal laws; identifies areas of need and works with Director of Special Education to develop and implement programs to address those needs. (~~15~~20%)
- II. ~~Collaborates with staff members and principals administrators to provide direction and assistance with the provision of interventions for K-12 students to enable them to progress in the general education curriculum and meet district and state achievement standards including, but not limited to: assist staff members in analyzing data and identifying strategies and materials for struggling students (10%), work with staff members to identify and select appropriate scientific, research-based instructional strategies and interventions (15%), assist teachers with progress monitoring measures to inform instructional decision making about adjusting instruction and changing curricula or materials (15%), and assist staff in implementing scientific, research-based strategies in classrooms with integrity and fidelity (10%).~~ Assists the Director of Special Education with the identification and selection of scientific, research-based instructional strategies and interventions for K-12 students with disabilities to enable them to progress in the general education curriculum and meet district and state standards. (13%)
- III. Coordinates and supervises identified programs for students with disabilities. (~~8~~15%)
- IV. Assists in communicating with parents and staff members regarding evaluation, programming, placement, services and rights of students with disabilities. (5%)
- V. Assists the Director of Special Education with the special education staff development program. (3%)
- VI. Assists with the recruitment, selection, assessment and evaluation of special education teachers. (2%)
- VII. Assists in the preparation of federal, state and local reports on special education under the direction of the Director of Special Education. (~~10~~15%)
- VIII. Coordinates the implementation of Section 504 processes and services. (5%)
- ~~VII.~~IX. Coordinates the implementation of data collection processes and assists in verifying data accuracy using available technology. (13%)
- ~~VIII.~~X. Coordinates the development of and supervises the implementation of ~~the~~ PK-12 special education transportation and the K-12 summer school program for students with disabilities. (~~5~~7%)
- ~~IX.~~XI. Assumes responsibility for own professional growth and development; for keeping current with the literature and new research findings; and for attending appropriate professional meetings and conferences. (2%)
- ~~X.~~XII. Assumes other responsibilities as delegated and assigned. (2%)

**Preferred Qualifications:**

1. A six-year educational specialist degree from an approved institution, with required course work in special education.

2. Appropriate Nebraska Administrative Certificate.
3. Four years of successful administrative experience in the area of special education.
4. Experience and leadership in special education administration.

**Required Qualifications:**

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

**Special Requirements:**

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

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

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

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

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

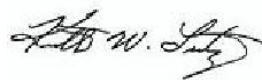
Date: \_\_\_\_\_

Approved: August 5, 2002  
 Revised: March 7, 2005; September 4, 2007; May 5, 2008; September 15, 2008

Millard Public Schools  
 Omaha Nebraska

**AGENDA SUMMARY SHEET****AGENDA ITEM:** Poverty Plan for 2010-2011 School Year for State Aid**MEETING DATE:** September 21, 2009**DEPARTMENT:** Educational Services and General Administration**TITLE AND BRIEF DESCRIPTION:** Poverty Plan for 2010-2011 School Year for State Aid**ACTION DESIRED:**  Approve Plan

**BACKGROUND:** For the certification of 2010/11 State aid, every school district is required to designate a maximum Poverty Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 10, 2009. If a school district elects to designate a maximum Poverty Allowance greater than zero dollars, the school district must also file a Poverty Plan, on or before October 10, 2009, utilizing the NDE Grants Management System. In addition, the 2010-2011 Poverty Plan shall be submitted to the Learning Community Coordinating Council and Achievement Subcouncil #4 for approval and certification to the Nebraska Department of Education by December 5, 2009, in accordance with Nebraska State Statute 79-1013.

**RECOMMENDATIONS:** Approve Poverty Plan as submitted.**STRATEGIC PLAN REFERENCE:** None**TIMELINE:** Immediate implementation**RESPONSIBLE PERSON(S):** Mark Feldhausen**SUPERINTENDENT'S APPROVAL:**



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 (Signature)
**BOARD ACTION:**

## Poverty Allowance Estimated Expenditures

District Name: MILLARD PUBLIC SCHOOLS

Project Number: 11-Poverty-1160-00-03-028-0017-18

Application: Original Application

Consolidated Application: Poverty Plan – 1160

A school district declining to participate in the Poverty Allowance should enter 0 on 1160-800 Total Estimated Poverty Expenditures.

A school district that elects to participate in the Poverty Allowance should enter a maximum dollar amount on 1160-800 Total Estimated Poverty Expenditures.

A Worksheet for estimating Poverty Expenditures is available by clicking [here](#).

**Do not include Federal Funds when estimating these expenditures with the exception of SFSF monies identified for Poverty.**

A Poverty Plan must be submitted if the Total estimated Poverty Expenditures are greater than 0.

1160-800	Total Estimated Poverty Expenditures	<input type="text" value="415,288"/>
		X .85
1160-900	Estimated Poverty Allowance	<input type="text" value="352,995"/>

The Poverty Allowance will be the lesser of the amount on 1160-900 Estimated Poverty Allowance or a calculated amount based on the provisions of Section 79-1007.06(2).



## Poverty Plan 2010-2011

### Mobility

#### **1. Attendance, including absence follow-up and transportation for students qualifying for free or reduced-price lunches who reside more than one mile from the attendance center.**

Children who are of the mandatory attendance age (currently ages 6-18), or who are younger than mandatory attendance age and are enrolled in a Millard school, are required to attend school each day the school is open and in session, except when excused by the school principal, the student has graduated from high school, or attendance is otherwise excused by law. By District Rule, the principal determines when a student is excessively absent. This is evaluated on a daily basis.

Each day that a student is not in attendance, a phone call is made to the home to ensure the student is safe, and a reasonable excuse is given regarding their absence. This practice is done for all students Pre-K through 12.

Elementary attendance is taken two times per day while each middle and high school takes attendance each period throughout the day.

If it is determined that a student is not attending school due to poverty related issues such as lack of transportation and the student qualifies for FRPLs, the district will provide transportation.

When a student does not attend school on a regular basis (even when transportation is being provided) and such student has accumulated five (5) unexcused absences in any one (1) quarter or the hourly equivalent, or if the student has accumulated twenty (20) unexcused absences per school year, or the hourly equivalent, a comprehensive plan of action is put into place which includes:

- a. Meeting with the parent/guardian(s)-One or more meetings are arranged with the school principal and/or the school social worker.
- b. Educational counseling- This strategy is used to determine whether curriculum changes including, but not limited to, enrolling the student in an alternative education program that meets the specific educational and behavioral needs of the student, would help solve the truancy problem.
- c. Educational evaluation- This may include a behavioral and/or psychological evaluation to assist in determining the specific condition, if any, contributing to the truancy problem, and is supplemented by specific interventions by the school to help remedy any condition that may be diagnosed.
- d. Further Investigation- If warranted further information is obtained regarding the truancy problem by the school social worker. This helps to identify conditions which may be contributing to the truancy problem. If services for the student and the student's family are determined to be needed, the school social worker becomes a liaison to appropriate community agencies for economic services, family or individual counseling, or other services.

**2. Student mobility, including transportation to allow a student to continue attendance at the same school if the student moves to another attendance area within the same school district or within the same learning community.**

The district operates 35 schools including 25 elementary, 6 middle and 4 high schools. Policy and rule regarding “enrollment” of students allows students the opportunity to attend their neighborhood school or to stay in a school where they started if that school is not “closed” due to capacity standards. Again, if a student is indigent, transportation is provided by contacting the business office.

The district plan in 2010-11 will be to meet the transportation requirements of Nebraska State Statute 79-611 by providing transportation to MPS students of poverty who move from one attendance area within the district or within the learning community and to non-poverty MPS students who contribute to the socio-economic diversity of enrollment at the school building he or she attends.

## **Parental Involvement**

### **3. Parental involvement at the school-building level with a focus on the involvement of parents in poverty and from other diverse backgrounds.**

The school district will seek parental involvement through district policy 10,000. The policy calls teams of teachers, parents, administrators and staff to lead each school improvement team and deal with many issues including those that impact students in poverty. In addition the focus will be on increasing attendance at parent/teacher conferences and regular school programs. This will likely involve offering transportation to parents of student in poverty to facilitate participation.

Administrators of Title I Schoolwide and Target Assisted buildings conduct annual parent involvement meetings to update the building Title I Parent Involvement Policy and Parent-Teacher-Student Compacts.

### **4. Parental involvement at the school-district level with a focus on the involvement of parents in poverty and from other diverse backgrounds.**

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

The District will use a Strategic Planning Team consisting of administrators, parents, teachers, staff members and students to write and update the District Strategic Plan on an ongoing basis.

The strategic planning team will:

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

This team will address issues for students in poverty.

## **Instructional Services**

### **5. Class size reduction or maintenance of small class sizes in elementary grades.**

The plan is to focus on lowering class sizes in response to our increasing populations of students in poverty as resources become available.

### **6. Scheduled teaching time on a weekly basis that will be free from interruptions.**

The MPS ensures that teaching time is free of interruption. We have increased the total minutes of uninterrupted teaching time to 1,935 minutes in each elementary school, 2,325 minutes in each middle school and 2,190 minutes in each high school. We have increased the number of days of instruction for all levels to 180 school days.

In response to high school needs principals are given 30 hours of discretionary time so that they may work with District and State assessments and create an environment conducive to measuring student growth. Beyond this there is no disruption to instructional time.

### **7. Coordination with elementary learning centers if the school district is a member of a learning community.**

Elementary Learning Centers do not currently exist for Subdistrict #4 of which the Millard Public Schools is a part. We will coordinate with the Elementary Centers when they become available.

## **Specialized Services**

### **8. Access to early childhood education programs for children in poverty.**

An MEP Facilitator for Preschool/Title I – is assigned to work with Title I schools, providing staff development and support to teachers. This includes Title I preschool, and Title I Primary Classrooms.

Early Start Cody Preschool – provides 16 four-year-old low income students in a School-wide Title I building with a 5-hour day, 5 days per week preschool program. Students receive breakfast and lunch each day. The early childhood endorsed teacher and two paraprofessionals utilize the Creative Curriculum Program. The program was partially funded by an NDE Early Childhood grant for 10 years. The 2008-09 school year is the second year the district has received state aid funds for this program instead of grant funds. One paraprofessional is funded by Early Childhood Special Education, as 6 children have IEPs. The teacher and a second paraprofessional, materials for the classroom, field trips, and parent involvement activities are funded by Title I.

ELL Preschool – The ELL Preschool program was funded for two years by an NDE Early Childhood grant. The program began at one site serving 18 students with one teacher and two paraprofessionals. The program is offered at two sites, serving 36 students and utilizes the Creative Curriculum Program. The programs are located in Title I Target Assisted Schools. The 6.5 hour/day, 5 day per week preschool program includes two early childhood certified teachers and four paraprofessionals of which two are bilingual.

Title I Preschools – The district offers half-day preschool programs at four sites. Three sites are located in Title I Target Assisted Schools, and the other two sites are the next highest free/reduced percentage schools. Each session provides a 2.75 hour per day, five days a week program utilizing the Creative Curriculum Program. The programs integrate Title I eligible students, student with special needs, and students whose family pay tuition. These programs have met Rule 11 criteria and received NDE approval for three years which makes these classrooms eligible for state aid funding next year.

Family Resource Center is available for families of young children, birth to age 8, the center offers a toy lending library with a variety of materials. The center is open four half days each week and is staffed by an early childhood specialist who provides information about child development, appropriate learning activities for young children, and connects families to school and community resources. The membership fee of \$30 per month is waived for families living on a limited budget. The materials in the center and the salary of the staff are provided by Below Age Five Special Education Flex Funds.

Partners with Providers is the daycare home visitation program associated with the Parents as Teachers Program. 2.0 FTE early childhood certified teachers who are trained as Parents as Teachers Specialists visit the unlicensed daycare homes in our district Title I attendance areas. The specialists visit each home daycare every three weeks providing an in-home preschool session focusing on early literacy skills and activities. With each visit they leave a variety of materials based on a theme for the provider to use with the children in their care. Then three weeks later they return to collect the materials, conduct a preschool session, leave new materials, and instruct the provider with tips on appropriate use of materials and strategies to promote literacy.

Primary Literacy Summer Reading Programs – each school receives a proportional amount of funds to provide a summer literacy program for students who are reading below grade level in grades K-2. The formula is based on the number of free/reduced lunch students in their building. The programs operate from late June through July. Each year approximately 600 students participate for a total of 10,000 hours of instruction.

Summer Library – The elementary libraries are open one half day each week during the months of June and July. Students may checkout books from any school library.

Early Childhood Special Education -The Early Childhood Special Education program provides special education and related services to students below age 5 with disabilities. Staff members utilize the Creative Curriculum Program. The ECSE program is funded by the District and all allowable expenses are submitted for reimbursement. The 2008-09 school year is the second year the District has received state aid for 4-year old children attending ECSE classes.

The ECSE center-based program is located in 6 elementary schools. The program operates 3 hours each AM and PM session, 4 days per week. Programs are located at: Cody-4 classes, Hitchcock-2 classes, Montclair 2 classes, Reeder-2 classes, Sandoz-1 class, Disney-1class. Each class is staffed with 1.0 FTE ECSE endorsed teacher, .5 FTE speech-language therapist, 2 paraprofessionals, and related service providers as needed per student IEPs.

Office space for home-based program staff serving infants and toddlers with disabilities is located at Harvey Oaks and Sandoz.

## **9. Student access to social workers.**

The Millard Public School District employs eight (8) social workers. Due to the large student population in our high schools, each has a social worker allocated to their buildings. There are three (3) traditional high schools and an alternative school. A full-time social worker is allocated to the alternative school. Even though this particular high school has fewer students, they have greater needs and those needs are met by the social worker in that building. Two social workers address the needs of students and families at our six (6) middle schools and two social workers are assigned at the elementary level. When an issue arises where any social worker may provide expertise, they do so in an expeditious manner.

Teachers, administrators and parents request assistance from these valued staff members. They are critical liaisons for a variety of services which include medical, mental health, counseling, community charities, legal assistance and other relevant government agencies.

## **10. Access to summer school, extended-school-day programs, or extended-school-year programs.**

The plan is to provide summer school opportunities for students to take remedial classes in reading, writing and mathematics as well as enrichment and for-credit electives. Qualified students will have fees and tuition waived. Transportation for qualified students will be provided.

## Professional Development

### **11. Mentoring for new and newly reassigned teachers.**

Millard Public Schools exceeds the requirements of the 2009-2010 state poverty plan requirements with a comprehensive plan to implement Culturally Responsive Teaching staff development to all 1800 certificated staff members. Culturally Responsive Teaching can be defined as the use of best instructional practices for all students regardless of diverse backgrounds.

In 2007, Millard Public Schools (MPS) formed a professional relationship with University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Recently retired, Dr. Laura Schulte was one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfills many goals including but not limited to the state requirements for the poverty plan and supporting the district strategic plan and mission.

All 1800 certificated staff participate in the multi-year training. The training has two phases. Due to the size of MPS staff included, the staff development is planned to be implemented by grade levels of elementary, middle and high school. Phase one includes a four hour awareness workshop and one hour focus group. Phase two includes a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year. The second page of this document provides a narrative of each phase.

