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, October 25, 2010** at 6606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 6606 South 147th Street, Omaha, Nebraska.

LINDA POOLE,
Secretary

10-22-10

THE DAILY RECORD OF OMAHA

RONALD A. HENNINGSEN, Publisher

PROOF OF PUBLICATION

UNITED STATES OF AMERICA,
The State of Nebraska,
District of Nebraska,
County of Douglas,
City of Omaha, } **ss.**

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

October 22, 2010

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

MARTHA M. MOSER
GENERAL
NOTARY
COMMISSION
EXPIRES
MAY 6, 2014
STATE OF NEBRASKA

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Subscribed in my presence and sworn to before me this 22nd **day of** October **20** 10

Notary Public in and for Douglas County, State of Nebraska

Millard
PUBLIC SCHOOLS

COMMITTEE OF THE WHOLE MEETING

OCTOBER 25, 2010

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, October 25, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

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. Ombudsman
2. Enrollment/Truancy – LB 800
3. Open Enrollment

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.

Committee Meeting
Minutes
October 25 2010

The members of the Board of Education met as a committee of the whole on Monday, October 25 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics discussed included the Ombudsman Program, Enrollment/Truancy – LB 800, and Open Enrollment.

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

Also in attendance were Keith Lutz, Mark Feldhausen, Jim Sutfin, Nancy Johnston, and Kraig Lofquist

Mark Feldhausen provided an overview of the Ombudsman program. This program targets students, who are on long term suspensions, expelled students, and for students who have withdrawn from school without completing graduation requirements. This program provides educational continuity and opportunity for those students by receiving instruction in essential skills in reading, writing, math, and core areas of science and social studies. The students in the program take all of the tests required of Millard students. Continued funding for the program will need to go through Millard's budget process unless other sources can be procured.

Kraig Lofquist reviewed the intent of LB 800, which amends the existing law relating to violation of the compulsory attendance law. Now, a child that is absent more than 20 days per year or the hourly equivalent, an attendance officer must file a report with the county attorney of the county in which the student resides. This includes excused and unexcused absences.

Dr. Lofquist also reported on the online enrollment system that has been initiated this year to make it easier for new students in Millard to register for school. Stimulus funds were used for this system.

Jim Sutfin shared a plethora of information in regards to open enrollment data. This related to open and option enrollments, and within district transfers. Dr. Sutfin reported that several recommendations related to policies will be forthcoming to the board for consideration.

CHAIRMAN

Committee of the Whole
Agenda Summary Sheet

Agenda Item: Ombudsman Program Summary 2009-2010

Meeting Date: October 25, 2010

Department: Educational Services and Pupil Services

Title and Brief Description: Ombudsman Program Summary 2009-2010

Program Purpose:	Provide educational continuity and opportunity for students, grades 6 – 12 who are: 1. long-term suspended (10 – 19 days), 2. expelled, or 3. who have withdrawn from school without having completed graduation requirements (ReStart Program)
Location:	Walnut Grove Plaza 5031 South 153rd Street
Contract Duration:	Second Semester 2009-2010 School Year at a cost of $247,500 and 2010-2011 School Year at a cost of $420,000
Sessions:	30 slots in a.m. 7:45 - 11:45 30 slots in p.m. 12:00 - 4:00
Ombudsman Staff:	All are Nebraska Certificated Teachers
MPS Processes:	Student placement and enrollment issues though Kraig Lofquist and Pupil Services Curriculum and credit issues through Nancy Johnston and the Office of Secondary Education

Strategic Plan Reference: Strategy 6, Action Plan 5, Alternative Off-Campus Learning (HS)

Responsible Person(s): Dr. Mark Feldhausen, Dr. Kraig Lofquist, Dr. Tami Williams, and Nancy Johnston

PAST PRACTICES

Long Term Suspended and Expelled Students

- Students would be at home and may not have been under the supervision of an adult.
- Long term suspended students had one day per each day suspended to complete missed assignments, quizzes or tests. Some students completed the work.
- Expelled students from the middle school received up to two hours of tutoring per week.
- Expelled students from the high school were able to participate in up to two UNL Independent Study Program courses. In most cases, the UNL courses were too difficult for students with disabilities.
- Students with disabilities received up to three hours of tutoring per week.

Drop-out Students

- No services or programs were offered through Millard Public Schools.

OMBUDSMAN OVERVIEW

- Ombudsman is an alternative education program for at-risk students, which uses computer-assisted instruction defined by personalized, prescribed learning paths.
- Ombudsman is accredited through North Central Association (NCA) as is Millard Public Schools.
- Students receive accredited instruction in essential skills (reading, writing, math) and the core areas of science and social studies.
- Students may also participate in additional elective courses based on their individual needs.
- Students may receive reading or math reteaching based on the results of the diagnostic assessment given upon enrolling at Ombudsman. Students complete assignments related to skill deficiencies.
- If students and/or their parents opt to not participate in Ombudsman, no services are provided while the student is long term suspended or expelled.

<u>Target Students</u>

• Grades 6-12	Long Term Suspended Students	10 - 19 days
• Grades 6-12	Expelled Students	
• Ages 16-21	Restart Program Students	Students who have withdrawn from school without completing graduation requirements

<u>Student Referrals</u>

- All referrals to the Ombudsman Program are made through the Office of Pupil Services.
- Building administrators complete a *MPS Referral Form* for the Ombudsman Program for students who are long term suspended or expelled and submits to the Office of Pupil Services.
- Restart Program Students and parents contact the Office of Pupil Services who communicates with the building registrar from the most recently attended high school to determine beginning course of study.
- The Office of Pupil Services completes an *Ombudsman Student Profile* and submits to the Ombudsman Director.
- The Ombudsman Director contacts parents to schedule an Intake Interview.

Curriculum

- Middle school students assigned to Ombudsman focus only on the core subject areas: English, Reading (6th & 7th grade), Math (Grade Level or PreAlgebra or Geometry based on current course), Science and Social Studies.
- High school students are able to complete current courses which have an equivalent at Ombudsman - reference *Ombudsman Courses with Transfer to Millard Public Schools.*
- Long term suspended students earn a percentage grade for their work at Ombudsman, which is entered by teachers and/or administrators to provide the missing grades/points within Infinite Campus for course work missed upon their return.
- Expelled and Restart Program students earn the end of course grade provided by the Ombudsman staff at the end of the term.
- Currently there are 40 available courses for Long term suspended students and 49 available courses for Restart Program students.

District and State Assessments

- District ELO Assessments, Standardized Tests and State Assessments will be administered to all students attending Ombudsman.
- The Office of Assessment, Research, and Evaluation works with the Office of Secondary Education and the Office of Pupil Services to determine assessment timelines, protocols, and to assign a Millard Public Schools proctor.
- Student assessment reports are provided to the Millard School where the student is assigned or in the case of Restart students, the most recently attended high school, which is where he/she will earn their diploma.

Special Education Services

- The Ombudsman staff provides the educational program, including individualization and accommodations within the capabilities of the Ombudsman Program.
- If, after consultation with the student's special education case manager, it is determined that a student with a disability requires additional educational services, the student's school will provide the special education staff member to provide services outside the hours the student attends Ombudsman.

Personal Learning Plans

- Students who are expelled 365 days and Restart Program students are able to complete their Personal Learning Plan requirements through the Ombudsman Equivalent Personal Learning Plan.
- The Ombudsman teaching staff members have been provided an overview of SMART Goals and utilize the Millard Public Schools & Ombudsman Program Personal Learning Plan Rubric while working with students.
- Continued requirements are met by expelled students upon return to his/her district assigned building.

Additional Procedures

- Student return and transition
- End of semester and/or Year
- Registration for the upcoming school year
- Graduation preparation

2009-2010 OMBUDSMAN DATA REPORT

In 2009-2010, 123 individual Millard students with 130 enrollments participated in the Ombudsman Program. Participating students are categorized into four groups: Expelled Only Students, Long Term Suspended Only Students, More Than Once Students, or Restart Program Students.

Reasons students attended Ombudsman during the second semester of the 2009-2010 school year included: alcohol or other drugs; physical assault; disruptive behavior/insubordination; threats; or failure to report/repeated offenses.

2009-2010 Restart Program Students

- Student Description:
  - 10 returning MPS students through the Ombudsman Restart Program;
  - 3 female, 7 male;
  - 5 students' home school was Millard South High School; and
  - 5 students' home school was Millard North High School.
- Attendance Information:
  - The average enrollment for Restart Program Students was 47.80 days.
  - One student attended 4 days and then entered Douglas County Youth Center.
  - On average, Returning MPS Students missed 7.10 days while enrolled at Ombudsman; and
  - 8 of the 10 students had over an 80% attendance rate. That is, they attended at least 80% of their enrolled days at the Ombudsman Program.
- Credit Information:
  - 5 Restart Program students did not earn credit due to either poor academic performance, non-attendance, or the one student who left for DCYC.
  - 5 Restart Program students earned a total of 115 credits.
  - 2 Restart Program students graduated due to returning through Ombudsman.
- Survey Comments:
  - Student Survey (two received)
    - "Describe one or more learning, academic, or social skill successes you experienced while in the Ombudsman Program."
      - Answer: I have learned to focus on school work.
    - "What recommendation for improvement would you give to the Ombudsman Program?"
      - Answer: When hands are raised, to get to the student quicker.
      - Answer: A better sales presentation up front.
    - "How would you describe the Ombudsman Program to another person who doesn't know anything about the program?"

- Answer: It's a fun/different way of learning, make sure you can teach yourself things.
- Answer: It's a good alternative to having your child miss school due to poor choices.

