NOTICE OF MEETING
SCHOOL DISTRICT NO. 17

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 6:30 p.m. on Monday, January 18, 2010 at 5606 South 147th Street, Omaha, Nebraska.

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

LINDA POOLE,
Secretary

1-15-10

THE DAILY RECORD
OF OMAHA
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PROOF OF PUBLICATION

UNITED STATES OF AMERICA,
The State of Nebraska,
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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

January 15, 2010

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

Publisher's Fee $ ___ 13.40

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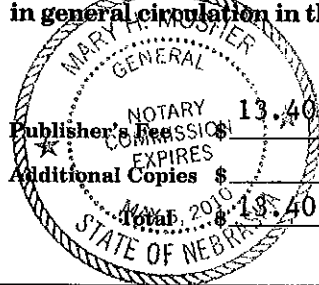
Subscribed in my presence and sworn to before me this 15th day of January 20 10

Notary Public in and for Douglas County, State of Nebraska

NAME:	REPRESENTING:
Eric Burkhol	Leadership/Arms
Molly Ericksn	MEA
Brad Krebs	
Zac Ward	
Maureen Kucht	MPS - Harvey Oaks
• Sachi Mistry	Millard West High School - Civics
Dianna Ringleb	Leadership Acad.
Jason Rogers	Millard West - Civics
Josi Ursi	Millard West - Civics
Alyssa Prideaux	Millard West - Civics
Kristen McKenney	Rohwer
Melissa Everts	~~Boo~~ Willowdale (Leadership)
Sheila Bilmeau	CSM/
Krista Morrison	Leadership Acad.
Janet Larson	Leadership Academy
Aaron Bearinger	Leadership Academy
Jean Hastings	Ed Services
Miranda Brenneman	Millard West - Civics
Kayla Milledge	Millard West - Civics
Brad Mercier	Millard West - Civics
Kyle Schwalbach	Millard West - Civics
Tyler Robison	Millard West - Civics

NAME:	REPRESENTING:
Robert Hettinger	
Barbara Moore	Millard Leadership
Melissa Blackburn	
Christina Gradel	Leadership Academy
Tara Fabian	Leadership Academy
Hayley Wright	Millard West
Courtney Hendricks	MWHS
Ann Grapinski	Leadership Academy
Tara Carmichael	Leadership Academy
Michele Stywall	Leadership Academy
Goslyn Pitms	MWHS
George H. Eddie	citizen
J R Goodenough	
Brenda Budder	Leadership Academy
Jason Webr	AMS
Mary Baym	Leadership aca.
Cynthia Bailey	Leadership academy
Cheryl Weimer	Leadership Academy
Tom Whisinnai	
Zach King	MWHS

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PUBLIC SCHOOLS

COMMITTEE OF THE WHOLE
MEETING

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JANUARY 18, 2010

Minutes
Committee Meeting
January 18, 2010

The members of the Board of Education met as a committee of the Whole on Monday, January 18, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics included an update on the Superintendent Goals, update on the University of Nebraska Medical Center Proposal, procedures for random drawing for schools and programs with capacity issues for within district transfers and open enrollment, and snow day options.

Present: Dave Anderson, Mike Pate Brad Burwell, and Linda Poole

Absent: Julie Kannas and Mike Kennedy

Also in attendance were Keith Lutz, Mark Feldhausen, Kraig Lofquist, and other administrators.

Public comments: A Millard parent was confused on the process for pre-kindergarten students transferring within the district. This particular Rule will be on the next board of agenda for discussion and approval.

Dr. Lutz read part of the Governor's proclamation in regards to the recognition of Boards of Education Recognition Week, and expressed his appreciation for all of the work they do on behalf of the students in Millard.

The first order of business was an update on the Superintendent's goals. Goal one is Personal Learning Plans for high school students. The buildings continue to work with students on the importance of completing their Personal Learning Plans, and by implementing the use of the Naviance system make it easier for them compared to the previous method. There are specific tasks students complete at each grade level. An important goal was to infuse PLP's in the culture at the high schools as the way business is done.

Goal two is to investigate establishing an Early College Program. The district has established working relationship with Metro Community College in articulating the Career Academy courses at Horizon High School, and the dual enrollment program with UNO. If the eventual goal is to have both a high school diploma and an associate degree at the same time several more steps will be needed. Last year research was done, and this year a cost analysis was completed. It was determined that a healthy price tag would come with the program, so work has started on applying for a i3 Grant, and also meeting with the Millard Public Schools Foundation for financial support from them for student scholarships. The i3 Grant, which is being applied for, has a prerequisite that 20% of the funding would need to come from a non-profit organization. To secure tuition for students is a pivotal part in offering the program, and you cannot use tax payer money. Cost is certainly going to be an obstacle in this endeavor. The work done with the Career Academies would prove to be a working model to create an Early College program.

Goal three is to implement a financial literacy course. This course requirement has been adopted by the Board, the curriculum will be designed during second semester, and the course is scheduled to be taught in summer school.
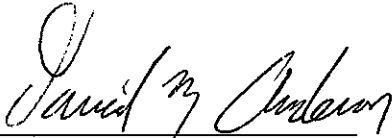
Goal four is the 40 Development Assets program, which has expanded into the culture of the Millard Schools. Many area school districts throughout the metro area are taking hold of the program and securing the input from the Millard Schools.

The University of Nebraska Medical Center's proposal was first presented to the Metropolitan Omaha Educational Consortium superintendents. Their long-term goal is to create a stand-alone high school for health sciences with another component being an Alliance High School where students can participate in the afternoons to take one to two classes. The medical center would offer the courses, but Millard teachers would need to be on site to qualify under the Nebraska Department of Education's Rule 10 criteria. Dr. Feldhausen has been included in the various meetings with UNMC to keep abreast as the proposal moves along. The district has chosen not to participate at this time, but will still attend meeting sessions to follow the progress.

Kraig Lofquist briefly reviewed the various dates associated with within district transfers and the open enrollment process.

During the discussion on snow day options the board favored using a teacher work day in March and one conference day in February. If additional days are missed, because of weather, further review of the calendar will be needed at a future time.

Dave Anderson adjourned the meeting.

_____
Chairman

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, January 18, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

<mark>The Public Meeting Act is posted on the Wall and Available for Public Inspection</mark>

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

A G E N D A

1. Superintendent's Goals Update

2. UNMC Proposal

3. Random Drawing Procedure

4. Snow Day Options

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

Memorandum
Educational Services

To: Keith Lutz, Superintendent

Fr: Mark Feldhausen, Associate Superintendent for Educational Services

Date: January 12, 2010

Re: Superintendent Goals 2009-2010 Status

The following action and attached supporting documents constitute the work done to date on the Superintendent's 2009-2010 goals #'s 1-3 with assistance from Nancy Johnston, Director of Secondary Education, and Barb Waller, Coordinator of Career and Technical Education.

Superintendent Goals

1. Personal Learning Plans – Strategy #2, Plan #1

    Within the high schools, we need to gain acceptance that the PLP's are truly beneficial, both short-term and long-term, for our students, which is supported by our experience, research and findings. We need to continue implementing the plan to ensure that all students, parents and STAFF have a greater understanding and acceptance of the PLP's and that their use is recognized as useful and important.

    A. Committee of the Whole Presentation on Naviance Personal Learning Plan software and student accounts provided on September 14, 2009. Sample student PLP screen shots provided (pp. 4-15).
    B. Comparative Matrix of Previous PLP and PLP Using Naviance (pp. 16-18).
    C. Personal Learning Plan Evaluation Rubric outlining required activities per grade level and quality guidelines from 2010-2011 MPS Curriculum Handbook (p. 19).
    D. Anecdotal comments on Naviance software changes for 2009-2010 (p.20).

2. Early College Program – Strategy #6, Plan #1

    We need to identify next steps and keep the process moving forward. We need to determine the details of an early college program to best fit the needs of our student population. We need to come to a decision on whether or not to implement an early college program.

    A. May 2009 Report to Board of Education—Millard Public Schools Early College Program (ECP) Plan (pp. 22-28).
    B. Millard Early College Program Progress Report outlining Metropolitan Community College Associate of Arts and/or Sciences Degree Requirements (pp.29-30).
    C. MPS and MCC Course Alignment/Comparisons (pp. 31-34).
    D. Proposal to MPS Foundation for ECP Tuition Support and Support for i3 Innovation Grant Partnership. Meeting with MPS Foundation scheduled for January 20, 2010, at 4:00 p.m. (pp. 35-37).
    E. I3 Innovation Grant Summary (pp. 38-39).

3. Financial Literacy Curriculum Program – Strategy #4, Plan #1

Using the concepts of the 21st Century Skills Initiative, develop and implement a personal financial literacy and education component into our current curriculum, which is required for all students to graduate. Change this concept from an elective component to a required component within the appropriate required course work.

A. Board of Education Report—Graduation Requirement Changes, October 19, 2009. (pp.41-46). Includes outline of Financial Literacy Course and Cost Benefit Analysis (p.46).
B. Board of Education Approval of Rule 6320.1—Students: Requirements for Senior High Graduation and 6320.1—Students: Requirements for Senior High Graduation: International Baccalaureate Diploma Program (pp. 47-58).
C. Financial Literacy Time Line—Tasks to be accomplished during the second semester in the development of the master Course Guide (p. 59).

Superintendent Goals 2009-2010

1. Personal Learning Plans – Strategy #2, Plan #1

   Within the high schools, we need to gain acceptance that the PLP's are truly beneficial, both short-term and long-term, for our students, which is supported by our experience, research and findings. We need to continue implementing the plan to ensure that all students, parents and STAFF have a greater understanding and acceptance of the PLP's and that their use is recognized as useful and important.

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9th Grade PLP

A personal learning plan is a resource to help you document personal information that will help you plan for a successful future. You will work on this periodically throughout the year. By the end of 9th grade, you will need to complete all of the steps below.

Save your work. Each time you are finished working, scroll to the bottom and select _"Update"_.

Please save your answers periodically if you need longer than one hour to complete this form. Your session will expire after one hour if you have not changed the page.

*1. **Complete "My Game Plan" under the "About Me" menu on the left to begin creating a four year course plan.**

Students who establish goals, create plans to achieve their goals, and then evaluate their accomplishments are more likely to be successful in school and in life. Establish an academic SMART goal for the first half of the year.

*2. List the actions you will take to accomplish your first SMART Goal.

*3. Toward the end of the first half of the year, write a paragraph that evaluates your SMART goal progress. Did you meet your goal, why or why not? Describe what you did well and what changes you could make to meet your goal. This is due on or before December 15th.

*4. Students who establish goals, create plans to achieve their goals, and then evaluate their accomplishments are more likely to be successful in school and in life. Establish an academic SMART goal for the new semester.

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*5. List the actions you will take to accomplish your semester SMART Goal.

*6. It is now close to the end of the school year, write a paragraph to evaluate your progress toward your SMART goal. Did you meet your goal, why or why not? Describe what you did well and what changes you could make to meet your goal. Due on or before May 1st.

*7. The **Resume Builder** in Naviance is a tool used to record your accomplishments. You will use this information to create a personalized resume. In addition the information in your resume will help your teachers and counselors write letters of recommendation. Navigate to **"My Resume"** in Family Connection, enter your information and <u>record the date each time you update your information</u>. You should come back and update **"My Resume"** whenever you have a new accomplishment.

        (MM/DD/YYYY)

8. It is helpful to understand your personality. When you take the Everyday Living class, you will navigate to **"My Personality Type"** and complete the **"Do What You Are"** inventory. If you do not take Everyday Living, you will need to complete the **"Do What You Are"** inventory and then navigate to the **"Do What Your Are Reflection"** in **Family Connections**.

        (MM/DD/YYYY)

*9. It is helpful to begin searching for careers that interest you and are a match to your strengths and abilities. This will help you determine which high school courses to take, and what activities and career exploration activities you should complete. Navigate to **"About Careers"** in "Family Connections" and complete the **"Career Interest Profiler"**. Record the date you completed the **"Profiler"**.

        (MM/DD/YYYY)

*10. It is helpful to recognize your learning style preferences (the way you learn). This will help you be an advocate for your own learning needs to ensure success in your classes. Navigate to **"Learning Styles Inventory"**. in "Family Connections" and complete the **"Inventory"**. Record the date you completed the **"Inventory"**.

        (MM/DD/YYYY)

*11. After you have completed the **"Career Interest Profiler"** and the **"Learning Styles Inventory"**, summarize what you discovered. Include how you learn best and your career interests. How do the qualities identified in the two surveys work together to help you be successful in school and career choices?

*12. The **"Developmental Asset Profile"** helps you identify factors in your life called **"Assets"**. The profile is a survey that identifies your pattern of assets strengths and concerns in eight categories: Support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. Use the results to recognize your strengths and identify a plan to cultivate assets in your life.

Select three category strengths:
(Please select exactly 3 choice(s).)

    Support

    Empowerment

    Boundaries and Expectations

    Constructive Use of Time

    Commitment to Learning

    Positive Values

    Social Competencies

    Positive Identity

*13. **One asset category that I need to strengthen is:**
(Please select exactly 1 choice(s).)

    Support

    Empowerment

    Boundaries and Expectations

    Constructive use of Time

    Commitment to Learning

    Positive Values

    Social Competencies

    Positive Identity

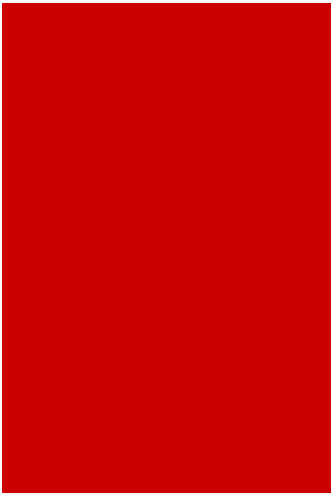*14. **Two actions that I can take to strengthen this asset in my life.**

*15. **Another asset category that I need to strengthen is:**
(Please select exactly 1 choice(s).)

    Support

    Empowerment

    Boundaries and Expectations

    Constructive Use of Time

    Commitment to Learning

    Positive Values

    Social Competencies

    Positive Identity

*16. **Two actions that I can take to strengthen this asset in my life.**

*17. The following experiences are examples of activities that help expand understanding of yourself: *Career Academies, Career Fair, Tech Expo, Career Speaker, College Speaker, Counselor Contact, Dual Enrollment, Explorer Posts, Funding Sources for Post-secondary Education, Job Shadow, Work Experience, Internships, Community Service/Volunteer Work*. Explain how these experiences, along with the other activities you completed in your Personal Learning Plan this year, will help you prepare for your future.

