

NOTICE OF MEETING

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 5:30 p.m. on **Monday, January 12, 2015** at 5606 South 147th Street, Omaha, Nebraska.

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.

Dave Anderson
Secretary

1-9-15

**THE DAILY RECORD
OF OMAHA**

**LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION**

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

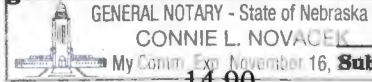
J. BOYD

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
January 9, 2015

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



Subscribed in my presence and sworn to before
me this 9th day of January 15
2015
Connie L. Novacek
Notary Public in and for Douglas County,
State of Nebraska

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Total \$ _____



**COMMITTEE OF THE WHOLE
MEETING**



January 12, 2015

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, January 12, 2015 at 5:30 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. NCLB Waiver (No Child Left Behind)
2. Early Childhood / General Education & Special Education

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.



Early Childhood Programing

*Board of Education – Committee Meeting
January 12, 2015*

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Early Childhood Programing

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Why it is Important...

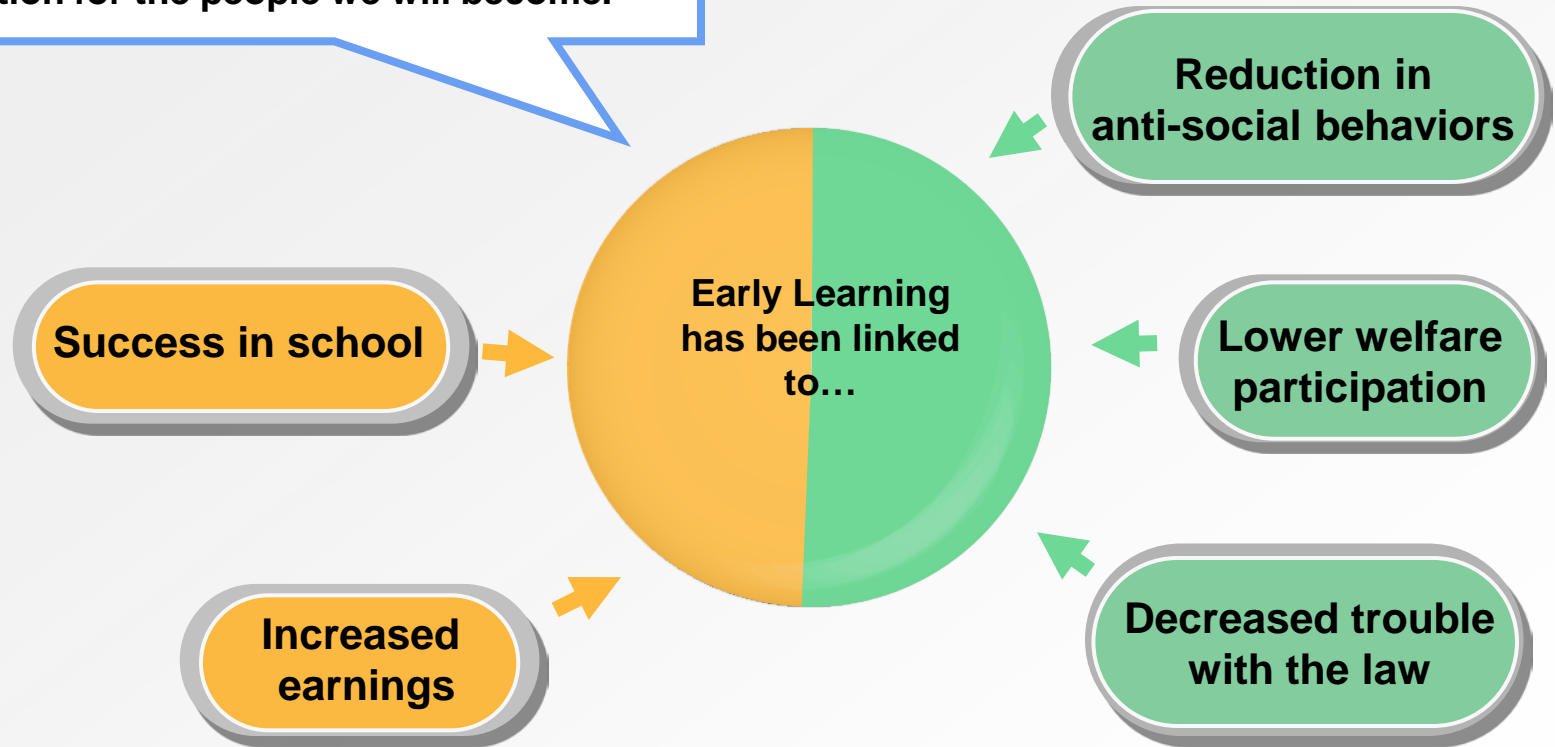


The greatest opportunity for life-long impact on children's development is in the years from birth through age 8.

