SCHOOL DISTRICT NO. 17
A/K/A
MILLARD PUBLIC SCHOOL DISTRICT
NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at **6:00 p.m.** on **Monday, July 6, 2026** at **Don Stroh Administration Building 5606 S. 147th St. Omaha, NE 68137.**

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 and on the MPS website at **www.mpsomaha.org.**

Justin Curtis - Secretary

7/3 ZNEZ

The Daily Record

Proof of Publication

JASON W. HUFF, Publisher

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

JASON W. HUFF, being duly sworn, deposes and say that they are the PUBLISHER and/or MANAGING 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, and a general circulation in Sarpy, Lancaster, Cass and Dodge Counties, printed in Omaha, in said County of Douglas, Nebraska for more than fifty-two weeks last past; that the printed notice here-to attached was published in THE DAILY RECORD, of Omaha, for 1 consecutive weeks on:

7/3/26

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

GENERAL NOTARY - State of Nebraska
NICOLE M. PALMER
My Comm. Exp. October 1, 2029

Publisher's Fee $22.67

Additional Copies $_____

Filing Fee $_____

Total $22.67

Subscribed in my presence and sworn to before me this JULY 03 2026

Notary Public in and for
Douglas County, State of Nebraska

ACKNOWLEDGMENT OF RECEIPT

OF NOTICE OF MEETING

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on July 6, 2026, at the Don Stroh Administration Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 6th day of July, 2026

Linda Poole – President

Lisa Schoenberger – Vice President

Justin Curtis – Secretary

Stacy Jolley – Treasurer

Mike Kennedy

Amanda McGill Johnson

BOARD OF EDUCATION MEETING SIGN IN

July 6, 2026

NAME:	REPRESENTING:	Observing for a Class? (Y/N)
Thara Michaelis	Nebraska Journalism Trust	N
MATT HEYS	NCEA	N

Millard Public Schools

BOARD OF EDUCATION MEETING

July 6, 2026

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
JULY 6, 2026
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

AGENDA

A. **Call to Order**

The Public Meeting Act is posted on the wall and available for public inspection.

B. **Pledge of Allegiance**

C. **Roll Call**

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

E. **Routine Matters**
1. *Approval of Board of Education Minutes – June 1, 2026
2. *Approval of Bills and receive the Treasurer's Report and Place on File
3. Summary of the Board Committee of the Whole Meeting – June 8, 2026

F. **Information Items**
1. Superintendent's Comments
2. Board Comments/Announcements

G. **Unfinished Business -** None

H. **New Business**
1. First Reading of Policy 9210: Bylaws of the Board - Attorney
2. First Reading of Policy 9370: Bylaws of the Board - Minutes
3. Approval of Rule 5100.3: Student Services - Enrollment of Students - Nonresident Students: Enrollment Option Program
4. Approval of Rule 5200.1: Student Services - Attendance, Tardiness, and Excessive Absenteeism
5. Approval of Rule 5400.1: Student Services - Student Discipline
6. Approval of Rule 6675.1: Curriculum, Instruction, and Assessment - Exempt Schools: Requests for Programs, Services or Materials
7. Approval of Rule 6680.1: Curriculum, Instruction, and Assessment - Nonpublic Schools: Requests for Programs, Services
8. Approval of Rule 8240.1: Internal Board Policies - Retirement: Members of the Board
9. Approval of Rule 8340.1: Internal Board Policies - Meetings
10. Approval of Rule 9100.1: School Board Vacancies - Procedure for Filing
11. Reaffirm Policy 5480: Student Services - Search & Seizure
12. Reaffirm Policy 8240: Internal Board Policies - Retirement: Members of the Board
13. Reaffirm Policy 9000: Bylaws of the Board - General Statement
14. Reaffirm Policy 9100: School Board Vacancies - Created, Filled
15. Reaffirm Policy 9112: Bylaws of the Board - Committees and Appointments

16. Reaffirm Rule 9112.1: Bylaws of the Board - Committees and Appointments
17. Reaffirm Rule 9112.2: Bylaws of the Board - Temporary Committees
18. Reaffirm Policy 9220: Bylaws of the Board - Auditor
19. Reaffirm Policy 9300: Bylaws of the Board - Individual Members - Duties, Responsibilities
20. Reaffirm Policy 9310: Bylaws of the Board - Meetings - Notification to Members
21. Reaffirm Policy 9320: Bylaws of the Board - Meetings - Construction of Agenda
22. Reaffirm Policy 9330: Bylaws of the Board - Approval of Administrative Rules
23. Reaffirm Policy 9340: Bylaws of the Board - Quorum
24. Reaffirm Policy 9360: Bylaws of the Board - Meeting Conduct
25. Approval of the 2026-2027 Secondary Partnerships Agreement between MPS and MCC
26. Approval of 2026-27 & 2027-28 Custodial, Grounds, and Maintenance Agreement with Service Employees International Union
27. Appointment of Attorney
28. Approval of 2026-2029 Superintendent Contract
29. Approval of 2026-2027 Superintendent Goals
30. Approval of Personnel Actions: Recommendation to Hire, Rescind Contract Agenda

I. **Reports**

1. Leadership & Learning Annual Report
2. Educational Services Annual Report

J. **Future Agenda Items/ Board Calendar**

1. Friday, July 31, 2026 - New Staff Breakfast -Greet at 7:30 a.m., Breakfast 8:00 - 9:00 a.m. at Millard North High School
2. Monday, August 3, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
3. Monday, August 10, 2026 - District Kick Off
4. Wednesday, August 12, 2026 - First Day of School for Students
5. Monday, August 10, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
6. Wednesday, September 2, 2026 - Staff Fundraising Campaign Kickoff - 7:30 a.m. & 4:00 p.m. at the Foundation Office

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

L. **Adjournment**

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
JULY 6, 2026
6:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection.

B. Pledge of Allegiance

C. Roll Call

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

E.1* Motion by _____, seconded by _____, to approve the Board of Education Minutes from June 1, 2026.

E.2* Approval of Bills and receive the Treasurer's Report and Place on File.

E.3 Summary of the Board Committee of the Whole Meeting – June 8, 2026

F.1 Superintendent's Comments

F.2 Board Comments/Announcements

G.1 Unfinished Business - None

H.1 First Reading of Policy 9210: Bylaws of the Board - Attorney

H.2 First Reading of Policy 9370: Bylaws of the Board - Minutes.

H.3 Motion by _____, seconded by _____, to approve Rule 5100.3: Student Services - Enrollment of Students - Nonresident Students: Enrollment Option Program.

H.4 Motion by _____, seconded by _____, to approve Rule 5200.1: Student Services - Attendance, Tardiness, and Excessive Absenteeism.

H.5 Motion by _____, seconded by _____, to approve Rule 5400.1: Student Services - Student Discipline.

H.6 Motion by _____, seconded by _____, to approve Rule 6675.1: Curriculum, Instruction, and Assessment - Exempt Schools: Requests for Programs, Services or Materials.

H.7 Motion by _____, seconded by _____, to approve Rule 6680.1: Curriculum, Instruction, and Assessment - Nonpublic Schools: Requests for Programs, Services.

H.8 Motion by _____, seconded by _____, to approve Rule 8240.1: Internal Board Policies - Retirement: Members of the Board.

H.9 Motion by _____, seconded by _____, to approve Rule 8340.1: Internal Board Policies - Meetings.

H.10 Motion by _____, seconded by _____, to approve Rule 9100.1: School Board Vacancies - Procedure for Filing.

H.11 Motion by _____, seconded by _____, to reaffirm Policy 5480: Student Services - Search & Seizure.

H.12 Motion by _____, seconded by _____, to reaffirm Policy 8240: Internal Board Policies - Retirement: Members of the Board.

H.13 Motion by _____, seconded by _____, to reaffirm Policy 9000: Bylaws of the Board - General Statement.

H.14 Motion by _____, seconded by _____, to reaffirm Policy 9100: School Board Vacancies - Created, Filled.

H.15 Motion by _____, seconded by _____, to reaffirm Policy 9112: Bylaws of the Board - Committees and Appointments

H.16 Motion by _____, seconded by _____, to reaffirm Rule 9112.1: Bylaws of the Board - Committees and Appointments.

H.17 Motion by _____, seconded by _____, to reaffirm Rule 9112.2: Bylaws of the Board - Temporary Committees.

H.18 Motion by _____, seconded by _____, to reaffirm Policy 9220: Bylaws of the Board - Auditor.

H.19 Motion by _____, seconded by _____, to reaffirm Policy 9300: Bylaws of the Board - Individual Members - Duties, Responsibilities.

H.20 Motion by _____, seconded by _____, to reaffirm Policy 9310: Bylaws of the Board - Meetings - Notification to Members.

H.21 Motion by _____, seconded by _____, to reaffirm Policy 9320: Bylaws of the Board - Meetings - Construction of Agenda.

H.22 Motion by _____, seconded by _____, to reaffirm Policy 9330: Bylaws of the Board - Approval of Administrative Rules.

H.23 Motion by _____, seconded by _____, to reaffirm Policy 9340: Bylaws of the Board - Quorum.

H.24 Motion by _____, seconded by _____, to reaffirm Policy 9360: Bylaws of the Board - Meeting Conduct.

H.25 Motion by _____, seconded by _____, to approve the 2026-2027 Secondary Partnerships Agreement between Metropolitan Community College (MCC) and Millard Public Schools (MPS).

H.26 Motion by _____, seconded by _____, that the Negotiated Agreement for Custodial, Grounds, and Maintenance Employees with the Service Employees International Union for the 2026-27 and the 2027-28 school years be approved and that the Superintendent or his designee be authorized to execute any and all documents related to such Agreement.

H.27 Motion by _____, seconded by _____, to approve that the Board appoint the Perry Law Firm as the District's Attorney pursuant to Board Policy 9210.

H.28 Motion by _____, seconded by _____, to approve the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law.

H.29 Motion by _____, seconded by _____, to approve the 2026-27 Superintendent Goals.

H.30 Motion by _____, seconded by _____, to approve Personnel Actions: Recommendation to Hire, Rescind Contract Agenda.

I. Reports
1. Leadership & Learning Annual Report
2. Educational Services Annual Report

J. Future Agenda Items/ Board Calendar
1. Friday, July 31, 2026 - New Staff Breakfast -Greet at 7:30 a.m., Breakfast 8:00 - 9:00 a.m. at Millard North High School
2. Monday, August 3, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
3. Monday, August 10, 2026 - District Kick Off
4. Wednesday, August 12, 2026 - First Day of School for Students
5. Monday, August 10, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
6. Wednesday, September 2, 2026 - Staff Fundraising Campaign Kickoff - 7:30 a.m. & 4:00 p.m. at the Foundation Office

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

L. Adjournment

All items indicated by an asterisk (*) will comprise the Consent Agenda and may be acted on in a single motion. Items may be deleted from the Consent Agenda by request of any board member.

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the county of Douglas in the state of Nebraska was convened in open and public session at 6:00 p.m., Monday, June 1, 2026, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 29, 2026, a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgement of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

President Linda Poole shared that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis were present.

The Student Showcase featured the following groups:

Andersen Middle School
Track & Field

Beadle Middle School
Track & Field

Millard North High School
Baseball
Track & Field

Millard South High School
Track & Field
Forensics

Millard West High School
Perfect ACT
Omaha World-Herald All-State Academic Team
Forensics

Mrs. Poole announced this is the proper time for public questions and comments on agenda items only. There were no requests to speak.

Motion by Mike Kennedy, seconded by Stacy Jolley, to approve the Board of Education minutes for May 18, 2026, and approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis. Voting against were: None. Motion carried.