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10th Grade PLP

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Save your work. Each time you are finished working, scroll to the bottom and select *"Update"*.

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*2. List the actions you will take to accomplish your first SMART Goal.

*3. Toward the end of the first half of the year, write a paragraph that evaluates your SMART goal progress. Did you meet your goal, why or why not? Describe what you did well and what changes you could make to meet your goal. This is due on or before December 15th.

*4. Students who establish goals, create plans to achieve their goals, and then evaluate their accomplishments are more likely to be successful in school and in life. Establish an academic SMART goal for the new semester.

*5. List the actions you will take to accomplish your semester SMART Goal.

*6. It is now close to the end of the school year, write a paragraph to evaluate your progress toward your SMART goal. Did you meet your goal, why or why not? Describe what you did well and what changes you could make to meet your goal. Due on or before May 1st.

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*9. The Life Skills Survey is completed in 10th Grade. It assesses progress toward three life skills categories: Readiness for Work, Readiness for Life Long Learning, and Citizenship.

Which Life Skill category is your strongest? Select one
(Please select exactly 1 choice(s).)

   Readiness for Work

   Readiness for Life-Long Learning

   Citizenship

*10. **One Life Skill category that I need to strengthen is:**
(Please select exactly 1 choice(s).)

   Readiness for Work

   Readiness for Life_Long Learning

   Citizenship

*11. **Two actions that I can take to strengthen this Life Skill in my life.**

*12. The following experiences are examples of activities that help expand understanding of yourself:
Career Academies, Career Fair, Tech Expo, Career Speaker, College Speaker, Counselor Contact, Dual Enrollment, Explorer Posts, Funding Sources for Post-secondary Education, Job Shadow, Work Experience, Internships, Community Service/Volunteer Work, AP Course and AP Exam,

PLAN/ACT, PSAT/SAT, and ASVAB. Explain how these experiences, along with the other activities you completed in your Personal Learning Plan this year, will help you prepare for your future.

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11th Grade PLP

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*4. Students who establish goals, create plans to achieve their goals, and then evaluate their accomplishments are more likely to be successful in school and in life. Establish an academic SMART goal for the new semester.

*5. List the actions you will take to accomplish your semester SMART Goal.

*6. It is now close to the end of the school year, write a paragraph to evaluate your progress toward your SMART goal. Did you meet your goal, why or why not? Describe what you did well and what changes you could make to meet your goal. Due on or before May 1st.

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   (MM/DD/YYYY)

8. It is helpful to understand your personality. When you take the Everyday Living class, you will navigate to **"My Personality Type"** and complete the **"Do What You Are"** inventory. If you do not take Everyday Living, you will need to complete the **"Do What You Are"** inventory and then navigate to the **"Do What Your Are Reflection"** in **Family Connections**.

   (MM/DD/YYYY)

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   Select three category strengths:
   (Please select exactly 3 choice(s).)

   Support

   Empowerment

   Boundaries and Expectations

   Constructive Use of Time

   Commitment to Learning

   Positive Values

   Social Competencies

   Positive Identity

*10. **One asset category that I need to strengthen is:**
   (Please select exactly 1 choice(s).)

   Support

   Empowerment

Boundaries and Expectations

Constructive use of Time

Commitment to Learning

Positive Values

Social Competencies

Positive Identity

*11. **Two actions that I can take to strengthen this asset in my life.**

*12. **Another asset category that I need to strengthen is:**
(Please select exactly 1 choice(s).)

Support

Empowerment

Boundaries and Expectations

Constructive Use of Time

Commitment to Learning

Positive Values

Social Competencies

Positive Identity

*13. **Two actions that I can take to strengthen this asset in my life.**

14. You also completed the **Developmental Asset Profile** in 9th Grade. Review the results recorded in your 9th Grade Personal Learning Plan and compare them to the current results. How have your asset categories changed?

*15. The following experiences are examples of activities that help expand understanding of yourself: *Career Academies, Career Fair, Tech Expo, Career Speaker, College Speaker, Counselor Contact, Dual Enrollment, Explorer Posts, Funding Sources for Post-secondary Education, Job Shadow, Work Experience, Internships, Community Service/Volunteer Work, AP Course and AP Exam, PLAN/ACT, PSAT/SAT, and ASVAB.* Explain how these experiences, along with the other activities you completed in your Personal Learning Plan this year, will help you prepare for your future. "

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12th Grade PLP

A personal learning plan is a resource to help you document personal information that will help you plan for a successful future. You will work on this periodically throughout the year. By the end of 12th grade, you will need to complete all of the steps below.

Save your work. Each time you are finished working, scroll to the bottom and select *"Update"*.

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*7. The **Resume Builder** in Naviance is a tool used to record your accomplishments. You will use this information to create a personalized resume. In addition the information in your resume will help your teachers and counselors write letters of recommendation. Navigate to **"My Resume"** in Family Connection, update your information and record the date each time you update your information. You should come back and update **"My Resume"** when you have a new accomplishment. Now is a good time to create a personal resume. Navigate to the **"Post-secondary Planning Guide"** for sample resumes.

(MM/DD/YYYY)

8. It is helpful to understand your personality. When you take the Everyday Living class, you will navigate to **"My Personality Type"** and complete the **"Do What You Are"** inventory. If you do not take Everyday Living, you will need to complete the **"Do What You Are"** inventory and then navigate to the **"Do What Your Are Reflection"** in **Family Connections**.

(MM/DD/YYYY)

*9. **Congratulations!** You should be ready to graduate from high school.

Record your career plans below:

*10. If you plan to continue your education, record where you plan to attend.

Comparison of Previous Personal Learning Plan
and Personal Learning Plan using Naviance

9th Grade			
Previous PLP		**Revised PLP using Naviance**	
SMART Goals	2 short term, 1 long term 3 reflections (1 per goal)	SMART Goals (academic)	Complete *My Game Plan* in Naviance 1 goal, 2 action steps and 1 reflection per 18 weeks
Course Reflections	4 reflection questions		
Resume	Add activities	Resume Builder Tool	Add accomplishments in Naviance *My Resume*
Nebraska Career Connections	Answer question regarding how will use this information. (Results not recorded in PLP)	Career Interest Profiler	Results recorded automatically with links to career and college information
Learning Styles Inventory	Paper & Pencil inventory Record results in PLP, answer question regarding how student will use this information.	Learning Styles Inventory	Complete electronically in Naviance; results automatically recorded *After completion of the *Career Interest* and *Learning Styles* Inventories, student responds to a prompt integrating the results of the two inventories.
Developmental Asset Profile	Record top 3 assets Record 2 assets that need developed List 3 things to build assets	Developmental Asset Profile	Record top 3 assets Record 2 assets that need developed List 2 actions to build these assets
		Complete a 4-year academic plan	Delay implementation pending new features in Naviance
10th Grade			
SMART Goals	2 short term, 1 long term 3 reflections (1 per goal)	SMART Goals (academic)	Update *My Game Plan* in Naviance 1 goal, 2 action steps and 1 reflection per 18 weeks
Course Reflections	4 reflection questions		
Diploma Path	Record diploma path; list plans for each year	Review and update 4-year plan	Delay implementation pending new features in Naviance
Resume	Add activities	Resume Builder Tool	Add accomplishments in Naviance *My Resume*

Life Skills Self-Assessment	Record results Answer one reflection question	Life Skills Self-Assessment	Do not record results Identify Life Skills Category strength Identify 1 Life Skill to strengthen, create 2 actions to strengthen this Life Skill
		Do What You Are Personality Inventory *replaces True Colors	Directions to complete the inventory in each grade level PLP - one time during high school Completed in Naviance and results automatically recorded - in Everyday Living class for most students Reflection on relationship between results and career choice. See "Do What You Are Reflection"
PLAN including World of Work inventory	Take the PLAN Reflection required if the student elects to complete a reflection on Standardized Tests and Scores.	PLAN including World of Work inventory	Take the PLAN, results electronically entered in Naviance Reflection incorporated into single end-of-year prompt
11th Grade			
SMART Goals	2 short term, 1 long term 3 reflections (1 per goal)	SMART Goals (academic)	Update *My Game Plan* in Naviance 1 goal, 2 action steps and 1 reflection per 18 weeks
Course Reflections	4 reflection questions		
Diploma Path	Record Diploma Path Reflection	Review and update 4-year plan	Delay implementation pending new features in Naviance
Developmental Asset Profile	Record top 3 asset Record 2 assets that need developed List 3 things to build assets for each of the assets that need developed	Developmental Asset Profile	Record top 3 Record 2 assets that need developed List 2 actions to build these assets; compare 9th & 11th grade results
Resume	Add activities	Resume Builder Tool	Add accomplishments in Naviance *My Resume*
12th Grade			
SMART Goals	2 short term, 1 long term 3 reflections (1 per goal)	SMART Goals (academic)	Update *My Game Plan* in Naviance 1 goal, 2 action steps and 1 reflection per 18 weeks
Course Reflections	4 reflection questions		
Resume	Add activities	Resume Builder Tool	Add accomplishments in Naviance *My Resume* Complete personal resume; select format
Counselor Interview	1 reflection 1 action question	Counselor Interview	Check milestones in Naviance when completed

Personal Learning Plan Grade Level Alignment

PLP Tasks	9th Grade	10th Grade	11th Grade	12th Grade
SMART Goals	X	X	X	X
Resume	X	X	X	X
My Game Plan (Goals linked to college/career plans)	X	X	X	X
Career Interest Profiler	X			
Learning Styles Inventory	X			
Developmental Asset Profile®	X		X	
Life Skills Self-Assessment		X		
Personality Inventory ("Do What You Are")		X		
PLAN (Academic Results and World of Work)		X		
Counselor Interview				X
Annual reflection*	X	X	X	X

*In addition, each grade level PLP prompts reflections on specific tasks and/or experiences.

PERSONAL LEARNING PLAN RUBRIC

As part of the Millard Public Schools Graduation Requirements, students must complete the following parts of his/her Personal Learning Plan (PLP). The PLP will be completed using the *Naviance Succeed* website. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, assistant principal or principal.

Students and Parents may access *Naviance Succeed* from the link on each high school web page. The following table identifies tasks to be accomplished at each grade level.

PLP Tasks	Description	9th Grade	10th Grade	11th Grade	12th Grade
SMART Goals	Specific, Measurable, Attainable, Results Oriented, Timely	X	X	X	X
Resume	Record of accomplishments and activities, updated when changes occur and at least annually	X	X	X	X
My Game Plan	Post secondary and/or college goals	X	X	X	X
Career Interest Profiler	Inventory to identify personal career preferences	X			
Learning Styles Inventory	Inventory to identify personal learning style preferences	X			
Developmental Asset Profile®	Inventory to identify 40 Developmental Assets®	X		X	
Life Skills Self-Assessment	Assessment to measure Millard Life Skills		X		
Personality Inventory ("Do What You Are")	Inventory to identify personality traits		X		
PLAN (Academic Results and World of Work)	Academic assessment to identify areas of academic need and serves as a predictor of performance on the ACT. World of Work portion of the assessment provides individual career preferences.		X		
Counselor Interview	Individual interview to confirm post secondary plans				X
Annual reflection*	Prompts the student to reflect on activities that prepare for post secondary plans	X	X	X	X

Each Personal Learning Plan must meet the following minimum quality guidelines:

Task	Quality
SMART Goals	Each goal reflects all 5 aspects of a SMART Goal; Specific, Measurable, Attainable, Results Oriented, Timely
Resume	Answers for each aspect of the personal resume are in complete sentences or detailed phrases. All information is included. If a student did not participate in an activity, he/she responds: "Did not Participate."
Reflections	Answers are in complete sentences or detailed phrases. All questions are answered. "None" is not an acceptable answer. Details are encouraged.

- At least one month prior to graduation, the Senior PLP must be completed on *Naviance Succeed.*
- Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements, based on student entrance into Millard.

Personal Learning Plan in Naviance
Anecdotal Information

From a High School Assistant Principal:

"The comments I have received are generally positive regarding the PLP. Most teachers, parents, and students have found the interface to be user friendly and very informative. I have had rave reviews regarding the virtual campus tours that Naviance provides and I am starting to get some good feedback regarding the submission of recommendation letters online."

From a High School Teacher/Advisor:

"I LOVE Naviance! It is so easy to use and I can make it do exactly what I want-in this case, emailing a student."

From a High School Speech Teacher:

Regarding use of the resume in the Naviance PLP for the Speech Interview Project:

"----I think the kids appreciated that they didn't have to do 2 resumes. One thing that is very important is to copy/paste the Naviance resume into Word or the tags (url, date, etc.) will print on the resume"

From a High School Counselor:

"I have heard a number of positive comments. It has been fun to see that students are working on it on their own. An example was when we went into EDL (Everyday Living) *to do the "Do What You Are," she already had it done. When I asked her about it, she said she was grounded and bored so she got onto Naviance. The constant has been that it is easier to navigate and "fun" to do some of the surveys and such."*

From Students:

"I think that the overall experience is good, but then again I don't have anything to compare it to. Also, it's very organized, which is pretty handy."

"---- also, they have a really nice layout and it's very well organized."

"Good access to ACT prep/test studies."

"---- I like its simple interface and construction, but the necessity of it isn't convincing. It is easy to fill out, but I'm not sure that the PLP system is very effective in helping a student set their goals."

From Peer Mentor:
"They are working on our personal learning plan. They're trying to figure out if we want to go to a big college or a small college."

Superintendent Goals 2009-2010

2. Early College Program – Strategy #6, Plan #1

We need to identify next steps and keep the process moving forward. We need to determine the details of an early college program to best fit the needs of our student population. We need to come to a decision on whether or not to implement an early college program.

Millard Public Schools Early College Program Plan
(Spring 2009)

Background

In the fall of 2008, the Board of Education of the Millard Public Schools charged the Superintendent to "research and develop a plan to implement an Early College Program." Early College is an initiative that began in 2002 through a partnership comprised of major foundations, post-secondary institutions, and K-12 school districts with start-up support from the Bill and Melinda Gates Foundation. The Early College Initiative believes that one to two years of college is a minimum requirement to move a student into the earnings of the middle class and that ultimately a college education is a necessity for all. It also believes that the high school experience can be made more meaningful by linking the last two years of high school with the first two years of college providing a more challenging, accelerated experience.