#### Phase 1

<b>Summer 2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Building & District Administrators	Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff	Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators	High School Staff New Middle School Staff New Elementary Staff New PK-12 Psychologists New PK-12 SpEd Itinerant Staff New Administrators

#### Phase 2

<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>MISC.</b>
Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary Administrators	Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary & Middle School Administrators	High School Staff Middle School Staff Elementary Staff PK-12 Psychologists PK-12 SpEd Itinerant Staff Elementary, Middle, & High School Administrators	Website will be updated with staff continuing with Phase 2.

### **Phase 1 – Awareness Phase**

The objective of the four hour awareness workshop is, “Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles.” The topics and tasks covered include: 1) Consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) Identify what Culturally Responsive Teaching is and what it is not; 3) Identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 4) Consider possible culturally responsive teaching practices and; and 5) Set goals for next steps to be refined during focus group sessions.

Also during the first year of training, educators participate in a spring semester focus group with their own buildings. Drs. Edick and Edwards present results of the diversity disposition index and ask participants to reflect on the goals from the four hour workshop, share strategies/ideas with their peers, and identify future goals and questions.

In addition to the training, a survey assesses the diversity disposition of each participant at four different stages. Educators take the survey prior to participating in the four hour workshop, after they had taken the four hour workshop, after they had participated in the one hour spring focus group and after they participated in the on-line learning during the internalization phase. Drs. Edick and Edwards describe a person’s disposition as a “collection of beliefs, values, and ideas about people, teaching and learning.” They contend that an educator’s knowledge and skills in teaching are informed by his/her dispositions. The diversity disposition index includes three subscales of 1) Educators’ skills in helping students gain knowledge; 2) Educators’ beliefs and attitudes about students; and 3) Educators’ connections with the community. Dr. Laura Schulte controls the data and individual participant information is not shared with MPS. MPS receives building specific information to help principals assess the diversity disposition of their own building.

### **Phase 2 – Internalization Phase**

During the second year of training, it is hoped that the participants will enter the internalization phase of culturally responsive teaching. The vehicle for this training is an on-line learning experience that can be facilitated at the building level in a variety of methods. This culturally responsive teaching on-line experience allows educators choice and accountability. Drs. Edick & Edwards created the content, activities and reflective prompts that focus on the impact of culturally responsive teaching on student achievement. Content and activities include but are not limited to journal articles, guided tours of websites, and community events and experiences. In addition to the Millard Instructional Model and the district mission, the MPS initiative of 40 Developmental Assets will be embedded into the framework.

Buildings have been asked to offer a minimum number of four hours of culturally responsive teaching in their building staff development plans. The website will be the main resource for this required staff development. Buildings may choose to utilize the website in a variety of methods that best fits their individual building staff development plan.

At the end of year two, participants will take the diversity disposition survey for a fourth time. These participants are from the first stage of implementation (Elementary Staff, PK-12 Psychologists, PK-12 SpEd Itinerant Staff)

It is a goal of the Office of Staff Development to work with Drs. Edick and Edwards on an on-going basis to revise and renew the information on the website so staff who finish year 2



can continue to use the website for professional growth. The Office of Staff Development also intends to include the Human Resource Office in the planning of new staff involvement in the awareness training after 2011.

In addition to the Culturally Responsive Teaching comprehensive plan, administrators continue to analyze achievement data with poverty students being one of the focus points of the analysis. Administrators brainstorm and collaborate on strategies to assist students of poverty succeed in school. Select schools entering their rewrite process of their School Improvement Plan participate in all day Data Retreats. During these Data Retreats, student data is analyzed and students of poverty are an area of focus. Strategies to improve student achievement are created and implemented through our School Improvement Process.

## **12. Professional development for teachers and administrators, focused on addressing the educational needs of students in poverty and students from other diverse backgrounds.**

Millard Public Schools is exceeding the requirements of the 2008-2009 state poverty plan requirements with a comprehensive plan to implement Culturally Responsive Teaching staff development to all 1800 certificated staff members.

Culturally Responsive Teaching can be defined as the use of best instructional practices for all students regardless of diverse backgrounds. Millard Public Schools has a three year implementation plan for Culturally Responsive Teaching during 2008-2011. In collaboration with three University of Omaha-Nebraska professors, Millard Public Schools have created this three year plan. The three UNO professors who serve as our outside consultants and staff development presenters include Dr. Nancy Edick, Dr. Sarah Edwards, and Dr. Laura Schulte. For logistic purposes of the district-wide implementation, Millard certificated staff is divided by three levels. Elementary staff, PK-12 psychologists and PK-12 special education itinerant staff will participate in 2008-2009. Middle school staff and new hires from year one's select staff will participate in 2009-2010. High school staff and new hires from year one and year two's select staff will participate in 2010-2011.

During the year staff is introduced to Culturally Responsive Teaching, they participate in a 4-hour required class sometime between August through January. The objective of this 4-hour class is as follows: "Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles." Established topics for the 4-hour class include but are not limited to:

1. Consider cultural lenses of teachers and students (e.g. age, gender, race, poverty);
2. Identify what Culturally Responsive Teaching is and what it is not;
3. Identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model;
4. Consider possible culturally responsive teaching practices and
5. Set goals for next steps to be refined during focus group sessions.

A 60-minute follow up session will be conducted by UNO in buildings between February through April of the "awareness" implementation year.

Follow up to this "awareness" implementation year is still being planned during the 2008-2009 school year and will be communicated in the 2010 NDE Poverty Plan.

In addition to the Culturally Responsive Teaching comprehensive plan, administrators continue to analyze achievement data with poverty students being one of the focus points of

the analysis. Administrators brainstorm and collaborate on strategies to assist students of poverty succeed in school. Select schools entering their rewrite process of their School Improvement Plan participate in all day Data Retreats. During these Data Retreats, student data is analyzed and students of poverty are an area of focus. Strategies to improve student achievement are created and implemented through our School Improvement Process.

## **Evaluation**

### **13. An evaluation to determine the effectiveness of the elements of the Poverty Plan.**

#### Purpose:

In accordance with Millard School Board policy and pursuant to state statute, the Poverty Plan submitted by the Millard Public shall undergo a multi-variant program evaluation. The purpose of the evaluation will be to provide a detailed description of the systems and attributes of the plan and to provide critical data that is intended to be used to determine program effectiveness and to modify, improve or discontinue ineffective practices.

#### Methodology:

A Meta study approach will be utilized by combining the results of the study of multi-variants (items 1 through 12 in Section III of the Poverty Plan) included in the plan. By combining the studies, the data will allow for a more accurate estimation of effects of these independent variables on the academic achievement of students of poverty.

Specifically, the researcher will gather both qualitative and quantitative data that will describe and determine the range and frequency of the following variables: Attendance, Mobility, Parental Involvement, Class size, Scheduled teaching time free from interruptions, Access to early childhood programs for children of poverty, Student access to social workers, Access to summer school, extended-school day, or school year programs, Mentoring for new and newly assigned teachers, Professional development for teachers and administrators focused on addressing the educational needs of students in poverty and students from other diverse backgrounds, and the coordination with elementary learning centers in the learning community. Additionally, the researcher will collect data that indicates the level academic achievement of students of poverty who are impacted by the implementation of the interventions encapsulated within the independent variables.

#### Data Analysis and Reporting:

The analysis will utilize descriptive statistics that indicate frequencies and means. Over time a trend line will be developed for each of the variables, both dependent and independent using these descriptive statistics. A brief narrative description will accompany each of the twelve independent variables using a phenomenological approach to qualitative design. Within the timelines required, a written report of progress will be made to the Superintendent, the Board of Education and those parties designated by statute.

**Other**

**14. Other** – Include information not included in previous sections

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** LEP Plan for 2010-2011 School Year for State Aid

**MEETING DATE:** September 21, 2009

**DEPARTMENT:** Educational Services and General Administration

**TITLE AND BRIEF DESCRIPTION:** LEP Plan for 2010-2011 School Year for State Aid

**ACTION DESIRED:**  Approve Plan

**BACKGROUND:** For the certification of 2010/11 State aid, every school district is required to designate a maximum limited English Proficiency Allowance. The designation may be zero dollars or it may be an estimated dollar amount greater than zero dollars. This designation must be filed with the Department of Education on or before October 10, 2009. If a school district elects to designate a maximum Limited English Proficiency Allowance greater than zero dollars, the school district must also file a Limited English Proficiency Plan, Sections II and III, on or before October 10, 2009, utilizing the NDE Grants Management System.

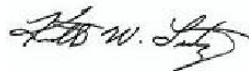
**RECOMMENDATIONS:** Approve LEP Plan as submitted.

**STRATEGIC PLAN REFERENCE:** None

**TIMELINE:** Immediate implementation

**RESPONSIBLE PERSON(S):** Mark Feldhausen and Ken Fossen

**SUPERINTENDENT'S APPROVAL:**



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

**BOARD ACTION:**

## Limited English Proficiency Allowance Estimated Expenditures

District Name: MILLARD PUBLIC SCHOOLS

Project Number: 11-LEP-1150-00-03-028-0017-18

Application: Original Application

Consolidated Application: Limited English Proficiency Plan – 1150

A school district declining to participate in the Limited English Proficiency Allowance should enter 0 on 1150-800 Total Estimated Limited English Proficiency Expenditures.

A school district that elects to participate in the Limited English Proficiency Allowance should enter a maximum dollar amount on 1150-800 Total Estimated Limited English Proficiency Expenditures.

A Worksheet for estimating Limited English Proficiency Expenditures is available by clicking [here](#).

**Do not include Federal Funds when estimating these expenditures with the exception of SFSF monies identified for LEP.**

A Limited English Proficiency Plan must be submitted if the Total estimated Limited English Proficiency Expenditures are greater than 0.

1150-800	Total Limited English Proficiency Poverty Expenditures	856,098
		X .85
1150-900	Estimated Limited English Proficiency Allowance	727,683

The Limited English Proficiency Allowance will be the lesser of the amount on 1150-900 Estimated Limited English Proficiency Allowance or a calculated amount based on the provisions of Section 79-1007.08(2).

## **Limited English Proficiency Plan 2010-2011**

### **Identification of Students with Limited English Proficiency**

#### **1. Explain the district policies or procedures to identify LEP students.**

The Millard Public School District identifies students who are limited English proficient through the following process:

- A. During the general registration process, if a family indicates a language other than English is spoken in the home, the family is asked to complete the Home Language Survey.
- B. A standardized English language proficiency assessment will be administered to students identified through the Home Language Survey.
- C. A bilingual liaison is assigned to each new family to assist in the enrollment process.
- D. Identification and enrollment of LEP/ELL students occurs year-round. The LEP/ELL Department Head is provided an extended contract with an additional twenty days to assist with the identification and enrollment during summer months.

#### **2. What language proficiency assessments are used to identify LEP students?**

The tester will complete the following tasks:

- A. Administer the MAC II Test of English Proficiency for the appropriate age/grade level
- B. Collect an additional writing sample, which is scored.
- C. Interview the parent or guardian who accompanied the student to the testing location using the Parent/Guardian Interview form.
- D. Criteria have been established to determine qualification for English Language Learner services
- E. Cut scores for the MAC II Test of English Language Proficiency have been set by the district in accordance with information provided in the testing materials.
- F. Documentation of assessment results will be maintained by the English Language Learner Department Head and/or English Language Learner teachers.
- G. A separate LEP/ELL file will be maintained for each LEP/ELL student
- H. Student information pertinent to the LEP/ELL Program will be stored in the district student database system.

#### **3. Describe the specific criteria the district uses in determining which students qualify as LEP.**

Several criteria are examined to determine qualification for ELL services including a standardized English proficiency test, a writing sample and in some cases district benchmark testing.

## Instructional Approaches

### **4. Describe the district's instructional approaches for LEP children to acquire English (for both social language and academic purposes).**

There are many program models for students who are acquiring English as an additional language. Because we serve a population that represents great diversity in language and culture, the ELL program in Millard is a content-based English Language Development (ELD) program in which students are grouped by language ability level. Group assignments are flexible and temporary, changing according to the learners' needs. Students spend the majority of the school day mainstreamed in the general education program, receiving relevant, meaningful support services from highly trained ELL teachers in ELL classes.

The PreK-12 English Language Proficiency Standards published by Teachers of English to Speakers of Other Languages (TESOL) serve as the backbone of the ELL program. These standards draw on current theory, sound classroom practice, and educational standards from an array of national organizations and states. There is a focus on oral language and literacy development through academic content. Additionally, there is emphasis placed on the importance of the students' native languages and cultures, the social and sociocultural dimensions of language acquisition, and the intercultural and cross-cultural connections among languages, peoples, and societies (TESOL, 2006).

The English Language Learner Program Goals and Outcomes document has been written by Millard teachers and is the curriculum that guides instruction.

Lessons in the ELL classroom are centered on the four domains of language: reading, writing, speaking and listening. Teachers often plan instruction around content themes to maximize opportunities for students to acquire language and concepts. Instructional strategies based on research and practical experiences are used to maximize student involvement in classroom activities. Through meta-analysis, McREL researchers identified nine categories of instructional strategies that proved to be exceptionally effective in increasing student performance (Hill, 2006):

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences

These instructional strategies are used in the ELL classroom and in mainstream classrooms in which teachers have been trained in instructional practices for ELL students.



**5. How are the instructional models and approaches recognized as best practice by experts in the field?**

The Sheltered Instruction Observation Protocol (SIOP) Model was developed during a seven-year research project (1996-2003) for the Center of Research on Education, Diversity & Excellence, funded by the Institute for Education Sciences, U.S. Department of Education. Continuing implementation of The SIOP Model through professional development for teachers supports ELLs in mainstream content area classrooms. The SIOP Model serves as an instructional framework under which other effective instructional approaches reside such as cooperative learning, sheltered instruction strategies, and differentiated instruction (Echevarria, Vogt & Short, 2008).

In addition, ELL teachers are familiar with the state standards in English/Language Arts and the ELL guidelines set forth by the state of Nebraska for K-12 learners. Teachers have been trained in the theoretical principles of second language acquisition and receive on-going staff development in best practices for teaching limited English proficient (LEP) students.

Like their peers, LEP/ELL students are monitored throughout the school year using AimsWeb progress monitoring to determine if interventions are assisting them in attaining literacy skills. If additional interventions are needed, staff members identify those needs through team and student intervention meetings. Staff members will work closely with the district ELL interventionist to provide appropriate research-based interventions and resources.

Selected Millard Public Schools staff members were trained in the MPS RtI+I Model and the ELL/MIT/MDT identification process, which assists them in better identifying the needs of their students. We will continue to provide opportunities for staff development for teachers and paraprofessionals of LEP/ELL students.

## **Assessment of students' progress toward mastering the English language**

### **6. Describe the specific criteria and plan the district has established to determine when the LEP student has mastered English.**

The English Language Learner Program Goals and Outcomes document has been written by Millard teachers and is the curriculum that guides instruction. Lessons in the LEP/ELL classroom are centered on the four domains of language: Reading, writing, speaking and listening.

Teachers often plan instruction around content themes to maximize opportunities for students to acquire language and concepts. Multiple teaching strategies and grouping patterns are used to maximize student involvement in classroom activities. A variety of interactive and independent formats are used to develop students' critical thinking skills and concept knowledge.

The Student Progress Rubric/Checklist of Essential Learning was developed and implemented to measure student progress. Teachers are currently developing common formative assessments as they work within the LEP/ELL Professional Learning Community.