Superintendent's Comments:
Dr. Schwartz said congratulations on another great school year. Dr. Schwartz said we have a lot to be proud of this school year and he thanked the staff, students and parents for making it possible. Dr. Schwartz shared that we had a great professional development today for secondary buildings and tomorrow we will welcome elementary buildings.

Dr. Schwartz said summer school begins on June 8th. The high school summer school graduation will be on July 9th at noon.

Board Comments:

Mr. Curtis:
Mr. Curtis said he is grateful coming off of graduation and having a senior this year was a sweet moment. Mr. Curtis thanked his fellow board members for intentionally putting him in the secretary role so his signature would be on his daughter's diploma. Mr. Curtis shared that he and his wife have been reflecting on those teachers and administrators who were part of his daughter's 13 year journey and they are grateful for all they have done.

Mrs. Jolley:

Mrs. Jolley said it has been a wonderful year, and she thanked everyone who leads in this district to make it a wonderful special place.

Mrs. Schoenberger:
Mrs. Schoenberger shared that she attended Olympic Day at Aldrich and it was a special experience to be there with Mrs. Poole. She said schools creating core memories for our students is part of the magic we do in these districts. She thanked teachers for making school a magic place.

Mrs. Schoenberger said that graduation was an amazing thing to be a part of and she thanked everyone who helped to make it happen.

Mr. Kennedy:
Mr. Kennedy said we had a great weekend for Millard and he said the graduation speeches were great. Mr. Kennedy thanked teachers for doing a great job this year

Mr. Kennedy shared that former Superintendent, Dr. Jim Sutfin has an Op-Ed article in the Omaha World- Herald that is worth the read.

Mrs. McGill Johnson:
Mrs. McGill Johnson said that we had a terrific end of the school year.

Mrs. McGill Johnson said that the summer projects are already underway and she is excited to see the process of them this summer.

Mrs. McGill Johnson thanked Associate Superintendent of Human Resources Dr. Kevin Chick for all his many years of service and shared that tonight is his last regular Board of Education meeting.

Mrs. Poole:
Mrs. Poole echoed the comments regarding Dr. Chick. She thanked him and his team for all they do to hire amazing people to make us the world class education system that we are.

Mrs. Poole shared that she plans to attend the summer school graduation. She also shared she would like to attend any summer school tours.

Mrs. Poole shared that she was the PTO president at Aldrich Elementary the 1st year that building opened and was part of the first Olympics Day. She said it was great to go back and see how the celebration has evolved over the years.

Mrs. Poole shared a letter she received from Dr. Brian L. Maher, Commissioner of the Nebraska Department of Education regarding Dr. Schwartz's amazing leadership on the Superintendent Advisory Council.

Unfinished Business - None

New Business

Motion by Stacy Jolley, seconded by Lisa Schoenberger, to reaffirm Policy 3425: Support Services - Accounting - Receipt of Funds, reaffirm Rule 3425.1: Support Services - Accounting - Receipt of Funds. Voting in favor of said motion was: Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, Mr. Curtis, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Mike Kennedy, that the Negotiated Agreement for Paraprofessionals with the Millard Education Association for the 2026-27 and the 2027-28 school years be approved and that the Superintendent or his designee be authorized to execute any and all documents related to such Agreement. Voting in favor of said motion was: Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, Mr. Curtis, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve a 3.55% total package increase for all professional technical salaried employees, professional technical hourly employees, administrators, and food service employees for the 2026-27 school year. Voting in favor of said motion was: Mr. Curtis, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, that the contract for the North High School Chiller Replacement be awarded to Hayes Mechanical in the amount of $2,047,000 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, and Mr. Curtis. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Amanda McGill Johnson, to approve the 2027-2028 Student School Calendar. *There was discussion amongst the board.* Voting in favor of said motion was: Mrs. Jolley, Mr. Curtis, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Schoenberger, Mrs. Poole. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Lisa Schoenberger, to approve Personnel Actions: Recommendation to Hire: Frank S. Scharff, Makenna L. O'Neal, Kira L. Leget, Rachel SN Pachikov, Kennedy B. Clark, Lori L. Dingel. Voting in favor of said motion was: Mrs. Schoenberger, Mrs. Poole, Mrs. Jolley, Mr. Curtis, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Reports - None

Future Agenda Items/ Board Calendar:

1. Thursday, June 4, 2026 - Foundation Golf Tournament -11:30 a.m. shotgun start at Tiburon
2. Monday, June 8, 2026 - Committee of the Whole Meeting - 6:00 p.m. at DSAC
3. Monday, July 6, 2026 - Board of Education Meeting - at 6:00 p.m. at DSAC
4. Friday, July 31, 2026 - New Staff Breakfast -Greet at 7:30 a.m., Breakfast 8:00 - 9:00 a.m. at Millard North High School
5. Monday, August 3, 2026 - Board of Education Meeting - 6:00 p.m. at DSAC
6. Monday, August 10, 2026 - District Kick Off
7. Wednesday, August 12, 2026 - First Day of School for Students

Mrs. Poole reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were no requests to speak on non-agenda items.

Motion by Stacy Jolley, seconded by Lisa Schoenberger, to go into Executive Session at 6:51 p.m. for the purpose of negotiations for the protection of the public's interest. Voting in favor of said motion was: Mrs. McGill Johnson, Mrs. Schoenberger, Mr. Kennedy, Mrs. Poole, Mrs. Jolley, and Mr. Curtis. Voting against were: None. Motion carried.

Executive session ended at 7:50 p.m.

Secretary, Justin Curtis

Millard Public Schools

July 6, 2026

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527711	05/28/2026	131981	BAIRD HOLM LLP	$2,002.00
	527712	05/28/2026	132829	BC AQUISITIONS LLC	$165.00
	527713	05/28/2026	033901	DOUGLAS COUNTY TREASURER	$648.50
	527715	05/28/2026	064800	METRO UTILITIES DISTRICT OF OMAHA	$41,850.17
	527719	06/04/2026	056276	KELVIN LP	$831.80
	527720	06/04/2026	064800	METRO UTILITIES DISTRICT OF OMAHA	$3,170.77
	527722	06/04/2026	100923	UNIVERSITY OF NEBRASKA LINCOLN	$460.00
	527723	06/04/2026	139797	US BANK NATIONAL ASSOCIATION	$167.00
	527742	06/11/2026	143971	AMERICAN NATIONAL BANK MASTERCARD	$340.68
	527743	06/11/2026	070800	OMAHA PUBLIC POWER DISTRICT	$782.05
	527744	06/11/2026	109843	T-MOBILE USA INC	$3,106.37
	527745	06/11/2026	139797	US BANK NATIONAL ASSOCIATION	$297.00
	527746	06/11/2026	064800	METRO UTILITIES DISTRICT OF OMAHA	$23,448.04
	527747	06/18/2026	108436	COX COMMUNICATIONS INC	$5,955.70
	527748	06/18/2026	108436	COX COMMUNICATIONS INC	$33.66
	527749	06/18/2026	108436	COX COMMUNICATIONS INC	$16,096.10
	527750	06/18/2026	143347	VERIZON COMMUNICATIONS INC	$27.81
	527760	07/06/2026	143790	360 COMMUNITY SERVICES	$8,736.60
	527763	07/06/2026	144927	ESMERALDA ACEVEDO BARRIOS	$221.85
	527764	07/06/2026	144227	JESSE RAY STOOPS	$750.00
	527766	07/06/2026	010112	AE SUPPLY LLC	$9,935.68
	527769	07/06/2026	142266	ROBERT L ALEXANDER	$180.00
	527770	07/06/2026	139802	JENNIFER LEA ALLEN	$189.28
	527771	07/06/2026	143318	HARTIN INVESTMENTS LLC	$656.95
	527773	07/06/2026	144706	GABRIELA AMADO	$66.45
	527774	07/06/2026	000092	AMERICAN ASSN SCHOOL PERSONNEL ADM	$775.00
	527775	07/06/2026	012450	AMERICAN RED CROSS-HEALTH & SAFETY	$2,953.80
	527777	07/06/2026	065425	ANDERSEN MIDDLE SCHOOL	$350.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527778	07/06/2026	131265	JILL M ANDERSON	$310.22
	527779	07/06/2026	143507	CALEB A ANNIN	$12.83
	527780	07/06/2026	106436	AQUA-CHEM INC	$1,174.95
	527781	07/06/2026	145444	ASPI SOLUTIONS INC	$3,500.00
	527782	07/06/2026	145429	US GROUNDS MAINTENANCE LLC	$2,850.00
	527783	07/06/2026	141122	A-UNITED AUTOMATIC DOOR & GLASS INC	$182.50
	527784	07/06/2026	137528	BREANN C AVERY	$44.23
	527785	07/06/2026	136706	MONICA M BACHMAN	$43.50
	527786	07/06/2026	144008	SAMANTHA K BALLARD	$115.00
	527787	07/06/2026	135852	COLLEEN D BALLARD	$139.40
	527788	07/06/2026	137482	KRISTINA A BAMESBERGER	$112.23
	527789	07/06/2026	143990	KAITLYN FR BARRETT	$81.19
	527790	07/06/2026	144553	ANGELICA CHAVEZ BARRIGA	$52.65
	527791	07/06/2026	138305	MEAGAN L BASYE	$104.18
	527792	07/06/2026	143824	EMMA M BAUMANN	$49.30
	527793	07/06/2026	141394	UNIVERSITY OF NEBRASKA BOARD REGENT	$33,381.25
	527795	07/06/2026	135223	AARON J BEARINGER	$123.11
	527796	07/06/2026	140903	EMMA BECK	$67.32
	527797	07/06/2026	144231	NATHAN D BECKER	$492.00
	527798	07/06/2026	141521	ERIKA J BECKLEY	$82.36
	527799	07/06/2026	139889	DARLA G BELL	$90.70
	527800	07/06/2026	139161	BERKLEY RISK ADMINISTRATORS CO LLC	$5,000.00
	527801	07/06/2026	142454	LAURA C BESHALER	$304.98
	527802	07/06/2026	144513	BRENDA R BIERBOWER	$433.96
	527803	07/06/2026	141403	JASON BAIR	$694.50
	527805	07/06/2026	144496	LUCAS BINGHAM	$1,261.48
	527806	07/06/2026	142377	ABBY J BJORNSEN	$24.94
	527807	07/06/2026	140887	RODNEY JOHNSON	$435.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527808	07/06/2026	136664	JAMIE L BLYCKER	$11.60
	527809	07/06/2026	134478	TIFFANY M BOCK SMITH	$109.19
	527810	07/06/2026	145410	NATIONS ROOF MIDWEST LLC	$7,398.30
	527811	07/06/2026	143999	TAYLOR BOOSALIS	$5,740.00
	527812	07/06/2026	134094	MICHAEL S BOWKER	$146.45
	527814	07/06/2026	139996	BOYS TOWN	$28,200.00
	527815	07/06/2026	015805	CORVUS INDUSTRIES LTD	$52,114.00
	527816	07/06/2026	137805	MICHELLE M BRADY	$137.82
	527817	07/06/2026	139947	YESENIA BRAVO	$169.95
	527818	07/06/2026	140520	JULIE K BREESE	$229.09
	527819	07/06/2026	139890	DOUGLAS J BREITER	$78.23
	527820	07/06/2026	140855	AMY E BREITER	$38.50
	527821	07/06/2026	019861	BRIGGS, INC.	$495.00
	527822	07/06/2026	143810	SAMUEL J BROESCH	$67.93
	527823	07/06/2026	144319	HANNAH C BROWN	$141.97
	527824	07/06/2026	144077	DAYNA M BURKE	$1,134.00
	527825	07/06/2026	139496	NICOLE E BURTON	$59.81
	527833	07/06/2026	143369	CAPITAL SANITARY SUPPLY CO INC	$75,621.18
	527835	07/06/2026	023968	JAY B CARLSON	$6.40
	527836	07/06/2026	140320	SEAN M CARLSON	$103.31
	527837	07/06/2026	145180	TARA CARREON	$223.59
	527838	07/06/2026	143487	MICHELLE M CAVANAUGH	$300.00
	527839	07/06/2026	133589	CDW GOVERNMENT, INC.	$22,983.34
	527841	07/06/2026	144792	CERRIS SYSTEMS NORTH CENTRAL	$93,239.22
	527842	07/06/2026	135648	SUSAN M CHADWICK	$164.22
	527843	07/06/2026	010810	CHARLES D JONES & CO INC	$452.80
	527844	07/06/2026	140609	KELSEY L CHASTAIN	$93.96
	527845	07/06/2026	106851	CHILDREN'S HOME HEALTHCARE	$10,106.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527846	07/06/2026	023424	CHILDREN'S RESPITE CARE CENTER	$26,846.61
	527847	07/06/2026	139924	CHOICE SOLUTIONS LLC	$34,950.30
	527848	07/06/2026	145345	CHRISTOPHERSON PLUMBING LLC	$2,984.00
	527849	07/06/2026	143654	JEREDITH BRANDS LLC	$22,828.00
	527850	07/06/2026	137013	NANCY S COLE	$87.07
	527851	07/06/2026	134670	THE COLLEGE BOARD	$343,557.00
	527852	07/06/2026	109867	COMMERCIAL AIR MANAGEMENT INC	$1,510.00
	527853	07/06/2026	145382	NICOLE M COMSTOCK	$81.56
	527854	07/06/2026	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	$788.00
	527856	07/06/2026	138604	CONTRACT PAPER GROUP INC	$25,510.80
	527857	07/06/2026	026057	CONTROL MASTERS INC	$2,492.16
	527858	07/06/2026	145328	BRENT T CONWAY	$9,000.00
	527859	07/06/2026	136518	JANET L COOK	$129.42
	527860	07/06/2026	136826	ANNE S COOKE	$41.04
	527861	07/06/2026	144730	JENNIFER M CORDES	$104.46
	527862	07/06/2026	143248	RANA R COREY	$43.72
	527863	07/06/2026	144449	COVER ONE INC	$1,127.00
	527864	07/06/2026	106893	WICHITA WATER CONDITIONING INC	$198.75
	527865	07/06/2026	141898	JACOB S CURTISS	$504.40
	527866	07/06/2026	143319	MCKENNA H CUTLER	$35.96
	527868	07/06/2026	131483	JANET L DAHLGAARD	$39.51
	527869	07/06/2026	132671	JEAN T DAIGLE	$171.97
	527870	07/06/2026	134751	ANGELA M DAIGLE	$193.29
	527871	07/06/2026	134869	DAIKIN APPLIED AMERICAS IN	$5,736.00
	527872	07/06/2026	131003	DAILY RECORD	$22.33
	527873	07/06/2026	135099	HEATHER L DAUBERT	$115.00
	527874	07/06/2026	032497	CHERYL R DECKER	$148.70
	527875	07/06/2026	143263	LINDA K DEEGAN	$45.68