> Early college high school is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early college schools blend high school and college in a rigorous yet supportive program, compressing the time it takes to complete a high school diploma and up to the first two years of college.

Today there are over 160 Early College High Schools in over twenty-four states. The closest may be found in Kansas City, Missouri, and in Colorado. The accompanying notebook of information provides additional background, program rationale, and research on program impact, and examples of successful Early College Programs.

Early College Program (ECP) Commonalities/Parameters

Early College High School Programs share a number of common tenets or parameters. These include:
- Partnership with local community college or four-year institution
- Program is housed within the high school itself (contrasts with Middle College Program wherein high school is housed at post-secondary institution)
- Results in one to two years of college credit while simultaneously earning a high school diploma
- Early College Program is tuition free
- Focuses on a targeted group of students who are usually under-represented in college (e.g., low-income youth, first-generation college goers, English language learners, students of color)
- Usually number no more than one hundred students in the program
- Provide intensive support system for student success

Millard Public Schools Early College Plan Recommendations

The establishment of an Early College Program is predicated upon the ability to establish significant working relationships with local post-secondary institutions. The Millard Public Schools has accomplished this initial task over the last three years through:

1. the District's dual-enrollment program with the University of Nebraska at Omaha (UNO), and
2. the newly created Career Academies that are articulated with Metropolitan Community College (MCC) and the University of Nebraska at Omaha.

This process of program articulation will continue with the creation of additional Career Academies over the next two years.

If the ultimate goal is to articulate the last two years of high school with the first two years of college resulting in the acquisition of both the high school diploma and an Associate's (2 year) Degree at the same time a number of steps would need to be taken. These include:

1. Review MCC to UNO and UNL transfer agreements. These would include the:
    a. Associate to Bachelor's (A to B) Agreements
    b. Department/College Based General Education Transfer Guides
    c. Program-Based Transfer Guides
    d. Course by Course Transfer Guide
    (Guides may be found at http://www.mccneb.edu/articulation)

2. Work with MCC to identify those MPS courses that would meet the transfer agreement requirements.

3. Identify those courses that would need to be created or identify existing courses that might need to be substantively changed to meet transfer requirements.

4. Identify staff requirements (usually Master's degree in content area) and feasibility of providing Early College opportunities at each high school.

5. Consult with Nebraska Department of Education and Nebraska Post-Secondary Coordinating Commission on Early College Program parameters.

6. Provide cost-benefit analysis/budgets on curriculum adjustments; necessary materials, textbooks, and equipment; and staffing needs to address program requirements.

7. Identify targeted student audience for Early College opportunities. These might include, but would not be limited to, first-generation college attendees, low-income students, English Language Learners, and other diverse populations or those underrepresented in higher education.

8. Determine if the Early College Program would be provided at each high school or limited to a single location.

9. Since the intent of an Early College Program is to be tuition free, it would be necessary to identify funding sources for scholarships to assist students in paying for college credit for Early College program. (Note: The Nebraska Attorney General's Office, in a letter dated March 13, 2009, to the Rising City, Nebraska, Board of Education, has noted that although there is no statutory prohibition on using state aid or local property taxes to provide scholarships, the A.G.'s Office does not believe that said use is in keeping with legislative intent to use such funds for textbooks, teacher's salaries, etc.)

The model the District has used for the creation of the Career Academies has experience with the preceding and would suffice as a working model to create an Early College Program.

Early College Program Preliminary Information

High School Student Demographics

	FRPL				Mobility %	Minority %	% of Adults in Feeder Community <= H.S. Education*	% of Adults in Feeder Community < H.S. Diploma*
	Free	Reduced	Total %					
MNHS	122	61	7.74		5.40	9.50	19.72	3.67
MSHS	248	120	18.48		8.20	12.22	28.23	4.95
				.				
MWHS	57	28	4.09		4.00	7.56	23.50	3.67

Also, MSHS is the District's ELL center with 45 students for whom English is not their native language.

(*Extrapolated averages based on 2000 Census data by zip codes of feeder areas for each high school.)

High School Teachers with Master's Degrees

In order to teach dual-enrollment courses, teachers must have a Master's degree with at least 18 graduate hours in the content area. There are 186 high school teachers who have Master's degrees and teach in the appropriate content areas. A transcript audit for each teacher will be necessary to determine if they are qualified to teach in the Early College Program.

Tuition
The following budget is based upon 100 students taking 11 courses per year.
Current Metropolitan Community College tuition, with the MPS reduction applied, is $ 96.75 for a 4.5 credit course. Assuming that the student would be pursuing a General Education associate's degree, 22 courses would be required of the student over a two year period.

Year One Tuition/Scholarships   **$ 55,000.00**
Assumes 50 students taking 11 classes at $96.75/course

Year Two Tuition Scholarships   **$ 110,000.00**
Assumes 100 students taking 11 courses at $96.75/course

Subsequent Years will require Tuition Scholarships of   **$ 110,000.00**

Program Budget (General Fund)

Year 1:
Textbooks and Teacher Materials $ 82,500.00
Assumes 50 students taking 11 courses with text price @ $150
Curriculum Development $ 25,000.00
Technology (laptop carts and IWB/Smart Boards) $ 100,000.00

Year One Total   **$ 207,500.00**

Year 2:
Textbooks and Teacher Materials $ 165,000.00
Assumes 100 students taking 11 courses with text price at @$150
Curriculum Development $ 25,000.00
Technology (laptop carts and IWB/Smart Boards) $ 100,000.00

Year Two Total   **$ 290,000.00**

Year 3 / Continuing
Textbooks and Teacher Materials $ 165,000.00
Assumes 100 students taking 11 courses with text price at @$150
Curriculum Development $ 25,000.00

Year 3 / Continuing Total   **$ 185,000.00**

<u>Time Line</u>

The attached Gantt chart provides a project time line for the Early College Program's implementation and the tasks that would need to be addressed and critical dates that would need to be met. This assumes a two year development process with the first Early College class beginning in the fall of 2011.

Early College Program Gantt Chart

Year 1 2009-2010	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Critical Calendar Events					HS Curr. Hndbk		H.S. Registration	Budgets Due				

Steps	Year 1	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1	Initiate contact/conversations with:	■	■										
	A. Metropolitan Community College	■	■										
	B. Nebraska Dept. of Education	■	■										
	C. Ne Post-Secondary Coordinating Commission	■	■										
2	Review Transfer Agreements to MCC		■	■									
3	Match Transfer Agreement courses with MPS curriculum			■	■	■	■	■	■	■	■		
4	Identify Target Audience (students)			■	■	■							
5	Identify preferred building for ECP location			■	■	■							
6	Identify Staff requirements			■	■	■	■	■	■	■	■		
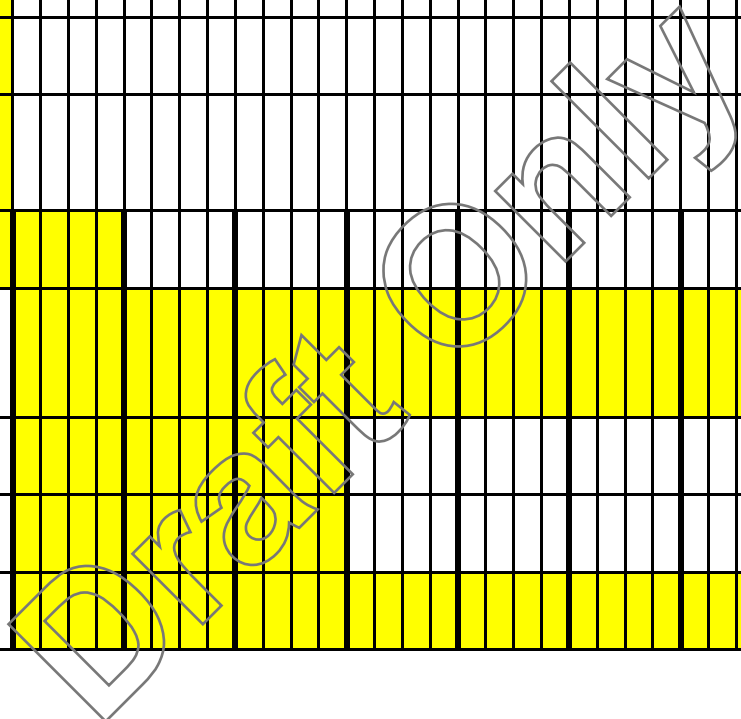
Early College Program Gantt Chart

	Year 2 2010-2011	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	Critical Calendar Events					HS Curr. Hndbk		H.S. Registration	Budgets Due				
1	Finalize ECP Offerings			▓	▓								
2	ECP Offerings Approved by BOE in Curriculum Handbook					▓							
3	Register Students for ECP							▓	▓				
4	Staffing and Budget for ECP Implementation						▓	▓	▓				
5													

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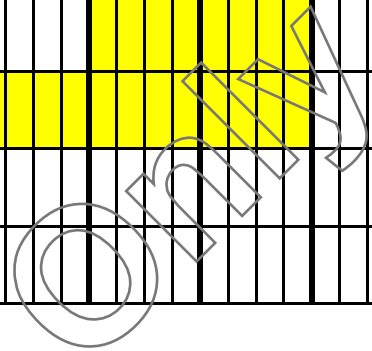
Millard Early College Program Progress Report

An Early College program provides opportunities for students to earn credit toward high school graduation while also earning an associate degree that will transfer to a four year institution. This dual enrollment credit program can be accomplished in partnership with Metropolitan Community College (MCC). The following table documents the MCC Liberal Arts Associate of Arts and Associate of Science degrees and aligns these requirements with the general education requirements at University of Nebraska Omaha (UNO).

Requirements	Associate in Arts Degree/ Transfer		Associate in Science Degree/ Transfer		Associate in Science Degree/Transfer Notes	UNO College of Arts & Science General Education Requirements	UNO College of Arts & Science General Education Requirements Notes
General Education Requirements	Credits	Number of Courses	Credits	Number of Courses			
English Composition	9	2	9	2		13.5	Advance Writing Course dependent upon major
Public Speaking	4.5	1	4.5	1		4.5	
Math	4.5	1	4.5	1		4.5	
Human Relations	4.5	1	4.5	1			
Info. Systems & Literacy	4.5	1	4.5	1			
Total General Education Requirements	**27**		**27**				
Major Requirements							
Quantitative/Numeracy Skills	4.5	1	4.5	1		4.5	
Natural Sciences	12	3	28.5	7	12 credits must be in BIOS, CHEM, PHYS, Include 1 lab	13.5	Chemistry, Life Science, Physical Geography or Geology, Physics
Cultural Studies	4.5	1	4.5	1			Required in choices from Humanities & Social Science
Social Sciences	9-27	2-7	9	2		18	Communication, Economics, Geography, Political Science, Psychology, Sociology
Humanities	9-27	2-7	4.5	1		18	Fine Arts, History, Literature, Philosophy/Religion
Electives	12	3	18	4	Electives should align with a college major		
Total Major Requirements	**69**		**69**				
History	0		0			9	World History
Foreign Language	0		0				2 yrs College Foreign Language or 4 years of HS Foreign Language
Total Degree Requirements	**96**		**96**			**85.5**	

A comparison of Millard curriculum and MCC course objectives has been completed to identify existing Millard courses that have potential to fulfill the degree requirements. A strong match exists with the Liberal Arts Associate of Arts Degree. The ability to offer courses for dual enrollment credit is dependent on the qualifications of teachers for each of the courses. Final decisions on courses in the Early College Program will need to be made based on teacher credentials. The next steps in the development of the Early College Program include an audit of teacher credentials to identify the potential to offer each of the required courses. In addition it will be necessary to secure funding needed to implement the program. The following budget identifies anticipated financial needs.

Early College Development Budget

Scholarships to prepare teachers	$	39,000.00
Curriculum Development		
Staff Development	$	12,450.00
Curriculum Writing	$	25,000.00
Text Adoption	$	52,000.00
Technology	$	112,000.00
Student Dual Enrollment Tuition - Grade 11 100 students (48 credits, $26.50 per credit)	$	127,200.00
Student Dual Enrollment Tuition - Grade 12 100 students (48 credits, $26.50 per credit)	$	127,200.00
Total Estimated Budget	$	494,850.00

UNO College of Arts & Sciences General Education Requirements

MCC Courses				MPS Courses		
				Course Number		Credits
English & Writing						
ENGL	1010	English Comp I	4.5	0007	English 11	10
ENGL	1020	English Composition II	4.5	0035	Research Methods	5
*+Adv. Writing Course related to major				0033	Creative Writing ?	5
Oral Communications						
SPCH	1110	Public Speaking	4.5	0020	Speech	5
					?many take in 9-10 grade	
Quantitative Literacy (statistics)						
* Check UNO Major						
History						
HIST	1110	World Civilization from Prehistoric to 1500	4.5	0420	World History	10
HIST	1120	World Civilization from 1500 to Present	4.5			
Foreign Language						
4 years of high school language					World Language - also fulfills humanities	
or 2 years of college language					requirement	
Cultural Diversity						
2 categories required, select Social Sciences that meet this requirement					AP Human Geography-Group B	
(A: US Racial or Hispanic Minority, B: International, gender or aging)					Ethnic Studies -Group A	
					World Religions-Group B	
				0067	Global Perspectives Through	5
					Literature (Group A)	
Humanities (need 1 from 4 areas)						
Art						
ARTS	1110	Art History - Ancient to Gothic	4.5	0700?	Art History: Art Through the Ages	5
ARTS	1120	Art History - Renaissance to Modern	4.5	0700?	Art History: Art Through the Ages	5
HUMS	2310	Film History and Appreciation	4.5	0065	Literature & Film	5
MUSC	1010	Introduction to Music I	4.5	0798	Music Theory	5
MUSC	1020	Introduction to Music II	4.5	0799	AP Music Theory	5
THEA	1000	Introduction to the Theatre	4.5	0039	Theatre Appreciation	5
				0024	Drama I	5
				0025	Drama II	5

additional review

UNO College of Arts & Sciences General Education Requirements						
MCC Courses				**MPS Courses**		
Foreign Language						
BS-any foreign language will transfer as Humanities credit					World Language	
BS-no foreign language will transfer as Humanities credit						
History						
HIST	1010	United States History to 1877	4.5	450	AP United States History	10
HIST	1020	United States History from 1877 to Present	4.5			
HIST	1050	Introduction to Black History (A)	4.5			
HIST	2050	Modern Europe Since 1815	4.5	0451	AP European History	10
Interdisciplinary Humanities						
SOCI	1100	Native American Studies (A)	4.5			
Literature						
ENGL	2450	Introduction to Literature	4.5			
ENGL	2460	Introduction to Short Stories	4.5			
ENGL	2510	American Literature I	4.5	0007	English 11--Lit. half of course	10
ENGL	2520	American Literature II	4.5			
ENGL	2530	Ethnic Literature (A)	4.5	0067	Global Perspectives Through Literature (Group A)	5
Philosophy						
PHIL	1010	Introduction to Philosophy	4.5			
PHIL	1100	Critical Reasoning	4.5			
PHIL	2030	Introduction to Ethics	4.5			
Religion						
PHIL	2200	Introduction to Comparative Religion (B)	4.5	0422	World Religions-also fulfills diversity requirement (B)	5
Social Sciences (select 4 courses from 4 different areas)						
Communication						
SPCH	1220	Communication in Small Groups	4.5			
SPCH	1300	Interpersonal Communication	4.5			
Economics						
ECON	1000	Macroeconomics	4.5	0540	AP Macroeconomics	5
ECON	1100	Microeconomics	4.5	0541	AP Microeconomics	5