Students progress through the five levels of language proficiency based on the evidence from the rubric/checklist and formative assessments. After students reach Level 5: Advanced and have met at least three of five program requirements, they are redesignated as English fluent and exit the program. The five objective criteria for completion of program requirements include:

- Score proficient on a standardized English language proficiency assessment
- Demonstrate mastery of the ELL objectives in speaking, listening, reading and writing
- Score proficient on two writing samples
- Score at or above the 50th percentile in 75% of the AIMSweb benchmark assessments
- Demonstrate mastery on 75% of the ELOs taken in the last 24 months (only assessments in reading, writing, speaking, listening and math are considered)

During the two year transition period following completion of program requirements, students are monitored for academic success in the regular education program.

To ensure the student has meaningful access to the district's general education program and is being successful in that program, a formal review of the following criteria will be conducted once each semester (1st and 3rd quarters):

- Courses in which the student is enrolled
- Current grades
- Performance on district assessments
- Participation in extra-curricular activities (high school only)
- Awards and honors

If a student has not met the Educational Learner Outcome (ELO) assessments and/or state assessments in reading, writing or math for the current or previous grade level, it will be determined that the student is not being successful in the general education program. Additionally, if a student has earned one or more failing grades on the quarterly report card,

it will be determined that the student is not being successful.

In the case that a student is not being successful, the ELL department head, or designee, will:

- Request feedback from teachers, counselors and/or administrators
- Contact parents
- Work with school personnel to formulate a plan to address the lack of success. The plan to help the student succeed may:
- Provide additional services to develop English language skills (i.e. re-enter the ELL Program)
- Provide academic support services (i.e. re-teaching, intervention)

Parents will be informed by phone and/or letter if their student is not being successful in school and additional services will be offered.

**7. What objective language measures does the district use to assess listening, speaking, reading, and writing?\***

- English Language Development Assessment (ELDA)
- Student Progress Rubric/Checklist of Essential Learning
- AIMSweb benchmark testing (literacy)
- ELL Program Quarterly Writing Sample

**8. What objective measures does the district use to assess student progress toward meeting content standards? \***

ELL students participate in District Essential Learner Outcome (ELO) Assessments in five content areas according to the following schedule:

- Language Arts – Grade 1
- Reading – Grades 9
- Writing – Grades 3, 5, 6, 7, 10
- Math – Grades 2, 3, 4, 5, 6, 8, 10
- Science – Grades 5, 8, 11
- Social Studies – Grades 4, 8, 11

ELL students participate in Nebraska State Assessments in two content areas according to the following schedule:

- Reading Comprehension and Vocabulary – Grades 3, 4, 5, 6, 7, 8, 11
- Writing – Grades 4, 8, 11\*

At least one objective measure **MUST** be included (either a language proficiency assessment **OR** an assessment that measures content standards).

ELL students also participate in District reading formative and summative assessments through AIMSweb and ExamView. These assessments are aligned with the Language Arts/Reading curriculum.

**9. What subjective measures does the district include? \*\***

- Student grades
- Review of length of time in ELL Program
- Review of honors and awards

- Teacher narrative

\*\* Subjective measure(s) MAY be included but an exit criteria may not solely be based on a subjective measure.

### **Evaluation to determine the effectiveness of the LEP Plan elements**

#### **10. Describe the approach that will be used to evaluate the effectiveness of the program.**

The English Language Learner (ELL) Program in Millard Public Schools is evaluated annually using guidelines published by the National Study of School Evaluation (NSSE). NSSE's program evaluation framework provides a standards-based and data-driven approach to evaluation (NSSE, 2002).

##### Analyze Student Performance

The analysis of current levels of student achievement is an essential step in assessing the quality of the work of students. The major tasks addressed in this phase of the evaluation process are

- Review and analysis of student performance assessment data and other types of evidence of student achievement; and
- Development of a narrative summary of the assessment data and identification of strengths and limitations

##### Collecting Data and Evidence of Student Learning

Examples of types of data/evidence of student performance include

- Standardized measures
- Criterion-referenced tests
- Performance-based assessments
- Samples of student work
- Observations of student performance
- Perceptions of students, teachers, parents, community members, and employers of the level of quality of student learning collected through surveys, focus groups, or interviews monitored over time

Results of assessments of student learning are disaggregated within appropriate subgroups. Longitudinal analyses of student achievement are established to discern any trends or shifts in student achievement levels.

##### Analyzing and Synthesizing the Data

A summary is developed of the data that provides a narrative overview of the major findings. The summary of student performance data includes

- Review and analysis of available student learning assessment data, including trend analysis if longitudinal data are available; and
- Interpretation of the data, including the identification of strengths and limitations of student achievement

The executive summary reflects on the collection of the data and evidence of student performance and describes the current level of performance in the district.

### Identify Goals for Improving Student Learning

Based on the analysis of strengths and limitations of student achievement and careful review of the data and evidence pertaining to student achievement, goals for improving student learning are established.

The goals for improving student learning are stated as clear, concise, measurable goals for student achievement. Performance indicators, as defined on the Student Progress Rubric/Checklist of Essential Learning, describe the expectation of student performance. These indicators serve as a shared definition of successful learning among school staff, students and parents.

Once the goals for improving student learning have been identified, the means for assessing student progress in achieving the goals is determined. As the plan is developed, the following principles of sound assessment practices are followed

- Alignment of the assessment method with the target goals for student learning,
- Collection of a variety of measures of student performance, and
- Development and/or selection of assessment measures that avoid bias or distortion

#### Source

National Study of School Evaluation (NSSE). 2002. Program evaluation: english as a second language. Illinois: National Study of School Evaluation.

### **11. List the types of data (both formative and summative) that will be collected as part of the evaluation.**

- English Language Development Assessment (ELDA)
- District Essential Learner Outcome (ELO) Assessments
  - Language Arts – Grade 1
  - Reading – Grades 3,5, 9
  - Writing – Grades 3, 5, 6, 7, 10
  - Math – Grades 2, 3, 4, 5, 6, 8, 10
  - Science – Grades 5, 8, 11
  - Social Studies – Grades 4, 8, 11
- Level movement as determined by the Student Progress Rubric/Checklist of Essential Learning
- ELL Program Quarterly Writing Sample

### **12. How will the data be used as part of an ongoing evaluation process?**

The evaluation process is cyclical; readdressing analysis of student performance after the improvement plan has been implemented.

**Other****13a. Include information that may not be included in previous sections.**

As the District continues to grow in student population, and with increase in the number and varied needs of limited English proficient students, along with the potential parameters of the Learning Community, we predict that the LEP/ELL student population will continue to grow. Should there be an increase in enrollment, every consideration will be given to increasing staff dependent upon available resources.

Programs for family literacy and parent outreach, such as literacy and math nights, LEP/ELL Family Night, informational parent meetings and field trips for the purpose of making connections with the community are offered frequently throughout the school year.

Two bilingual liaisons are employed to increase communication between family and school. Fifty-seven percent of our LEP/ELL families speak Spanish; therefore, the translation of selected district documents is being completed with the first being the Millard Public Schools Student Code of Conduct. An annual review will determine future documents to be translated.

A list of preferred bilingual translators and interpreters is maintained by the district. Such interpreters and translators are hired on an as-needed basis to facilitate communication between families and school. The district maintains a subscription to Language Line, a language interpretation service, to facilitate communication to families.

Summer school programs at all levels are implemented. The bilingual liaisons are paid additional contract hours to facilitate communication during summer school. Transportation is provided for LEP/ELL students attending summer school. An after-school program was implemented at the middle level ELL program site.

The district will continue to provide a preschool program for students whose home language is other than or in addition to English as reported by parents on the Home Language Survey. Free tuition is provided along with a half or full day options. Family activities continue to be provided once per month to encourage parental involvement and participation in the school community. The Millard Public Schools Family Resource Center provides free resources in multiple languages.

A possible replacement for the Maculaitis Assessment of Competencies (MAC) II Test of English Language Proficiency is under review and may be in use by the 2010-2011 school year.

**13b. Were there unexpected events or unforeseen obstacles that have occurred during the implementation of any previous plans that have affected this plan?**

Yes  (loss of Title III Immigrant Funds for 2009-2010 school year) No

**13c. Have there been any significant changes in the LEP population since the previous plan?**

Yes No

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Contract for SSC-II (Excel) Project

**MEETING DATE:** September 21, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Award of Contract for SSC-II (Excel) Project – The receipt of bids and the award of the contract for the remodeling project at the SSC-II (Excel) building.

**ACTION DESIRED:** Approval   x   Discussion    Information Only    .

**BACKGROUND:** The bids for the SSC-II (Excel) Project were opened at 2:00 p.m. on Wednesday, September 16, 2009. The Bid Tab is attached.

In a nutshell, the architect's estimate for the project (construction costs including alternates) was \$3,885,898.

The two lowest bids (with all alternates) were as follows:

\$ 3,631,000	Meco Henne
\$ 3,656,000	Construct Inc.

Meco-Henne's last projects with the District were at Beadle Middle School and Millard West High School. Despite the fact that both contracts had liquidated damages and despite multiple meetings with District personnel regarding the projects falling behind schedule, Meco-Henne did not complete either project on time.

In light of the above, the administration is recommending that the SSC-II Project be awarded to Construct, Inc. (the second to lowest bidder).

**OPTIONS AND ALTERNATIVES:** n/a

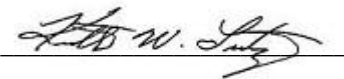
**RECOMMENDATION:** It is recommended (1) that the low bid on the SSC-II (Excel) Project be rejected due to the contractor not meeting construction schedules on its last two projects with the District, (2) that contract for said Project be awarded to Construct, Inc. in the amount of \$3,656,000 and (3) that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such Project.

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** 

September 18, 2009

Dr. Kenneth Fossen  
Associate Superintendent  
Millard Public Schools  
Don Stroh Administration Center (DSAC)  
5606 South 147<sup>th</sup> Street  
Omaha, NE 68137  
[kfossen@mpsomaha.org](mailto:kfossen@mpsomaha.org)

400 Essex Court  
Regency Park  
Omaha, NE 68114

o: 402/393-4100  
f: 402/393-8747  
[dlrgroup.com](http://dlrgroup.com)

Re: Support Services Center Building II – Phase I Renovation  
DLR Group Project No. 10-08101-00

Dear Dr. Fossen:

We have reviewed the bids submitted on September 16, 2009 for Support Services Center Building II. Eleven bids were received. The Bid Tabulation is attached.

Meco-Henne Contracting, Inc. is the apparent low bidder at \$3,631,000.00 for base bid plus alternates. Construct, Inc. is the apparent second low bidder at \$3,656,000.00 for base bid plus alternates.

The available construction budget, base bid plus alternates, is \$3,885,898.00. The Project Budget summary sheet is attached. The total bid amount is under the available construction budget by approximately six percent.

After consultation with District Administration, it is DLR Group's recommendation to award the Base Bid and Alternates CC-1 (Distribution Center Renovation), CC-2 (Site Paving), and CC-3 (Mechanically Attached Roof Membrane).

Based upon the District's past experience with Meco-Henne of schedule non-compliance on projects, it is our recommendation that the District consider awarding the project to the second lowest bidder, Construct, Inc., for the total Contract Award of \$3,656,000.00.

Sincerely,

**DLR Group**



Patrick W. Phelan  
Principal

PWP:jt

Enclosure

cc: Jim Torres  
Steve Mass  
Chad Beeson



<b>COMBINED CONTRACT</b>	AOI Corporation	All Purpose Utilities	Boyd Jones Construction	Construct Inc.	Dicon Construction	DR Anderson Construction	Hawkins Construction	Lueder Construction	Meco Henne	Prairie Construction	Rife Construction
<b>BID BOND</b>	X	X	X	X	X	X	X	X	X	X	X
<b>ADDENDA: CC-1, CC-2, CC-3, CC-4</b>	X	X	X	X	X	X	X	X	X	X	X
<b>LUMP SUM BASE BID:</b>	<b>\$3,707,000.00</b>	<b>\$3,590,000.00</b>	<b>\$3,585,000.00</b>	<b>\$3,245,000.00</b>	<b>\$3,390,000.00</b>	<b>\$3,224,000.00</b>	<b>\$3,600,000.00</b>	<b>\$3,449,000.00</b>	<b>\$3,178,000.00</b>	<b>\$3,212,000.00</b>	<b>\$3,409,504.00</b>
<b>ALTERNATES:</b>											
Alternate No. CC-1. Add building demolition and renovation work for the Distribution Warehouse at Rooms A128, A131, A133, A134 and B105.	594,000.00	597,000.00	583,000.00	407,000.00	486,494.00	500,000.00	509,000.00	498,300.00	415,000.00	505,000.00	480,459.00
Alternate No. CC-2. Add concrete pavement removal and replacement at the south side of the building.	30,000.00	27,000.00	23,000.00	25,000.00	26,484.00	25,000.00	29,700.00	29,000.00	23,000.00	18,100.00	33,081.00
Alternate No. CC-3. Delete fully adhered membrane roofing and add mechanically attached roofing membrane.	-18,000.00	-20,000.00	-27,000.00	-21,000.00	28,167.00	-21,000.00	-21,000.00	21,000.00	15,000.00	-20,000.00	27,866.00
<b>UNIT PRICES:</b>											
1. Furnish install overexcavation of unstable soil material below footings and replacement with structural fill as specified. Add:	35.00	24.00	48.00	25.00	46.80	23.00	67.00	24.20	15.00	46.00	23.00
1. Deduct:	(no price given)	-20.00	-45.00	-25.00	-46.80	-10.00	-55.00	-2.00	-10.00	-45.00	-21.00
2. Removal and replacement of distressed areas of existing pavements as specified. Add or Deduct:	70.00	45.00	26.50	45.00	39.16	74.00	49.75	67.29	44.30	44.00	51.00
2. Deduct (Lueder only):								-44.30			
3. Milling and crack sealing of pavements as specified. Add or Deduct:	15.00	19.75	9.40	1.75	9.36	22.00	22.00	20.75	10.00	10.00	22.00
4. Remove and replace deteriorating / rusting existing metal roof panels as determined by the Architect. Add:	8.00	5.40	6.50	5.00	6.24	10.00	3.75	6.60	5.00	10.00	6.50
<b>TOTAL: (BB + Alt. CC-1,2,3)</b>	<b>\$4,313,000.00</b>	<b>\$4,194,000.00</b>	<b>\$4,164,000.00</b>	<b>\$3,656,000.00</b>	<b>\$3,931,145.00</b>	<b>\$3,728,000.00</b>	<b>\$4,117,700.00</b>	<b>\$3,997,300.00</b>	<b>\$3,631,000.00</b>	<b>\$3,715,100.00</b>	<b>\$3,950,910.00</b>
<b>PRIME SUBCONTRACTORS:</b>											
Mechanical Work:	Pittor	Will Advise	Precise/Sol Lewis	Pittor	Sol Lewis	Sol Lewis	N. Pittor	Precise/Sol Lewis	Sol Lewis	Sol Lewis	Precise/Paul/Sol
Electrical Work:	JK Electric	Will Advise	Brase	JK/Brase	JK Electric	Brase	JK Electric	Brase	JK Electric	Brase	Anderson

# BID TABULATION

Millard Public Schools - Support Services Center Building II - Phase I  
 Omaha, Nebraska  
 DLR Group Project No. 10-08101-00

**DLR Group**  
 Architecture Engineering Planning  
 Interiors  
 400 Essex Court, Regency Park  
 Omaha, NE 68114-3778  
 tel 402/393-4100  
 fax 402/393-8747

September 16, 2009  
 2:00 PM (CDT)