Why it is Important



The experiences of these early years form the foundation for the people we will become.



Why it is Important...

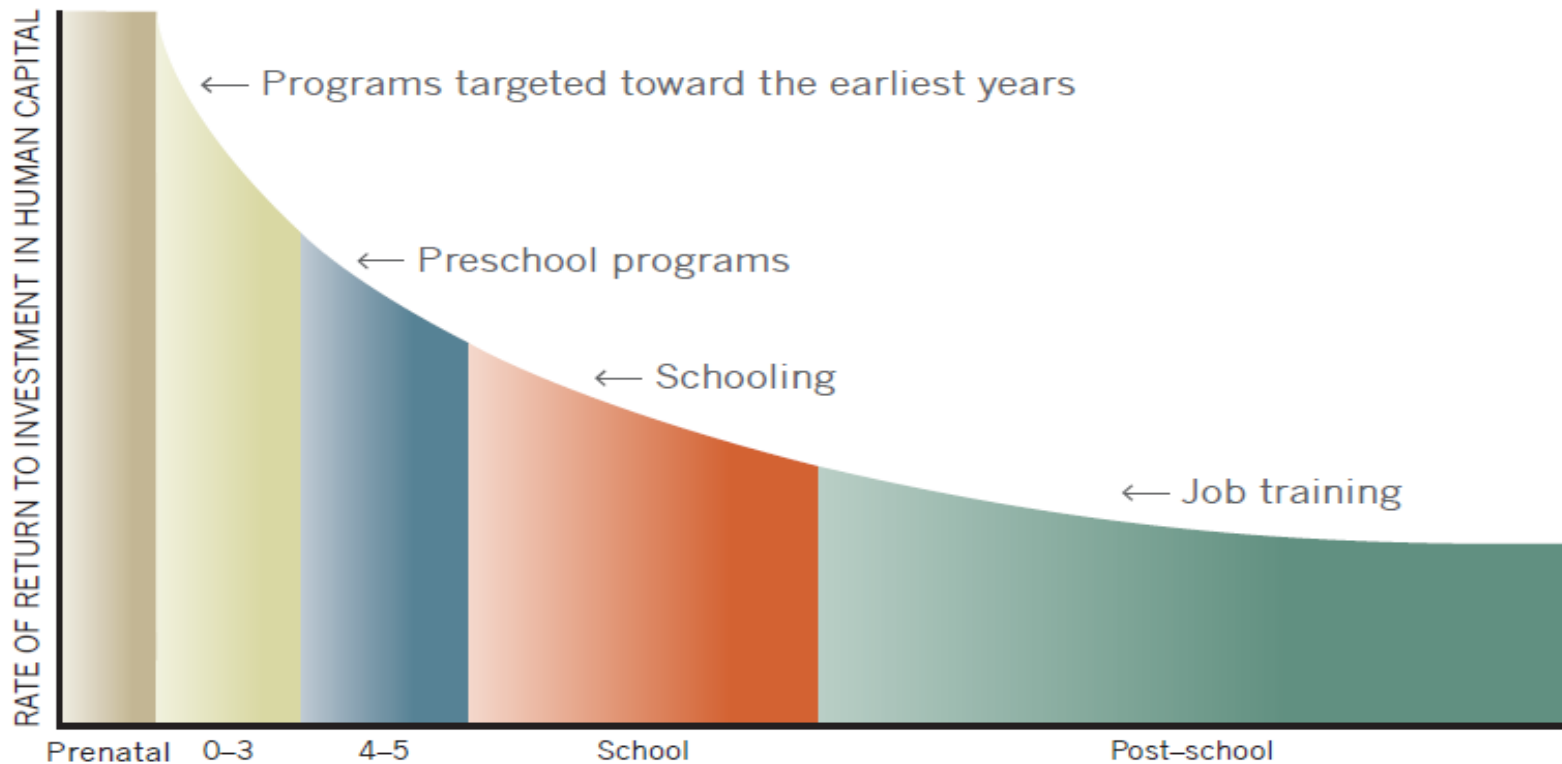


Evidence shows that investments in young children – especially at risk and children with special needs – can have a return of at least \$7 for every dollar invested.

Why it is Important



Returns to a Unit Dollar Invested



James Heckman (2008)

Why it is Important



Programs targeted toward the earliest years out-perform those focused on older students many times over.



It's more efficient, both biologically and economically, to get things right the first time than to try to fix problems later.

We need to invest in children when they are young.

Why it is Important



Nebraska

In Nebraska more than 4 in 10 children from birth through age 5 meet at-risk criteria.