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527876	07/06/2026	137891	JOHN M DEENEY	$465.00
	527877	07/06/2026	106713	ANDREW S DEFREECE	$51.33
	527878	07/06/2026	137331	BASTIAN DERICHS	$69.31
	527879	07/06/2026	145260	RAGHU DEVARAPALLY	$231.00
	527880	07/06/2026	144529	DEVELOPMENTAL DISABILITY CENTER NE	$41,682.15
	527881	07/06/2026	132669	DIGITAL DOT SYSTEMS INC	$945.00
	527882	07/06/2026	141484	AMANDA K DISTEFANO	$83.74
	527883	07/06/2026	133268	DOCUMENT FINISHING RESOURCES INC	$880.00
	527884	07/06/2026	139349	TERRIN D DORATHY	$22.40
	527886	07/06/2026	099628	DRAMATIC PUBLISHING	$974.30
	527887	07/06/2026	135689	SUSAN M DULANY	$177.05
	527888	07/06/2026	139281	PAMELA A DUNCAN	$150.00
	527889	07/06/2026	142391	LESLIE EADES	$107.67
	527890	07/06/2026	141459	J & L SERVICES INC	$162.00
	527891	07/06/2026	138426	KELLY D EALY	$114.62
	527892	07/06/2026	052370	SPRINGFIELD ELECTRIC SUPPLY CO LLC	$1,706.30
	527893	07/06/2026	135656	EDUCATIONAL SERVICE UNIT	$25,600.00
	527894	07/06/2026	037525	EDUCATIONAL SERVICE UNIT #3	$327,613.87
	527895	07/06/2026	144457	JOAN M EDWARDS LLC	$6,585.30
	527897	07/06/2026	133823	REBECCA S EHRHORN	$553.62
	527898	07/06/2026	038140	ELECTRONIC SOUND INC.	$2,055.00
	527899	07/06/2026	141577	ELITE PROFESSIONALS HOME CARE LLC	$13,938.00
	527900	07/06/2026	131007	ELMAN & CO INC	$217.00
	527901	07/06/2026	138363	JACLYN E ELSASSER	$10.98
	527902	07/06/2026	135360	PAMELA A ERIXON	$126.07
	527903	07/06/2026	109066	TED H ESSER	$379.33
	527904	07/06/2026	143301	EVANS CUSTOM APPAREL INC	$2,598.00
	527905	07/06/2026	144999	RICHARD J EVANS	$431.81

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527907	07/06/2026	144733	LAUREN F FAIRWEATHER	$27.04
	527908	07/06/2026	139291	DAVID R FALKE	$11.46
	527909	07/06/2026	139316	JASON A FARWELL	$167.00
	527911	07/06/2026	144732	ANDREA J FEES	$138.19
	527912	07/06/2026	137016	ANGELA L FERGUSON	$843.99
	527913	07/06/2026	144299	ACTIVE INTERNET TECHNOLOGIES LLC	$63,594.00
	527914	07/06/2026	132001	BETH L FINK	$99.34
	527916	07/06/2026	142541	FIRESPRING	$18,098.04
	527917	07/06/2026	130731	FIRST WIRELESS INC	$533.80
	527918	07/06/2026	109855	SHANNON M FISCHER	$163.85
	527919	07/06/2026	141511	JENNIFER M FITZKE	$35.38
	527921	07/06/2026	056820	FIRST INSURANCE GROUP LLC	$39,394.64
	527922	07/06/2026	143691	FOLLETT CONTENT SOLUTIONS LLC	$4,335.01
	527923	07/06/2026	136317	KELLY L FREY	$49.45
	527924	07/06/2026	143700	AMANDA M FRISKOPP	$8,701.90
	527925	07/06/2026	140494	MATTHEW J GEERTS	$106.00
	527927	07/06/2026	138339	GENESIS EDUCATION INC	$415.75
	527928	07/06/2026	106660	GLASSMASTERS INC	$1,575.00
	527930	07/06/2026	136508	ERIC N GRANDGENETT	$504.44
	527935	07/06/2026	143590	ALLYCIA I GUTIERREZ	$286.83
	527936	07/06/2026	144491	HILLARY A HADDIX	$246.02
	527937	07/06/2026	145416	HANDS OF HEARTLAND LLC	$7,903.02
	527939	07/06/2026	142788	HARCO ATHLETIC RECONDITIONING INC	$2,020.00
	527940	07/06/2026	143270	VICTORIA L HASIAK	$31.32
	527941	07/06/2026	140889	DEANNA L HAYES	$52.27
	527942	07/06/2026	143370	HAYES MECHANICAL LLC	$1,910.27
	527943	07/06/2026	142777	HD SUPPLY INC	$187.21
	527944	07/06/2026	145280	GNX HBS INTERMEDIATE LLC	$124,102.98

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527945	07/06/2026	048475	HEARTLAND FOUNDATION	$4,230.00
	527946	07/06/2026	109808	CHERYL L HEIMES	$182.63
	527947	07/06/2026	102842	HELGET GAS PRODUCTS INC	$26.72
	527948	07/06/2026	141513	MELISSA M HENNINGS	$195.90
	527949	07/06/2026	134455	ROBERT J HETTINGER	$422.59
	527950	07/06/2026	144736	CHELSEA J HEUER	$243.75
	527951	07/06/2026	144876	GREGG RICHARD HIDDEN	$650.00
	527952	07/06/2026	142299	MARK R HILBURN	$241.97
	527954	07/06/2026	134988	LYNN M HILL	$118.25
	527957	07/06/2026	135658	SHAUN E HOOVER	$123.61
	527959	07/06/2026	145191	MEGAN M HOUDEK	$29.00
	527961	07/06/2026	109836	AMY L HOULTON	$97.08
	527962	07/06/2026	139473	KATHLEEN A HRABAN	$39.16
	527963	07/06/2026	132590	HUB INTERNATIONAL GREAT PLAINS LLC	$6,180.00
	527965	07/06/2026	144361	HUMANEX VENTURES LLC	$2,500.00
	527966	07/06/2026	145160	LINDSEY J HYLAND	$123.25
	527967	07/06/2026	145248	IDN GLOBAL INC LLC	$277.19
	527968	07/06/2026	143165	IMAGINE LEARNING LLC	$40,662.50
	527969	07/06/2026	102451	INTERNATIONAL BACCALAUREATE	$24,249.00
	527970	07/06/2026	140729	J F AHERN CO	$8,646.00
	527971	07/06/2026	139763	CALVIN L JACOBS	$38.58
	527972	07/06/2026	138947	NICOLE R JAMISON	$26.32
	527973	07/06/2026	131157	CHRISTINE A JANOVEC-POEHLMAN	$111.58
	527976	07/06/2026	133037	JENSEN TIRE & AUTO #15	$23,146.50
	527977	07/06/2026	083400	JOHNSON CONTROLS US HOLDINGS INC	$20,356.97
	527978	07/06/2026	130994	TYCO TECHNOLOGY GMBH	$847.40
	527979	07/06/2026	145471	CRYSTAL D JOHNSON	$52.42
	527980	07/06/2026	135373	LINDA K JOHNSON	$36.98

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	527981	07/06/2026	140228	COLIN T JOHNSTON	$207.21
	527982	07/06/2026	108171	CANDY R JONES	$204.98
	527983	07/06/2026	054471	JOSTENS INC	$841.62
	527984	07/06/2026	143858	KIRK A KINGSTON	$145.00
	527985	07/06/2026	132264	MICHELLE M KLUG	$202.74
	527986	07/06/2026	138846	ELIZABETH A KOCIS	$327.08
	527988	07/06/2026	135814	KELLI K KRAUSE	$153.63
	527990	07/06/2026	141799	KSB SCHOOL LAW PC LLO	$379.00
	527993	07/06/2026	143986	KESHIA K LANGE	$10.80
	527994	07/06/2026	135696	CHAD D LAWTON	$63.15
	527995	07/06/2026	141510	CHRISTINE E LEONARD	$75.76
	527996	07/06/2026	133643	JODY C LINDQUIST	$73.88
	527998	07/06/2026	144902	LOVING HOMES SERVICES LLC	$22,692.09
	528001	07/06/2026	135376	CASEY I LUNDGREN	$161.82
	528003	07/06/2026	145213	NIA K LYONS	$106.79
	528006	07/06/2026	099321	MACKIN BOOK CO	$875.88
	528007	07/06/2026	143953	JEREMY S MADSON	$57.42
	528008	07/06/2026	140184	STEPHEN P MAINELLI	$108.46
	528010	07/06/2026	138473	KEITH W MALY	$88.02
	528011	07/06/2026	133505	SUSAN N MARLATT	$92.73
	528012	07/06/2026	145432	LAUREN CHRISTINE MARSHALL	$20.52
	528013	07/06/2026	143765	KAREN D MARTINDALE	$199.25
	528014	07/06/2026	137783	COURTNEY N MATULKA	$60.47
	528015	07/06/2026	138341	MAXIM HEALTHCARE SERVICES HOLDINGS	$163,581.52
	528016	07/06/2026	144807	ALEXIS MCDANIEL	$298.29
	528017	07/06/2026	140346	MEGAN N MCENANEY	$115.56
	528019	07/06/2026	144743	NATHAN F MCMAINS	$21.53
	528022	07/06/2026	138691	MENARDS INC	$431.40