**MILLARD PUBLIC SCHOOLS**

DLR Group Project No. 10-08101-00

**Remodel Excel Facility for Technology Support and Distribution Center  
Support Services Center Building II****Phase I - Construction Documents Project Budget****CONSTRUCTION COST (BID DAY AMOUNT - BASE BID)****\$ 2,938,898**

Site Demolition		\$ 38,068	
Site Paving, Walks, & Earthwork		\$ 156,000	
Storm Sewer		\$ 16,546	
Site Improvements		\$ 91,000	
Landscaping		\$ 20,784	
Reconstruction of Loading Dock Area	1,500 SF	included in Site Paving	
Exterior Building Envelope Renovation			
Re-Roofing	50,000 SF	\$ 250,000	
Retro-fit Wall and Roof Insulation		\$ 80,500	
Metal Wall Panels	32,000 SF	\$ 16,000	
Building Remodeling Scope	22,500 SF		
Demolition	22,550 SF	\$ 150,000	
Technology Office Remodeling	22,500 SF	\$ 2,000,000	
Distribution Center Remodeling	-	-	
Storm Safe Area	2,099 SF	\$ 35,000	
Conference Center Improvements	2,099 SF	\$ 85,000	
<b>Owner Provided FFE (NIC), Consultants, Utility Connections</b>		\$ 477,890	\$ 477,890
<b>Architect / Engineering Fees</b>			\$ 362,116
Basic Services		\$ 362,116	
<b>Miscellaneous Expenses</b>			\$ 29,645
Geotechnical Investigation, CD Printing		\$ 29,645	
<b>PROJECT EXPENDITURE SUBTOTAL (excluding contingency)</b>			\$ 3,808,549
<b>DESIGN &amp; CONSTRUCTION CONTINGENCY</b>	<b>5.00%</b>		\$ 190,427
<b>TOTAL PROJECT BUDGET (including contingency)</b>			\$ 3,998,976

**TOTAL ALTERNATES CONSTRUCTION COST (BID DAY AMOUNT)****\$ 947,000**

Alternate No. CC-1 Distribution Center Remodeling	27,710 SF	\$ 940,000
Alternate No. CC-2 Distribution Staging Paving	577 SY	\$ 27,000
Alternate No. CC-3 Mechanically Attached Roofing	50,000 SF	\$ (20,000)

**CONSTRUCTION COST (BID DAY AMOUNT, BASE BID + ALTERNATES)****\$ 3,885,898**

<b>Owner Provided FFE (Alternate CC-1 pallet racking)</b>		\$ 35,000	\$ 35,000
<b>ALT. DESIGN &amp; CONSTRUCTION CONTINGENCY</b>	<b>10.00%</b>		\$ 97,655
<b>TOTAL PROJECT BUDGET WITH ALTERNATES</b>			\$ 5,078,631

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Continuation of Medicaid Reimbursement Through Nebraska Schools Medicaid Consortium

**MEETING DATE:** September 21, 2009

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Continuation of Medicaid Reimbursement Through Nebraska Schools Medicaid Consortium – The renewal of the contract with the Nebraska Schools Medicaid Consortium.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** Since 2000, the school district has conducted its medicaid reimbursement (for services provided to qualified children) though an Interlocal Agreement with the Nebraska School Medicaid Consortium. The attached “Interlocal Participation Agreement” is a continuation of that arrangement.

**OPTIONS AND ALTERNATIVES:** n/a

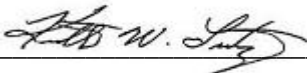
**RECOMMENDATION:** It is recommended that the district enter into the “Interlocal Participation Agreement” with the Nebraska Schools Medicaid Consortium as submitted.

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** Immediate.

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

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

## INTERLOCAL PARTICIPATION AGREEMENT - SCHOOL DISTRICT

THIS AGREEMENT is made effective this 1st day of September, 2009 (the "Effective Date"), by and between DOUGLAS County School District 0017, in the State of Nebraska (the "School District"), and the **Nebraska Schools Medicaid Consortium** (the "Consortium"), a joint entity created under the Nebraska Interlocal Cooperation Act.

WHEREAS, the Consortium was created on March 28, 2000, by Douglas County School District 0001 and Lancaster County School District 0001 in the State of Nebraska (the "Member Districts") for the purposes of:

(a) Enabling such Districts to make efficient use of their powers by cooperating with each other on a basis of mutual advantage and thereby providing services and facilities in a manner and pursuant to forms of governmental organization that will accord best with geographic, economic, population, and other factors influencing the needs and development of local communities;

(b) Enabling such Districts to jointly prepare, document, and submit claims to the Nebraska Department of Health and Human Services ("DHHS") under Neb. Rev. Stat. §§ 68-1071 and 68-1072, as amended, for reimbursement to the extent possible under federal law, for administrative expenses under the School-Based Medicaid Administrative Outreach Program (the "Medicaid Program") and in compliance with all applicable rules, regulations and procedures for such claims and payments; and

(c) Enabling such Districts to jointly contract for consulting services so as to obtain the benefits of greater efficiencies and economies of scale in the preparation and processing of claims under the Medicaid Program; and

WHEREAS, the Consortium has adopted and approved a Consulting Agreement with Fairbanks, LLC (the "Consulting Agreement"), dated July 2, 2009, a copy of which is attached hereto; and

WHEREAS, the Consulting Agreement authorizes the Consortium to enter into written participation agreements with other Nebraska School Districts and Educational Service Units (therein collectively referred to as "Represented School Districts") to participate in the Medicaid Program consistent with the terms of the Consulting Agreement; and

WHEREAS, School District desires to participate in the Medicaid Program by agreeing to become a Represented School District under the terms of the Consulting Agreement.

NOW THEREFORE, in consideration of the foregoing, the mutual undertakings and benefits to accrue to School District and to the public, and pursuant to Sections 13-801 to 827 of R.R.S. Neb. 1943, as amended (the "Interlocal Cooperation Act") and Sections 68-1071 and 68-1072 of R.R.S. Neb. 1943, as amended, School District and the Consortium agree as follows:

1. Incorporation of Consulting Agreement. The parties acknowledge the existence of the Consulting Agreement and agree that the terms and conditions of this Participation Agreement shall be supplemented by and incorporate the terms and conditions of the Consulting Agreement.

2. Agreement to Become a Represented School District. School District agrees that it shall be a Represented School District under the provisions and subject to all of the terms and conditions of the Consulting Agreement.

3. Term. This Agreement shall commence on the Effective Date and shall continue from year to year unless the School District provides written notice of termination of this Agreement to the Consortium on or before July 1st, effective upon September 1st of the same year, or unless sooner terminated upon sixty (60) days advance written notice from the Consortium to the School District.

4. Cooperation. Copies of all information, data, reports, records and other information as are existing, available, and deemed necessary by the Consultant in performing the services under the Consulting Agreement or by the Consortium's Auditor shall be furnished by School District without charge upon request. All of School District's employees designated by Consultant for participation in random moment time studies shall be made available for such training and shall complete such time studies as requested by Consultant. School District shall retain all documents designated by Consultant for audit purposes regarding each quarterly claim for seven (7) years following submission of such claim.

5. Reimbursement. The expenses, including staff time and professional services, incurred by the Consortium or its Member Districts, related to or arising from this Agreement, all similar agreements with other Represented School Districts, and the Consulting Agreement (the "Direct Costs") shall be documented. The Consortium will present a breakdown of the Direct Costs incurred for the operation of the Medicaid Program to the School District. As compensation to the Consortium for its services

under this Agreement, the School District shall pay to the Consortium its pro-rata share of the Consortium's Direct Costs. The School District's pro-rata share of the Consortium's Direct Costs shall be in the same proportion as the sum of the payments received by the Consortium on behalf of the School District under this Agreement bears to all payments received by the Consortium under all similar agreements to which the Consortium is a party plus those amounts received by the Consortium on behalf of its members for the same purpose(s). After the Consortium's Direct Costs are determined, the School District shall be furnished written notice of the Consortium's Direct Costs, and the Consortium shall deduct (and retain) the amount of such Direct Costs from the next quarterly payment due from the Consortium to the School District under this Agreement. In the event that no further quarterly payments are due from the Consortium to the School District after the Consortium's Direct Costs are determined, the Consortium shall submit to the School District an invoice for the amount of the Consortium's Direct Costs due from the School District, and the School District shall pay such invoiced Direct Costs to the Consortium within thirty (30) days after the School District receives the invoice.

6. Distribution of Revenues. Funds paid pursuant to the claims processed under this Agreement under the Medicaid Program, less the fee due the State of Nebraska relating to the Medicaid Program, shall be paid to the Consortium. Funds received by the Consortium pursuant to the Agreement shall first be used to pay the Consultant's fee pursuant to the Consulting Agreement and to reimburse the Consortium for the Direct Costs as provided by Paragraph 5. All remaining funds shall be disbursed to the School District, other Represented School Districts, and the

Member Districts according to the percentage breakdown furnished by Consultant of the amounts generated by the claims of each district and unit. Sums due to the School District under this Agreement shall be remitted to the School District by the Consortium within thirty (30) business days of the Consortium's receipt of such funds.

7. Confidential or Proprietary Information. The parties acknowledge that their participation in the Medicaid Program will involve the use of proprietary or confidential information and/or trade secrets of Consortium's Consultant, and its successors and assigns, and of the Consortium. The parties further acknowledge that it is difficult to determine whether certain information may be proprietary or confidential. Therefore, except as necessary to carry out the terms, conditions, or purposes of this Agreement or the Consulting Agreement, the School District shall not utilize or disclose any information provided to it by the Consortium, Consultant, or their successors, assigns, agents and employees, obtained in connection with the Medicaid Program, except as may be required under the Nebraska Public Records Act (Neb. Rev. Stat. § 84-712, et seq.), without the express written consent of the Consortium. Further, the School District may not duplicate or reproduce any computer disks or computer-stored information utilized in connection with the Medicaid Program without the express written consent of the Consortium. The provisions of this section shall survive the expiration or termination of this Agreement or the Consulting Agreement.

8. Exclusive Relationship. During the term of this Agreement, School District shall receive processing of the reimbursement for its Medicaid Program claims only pursuant to the Medicaid Administrative Outreach Program and through its contractual relationship with the Consortium. School District agrees that it shall not participate in



any other program or otherwise contract with any other entity to obtain processing of or reimbursement for its Medicaid Program claims during the term of this Agreement.

9. Binding Nature and Assignment. This Agreement shall be binding upon the parties and their respective successors and assigns: provided, however, that neither party may assign this Agreement without the prior written consent of the other; provided, further, however, that the foregoing shall not prevent an assignment of this Agreement (and the rights and obligations thereunder) by either party to and successor to such party.

10. Notices. Except as otherwise specified herein, all notices, consents, approvals, requests, and other communications required or permitted under this Agreement shall be given in writing and mailed by registered or certified United States mail, return receipt requested, postage prepaid and addressed to the addressee at its address set forth below:

If to the Consortium:            Nebraska Schools Medicaid Consortium  
    Attn: Office of the Superintendent  
    Teacher Administrative Center  
    Omaha Public Schools  
    3215 Cuming Street  
    Omaha, Nebraska 68131-2024

If to School District:            Millard Public Schools  
    5606 S. 147<sup>th</sup> St.  
    Omaha, NE 68137

11. Default. If School District fails to perform or abide by any of the terms and conditions of this Agreement, or if School District's acts or omissions materially contribute to a violation of the terms and conditions of the Consulting Agreement, the Consortium, at its sole option, may terminate this Agreement. The Consortium shall

permit School District a reasonable time (which shall not be less than thirty (30) days) to correct any such default, if such default is capable of correction. Upon termination by reasons of School District's default, School District shall be entitled to any remaining compensation due it in accordance with the provisions of this Agreement, less any damages caused by School District's default.

12. Non-Waiver. The Consortium's waiver of a breach of this Agreement by School District shall not constitute a waiver as to any other breach of this Agreement by School District.

13. Entire Agreement. This Agreement shall apply to all claims for fiscal quarters after the Effective Date. As to such fiscal quarters, this Agreement constitutes the entire Agreement between the parties with respect to Medicaid Program reimbursement claims and the administration thereof and supersedes all other oral or written representations, understandings, or agreements relating to Medicaid Program claims and their administration.

14. Severability. In the event that any one or more of the provisions of this Agreement shall for any reason be held to be invalid, illegal, or unenforceable, the remaining provisions of the Agreement shall be unimpaired, and the invalid, illegal, or unenforceable provision shall be replaced by a mutually acceptable provision, which being valid, legal and enforceable, comes closest to the intention of the parties underlying the invalid, illegal, or unenforceable provision.

15. Further Assurances. From time to time, School District shall, at the request of the Consortium, execute and deliver to the Consortium (or other entity as directed by the Consortium) such additional documents as the Consortium may

reasonably require to carry out the terms and conditions of this Agreement or the Consulting Agreement.

16. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

17. Reimbursement to the Consortium under Certain Circumstances. If any federal and/or state agency makes demand upon the Consortium for the repayment or return of revenues received by the Consortium for the benefit of School District, or if any such revenues are recouped, setoff, or otherwise debited to the Consortium, School District shall, within thirty (30) business days of written notice from the Consortium, remit to the Consortium an amount equal to any such revenues transferred from or debited to the Consortium as a result of the demand or other actions of the federal and/or state agency. The provisions of this section shall survive the expiration or termination of this Agreement or the Consulting Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be made and executed as of the date first set above.

DOUGLAS COUNTY SCHOOL DISTRICT 0017

NEBRASKA SCHOOLS MEDICAID CONSORTIUM

By: \_\_\_\_\_  
President

By:   
Dennis L. Pool-President

ATTEST:  
  
\_\_\_\_\_  
Secretary

ATTEST:  
  
  
Mark W. Shepard-Secretary

Dated: \_\_\_\_\_

Dated: \_\_\_\_\_

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** ACT and SAT Scores

**Meeting Date:** September 21, 2009

**Department:** Planning & Evaluation

**Title and Brief Description:** This report presents results from 2008-09. Findings are presented across years, for the district as a whole and for individual schools.

**Action Desired:** Approval \_\_\_ Discussion x Information Only \_\_\_

**Background:** The district composite average is 23.6, an all-time high for Millard college-bound students. Individual schools range as high as 24.5 (North) for the composite, with reading and math subtests showing the highest subscores in all high schools. An 8-year trendline shows a steady increase in scores.

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

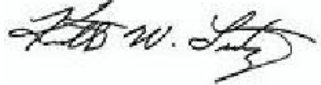
**Recommendations:** There continues to be a gap in performance between students who report taking the “core curriculum” – as defined by ACT – and those reporting “less than core”. The percent of students reporting core curriculum has increased over the past two years. The performance gap of 3.1 percent has remained fairly constant since 2006.

**Strategic Plan Reference:** 5.1, 5.2, & 5.3

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

**Timeline:** High schools and the curriculum can begin using results immediately.

**Responsible Persons:** Dr. Jon Lopez

**Superintendent’s Signature:**   
\_\_\_\_\_

# ACT & SAT RESULTS 2008-09



*Proud to be*  
**millard**  
PUBLIC SCHOOLS  
[www.mpsomaha.org](http://www.mpsomaha.org)

Planning, Evaluation & Information Services Dept.  
SEPTEMBER 2009

## INTRODUCTION

The American College Test (ACT) and the Scholastic Aptitude Test (SAT I) are widely used college admissions tests that are typically taken by high school juniors and seniors. Both tests measure skills that students have learned in high school and that they will need for academic success in college.