More than 40 percent of Nebraska's children from birth through age 5 are at risk for failing in school.

More than 100,000 of the state's children age 8 and younger are at risk for failing in school.

Where we are...



Programs are designed to achieve success through developmentally appropriate instruction by highly qualified staff.

Family Resource Center

Child Find

Birth - 3

3 -5 years old

Special Education Home-based Services

Partners with Providers

3-year-old Early Childhood Special Education Preschool

4-year-old Early Childhood Blended Preschool (Parent Pay, Title I, Special Education).

3 & 4 year old Montessori Preschool

3 & 4 year old special education itinerant services

Where we are...



Family Resource Center (Rockwell portables) – 125 Family Memberships (560 items checked out)

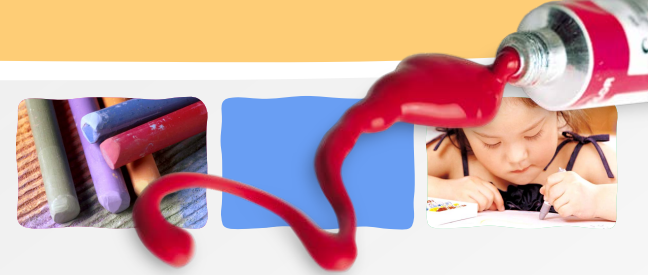
Child Find – 342 Referred (105 children verified for special education)

<p>Special Education Home-based Services</p> <ul style="list-style-type: none"> Sandoz Elementary Harvey Oaks Elementary Cody <p style="text-align: right;">120 children</p>	<p>3-year-old Early Childhood Special Education Preschool</p> <ul style="list-style-type: none"> Cody – 62 children Disney – 1 child Hitchcock – 23 children Montclair – 21 children Sandoz – 14 children Wheeler – 27 children Total - 148 	<p style="text-align: right;">Total: 621</p>
<p>Partners with Providers</p> <ul style="list-style-type: none"> Rockwell portables <p style="text-align: right;">23 childcare providers Over 150 children</p>	<p>4-year-old Early Childhood Blended Preschool (Parent, Pay, Title I, Special Education)</p> <ul style="list-style-type: none"> Cody – 49 children Bryan – 42 children Disney – 29 children Hitchcock – 19 children Holling Heights – 18 children Montclair – 18 children Neihardt – 54 children Rockwell – 19 children Sandoz – 49 children Wheeler – 43 children Total - 340 	
	<p>3 & 4 year old Montessori Preschool</p> <ul style="list-style-type: none"> Montclair – 83 students Norris – 50 students Total - 133 	