2009-2010 Expelled Only Students

- Student Description:
  - 44 students were expelled once and enrolled in the Ombudsman Program with no prior suspensions that resulted in Ombudsman enrollment;
  - 38 male, 6 female;
  - 11 seniors, 5 juniors, 6 sophomores, 11 freshman, six 8th graders, two 7th graders, and three 6th graders;
  - 33 students were high school students
    - 11 students home school was Millard West High School;
    - 17 students home school was Millard South High School;
    - 5 students home school was Millard North High School; and
  - 11 students were middle school students
    - 1 student home school was Andersen Middle School;
    - 2 students home school was Beadle Middle School;
    - 5 students home school was Central Middle School;
    - 2 students home school was Kiewit Middle School; and
    - 1 student home school was Millard North Middle School.
- Attendance Information:
  - The average enrollment for Expelled Only Students was 44.95 days;
  - 37 of the 44 students had over a 96% attendance rate. That is, they attended at least 96% of their enrolled days at the Ombudsman Program; and
  - 3 students had between 82% - 90% attendance rate.
- Credit Information (High School only, 37 students):
  - Of the 33 high school students enrolled in Ombudsman due to expulsion, 570 credits were earned by 25 students;
  - 8 students did not earn credit due to either poor academic performance, non-attendance, or behavior.
  - 4 Expelled Only students graduated while at the Ombudsman Program.
- Survey Comments:
  - Student Survey (one received)
    - "Describe one or more learning, academic, or social skill successes you experienced while in the Ombudsman Program."
      - Answer: I learned how to better take notes than I did before.
    - "Describe your transition back to your school from the Ombudsman Program."
      - Answer: School is a little harder.
    - "How would you describe the Ombudsman Program to another student how doesn't know anything about the program?"
      - Answer: It's a place where you can do work at your own pace.
  - Parent/Guardian Survey (three received)

- "What specific assistance and/or information did you receive as a parent while your student was in the Ombudsman Program?"
    - Answer: I was glad this program was available for my student and really am thankful for this program.
    - Answer: First meeting, informational – otherwise I didn't hear from them unless I called.
    - Answer: We were given overview when we began the program – teachers called with any problems.
- "What recommendation for improvement would you give to the Ombudsman Program?"
    - Answer: Add more classes such as Spanish, etc.
    - Answer: More contact with parent.
- "Additional Comments"
    - Answer: Happy to have the option to keep student in the routine of school. It helps kids get a new start.
    - Answer: I think it's a good program that moves them along at their own pace.

<u>Long Term Suspended Only Students</u>

- Student Description
    - 59 students were long term suspended once and enrolled in the Ombudsman Program with no other suspension that resulted in Ombudsman enrollment;
    - 40 male, 19 female;
    - 11 seniors, 13 juniors, 8 sophomores, 11 freshman, eight 8th graders, three 7th graders, and five 6th graders;
    - 43 students were high school students
        - 14 students home school was Millard West High School;
        - 11 students home school was Millard South High School;
        - 18 students home school was Millard North High School; and
    - 16 students were middle school students
        - 3 students home school was Central Middle School;
        - 8 students home school was Kiewit Middle School;
        - 3 students home school was Millard North Middle School; and
        - 2 students home school was Russell Middle School.
- Attendance Information:
    - The average enrollment for Long Term Suspended Only Students was 13.29 days; and
    - 58 of the 59 students had over an 89% attendance rate. That is, they attended at least 89% of their enrolled days at the Ombudsman Program;
- Credit Information (not applicable for Long Term Suspended Only Students)
- Survey Comments:
    - Student Survey (one received)
        - "How would you describe the Ombudsman Program to another student who doesn't know anything about the program?"

        - Answer: A place you go when you're suspended to continue your schooling by going four hours a day and doing subject work on the computer. It was fun!
    - "Describe your transition back to your school from the Ombudsman Program."
        - Answer: It kind of stunk because I was not used to the long/full days and having homework. I learned to take good notes because you'll need them.
- Parent/Guardian Survey (three received)
    - "What specific assistance and/or information would have been helpful to you while your student was in the Ombudsman Program?"
        - Answer: More contact with school so my student could finish final projects. My student was there at the end of the year. My students could only work on two subjects. It would be nice if wider range of programs was offered. The Ombudsman staff was easy to work with.
    - "Describe one or more learning, academic, or social skill successes your students experienced while in the Ombudsman Program."
        - Answer: My student benefited from the individualized study. At the beginning interview we were informed how information was shared with respect to class schedule and curriculum to be covered. The structure of the classroom, classroom rules were provided.
    - "What recommendation for improvement would you give to the Ombudsman Program?"
        - Answer: We did not receive any information regarding our student's progress until after she returned to school and report cards were sent out.

<u>More Than Once Students</u>

- Student Description
    - 5 students were enrolled more than once in the Ombudsman Program during 2009-2010
        - 2 students were enrolled twice for long term suspension and once for expulsion.
        - 3 students were enrolled once for long term suspension and once for expulsion.
- Attendance Information
    - The average enrollment for More Than Once Students was 224 days; and
    - 5 of the 5 students had over a 93% attendance rate. That is, they attended at least 93% of their enrolled days at the Ombudsman Program.

<u>Number of Millard Public School Discipline Hearings</u>

School Year	Number of Hearings	Additional Comments
2010-2011 to date	5	2 appealed to the Board of Education
2009-2010	12	1 hearing request after implementing Ombudsman; eventually appealed to the Board of Education
2008-2009	23	5 appealed to the Board of Education
2007-2008	12	
2006-2007	20	
2005-2006	6	

SECONDARY ADMINISTRATOR SURVEY RESPONSES

An informal survey was administered to all Millard Public School secondary level administration. The administrative responses to each question are provided.

- Compare student transition back from LT suspension/expulsion from Ombudsman versus prior to Ombudsman.
    - Transition back for long-term is a little messier because of the transcript, but it is great to have a place for them to report.
    - Expulsion is great and provides the student with a semi-school schedule.
    - With the expulsion it works really well because students are earning credit. The transition for LT depends on what the student took while on suspension. Some teachers have commented that projects and other materials aren't equal or similar enough to the curriculum.
    - For students who are long term suspended the transition at times is challenging. There are a couple of reasons for this. First, teachers are not sure of the exact content and materials that were covered with the student while at Ombudsman so many times there is re-teaching required. Teachers would feel more comfortable if the students were working on "their assignments, quizzes, tests, etc." while the students were at Ombudsman. If the class is in the middle of a large multi step project it can be challenging to transition the student back into class when they have missed critical parts of the project (ex. Research paper).
    - For students who are expelled the transition has been very good. They have been required to report to school and have received instruction while they are out so they have come back ready to hit the ground running. They have not lost an entire semester of credit which can potentially keep them on track to graduate which is very motivating for high school students.
    - Much better-the student is more prepared to step back into the normal classroom
    - Students have come back much more prepared than in the past, both academically and behaviorally. The staff at Ombudsman keeps up with the curriculum and gets the kids ready for re-entry into the building. They provide the students with strategies to address the "why?" with their peers and how to avoid trouble in the future.
    - Academically the students are caught up.
    - The transition is much smoother now. Although the students are not completing the exact homework, they are being educated on similar topics so some of the pressure for teachers as well as the students is gone. Also, parents are less disagreeable about long-term suspensions when they know that there is an alternative vs. staying home alone during the day.
    - There is no comparison in that the students have received some support and structure that make them more successful when they return from their suspension/expulsion. However, I think the transition back academically is better than behaviorally. Ombudsman cannot do everything. The behavior that warranted the suspension is left to the parents to address and correct. That usually is not done or not addressed to the level it needs to be.

- Describe one or more student successes (learning, academic, social skills) that you believe resulted from students participating in the Ombudsman Program.
    - Seniors who were expelled earned their diplomas.

- We have had some students who were able to graduate who would not have been able to had it not been for the Ombudsmen program. We have one example of a student who was failing at our school and her grades were brought up due to the Ombudsmen program.
- Students attending Ombudsman have spoken very positively about the program. I have the first of several expelled students that will be returning in November so I do not have specific examples yet.
- Parents are very happy that students are required to attend Ombudsman while they are suspended or expelled rather than just staying at home. Students who are expelled have been able to receive credits rather than missing an entire semester of school.
- Much better-the student was more prepared to step back into the normal classroom
- For us, we have had the same experience with all of them. The students are able to keep up with the curriculum and be at a point where the transition back to the classroom is easy. Previously, students would only have 1-2 hours a week to work on academics. Now, they can complete the curriculum and not have gaps in their learning. Socially, it has impact because they have not been at school with their friends, but come back seemingly more mature. It is obvious that there are conversations about appropriate school behavior and strategies provided to ensure their success.
- Student returned with work caught up. He was productive while he was there.
- Regarding behaviors, students know that they will be held accountable for misbehaviors per the student code of conduct. Parents, although usually upset about the suspension, are grateful for the educational alternative. Student learning still occurs, although they may miss some of the critical pieces because the curriculum doesn't exactly match. Applying the Ombudsman grade in the place of the school's grades helps students avoid failure.
- We had two students in the program last year. One transitioned back, but was expelled again. The other student stayed at the program until the end of the year and did not transition back to our school. I do not think there is enough information to determine if the program was successful or not.

- Based on teacher feedback, please share one or more successes in student transition from Ombudsman back to the building.
  - We have heard little to no feedback on success in transition back to the building.
  - Glad they are required to attend a program while long term suspended or expelled.
  - Ready to go back into the classroom
  - Teachers have appreciated that the students are able to keep up with the curriculum. There is not a lot of re-teaching necessary for missed concepts.
  - Teachers have more buy-in for sending in topics now that Ombudsman is in place. They appreciate the academic support that Ombudsman provides.
  - Teachers appreciate that even though the student did not actually complete the normal curricular expectations, there was some learning occurring during the absence.

- Based on teacher feedback, please share one or more concerns in student transition from Ombudsman back to the building.
  - Teachers of classes that aren't offered at Ombudsman are willing to send work to Ombudsman so they don't fall behind in coursework.

- Curriculum alignment - Teachers are concerned with what Ombudsman has the students work on. Sometime they don't feel it aligns well with MPS Curriculum.
- We have heard some concerns that some students are not very well prepared to continue on in the course. Students also missed out on some skills taught from the classroom experience.
- It is great for students who are expelled because they can earn credit.
- Not as big a deal in middle school but the equity of grading is a concern.
- Teachers are concerned about the level of academic rigor. Concern about only going 1/2 day.
- Special area teachers and world language teachers feel slighted because their content areas are not studied. All of the teachers feel the necessity to teach the missing pieces that the student missed during their absence. This requires significant extra time and attention.
- We also feel that because three of the four students assigned to Ombudsman during the reading assessment were listed as zeros, our overall building average suffered. We were told that the students would participate in the state reading assessment; this was overlooked or missed.
- Correctly entering grades into IC when a student is long termed
- Not sure about how much of the material was covered.
- Ombudsman does not offer the course that I teach so now what?
- The student's grade at Ombudsman is higher than the typical grade the student has been earning in my class.
- We do have a small population of students who behave poorly just so they can get expelled to go to Ombudsman because they view it has an "easy way to just go to school half a day and still graduate."