UNO College of Arts & Sciences General Education Requirements							
MCC Courses				**MPS Courses**			
Geography (only 1 of GEO 1010 or 2150 will transfer to UNO)						
GEOG	1010	Fundamentals of Geography	4.5	0412	World Geography (10th Grade)	10	
GEOG	1050	Introduction to Human Geography (B)	4.5	0456	AP Human Geog. (B Group)	10	
GEOG	2150	World Regional Geography (B)	4.5	0412	World Geography (10th Grade)	10	
Political Science							
POLS	2050	American National Government	4.5	0414	American Govt & Civics	5	
POLS	2070	Contemporary Social/Political Issues	4.5	0421	World Affairs	5	
Psychology							
PSYC	1010	Introduction to Psychology	4.5	0432	Psychology	5	
Sociology/Anthropology							
SOCI	1010	Introduction to Sociology	4.5	0431	Sociology	5	
SOCI	1250	Introduction to Anthropology	4.5				
SOCI	2050	Multicultural Issues (A)	4.5	0423	Ethnic Studies (Group A)	5	
SOCI	2160	Marriage & Family (B)	4.5				
Natural Sciences (Select 3 courses or groupings of courses from three different areas listed below. 2 must include lab)							
Chemistry							
CHEM	1010	College Chemistry (L)	6	0334	Chemistry		
CHEM	1210 & 1211	General Chemistry : Part I & II (L)	6	0334	Chemistry		
CHEM	1212	General Chemistry I: Accelerated (L)	6	0370	AP Chemistry		additional review
CHEM	1220	General Chemistry II (L)	7.5	0370	AP Chemistry		
CHEM	233ABC	Organic Chemistry IIA, IIB, IIC (L)	7.5				
Life Sciences							
BIOS	1010	Introduction to Biology (L)	6				
BIOS	1110, 1120, 1130	Biology I, II and III (L)	15	0377	AP Biology	10	
BIOS	2050	Genetics (available on line)	4.5				
BIOS	2150	Microbiology (L)	6				
BIOS	2310	*Human Anatomy & Physiology I (L)*	6	0362	Human Physiology	10	
BIOS	2320	*Human Anatomy & Physiology II (L)*	6				

UNO College of Arts & Sciences General Education Requirements						
MCC Courses				**MPS Courses**		
Physical Geography & Geology						
GEOG	1150	Intro to Phys Geo-Weather & Climate	6			
GEOG	1160	Intro to Phys Geo-Landforms (L)	6			
GEOG	1210	Intro to Physical Geology (L)	6			
Physics						
PHYS	1010	Applied Physics	4.5			
PHYS	110ABC	Principles of Physics IA, IB, IC (L)	7.5	0352	Physics	10
PHYS	111ABC	Principles of Physics IIA, IIB, IIC, (L)	7.5	0352	Physics	10
PHYS	210ABC	General Physics IA, IB, IC (L)	7.5	0379	AP Physics B	10
PHYS	211ABC	General Physics IIA, IIB, IIC (L)	7.5	0379	AP Physics B	10
SCIE	1300 & 1310	Astronomy & Lab (L)	6			
Other (2 courses)						
HMRL	1010	Human Relations Skills	4.5			
INFO	1001	Information Systems & Literacy	4.5	0506	Computer Technology Applications	5

additional review

Millard
PUBLIC SCHOOLS

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Curriculum 715-8301 • Special Education 715-8302 • Media Services 715-1230

To: Millard Public Schools Foundation
        Darren Carlson, President
        Gary Steiner, Executive Director

Fr: Mark Feldhausen, Associate Superintendent for Educational Services
        Nancy Johnston, Director of Secondary Education
        Barb Waller, Coordinator for Career and Technical Education

Re: Requests for Student Support

Date: November 17, 2009

The Educational Services Division of the Millard Public Schools wishes to thank the Foundation for its continuing investment in programs that bring educational opportunities and expanded services to Millard students. In keeping with the Foundations mission of "Investing in Students," the Educational Services Division respectfully submits the attached proposals for continuing and additional support for Millard students. The support requested is significant in both the monies requested but more importantly the duration. For these programs to be successful, a long-term commitment is being sought.

1. Career Academy Tuition Reimbursement Support: The following Career Academies have been implemented or are planned: Education Academy (Millard West High School), Business and Finance Academy (Millard North High School), Entrepreneurship Academy (Millard South High School) and Culinary Hospitality, Health Sciences, and Transportation, Distribution, and Logistics at the new Millard Horizon High School. These programs provide students with focused career training and educational preparation through a series of courses that are aligned with programs of study at Metropolitan Community College and/or the University of Nebraska at Omaha. Programs are designed for a total enrollment of 144 students per daily session. Tuition reimbursements would be provided only for those courses in which the final course/term grade was a "B" or higher, using that institution's grading scale, or the minimally acceptable grade for credit transfer.

   Year 1 (2009-2010) Estimated Maximum Amount Requested: $ 39,539.75
   Year 2 (2010-2011) Estimated Maximum Amount Requested: $144,205.25
   Year 3 (2011-2012) Estimated Maximum Amount Requested: $209,532.00

2. Innovation Fund (i3) Grant Support for Early College Tuition Scholarship: This program would place approximately 100 students at Millard South High School into a two-year, fully articulated program of study resulting in the completion of the high school diploma and an Associate's Degree from Metropolitan Community College simultaneously. This program is being planned for the fall of 2011 (2011-2012 school year). The Innovation Grant requires an outside partner with a minimum 20% matching fund commitment.

   Year 1 (2011-2012) Estimated Amount $131,175.00
   Year 2 (2012-2013) Estimated Maximum Amount Per Year Subject to Tuition Increase: $262,350.00

Millard Public Schools
Planning Notes to Apply for an Investing in Innovation Fund (i3) Grant
American Recovery and Investment Act (ARRA)

Strategic Plan
Strategic Plan, Strategy #6, Plan#1
We will develop and implement innovative approaches to motivate and educate students who learn in nontraditional ways.

Superintendent's Goal
Early College Program – Strategy #6, Plan #1
We need to identify next steps and keep the process moving forward. We need to determine the details of an early college program to best fit the needs of our student population. We need to come to a decision on whether or not to implement an early college program.

Proposal
Apply for an ARRA i3 grant to support a Millard Early College Program at a Millard high school.

Grant Criteria	Millard Proposal
Priorities:	
1. Increase the number or percentage of highly effective teachers and school leaders.	Scholarships to support Millard Teachers to earn the credential for dual enrollment credit. Master's Degree in the field or Master's Degree plus 18 graduate hours in the field
2. Include/improve use of data to measure student growth	Utilize related from district and state measures
3. Transition to college and career-readiness	Create sequence of courses, offered to students for dual enrollment credit from Metropolitan Community College, to earn an Associate's Degree while earning a high school diploma
4. Turn around persistently low-performing schools	Target building will include high ELL, poverty, first generation college families
5. Competitive preference: Innovations to improve early learning outcomes	PreK-12 Curriculum alignment through PreK-12 Frameworks, vertical teams, and early and continued intervention through the MPS RtI+I Model for all students, including those within achievement gap targeted groups
6. Competitive preference: Enable students to prepare for, enter, and graduate from a two- or four-year college	Completion of the Millard Early College Program will enable students to earn an Associate's Degree while earning a high school diploma and will prepare them to enter the workforce or pursue a Bachelor's Degree. The program will include service learning, character development, life skills, and 40 Developmental Assets®.
7. Competitive preference: Address needs of limited English language proficient students	Target population will include MPS English Language Learner (ELL) students, poverty students, and students from first generation college families

8. Competitive preference: Meet challenges of high need students in rural education area

   Option enrollment for students outside of the Learning Community (metropolitan area) includes students from surrounding Nebraska small and rural communities

9. Partnership between a nonprofit organization and one or more LEAs or a consortium of schools (must include minimum 20% matching funds)

   Seek partnership with Metropolitan Community College and the Millard Public Schools Foundation

Early College Development Budget

Scholarships to prepare teachers	$ 39,000.00
Curriculum Development	
Staff Development	$ 12,450.00
Curriculum Writing	$ 25,000.00
Text Adoption	$ 52,000.00
Technology	$ 112,000.00
Student Dual Enrollment Tuition - Grade 11 (48 credits, $26.50 per credit)	$ 127,200.00
Student Dual Enrollment Tuition - Grade 12 (48 credits, $26.50 per credit)	$ 127,200.00
Total Estimated Budget	**$ 494,850.00**
Required nonprofit support (20%)	$ 98,970.00
Total Estimated Budget from Grant	**$ 395,880.00**

Anticipated Timeline

Grant application due:	Spring 2010
Early College Development:	September 2010-May 2011
Early College Students Begin:	September 2011

Investment in Innovation
Grant Program Summary

The U.S. Department of Education (DOE) has proposed priorities, requirements, definitions, and selection criteria for the Investing in Innovation Fund that currently are in the public comment stage. DOE history suggests that any changes made as a result of public comments will be minor. An announcement of the finalized priorities, requirements, definitions, and selection criteria is anticipated in early 2010.

Purpose: The Invest in Innovation program is authorized under the American Recovery and Reinvestment Act to: (1) enable local education agencies (LEA) and non-profits to expand and develop their work to serve as models of best practices, (2) allow them to work in partnership with private and non-profit philanthropic entities, and (3) identify and document best practices that can be shared and taken scaled up to a state, regional, or national level.

Eligibility: Eligibility is defined by statute to include: (a) an LEA or (b) a partnership between a nonprofit and one or more LEA or a partnership between a nonprofit and a consortium of schools. The LEA must: (1) have significantly closed achievement gaps, (2) have exceeded the state's annual measurable objectives for two or more consecutive years or have demonstrated success in significantly increasing achievement for all student groups, (3) have made significant improvements in other areas such as graduation rates, and (4) demonstrate that they have established partnerships with the private sector and that partners will provide matching funds to help scale up successful results to a state, regional, or national level.

Types: Three types of grants will be awarded, and recipients of all types must serve high-need students.
1. Scale-up grants – to scale up to a state, regional, or national level practices, strategies, or programs that have strong evidence of having a statistically significant effect on student achievement or growth, closing achievement gaps, decreasing dropout rates, or increasing high school graduation rates. Project impact must be "substantial and important." Applicants must provide evidence of their capacity (personnel, financial resources, management) to scale up by working directly or through partners during or after the grant period.
2. Validation grants – for practices, strategies, or programs showing promise but have only moderate evidence of having a statistically significant effect on achievement or growth, closing achievement gaps, decreasing dropout rates, or increasing high school graduation. Projects must have "potential to be substantial and important." Applicants must provide evidence of their capacity to scale the project up to a state, regional, or national level by working directly or through partners during or after the grant period.
3. Development grants – for newer practices, strategies, or programs that show promise but need systematic study. Applicants must provide evidence that practices, strategies, or programs have been tried and showed promising results. They also must provide evidence of their ability to evaluate the project, further develop it if warranted, and scale it up by working directly or through partners during or after the grant period.

Competition Priorities: Applicants may apply under one of four absolute priorities listed below. Proposals that do not meet the selected priority will be disqualified. Additional points may be awarded to applicants that meet one or more of the four competitive preference priorities listed below.

Absolute Priority #1 – Practices, strategies, or programs that increase the number/percentage of highly effective teachers and school leaders or decrease the number/percentage of ineffective teachers and school leaders. Teacher/school leader effectiveness must be evaluated with multiple measures that include student growth as a significant factor and are developed with teacher involvement.

Absolute Priority #2 – Practices, strategies, or programs that facilitate the evaluation, analysis, and use of student achievement/growth data by educators, families, and other stakeholders in order to inform decision-making; improve student achievement/growth, and teacher, school leader, school, or LEA performance and productivity; or enable date aggregation, analysis, and research.

Absolute Priority #3 – Practices, strategies, or programs that support state efforts to transition to college- and career-readiness standards and assessments, including curricular and instructional practices, strategies, or programs in core subjects that are aligned with academic content and achievement standards and with high-quality assessments based on the standards.

Absolute Priority #4 – Practices, strategies, or programs that turn around persistently low-performing schools through whole-school reform or targeted approaches to reform.

Competitive Preference Priority #5 – Practices, strategies, or programs to improve educational outcomes for children (birth through 3rd grade) by enhancing learning program quality.

Competitive Preference #6 – Practices, strategies, or programs that enable K-12 students, especially high school students, to successfully prepare for, enter, and graduate from college. Practices, strategies, or programs must focus on college preparedness and expectations; help students understand issues of college affordability and the financial aid and college application process; and provide peer and adult support to students.

Competitive Preference Priority #7 – Proposals that include innovative practices, strategies, or programs to address the learning needs of students with disabilities or the linguistic and academic needs of students with limited English proficiency. Focus must be on improving academic outcomes and increasing graduation rates.

Competitive Preference Priority #8 – Proposals addressing the needs of high-needs students in schools within a rural LEA. Focus must be on improving achievement/growth, closing achievement gaps, decreasing dropout rates, increasing graduation rates, or improving teacher/school leader effectiveness.