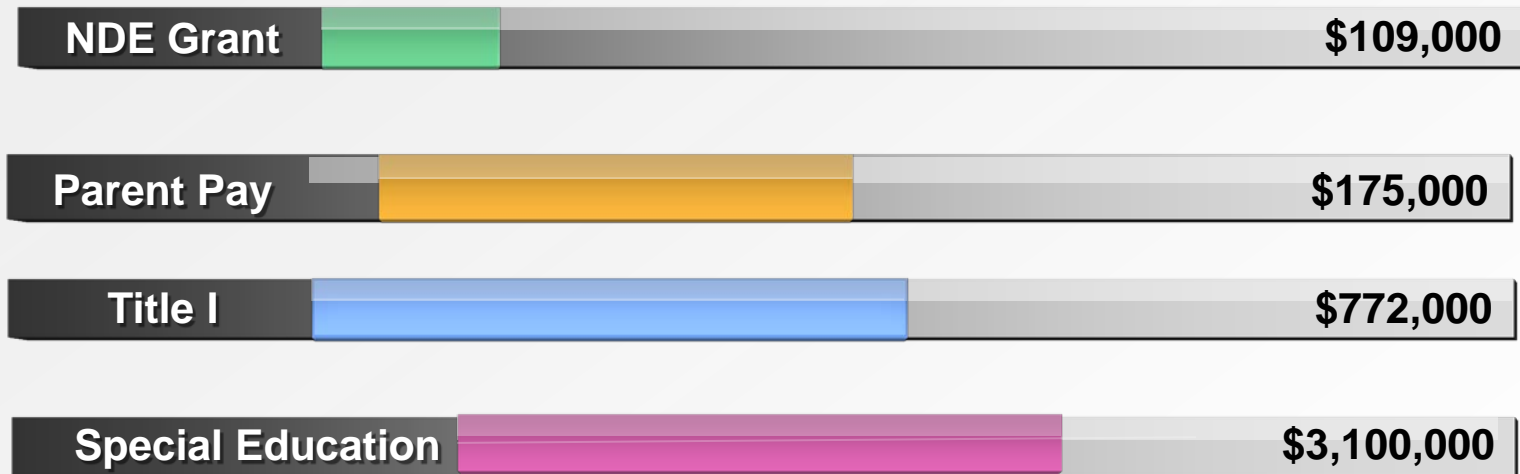
Parent
Pay

3-5
Service

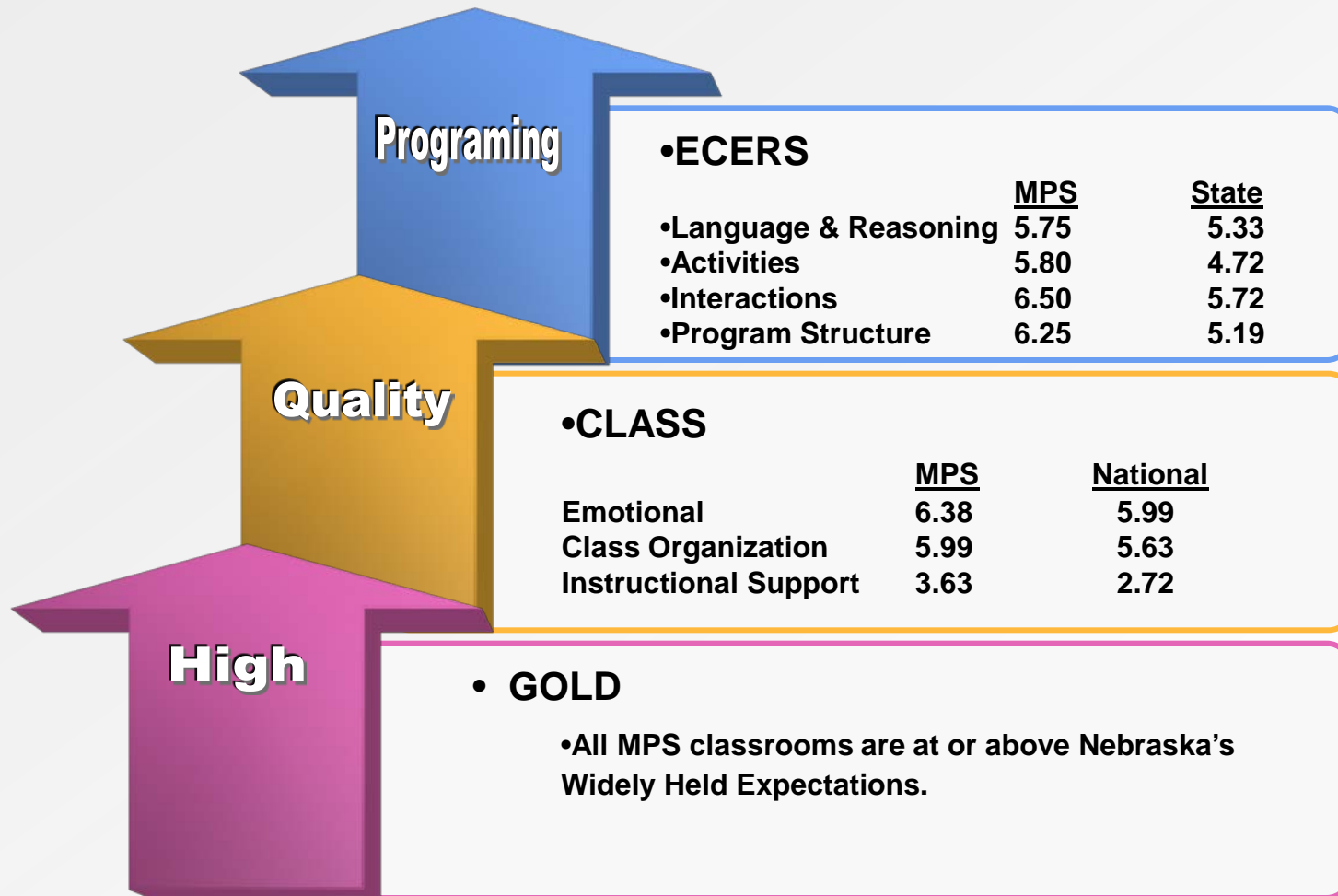
Where we are...



