

Millard

PUBLIC SCHOOLS

***COMMITTEE OF THE WHOLE
MEETING***

Minutes
Board of Education
May 12, 2003

The members of the Board of Education met for a Committee Meeting on Monday, May 12, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The discussion topics included Educational Program Services Update and Demonstration of Proficiency.

PRESENT: Jean Stothert, Mike Pate, Brad Burwell, Linda Poole, and Mike Kennedy.

ABSENT: Julie Johnson

Others in attendance were Keith Lutz, Martha Bruckner, Carol Newton, and Judy Porter and other administrators

Six students who participated in the High HAL seminars gave a short presentation on their experience in the seminar. Curt Anderson demonstrated Blackboard, which is a web based organizer and delivery system for materials and activities related to the curriculum. Sharon Comisar-Langdon reviewed the progression of the new staff indication program. More written information was provided on Palm Pilots, Grading of music and physical education classes at the middle level, Elementary Electronic Report Card, and Electronic IEP's. This information was provided so that board members understand the main aspects of each project.

The board policy on requiring student mastery of ELO assessments for high school graduation has a clause specifying that students may receive credit for an ELO assessment mastery by demonstrating his or her proficiency in an alternative manner. This proposal will allow students to present a "best of evidence" portfolio or pass a "parallel" assessments or a series of remediation class-based tests to show performance equivalent to the ELO cutscore.



CHAIRMAN



MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, May 12, 2003 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

AGENDA SUMMARY SHEET FOR COMMITTEE OF THE WHOLE

AGENDA ITEM: Report on Selected Educational Services Projects

MEETING DATE: May 12,2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Representatives of Educational Services (or their designees) will give a brief report on each of the following topics. Students will present information about the HAL Seminars.
each HAL (High Ability LeanM6Db)

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2002-2003 Second-Fifth Grade High HAL Seminars

Overview

This year marked the

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Grades 4-5

2nd Quarter – 'Goldilocks on Trial'

This seminar will give students an opportunity to do in-depth research in various topics including citizen's rights, jury selection, and criminal vs. civil court. Assisting the students will be Millard Public School facilitators, local attorneys and judges. This seminar will culminate with the children's participation in a Mock Trial.

- Of the 58 students invited, 52 participated – 90% response

3rd Quarter – "The History of Flight"

The flight seminar will include a visit to the Strategic Air

"HAL Visual Art"

A program offered to identified 4th and 5th grade students from across the district that, based on

**for your
information**



Contact: Amy Friedman, 895-8209

**5606 S. 147 Street
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FOR IMMEDIATE RELEASE

CONTACT: Amy Friedman 895-8209

Millard Public Schools High Ability Learner Fine Arts Night

What:

The Millard Public Schools High Ability Learner Fine Arts Night is an event designed to highlight the accomplishments of elementary students identified as having exceptional talents in the visual and performing arts. These students participate in the district's High Ability Learner arts programs during the current school year.

Programs offered are:

Millard Minnesingers – an honors choral group consisting of 4th and 5th graders from across the district identified as having exceptional talent or strengths in voice and musical performance.

Orff Schulwerk Honors Ensemble – an honors group consisting of 5th graders from across the district identified as having exceptional talent in the skills of singing, playing instruments, creatively moving and improvising.

HAL Visual Art – a program offered to identified 4th and 5th grade students from across the district that, based on teacher nomination exhibited talent or strengths in visual art.

HAL Drama Workshop – a program offered to identified 4th and 5th grade students from across the district that, based on teacher nomination exhibited talent or strengths in drama.

Where:

Millard North High School, 1010 S. 144th St.

The HAL Fine Arts Night art exhibit will be in the Millard North High School cafeteria, performances by the HAL Drama Workshop participants, Millard Minnesingers and Orff-Schulwerk Honors Ensemble will be in the Millard North High School auditorium. There will be visual art demonstrations by Millard North High School art students, a concurrent show of art work by Millard North High School Art students in the display area in front of the Millard North High School Art Department. Representatives of community arts organizations that have outreach and educational programs in the "Foyer" area, immediately inside the main entrance to Millard North High School.

When:

Thursday, April 24th

The art exhibit will run from 6:45 to 8:00 PM

The HAL Drama Workshop participants, Millard Minnesingers and Orff-Schulwerk Honors Ensemble performance schedule is as follows:

6:30 – 7:00 – HAL

- END -

5.