Grants Awards: No information was provided regarding the estimated number of grants to be awarded or the range of grants to be awarded.

Superintendent Goals 2009-2010

3. Financial Literacy Curriculum Program – Strategy #4, Plan #1

   Using the concepts of the 21st Century Skills Initiative, develop and implement a personal financial literacy and education component into our current curriculum, which is required for all students to graduate. Change this concept from an elective component to a required component within the appropriate required course work.

AGENDA SUMMARY SHEET

Agenda Item: Graduation Requirements

Meeting Date: October 19, 2009

Department: Educational Services

Title and Brief Description: Graduation Requirements Proposed Changes

Action Desired: Information Only

Background: Graduation requirements were last changed in May 1999 applicable to the graduating class of 2004 and beyond. Since that time, there have been periodic inquiries, by Board of Education members and others, as to when and in what manner graduation requirements might be adjusted again.

During the last two years, the Educational Services Division and the Superintendent have reviewed graduation requirements and discussed potential changes. These changes align with the research and recommendations of diverse groups such as Achieve: American Diploma Project Network, the Partnership for 21st Century Skills, and the Nebraska Governor's P-16 Goals; all of which call for more rigorous, inclusive graduation requirements, including more math and science to be taken by high school students.

This year, the Millard Public Schools Board of Education established a goal for the Superintendent related to Financial Literacy. In addition, the Governor has urged the Nebraska Department of Education and State Board of Education to support a resolution that would result in the District's graduation requirements increasing in the areas of math and science.

All of the above has lead to the conclusion that the Millard Public Schools high school graduation requirements should be changed. Therefore, the following graduation requirement recommendations are made and include:

- Increase math and science credits from 25 to 30 each
- Adjust elective credits from 70 to 60 credits
- Add a one semester, 5 credit Financial Literacy requirement, Personal Finance, currently an elective
- Increase overall credits from 225 to 230
- Implement above changes beginning with the current freshman class, the graduation class of 2013

Recommendations: Review and provide direction in order to prepare policy and rule changes as needed.

Strategic Plan Reference: Strategy 2 and Strategy 4

Responsible Persons: Mark Feldhausen, Nancy Johnston, Barb Waller, and Kara Hutton

Superintendent's Signature: _____

Background Information

In July of 2009, the Nebraska Department of Education requested all school districts in the state to complete a Graduation Requirements Survey. The information included in the matrix below represents data collected from the school districts within the Learning Community.

Graduation Requirements of Schools in the Learning Community			
School District	**Math**	**Science**	**Total Credits**
Bellevue	30	30	230
Bennington	30	30	250
Douglas County West	30	30	285
Elkhorn	30	25	210
Gretna	30	20	210
Millard	25	25	225
Omaha	30	30	245
Papillion LaVista	30	25	225
Ralston	20	20	240
South Sarpy	20	20	210
Westside	20	20	210

As noted in the table, the range of credits among districts within the Learning Community in math and science is 20-30 credits. In regards to total graduation requirement credits, the range is 210-285. The mean and median is at 230 credits.

Nebraska has pledged to work to make the high school diploma mean that the student who receives it is both college and career ready. The Office of the Governor asked for the State of Nebraska to support the Resolution on High School Graduation Expectations. It is our understanding that the State Board of Education approved (October 2009) a resolution to help move students to higher levels of academic achievement. The resolution included the following statements:

1. That graduation from public schools in Nebraska shall include a minimum of four years of English, three years of mathematics, three years of science, and three years of social sciences;

2. That courses fulfilling these requirements shall meet rigorous state adopted standards that will prepare all students to be college and career ready as follows:

   a. English courses which include composition, verbal communication, core literature, research skills, technical reading and writing;
   b. Mathematics courses which include geometry, advanced algebra, and data analysis/probability and further include the requirement that all seniors take mathematics their senior year;
   c. Science courses which include physical science, biology, chemistry, physics, and scientific inquiry with corresponding lab work;
   d. Social Sciences courses which include civics/government, geography, U. S. and world history, and economics;

3. That schools make every effort to provide students opportunities including world languages, career and technical education, health and physical education, technology, and visual/performing arts that build 21st century skills and prepare students for the global society;

4. That graduation requirement coursework shall be rigorous and demanding recognizing and supporting the broad range of abilities represented within the body of students in our state; and

5. That these graduation requirements be adopted and implemented with all deliberate speed, but in no case later than 2015.

Mathematics and Science Requirements

Rationale:

Data from Millard graduates over the past three years along with research from state and national organizations and agencies, including the above resolution, indicate a need to raise expectations of Millard graduates in the areas of mathematics and science.
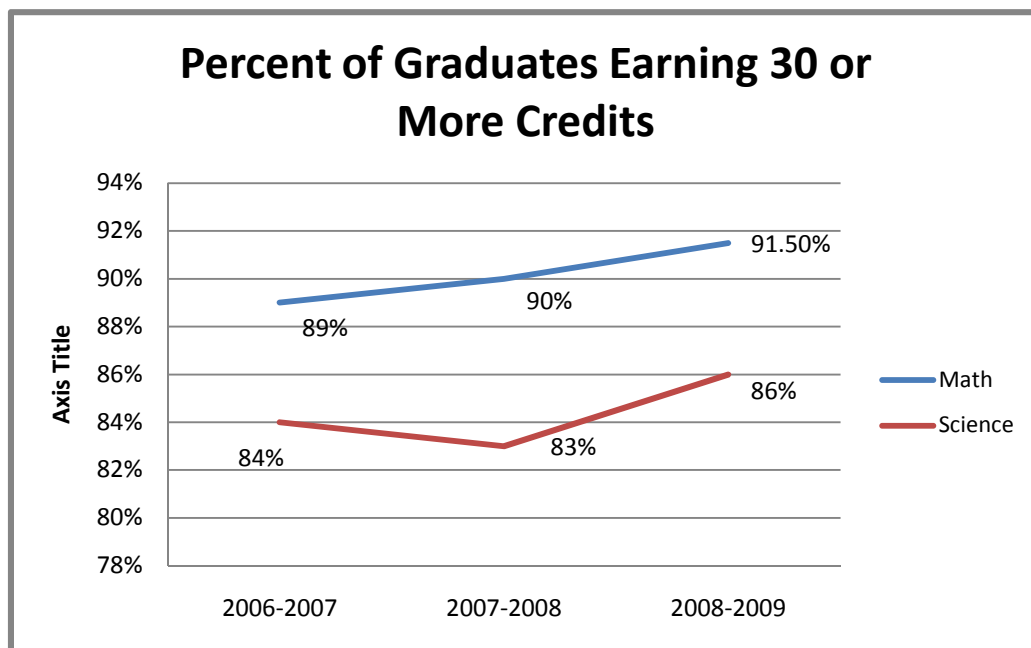
Over the past three years, an average of 90.2% of Millard graduates earned 30 or more credits in the area of mathematics, with 71.3% earning 35 or more credits. In the area of science, an average of 84.3% of the graduates earned 30 or more credits, with 43.6% earning over 35 credits. Under the current requirements, credits above and beyond 25 in math and/or science are documented as credits within the electives category.

Based on past data, an increase to 30 credits in graduation requirements in the area of math would impact 9.8% of students while an increase in science would impact 15.7% of students.

Percent of MPS Students at Four Key Credit Levels
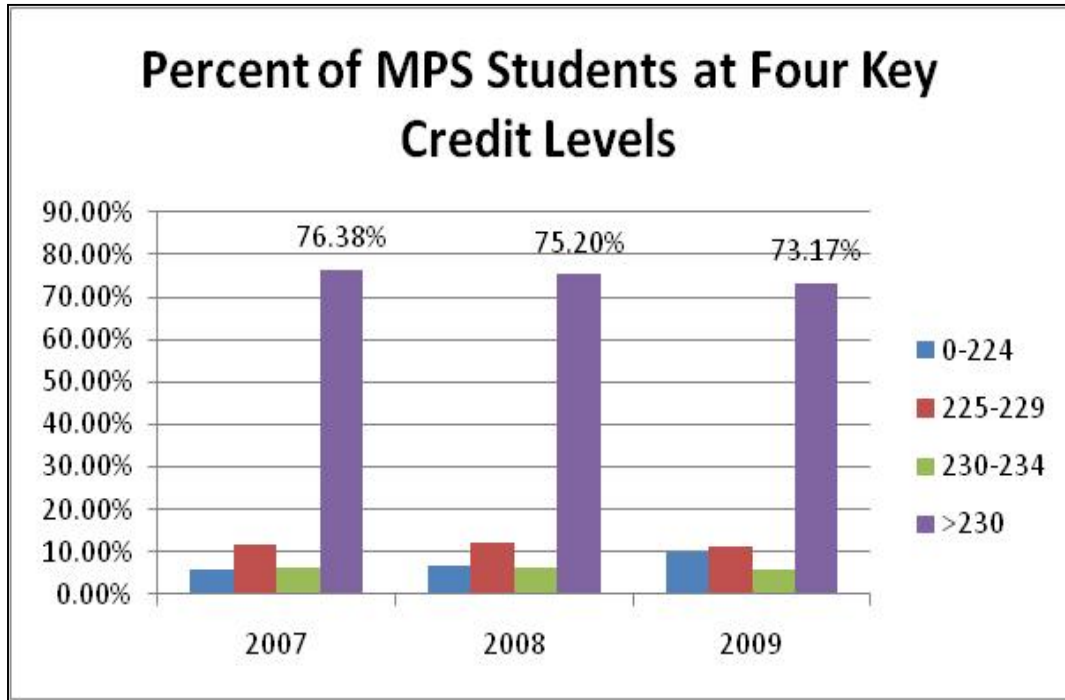
The majority of Millard graduates (three-year average 74.9%) earn more than 230 credits.

Proposal:
To increase both math and science from the current 25 credits to 30 credits without adjusting total graduation credits. This will shift the actual elective credits from 70 to 60.

Estimated Cost to Increase Math and Science Requirements Class of 2013						
Mathematics						
	2006-07	2007-08	2008-09	Three year Average	Potential Additional FTE in Mathematics	Potential Cost at $60,978 each
Number of MPS Students with 25 Math Credits	145	153	130	143	5.72 sections = 1 FTE	$60,978
Science						
	2006-07	2007-08	2008-09	Three year Average	Potential Additional FTE in Science	Potential Cost at $60,978 each
Number of MPS Students with 25 Science Credits	224	269	222	238	9.5 sections = 1.58 FTE	$96,345

Financial Literacy Requirement

Background Information
Through one of the Superintendent's Goals, Financial Literacy became a focus of review. Goal:

> *Using the concepts of the 21st Century Skills Initiative, develop and implement a
> personal financial literacy and education component into our current curriculum,
> which is required for all students to graduate. Change this concept from an elective
> component to a required component within the appropriate required course work.*

Rationale:
The Partnership for 21st Century Skills defines core subjects and 21st Century Themes that are
necessary for all citizens. The defined themes include Financial, Economic, Business and
Entrepreneurial Literacy:

- Knowing how to appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options.

These concepts are also recommended by the Business Education Framework for Nebraska Schools,
the National Business Education Association (NBEA), and the National Council for Economic
Education (NCEE).

In addition, the Millard Public Schools Essential Learner Outcomes (ELOs) include Consumer
Economics:

- Demonstrate skills in managing money
- Make sound financial choices by using appropriate resources

The current Personal Finance course addresses the concepts identified by The Partnership for 21st
Century Skills, Nebraska Department of Education, NBEA and NCEE. A required course will assure
that Millard students are equipped to make sound personal financial decisions.

Proposal:
To require all Millard students to complete the Financial Literacy graduation requirement by taking
the Personal Finance course (5 credits) to graduate, which would increase graduation requirements
from 225 to 230 credits beginning with the class of 2013 (current 9th grade class). Students would
have the option to complete the course any year depending on their four-year plan. The course would
also be offered in summer school.

For students who enroll in the Millard Public Schools Finance or Entrepreneurship Career Academies
will fulfill the Financial Literacy graduation requirement by successfully completing the dual
enrollment course, *Wealth Building and Personal Finance*.

Following is an estimated cost to move Personal Finance from an elective to required course
beginning with the graduating class of 2013, this year's freshman class.

Estimated Cost Financial Literacy Requirement **Class of 2013**				
	NHS	**SHS**	**WHS**	**HHS**
Number of Students in Class of 2013 currently scheduled to take Personal Finance in 2009-10	31	116	185	0
Number of Students in Class of 2013 who would still need to take Personal Finance	607	369	377	
Number of Students in Class of 2014 – current 8th Grade	638	485	562	NA
1/3 of the class of 2013	202	123	126	NA
1/4 of the class of 2014	213	162	187	NA
Estimated enrollment in Personal Finance during 2010-11	415	285	313	NA
Additional Personal Finance Sections	17	12	13	
Additional Teachers Needed	**1.7**	**1**	**1.25**	
Estimated Enrollment students from Classes of 2011 and 2012	144	121	125	
Textbooks s needed for Classes of 2011 and 2012	72	61	32	
Textbooks needed for Classes of 2013 and 2014	208	143	78	
Total Textbooks needed	280	204	110	25
Current Textbook inventory	70	110	120	
Additional Textbooks Needed	**210**	**94**	**0**	**25**

Estimated textbook cost	$ 68.00	329	$ 22,372.00
Estimated FTE Cost	$ 60,978.00	4.25	$ 259,156.50
Laptop cart for each building	$ 27,574.00	3	$ 82,722.00
Total			**$ 364,250.50**

Summary of Recommendations:
- Increase math credits required for graduation from 25 to 30
- Increase science credits required for graduation from 25 to 30
- Shift 10 credits from electives to add 5 credits in math and 5 credits in science
- Add a Financial Literacy requirement of 5 credits
- Increase graduation requirements to 230 credits
- Implement changes with the current freshman class, the graduation class of 2012-2013

AGENDA SUMMARY SHEET

AGENDA ITEM:	Curriculum, Instruction, and Assessment
	  Rule 6320.1 - Students: Requirements for Senior High
	    Graduation
	  Rule 6320.2 – Students: Requirements for Senior High
	    Graduation: International Baccalaureate Diploma
	    Program

MEETING DATE:	November 2, 2009
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Rule 6320.1 Rule 6310.2
ACTION DESIRED:	Approval <u>X</u>
BACKGROUND:	Revisions to Rule 6320.1 and 6320.2 are needed in order to adjust Graduation Requirements and to update English Elective courses (which were previously approved by the Board of Education within the PreK-12 Language Arts Framework).
OPTIONS AND ALTERNATIVES:	N/A
RECOMMENDATIONS:	Approve Rules 6320.1 and 6320.2
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	Rejection would mean that the MPS Graduation Requirements will remain as currently stated in Rules 6320.1 and 6320.2.
TIMELINE:	Immediate in order to update the Millard Public Schools High School Curriculum Handbook & Registration Guide and to implement beginning during the 2010-2011 school year
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen and Nancy Johnston
SUPERINTENDENT'S APPROVAL:	_____

BOARD ACTION:

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation   **6320.1**

Students differ widely in interests, abilities and expectations. For this reason, the following are stated as minimums to allow flexibility in the planning of individual student programs. However, on the assumption that some elements should be shared in common by educated persons, these basic uniform requirements are established for graduation from the Millard Public Schools. In addition to specified credit requirements students must meet district level assessments in reading, writing, mathematics, science and social studies. Graduation requirements of 230 credits, including 5 credits in Financial Literacy will become effective with the graduation class of 2013. Prior to that time, graduation requirements reaffirmed by the Board of Education on July 6, 2009, will remain in effect for the graduating classes of 2010, 2011, and 2012.