- How would you describe the Ombudsman Program to another administrator who doesn't know anything about the program?
  - We have an alternative academic setting and it has reduced number of requests of hearing in our building.
  - It's a program where suspended or expelled program can continue their education. There is a benefit for school as students are educationally held accountable for being suspended. We think this is a huge help in preventing drop-out rate and getting students to graduate on time.
  - Ombudsman is a program provided to long term suspended, expelled or restart students. It is a great opportunity for students to attend daily to continue to be able to earn credits.
  - Ombudsman is a third party program that uses the Millard Public Schools curriculum to work with students who have been suspended for 10-19 days, who have been expelled or have dropped out and want to restart their education. It is a computer based program that has certified teachers to work with students for half of the day. Ombudsman offers core curriculum to students and is housed in a store front that the district is renting.
  - Ombudsman is an opportunity for students who have not made the best choices to reflect on that. Students are able to serve their school consequence and continue with daily instruction. Students are also provided with a social skills curriculum to work through the "why?" and arm them with the necessary skills for re-entry. This is key!

- It a formal process to ensure learning when removed from the normal school environment.
- Alternative education program for students who have been long term suspended (10 days) through expulsion.
- Ombudsman is an alternative educational program for students who have been suspended for 10 or more days. Although not ideal, it is more effective than having a child not engaged in any learning whatsoever. The on-line learning occurs either in the a.m. or the p.m., and parents are responsible for transportation.

- Additional Comments:
  - Parents are pleased that students have a place to go who are long term suspended or expelled.
  - Much better than before - structured, mandatory, academic focus.
  - Some at-risk students prefer Ombudsman to regular school because it is easier and takes less time. Two of our students purposefully got into trouble so that they could be long term suspended and return to Ombudsman.
  - It would be wise if MPS was involved in some capacity with the selection of the Ombudsman personnel.
  - I have not seen any of the work completed by the students. Even if the work is on-line, isn't there something we can look at to determine what was studied, how rigorous the curriculum was, the level of the expectations, and the grading procedures?
  - When students are gone for 10 plus days, and are awarded one grade from Ombudsman, it is difficult for teachers to substitute that grade in place of the regular grade. Teachers do not feel that the grade accurately represents the students' learning, and teachers are listed as the teacher of record. They are uncomfortable.

14

Committee Meeting
October 25, 2010

LB 800

Online Enrollment

Open Enrollment

15

LB 800

- **<u>Comprehensive Juvenile Intervention Bill</u>**
  - *Controlled Substance &Violations of Probation*
    - "noncriminal violations"
      - Failure to regularly attend school
      - Noncompliance with school rules
  - *Temporary Custody by Peace Officer*-permits a peace officer to take a juvenile into temporary custody without a warrant or order of the court when the officer has reasonable grounds to believe the juvenile is truant from school

16

Excessive Absenteeism

- The bill preserves most of the current law.
- LB 800 amends existing law (79-209) relating to violation of the compulsory attendance law (79-201).

17

Excessive Absences

- ***If a child is absent more than 20 days per year or the hourly equivalent, the attendance officer must file a report with the county attorney of the county in which such person resides.***

  – ***This includes EXCUSED & UNEXCUSED ABSENCES!***

18

Parent Contact

- Letters are sent at 5, 10 and 15 days.
  - The Douglas County attorney sends a supplemental letter at 10 days of absence.
  - There is a medical/special circumstances letter that can be sent in lieu of the aforementioned letters.

19

Monthly Reporting

- Dropouts, Long-term Suspension, Expulsion, and Excessive Absenteeism
  - members of learning communities must provide the learning community coordinating council with a copy of the report on or before the date the report is due to the commissioner (NDE).

20

Online Enrollment Demonstration

- Two Objectives
  - Create a state of the art, easy to use online enrollment system for parents/guardians
  - Reduce the work load for MPS employees involved with enrollment data entry
    - ARRA dollars were used for this project.

21

Open Enrollment

- Our first year

22

Letter #1 (To be sent at five days)

Date

Name of Parent/Guardian
Address
City, State Zip

Dear Name of Parent/Guardian,

Attendance records indicate that to date, (Student's Name) has been absent from school for (# days). Please see attached printout.

Nebraska Law 79-201 to 79-209 mandates that if any child is excessively absent with either excused or unexcused absences, the school district must file a report with the county attorney of the county in which such person resides.

It is important that (Student's Name) attends school regularly and arrives on time in order to receive maximum benefit from our educational program, and to assist in keeping disruption of the educational environment to a minimum. Development of habits of punctuality, self-discipline and responsibility are important to student success. While it is possible for an absent student to make up much of the schoolwork missed, it is not possible to completely compensate for the loss of individualized instruction that occurs in the classroom setting.

Again, it is important that your child attends school daily and we ask your cooperation in reaching that goal. If I can be of any assistance, please do not hesitate to call me at (Telephone Number).

Sincerely,

Principal

23

Letter #2 (sent at 10 days), This will be supplemented by a letter directly from the Douglas County Attorney's Office

Date

Name of Parent/Guardian
Address
City, State Zip

Dear Name of Parent/Guardian,

Attendance records indicate that to date, (Student's Name) has been absent from school for (# days). Please see attached printout.

It is important for (Student's Name) to attend school regularly and be on time in order to receive maximum benefit from our educational program, to develop habits of punctuality, self-discipline and responsibility, and to assist in keeping disruption of the educational environment to a minimum.

According to Nebraska State Statute 79-209, the District must file a report with the County Attorney's Office on ALL students absent more than 20 days per year, excused or unexcused. Therefore, we encourage parents/guardians to communicate consistently with the school.

If you have any questions or wish to set up a conference with me, you may contact me at (Telephone Number).

Sincerely,

Principal

24

Letter #3 (Third and final Letter from School)

Date

Name of Parent/Guardian
Address
City, State Zip

Dear Name of Parent/Guardian,

Attendance records indicate that to date, (Student's Name) has been absent from school for (# days). Please see attached printout.

According to Nebraska State Statute 79-209, the District must file a report with the County Attorney's Office on ALL students absent more than 20 days per year, excused or unexcused. Therefore, we encourage parents/guardians to communicate consistently with the school.

Should (Student's Name) miss more than 20 days, excused or unexcused, no additional notice will be provided and a referral will made with the County Attorney's office.

It is imperative that your child attends school daily. I urge you to do everything in your power to see that he/she does so. Please call if you have questions.

Sincerely,

Principal

cc: Dr. Kraig J. Lofquist, Director of Pupil Services

25

Medical/Extraordinary Circumstances (to be used in unusual circumstances such as when a student has cancer or is experiencing other significant life altering experiences)

Date

Name of Parent/Guardian
Address
City, State Zip

Dear Name of Parent/Guardian,

Attendance records indicate that to date, (Student's Name) has been absent from school for (# days). Please see attached printout.

Nebraska Law mandates that if any child is excessively absent with either excused or unexcused absences, the school district must file a report with the county attorney of the county in which such person resides.

We understand that your child has missed school due to extenuating circumstances. Therefore, we are asking that you please keep us up-to-date by communicating with us as frequently as possible regarding the status of your child. In the event your child misses more than 20 days, we will be able to communicate relevant information to the county attorney if/when the required referral is made.

Sincerely,

Principal

REFERRAL FOR VIOLATING MANDATORY ATTENDANCE POLICY

CHILD INFORMATION

DATE:	SCHOOL/DISTRICT/YEAR:		
STUDENT NAME:		DATE OF BIRTH:	GENDER:
ADDRESS:			
CITY:	ZIP:		

CUSTODIAL/LEGAL GUARDIAN/PARENT INFORMATION

NAME:		
ADDRESS:		
CITY:	ZIP:	
HOME NUMBER:	WORK NUMBER:	
CELL NUMBER:		

CURRENT ATTENDANCE

TOTAL DAYS ABSENT:	EXCUSED:	UNEXCUSED:
TIMES TARDY TO SCHOOL:		
DAYS SUSPENDED FROM SCHOOL:		
TOTAL NUMBER OF DAYS IN SCHOOL YEAR TO DATE:		

DOES THIS STUDENT HAVE A HISTORY OF MORE THAN 20 DAYS ABSENT IN PREVIOUS SCHOOL YEARS? YES NO

BRIEF SUMMARY OF CURRENT ATTENDANCE OBSTACLES

SCHOOL RECOMMENDATIONS

FILE (See Attached) **MEDICAL (See Attached)** **DO NOT FILE**

SUBMITTED BY: Dr. Kraig Lofquist, Director of Pupil Services
CONTACT INFORMATION: 715-8300 /
FAX NUMBER: 715-8448 /

Table 1: Open Enrollment Application Data

Information	Total Open Enrollment	Millard Resident Open Enrollment	Other District Open Enrollment	Option Enrollment	Within District Transfer
Total Number of Applications Received	1065	305	760	10	938
Total Number of Applications Approved	995	283	712	10	895
Total Applicants Who did **not** Accept Placement	220	35	185	3	n/a
Total Number of Students Placed	775	248	527	6	n/a
Applications Received **prior** to Due Date	535	56	479	10	938
Applications Received **after** Due Date	530	249	281	0	n/a
Number of Hardship Applications	266	128	138	0	n/a
Number of Applicants who had Moved	264	121	143	0	n/a
Number of Denied Applications (Building Full)	10	6	4	0	25
Number of Students Left on Waiting List (Timed Out)	53	11	42	1	18
Students Contributing to the Economic Diversity					
Applications Received	273	82	191	n/a	n/a
Applications Approve	230	76	154	n/a	n/a
Number of Applications Received before 3/15	92	8	84	n/a	n/a
Number of Applications Received after 3/15	181	74	107	n/a	n/a
Additional Demographic Data					
Applicants Qualifying for Sibling Priority	84	12	72	0	n/a
Applicants that did not Accept Placement	264	37	227	3	73
Applicants Who Did Not Show Up for School	6	0	6	0	0
Applicants Requesting Special Services Information	31	2	29	0	n/a
Speech/Resource Special Education Students Placed	70	24	46	3	n/a
Self-contained Special Educations Students Placed	11	3	8	0	n/a
Transportation					
Applicants Qualifying for Transportation	205	49	156	0	n/a
Students who Receive Transportation	108	19	89	0	n/a
Self-Transporting and receive reimbursement	0	0	0	0	n/a
Self-transporting and not receiving reimbursement	75	30	45	0	n/a
Special Education Transportation (IEP/ Non FRPL)	6	1	5	0	n/a