Middle School HAL Seminars – An Overview

The middle school seminar programs include three seminars for identified students at each middle school grade. These seminars include:

- 6th Grade Orientation – provides an overview of personal learning styles and strategies students can use to maximize the benefits of the characteristics of their own learning styles.
- Art and Animation – identified 6th graders learn several approaches to animation, then as teams, create animations related to curriculum they cover in their classes.
- Archeology – This seminar enables identified

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Blackboard

Background:

Blackboard is a web based organizer and delivery system for the materials and activities related to the curriculum of a class. All files are stored on a Blackboard server (at UNO) which is password protected for the exclusive use of those who are part of a class (teachers and students). Since everything is web based, our teachers and students have potential access at school and home. Blackboard is used extensively at Nebraska's Universities and Colleges to supplement and extend learning beyond class contact time. It has also been used successfully for complete distance learning where students never see their teacher face to face during the class.

Our focus:

High school students of 6 teacher volunteers were given accounts on the UNO Blackboard system for the purpose of a preliminary look at the usefulness of this learning system for our students during the second semester. Features of the system available to our teachers are listed below. Teachers choose what to use –

What we have learned so far:

Early evaluation data, emails and meeting conversations are indicating :
 Teachers are comfortable with the system and have used a lot of the available features.
 They like the way it helps students who are in attendance:

Shy and quiet students contribute online more freely than in live class setting.

Learning support can continue after the bell ends class.

Access is 24/7 to what the teacher provides– fits all schedules and preferences

A tardy student can join in when they arrive with minimum interruption

Access to class notes and archived handouts for students who lose things

Instant feedback on tests make assessments more connected to learning

For students who are absent:

Hardly any time is needed to discuss missed assignments.

Very little time is used when a student returns to address make up work

This is good for both the teacher and the student (and the pace of the class).

Evaluation process this year:

Teachers are giving us feedback about their experience which will be compiled by the end of May.

Cost:

Evaluations this year and next year are virtually free of cost to us.

The cost to deploy this service or the district has not been estimated. We understand the NITC is negotiating with Blackboard (and other similar products) for pricing that would make this affordable for all interested schools (K-12 and University).

Where do we go from here:

At this time all indicators suggest students and teachers are very positive about Blackboard and will give it high marks.

Unless UNO changes their mind (they have said we could maintain our arrangement through next year), we would advocate for a more structured evaluation with teachers in more subjects and at the middle schools also.

State level people are organizing an evaluation process using other school districts and university campuses that parallels much of what Millard has done with UNO . They have indicated an interest in collaborating on design and sharing data.

Information on Palm Pilot Projects



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Hand held computers revolutionize

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Research and Development Fund

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Using the research funding, Mr
experimenting with the academic uses of hand



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**Palm Pilot/Hand- Held
Russell Middle School**

Strategy 4 of the Russell Site plan states: Develop and implement plans to acquire, integrate, and expand the technology needed to optimize learning, teaching, communication and school management.

Action Plan #4 states: RMS will create procedures to effectively integrate hand held (eg Palm Pilot devices) into management and instruction by teachers and students.

In October 2002, teachers at RMS were invited to apply to learn to use the Palm Pilot for the purposes of personal learning and application in instruction. The first year would be focused on personal learning, staff development and sharing with colleagues. The second year would add the focus of using hand-helds with students, as well as continuing to share with colleagues and mentor others.

Twenty seven staff members applied and were selected, representing a cross section of Russell teachers in exploratory classes, counselors, sixth, seventh and eighth grade teachers. Students familiar with hand helds acted as student mentors.

From December until the present time, Mary Ehlers from the tech department has devoted two sessions per month to work with teachers. Large group after school sessions have focused on:

*Getting our handhelds and keyboards "up and running". Troubleshooting

"Synchronization of handheld with desktop computers using Hot Sync

*Pre-installed applications such as Address Book, Date Book, To Do List, Memo Pad, and Note Pad

"Installing applications such as Documents To Go, Giraffe (Graffiti practice)

"Educational software from the Center for Highly Interactive Computing in Education at the University of Michigan (Hi-CE). Software packages demonstrated have included Sketchy and BubbleBlaster.

Teachers have registered for the summer class being taught by Millard teacher Tony Vincent. Three of them are taking graduate class from the College of St. Mary to learn better ways to integrate the palm pilot into classroom instruction.

Our teachers have only "scratched the surface" of potential uses for these devices. They have plans to do more interdisciplinary integration using the palms for next year. This year has been the opportunity to learn how to operate the palms so they can then apply their uses.