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528024	07/06/2026	064600	METAL DOORS & HARDWARE COMPANY INC	$80.80
	528025	07/06/2026	142360	MEGAN A MEYER	$31.03
	528026	07/06/2026	134207	GINA M MEYER	$299.99
	528027	07/06/2026	137183	TERRY M MEYER	$75.40
	528028	07/06/2026	144040	CATELYN N MEYSENBURG	$141.04
	528030	07/06/2026	101274	MIDWEST SPECIAL INSTRUMENTS CORP	$1,923.84
	528031	07/06/2026	107560	MILLARD METAL SERVICES INC.	$369.00
	528032	07/06/2026	065438	MILLARD NORTH HIGH SCHOOL	$15,599.30
	528033	07/06/2026	065440	MILLARD SOUTH HIGH SCHOOL	$4,364.34
	528034	07/06/2026	065443	MILLARD WEST HIGH SCHOOL	$8,000.00
	528035	07/06/2026	131328	MILLER ELECTRIC COMPANY	$44,817.00
	528036	07/06/2026	135388	ANNE C MILLER	$186.61
	528037	07/06/2026	136388	MITCHELL S MOLLRING	$744.06
	528042	07/06/2026	145445	CURTIS A MORK	$300.00
	528043	07/06/2026	140990	LAURA M MORRIS	$218.52
	528044	07/06/2026	143496	JERLENE J MOSLEY	$4,250.00
	528046	07/06/2026	063115	MULTI-HEALTH SYSTEMS INC	$1,620.00
	528047	07/06/2026	132836	NE ST INTERSCHL ATHLETIC ADMIN ASSN	$300.00
	528049	07/06/2026	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	$200.00
	528050	07/06/2026	131476	NEBRASKA TURF PRODUCTS INC	$5,267.63
	528052	07/06/2026	144596	DARYL D NELSEN	$7.03
	528053	07/06/2026	142651	JESSICA R NELSON	$40.02
	528054	07/06/2026	107732	BRIAN L NELSON	$160.00
	528057	07/06/2026	107905	MELINDA C NOLLER	$82.43
	528059	07/06/2026	100013	ODP BUSINESS SOLUTIONS LLC	$2,383.91
	528060	07/06/2026	132778	MELANIE L OLSON	$13.05
	528061	07/06/2026	099658	OMAHA CHILDRENS MUSEUM	$170.00
	528062	07/06/2026	136405	OMAHA DOOR & WINDOW CO INC	$401.06

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528065	07/06/2026	133850	ONE SOURCE ACQUISITION COMPANY LLC	$2,906.00
	528068	07/06/2026	133368	KELLY R O'TOOLE	$106.21
	528069	07/06/2026	142290	OVERDRIVE INC	$27,733.70
	528070	07/06/2026	143587	LACEY J OVERSTREET	$376.51
	528072	07/06/2026	145430	PANYARD INC	$2,750.00
	528073	07/06/2026	139358	AMANDA M PARKER	$17.62
	528074	07/06/2026	137015	GEORGE M PARKER	$73.15
	528075	07/06/2026	132006	ANDREA L PARSONS	$64.67
	528077	07/06/2026	107783	HEIDI T PENKE	$197.33
	528079	07/06/2026	145161	MEGHAN M PETERSEN	$49.30
	528080	07/06/2026	143954	KIRK A PETERSON	$232.15
	528081	07/06/2026	143094	KATHERINE M PICKERING	$88.96
	528083	07/06/2026	137722	ANDREW C PINKALL	$102.23
	528084	07/06/2026	073040	PITNEY BOWES PRESORT SERVICES INC	$10,000.00
	528085	07/06/2026	144351	LAURA M PLAS	$40.82
	528086	07/06/2026	139982	KATHRYNE C PLAZA	$51.96
	528087	07/06/2026	144746	HOLLIN D POEHLMAN	$45.61
	528088	07/06/2026	144380	ANDREW T POLINKO	$17.37
	528089	07/06/2026	142318	KAREN S PORTER	$139.40
	528090	07/06/2026	142781	POWERSCHOOL HOLDINGS LLC	$105,517.11
	528092	07/06/2026	101663	PRESTWICK HOUSE INC	$798.37
	528093	07/06/2026	143687	PRIME HOME DDS INC	$15,375.10
	528094	07/06/2026	134598	PRIME COMMUNICATIONS INC	$500.00
	528095	07/06/2026	102199	PRIORITY FITNESS INC	$949.92
	528097	07/06/2026	144622	PROPIO LANGUAGE SERVICES LLC	$1,271.98
	528098	07/06/2026	102241	PYRAMID SCHOOL PRODUCTS	$32,878.74
	528100	07/06/2026	131705	KELLY L RANDELS COLEMAN	$20.09
	528101	07/06/2026	140511	FAITH A RASMUSSEN	$106.12

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528103	07/06/2026	109810	BETHANY B RAY	$221.35
	528104	07/06/2026	137478	REALLY GREAT READING COMPANY LLC	$3,000.00
	528105	07/06/2026	145472	MAKAYLA A REAVIS	$17.11
	528106	07/06/2026	145423	RECAST SOFTWARE INC	$39,690.01
	528107	07/06/2026	078760	REGAL AWARDS INC	$42.00
	528108	07/06/2026	141984	REBECCA L REGER	$20.45
	528109	07/06/2026	134858	JENNIFER L REID	$401.54
	528111	07/06/2026	099940	RENAISSANCE	$134,236.00
	528113	07/06/2026	070245	RICHELIEU AMERICA LTD	$540.72
	528114	07/06/2026	139925	ALL AMERICAN SPORTS CORP	$1,113.95
	528115	07/06/2026	079179	RIEKES EQUIPMENT CO	$198.09
	528116	07/06/2026	137470	AMBER E RIPA	$1,224.00
	528117	07/06/2026	138312	PAIGE E ROBERTS	$124.73
	528119	07/06/2026	143290	MONICA A ROJAS	$200.00
	528120	07/06/2026	136121	MELANIE E ROLL	$11,260.00
	528122	07/06/2026	143241	MICHAEL J RUCKER	$113.83
	528123	07/06/2026	136135	GINA K RUDLOFF	$455.05
	528124	07/06/2026	144831	KATHERINE J RUPE	$18.13
	528125	07/06/2026	131615	RUSSELL MIDDLE SCHOOL	$4,380.00
	528126	07/06/2026	137386	LIBRARY VIDEO COMPANY	$99,923.75
	528128	07/06/2026	144745	JOSELYN M SAND	$37.72
	528129	07/06/2026	081725	KIMBERLEY K SAUM-MILLS	$127.53
	528130	07/06/2026	132192	JEAN A SAVAGE	$16.03
	528131	07/06/2026	142292	SMG FOOD & BEVERAGE LLC	$460.80
	528132	07/06/2026	138484	CINDY M SCHARFF	$303.60
	528133	07/06/2026	137012	SHELLEY L SCHMITZ	$180.46
	528135	07/06/2026	144849	SCHOOLINKS INC	$67,031.65
	528136	07/06/2026	139904	CHARLENE M SCHUCHARDT	$182.10

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528137	07/06/2026	137416	NICHOLE E SCHWAB	$137.10
	528138	07/06/2026	134567	KAYE M SCHWEIGERT	$248.89
	528140	07/06/2026	144492	JAMIE L SCOTT	$62.12
	528141	07/06/2026	109815	JENNIFER L SCOTT	$103.31
	528142	07/06/2026	134189	JODY L SEMPEK	$133.70
	528144	07/06/2026	145193	ALEXANDER L SHARP	$81.13
	528145	07/06/2026	109800	AMY L SHATTUCK	$231.25
	528147	07/06/2026	142312	JULIE L SHIRK	$24.22
	528148	07/06/2026	138607	JORDAN L SIEPKER	$365.00
	528149	07/06/2026	143266	NATHAN M SMITH	$25.16
	528150	07/06/2026	137828	BRENT D SNOW	$365.00
	528151	07/06/2026	101476	SODEXO INC & AFFILIATES	$129,031.71
	528152	07/06/2026	142226	MICHELLE R SOMERVILLE	$27.55
	528153	07/06/2026	102524	SPALDING EDUCATION INTERNATIONAL	$751.80
	528156	07/06/2026	134731	HEATHER N SPESSARD-SCHROER	$365.00
	528157	07/06/2026	145383	TRACY L STAMPS	$59.60
	528158	07/06/2026	145192	ANJELA A STANEK	$100.98
	528160	07/06/2026	143504	BRANDON L STAVA	$2.18
	528161	07/06/2026	143448	STEMFUSE LLC	$12,600.00
	528162	07/06/2026	144096	THE STEPPING STONES GROUP LLC	$79,621.29
	528163	07/06/2026	142102	STERLING COMPUTERS CORPORATION	$57,802.49
	528164	07/06/2026	145214	ALEXIS M STOLEN	$20.58
	528166	07/06/2026	143371	STUKENT INC	$2,299.77
	528172	07/06/2026	145022	SUMMIT FIRE PROTECTION CO	$41,302.24
	528173	07/06/2026	141546	ALLISON C SWITZER	$138.84
	528176	07/06/2026	140513	ANNA M THOMA	$305.53
	528177	07/06/2026	135006	STEVE D THRONE	$709.63
	528178	07/06/2026	132493	GREGORY E TIEMANN	$115.00

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528179	07/06/2026	144544	TIFCO INDUSTRIES INC	$1,656.67
	528180	07/06/2026	141524	SONIA E TIPP	$69.80
	528181	07/06/2026	145473	TITAN MACHINERY INC	$128.45
	528182	07/06/2026	136578	PEGGI S TOMLINSON	$78.45
	528183	07/06/2026	106807	JEAN M TOOHER	$494.23
	528184	07/06/2026	137870	LINDSAY D TRAEGER	$224.03
	528185	07/06/2026	141557	TODD E TRIPPLE	$78.62
	528186	07/06/2026	107719	KIMBERLY P TRISLER	$136.08
	528187	07/06/2026	106493	TRITZ LLC	$3,000.00
	528190	07/06/2026	143160	SETH B TURMAN	$141.16
	528191	07/06/2026	142259	PAMELA K TUVESON	$388.45
	528192	07/06/2026	135505	OUTDOOR POWER GROUP INC	$959.82
	528193	07/06/2026	142309	UNANIMOUS INC	$2,750.00
	528197	07/06/2026	144550	UNIFIRST CORPORATION	$2,892.64
	528198	07/06/2026	090214	UNITED ELECTRIC SUPPLY CO INC	$32.83
	528199	07/06/2026	100923	UNIVERSITY OF NEBRASKA LINCOLN	$90.00
	528200	07/06/2026	068840	BOARD OF REGENTS UNIVERSITY OF NE	$45,198.00
	528201	07/06/2026	132359	UNIVERSITY OF NEBRASKA AT OMAHA	$6,000.00
	528202	07/06/2026	068875	UNIVERSITY OF NEBRASKA MED CENTER	$48,866.00
	528203	07/06/2026	138046	AUTO LUBE INC	$163.89
	528205	07/06/2026	144181	HANNAH A FRASIER	$102.61
	528210	07/06/2026	139738	WASTE MANAGEMENT OF ILLINOIS INC	$23,482.98
	528211	07/06/2026	140352	ALYSSA S WATSON	$14.25
	528212	07/06/2026	142285	WE VIDEO INC	$29,110.37
	528213	07/06/2026	133438	HEIDI J WEAVER	$618.96
	528215	07/06/2026	140929	ERIC C WELTE	$373.23
	528217	07/06/2026	141253	TREVOR E WENGER	$365.00
	528218	07/06/2026	010698	WESCO DISTRIBUTION INC	$7,224.03