Table 2: Open Enrollment Applications to MPS from Other Districts (In)

Open Enrollment Applications (In)	
DISTRICT:	**NUMBER:**
Bellevue	3
Bennington	11
DC West	12
Elkhorn	70
Gretna	25
Louisville	1
Millard	305
Omaha	560
Pap/Lavista	18
Ralston	31
So. Sarpy	9
Westside	20

Table 3: Option/Open Enrollment from MPS to Other Districts (Out)

Year	Bellevue	Bennington	Blair	DC West	Elkhorn	Fort Calhoun	Fremont	Gretna	Lincoln	Louisville
2010-11	5		2		2			5		
2009-10	6	3	1	1	5	1		7		1
2008-09	5	1		1	6			8		
2007-08	4			1	6		2	3	1	
2006-07					11			7		1

Year	Omaha	Papillion LaVista	Plattsmouth	Ralston	South Sarpy	Wahoo	Westside	Yutan	Total
2010-11	50	6		16	6		18		110
2009-10	74	29	2	26	5		48		209
2008-09	49	15		28	3		27	1	144
2007-08	56	19		24	7	2	45	1	171
2006-07	61	14		47	6		59	6	212

Table 4: Within District and Open Enrollment Applications and Approvals by Building for 2010-11

Elementary														
SCHOOL	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**
	KG	**KG**	**1**	**1**	**2**	**2**	**3**	**3**	**4**	**4**	**5**	**5**	**TOT**	**TOT**
Abbott	3 (3)	34 (28)	1 (1)	1 (1)		6 (6)	1 (1)	3 (3)	3 (3)	3 (3)	1 (1)	2 (1)	**9 (9)**	**49 (42)**
Ackerman	5 (0)			1 (1)		1 (1)		2 (2)		1 (1)			**5 (0)**	**5 (5)**
Aldrich	23 (23)	32 (17)	18 (18)	11 (8)	6 (5)	3 (1)	4 (4)	5 (5)	5 (3)	6 (3)	1 (1)	9 (9)	**57 (54)**	**66 (43)**
Black Elk	1 (1)			3 (3)		1 (1)		1 (1)		1 (1)		1 (1)	**1 (1)**	**7 (7)**
Bryan	5 (5)	10 (10)	1 (1)	5 (5)		3 (3)		4 (4)	1 (1)	1 (1)		4 (4)	**7 (7)**	**27 (27)**
Cather	41 (41)	31 (30)	5 (5)	8 (8)	3 (3)	7 (5)	11 (7)	5 (5)		9 (9)		1 (1)	**60 (56)**	**61 (58)**
Cody		7 (7)		3 (3)		3 (3)		1 (1)	1 (1)	3 (3)		1 (1)	**1 (1)**	**18 (18)**
Cottonwood		15 (15)	1 (1)	2 (2)		4 (4)		2 (2)		2 (2)		1 (1)	**1 (1)**	**26 (26)**
Disney	2 (2)	6 (6)		2 (2)		2 (2)		2 (2)		3 (3)		1 (1)	**2 (2)**	**16 (16)**
Ezra	2 (2)	38 (38)		6 (6)		6 (6)	1 (1)	8 (8)		4 (4)	1 (1)	5 (5)	**4 (4)**	**67 (67)**
Harvey Oaks	3 (3)	8 (8)	1 (1)			1 (1)		1 (1)		1 (1)		2 (2)	**4 (4)**	**13 (13)**
Hitchcock	8 (8)	12 (12)			1 (1)	2 (2)		1 (1)		1 (1)		1 (1)	**9 (9)**	**17 (17)**
Holling Heights	10 (10)	5 (5)		1 (1)		1 (1)		2 (2)	1 (1)				**11 (11)**	**9 (9)**
Montclair	22 (18)	17 (13)	10 (6)	10 (5)	2 (2)	4 (3)	4 (4)	8 (8)	5 (5)	6 (6)	1 (1)	2 (2)	**44 (36)**	**47 (37)**
Morton	7 (7)	6 (6)		1 (1)		5 (5)		1 (1)				3 (3)	**7 (7)**	**16 (16)**
Neihardt	5 (1)	3 (2)	2 (2)	6 (6)		3 (3)	1 (0)	1 (1)	1 (1)	2 (2)		4 (3)	**9 (4)**	**19 (17)**
Norris	16 (16)	18 (18)	5 (2)	6 (2)	2 (2)	4 (4)		7 (7)	1 (1)	4 (4)		6 (6)	**24 (21)**	**45 (41)**
Reagan	1 (1)		1 (1)	3 (3)			1 (1)		1 (1)			1 (1)	**4 (4)**	**4 (4)**
Reeder	3 (3)	1 (0)		1 (1)		2 (2)		1 (1)		1 (1)			**3 (3)**	**6 (5)**
Rockwell	10 (10)	11 (11)	1 (1)	4 (4)		4 (4)		3 (3)		4 (4)		1 (1)	**11 (11)**	**27 (27)**
Rohwer	2 (2)		1 (0)	1 (1)		1 (1)	1 (0)	1 (1)	1 (1)	1 (1)		1 (1)	**5 (3)**	**5 (5)**
Sandoz	16 (16)	4 (4)		1 (1)		1 (1)				3 (3)		1 (1)	**16 (16)**	**10 (10)**
Upchurch		1 (1)	1 (1)	3 (3)		6 (6)		1 (1)		2 (2)		1 (1)	**1 (1)**	**14 (14)**
Wheeler	2 (2)	2 (2)		1 (1)		1 (1)		1 (0)	1 (1)				**3 (3)**	**5 (4)**
Willowdale	23 (23)	11 (10)	1 (1)	3 (3)	1 (1)	1 (1)	3 (3)	3 (3)	2 (2)	1 (0)	1 (1)	3 (3)	**31 (31)**	**22 (20)**
Total Elementary	210 **(197)**	272 **(243)**	49 **(41)**	83 **(71)**	15 **(14)**	72 **(67)**	27 **(21)**	64 **(63)**	23 **(21)**	59 **(55)**	5 **(5)**	51 **(49)**	**329 (299)**	**601 (548)**

Middle School														
SCHOOL	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**							**W/I**	**OE**
	6	**6**	**7**	**7**	**8**	**8**							**TOT**	**TOT**
AMS	14 (14)	8 (8)	1 (1)	7 (7)	4 (4)	10 (10)							**19 (19)**	**25 (25)**
BMS	3 (0)	1 (1)	1 (0)	4 (4)		2 (2)							**4 (0)**	**7 (7)**
CMS	39 (39)	13 (13)	1 (1)	18 (18)	2 (2)	6 (5)							**42 (42)**	**37 (36)**
KMS	20 (20)	17 (17)	2 (2)	14 (14)		7 (2)							**22 (22)**	**38 (33)**
NMS	143 (143)	22 (22)	5 (5)	13 (9)	5 (5)	17 (17)							**153 (153)**	**52 (48)**
RMS	74 (74)	5 (5)		4 (2)	1 (0)	3 (3)							**75 (74)**	**12 (10)**
Middle Total	293 **(290)**	66 **(66)**	10 **(9)**	60 **(54)**	12 **(11)**	45 **(39)**							**315 (310)**	**171 (159)**
High School														
SCHOOL	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**	**W/I**	**OE**					**W/I**	**OE**
	9	**9**	**10**	**10**	**11**	**11**	**12**	**12**					**TOT**	**TOT**
MNHS	167 (167)	119 (115)	1 (1)	27 (27)	4 (4)	34 (34)	1 (1)	22 (22)					**173 (173)**	**202 (198)**
MSHS	101 (101)	31 (31)	5 (5)	21 (21)	1 (1)	14 (14)	1 (1)	21 (21)					**108 (108)**	**87 (87)**
MWHS	10 (2)		1 (1)		1 (1)	2 (2)	1 (1)	2 (1)					**13 (5)**	**4 (3)**
Total High School	278 **(270)**	161 **(146)**	7 **(7)**	48 **(48)**	6 **(6)**	50 **(50)**	3 **(3)**	45 **(44)**					**294 (286)**	**304 (288)**

Key: Number of applicants who applied at each grade level at each school:
***First number is the total number of applicants for each grade at each building
***Number in red () parenthesis is the number of applicants we approved.

31

Table 5: Non-Resident Total Option/Open Students by Building

SCHOOL	Open/Option Total Enrollment	Building Total Enrollment
Elementary		
Abbott	128	432
Ackerman	3	502
Aldrich	117	445
Black Elk	4	526
Bryan	27	383
Cather	83	458
Cody	44	211
Cottonwood	72	344
Disney	24	260
Ezra	132	388
Harvey Oaks	26	283
Hitchcock	32	193
Holling Heights	32	378
Montclair	60	523
Morton	20	362
Neihardt	10	562
Norris	43	366
Reagan	3	638
Reeder	7	531
Rockwell	23	337
Rohwer	5	462
Sandoz	10	306
Upchurch	1	474
Wheeler	3	616
Willowdale	26	406
Middle School		
AMS	20	748
BMS	4	919
CMS	48	750
KMS	230	878
NMS	133	813
RMS	14	849
High School		
NHS	605	2395
SHS	133	1970
WHS	11	2176
Programs/Services		
Horizon	12	122
MSAP	1	21
Ombudsman	3	37
YAP	5	52
Other Provider	6	66

Table 6: Option/Open Enrollment History by Class

Option Enrollment History				
Year	Applied	Placed	Denied	Economic Diversity %
2010-11 (Total)	1075	775	10	23.11
2010-11 (Other Dist.)	760	527	4	29.22
2010- 11 (Option)	10	9	0	11.11
2009-10	831	577	16	31.72
2008-09	720	450	30	28.22
2007-08	686	438	17	18.49
2006-07	709	470	14	18.72

Table 7: Limited English Proficiency

ELL Total Population	ELL Program Participation	Number of Students Tested this Summer	New Open Enrollment Students Placed in ELL	New Resident Students Placed in ELL	Total ELL Program Growth
459	K-12: 257; Pre-K: 93	91	27 18 non-resident; 9 resident	37	64
		72% of ELL Growth was from families residing in the Millard District.			