Russell administrators and teachers have very much appreciated the support and encouragement of Dr. Porter, Dr. Feldhausen and Mrs. Ehlers for this opportunity. Several of them have said "I hope they don't get taken away" because they are so excited about plans for next year. Our student newspaper, from the perspective of our Russell students,

Middle School Grading for PE and Music

PE

The only subject areas at the middle level that do not use a number grade to reflect student learning and performance are physical education and music. The PE framework was adopted last year and with that adoption from the PE Core committee, made up of teacher, parent and administrative representatives, a recommendation was made that students be graded in PE class as in other classes. The Core committee and teachers believe that students do not now receive complete feedback about their level of learning in physical education.

Andersen Middle School asked to develop grading criteria for physical education. The understanding was that the criteria be in line with the National Association of Sports and Physical Education Co3nd S5emf -0ablj 0 Tc 1mr(12.29613(4i3d (and3ac2-)JTtie2933 0 Td (areas)Tj -0.02

Elementary Web-Based Report Card

Special Education: Electronic IEP

During the 2001-02 school year administrators and teachers in the Special Education Department began work to update the method by which Individual Education Plans and other required paperwork for students with disabilities was generated. Commercial products were examined and rejected due to the companies' inability to individualize the product to meet the needs of Millard Public Schools and excessive costs.

Beginning in late spring and continuing through the summer of 2002, Millard Public Schools special education and technology administrators worked with ESU 3 programmers and staff to develop a program that would support the use of the current Student Information Management System (SIMS) to create and store electronic versions of required special education forms.


In September 2002, an initial group of special education staff members, including special educators and speech-language pathologists at all instructional levels, were trained on the use of the Electronic IEP program. This core group of staff provided meaningful feedback regarding the usability of the program and served as support to the remaining special education staff as they were trained. Beginning in November 2002 and continuing through February, full-day training sessions were held for special education staff. Staff members were trained at the Technology Resource Center at Beadle Middle School. Implementation of the program began immediately following training; full implementation of the program will be effective with the beginning of the 2003-04 school year.

The Electronic IEP integrates with the Student Information Management System, assuring that up-to-date demographic information is recorded on the IEP and other special education forms. The Electronic IEP allows staff members to record a student's eligibility for special education transportation or Extended School Year services in SIMS, as well as document the student's participation in district-wide assessments, including the use of accommodations or participation in an alternate assessment. The program enables any staff member who provides services to a student to make

New Staff Induction Program 2002-2003 Summary of Activity

Implementation of the New Staff Induction Program began with the district's new certificated staff hired for the 2002-2003 school year. Forty-three new mentors were trained this fall, which brings the total of trained mentors to 201 throughout the district. We anticipate an additional 20 mentors will be trained for fall, 2003.

Fifty-four certificated staff participated in Peer Coaching on a voluntary basis this school year. Full-scale implementation will begin August 2003 with our 2002-2003 hires. An anticipated 202 certificated staff members will participate in Peer Coaching throughout the 2003-2004 school year, 101 second-year staff members and their self-selected, more veteran partners. Quarterly sessions focus on the Indicators of Effective Teaching. Differentiated sessions focusing on the Indicators of Effective Counseling will be conducted for the 10 participating counselors. Building implementations follow each quarter session that include a non-evaluative observation in each partner's classroom or professional setting, a pre-observation conversation, and a post observation conversation. Successful completion of Peer Coaching fulfills the flexible contract day requirement for all participants.

Forty third-year certificated staff members participated on a voluntary basis in the Productive Approaches for Teaching and Learning course. This district-developed course aligns Millard's Indicators of Effective Teaching or the Indicators of Effective Counseling with the Elements of Differentiated Instruction and The Dimensions of Learning strategies for effective instructional practice. Participants are granted 3 hours of graduate credit from .

Jed.