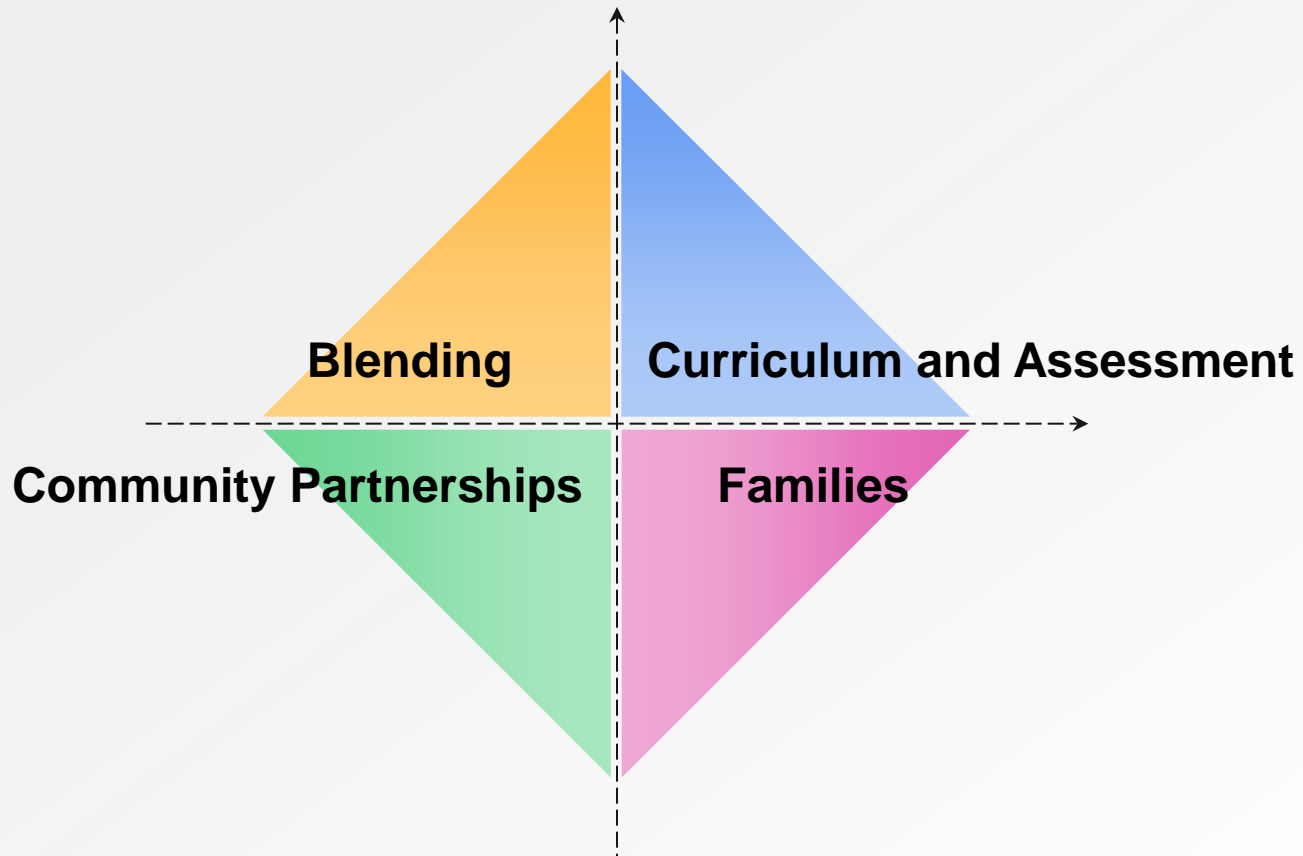
MPS below age 5 funding sources



Where we are...



Where we are going



Early Childhood Program Vision

Where are we going...



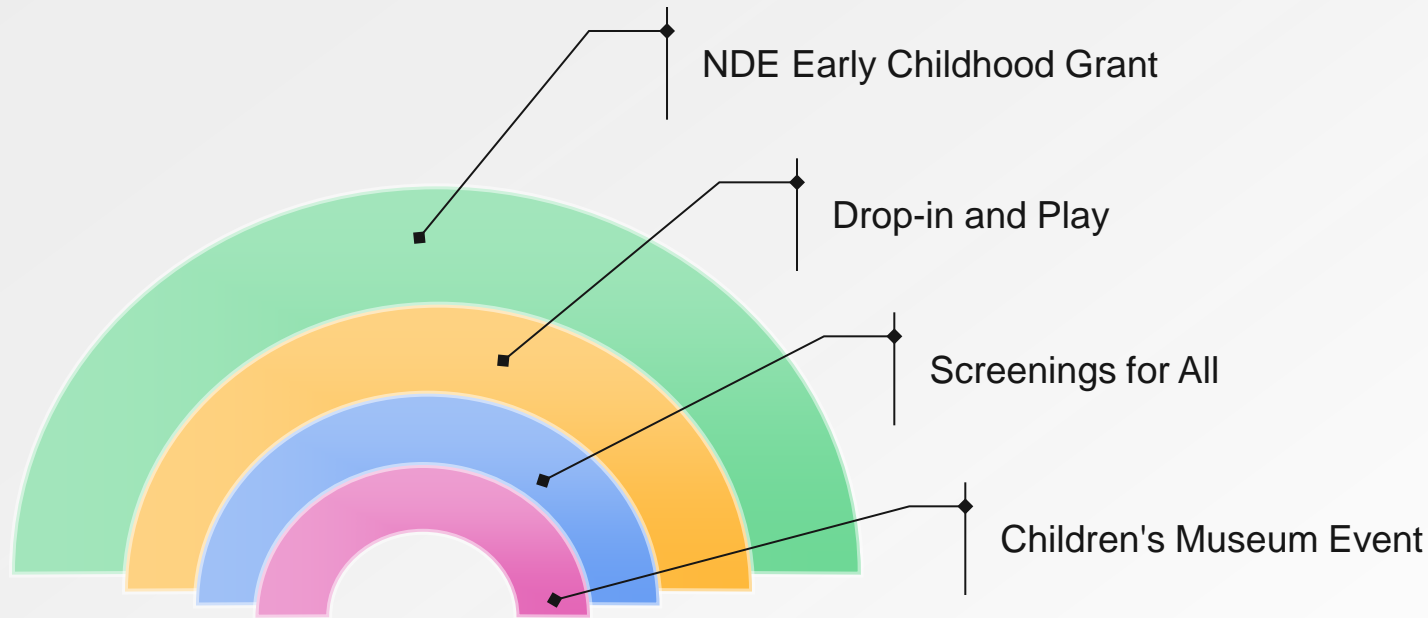
**Superintendents Early Childhood Plan
Buffett Early Childhood Institute**