Table 8: Staffing Implications

Position	FTE/Cost to District	Reason For Hire
ELL	1.0/$65,000.00	ELL teacher was added to accommodate growth from 2009-10 school and anticipated growth for 2010-11. The allocated FTE would have been spent regardless of the acceptance of the Open Enrollment ELL students.
Nurse	$49/hr, 8 hr/day (includes time on transportation to/from school)	Student is participating in general curriculum, but requires full-time nurse to be present.
Para Time	3.25 hrs/day	ACP class size and student needs resulting from admission under Open Enrollment

Future Policy and Rule Revisions

Based upon our experience last year we are bringing forward several discussion points related to policies that we will bring back to the board for consideration.

1. In the case of special programs (e.g. Montessori, Core) we recommend that students be able to open enroll directly into those programs if there is space. It eliminates a number of phone calls where you have to permit enrollment into the building and then into the special program if there is space.

2. Last year we determined that hardship could be as simple as missing the deadline. We accepted applications up until the day before school. This creates several problems. If you cut off open-enrollment on March 15, we will likely decline in enrollment. We accepted 281 non-resident and 249 Millard resident open enrollment applications after the due date. Students were placed based upon space. When school started, we had 53 students who we were not able to place.

3. Changing the due date for open enrollment applications: Because we accepted open-enrollment applications up until the day before school started it made it very difficult to develop bus routes. Cutting off the application period earlier would allow for time to establish routes. The other option would be to share with families that late open enrollment applications may be approved, but there is a lag time between approval and transportation services starting. On average, we need between 5 and 10 days to place a student on a route.

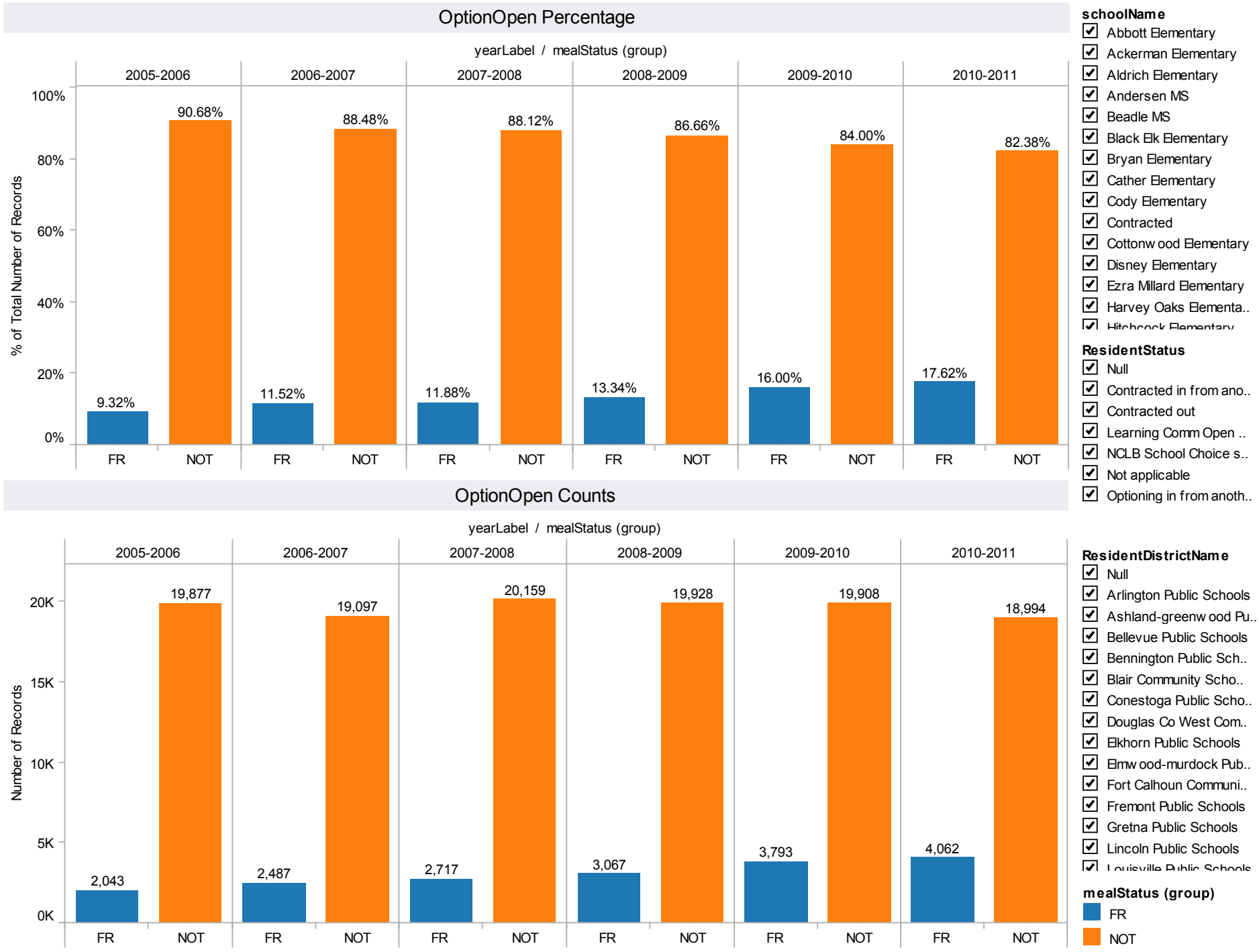
4. In the year previous to the open-enrollment law we were able to place students via within-district transfer continuously. With changes in the law, we did not re-open within-district transfer until after the first day of school. This meant that Millard residents could change schools via the open enrollment process and if they impacted the economic diversity they were entitled to transportation. Accepting open enrollment applications simultaneously with re-opened within district transfers may not be prudent and in violation of Learning Community statute.

Current Application Due Dates		
Application	**Application Begin Date**	**Application End Date**
Subsequent Year Within-District Transfer	September 1	February 15th
Current Year Within-District Transfer	First day of school	January 14th
Open Enrollment	January 15	March 15
Open Enrollment Hardship	March 15	Day before School

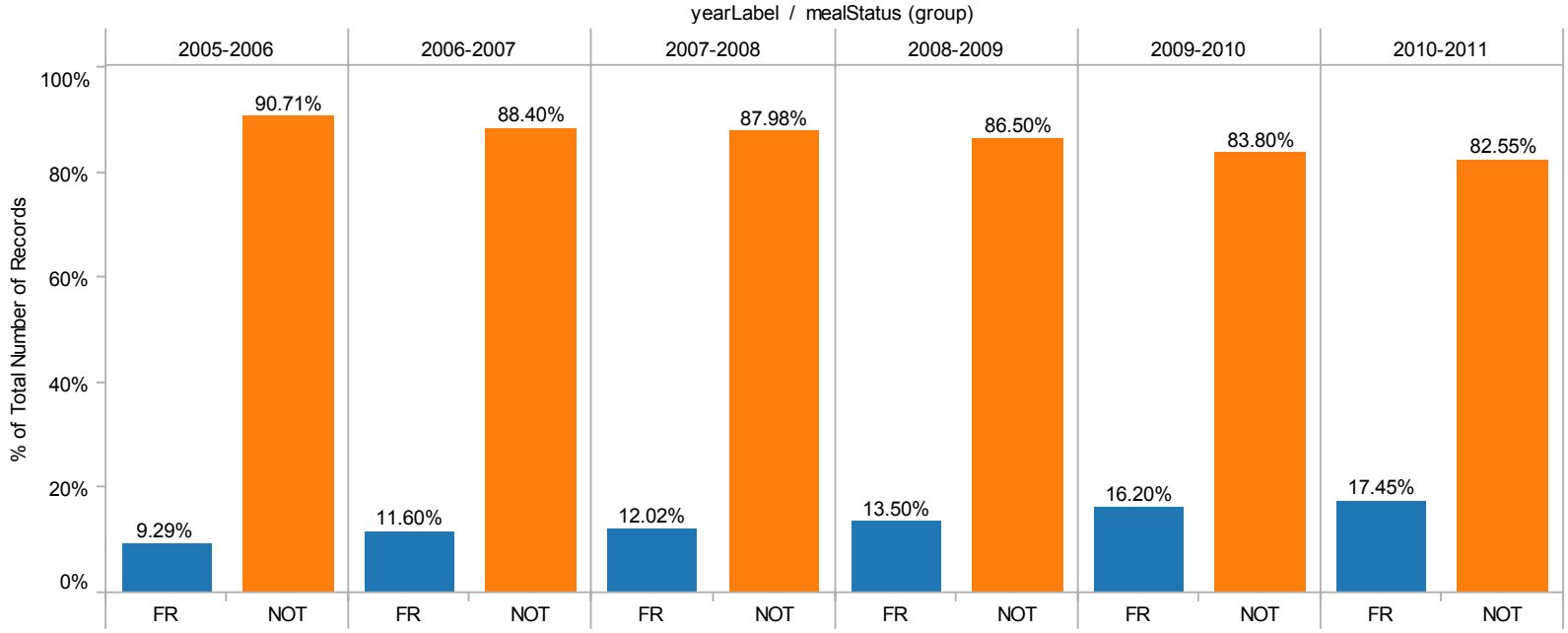
5. Accepting Open Enrollment Placement: Last year 220 families did not accept their Open Enrollment placement. Open enrollment families accept their placement by sending a letter to us indicating their acceptance. Last year we developed an on-line enrollment process that simplifies enrollment regardless if students are new Millard residents or newly accepted Open Enrollment families. Using a completed on-line enrollment as the final acceptance within a specified time frame could simplify acceptance and provide us the information necessary to develop transportation routes. We have built a computer kiosk in the downstairs lobby so families have access to a computer. We also have assistance available including bilingual liaisons and language line.