**Millard Public Schools
New Staff Induction Program**

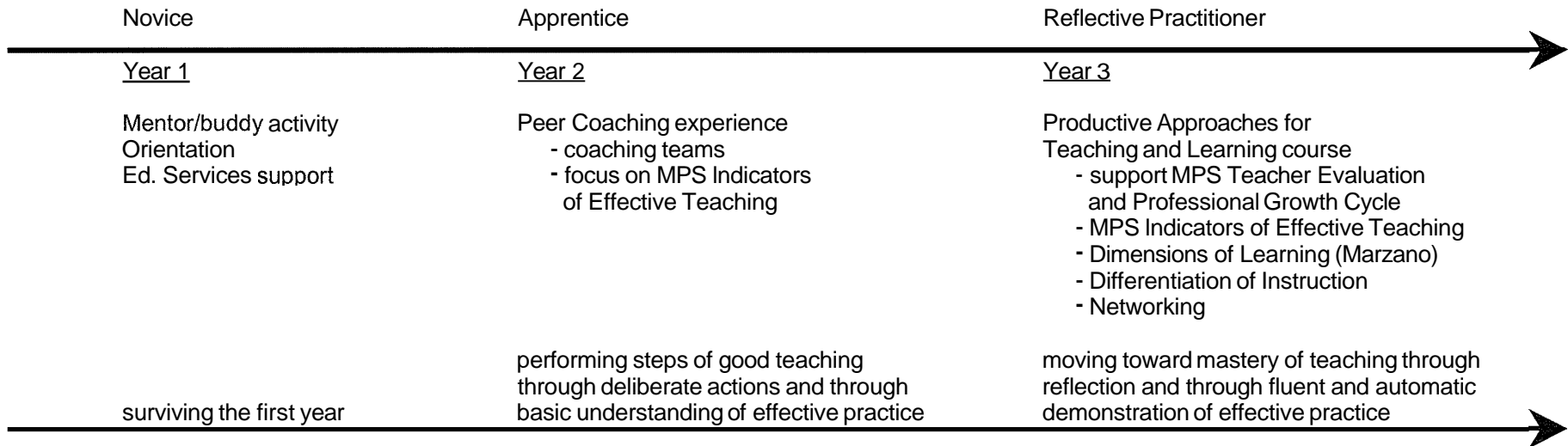
Purpose: Develop and retain the highest quality staff, support learning, and realize the greatest student achievement through

- caring, effective mentoring
- successful peer coaching experiences
- extended professional development

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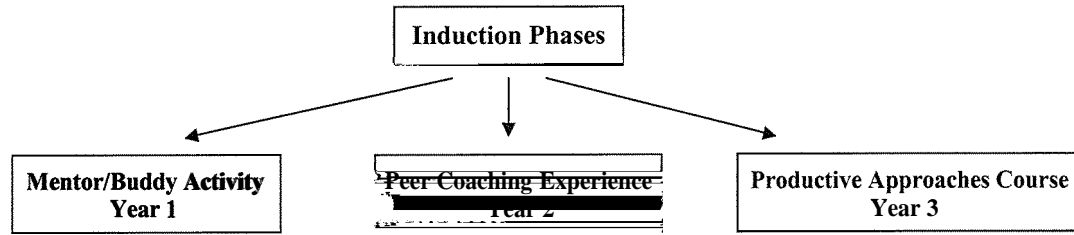
Intended Outcomes: Support for new teachers
Collegiality
Extended professional relationships
Theoretical and practical framework for effective instruction
Improved instruction through professional development
Increased student achievement
Development of a community of learners

Rationale: Create and implement a new teacher induction model that is planful and deliberate in supporting professional development, is proactive in retaining new staff, and supports building principals in their efforts of teacher development and student achievement.



Investing In Teachers / Investing In Students

Millard Public Schools
New Staff Induction Program



J.D.

Envision and Develop Millard Public Schools		Implement Millard Public Schools		→
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AGENDA SUMMARY SHEET

AGENDA ITEM: Demonstration of Proficiency

Meeting Date: 5/12/03

Department: Planning and Evaluation and Educational Services

Title and Brief Description: The board policy on requiring student mastery of ELO assessments for high school graduation has a clause specifying that students may receive credit for an ELO assessment mastery by demonstrating his or her proficiency in an alternative

Proposal to Present an "Evidentiary Argument" (Best Evidence Portfolio) that a Student has Mastered an ELO Content Area

**Summaries of Proposals from Staff – for "Parallel" Assessments
(Committee of 5-6 teachers in each ELO Content Area)**

Proposals for Demonstration of Proficiency Performances (Alternative Route to a Regular Diploma)

items with only a few tasks for performance assessment. Teachers have done some work on the task.

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DRAFT - DEMONSTRATION OF PROFICIENCY – PROCEDURES

Notification of parents and students of DP

- Rule 6320.1 and a brochure of DP protocol will be included in ELO communications from the building to home via Curriculum Handbook. If a student does not meet a cut score for any subject area, a copy of the Rule will be sent home with the testing result report.
- Provide IEP, ILP and 504 case managers and counselors with information about Demonstration of Proficiency as options for students who may not meet an assessment cut score after two retest attempts.

DP Protocol

1. If a student has not met the