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	528219	07/06/2026	094245	WESTLAKE ACE HARDWARE INC	$9.10
	528220	07/06/2026	145054	BETH WETGEN	$180.00
	528221	07/06/2026	139244	AMANDA L WHARTON-HUNT	$134.33
	528223	07/06/2026	137485	WENDY A WIGHT	$303.77
	528224	07/06/2026	145474	TYUS K WILSON	$106.58
	528225	07/06/2026	145167	MEGAN N WOOD	$16.39
	528228	07/06/2026	137966	NATHAN G WRAGGE	$159.53
	528229	07/06/2026	143991	GREGORY J WUNDERLICH	$160.82
	528230	07/06/2026	109852	WURTH BAER SUPPLY CO	$1,090.20
	528231	07/06/2026	144893	SHAWN M YASUTAKE	$85.68
	528232	07/06/2026	096200	YOUNG & WHITE	$18,231.80
	528234	07/06/2026	142269	WHC NE LLC	$27,957.66
	528236	07/06/2026	143288	JESSICA M ZAGURSKI	$47.92
	528237	07/06/2026	136855	PAUL R ZOHLEN	$26.10
	528238	07/06/2026	135647	LACHELLE L ZUHLKE	$87.15
	528242	06/25/2026	133397	HY-VEE INC	$1,776.88
	528243	06/25/2026	049851	HY-VEE INC	$329.22
	528244	06/25/2026	049850	HY-VEE INC	$801.10
	528248	06/25/2026	064800	METRO UTILITIES DISTRICT OF OMAHA	$68,843.65
	528249	06/25/2026	070800	OMAHA PUBLIC POWER DISTRICT	$347,819.24
	528250	06/25/2026	139797	US BANK NATIONAL ASSOCIATION	$352.00
	528251	06/25/2026	141432	WELLS FARGO FINANCIAL LEASING INC	$3,425.00
	E108966	06/15/2026	102727	B & H PHOTO	$225.30
	E108967	06/15/2026	143184	ENTERPRISE FM TRUST	$2,257.15
	E108968	07/06/2026	136961	ABANTE LLC	$965.45
	E108970	07/06/2026	102727	B & H PHOTO	$656.53
	E108971	07/06/2026	019111	BISHOP BUSINESS EQUIPMENT	$46,069.80
	E108972	07/06/2026	099220	DICK BLICK CO	$2,489.74

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E108973	07/06/2026	019559	BOUND TO STAY BOUND BOOKS INC	$1,596.46
	E108977	07/06/2026	090270	CLEAN WATER GUYS INC	$732.75
	E108978	07/06/2026	103038	COMMITTEE FOR CHILDREN	$43.00
	E108979	07/06/2026	136574	CONTROL DEPOT INC	$117.99
	E108980	07/06/2026	138758	DECKER INC	$1,162.06
	E108981	07/06/2026	032800	DEMCO INC	$1,207.33
	E108986	07/06/2026	033473	DIETZE MUSIC HOUSE INC	$2,570.81
	E108988	07/06/2026	073231	DXP ENTERPRISES INC	$40.94
	E108989	07/06/2026	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	$31,860.00
	E108990	07/06/2026	038100	CONSOLIDATED ELECTRICAL DISTR INC	$437.86
	E108991	07/06/2026	132066	ENGINEERED CONTROLS INC	$772.00
	E108992	07/06/2026	040537	WOLSELEY INVESTMENTS INC	$1,720.79
	E108993	07/06/2026	133919	FILTER SHOP INC	$9,932.86
	E108994	07/06/2026	041086	FLINN SCIENTIFIC INC	$128.47
	E108995	07/06/2026	041100	FOLLETT SCHOOL SOLUTIONS INC	$99,620.30
	E108996	07/06/2026	140791	FRONTLINE PRIVATE SECURITY LLC	$5,500.00
	E108997	07/06/2026	131565	GARTNER & ASSOCIATES CO, INC.	$218.00
	E108998	07/06/2026	044950	GRAINGER INDUSTRIAL SUPPLY	$3,147.86
	E108999	07/06/2026	048786	HILLYARD INC	$60.01
	E109000	07/06/2026	051573	POPCO INC	$60.00
	E109002	07/06/2026	054630	JOHNSTONE SUPPLY	$939.11
	E109003	07/06/2026	142898	JUST FOR KIDS THERAPY INC	$348.50
	E109005	07/06/2026	107192	FLYNN INNOVATIONS LLC	$1,650.00
	E109006	07/06/2026	137296	LIBERTY HARDWOODS INC	$570.25
	E109008	07/06/2026	059470	LIEN TERMITE & PEST CONTROL INC	$480.00
	E109009	07/06/2026	137947	MECHANICAL SALES PARTS INC	$3,501.88
	E109010	07/06/2026	101068	MIDWEST BOX COMPANY	$366.80
	E109011	07/06/2026	068334	NEBRASKA AIR FILTER INC	$5,745.25

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E109012	07/06/2026	134725	OMAHA CASING CO INC	$1,050.00
	E109013	07/06/2026	071545	PAPER CORPORATION	$26,250.00
	E109014	07/06/2026	072760	PITSCO EDUCATION LLC	$57.74
	E109015	07/06/2026	133921	QUALITY AUTO REPAIR & TOWING INC	$166.10
	E109016	07/06/2026	137779	JARDINE QUALITY IRRIGATION INC	$1,395.42
	E109018	07/06/2026	100577	TRAVEL TAGS INC	$90.43
	E109019	07/06/2026	133969	TENNANT SALES & SERVICE COMPANY	$370.23
	E109020	07/06/2026	138304	TIME MANAGEMENT SYSTEMS	$4,550.00
	E109021	07/06/2026	106364	TRANE US INC	$1,539.50
	E109022	07/06/2026	138773	ULINE INC	$77.80
	E109023	07/06/2026	092280	VERNIER SOFTWARE & TECHNOLOGY INC	$1,497.00
	E109026	07/06/2026	092600	VOSS ELECTRIC CO	$10,800.00
	E109027	07/06/2026	130788	WALSWORTH PUBLISHING CO INC	$866.81
	E109028	07/06/2026	093765	WATER ENGINEERING, INC.	$635.26
	E109029	07/06/2026	094174	WEST MUSIC CO INC	$1,799.00
	E109030	07/06/2026	139185	WEST OMAHA WINSUPPLY CO	$834.15
	E109031	07/06/2026	102785	WILLIAM V MACGILL & CO	$199.77
	E109032	07/06/2026	100578	WT COX SUBSCRIPTIONS INC	$645.17
	E109034	07/06/2026	145005	ZUM SERVICES TRANSPORTATION LLC	$914,401.72
	E109035	06/25/2026	131418	B STREET COLLISION CENTER WEST INC	$1,000.00
01 - Total					**$4,812,151.80**
02	27780	07/06/2026	100951	EXTREME CLEANING INC	$13,410.00
	27781	07/06/2026	010670	GENERAL PARTS LLC	$5,072.08
	27782	07/06/2026	144749	KATRINA A GREENFIELD	$26.39
	27783	07/06/2026	143254	ITW FOOD EQUIPMENT GROUP LLC	$1,249.69
	27784	07/06/2026	143827	CHERYL A HOLBROOK	$98.46
	27785	07/06/2026	145188	ELIZABETH P LEMKEE	$54.38
	27786	07/06/2026	100082	MCCORMACK DISTRIBUTING CO INC	$354.80

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
02	27787	07/06/2026	142660	MIDWEST EQUIP/ESPRESSO SPECIALIST	$170.92
	27788	07/06/2026	136279	MILLARD PUBLIC SCHOOL CLEARING ACCT	$11,425.15
	27789	07/06/2026	139832	PAMELA S OSTERMAN	$26.10
	27790	07/06/2026	145326	JENESIS A RAMIREZ	$54.38
	27791	07/06/2026	144315	KYLE FLOYD RODDENBERRY	$76.13
	27792	07/06/2026	144898	SANTANA F RUBY	$34.80
	27793	07/06/2026	144750	NANCY S SAATHOFF	$5.22
	27794	07/06/2026	145189	PATRICK J SIMMONS	$65.25
	27795	07/06/2026	145447	APRIL S SMITH	$35.96
	27796	07/06/2026	101476	SODEXO INC & AFFILIATES	$686,228.27
	27797	07/06/2026	143751	RAWNIE J TARVER	$22.48
	27798	07/06/2026	145327	MYA N THOMPSON	$65.25
	E30221	07/06/2026	044950	GRAINGER INDUSTRIAL SUPPLY	$114.01
02 - Total					**$718,589.72**
06	527881	07/06/2026	132669	DIGITAL DOT SYSTEMS INC	$240.00
	527991	07/06/2026	058775	LAMP RYNEARSON ASSOCIATES INC	$1,080.00
	E109004	07/06/2026	138181	KIDWELL ELECTRIC COMPANY INC	$65,655.00
06 - Total					**$66,975.00**
07	527759	07/06/2026	144551	10 MEN MOVERS LLC	$15,500.00
	527761	07/06/2026	010040	A & D TECHNICAL SUPPLY CO INC	$180.50
	527764	07/06/2026	144227	JESSE RAY STOOPS	$500.00
	527768	07/06/2026	145275	WESTOVER CORPORATION	$2,312.50
	527772	07/06/2026	145092	ALPHA LAND SURVEYING LLC	$5,450.00
	527776	07/06/2026	140305	AMERICAN TRAILER & STORAGE INC	$14,115.00
	527794	07/06/2026	133480	BERINGER CIACCIO DENNELL MABREY	$73,369.76
	527813	07/06/2026	054657	W BOYD JONES CONSTRUCTION CO	$454,274.28
	527834	07/06/2026	139926	CARLSON WEST POVONDRA ARCHITECTS	$7,671.12
	527848	07/06/2026	145345	CHRISTOPHERSON PLUMBING LLC	$147,490.15