Minimum Requirements for Graduation - Grades 9-12

I.   Credits -- A minimum of **225 credits** is required for graduation for the graduating classes through 2012. Each student's program shall include but not be limited to the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the Millard Public Schools High School eCurriculum hHandbooks of each high school and Registration Guide.

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

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

English Selected Courses

British Literature	AP English Language & Composition
World Literature	Research Methods
Career English	Creative Writing
Shakespeare	Composition & Literature
AP English Literature	Analysis of Mass Media
	IB English 12
AP English Language & Composition	IB English HL II
AP English Literature	IB Film
Contemporary Literature	Literacy for Life
Creative Writing	Literature and Film
Global Perspectives through Literature	Research Methods
	21st Century Media Literacy

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

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

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

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

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

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

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

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

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

Technology Selected Courses

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

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

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

Fine & Performing Arts Selected Courses

Any art course
Any music course
Drama I
Theatre Appreciation

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

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

Human Resources Selected Courses

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

    A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.

B. Electives courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.

C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.

D. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.

E. A student must complete a Personal Learning Plan, meeting district requirements.

II. Credits -- A minimum of ~~225~~ **230 credits** is required for graduation <u>for the graduating classes of 2013 and beyond</u>. Each student's program shall include but not be limited to the programs and courses listed below and may be amended, revised, or deleted by the Board of Education as approved and published in the <u>Millard Public Schools High School</u> ~~c~~<u>C</u>urriculum ~~h~~<u>H</u>andbook~~s~~ ~~of each high school~~ <u>and Registration Guide</u>.

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

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

English Selected Courses

~~British Literature~~	~~AP English Language & Composition~~
~~World Literature~~	~~Research Methods~~
~~Career English~~	~~Creative Writing~~
~~Shakespeare~~	~~Composition & Literature~~
~~AP English Literature~~	~~Analysis of Mass Media~~
	~~IB English 12~~
AP English Language & Composition	IB English <u>HL II</u>
AP English Literature	<u>IB Film</u>
<u>Contemporary Literature</u>	<u>Literacy for Life</u>
Creative Writing	<u>Literature and Film</u>
<u>Global Perspectives through Literature</u>	Research Methods
	21st Century Media Literacy

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

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

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

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Mathematics	~~25~~ 30	Algebra or Algebra Foundations I or appropriate course from the math sequence.	10
		A course numbered 220 or higher.	10
		One additional math course.	~~5~~10
		Computer Science courses may not be applied toward math credit.	

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Science	~~25~~ 30	Students should follow one of the following science sequences.	
		Physical Science in Action- 9th	10
		Biology - 10th	10
		Choice of Science Electives numbered 333 or higher	~~5~~10
		or	
		Biology - 9th	10
		Chemistry or Physics - 10th	10
		Choice of Science Electives numbered 333 or higher	~~5~~10

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

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

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

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

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

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

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

Fine & Performing Arts Selected Courses
Any art course
Any music course
Drama I
Theatre Appreciation

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Financial Literacy	5	Choice of Financial Literacy Selected Courses	5

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

Financial Literacy Selected Courses
Personal Finance
Wealth Building & Personal Finance (Entrepreneurship or Finance Academy)

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
~~Electives~~ Human Resources	~~7~~5	Choice of Human Resources Course	5
		~~A total of 70 additional credits~~	~~70~~

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

Human Resources Selected Courses

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

PROGRAM	TOTAL COURSE/SUBJECT CREDITS	COURSE OR SUBJECT AREAS	CREDITS
Electives	~~75~~60	A total of ~~70~~60 additional credits	~~70~~60

A. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements.

B. Electives courses are offered in the subject areas previously listed and in business education, foreign language, family & consumer sciences, industrial technology, art, drama, debate, journalism and music.

C. In order to provide flexibility in such situations as transfers and special needs, waivers may be submitted by staff and approved by the principal.

D. A student must complete 225 credits as described herein in order to graduate and receive a diploma from the Millard Public Schools.

E. A student must complete a Personal Learning Plan, meeting district requirements.

III. ~~II.~~ Assessments: In addition to 225 (230 for graduating class of 2013 and beyond) credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements.

IV. ~~III.~~ Effect of Student Performance

A. When a student has successfully met the Essential Learner Outcomes Assessment cut score for each outcome:

1. A notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.

2. Having met the cutscores for the high school Essential Learner Outcomes assessments, the student shall have met essential criteria for graduating from the Millard Public Schools.

3. Upon successful completion of the required number of credits, the student shall be eligible for a graduation diploma from the Millard public Schools.

B. If a student has not met the cutscore for a given Essential Learner Outcomes Assessment, the following shall occur:

1. An Individual Learning Plan (ILP) shall be designed by a team of qualified staff. Classroom teachers may refer students to the Millard Intervention Team (MIT) for assistance in evaluating and implementing problem-solving and intervention strategies.

2. Utilizing the Essential Learner Outcomes, school representatives will offer the student supplemental learning activities, which address recognized deficiencies. Supplemental learning activities may include but are not limited to the following:

   a. differentiated/complementary instruction during regular classes (i.e., peer tutoring, needs groups, individualized instruction;

   b. before- or after-school tutorials;

   c. study hall tutorials;

   d. change of interdisciplinary teams or level of instruction;

   e. repeat of specific course(s) of study;

   f. attendance at specific class(es) designed to address deficiencies; and

   g. attendance at summer school.

3. If the student is verified with a disability, the IEP Team may reconvene to review the ILP and to ensure that the IEP is written to assist the student in areas of weakness and that appropriate accommodations are in place.

4. If the student has a 504 Accommodation Plan, the 504 Team may reconvene to review the ILP and to ensure that needed accommodations are in place in areas of weakness.

C. If, after a retake of an assessment, a student has not met the cutscore for a given Essential Learner Outcomes assessment, the following shall occur:

1. The Individual Learning Plan will be reviewed by a qualified team and, if necessary, redesigned. Students shall be referred to MIT for identification of needs if not previously referred.

2. The student shall be retested using the appropriate Essential Learner Outcomes assessment. Students shall be given the opportunity to be retested multiple times until the requisite cutscore is achieved. Students shall be given notice of the opportunities for retesting.

3. The student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for high school Essential learner Outcomes assessment.

4. If the student is verified with a disability or has a 504 Accommodation Plan, then the IEP or 504 Team will reconvene to review the education plan and to consider lowering of the cutscore requirement as part of the IEP or 504 Accommodation

Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the cutscore.

    a. Applications for approval of lowered cutscore requirements may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.

    b. If the lowered cutscore is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.

D. An additional opportunity is available to demonstrate student proficiency. After two retest attempts to meet the established cutscore(s) for the Essential Learner Outcome assessment(s) without achieving the cutscore, students, under building supervision, shall participate in a process, as provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies. A student who successfully meets the standards and requirements of a Demonstration of Proficiency shall have met one of the essential criteria for graduating from the Millard Public Schools.

V. ~~IV.~~ Student's Right to Appeal

A. Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

B. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cut score is due to:

1. The failure of the District to provide a reasonable accommodation, which was previously requested by the student and denied by the District.

2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

VI. ~~V.~~ Procedures for Appeal

A. Within seven (7) days after the receipt of the notice that the student failed to achieve the cut score or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information, which is relevant to the appeal.

B. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's or designee's decision and the reasons therefore

C. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education to be held on the issue whether the decision of the Superintendent or his designee was unreasonable.

D. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.

E. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the Board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.

F. The parties may, by mutual written agreement, extend the time for hearing or final determination.

G. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.

H. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.

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

VII.   ~~VI~~. Graduation

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

VIII.   ~~VII.~~ Annual Review

This rule shall be reviewed annually.

Related Policies and Rules: 6301, 6301.1, 6315, 6315.1, 6320, 6320.2, 6320.3

Curriculum, Instruction, and Assessment

Students: Requirements for Senior High School Graduation -
International Baccalaureate Diploma Program   **6320.2**

I.   **Credits** -- A minimum of 225 credits is required for graduation for graduating classes of 2010, 2011, and 2012. A minimum of 230 credits is required for graduation for the graduating class of 2013 and beyond.

II.   **Assessments**: In addition to 225 or 230 credits required for graduation, students must also successfully meet the Essential Learner Outcome assessment score requirements in reading, writing, mathematics, science, and social studies.

III.   **Personal Learning Plan**: A student must complete a personal learning Plan (PLP), meeting district requirements.

IV.   Each student's International Baccalaureate Diploma Program (IB DP) shall include the courses of study as outlined in Rule 6320.1 with such adjustments (additions or substitutions) to the programs and courses as listed below. Such adjustments are made to avoid duplication in the program of study required for IB DP students.

Millard Public Schools' Graduation Requirement	International Baccalaureate Program Additions/Substitutions
English: Selected Electives (5 credits)	Substitute IB English 12 HL II (10 credits)
English: Oral Communications (5 Credits)	Substitute Imbedded Oral Assessments found in Language A1, Language B and Theory of Knowledge I & II requirements
Social Studies: World Geography (10 Credits)	Substitute IB 20th Century World History Topics (10 credits)
Social Studies: American Studies Course Options	Add IB History of Americas (10 credits) to course options
Social Studies: World Perspective Course Options	
Electives: Human Resources Course Options	Add IB Theory of Knowledge I (max. 5 Credits)
Science: Physical Science Course Options	• Add Introduction to Chemistry and Physics (10 credits) • IB Chemistry (10 credits) and • IB Physics (10 credits) to course options
Science: Life Science Course Options	Add IB Biology (10 credits) to course options

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

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

Financial Literacy Graduation Requirement
Personal Finance - Second Semester Timeline
January 11, 2010

Update: Objectives from the National Endowment for Financial Education (NEFE), Jump$tart Coalition, and the National Business Education Association. These objectives will be compared to current course outcomes and objectives as the course is revised.

Our current Business Framework, as well as the above resources, includes the following universal concepts, which will serve as the standards:

- Education & Earning Potential
- Financial Decision and goals
- Budgeting
- Banking Institutions
- Using Credit
- Insurance
- Savings & Investments

Additional tasks will include the alignment of concepts/standards to the objectives/indicators while identifying instructional strategies and activities by revising the Personal Finance Course Guide.

Task	Time line
Writing Days: • Identify indicators not currently be met within the curriculum • Develop lessons for identified areas - 2 consecutive days • Seek resources for revised and/or new activities • Incorporate online resources to current lessons - 2 days	February/March March
Curriculum Documentation: • Develop Course Master via Angel • Import documents (course guide, assessments, etc)	March/April
Purchase Order Requisitions: • Prepare POs • Submit to Director of Secondary Ed	April
Summer School 2010: • Personal Finance course offering	June/July

40 Developmental Assets Implementation

January 2010

The Goal

Take next steps to get the 40 Developmental Assets theory into all buildings throughout the district.

Work to full implementation and buy-in of this program into the culture of the Millard Public Schools and into all buildings. Leave flexibility to the individual building principals for appropriate implementation into their building community, but move forward on the progress already attained within certain buildings to make 40 Developmental Assets a part of our district's culture.

Regional Meetings
(Elementary, Middle & High Schools)

- 2009-10 Focus=Developmental Assets

- November 17, 2009-Focus on Culture:
  - DAP Data
  - Culture Assessment

- Remaining Meetings 2010

Culture-What is it?