Attached Files:

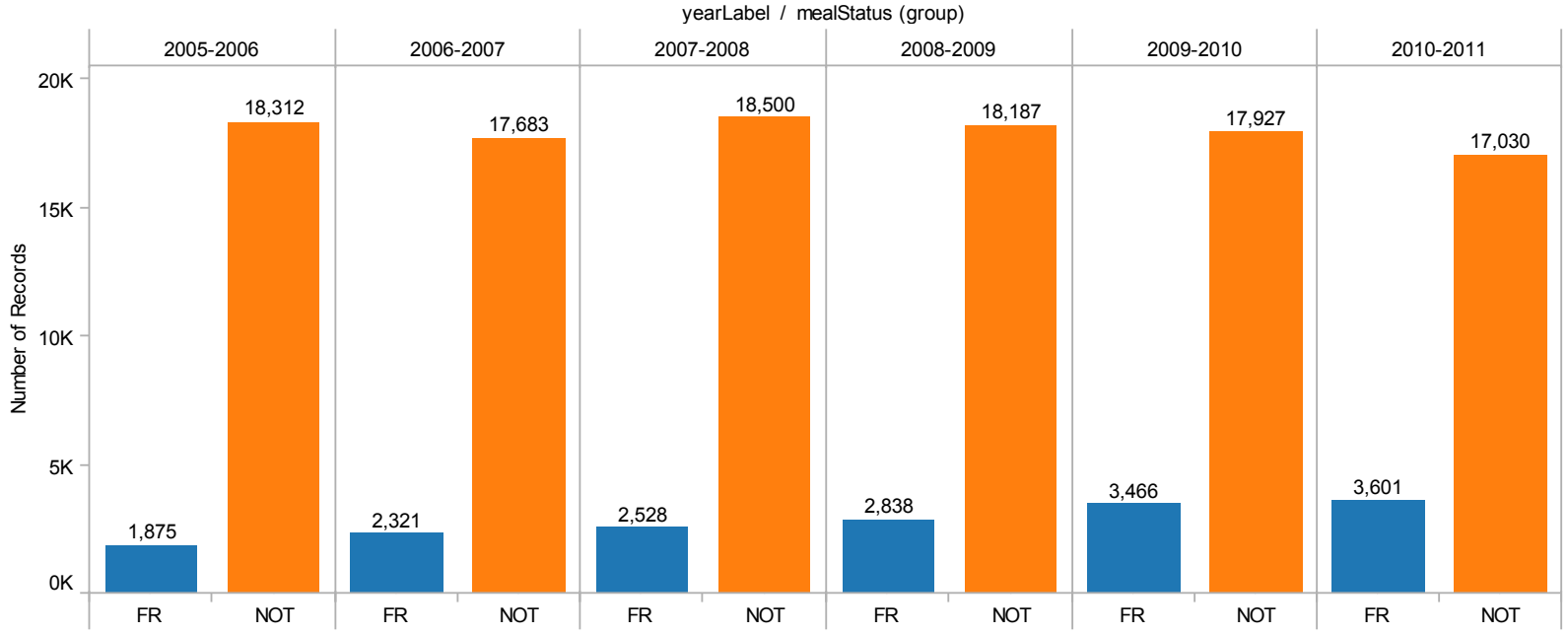
- Open, Option, and Resident Students Poverty v. Non-Poverty
- Open/Option Enrollment Poverty v. Non-Poverty
- Millard Resident Poverty v. Non-Poverty


OptionOpen Percentage
yearLabel / mealStatus (group)
2005-2006
2006-2007
2007-2008
2008-2009
2009-2010
2010-2011
100%
80%
60%
40%
20%
0%
% of Total Number of Records
9.32%
90.68%
11.52%
88.48%
11.88%
88.12%
13.34%
86.66%
16.00%
84.00%
17.62%
82.38%
FR
NOT
schoolName
Abbott Elementary
Ackerman Elementary
Aldrich Elementary
Andersen MS
Beadle MS
Black Elk Elementary
Bryan Elementary
Cather Elementary
Cody Elementary
Contracted
Cottonwood Elementary
Disney Elementary
Ezra Millard Elementary
Harvey Oaks Elementa..
ResidentStatus
Null
Contracted in from ano..
Contracted out
Learning Comm Open ..
NCLB School Choice s..
Not applicable
Optioning in from anoth..
OptionOpen Counts
yearLabel / mealStatus (group)
20K
15K
10K
5K
0K
Number of Records
2,043
19,877
2,487
19,097
2,717
20,159
3,067
19,928
3,793
19,908
4,062
18,994
ResidentDistrictName
Null
Arlington Public Schools
Ashland-greenwood Pu..
Bellevue Public Schools
Bennington Public Sch..
Blair Community Scho..
Conestoga Public Scho..
Douglas Co West Com..
Elkhorn Public Schools
Elmwood-murdock Pub..
Fort Calhoun Communi..
Fremont Public Schools
Gretna Public Schools
Lincoln Public Schools
mealStatus (group)
FR
NOT

OptionOpen Percentage



OptionOpen Counts



schoolName
- [x] Abbott Elementary
- [x] Ackerman Elementary
- [x] Aldrich Elementary
- [x] Andersen MS
- [x] Beadle MS
- [x] Black Elk Elementary
- [x] Bryan Elementary
- [x] Cather Elementary
- [x] Cody Elementary
- [x] Contracted
- [x] Cottonw ood Elementary
- [x] Disney Elementary
- [x] Ezra Millard Elementary
- [x] Harvey Oaks Elementa..
- [x] Hitchcock Elementary

ResidentStatus
- [x] Null
- [ ] Contracted in from ano..
- [ ] Contracted out
- [x] Learning Comm Open ..
- [ ] NCLB School Choice s..
- [x] Not applicable
- [ ] Optioning in from anoth..

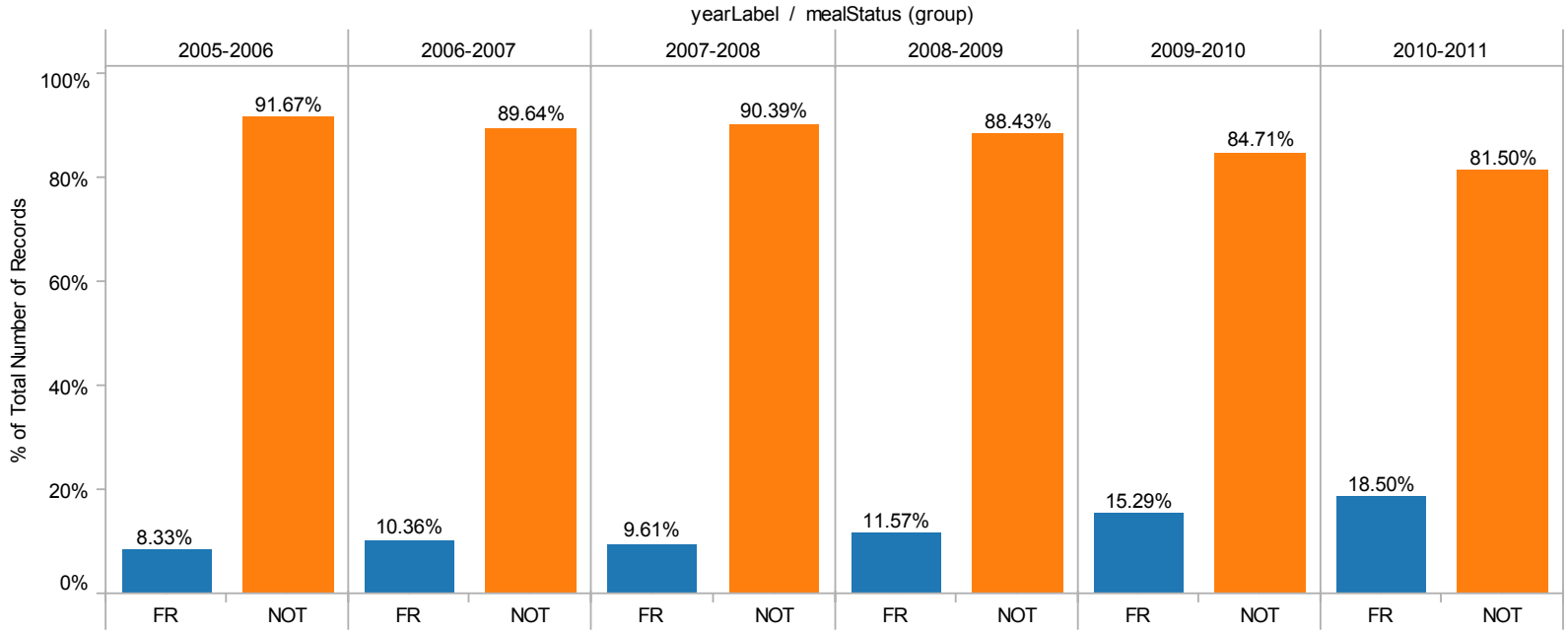
ResidentDistrictName
- [ ] Null
- [ ] Arlington Public Schools
- [ ] Ashland-greenw ood Pu..
- [ ] Bellevue Public Schools
- [ ] Bennington Public Sch..
- [ ] Blair Community Scho..
- [ ] Conestoga Public Scho..
- [ ] Douglas Co West Com..
- [ ] Elkhorn Public Schools
- [ ] Elmw ood-murdock Pub..
- [ ] Fort Calhoun Communi..
- [ ] Fremont Public Schools
- [ ] Gretna Public Schools
- [ ] Lincoln Public Schools
- [ ] Louisville Public Schools