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
07	527867	07/06/2026	136087	D.R. ANDERSON CONSTRUCTORS CO	$288,282.56
	527896	07/06/2026	131533	EHRHART GRIFFIN & ASSOCIATES	$11,640.00
	527906	07/06/2026	133044	EYMAN PLUMBING	$313,973.26
	527915	07/06/2026	144572	911 MOVING LLC	$10,686.00
	527934	07/06/2026	010256	B & K MECHANICAL CONTRACTORS LLC	$24,184.65
	527956	07/06/2026	143355	HOLLAND BASHAM ARCHITECTS INC	$9,592.09
	528002	07/06/2026	131586	LYMM CONSTRUCTION INC	$92,250.00
	528004	07/06/2026	140309	M E COLLINS CONTRACTING CO INC	$15,667.65
	528005	07/06/2026	138686	MACKIE CONSTRUCTION INC	$181,449.84
	528021	07/06/2026	136104	MECHANICAL SYSTEMS INC	$117,900.00
	528058	07/06/2026	144981	NICHOLAS PORTER	$113,899.50
	528067	07/06/2026	132259	ORACLE AMERICA INC	$5,857.50
	528078	07/06/2026	136568	PERFORMANCE ENGINEERING INC	$2,553.35
	528094	07/06/2026	134598	PRIME COMMUNICATIONS INC	$1,920.00
	528102	07/06/2026	132369	RAY MARTIN COMPANY OF OMAHA	$103,330.00
	528127	07/06/2026	140085	SAMPSON CONSTRUCTION CO INC	$473,045.00
	528146	07/06/2026	083175	SHEPPARD'S BUSINESS INTERIORS	$843.94
	528189	07/06/2026	144187	TUNE FACILITIES LLC	$840.00
	528210	07/06/2026	139738	WASTE MANAGEMENT OF ILLINOIS INC	$918.50
	528227	07/06/2026	144624	WORK SPACE FLOORING LLC	$100,374.50
	E108991	07/06/2026	132066	ENGINEERED CONTROLS INC	$280.00
	E109022	07/06/2026	138773	ULINE INC	$152.02
07 - Total					**$2,590,503.67**
11	527716	06/04/2026	143808	AFRICAN CULTURE CONNECTION	$1,500.00
	527717	06/04/2026	102204	GRIZZLY INDUSTRIAL INC	$1,272.64
	527744	06/11/2026	109843	T-MOBILE USA INC	$29.49
	527762	07/06/2026	010144	ABBOTT ELEMENTARY SCHOOL	$55.41
	527765	07/06/2026	136182	DOROTHY M ADDISON	$1,062.50

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	527767	07/06/2026	108351	AIRGAS INC	$514.30
	527802	07/06/2026	144513	BRENDA R BIERBOWER	$25.00
	527804	07/06/2026	145448	THERESA BILOTTA	$600.00
	527840	07/06/2026	144769	CENTER FOR COLLABORATIVE CLASSROOM	$65,187.00
	527894	07/06/2026	037525	EDUCATIONAL SERVICE UNIT #3	$1,075.00
	527910	07/06/2026	141162	MANDY L FARWELL	$341.61
	527922	07/06/2026	143691	FOLLETT CONTENT SOLUTIONS LLC	$1,679.50
	527926	07/06/2026	145449	CARRIE ANN GEHRING	$150.00
	527931	07/06/2026	145415	ROBERT E GREENHALGH	$2,477.50
	527932	07/06/2026	145450	CECILIA MARIE GRIGSBY	$180.00
	527933	07/06/2026	102204	GRIZZLY INDUSTRIAL INC	$17,329.55
	527938	07/06/2026	145451	RENEE S HANSON	$150.00
	527953	07/06/2026	134862	GINA L HILL	$241.49
	527955	07/06/2026	145452	CAROLYN HIRSCHFELD	$180.00
	527958	07/06/2026	145453	JODIE HOTOVY	$180.00
	527964	07/06/2026	145454	WENDY HUFF	$390.00
	527987	07/06/2026	141393	KONA-ICE OF WEST OMAHA	$964.00
	527989	07/06/2026	145455	RACHEL KROLL	$150.00
	527992	07/06/2026	144612	BREANNA M LANE	$2,477.50
	527997	07/06/2026	145456	CHRISTINA LOVEWELL	$300.00
	528000	07/06/2026	145337	GRACIE E LUEBBE	$2,477.50
	528020	07/06/2026	144625	SHAMROCK INC	$483.75
	528023	07/06/2026	143538	TORRI R MERTEN	$672.96
	528029	07/06/2026	138462	MIDLAND UNIVERSITY	$10,950.00
	528041	07/06/2026	145457	BECKY MORINE	$300.00
	528051	07/06/2026	141558	JILL M NEELEY	$75.86
	528063	07/06/2026	101881	OMAHA ZOOLOGICAL SOCIETY	$427.50
	528064	07/06/2026	101881	OMAHA ZOOLOGICAL SOCIETY	$921.50

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	528066	07/06/2026	145458	TIFFANY O'NEILL	$180.00
	528076	07/06/2026	144141	PBC GURU LLC	$2,050.00
	528091	07/06/2026	145460	MELISSA K PREISTER	$180.00
	528099	07/06/2026	145012	RAISING CANE'S RESTAURANTS LLC	$494.45
	528104	07/06/2026	137478	REALLY GREAT READING COMPANY LLC	$4,500.00
	528110	07/06/2026	141048	JAMES M REISER	$200.00
	528118	07/06/2026	145461	LINDSEY ROCKOW	$150.00
	528121	07/06/2026	139152	PATRICE M ROTH	$350.56
	528139	07/06/2026	144505	SCOIR INC	$3,446.40
	528143	07/06/2026	145462	MATTHEW J SHAFER	$150.00
	528151	07/06/2026	101476	SODEXO INC & AFFILIATES	$531.21
	528154	07/06/2026	142676	TURCO INC	$6,885.00
	528155	07/06/2026	145463	PATRICIA A SPEER	$240.00
	528159	07/06/2026	134116	STATE STEEL OF OMAHA	$259.61
	528165	07/06/2026	141246	KRISTAN J STROSNIDER	$450.00
	528174	07/06/2026	145466	SARAH TERRELL	$180.00
	528188	07/06/2026	145465	MOLLY TUCH	$180.00
	528204	07/06/2026	145467	KATE VILLOTTA	$180.00
	528206	07/06/2026	143249	ELIZABETH A WALLACE	$600.00
	528207	07/06/2026	145468	RACHEL CHRISTINE WARDIAN	$240.00
	528209	07/06/2026	143734	NICOLE A WASKOWIAK	$600.00
	528214	07/06/2026	145469	LAURA WEINGARTEN	$330.00
	528222	07/06/2026	145470	ERIN WHITESIDE	$450.00
	528226	07/06/2026	139804	WOODCRAFT SUPPLY LLC	$10,427.00
	528233	07/06/2026	135890	YOUTH FRONTIERS INC	$750.00
	528239	06/25/2026	142704	CITIBANK N.A.	$714.08
	528242	06/25/2026	133397	HY-VEE INC	$6.99
	E108969	07/06/2026	140411	SCOMAC INC	$1,703.20

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	E108971	07/06/2026	019111	BISHOP BUSINESS EQUIPMENT	$3,395.00
	E108976	07/06/2026	130289	CENTER FOR RESPONSIVE SCHOOLS INC	$24,900.00
	E109017	07/06/2026	040323	ROSETTA STONE LTD	$3,150.00
	E109024	07/06/2026	138328	VEX ROBOTICS INC	$502.57
	E109034	07/06/2026	145005	ZUM SERVICES TRANSPORTATION LLC	$500.96
11 - Total					**$183,698.59**
14	527718	06/04/2026	145237	ALKEME INSURANCE SERVICES INC	$4,396.50
	528082	07/06/2026	145374	PILLARRX CONSULTING LLC	$11,886.40
	528096	07/06/2026	142167	PRISM HEALTH GROUP LLC	$4,630.50
14 - Total					**$20,913.40**
17	527839	07/06/2026	133589	CDW GOVERNMENT, INC.	$17,556.17
	527868	07/06/2026	131483	JANET L DAHLGAARD	$35.00
	527885	07/06/2026	130648	DOSTALS CONSTRUCTION CO INC	$386,834.40
	527917	07/06/2026	130731	FIRST WIRELESS INC	$6,811.52
	527920	07/06/2026	142323	FLYLEAF PUBLISHING LLC	$53,550.43
	527929	07/06/2026	044887	GOODHEART-WILLCOX PUBLISHER	$13,643.06
	527960	07/06/2026	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	$926,258.16
	527974	07/06/2026	138937	JENSEN GARDENS INC	$6,712.34
	527991	07/06/2026	058775	LAMP RYNEARSON ASSOCIATES INC	$21,600.00
	528009	07/06/2026	145412	MAITRI LEARNING LLC	$1,166.75
	528018	07/06/2026	140110	MCGRAW HILL/MAV HOLDING CORPORATION	$1,091,762.66
	528038	07/06/2026	145004	MONTESSORI FOR ALL	$870.00
	528039	07/06/2026	101158	MONTESSORI N SUCH INC	$550.58
	528040	07/06/2026	066075	MONTESSORI RESEARCH/DEVELOPMENT LLC	$2,926.09
	528045	07/06/2026	145437	MRG HAUFF LLC	$9,015.00
	528048	07/06/2026	068445	NEBRASKA FURNITURE MART INC	$594.98
	528055	07/06/2026	134677	NEMAHA SPORTS CONSTRUCTION LLC	$536,128.14
	528146	07/06/2026	083175	SHEPPARD'S BUSINESS INTERIORS	$7,018.75

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
17	528175	07/06/2026	145431	THEATREFOLK LTD	$15,850.80
	528208	07/06/2026	130696	ERLEICHDA LLC	$5,325.00
	528235	07/06/2026	145464	ZADINA CONSULTING LLC	$10,500.00
	E108974	07/06/2026	106466	BRUINS MONTESSORI INTERNATIONAL	$2,122.00
	E108975	07/06/2026	099417	VARSITY BRANDS HOLDING CO INC	$4,173.00
	E108987	07/06/2026	139946	DOWNS ELECTRIC INC	$371,946.60
	E109000	07/06/2026	051573	POPCO INC	$30.00
	E109001	07/06/2026	138560	IXL LEARNING INC	$77,625.00
17 - Total					**$3,570,606.43**
50	527721	06/04/2026	145441	THE SPIZZWINKS OF YALE UNIVERSITY	$500.00
	527744	06/11/2026	109843	T-MOBILE USA INC	$36.93
	527839	07/06/2026	133589	CDW GOVERNMENT, INC.	$1,174.08
	527855	07/06/2026	132152	GOVCONNECTION INC	$147.35
	527999	07/06/2026	144864	TIMOTHY C LUCKS	$328.50
	528056	07/06/2026	069578	N CHRIS NIELSEN	$2,160.00
	528071	07/06/2026	136739	JAMES W KUPER	$1,084.50
	528112	07/06/2026	144570	REVOLUTION WRAPS LLC	$3,850.35
	528134	07/06/2026	101165	MORRIS PRINTING GROUP INC	$917.00
	528151	07/06/2026	101476	SODEXO INC & AFFILIATES	$878.90
	528216	07/06/2026	094130	WENGER CORPORATION	$2,153.74
	528239	06/25/2026	142704	CITIBANK N.A.	$53.20
	528242	06/25/2026	133397	HY-VEE INC	$3,062.08
	E108970	07/06/2026	102727	B & H PHOTO	$127.77
	E108973	07/06/2026	019559	BOUND TO STAY BOUND BOOKS INC	$445.89
	E108981	07/06/2026	032800	DEMCO INC	$502.75
	E108986	07/06/2026	033473	DIETZE MUSIC HOUSE INC	$7,109.07
	E109007	07/06/2026	059360	LIBRARY STORE INC	$879.18
	E109024	07/06/2026	138328	VEX ROBOTICS INC	$418.67

Millard Public Schools Check Register Prepared for the Board Meeting for Jul 6, 2026

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	E109025	07/06/2026	092323	VIRCO INC	$10,760.10
	E109027	07/06/2026	130788	WALSWORTH PUBLISHING CO INC	$43,593.16
	E109034	07/06/2026	145005	ZUM SERVICES TRANSPORTATION LLC	$1,017.59
50 - Total					**$81,200.81**
99	527858	07/06/2026	145328	BRENT T CONWAY	($286.00)
	528071	07/06/2026	136739	JAMES W KUPER	($41.58)
99 - Total					**($327.58)**
Overall - Total					**$12,044,311.84**

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due: **7/1/2026** BOE Meeting Date: **7/6/2026** Sale or Disposal Scheduled After: **7/6/2026**

Lot	Quantity	Description
1	2	Conference Room Stack Chairs
2	4	Four drawer file cabinets
3	10	Student desks
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		
26		
27		
28		
29		
30		

Committee Meeting Minutes
June 8, 2026

The members of the Board of Education met as a Committee of the Whole on Monday, June 8, 2026 at the Don Stroh Administration Center, 5606 South 147th Street.