### ACT

The ACT is a 2 hour and 55 minute test that includes 215 questions. In 1989 a revised version of the ACT was introduced which reflected the changes in high school curriculum. The old test included the four areas of English, mathematics, social studies, and natural science. The new ACT Assessment includes:

English  
75 items/45 minutes

Mathematics  
60 items/60 minutes

Reading  
40 items/35 minutes

Science Reasoning  
40 items/35 minutes

In addition, students receive subtest scores for each of the four tests.

The ACT Writing Test, which measures skill in planning and writing a short essay is optional.

The ACT standard score scale ranges from 1 to 36.

### SAT I

The SAT I is a 4 hour mixed method test that includes written response as well as multiple-choice questions that measure developed verbal and mathematical reasoning abilities as well as writing. The SAT I scores are intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work. Student performance on the SAT I is reported on a scale of 200 to 800 on each sub-test.

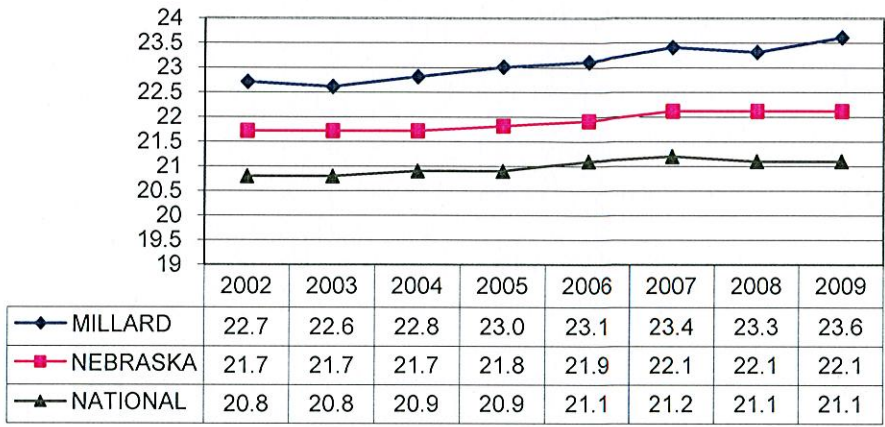
### Average ACT Scores by Level of Academic Preparation

	Number core / Less		Percent core / Less		English core / Less		Mathematics core / Less		Reading core / Less		Sci Reason core / Less		Composite core / Less	
<b>Local</b>														
2003-04	663	392	59	35	23.9	20.1	24.1	20.6	24.0	21.1	23.7	20.5	24.0	20.7
2004-05	682	406	58	34	23.7	20.7	24.2	21.0	24.1	21.6	23.6	21.5	24.0	21.4
2005-06	631	424	55	37	23.9	21.1	24.2	21.5	24.4	21.6	23.8	21.6	24.2	21.6
2006-07	564	434	47	36	24.2	21.3	24.7	21.6	24.6	21.9	24.4	21.7	24.6	21.8
2007-08	797	409	63	32	23.9	20.7	24.4	21.2	24.5	21.9	24.0	21.4	24.3	21.4
2008-09	941	350	73	27	24.3	20.7	24.3	20.9	24.6	21.9	23.9	21.2	24.4	21.3
<b>State</b>														
2003-04	11022	4766	67	29	22.2	19.0	22.4	19.5	22.8	20.2	22.4	20.1	22.6	19.8
2004-05	10913	4397	67	27	22.4	19.3	22.5	19.7	22.8	20.1	22.4	20.1	22.6	19.9
2005-06	10133	4517	64	28	22.5	19.7	22.4	20.0	23.0	20.6	22.5	20.5	22.7	20.3
2006-07	9539	4458	59	28	22.7	19.8	22.6	20.1	23.2	20.8	22.6	20.5	22.9	20.4
2007-08	11934	3944	72	24	22.6	19.5	22.6	19.7	23.2	20.6	22.5	20.1	22.8	20.1
2008-09	12701	3346	78	21	22.7	19.1	22.5	19.4	23.2	20.1	22.6	19.9	22.9	19.8
<b>National</b>														
2003-04	661290	405328	56	35	21.5	18.7	21.7	19.1	22.3	19.8	21.7	19.6	21.9	19.4
2004-05	658430	406763	56	34	21.6	18.8	21.7	19.1	22.2	19.8	21.7	19.6	21.9	19.5
2005-06	647298	413888	54	34	21.6	19.0	21.8	19.4	22.3	20.1	21.7	19.7	22.0	19.7
2006-07	659603	444906	51	34	21.7	19.2	21.9	19.6	22.4	20.2	21.8	19.8	22.0	19.8
2007-08	873743	431748	61	30	21.6	18.8	21.9	19.3	22.3	19.9	21.6	19.4	22.0	19.5
2008-09	1E+06	391458	70	26	21.7	18.3	21.9	18.9	22.3	19.4	21.7	19.2	22	19.1

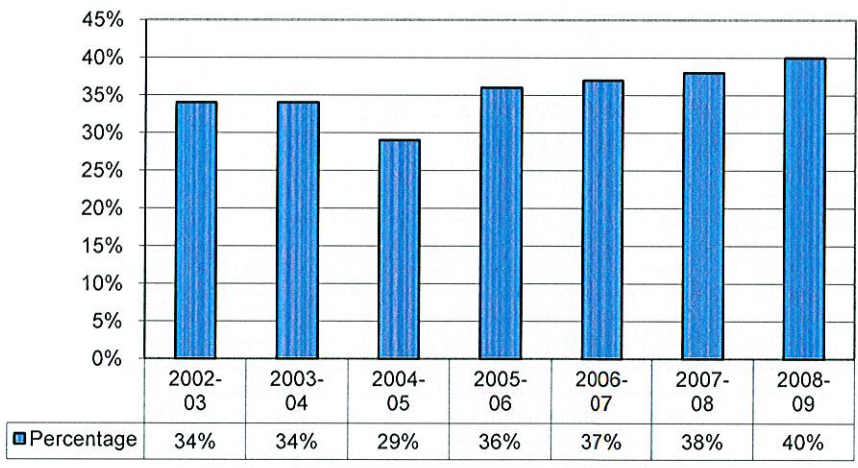
### Average ACT Scores for All Graduates

	Number	English	Mathematics	Reading	Sci Reason	Composite
<b>Local</b>						
2003-04	1126	22.4	22.8	22.9	22.5	22.8
2004-05	1186	22.5	22.9	23.1	22.8	23.0
2005-06	1156	22.8	23.1	23.3	22.9	23.1
2006-07	1197	23.0	23.3	23.4	23.2	23.4
2007-08	1265	22.8	23.3	23.6	23.1	23.3
2008-09	1293	23.3	23.4	23.9	23.2	23.6
<b>State</b>						
2003-04	16523	21.2	21.5	22.0	21.6	21.7
2004-05	16220	21.4	21.6	21.9	21.7	21.8
2005-06	15892	21.5	21.6	22.2	21.8	21.9
2006-07	16137	21.8	21.8	22.4	21.9	22.1
2007-08	16573	21.8	21.8	22.5	21.9	22.1
2008-09	16286	21.9	21.8	22.5	22	22.1
<b>National</b>						
2003-04	1171460	20.4	20.7	21.3	20.9	20.9
2004-05	1186251	20.4	20.7	21.3	20.9	20.9
2005-06	1206455	20.6	20.8	21.4	20.9	21.1
2006-07	1300599	20.7	21.0	21.5	21.0	21.2
2007-08	1421941	20.6	21.0	21.4	20.8	21.1
2008-09	1480469	20.6	21.0	21.4	20.9	21.1

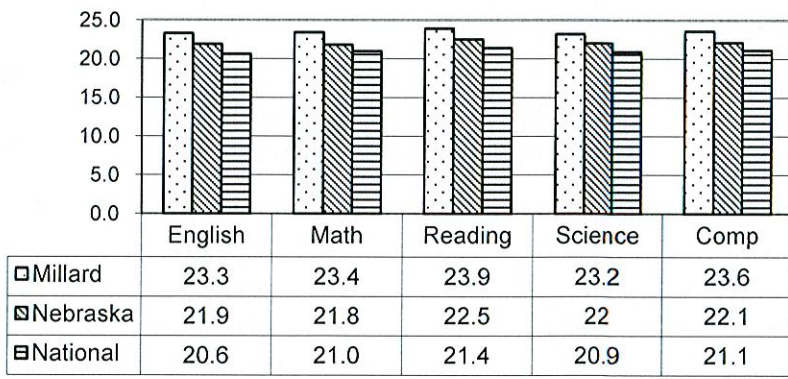
### ACT Composite Scores Over 8 Years Millard, Nebraska, and National



### Percentage of Millard Students Scoring in Top Quartile Nationally



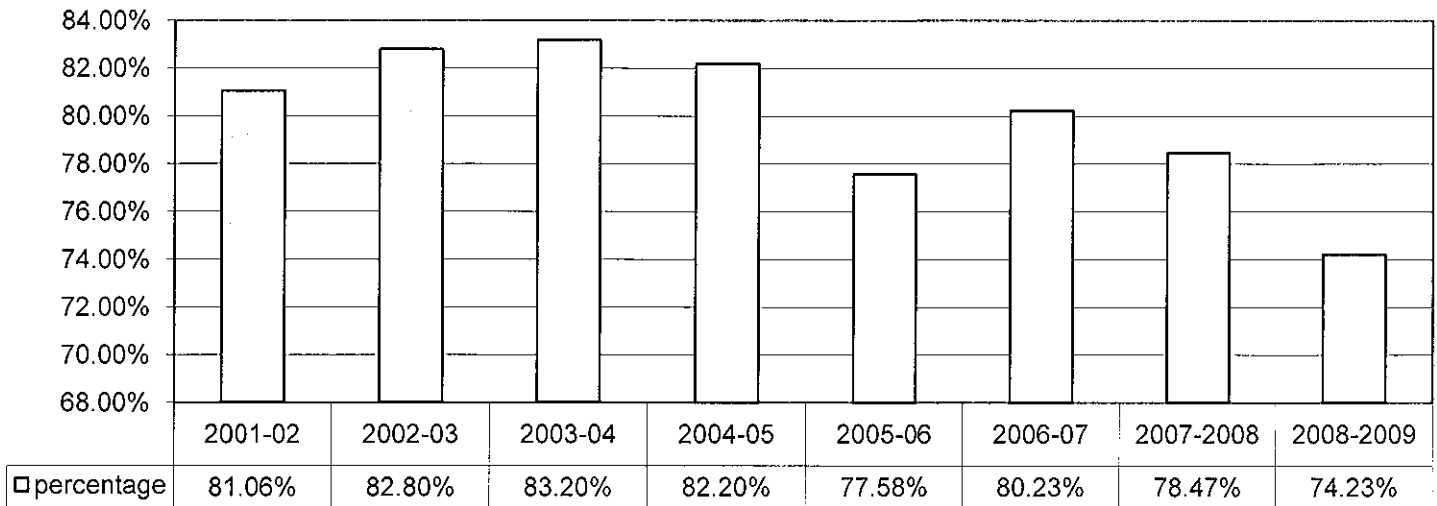
### Comparison of the ACT Average Scores with Other Groups 2008-9



Scores range from 1-36

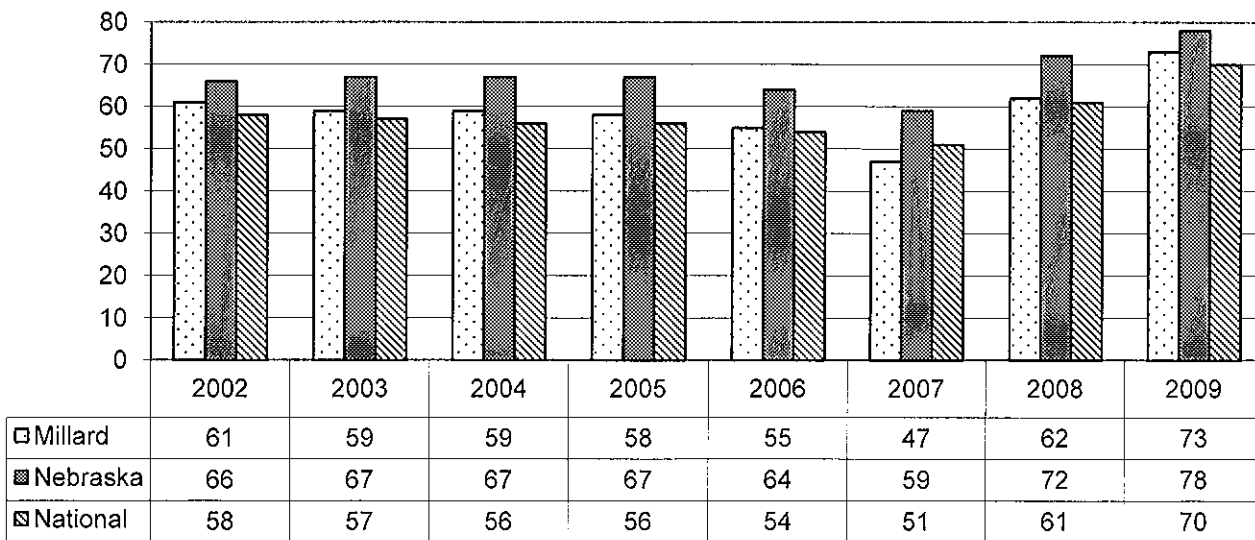


### Percent of Millard Seniors Taking the ACT Over Eight Years



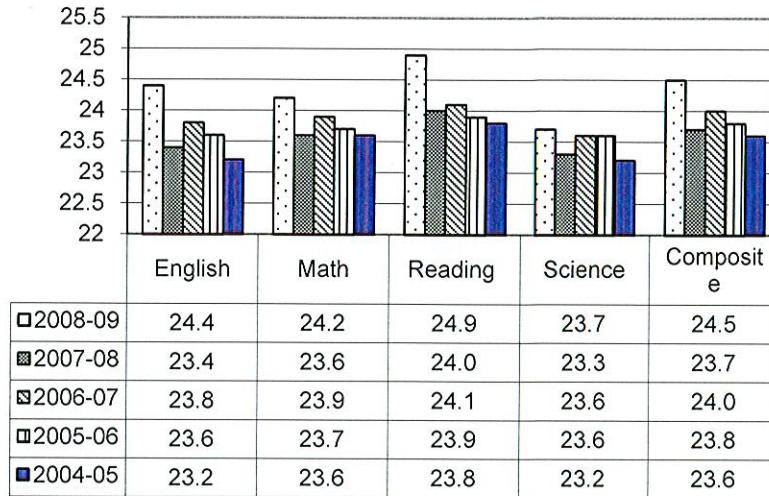
1265 Seniors from the class of 2008 took the ACT