mealStatus (group)
- FR
- NOT

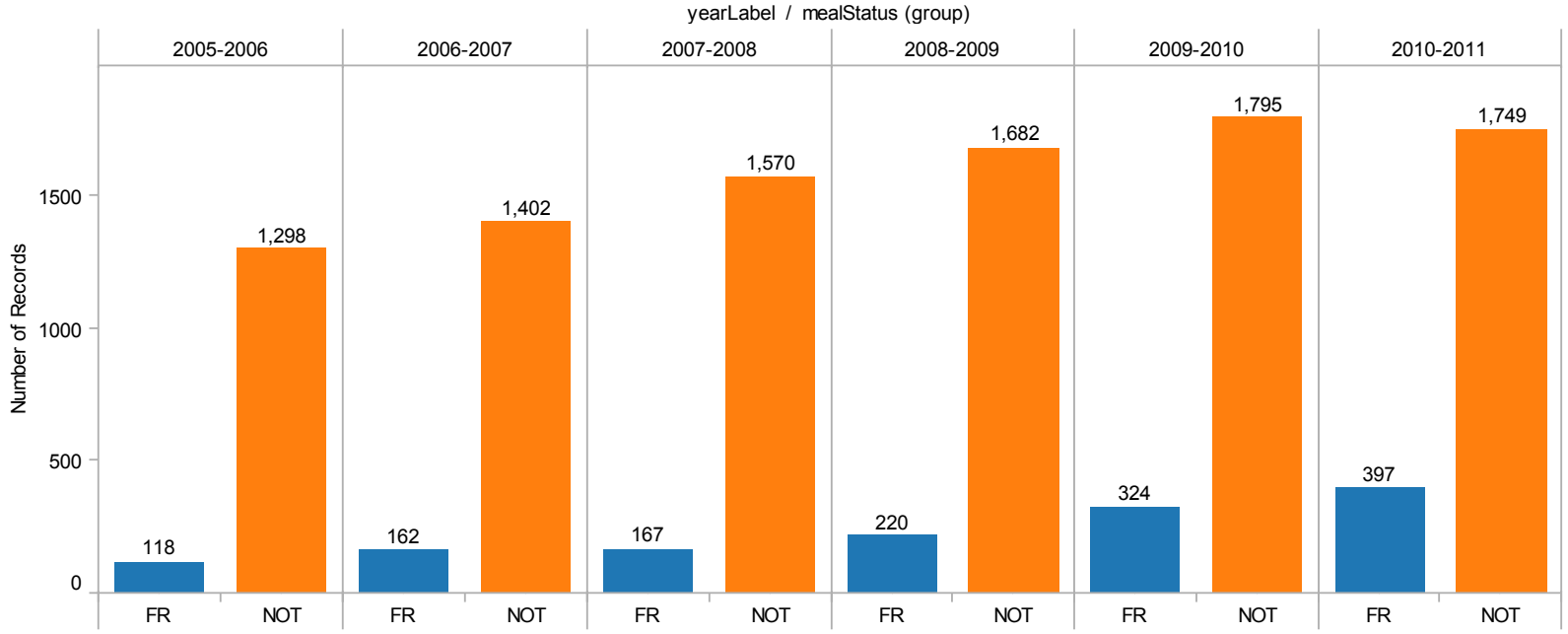
Option and Open Enrollment Only

36

OptionOpen Percentage



OptionOpen Counts



schoolName

- ☑ Abbott Elementary
- ☑ Ackerman Elementary
- ☑ Aldrich Elementary
- ☑ Andersen MS
- ☑ Beadle MS
- ☑ Black Elk Elementary
- ☑ Bryan Elementary
- ☑ Cather Elementary
- ☑ Cody Elementary
- ☑ Contracted
- ☑ Cottonwood Elementary
- ☑ Disney Elementary
- ☑ Ezra Millard Elementary
- ☑ Harvey Oaks Elementa..
- ☑ Hitchcock Elementary

ResidentStatus

- ☐ Null
- ☐ Contracted in from ano..
- ☐ Contracted out
- ☑ Learning Comm Open ..
- ☐ NCLB School Choice s..
- ☐ Not applicable
- ☑ Optioning in from anoth..

ResidentDistrictName

- ☑ Null
- ☑ Arlington Public Schools
- ☑ Ashland-greenwood Pu..
- ☑ Bellevue Public Schools
- ☑ Bennington Public Sch..
- ☑ Blair Community Scho..
- ☑ Conestoga Public Scho..
- ☑ Douglas Co West Com..
- ☑ Elkhorn Public Schools
- ☑ Elmwood-murdock Pub..
- ☑ Fort Calhoun Communi..
- ☑ Fremont Public Schools
- ☑ Gretna Public Schools
- ☑ Lincoln Public Schools
- ☑ Louisville Public Schools

mealStatus (group)

- FR
- NOT

37

September 23, 2010
Millard Public Schools
Total Enrollment

Elementary		K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10-11 Enrollment
Abbott	(3 unit)	65	76	82	68	69	72		432	--	--	--
Ackerman	(4 unit)	69	77	90	93	89	84		502	--	--	--
Aldrich	(3 unit)	60	93	59	66	96	71		445	--	--	--
Black Elk	(4 unit)	71	86	85	92	102	90		526	--	--	--
Bryan	(3 unit)	63	64	69	58	62	67		383	--	--	--
Cather	(3 unit)	77	77	74	84	75	71		458	--	--	--
Cody	(2 unit)	30	34	28	33	38	25	23	211	--	--	--
Cottonwood	(3 unit)	62	61	53	53	55	60		344	--	--	--
Disney	(3 unit)	44	43	41	41	39	34	18	260	--	--	--
Ezra Millard	(3 unit)	63	61	58	67	58	70	11	388	--	--	--
Harvey Oaks	(2 unit)	40	49	45	43	49	57		283	--	--	--
Hitchcock	(2 unit)	28	33	27	29	30	27	19	193	--	--	--
Holling Heights	(3 unit)	66	59	61	59	57	66	10	378	--	--	--
Montclair	(4 unit)	85	94	85	86	88	85		523	--	--	--
Morton	(3 unit)	58	46	53	51	65	74	15	362	--	--	--
Neihardt	(4 unit)	79	104	83	96	103	97		562	--	--	--
Norris	(3 unit)	58	72	59	53	59	65		366	--	--	--
Reagan	(4 unit)	125	106	124	107	97	79		638	--	--	--
Reeder	(3 unit)	100	83	67	100	82	80	19	531	--	--	--
Rockwell	(3 unit)	54	54	56	50	56	50	17	337	--	--	--
Rohwer	(3 unit)	63	76	66	81	78	81	17	462	--	--	--
Sandoz	(3 unit)	52	53	53	60	39	49		306	--	--	--
Upchurch	(3 unit)	105	110	85	71	61	42		474	--	--	--
Wheeler	(4 unit)	75	91	106	101	111	111	21	616	--	--	--
Willowdale	(3 unit)	61	56	63	69	68	89		406	--	--	--
Totals		1653	1758	1672	1711	1726	1696	170	**10386**	--	--	--

Middle	6	7	8	SpEd Prgm*	Total	Change	Change	Official 10-11 Enrollment
Andersen MS	231	253	264	0	748	--	--	--
Beadle MS	343	269	307	27	919	--	--	--
Central MS	248	248	254	2	750	--	--	--
Kiewit MS	287	282	309	0	878	--	--	--
North MS	244	317	252	18	813	--	--	--
Russell MS	280	288	281	0	849	--	--	--
MS Alternative	0	6	15		21	--	--	--
Totals	1633	1663	1682	47	**4978**	--	--	--

High	9	10	11	12				
North HS	613	618	593	571	19	2395	--	--	--
South HS	504	495	477	494	28	1970	--	--	--
West HS	594	557	511	514	35	2176	--	--	--
Horizon HS	0	0	37	85		122	--	--	--
Totals	1711	1670	1618	1664	82	**6663**	--	--	--

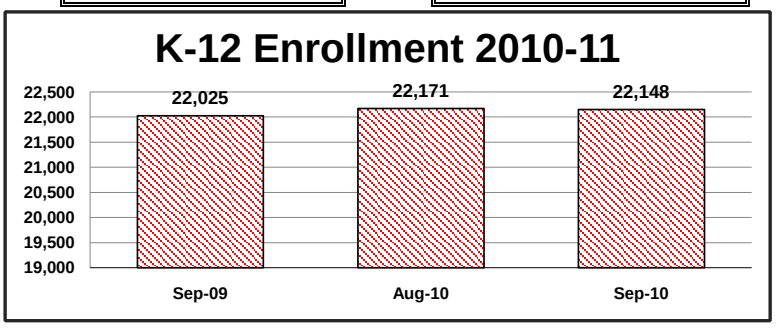
Contracted SPED	40	--	--	--
Young Adult Program	52	--	--	--
Ombudsman (Primary)	29			
Total District K-12	**22148**	--	--	--
Total District PreK-12	**22755**	--	--	--

***Sped Program Included in MS/HS Grade Level totals**

Preschool	SPED	Not SPED	Total
Bryan	6	32	38
Cody	48	34	82
Cody Early Start	6	9	15
Disney	17	14	31
Hitchcock	21	8	29
Holling Heights	0	29	29
Montclair	20	11	31
Montclair Montessori	0	82	82
Neihardt	1	35	36
Norris ELL	0	18	18
Norris Montessori	1	15	16
Rockwell	0	32	32
Sandoz	10	5	15
Sandoz ELL	1	35	36
Wheeler	27	8	35
Homebased Infants			82
TOTAL			**607**

9/23/2010	
Elementary	10386
Middle School	4978
High School	6663
Contracted	40
Young Adult	52
Ombudsman (Primary)	29
TOTAL	22148

9/18/2009	
Elementary	10300
Middle Sch	4949
High Sch	6677
Contracted	44
Young Adult	55
Ombudsman (Primary)	N/A
TOTAL	22025



Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	7	3	5		15
Education	8	4	20		32
Entrepreneurship	3	6	7		16
Finance	4	4	1		9
Health Services	19	13	11		43
TDL	3	1		3	7
Ombudsman	(Primary and Secondary Enrollment)				37