NDE Early Childhood Grant

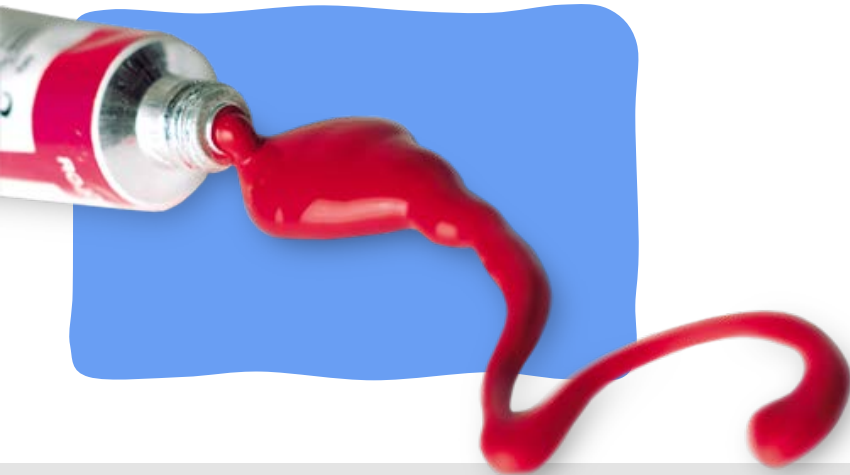
Other partnerships and funding sources

Success is where preparation and opportunity meet.

Celebrations



Professional Development Staff and Principals



Thank You!

Vision Statement

The Millard Public Schools Early Childhood program will promote school readiness, the individualized development of the whole child, and family engagement by providing high quality learning opportunities and utilizing evidence-based practices through a safe, child-driven learning environment and community partnerships.

Strategies

Blending

We will develop and implement plans to increase inclusive preschool classrooms and develop systems to ensure that all children (ages 3-5) are placed in the least restrictive environment and provided a high quality education.

Curriculum and Assessment

We will develop and implement plans that utilize consistent, research-based, data-driven instruction, grounded in a shared curriculum.

Community Partnerships and Funding

We will develop and implement plans to maximize current funding and explore alternate resources through community partnerships.

Families

We will develop and implement plans to support families as their child's first teacher by providing educational experiences both at home and school.

Where we are...

Programs are designed to achieve success through developmentally appropriate instruction by highly qualified staff.

Family Resource Center

Child Find



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Nebraska State Board of Education

A QuESTT: Accountability for a Quality Education System, Today and Tomorrow

- Since 1953, the State Board of Education has been the policy-making, planning, and evaluative body for Nebraska public schools.
- The State Board of Education believes that the opportunity to integrate the vision of the Legislature's Education Committee and components of accountability, assessment, accreditation, career education, and data into a system of school improvement and support is imperative for the good of Nebraska students and critical for Nebraska to build a vibrant and economically successful future.
- Nebraska State Board Policy G19, Standards, Assessment, and Accountability (SAA) Belief Statements and LB 438, The Quality Education and Accountability Act, lay the foundation for the Accountability for a Quality Education System, Today and Tomorrow: A QuESTT for Nebraska!