Board President, Linda Poole called the meeting to order at 6:00 p.m. Mrs. Poole announced that the open meeting laws are posted and available for public inspection, and it is now the proper time for public questions and comments on agenda items only. There were no requests to speak.

Board members present were: Linda Poole, Justin Curtis, Stacy Jolley, Mike Kennedy, and Amanda McGill Johnson.

The Student Showcase featured the following groups:

- **Millard North High School:** Journalism, Debate, DECA
- **Millard South High School:** Journalism, Drama, DECA
- **Millard West High School:** Drama, Debate, DECA

Budget

Chief Financial Officer Chad Meisgeier said that as we prepare the budget, we like to talk about this several times in open session to ensure that everyone can provide input. Mr. Meisgeier reminded the board that this presentation will provide high level budget information. Mr. Meisgeier said that we have a projected state aid increase of $6.4 million. This included the prior year's corrections, which is one time money, and preliminary property tax valuations. Mr. Meisgeier explained the reason behind the increase in State aid funds and how it could affect future years. Mr. Meisgeier said that the recommendation is to focus the one-year potential savings to property taxpayers in the 2026-27 budget.

Mr. Meisgeier shared the history of our total expenditures and the categories these expenses fall into. Mr. Meisgeier shared the tax levy history and reminded the board that Millard has kept their promise to taxpayers by not using more of the levy then needed. Millard also has the lowest per pupil spending average out of 244 districts in Nebraska. He also shared the past valuation increase percentages.

Mr. Meisgeier shared that the recommendation is to reduce the levy 1.936 cents making it $1.07064. Mr. Meisgeier shared that valuations may come in just a little bit higher than the currently projected 4%. If valuations come in higher, we intend a final recommendation with all of that potential increased valuation being used to further lower the levy.

Mr. Meisgeier provided an explanation of the caps as well as the budget process timeline. He shared that Millard does not need to participate in the county wide hearing this year. However, due to a change to State statutes all districts will be required to participate next year.

Mrs. Poole said that now is the proper time for public questions and comments on non-agenda items only. There were no requests to speak.

The meeting was adjourned at 7:09 p.m.

Chairman

AGENDA SUMMARY SHEET

Agenda Item: First Reading of Board Policy 9210: Bylaws of the Board - Attorney

Meeting Date: July 6, 2026

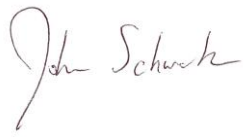
Background/ Description: Following District guidelines to review Policies every seven years.

Action Desired: First Reading

Policy / Strategic Plan Reference: n/a

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Attorney **9210**

The Board may, at its discretion, appoint an attorney to perform desired legal services. The attorney shall serve at the Board's pleasure and be compensated at a mutually agreeable rate.

The Superintendent or the Superintendent's designee(s) are authorized to engage the District's attorney for legal services as deemed necessary or advisable. The Superintendent or the Superintendent's designee(s) are authorized to engage other attorneys to represent the District as advisable when a potential conflict of interest is present or when the Superintendent deems it appropriate under the circumstances.

Policy Adopted:	February 4, 1974	Millard Public Schools
Reaffirmed:	March 5, 2012	Omaha NE
Revised:	June 16, 2003 (Renumbered on June 16, 2003 from 9250), August 19, 2019, August 3, 2026	
Legal Reference:	Neb. Rev. Stat. §79-513	

AGENDA SUMMARY SHEET

Agenda Item: First Reading of Board Policy 9370 Bylaws of the Board: Minutes

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: First Reading of Board Policy 9370 Bylaws of the Board: Minutes

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Minutes **9370**

The minutes of the meetings of the Board shall include:

a. The classification (regular, adjourned, closed, emergency, or special), date, and place of meeting.

b. The call to order stating time, person presiding, and office.

c. The record of the roll call of Board members.

d. A notation of the presence or absence of the Superintendent. ~~A notation of other staff members and others present if the persons will participate in the meeting.~~

e. A record of any corrections to the minutes of the previous meeting and the action approving them.

f. A record of all communications presented at a meeting of the Board.

g. A record of the hearing of all petitions of citizens.

h. A record of any reports of Board members or staff members.

i. A record of each motion placed before the Board including the member making the motion and the member seconding, if any. The ayes and nays shall be recorded by name for each Board member present.

j. Special marking to indicate policy matters.

k. The manner in which the advance publicized notice of the time and place of each meeting was given.

l. The substance of all matters discussed.

m. A record of how each Board member voted on any action taken on any question or motion duly moved and seconded. The minutes shall also record if the Board member was absent or not.

n. The total number of votes for each candidate for each Board officership.

If the Board votes to hold a closed session, the minutes shall record the vote of each Board member on the question of holding a closed session, the entire motion for the closed session, and the time when the closed session commenced and concluded. If a Board member challenges the continuation of a closed session on the grounds that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual, the challenge and its disposition by the Board shall be recorded in the minutes.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the

emergency shall be stated in the minutes. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

The minutes shall be permanently filed and indexed for reference purposes. The minutes of all meetings and the evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours. Minutes shall be written and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier.

All reports requiring Board action, resolutions, agreements, and other written documents shall be made a part of the minutes by reference, and shall be placed in the District as a permanent record subject to state law.

Legal Reference: Neb. Rev. Stat. 84-1410; 84-1411; 84-1413

Policy Adopted: March 18, 1991 Millard Public Schools
Revised: June 16, 2003; August 19, 2019; August 3, 2026 Omaha, NE
Reaffirmed: April 16, 2012

AGENDA SUMMARY SHEET

Agenda Item: Rule 5100.3 Nonresident Students: Enrollment Option Program

Meeting Date: July 6, 2026

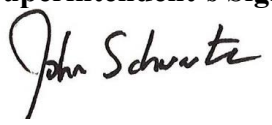
Background/ Description: Updates related to the passage of LB 653.

Action Desired: Approval

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Bill Jelkin, Student Services

Superintendent's Signature:



Student Services

Enrollment of Students

Nonresident Students: Enrollment Option Program 5100.3

I. General Statement.

A. Nebraska law enables any kindergarten through twelfth grade Nebraska student to attend a school in a public school district in which the student does not reside pursuant to the Nebraska option enrollment laws and subject to limitations and standards authorized by law and adopted by the public school district. The option is available once during elementary school, once during middle school, and once during high school for a total of three times to each student. Provided however, that an option does not count toward such limitation if such option meets, or met at the time of the option, one of the following criteria:

1. The student relocates to a different resident school district; or

2. The option school district merges with another district; or

3. The student will have completed either the grades offered in the school building originally attended in the option school district or the grades immediately preceding the lowest grade offered in the school building for which a new option is sought; or

4. The option would allow the student to continue current enrollment in a school district; or

5. The option would allow the student to enroll in a school district in which the student was previously enrolled as a student.

B. Option enrollment shall be administered under the direction of the District's Superintendent and the Superintendent shall serve as the designee of the District's Board of Education for any matters involving option enrollment to be acted upon by the Board, except as otherwise required by law or hereinafter provided.

II. Standards for Acceptance, Rejection, and Capacity.

A. Acceptance, Rejection, and Capacity. The Board shall adopt a resolution setting forth its specific capacity standards for acceptance and rejection of applications as an option school district, and for acceptance or rejection of a request for release of a resident or option student submitting an application to an option school district after March 15 as provided in subsection III(A) of this Rule. The Board's adoption of a resolution does not preclude the Board from adopting a subsequent resolution with specific capacity standards partially or wholly different from its previous resolution(s). Capacity for special education services shall be determined on a case-by-case basis, with the District's Director of Special Education Services or designee evaluating the applications for option enrollment received by the District which indicate that the student has an individualized education program under the Individuals with Disabilities Education Act or has been diagnosed with a disability as defined in Neb. Rev. Stat. § 79-1118.01, to determine if the District and the appropriate class, grade level, or school building has the capacity to provide the student the appropriate services and accommodations. For all other students, the standards may include the capacity of a program, class, grade level, or school building, and, in addition shall take into consideration any unique circumstances having an impact on enrollment capacity. Such unique circumstances having an impact on enrollment capacity shall include, but shall not be limited to, planned expansion and increases of enrollment, projected future enrollments, growth issues pertaining to instructional staff, class size and unassigned instructional space, housing construction projections, and planned accommodations for future enrollment growth. To facilitate option enrollment, the District shall annually establish, publish, and report a maximum capacity for each District school building

pursuant to procedures, criteria and deadlines established by the State Board of Education. Standards shall not include previous academic achievement, athletic or other extracurricular ability, disabilities, proficiency in the English language, or previous disciplinary proceedings except as provided in Neb. Rev. Stat. §79-266.01. Standards for acceptance or rejection of a request for release shall not include that a request occurred after the deadline set forth in subsection III(A) of this Rule. The District may by resolution prior to October 15 of each school year, declare a program, class, grade level, or school building unavailable to option students for the next school year due to a lack of capacity.

B. Priorities for Option Enrollment. Priority for acceptance of applications received shall be as follows:

1. For applications received on or before the March 15 deadline:

a. First priority for option enrollment shall be for ~~siblings of option students enrolled in the District.~~

b. ~~Second priority shall be for enrollment of~~ students who reside in the Learning Community and who contribute to the socioeconomic diversity of enrollment at the school building to which the student will be assigned.

c. b. ~~Third~~Second priority shall be for enrollment of other students who reside in the Learning Community.

d. c. The District shall not be required to accept a student meeting the priority criteria if the program, class, grade level, or school building is at capacity, except as provided ~~in Neb. Rev. Stat. § 79-240~~by law and subsection III(D)(7) of this Rule.

2. In the event there are fewer spaces available than the number of applications in a given priority category, the selection shall be determined on a random basis. If the applications received for a school building exceed the remaining capacity of a school building, the District shall establish a wait list for all excess applications in the order of selection priority as hereinbefore provided, and option enrollment slots which become available shall be filled from the wait list in order as provided in subsection IV of this Rule. All wait lists will become null and void prior to the first day of the next upcoming second semester.

3. For applications received after the March 15 deadline and for which space is available in the program, class, grade level, or school building, selection shall be as provided in subsection IV of this Rule.

C. Siblings of Option Students. Option enrollment applications for siblings of option students enrolled in the District shall be automatically accepted for attendance during the following and subsequent school years, without regard to District capacity limitations.

1. The option enrollment application process and procedures of subsection III of this Rule, are applicable for such siblings of option students enrolled in the District. Siblings of option students shall make their own independent application for attendance as an option student.

2. A particular school of the District may be requested in the application, and the District shall prioritize assignment to the school of attendance by the applicant's sibling, but the school assignment shall be determined by the District based on, but not limited to, educational needs, staff, class size, and available student space.

3. The District will communicate with the student, parent or guardian on the school assignment and school assignment options.