### Percent ACT Tested Students Who Have Taken Core Curriculum

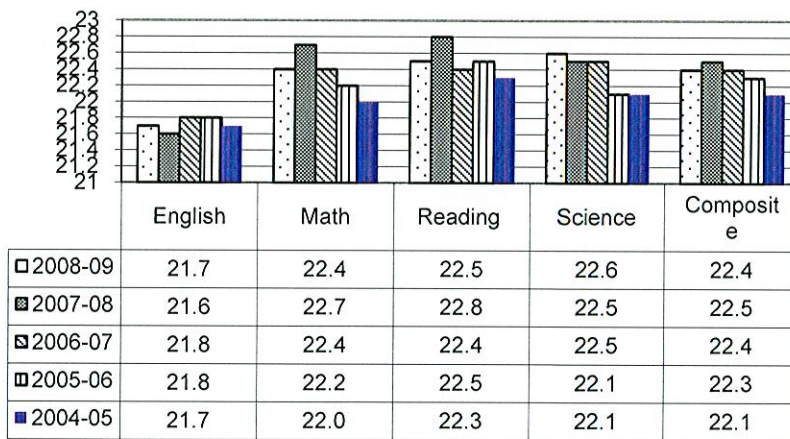


# ACT Average Scores for Five Years

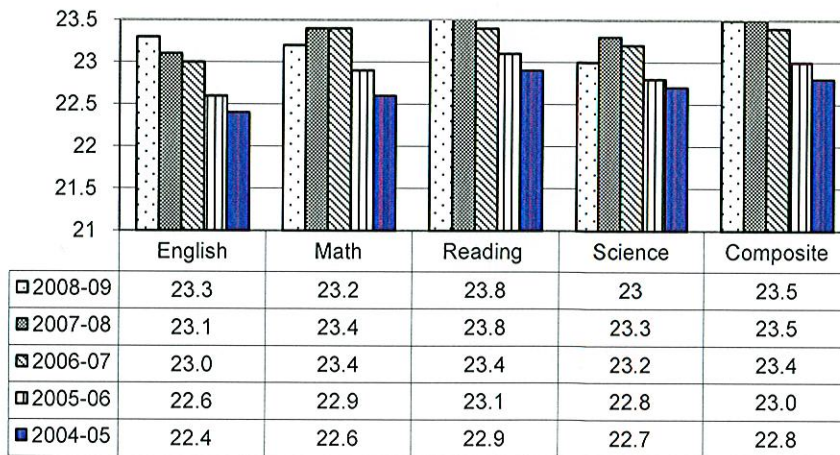
## North High



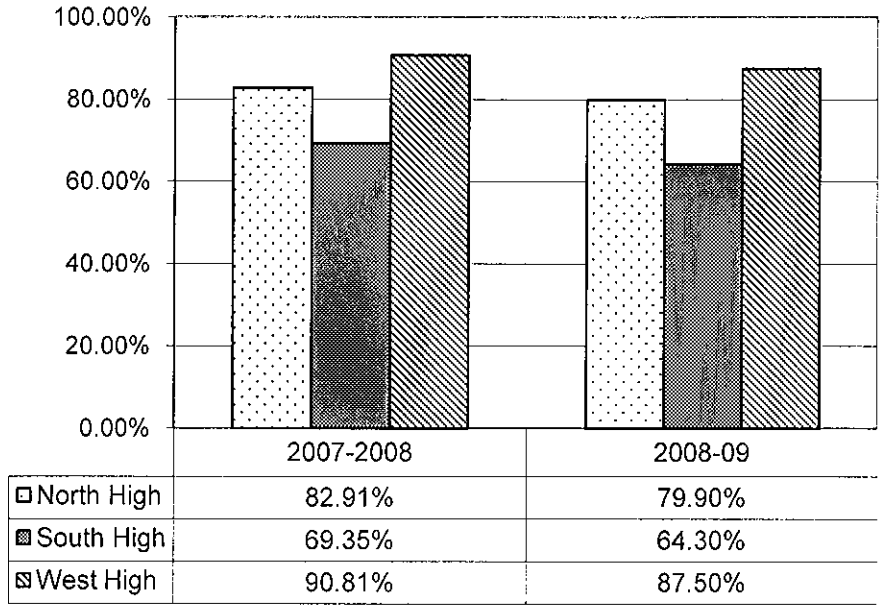
## South High



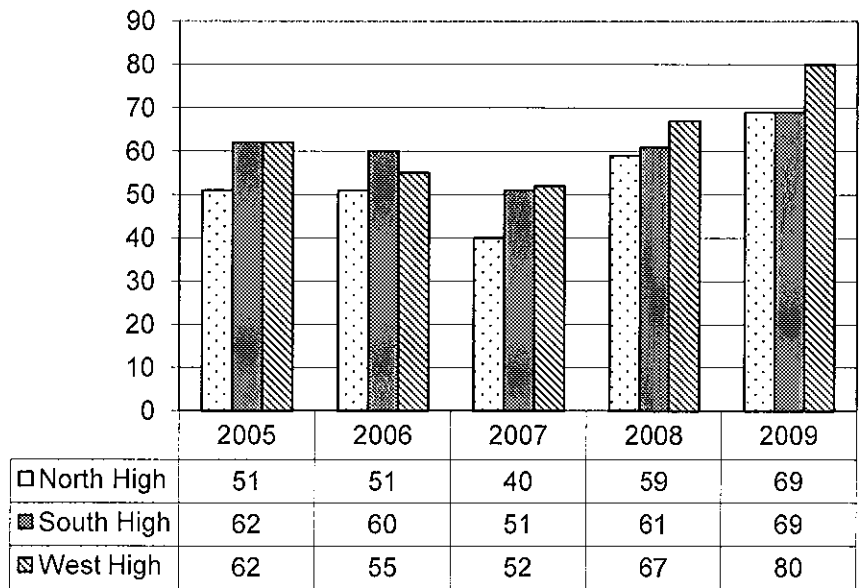
## West High



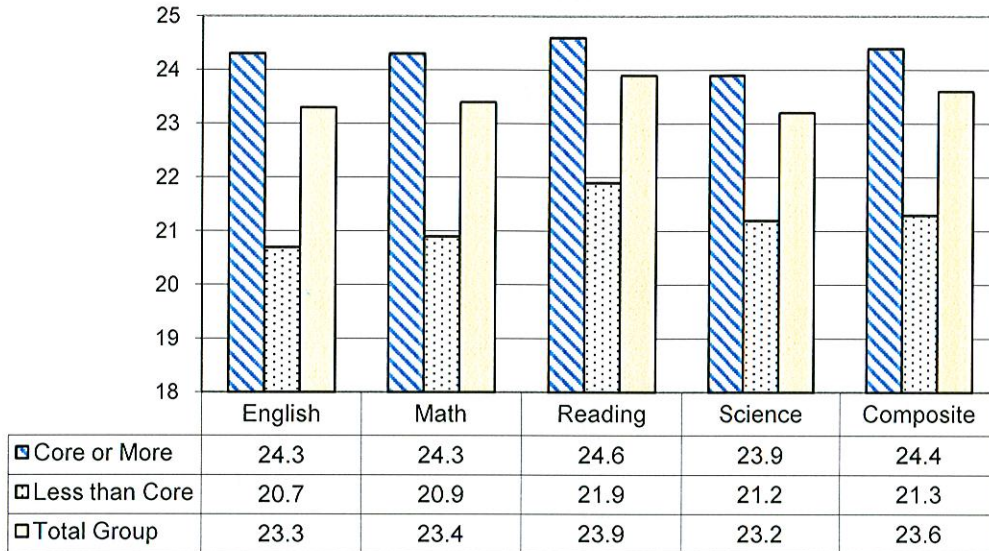
### Percentage of Seniors Taking the ACT Test by School 2007-2009



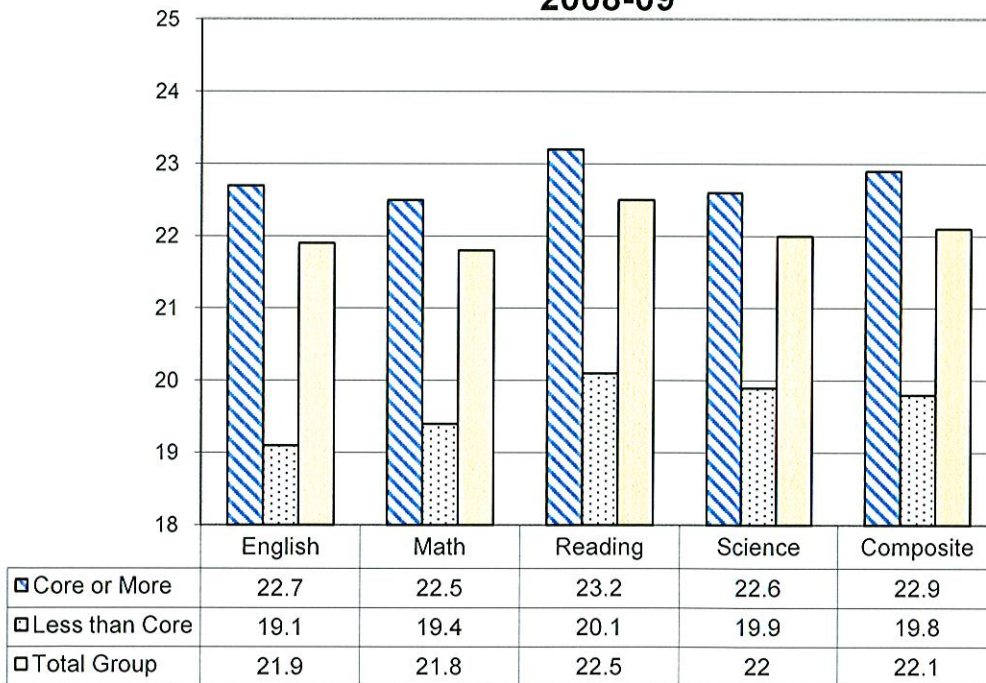
### Percentage of ACT Tested Students Who Have Taken Core Curriculum



### Millard Public School Results 2008-09

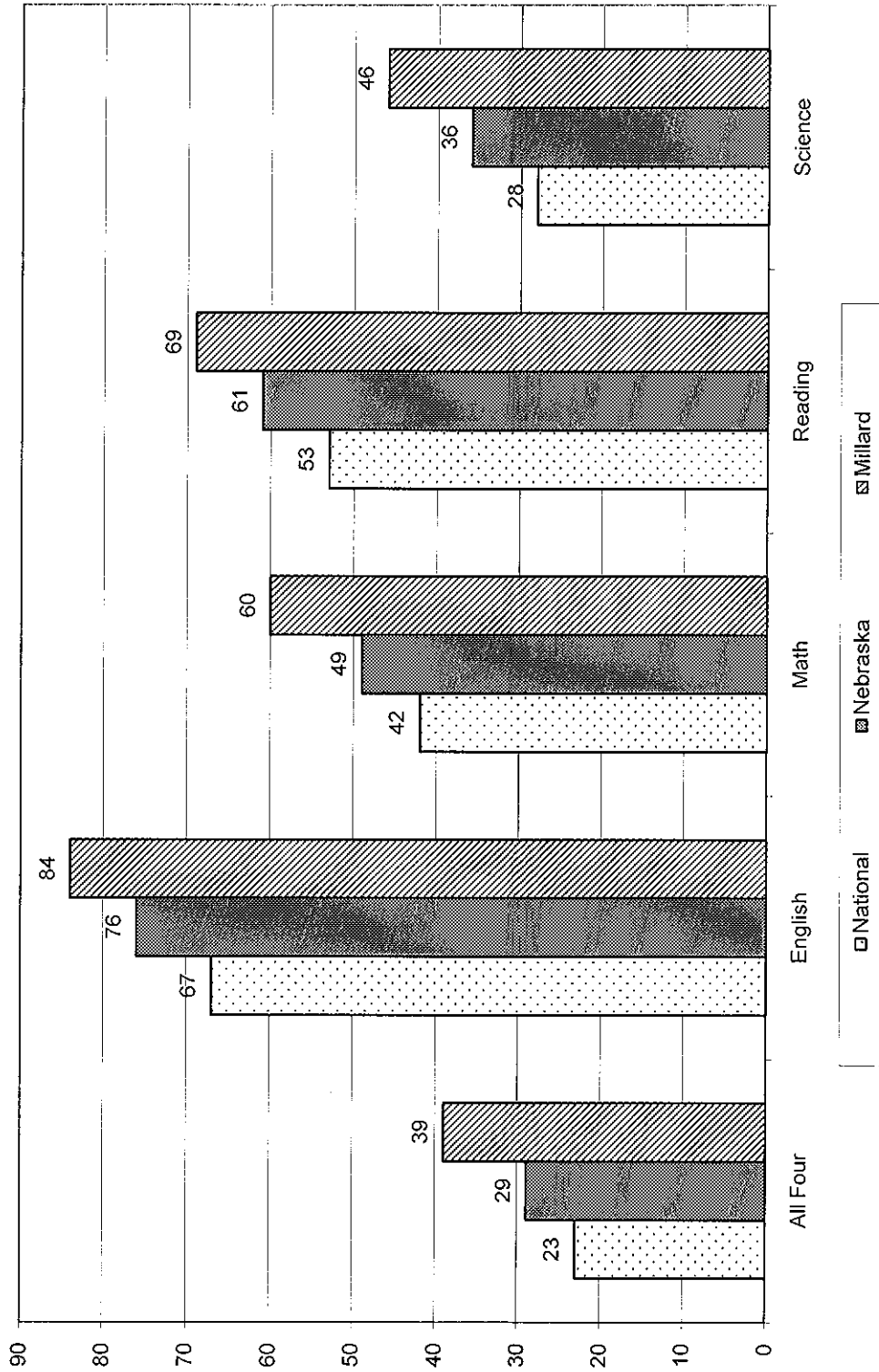


### Nebraska Statewide Results 2008-09

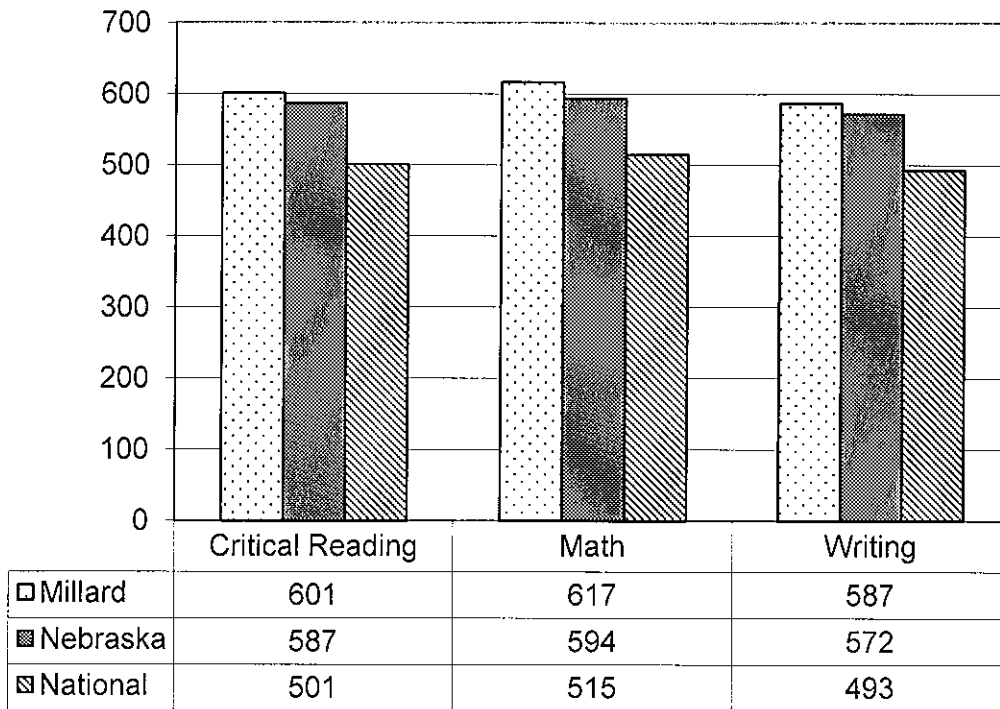


ACT College Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

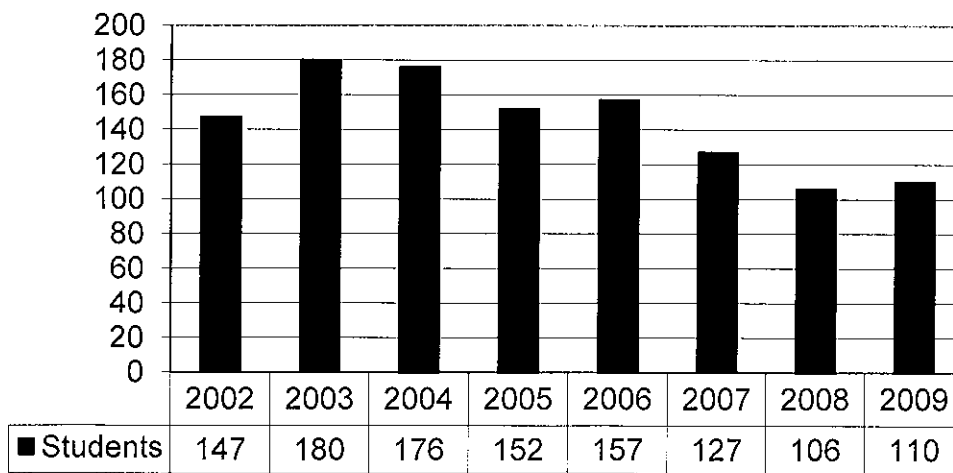
### Percent of Students Meeting ACT College Readiness Benchmark Scores 2008-09