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	Class Size W/out SPED
Abbott	23	19	21	23	23	24					
	21	19	21	22	23	24					
	21	19	20	23	23	24					
		19	20								
Total Students	65	76	82	68	69	72	**432**	--	--	--	432
Total Teachers	3	4	4	3	3	3	20				20.0
Classroom Avg	21.67	19.0	20.5	22.7	23.0	24.0	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Ackerman	19	19	19	25	24	20					
	17	20	17	23	23	22					
	15	20	18	24	19	20					
	18	18	17	21	23	22					
			19								
Total Students	69	77	90	93	89	84	**502**	--	--	--	502
Total Teachers	4	4	5	4	4	4	25				25.0
Classroom Avg	17.3	19.3	18.0	23.3	22.3	21.0	20				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Aldrich	20	23	20	22	24	23					
	20	23	20	23	24	24					
	20	23	19	21	24	24					
		24			24						
Total Students	60	93	59	66	96	71	**445**	--	--	--	445
Total Teachers	3	4	3	3	4	3	20				20
Classroom Avg	20.0	23.0	19.7	22.0	24.0	23.7	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Black Elk	18	21	22	24	26	23					
	17	22	20	24	25	22					
	19	23	22	22	25	22					
	17	20	21	22	26	23					
Total Students	71	86	85	92	102	90	**526**	--	--	--	526
Total Teachers	4	4	4	4	4	4	24				24
Classroom Avg	17.8	21.5	21.3	23.0	25.5	22.5	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Bryan	21	16	22	20	20	22					
	21	15	24	19	21	23					
	21	16	23	19	21	22					
		17									
Total Students	63	64	69	58	62	67	**383**	--	--	--	383
Total Teachers	3	4	3	3	3	3	19				19
Classroom Avg	21.0	16.0	23.0	19.3	20.7	22.3	20				20

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Cather	16	15	14	17	15	24	23	24	24	25	22	24					
	14	16	12	18	15		24	22	24	24	23	23					
Total Students	30	31	26	35	30	24	47	46	48	49	45	47	**458**	--	--	--	458
Total Teachers	2	2	2	2	2	1	2	2	2	2	2	2	23				23
Classroom Avg	15.0	15.5	13.0	17.0	15.0	24.0	23.5	23.0	24.0	24.5	22.5	23.5	20				20

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Cody	15	17	14	17	19	25	7					
	15	17	14	16	19		8					
							8					
Total Students	30	34	28	33	38	25	23	**211**	--	--	--	188
Total Teachers	2	2	2	2	2	1	3	14				11
Classroom Avg	15.0	17.0	14.0	16.5	19.0	25.0	7.7	15				17

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Cottonwood	21	21	17	16	19	20					
	20	20	18	19	18	19					
	21	20	18	18	18	21					
Total Students	62	61	53	53	55	60	**344**	--	--	--	344
Total Teachers	3	3	3	3	3	3	18				18
Classroom Avg	20.7	20.3	17.7	17.7	18.3	20.0	19				19

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Disney	21	13	22	20	18	18	9					
	23	16	19	21	21	16	9					
		14										
Total Students	44	43	41	41	39	34	18	**260**	--	--	--	242
Total Teachers	2	3	2	2	2	2	2	15				13
Classroom Avg	22.00	14.33	20.50	20.50	19.50	17.00	9	17				19

39

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10/11 Enrollment	Class Size W/out SPED
Ezra Millard	21	21	20	22	20	23	7					
	21	20	19	23	18	23	4					
	21	20	19	22	20	24						
Total Students	63	61	58	67	58	70	11	**388**	--	--	--	377
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	21.0	20.3	19.3	22.3	19.3	23.3	6	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Harvey Oaks	20	17	23	22	25	17					
	20	15	22	21	24	20					
		17				20					
Total Students	40	49	45	43	49	57	**283**	--	--	--	283
Total Teachers	2	3	2	2	2	3	14.0				14
Classroom Avg	20.0	16.3	22.5	21.5	24.5	19.0	20				20

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Hitchcock	15	16	13	15	15	27	9					
	13	17	14	14	15		10					
Total Students	28	33	27	29	30	27	19	**193**	--	--	--	174
Total Teachers	2	2	2	2	2	1	2	13.0				11
Classroom Avg	14.0	16.5	13.5	14.5	15.0	27.0	9.5	15				16

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Holling Heights	21	22	20	18	18	22	6					
	22	17	20	22	19	22	4					
	23	20	21	19	20	22						
Total Students	66	59	61	59	57	66	10	**378**	--	--	--	368
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	22.0	19.7	20.3	19.7	19.0	22.0	5.0	19				20

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Montclair	19	22	20	19	22	24	14	24	18					
	20	23	21	19	22	25	16	23	20					
							16	24	22					
								24	20					
								23						
								23						
Total Students	39	45	41	38	44	49	46	141	80	**523**	--	--	--	523
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	19.5	22.5	20.5	19.0	22.0	24.5	15.3	23.5	20.0	21				21

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Morton	21	21	20	17	23	24	7					
	17	14	19	17	21	24	8					
	20	11	14	17	21	26						
Total Students	58	46	53	51	65	74	15	**362**	--	--	--	347
Total Teachers	3	3	3	3	3	3	2.0	20				18.0
Classroom Avg	19.3	15.3	17.7	17.0	21.7	24.7	7.5	18				19

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Neihardt	20	21	21	25	19	24					
	19	21	21	24	22	24					
	20	20	21	24	21	25					
	20	21	20	23	20	24					
		21			21						
Total Students	79	104	83	96	103	97	**562**	--	--	--	562
Total Teachers	4	5	4	4	5	4	26.0				26.0
Classroom Avg	19.8	20.8	20.8	24.0	20.6	24.3	22				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Norris	20	25	21	17	19	23	12	19	21					
	18	24	20	20	19	24	8	18	18					
								20						
Total Students	38	49	41	37	38	47	20	57	39	**366**	--	--	--	366
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	19.0	24.5	20.5	18.5	19.0	23.5	10.0	19.0	19.5	19				19

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Reagan	22	22	22	22	19	20					
	21	22	16	21	20	20					
	20	20	23	22	20	20					
	21	20	21	21	21	19					
	21	22	22	21	17						
	20		20								
Total Students	125	106	124	107	97	79	**638**	--	--	--	638
Total Teachers	6	5	6	5	5	4	31.0				31.0
Classroom Avg	20.8	21.2	20.7	21.4	20.0	19.8	21				21

	K	1	2	3	4	5	Sped Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Reeder	20	23	23	25	21	15	9					
	21	22	22	25	21	19	10					
	20	19	22	25	25	24						
	20	19		25	15	22						
	19											
Total Students	100	83	67	100	82	80	19	**531**	--	--	--	512
Total Teachers	5	4	3	4	4	4	2	26.0				24.0
Classroom Avg	20.3	21.3	22.3	25.0	22.3	19.3	9.5	20				21

	K	1	2	3	4	5	SpEd Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Rockwell	18	19	19	25	20	25	8					
	18	18	19	25	17	25	9					
	18	17	18		19							
Total Students	54	54	56	50	56	50	17	**337**	--	--	--	320
Total Teachers	3	3	3	2	3	2	2	18.0				16.0
Classroom Avg	18.0	18.0	18.7	25.0	18.7	25.0	8.5	19				20

	K	1	2	3	4	5	SpEd Cluster Program	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Rohwer	21	21	25	21	19	20	9					
	20	20	18	19	21	21	8					
	22	19	23	20	19	20						
		16		21	19	20						
Total Students	63	76	66	81	78	81	17	**462**	--	--	--	445
Total Teachers	3	4	3	4	4	4	2	24.0				22
Classroom Avg	21.0	19.0	22.0	20.3	19.5	20.3	8.0	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Sandoz	17	18	18	20	20	25					
	18	18	18	20	19	24					
	17	17	17	20							
Total Students	52	53	53	60	39	49	**306**	--	--	--	306
Total Teachers	3	3	3	3	2	2	16				16
Classroom Avg	17.3	17.7	17.7	20.0	19.5	24.5	19				19

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Upchurch	22	22	21	24	21	20					
	21	22	20	24	21	22					
	22	22	22	23	19						
	20	22	22								
	20	22									
Total Students	105	110	85	71	61	42	**474**	--	--	--	474
Total Teachers	5	5	4	3	3	2	22				22
Classroom Avg	21.0	22.0	21.3	23.7	20.3	21.0	22				22

	K	1	2	3	4	5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Wheeler	20	20	21	20	21	24	8					
	20	17	19	21	19	16	6					
	16	16	21	18	23	26	7					
	19	20	22	21	24	23						
		18	23	21	24	22						
Total Students	75	91	106	101	111	111	21	**616**	--	--	--	595
Total Teachers	4	5	5	5	5	5	3	32				29
Classroom Avg	18.8	18.2	21.2	20.3	22.2	22.2	7.0	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Willowdale	20	19	21	24	23	22					
	21	19	21	23	23	22					
	20	18	21	22	22	22					
						23					
Total Students	61	56	63	69	68	89	**406**	--	--	--	406
Total Teachers	3	3	3	3	3	4	19.0				19
Classroom Avg	20.3	18.7	21.0	23.0	22.7	22.3	21				21

Elementary Totals Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5	SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Students	1653	1758	1672	1711	1726	1696	72	62	64	65	54	170	10386	--	--	--	10216
Teachers	86	87	81	78	80	74	9			6		22	523				501.0
Classroom Avg	19.2	20.2	20.6	21.9	21.6	22.9						7.7	19.86				20.391

	6	7	8	SpEd Cluster	Total	Current Change	YTD Change	Official 10/11 Enrollment	
Andersen MS	231	253	264	0	748	--	--	--	
Beadle MS	343	269	307	27	919	--	--	--	
Central MS	248	248	254	2	750	--	--	--	
Kiewit MS	287	282	309	0	878	--	--	--	
North MS	244	317	252	18	813	--	--	--	
Russell MS	280	288	281	0	849	--	--	--	
MS Alternative	0	6	15		21	--	--	--	
Totals	1633	1663	1682	47	4978	--	--	--	

	9	10	11	12					
North HS	613	618	593	571	19	2395	--	--	--
South HS	504	495	477	494	28	1970	--	--	--
West HS	594	557	511	514	35	2176	--	--	--
Millard Learning Center	0	0	37	85		122	--	--	--
Totals	1711	1670	1618	1664	82	6663	--	--	--
				Contracted SPED		40	--	--	--
				Young Adult Program		52	--	--	--
				Ombudsman (Primary Enrollment)		29			
				Total District Enrollment		**22148**	--	--	--

40