- A QuESTT aligns some regulatory requirements under the umbrella of quality, accountability, and school improvement.
- A QuESTT is the framework used to annually classify schools based upon performance as indicated by graduation rates, by student growth and student improvement on state assessment instruments, and by status and participation in statewide assessments
- The three schools most in need of assistance to improve will be designated Priority Schools and subsequently work with a Nebraska Department of Education team to create an intervention plan submitted and approved by the State Board of Education.
- Best practices in schools of excellence will be highlighted and shared among schools, as will effective intervention strategies and plans.

A QuESTT is a framework that describes the accountability system for the performance of public schools and districts. The framework is built on six tenets and addresses two broad categories of quality education systems:

1) Student Success and Access to include the following tenets:

- Positive Partnerships, Relationships and Student Success
- Transitions
- Educational Opportunities and Access

2) Teaching and Learning to include the following tenets:

- College and Career Readiness,
- Assessment,
- Educator Effectiveness

Tenet #1 Positive Partnerships, Relationships & Student Success

The State Board of Education believes student engagement through positive partnerships and relationships is fundamental to successful schools and districts. The State Board supports schools and districts in implementing best practices in student, parent/family, and community engagement to enhance educational experiences and opportunities.

Areas of Focus

- Individualized or Personalized Learning Plans
- Attendance and Participation
- Parent/Guardian Involvement
- Community and support services

Tenet #2 Transitions

The State Board of Education believes quality educational systems focus on supports for students transitioning between grade levels, programs, schools, districts and ultimately college and careers.

Areas of Focus

- Early Childhood-Elementary
- Elementary-Middle School
- Middle School-High School
- High School-Post High School

Tenet #3 Educational Opportunities and Access

The State Board of Education believes that all students should have access to coordinated and comprehensive instructional opportunities to be prepared for learning, earning, and living.

Areas of Focus

- Dual Credit/AP Opportunities
- Comprehensive Course Opportunities
- Blended Learning / Opportunities for credit bearing distance/virtual content

Tenet #4 College & Career Ready

The State Board of Education believes that every student shall be prepared to pursue postsecondary educational opportunities and career goals upon completion of secondary education.

Areas of Focus

- Rigorous College & Career Ready Standards for All Content Areas
- Technological & Digital Readiness
- Support for Career Awareness and Career/College Goals

Tenet #5 Assessment

The State Board of Education believes the results of multiple assessment sources (national, state, and classroom-based) should be used to measure student achievement of college and career ready standards, and be used as an integral part of the instructional process.

Areas of Focus

- Individualized/Adaptive Assessments
- Classroom Based Assessments
- State Assessments
- National/International Assessments

Tenet #6 Educator Effectiveness

The State Board of Education believes that students should be surrounded by effective educators throughout their learning experiences and every school and district should develop effective teachers and leaders who establish a culture of success.

Areas of Focus

- Nebraska Teacher & Principal Performance Framework
- Professional Development
- Building Leadership Supports
- Effective Local Policy Makers & Superintendents

NCLB Waiver

A QuESTT appears to be the framework under which a waiver may be sought.

Rule 10 Accreditation Changes incorporate A QuESTT and are being fast tracked.

Application for waiver anticipated in next few months.

Framework and timeline provide environment within which details may be worked out.

Waivers have been granted to 43 states with two states, Washington and Oklahoma, having had their waivers revoked.

NCLB Waiver and Impact on Nebraska/MPS

- Nebraska State Standards and Common Core State Standards Alignment (use of McREL comparisons of ELA and math)
- NeSA assessment system (NeSA Reading being changed to NeSA ELA)
- Possible legislation for Charter Schools
- Title I Needs Improvement Plans and allocated monies may be suspended
- 100% AYP Requirements Suspended and/or Redesigned
- Teacher and Principal Evaluation Systems and Student Achievement

Rule 10 and A QuESTT

[Suggested Revisions or Additions in Rule 10](#)

[\(Regulations and Procedures for the Accreditation of Schools\)](#)

Suggested Revisions or Additions in Rule 10
(Regulations and Procedures for the Accreditation of Schools)
Overview of Adjustments in Red
December 2014

The items below summarize proposed revisions, additions, deletions and discussion for the hearing draft of Rule 10. Items highlighted in yellow are new. Other items are included to provide clarity and to align with current statutes and rules.