Climate is on Top
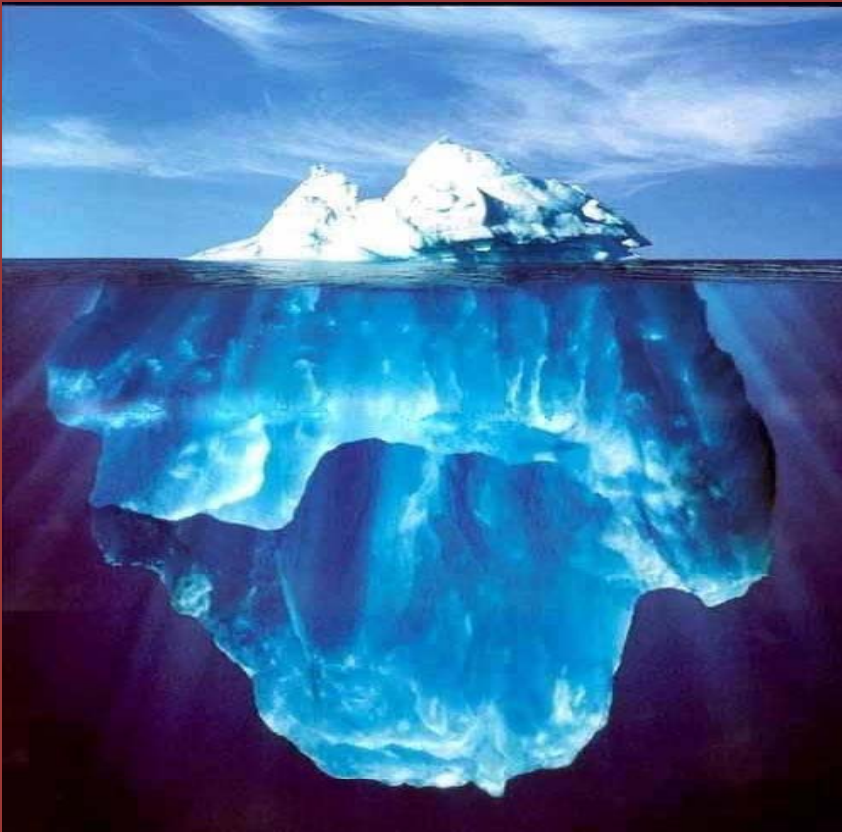
**Culture is on the Bottom**
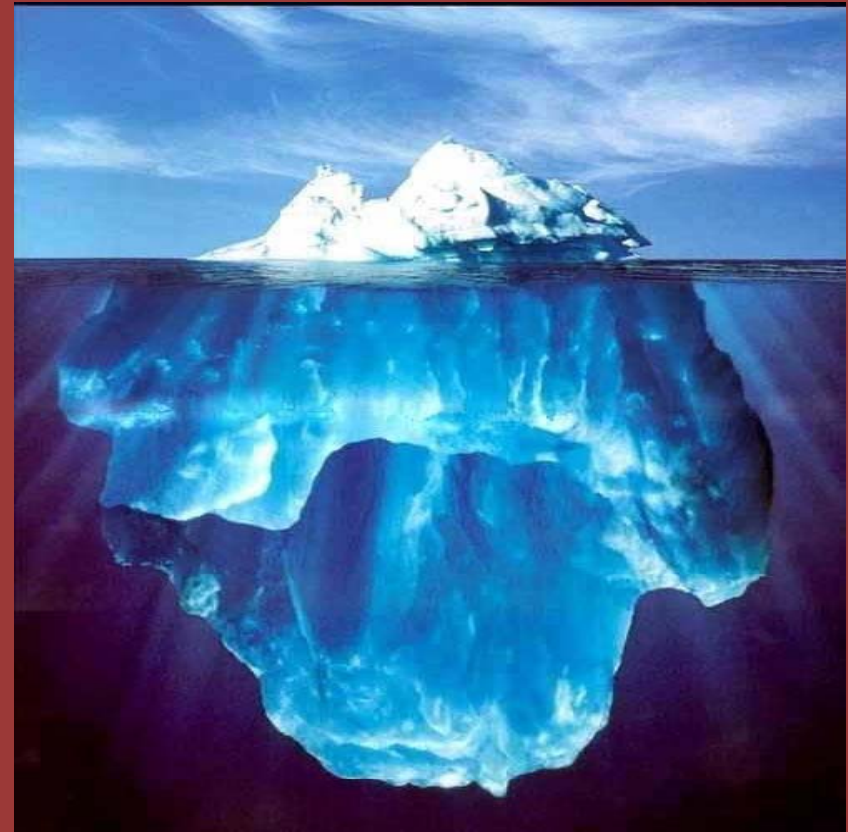
What is Culture?

- Culture can be a tough word to define
  - Norms
  - Values
  - Traditions
  - Rules
  - Common Language

Guiding Questions

- How do we build a school culture that is "asset rich"?
  - How do we disseminate asset information to <u>each member</u> of our certificated staff so they know the assets and how to intentionally implement them?
  - How do we _follow up with all other staff members_ in the building to ensure they know and understand how they can build Developmental Assets?
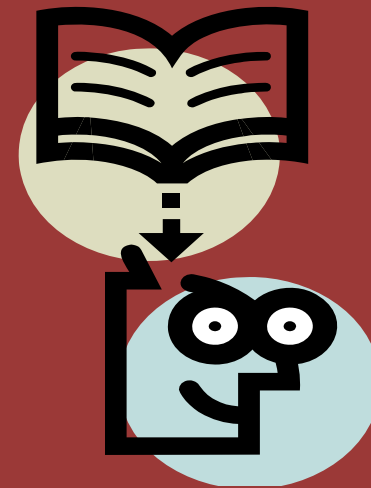 - How do we "intentionally" involve parents to create a positive partnership to build Developmental Assets?

The Work Continues

- Future Regional Meetings
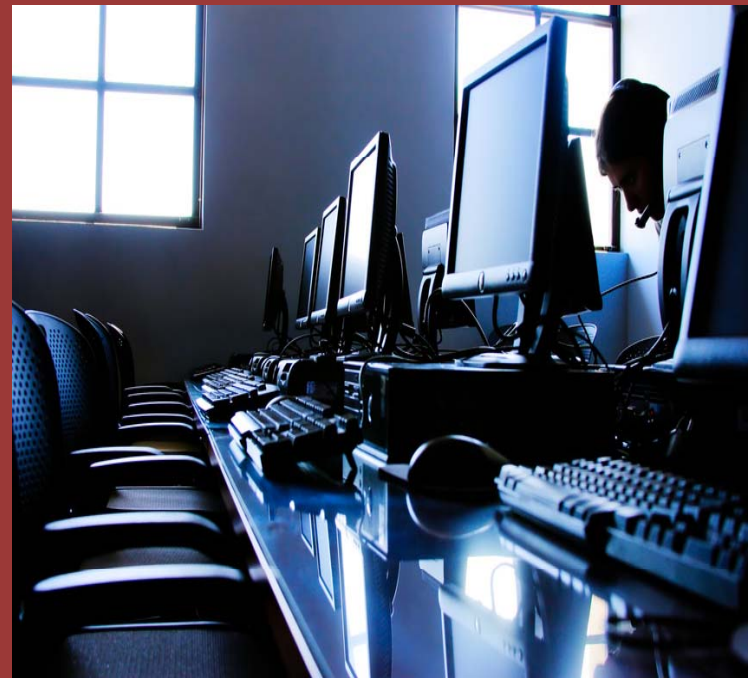
Bagels and Books

- Six Meetings during the fall of 2009
  - Secondary Principal Reps
  - Assistant Principals Reps
  - Counselor Reps
- Book Study
  - Sparks
- Current Research
- Implementation Ideas

What are Sparks?

- The hidden flames in young people that light their fire, get them excited, tap into their true passions

- They come from the gut, they motivate and inspire. They are true passions, talents, skills, and dreams

- They may be musical, athletic, intellectual, relational

What are Sparks?

- They may ignite a life-long vocation or career, or balance other activities to create an ***emotionally satisfying, enriched life***
  - Promote

- Get kids going on a ***positive path away*** from conflicts and negative issues-violence, promiscuity, drugs, and alcohol

  - Protect

Sparks

- ## American Teenagers: A Profile

- 99% clearly get the idea of sparks

- 62% can name one or more sparks

- 37% report parent(s) know and nurture their spark

- 35% report their school knows and nurtures their spark

- 23% report their congregation knows and nurtures their spark

- 21% report their youth organization knows and nurtures their spark

- 6% report neighbors know and nurture their spark

Asset Builders/Principal Update

- Spring 2010

  – Next Steps

    - School Culture

      – Great Places to Learn
      – Spark

GO HC/HY

Greater Omaha Healthy Community/Healthy Youth

- # Second Annual Conference
  - Over 400 Attendants (three different states)
    - Kicked off by Mayor Jim Suttle
    - Keynote: Mary Maxwell
    - Numerous Breakout sessions
  - Community Sector Awards
    - Civic-Former Mayor Fahey
    - Schools-Dr. Keith Lutz
    - Youth Agency-LiveWise Coalition
  - NASB
    - Governor's Award

NFUSDD

Presenting the Assets

– MSHS

   • Background & Assessment

     – Note: Three Year Building Data

– CMS

     – Building Assets through Interventions with Students

       » Behavior/Grades (commitment of Learning: Extrinsic to Intrinsic Motivation)

– Upchurch

   • The asset "umbrella" and it's relation to "Character Counts"

• Presentations were Completed by Students, Staff and Administrators

Building Bright Futures (BBF)

- Goal-
  - Build Developmental Assets
- Director is currently working with three (3) Metro-Districts
  - Ralston
  - Papillion-LaVista
  - OPS

Questions?

HEALTH SCIENCES HIGH SCHOOL
Proposal

Create a Health Sciences High School for Omaha Metro area students that

1) provides innovative pathways to Health Professional Careers
2) builds on existing science and math programs
3) addresses the shortage of future health care professionals in Omaha and beyond

Compelling Reasons

< Provide an additional avenue to meet student demand for health professionals careers
< Timing is optimal
  s   Interest in collaborative academies and focus schools
  s   Philanthropic support for K-12 innovation
  s   Positive response in a "Post Affirmative Action" Nebraska
  s   Learning Community launched
  s   Alignment with Obama administration goals
< Address a critical need pertaining to workforce shortage
< Create national model for science and math curriculum and training opportunities for science and math teachers

Guiding Principles

< Complement existing programs
< Collaboration among participating districts
< Several pathways available to students
< Seek innovative curriculum opportunities
< Rigorous academic standards
< Funding equity top priority
< Public-private partnership
< Myriad community partners
< Expanded opportunities for low income students

Prominent Considerations

< Academic Model
< Funding
< Composition and size of student body
< Student selection process
< Facility and Site
< Extra-curricular activities
< Professional training for teachers
< Level and type of community involvement

Next Steps

< Assess interest
< Shape the academic model
< Conduct feasibility study

Health Science High School Model Options

	Focus School	Focus Program	Interlocal Agreement
Description	School with no attendance area and enrollment designed to reflect the socioeconomic diversity of the learning community. Has a unique curriculum or teaching technique.	Program with no attendance area and enrollment designed to reflect the socioeconomic diversity of the learning community. Has a unique curriculum or teaching technique.	School created through a cooperative agreement between participating school districts in the interest of providing a unique learning experience.
Primary School District	Yes – primary school district determined by location of Focus School	Yes – primary school district determined by location of Focus Program	No – participating school districts distribute responsibilities as defined by the Interlocal Agreement
Must follow all Rule 10 requirements	Yes	No	Yes
Funding	- Primary school district receives additional state aid funds through the Focus Allowance. Amount 2009-10 equals approximately $853 per student - Via learning community levies, may receive 50% of capital funds. - Receiving school district may request funds related to the LC Transportation Adjustment.	- Primary school district receives additional state aid funds through the Focus Allowance. Amount 2009-10 equals approximately $853 per student - Via learning community levies, may receive 50% of capital funds. - Receiving school district may request funds related to the LC Transportation Adjustment.	No additional funding. Division of expenditures defined by the Interlocal Agreement. Current model; participating districts split expenditures according to student enrollment.
Staffing	Employees of primary school district	Employees of primary school district	Staffing composition is defined by the Interlocal Agreement. Current model; staff reflects ratio of student enrollment from each participating school district
Building/Facilities	Housed in a building that does not contain another public school program	May be house independently or with in a building that houses other public school programs	May be house independently or with in a building that houses other public school programs
Transportation	Provided via state funds	Provided via state funds	Must be provided by participating school districts
Student "home"	Primary school district	School district in which they reside	School district in which they attend and apply to the program though the district in which they reside.

To date, the following school districts within the Omaha area have committed to or have a strong interest in participating in the UNMC High school Alliance. All are actively participating in the planning process:

Committed:	**Strong interest:**
▪ Bellevue Public Schools	▪ ESU 3
▪ Gretna Public Schools	▪ Council Bluffs Public Schools
▪ Omaha Public Schools	
▪ Papillion-LaVista Public Schools	
▪ Westside Community Schools	

Student Selection, as recommended by the Alliance participants:
- Students will apply to the "Alliance"
- All students meeting minimum criteria set forth in the "rubric" will be considered eligible to attend:
  - Must be at least 16 years of age at the beginning of the school year;
  - Have attained at least a B in all math and science course work;
  - Submit 2 letters of recommendation from a teacher or administrator at their school (at least one letter must be from a science or math teacher);
  - Complete an essay about their reasons for pursuing the Alliance and a career in health care;
  - Have their parents consent to their student's participation;
  - And must be on-track for graduation.
- All eligible students will be placed in a lottery
- At least 38% of the slots will be set aside for free & reduced lunch
- Each participating school district will be awarded slots determined by the number of juniors and seniors enrolled in the current academic year
- If a school district does not use all of their slots, those unused slots will be up for use by the school districts "at-large"
- Use of a community-based advisory committee

Timeline

Early January- Draft of student rubric, application process and Alliance description

January 11- Tentative date for media announcement about Alliance

January 15- Finalized student rubric, application process and Alliance description

February 1- Enrollment begins

March 15- Application Deadline

April 15- Students notified of acceptance

June- Student forms are due, which include compliance forms and self inventory (to assist in mentor selection)

August- parent/student orientation

Health Care Exploration – Dr. Ginny Tilden & Dr. Kyle Meyer

Explore current issues and trends in health care, while investigating career opportunities. Students will engage in site visits throughout the UNMC campus, job shadowing, and construct personal development plans that help with college and career selection and planning.

BioMedical Research I – Dr. Howard Fox

Students will investigate current issues, challenges, and opportunities in biomedical research through hands-on experience and training, while exploring the multitude of career and research possibilities in the laboratory setting. Students will learn to use lab equipment and how to conduct experiments utilizing the latest technology.

BioMedical Research II – Dr. Howard Fox

Using the knowledge and skills obtained in Research I, students will pick a research focus and begin their own individualized experiment. Students will be supervised and mentored by a UNMC faculty member or student. Upon completion of the semester, students will complete a poster presentation highlighting collected data.

BioScience Innovations – Dr. Michael Dixon

After hearing from leading entrepreneurs from the University system, students will design, construct, and "roll-out" a new biomedical device or technology of their own creation. UNMC faculty and staff will guide student-teams through the engineering, business planning, commercialization, and marketing process. Upon conclusion of the course, each team will have constructed a prototype and developed a business plan.

Exploration of Human Anatomy – Dr. Gordon Todd & Dr. Jim Turpen

Go beyond the textbook and classroom, and gain the experience of working with UNMC students in the Gross Anatomy Lab. While working in concert with UNMC Anatomy faculty and students, Alliance students will learn the inter-workings of the human body through classroom lessons and guided visits to the anatomy lab, and gain a greater appreciation for the complexity of the human body.

Medical Decision Making – Dr. Bill Lydiatt

Utilizing skills acquired through an array of disciplines such as statistics, literature, art, ethics, and observation, students will gain a greater appreciation for the many elements a health care provider must consider throughout the medical-decision making process. Students will explore the mathematics behind various therapy options, historical context through art and literature, and the unique ethical dilemmas health care providers face throughout the medical decision-making process by observing actual direct patient/caregiver interactions.