### SAT SCORES 2008-098



### Number of Millard Students Taking the SAT Over Eight Years

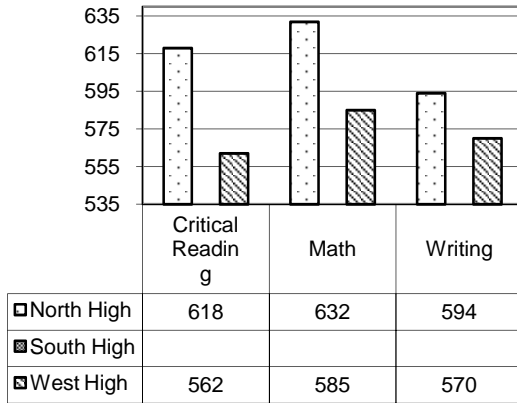


6.31% of the 2008 graduating Seniors took the SAT

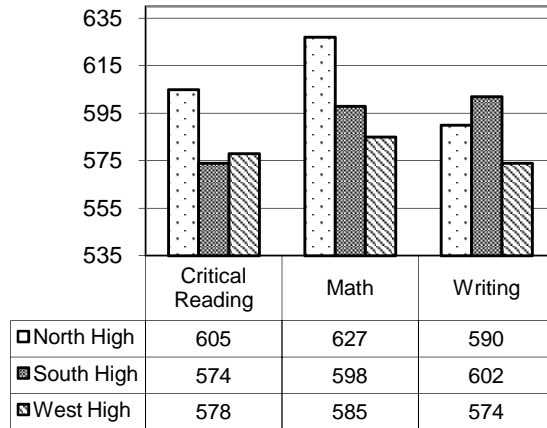
# SAT Scores by School

\* South High sample too small to report

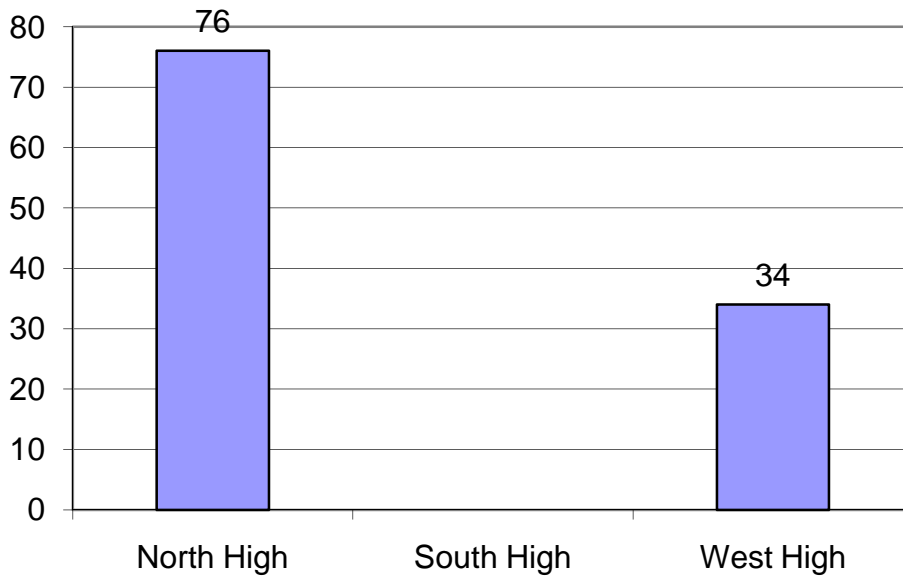
2008-09 Scores



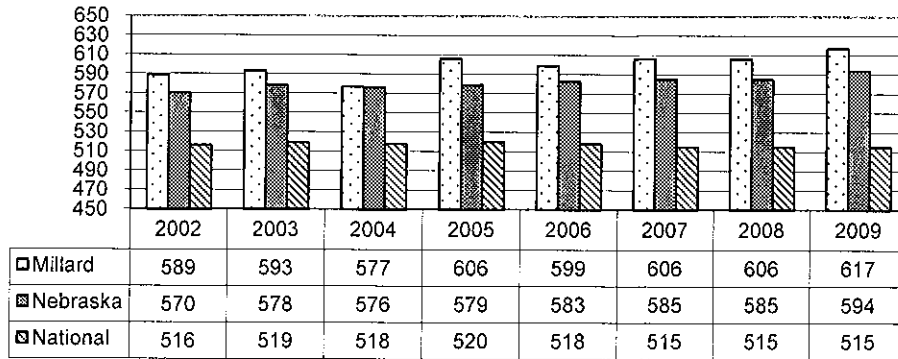
2007-08 Scores



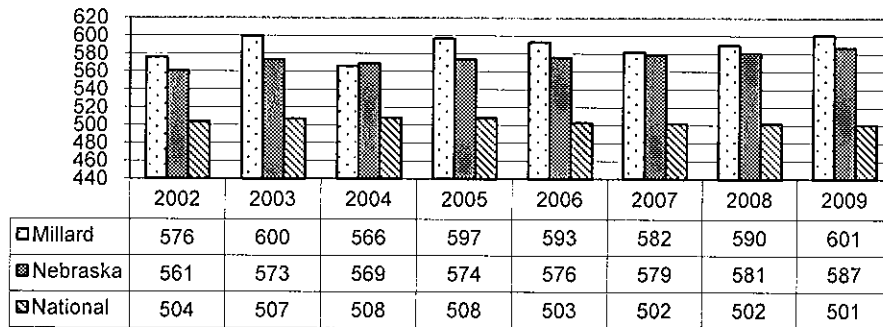
## Number of Students Taking the SAT by School 2008-09



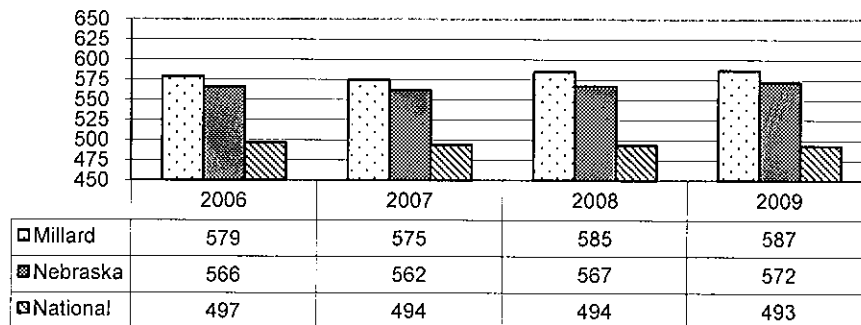
### SAT MATH Scores Over Eight Years



### SAT CRITICAL READING Scores Over Eight Years



### SAT Writing Scores





**AGENDA SUMMARY SHEET**

**Agenda Item:** Summer School Report

**Meeting Date:** September 21, 2009

**Department:** Educational Services

**Title and Brief Description:** Summer School Report

**Action Desired:** Information Only

**Background:** The opportunity to participate in parent-pay extended school offerings during the summer was provided to Pre-K through Grade 12 students. Opportunities to continue to develop competency in reading, math, and writing skills were offered to all students.

In total, 1153 students attended the general education programs, which is an increase of 317 students. These students took more than 1483 course sections. The number of free/reduced tuition waivers increased significantly, approximately 77 percent.

**Recommendations:** Receive the report

**Strategic Plan Reference:** Strategies 4, 5 and 6

**Timeline:** An annual report for the Board of Education

**Responsible Persons:** Kara Hutton, Vicki Griffin, Jennifer Wilson, Eric Grandgenett, Dawn Marten, Dr. Carol Newton, Charlene Snyder and Nancy Johnston

*Mark W. Feldman*

**Associate Superintendent's Approval:**

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

**Superintendent's Approval:**

*Mark W. Feldman*  
\_\_\_\_\_  
(Signature)

**2009 Summer School Data**  
(Compared to 2007 and 2008 Summer School Data)

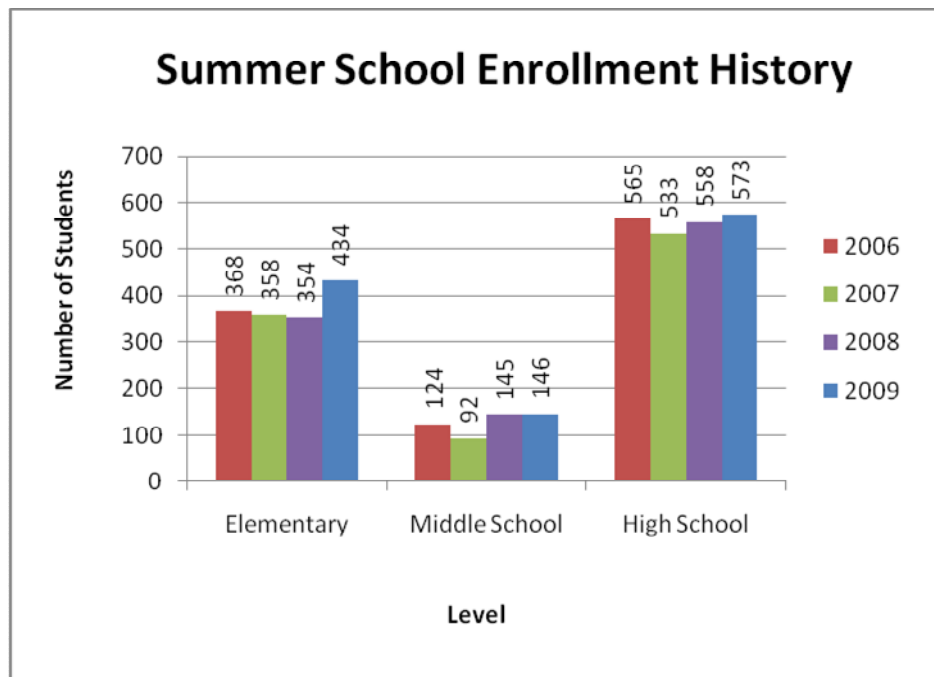
	Elementary			Elem. Sp. Ed.			Middle Level			Middle Level Sp. Ed.			High School			High School Sp. Ed.		
	07	08	09	07	08	09	07	08	09	07	08	09	07	08	09	07	08	09
<b>Classes Held</b>	28	22	25	2	2	2	8	15	15	1	1	0	52	53	47	1	1	1
<b>Students Enrolled</b>	358	354	434	12	13	15	92	145	146	4	5	0	533	558	573	9	8	8***
<b>Class Enrollments</b>	530	354	434	12	13	15	122	174	205	4	5	0	820	795	844	9	8	1
<b>In-District Tuition \$</b>	\$50	100	100	\$105	100	95	\$80	100*	100*	\$140	100	100	\$170	100	100	\$140	100	100
<b>In-District Non-Public Enrollments</b>	15	11	12	0	0	0	3	5	1	0	0	0	7	11	7	0	0	0
<b>Out-of-Dist. Tuition \$</b>	\$75	150	150		NA		\$120	150	150**	NA	NA	NA	\$255	150	150	NA	NA	NA
<b>Out-of-Dist. Students</b>	11	5	8		NA		0	3	6	NA	NA	NA	15	19	29	NA	NA	NA
<b>Free/Red. Nos.</b>	42	63	104	1	11	5	8	9	42	0	4	0	97	71	102	0	10	1
<b>Class Failures</b>		NA			NA			NA		NA	0	0	26	50	29		NA	
<b>Graduates</b>		NA			NA			NA			NA		18	18			NA	
<b>KMS ELO Invites (no charge)</b>		NA			NA		0	9	10		NA			NA			NA	

\*In district tuition rate of \$100 for 3 week classes. In district tuition rate of \$35 for 1 week class.

\*\*Out of district tuition rate for 3 week class was \$150. Out of district tuition rate for 1 week class was \$50.

\*\*\*Includes one middle school student.

As a result of legislative action that provides state funds for summer school programs, the length of summer school courses and the minimum number of days for summer school are mandated. While it appears there was a tuition increase between 2007 and 2008, in actuality the hourly rate decreased due to an increase in hours at all levels.



### Elementary Summer School Report

The 2009 elementary summer program was held at Black Elk Elementary School. Courses offered included kindergarten readiness, reading and math, science, music and drama, Spanish, computers, and creative writing. A total of 25 three-week classes were held for three hours per day. Enrollment increased from 354 students in 2008 to 434 students in 2009. Free and reduced numbers also increased by 41 students as compared to 2008. Elementary special education classes were offered concurrently in June at Black Elk for students with moderate to severe disabilities.