Rule 10 Regulation	Reason for Inclusion in Update
003.04 p. 5	Add a reference to Rule 15 (<i>Education of Students with Limited English Proficiency in Public Schools</i>) which outlines the requirements that a district must meet in order to address the educational needs of LEP students.
004.01B p. 8	Strikes language that projected the adoption date of Social Studies standards and replaces with language that reflects the requirement for districts to adopt academic content standards within one year of State Board adoption. The appendices will be adjusted to reflect Language Arts and current status of academic content standards adoption.
004.01C p. 8	Adds a Reference to the Fine Arts Standards
004.04B6-004.04B6f p. 14, 15, 16	Adjusts the descriptions of career education courses to reflect current career field language.
004.04B7 p. 16	Cardiopulmonary Resuscitation (CPR) instruction will be added as a required component to personal health curriculum in high schools.
004.04D p. 18	For clarity, add a phrase that explains schools are not limited in the number of virtual classes once the basic 400 instructional units are met.
004.04D2a p. 19	Strike “Independent Study” from the name “University of Nebraska Independent Study High School” to align with the name change that occurred in the 2013-14 school year.

<p>004.04D2b p. 19</p>	<p>Add a phrase that expands the requirement for a student enrolled in a virtual class (being used to generate instructional units) to have access to, not only, a local Nebraska certificated teacher, but access to a teacher with an appropriate endorsement; i.e., “.....and each student enrolled in such a course is assigned to a teacher holding a Nebraska Teaching Certificate <u>with an endorsement aligned with the course, who monitors serves as a resource</u> to student progress and general appropriateness of the course.”</p>
<p>007.05D p. 25</p>	<p>Aligns this section with guidance and counseling certification requirements in Rule 24 (Endorsements) by adding, “.....such person <u>has two years of teaching experience and acquires at least six credit hours each year.....</u>”</p>
<p>009.01A4-009.01B p. 30</p>	<ul style="list-style-type: none"> • For Clarity, add the word “improvement” to describe plan • Require the school’s improvement plan be a part of the external team written review that is submitted to the Department.
<p>009.01B1 p. 30</p>	<p>Aligns Rule 10 Continuous Improvement requirements with Rule 84 (<i>Accreditation Requirements for ESUs</i>) by adding, “<u>AdvancED External Reviews may be used by schools to fulfill the requirement for an on-site visitation...</u>”</p>

Suggested Revisions or Additions in Rule 10
(Regulations and Procedures for the Accreditation of Schools)
Overview of Adjustments in Green Font
December 2014

The items below summarize proposed revisions and additions for the next hearing draft of Rule 10 related to Accountability for a Quality Education System Today and Tomorrow (A QuESTT). Items in Green are new.

Rule 10 Regulation	Reason for Inclusion in Update
001.01 p. 1	To connect Statute Sections 79.760.06 and 79.760.07 R.R.S. which provide information about requirements for state accountability.
002.01-022.02 p. 2	To provide definitions for A QuESTT and A QuESTT Indicator.
002.018-002.019 p. 3-4	To provide definitions for Performance Level Classifications and Priority Schools.
004.01 p. 7-8	To provide alignment to Rule 10 Quality Indicator and requirements (k-12 Curriculum) add A QuESTT indicators related to the following tenets: College and Career Ready and Educational Opportunities and Access.
004.02, 004.03, 004.04 p. 9, 11, 13	To provide alignment to Rule 10 Quality Indicator and requirements (elementary, middle and secondary curriculum) add A QuESTT indicator related to the following tenet: Transitions.
005.01 p. 20	To provide alignment to Rule 10 Quality Indicator and requirements (Statewide System for Assessment of Student Learning and for Reporting the Performance of School Districts) add A QuESTT indicator related to the following tenet: Assessment.
007.01,007.02, 007.03 p. 22, 23	To provide alignment to Rule 10 Quality Indicator and requirements (Instructional Staff) add A QuESTT indicator related to the following tenet: Educator Effectiveness.
008 p. 27	To provide alignment to Rule 10 Quality Indicator and requirements (Administrative Staff) add A QuESTT indicator related to the following tenet: Educator Effectiveness.
	To provide alignment to Rule 10 Quality Indicator and requirements

009.01 p. 29	(Continuous School Improvement) add A QuESTT indicator related to the following tenet: Positive Partnerships, Relationships and Student Success.
009.01B2 p. 30	To clarify that the Progress Plan developed and implemented by districts containing a priority school as outlined in Subsection 010.02D shall be used to partially meet the requirements in this section.
010 p. 30	To better define the purpose of this section insert the following title: Accountability for School Systems and Accountability System for Public Schools and School Districts.
010.02 p. 31	To better define the requirements of this section insert the title: Accountability System for Public Schools and School Districts.
010.02A p. 31	To provide requirements related to measuring school and district performance.
010.02.B p. 31	To provide requirements related to the designation of priority schools.
010.02C p. 32	To provide requirements related to the intervention teams for priority schools.
010.02D p. 32-33	To provide requirements related to the development and implementation of the Progress Plan for priority schools.
010.02E p. 33	To provide clarification regarding plans for schools designated as priority schools for five consecutive years.
010.02F p. 34	To provide requirements related to the annual reporting to the State Board on the level of progress made for each school district containing a priority school.