Health Science High School Communications Plan

1. Announce Alliance

   ➢ Share with MOEC, date TBD
   ➢ News conference, week of Jan. 11 (in Durham Research Center, video opportunities in Dr. Howard Fox's lab)
   ➢ Speakers include:
       • Master of Ceremonies: Bob Bartee, UNMC vice chancellor for external affairs
       • Representatives from participating school districts
       • Dr. Virginia Tilden, dean, UNMC College of Nursing
       • Dan Sitzman, President, Nebraska Science Teachers
       • Brad Bohn, President, UNMC Student Senate
       • Interested student/parent

Other representatives include:

   • NE State department of Education
   • Bill Lydiatt, UNMC faculty
   • Julie Brewer/ Rick Kolowski, learning community
   • Other contacts: Baylor, Yale

   ➢ Mid day appearances
   ➢ Radio in-studio interviews
   ➢ Op-Ed from Dan Sitzman or Bill Lydiatt, or one of the school districts?
   ➢ Article about Alliance distributed to participating school districts for inclusion in their school newsletters
   ➢ Separate media pitch to Omaha World-Herald – the benefit of a partnership between school districts and an academic health sciences center. Site examples like Baylor & Yale.

Alliance Talking Points:

   • The alliance is an interim step towards the development of a full health sciences high school
   • The number of students able to participate will be limited, but we're working toward a full high school to meet demand
   • The alliance and high school are a community effort to meet long-term health care needs
       o Better prepared students
       o More primary care/ interdisciplinary health care providers
       o Better health care
       o A diverse health care work force
   • Will also help keep the best and brightest in the state
   • Help students prepare for rewarding/ high paying careers

Last updated 12/11/2009 9:50 AM

High school talking points:

- A collaborative planning committee has been set up to discuss a potential high school
- Our planning committee is exploring other successful models and will taking a site visit later this month
- Our focus is on providing enhanced academic opportunities in the next school year

2. Other announcement opportunities:

- ➢ Enrollment period
- ➢ Parent open house for alliance parents, late summer
- ➢ Start of next academic year (follow participating students, use social media to gain interest)
- ➢ Action by learning community (if applicable)
- ➢ MOUs, other agreements signed

"A CRITICAL MATCH"
Nebraska's Health Workforce Planning Project
EXECUTIVE SUMMARY
September 2009

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EXECUTIVE SUMMARY

In September 2007, with funding from the University of Nebraska Foundation Larson Medical Research Fund, staff of the Nebraska Center for Rural Health Research undertook a health workforce planning project for Nebraska. The purpose of this project was to develop a strategy for meeting the health care workforce needs of Nebraska. This project was completed in four phases over two years.

Phase 1

As a first step, in February 2008, a statewide stakeholder meeting was held at Mahoney State Park. Representatives of trade and professional associations and educational institutions were invited to this meeting to provide their input early in the planning process. The research team sought feedback from the stakeholders on the priorities for assessment and analysis, the data sources available, and health workforce planning activities currently ongoing in the state.

Chapter I of this report provides a snapshot of the current supply and composition of the health professional workforce in the state of Nebraska. The professionals included in this report are physicians, nurses, dental professionals, pharmacists, allied health professionals, public health professionals, non-physician clinicians, auxiliary health professionals, primary care providers, and mental health professionals.

Key Findings of Phase 1

Age Distribution

- Over a third (37.3%) of all physicians in Nebraska (including MDs and DOs) were older than 50 years.
- About a third (33.6%) of actively practicing registered nurses (RNs) in Nebraska, were older than 50 years.
- Approximately half of actively practicing dentists in Nebraska were older than 50 years.
- About a third (34%) of actively practicing pharmacists in Nebraska, were older than 50 years.
- Over a third (35.1%) of actively practicing psychiatrists in Nebraska, were older than 55 years.
- About 40% of nurse practitioners and physician assistants specialized in psychiatry were older than 55 years.
- Approximately 40% of behavioral health professionals (including psychologists, mental health practitioners, alcohol and drug counselors, and certified compulsive gambling counselors) were older than 55 years.

Gender Distribution

- Women accounted for only 26% of Nebraska's physician workforce.
- Women accounted for only 16.9% of the dentists practicing in the state.
- Male nurses represented 4.8% of Nebraska's RN workforce.
- About a third (35.1%) of actively practicing psychiatrists in Nebraska were women.

Racial and Ethnic Distribution

- About 1% of physicians were African American and less than 2% were of Hispanic origin.
- Ethnic minorities comprised about 3% of the RN workforce.
- African Americans, Native Americans, and Hispanics were underrepresented among dentists.
- The available data show that racial/ethnic minorities were underrepresented in the pharmacist workforce, and this is similar to the national pharmacist workforce profile.
- African American, Hispanic, and Native Americans made up only 1.6% of the pharmacist workforce.
- African Americans and Hispanics were underrepresented among psychiatrists, making up only 1.4% of psychiatrists.
- About 2% of behavioral health professionals in 2008 identified themselves as African American and 1.5% as Hispanic.

Phase 2

In the second phase of the project, we assessed the current needs for health professionals in Nebraska. The findings of this phase of the project are presented in Chapter II of this report. The key questions we sought to answer at this stage of the project were, How many health professionals practice in the state? Where do they practice? and How does the current supply of health professionals compare to benchmark ratios used for federal and state shortage area designations and national average ratios of health care providers to population?

For a predominantly rural state like Nebraska, we are concerned with the rural/urban distribution of health care providers. Whereas the overall statewide ratios compare favorably with national average provider-to-population ratios, the rural/urban distribution of providers is not uniform.

Key Findings of Phase 2

Rural/ Urban Distribution

- In terms of statewide ratios, for most of the health professions, Nebraska compares favorably to the rest of the nation.
- For physicians, nurse practitioners, nurse anesthetists, certified nurse midwives, chiropractors, and podiatrists, the state's ratio of health care providers to population in 2004, was below the national average.

- Forty-two percent of Nebraska's population lives in rural (non-metro) areas. However, only 27.8% of MDs, 33.6% of DOs, 38% of physician assistants, 34.6% of RNs, 32.6% of nurse practitioners, 35.6% of dentists, 32.5% of dental hygienists, 37.3% of pharmacists, 37.4% of primary care MDs, 18.7% of psychiatrists, and 24.8% of psychologists practice in rural Nebraska.
- Fifteen of the 38 frontier counties in Nebraska have no health care providers for almost all categories of health professionals.
- Only three counties in Nebraska (Douglas, Lancaster, and Scotts Bluff) have a health professional-to-population ratio above the national average for all categories of health professionals.

Health Professional Shortage Areas Within Nebraska

- Fifty-one of Nebraska's 93 counties are currently federally designated primary care Health Professional Shortage Areas (HPSAs). Of these, 24 are designated single-county HPSAs.
- Forty-five of Nebraska's 93 counties have some level of RN shortage.
- Twenty-five of Nebraska's counties are currently federally designated dental HPSAs.
- All of Nebraska's counties, with the exception of Mental Health Catchment Area 6 (Cass, Dodge, Douglas, Sarpy, and Washington counties), are federally designated mental health HPSAs.

Phase 3

In Phase 3 of the project, we assessed the future need for health professionals in Nebraska by projecting the future supply and demand for health professionals using the available data. The findings of Phase 3 are presented in Chapter III of the report.

Key Findings of Phase 3

Nebraska's Future Health Professional Shortages

- Nebraska will face future shortages of nurses, physicians, and dentists.
- The supply of pharmacists is keeping pace with the growth in Nebraska's population.

Proportion of Health Professionals in the Pre-retirement Age Group

- About a third or more of Nebraska's physicians (29.9%), dentists (39.3%), psychiatrists (36.7%), nurse practitioners specialized in psychiatry (42.9%), physician assistants specialized in psychiatry (33.3%), psychologists (45.2%), and other behavioral health professionals (40.7%), including licensed mental health practitioners, licensed alcohol and drug counselors, certified compulsive gambling counselors, and master social workers, are in the pre-retirement age group (55 years or older).
- In rural Nebraska, about a third or more of physicians (32.3 %) and pharmacists (32.2%), 44.4 % of dentists, 42.9 % of psychiatrists, and 50% of nurse practitioners specialized in psychiatry are in the pre-retirement age group (55 years or older).

Phase 4

A strategic plan to address Nebraska's future health workforce needs was developed in the fourth and final phase of the project. Chapter IV describes current workforce development activities in Nebraska, including training, pipeline, and recruitment and retention programs in the state and best practices based on the evidence from other states. Chapter V describes the strategic plan and recommendations for Nebraska.

A second statewide meeting of stakeholders was convened in June 2009 and the findings of the study were presented. The stakeholder group was charged with discussing barriers and opportunities to workforce development and developing priorities and recommendations for the state's workforce development efforts. The input from the state stakeholder group was incorporated in the final recommendations of the project.

Nebraska should act now on current health care workforce needs and on future projections, particularly because of the mal-distribution of the workforce and expected growth of the elderly population and coverage of the uninsured.

Final Recommendations

- *Create a state health workforce center.*

- *Support targeted ongoing data collection to monitor the health workforce and future requirements.*

- *Support an enhanced focus on interdisciplinary, team-based approaches aimed at both education and the provision of services.*

- *Proactively address health provider shortages and mal-distribution at the state level through the development of comprehensive health workforce criteria and shortage designations.*

- *Expand the role of pipeline programs aimed at provider shortage areas, and primary care.*

- *Increase funding for current debt relief programs aimed at recruitment and retention of health care professionals.*

- *Establish new, and streamline existing, community partnerships aimed at health workforce development.*

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UNMC offers youths a head start

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By Michaela Saunders
WORLD-HERALD STAFF WRITER

Aspiring doctors, medical researchers and nurses in the metropolitan area may soon have another option for getting a head start in high school.

Under a proposed partnership, high school juniors and seniors could take up to six health science courses at the University of Nebraska Medical Center beginning next fall.

Students would attend classes with UNMC faculty for two hours each weekday afternoon and potentially earn both high school and college credit.

The program's 35 student slots would be divided among participating districts according to their size, said Omaha Public Schools officials.

OPS officials on Monday told their school board about the idea, called the UNMC High School Alliance, and noted that students also could participate in research.

"I could see this being very popular," said board member Kersten Borer.

OPS officials said private funding is being sought, UNMC would provide in-kind support and some district staff would be involved.

UNMC representatives were not at the meeting. Contacted afterward, a UNMC spokesperson would not comment on the proposal, saying all of the details, including funding sources, are not final.

Checks with districts on Monday found that at least seven others likely would be involved in the program: Bellevue, Bennington, Council Bluffs, Douglas County West, Gretna, Papillion-La Vista and Westside.

The idea of a health careers high school of some sort was discussed among UNMC and local districts nearly a year ago.

At that time, Bob Bartee, the med center's vice chancellor for external affairs, told The World-Herald that such a program could produce future health care workers and professionals for the state. Surveys by the Nebraska Hospital Association and other groups indicate staffing shortages in everything from medical billing and nursing to surgery technicians and respiratory therapists.

In recent years, health professions programs in high school have sprouted throughout the metro area and beyond. Students here already have opportunities to earn Certified Nursing Assistant certificates during high school.

Millard is scheduled to begin its health careers program in August at its new Horizon High School. About 20 students will be able to take part when the program begins. They will take courses at the new building, not at a hospital.

Even though Papillion-La Vista already offers a health careers program at Midlands Hospital, it plans to participate in the UNMC program, said spokeswoman Annette Eyman. About five district residents would be eligible, she said.

Westside school board members were told Monday that three of their students are likely to be involved.

Those planning the program have spent months developing curriculum intended to go well beyond standard high school science offerings and determining how to meet the goals of the Douglas-Sarpy County learning community by drawing students of different incomes and school districts.

OPS officials said an enrollment process still was being finalized. Students would need to submit teacher recommendations and transcripts. A lottery of qualified students may be needed.

Some OPS board members wondered if the program would eventually become a focus school under the learning community law. Focus schools will draw students from the 11 districts in the two counties and must be approved by the learning community council.

"They wanted to begin slowly," said Janelle Mullen, assistant superintendent for curriculum and learning in the Omaha district. She said the small program is expected to grow over time.

Superintendent John Mackiel told the board that programs such as this one will help increase classroom diversity and inspire students.

He said: "It has all the potential."

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Student Enrollment

WITHIN DISTRICT TRANSFER

OPEN ENROLLMENT

DRAWING INFORMATION

Within-District Transfer

- Applications currently being accepted.

- February 15th deadline

  Applications received AFTER February 15th will be processed with "OPEN ENROLLMENT" applications.

Within District Transfer Drawing and Deadlines

- ## February 18th- Suggested Date

  - Random Drawing for schools and programs with capacity issues
  - 7:00 p.m. DSAC

- ## February 22nd- Random Drawing Lists (a.k.a. "wait list") for each school with capacity concerns will be listed on the MPS web site.

- ## March 1st- All letters are sent by this date notifying applicants of acceptance or denial.

- ## March 10th-Deadline for parents to notify District of acceptance.

Official End of Within District Transfer Process

- August 10th- All Random Drawing Lists become null and void

Open Enrollment Process

- January 15th- Applications go out

- Fillable application on MPS Web Page

Deadlines and Drawings

- March 15th- Deadline to accept Open Enrollment Applications

- March 18th- Suggested Date
  - Random Drawing for schools with capacity issues
  - 7:00 p.m. DSAC

- March 22nd- Lists for each school with capacity concerns listed on the MPS web site.

Notice

- April 1st- All letters are sent notifying applicants of acceptance or denial

- April 25th- **Second notice** is sent via <u>certified mail</u>.

- April 26th- **Final notice** is sent via <u>certified mail</u>.

- May 1st- Applicants who did not respond to three requests are removed from consideration.

- August 10th- All Random Drawing Lists become null and void

Random Drawing Information

- We will use a Random Number Generator produced by Microsoft which is compatible with Excel

- Drawings will be in _alphabetical order_ by name of school starting with elementary (Abbott, Ackerman, Aldrich, etc.)
  - Drawing for "special programs" will take place after the school they are located in is finished with the drawing process.

- Drawings will be done by <u>grade level</u>, starting with Kindergarten.
- Directory Information Note