#### Points of Special Note:

- 66 preschoolers experienced the four *Kindergarten Readiness* classes
- 147 first through fifth grade students were enrolled in reading and math classes, compared to 131 in 2008
- 40 first through fifth grade students learned basic conversational Spanish
- 106 first through fifth grade students learned more about science in our Fizzing Liquids, Lego Technics, and Construct It! Classes
- The number of students receiving tuition waivers due to qualifying for free and reduced lunch increased by 39%

## Middle Level Summer School Report

The following classes were held during the 3 week summer session:

6 Grade Reading and Writing	6 Grade Master your Math
6 Grade Be Cool in Middle School	6 Grade Pre Algebra Prep
7/8 Grade Reading/Writing (2 sessions)	7 Grade Master your Math
8 Grade Master your Math	* <i>Forensics</i>
Unplugged	* <i>Drama</i>
Digital Art/Multi Media/Graphics (2 sessions)	* <i>Babysitting (2 sessions)</i>

**\*denotes one week course**

The following six classes were offered in the spring, but cancelled due to low enrollment during the final week of May:

7<sup>th</sup> Grade Sweet Reads  
 8<sup>th</sup> Grade Study Strong  
 Fishing  
 Adventures in Problem Solving  
 Read for All  
 ¿Qué Pasa?  
 Fundamentals of Daily Living-combined with the High School class

### Points of Special Note:

- Averaged 26 students a day who purchased lunch, which was 18% of the middle school population.
- There was an average of 11 absences a day, which is a 92% daily attendance rate.
- The largest enrollment classes were: *Digital Art/Multi-media Graphics: 22, Forensics: 19, 6<sup>th</sup> grade Be Cool in Middle School: 18.*
- Summer School teachers compiled progress reports for each student. These reports were sent to each student's school for review by their 2009-2010 teachers.
- The Middle Level Fundamentals of Daily Living class was combined with the high school class due to low enrollment

**This reflects the number of students from each Millard middle school:**

School	Beadle	Andersen	Kiewit	Russell	North	Central
2008	23	10	38	36	21	9
2009	13	12	38	21	38	18

\* 6 students were from outside the district

\*\*MWHS: 1 student, MSHS: 1 student, MNHS: 1 student

## High School Summer Session Report

The high school program offers students the opportunity to repeat courses they have not yet passed or to take courses that may be difficult to schedule during the regular school year. The program was held at Millard North High School from June 10 – July 14, 2009 with a total class enrollment of 573 students taking 844 classes. Two courses were taken by 271 students and 302 students only took one course. Fourteen of 15 eligible students were able to graduate upon completion of summer school.

### The following classes were held during the 3 week summer session:

English 9, 10, 11	US Government (4)
Speech (2)	Computer Tech Applications (2)
Drama	Foods of the World
Creative Writing (2)	Everyday Living (2)
College Grammar and Reading	Color and Design
Algebra (2)	Art Foundations
Geometry (2)	Sports Skills and Fitness (2)
Adv. Algebra	Cross Training (2)
Physical Science	Lifetime Fitness (2)
American History	ACT/SAT Preparation
World Geography	
Fundamental Daily Living	

### The classes below were offered in the spring, but cancelled due to low enrollment:

Consumer Math	Reading 9
Environmental Science	ELO Reading
Chemistry	ELO Science
Biology	ELO Social Studies
Ethnic Studies	ELO Math
Spanish I	Pre-Algebra warm-up

### Points of Special Note:

- 87 incoming freshmen took 112 courses
- 22 students completed the ACT/SAT prep class
- 12 students completed the College Grammar and Reading class
- 14 of 15 possible students graduated at the end of summer school; the remaining student is from another district and will graduate upon completion of community service hours. One graduate was a junior.
- 42 students completed the full year courses: Algebra (23), and Geometry (19), in the full-day, 3-week semester classes.
- A *Fundamentals of Living* course was offered and eight Special Education students and one Young Adult participated.

- The ELO Social Studies Course was offered as a course co-taught by a content teacher and an ELL teacher. No students registered for this course and it was dropped.
- The number of students who failed one or more courses decreased by 43% from Summer School 2008.

### **Enrollment from each of the Millard High Schools**

Incoming 8 <sup>th</sup> Grade	MSHS	MNHS	MWHS	MLC	TOTAL Millard Students
76 students	105 students	272 students	81 students	3 students	537 Students

### **Considerations and Recommendations:**

- Having two administrators and a counselor was beneficial. This summer there were 22 discipline events involving 16 students, with 8 types of infractions. The counselor worked closely with the 15 students on target to graduate as well, incurring a 93% success rate.
- PE classes are very popular and are at maximum capacity. It will be important to look at possible ways of offering more classes during summer school, perhaps at two locations.
- The timing of decisions to hold or cancel classes continues to be problematic. Some courses were cancelled that would have had sufficient enrollment but did not at the cut-off date.
- Continue to explore the best way to meet the needs of English Language Learners. Transportation may be a relevant factor.
- Research the need for Special Education Support or Essentials courses during the summer program, particularly at the high school level. Some students would benefit from Special Education support in certain summer school classes as they do throughout the year.

## 2008 Summer School Programs Financial Report

<p><b>Elementary</b></p> <p style="padding-left: 40px;">Receipts</p> <table style="margin-left: 80px; width: 80%;"> <tr> <td style="padding-left: 20px;">Tuition Rcvd.</td> <td style="text-align: right;">\$31,150.00</td> </tr> <tr> <td style="padding-left: 20px;">Refunds</td> <td style="text-align: right;">\$1,500.00</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">Elem. Revenue</p> <p style="padding-left: 80px; margin-left: 20px;">\$29,650.00</p>	Tuition Rcvd.	\$31,150.00	Refunds	\$1,500.00	<p>Expenditures</p> <table style="margin-left: 40px; width: 80%;"> <tr> <td style="padding-left: 20px;">Salary/Benefits</td> <td style="text-align: right;">\$49,676.00</td> </tr> <tr> <td style="padding-left: 20px;">Supplies</td> <td style="text-align: right;">\$820.43</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">Elem. Expenditures</p> <p style="padding-left: 80px; margin-left: 20px;">\$50,496.43</p> <p style="padding-left: 40px; margin-top: 10px;"><i>FRPL Tuition Waiver*</i></p> <p style="padding-left: 80px; margin-left: 20px;">\$6,300.00</p>	Salary/Benefits	\$49,676.00	Supplies	\$820.43
Tuition Rcvd.	\$31,150.00								
Refunds	\$1,500.00								
Salary/Benefits	\$49,676.00								
Supplies	\$820.43								
<p><b>Middle School</b></p> <p style="padding-left: 40px;">Receipts</p> <table style="margin-left: 80px; width: 80%;"> <tr> <td style="padding-left: 20px;">Tuition Rcvd.</td> <td style="text-align: right;">\$12,435.00</td> </tr> <tr> <td style="padding-left: 20px;">Refunds</td> <td style="text-align: right;">\$1,045.00</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">M.S. Revenue</p> <p style="padding-left: 80px; margin-left: 20px;">\$11,390.00</p>	Tuition Rcvd.	\$12,435.00	Refunds	\$1,045.00	<p>Expenditures</p> <table style="margin-left: 40px; width: 80%;"> <tr> <td style="padding-left: 20px;">Salary/Benefits</td> <td style="text-align: right;">\$26,445.16</td> </tr> <tr> <td style="padding-left: 20px;">Supplies</td> <td style="text-align: right;">\$520.08</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">M.S. Expenditures</p> <p style="padding-left: 80px; margin-left: 20px;">\$26,965.24</p> <p style="padding-left: 40px; margin-top: 10px;"><i>FRPL Tuition Waiver*</i></p> <p style="padding-left: 80px; margin-left: 20px;">\$4,675.00</p>	Salary/Benefits	\$26,445.16	Supplies	\$520.08
Tuition Rcvd.	\$12,435.00								
Refunds	\$1,045.00								
Salary/Benefits	\$26,445.16								
Supplies	\$520.08								
<p><b>High School</b></p> <p style="padding-left: 40px;">Receipts</p> <table style="margin-left: 80px; width: 80%;"> <tr> <td style="padding-left: 20px;">Tuition Rcvd.</td> <td style="text-align: right;">\$77,024.00</td> </tr> <tr> <td style="padding-left: 20px;">Refunds</td> <td style="text-align: right;">\$6,900.00</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">H.S. Revenue</p> <p style="padding-left: 80px; margin-left: 20px;">\$70,124.00</p>	Tuition Rcvd.	\$77,024.00	Refunds	\$6,900.00	<p>Expenditures</p> <table style="margin-left: 40px; width: 80%;"> <tr> <td style="padding-left: 20px;">Salary/Benefits</td> <td style="text-align: right;">\$171,617.20</td> </tr> <tr> <td style="padding-left: 20px;">Supplies</td> <td style="text-align: right;">\$1,544.10</td> </tr> </table> <p style="padding-left: 40px; margin-top: 20px;">H.S. Expenditures</p> <p style="padding-left: 80px; margin-left: 20px;">\$173,161.30</p> <p style="padding-left: 40px; margin-top: 10px;"><i>FRPL Tuition Waiver*</i></p> <p style="padding-left: 80px; margin-left: 20px;">\$16,450.00</p>	Salary/Benefits	\$171,617.20	Supplies	\$1,544.10
Tuition Rcvd.	\$77,024.00								
Refunds	\$6,900.00								
Salary/Benefits	\$171,617.20								
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<p><b>K-12 Summer School Program</b></p> <table style="margin-left: 40px; width: 80%;"> <tr> <td style="padding-left: 20px;">Total Receipts</td> <td style="text-align: right;">\$111,164.00</td> </tr> <tr> <td style="padding-left: 20px;">Strategic Planning Budget</td> <td style="text-align: right;">\$147,000.00</td> </tr> <tr> <td style="padding-left: 20px;">Total Operating Budget</td> <td style="text-align: right;">\$258,164.00</td> </tr> </table>	Total Receipts	\$111,164.00	Strategic Planning Budget	\$147,000.00	Total Operating Budget	\$258,164.00	<table style="margin-left: 40px; width: 80%;"> <tr> <td style="padding-left: 20px;">Total Expenditures</td> <td style="text-align: right;">\$250,622.97</td> </tr> </table>	Total Expenditures	\$250,622.97
Total Receipts	\$111,164.00								
Strategic Planning Budget	\$147,000.00								
Total Operating Budget	\$258,164.00								
Total Expenditures	\$250,622.97								
	<p><b>Summer School Balance</b> <span style="float: right;"><b>\$7,541.03</b></span></p> <p><i>Total FRPL Tuition Waiver*</i> <span style="float: right;">\$27,425.25</span></p> <p><i>* Cost of Services to FRPL students embedded in expenditure statements</i></p>								

**AGENDA SUMMARY SHEET**

**Agenda Item:** Dual Enrollment Programs

**Meeting Date:** September 21, 2009

**Department:** Educational Services

**Title and Brief Description:** Dual Enrollment Program

**Action Desired:** Information Only

**Background:** On August 11, 2003, Millard Public Schools approved a University of Nebraska at Omaha, UNO, Dual Enrollment option. Through this opportunity, students enrolled in selected Advanced Placement<sup>®</sup> courses were able to take the course for high school credit at the same time as they paid tuition and received transferable credit through UNO. During the 2008-09 school year, Millard added AP US Government-Comparative and the first Dual Enrollment Course not associated with College Board Advanced Placement<sup>®</sup> Courses, Athletic Training & Sports Injuries Internship. Opportunities and participation through UNO continue to increase annually.

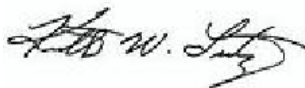
**Recommendations:** N/A

**Strategic Plan Reference:** N/A

**Timeline:** N/A

**Responsible Person(s):** Dr. Mark Feldhausen and Nancy Johnston

**Superintendent's Approval:** \_\_\_\_\_



(Signature)



## University of Nebraska Omaha

University of Nebraska Omaha						
2008-2009 Courses	MNHS	MSHS	MWHS	Total Students	Credit Hours	Total Credits
AP English Literature - 1	36	52	21	109	3	327
AP English Literature- 2	35	40	11	86	3	258
AP Calculus - 1	31	35	12	78	5	390
AP Calculus - 2	7	20	7	34	5	170
AP US History - 1	12	5	36	53	3	159
AP US History - 2	13	3	24	40	3	120
AP European History - 1	13	34	30	77	3	231
AP European History - 2	14	31	24	69	3	207
AP Physics - 1	10	0	7	17	4	68
AP Physics - 2	7	0	7	14	4	56
AP Psychology	44	29	22	95	3	285
AP German	2	2	2	6	3	18
AP French	0	6	1	7	3	21
AP Spanish	0	18	0	18	3	54
AP Biology - 1	23	20	53	96	5	480
AP Biology - 2	23	20	45	88	5	440
AP Statistics	25	21	22	68	3	204
<b>AP US Govt-Comparative</b>	6	0	5	11	3	33
<b>Athletic Training &amp; Sports</b>	0	3	10	13	3	39
<b>Injuries Internship</b>						
<b>Total</b>	<b>301</b>	<b>339</b>	<b>339</b>	<b>979</b>		<b>3560</b>
2007-2008 Courses	MNHS	MSHS	MWHS	Total Students	Credit Hours	Total Credits
AP English Literature - 1	32	28	19	79	3	237
AP English Literature- 2	28	21	16	65	3	195
AP Calculus - 1	17	17	0	34	5	170
AP Calculus - 2	3	0	0	3	5	15
AP US History - 1	13	11	57	81	3	243
AP US History - 2	12	8	46	66	3	198
AP European History - 1	13	45	38	96	3	288
AP European History - 2	15	37	26	78	3	234
AP Physics - 1	14	0	6	20	4	80
AP Physics - 2	10	0	4	14	4	56
AP Psychology	57	50	21	128	3	384
AP German	1	4	3	8	3	24
AP French	0	2	3	5	3	15
AP Spanish	0	9	0	9	3	27
AP Biology - 1	41	33	39	113	5	565
AP Biology - 2	38	26	33	97	5	485
<b>AP Statistics</b>	29	19	19	67	3	201
<b>Total</b>	<b>323</b>	<b>310</b>	<b>330</b>	<b>963</b>		<b>3417</b>
2006-2007 Courses				Total Students	Credit Hours	Total Credits
AP English Literature - 1				100	3	300
AP English Literature- 2				84	3	252
AP Calculus - 1				28	5	140
AP Calculus - 2				9	5	45
AP US History - 1				66	3	198
AP US History - 2				56	3	168
AP European History - 1				97	3	291
AP European History - 2				89	3	267
AP Physics - 1				24	4	96
AP Physics - 2				19	4	76
AP Psychology				115	3	345
<b>AP German</b>				6	3	18

## Dual Enrollment Program/Credit Hours Calculation

<b>AP French</b>				11	3	33
<b>AP Spanish</b>				16	3	48
<b>AP Biology - 1</b>				53	5	265
<b>AP Biology - 2</b>				51	5	255
<b>Total</b>				<b>481</b>		<b>2797</b>
<b>2005-2006 Courses</b>				<b>Total Students</b>	<b>Credit Hours</b>	<b>Total Credits</b>
AP English Literature - 1				102	3	306
AP Calculus - 1				47	5	235
AP Calculus - 2				14	5	70
AP US History - 1				68	3	204
AP US History - 2				51	3	153
AP European History - 1				65	3	195
AP European History - 2				71	3	213
<b>AP Physics -1</b>				10	4	40
<b>AP Physics - 2</b>				5	4	20
AP Psychology				100	3	300
<b>Total</b>				<b>533</b>		<b>1736</b>
<b>2004-2005 Courses</b>				<b>Total Students</b>	<b>Credit Hours</b>	<b>Total Credits</b>
AP English Literature - 1				81	3	243
AP Calculus - 1				39	5	195
AP Calculus - 2				24	5	120
AP US History - 1				63	3	189
AP US History - 2				49	3	147
AP European History - 1				137	3	411
AP European History - 2				121	3	363
AP Psychology				120	3	360
<b>Total</b>				<b>634</b>		<b>2028</b>
<b>2003-2004 Courses</b>				<b>Total Students</b>	<b>Credit Hours</b>	<b>Total Credits</b>
AP English Literature - 1				0		
AP English Literature- 2				67	3	201
AP Calculus - 1				40	5	200
AP Calculus - 2				20	5	100
AP European History - 1				75	3	225
AP European History - 2				62	3	186
AP Psychology				92	3	276
<b>Total</b>				<b>356</b>		<b>1188</b>
<b>Bold = new courses added</b>						