III. September 1 to March 15 Regular Application and Cancellation Process.

A. September 1 to March 15 Regular Application. To attend an option school district, the student's parents or legal guardian shall submit an application to the board of education of the option school district between September 1 and March 15 for ~~enrollment~~ attendance during the following and subsequent school years. If the District is the option school district, the application shall be delivered to the office of the Superintendent or Superintendent's designee. Applications submitted after March 15 shall contain a release approval from the resident school district, or if the student is an option student at the time of such application and is applying to become an option student at a subsequent option school district, a release approval from the option school district that the student is attending at the time of such application, on the application form prescribed by the Commissioner of Education. The option school district may not accept or approve any applications submitted after such date without such a release approval. The option school district that the student is applying to attend shall provide the resident school district, and if applicable the option school district that the student is attending at the time of the application, with the name of the applicant on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

1. The student's parents or legal guardian shall use the application and cancellation forms prescribed by the Commissioner of Education.

2. A separate application is required for each student.

3. Applications shall be accepted for the immediately following school year only.

4. Siblings of option students shall make their own independent application for attendance as an option student.

5. A particular school within a school district may be requested, but the school assignment of the option student shall be determined by the option school district and Neb. Rev. Stat. § 79-2110(3) for students attending a focus school, focus program, or magnet school.

6. A parent or guardian may provide information on the application regarding the applicant's potential qualification for free or reduced-price lunches. Any such information provided shall be subject to verification and shall only be used for the purposes of Neb. Rev. Stat. § 79-238(4). Nothing in this subsection requires a parent or guardian to provide such information. Determinations about an applicant's qualification for free or reduced-price lunches for purposes of Neb. Rev. Stat. § 79-238(4) shall be based on any verified information provided on the application. If no such information is provided, the student shall be presumed not to qualify for free or reduced-price lunches for the purposes of Neb. Rev. Stat. § 79-238(4). Each year the District shall randomly select at least three percent of the option enrollment applications accepted, for verification of free or reduced-price lunch status. The District may, in its discretion, audit to verify the free and reduced-price lunch status of all such applications.

7. Applications for students who do not actually attend the option school district that the student applied to attend may be withdrawn in good standing upon mutual agreement by the resident and option school districts involved.

8. False or substantially misleading information submitted by a parent or guardian on an application to an option school district may be cause for the option school district to reject an application or to reject a previously accepted application if the rejection occurs prior to the student's attendance as an option student.

9. Students who relocate to a different resident school district after February 1, or whose option school district merges with another district effective after February 1, may submit an application to an option school district for attendance during the current or immediately following and subsequent school years. Such application does not require the release approval of the resident

district or the option school district that the student is attending at the time of such application. The option school district that the student is applying to attend shall accept or reject such application within forty-five days and shall provide the resident school district or the option school district that the student is attending at the time of such application with the name of the applicant within forty-five days of submission.

B. Cancellation. No option student shall attend an option school district for less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end of the student's senior year, transfers to a private or parochial school, or upon mutual agreement of the resident and option school districts to cancel the enrollment option and return to the resident school district or the previous option school district that the student was attending immediately prior. Except as provided in the preceding sentence, the option student shall attend the option school district until graduation unless the student relocates in a different resident school district, transfers to a private or parochial school, chooses to return to the resident school district, or options into a subsequent option school district, except that no student may use the enrollment option program other than as provided in Neb. Rev. Stat. §79-234(1). In case of cancellation, the student's parents or legal guardian shall provide written notification to the school boards of the option school district or districts and resident school district on forms prescribed by the Commissioner of Education in advance of such cancellation.

C. Waiver of Deadlines. Upon agreement of the school boards of the resident and option school districts, the deadlines for application and approval or rejection may be waived.

D. Acceptance by District.

1. The District shall accept or reject applications based on the capacity of the school building, the eligibility of the applicant for the school building program, the number of such applicants that will be accepted for a given school building, and in the order of selection priority as hereinbefore provided, and for applications which indicate that the student has an individualized education program under the Individuals with Disabilities Education Act or has been diagnosed with a disability as defined by Neb. Rev. Stat. § 79-1118.01, the capacity to provide the services and accommodations required.

2. The selection process shall be conducted on a "building by grade" basis. In the event the applications to a building exceed the capacity of such building, the selection shall be in the order of selection priority as hereinbefore provided.

3. If all school buildings identified on an application are at maximum capacity but the District has buildings offering the same grades which have remaining capacity, the District may communicate with the student, parent or legal guardian and identify those school buildings within the District which have capacity, which the applicant may substitute for one or more school buildings identified on the submitted application.

4. If the applications received for a school building exceed the remaining capacity of the school building, the District shall establish a wait list for all excess applications in the order of selection priority as hereinbefore provided, and option enrollment slots which become available shall be filled from the wait list in order as provided in subsection IV of this Rule. All wait lists will become null and void prior to the first day of the next upcoming second semester.

5. The District may, in its discretion, accept option enrollment applications in excess of the maximum capacity of a school building, in the order of selection priority as hereinbefore provided.

6. The District shall notify, in writing, the parent or legal guardian of the student and the resident school district, and, if applicable, the option school district that the student is attending at the

time of the application, whether the application is accepted or rejected on or before April 1 or, in the case of an application submitted after March 15, within sixty days after submission.

7. The following students shall be automatically accepted and the deadlines prescribed in Neb. Rev. Stat. § 79-234 shall be waived:

   a. Students who relocate in a different school district but want to continue attending the original resident school district and who have been enrolled in the original resident school district for the immediately preceding two years.

   b. Option students who relocate in a different school district but want to continue attending the option school district.

   c. An option student who subsequently chooses to attend a private or parochial school shall be automatically accepted to return to either the resident or option school district upon the completion of the grade levels offered at the private or parochial school. If such student chooses to return to the option school district, the student's parents or legal guardian shall submit another application to the option school district's board of education which shall be automatically accepted, and the application deadlines shall be waived.

E. Completion of Enrollment Processes.

1. The parents or legal guardians of a student who has been accepted by the District for an option enrollment placement, must complete the District's defined enrollment processes by May 15. Failure to complete the District's defined enrollment processes by May 15 shall result in the forfeiture of the option enrollment slot by the applicant, and, if applicable, shall be filled from the District's wait list as provided in subsection IV of this Rule.

IV. Wait Lists and Application Process for Newly Available Option Enrollment Slots After June 1.

A. The District will follow the following procedures when any option enrollment slots open or become newly available after June 1 and up through the day prior to the start of the next upcoming second semester.

B. Such option enrollment slots which become newly available shall first be filled from the wait list in order.

1. The District will communicate with the parent or legal guardian of the first student on the wait list about the newly available option enrollment slot and whether the parent or legal guardian desires to accept it. If the parent or legal guardian does not accept it, then the District shall similarly communicate with the parents or legal guardians of the next students on the wait list in order, until the newly available option enrollment slot is filled or the wait list is exhausted.

2. When a parent or legal guardian accepts such a newly available option enrollment slot they will have four business days to obtain and provide to the District a release approval from the resident school district or the option school district that the student is attending at the time of such application on the application form prescribed by the Commissioner of Education. The District may not fill any such newly available option enrollment slot without such a release approval.

3. When the release approval is provided to the District, the District shall immediately notify, in writing, the parent or legal guardian of the student and the resident school district or the option school district that the student is attending at the time of such application that the application is accepted. The parent or legal guardian of the student so accepted for a newly available option enrollment slot must then complete the District's defined enrollment processes within three business days and the student shall immediately start attending school when the District's defined enrollment processes are completed, if school is then in session.

4. Failure to complete the District's defined enrollment processes within three business days and/or failure of the student to start attending school shall result in the forfeiture of the option enrollment slot by the applicant and such slot shall then be offered to the parents or legal guardians of the next student on the wait list in order.

5. All wait lists shall become null and void prior to the first day of the next upcoming second semester.

6. No such newly available option enrollment slots shall be filled from any wait lists after the start of the second semester and through May 31.

C. If there is no applicable wait list, then such option enrollment slots which become newly available may be filled via any new application or applications which may be received by the District therefor.

1. Such applications will only be received after June 1 and up to the day prior to the start of the upcoming second semester. Such applications must be delivered to the office of the Superintendent or Superintendent's designee. Such applications shall contain a release approval from the resident school district or the option school district that the student is attending at the time of such application on the application form prescribed by the Commissioner of Education. The District may not accept or approve any such applications without such a release approval.

2. The application requirements as provided in subsections III(A)(1), (2), (4), and (6) through (9) of this Rule must be complied with.

3. Such applications shall only be received for the program, class, grade level, or school building which the District has determined to have then available option enrollment slots, and acceptance shall be based upon the date and time of submittal of the application to the District with the earliest date and time of submittal receiving priority.

4. If there are multiple and simultaneous applications submitted, the District shall accept or reject such applications based on the number of option enrollment slots which the District has determined are then available for option enrollment, the eligibility of the applicant for the school building program, and in the order of selection priority as provided in subsections II(B)(1)(a) through (d) of this Rule. If such option enrollment slots still exist after the completion of the selection priority process, then those slots shall be filled on a random drawing basis from the existing applications on file. The District shall not establish a wait list for any excess applications.

5. The District shall immediately notify, in writing, the parent or legal guardian of the student and the resident school district or the option school district that the student is attending at the time of such application whether the application is accepted or rejected.

6. The parent or legal guardian of the student so accepted for a newly available option enrollment slot must then complete the District's defined enrollment processes within three business days and the student shall immediately start attending school when the District's defined enrollment processes are completed, if school is then in session.

7. Failure to complete the District's defined enrollment processes within three business days and/or failure of the student to start attending school shall result in the forfeiture of the option enrollment slot by the applicant and such slot shall remain open.

V. Notification of Rejection of Application or Request for Release and Right to Appeal. If an application or request for release is rejected by the District in its capacity as an option or resident school district, the District shall provide written notification sent by certified mail to the parent or guardian stating the specific reasons for the rejection including, for students with an individualized education program under the Individuals with Disabilities Education Act or with a diagnosed disability as defined in Neb. Rev. Stat. § 79-1118.01, a

description of the services and accommodations required that the District does not have the capacity to provide, and the process for appealing such rejection to the State Board of Education. The parent or legal guardian may appeal the rejection to the State Board of Education within thirty days after the date the notification of the rejection was received by the parent or legal guardian, by filing a written request, together with a copy of the rejection notice, with the State Board of Education.

VI. Treatment of Option Students. For purposes of all duties, entitlements, and rights established by law, including special education as provided in Neb. Rev. Stat. § 79-1127, except as provided in Neb. Rev. Stat. §79-241, option students shall be treated as resident students of the option school district.

VII. Accepting Credits. If the District is the option school district, it will accept credits toward graduation that were awarded by the resident school district or any previous option school district. Further, the District shall award diplomas to option students if the student meets the District's graduation requirements.

VIII. Transportation or Reimbursement. This section constitutes the District's specific standards for providing transportation for option students for the 2017-2018 school year and the school years thereafter.

A. Except as otherwise provided by law, Neb. Rev. Stat. § 79-611 and District Rule 3811.1 do not apply to the transportation of option students.

B. The parent or legal guardian of the option student shall be responsible for transportation except as herein provided.

C. Option students who qualify for free lunches shall be eligible for transportation reimbursement as described in Neb. Rev. Stat. § 79-611 from the District, except that they shall be reimbursed at the rate of one hundred forty-two and one-half percent of the mandatorily established mileage rate provided in Neb. Rev. Stat. § 81-1176 for each mile actually and necessarily traveled on each day of attendance by which the distance traveled one way from the residence of such student to the schoolhouse exceeds three miles.

D. For option students verified as having a disability as defined in Neb. Rev. Stat. § 79-1118.01, the transportation services set forth in Neb. Rev. Stat. § 79-1129 shall be provided by the resident school district.

IX. Definitions.

A. "Commissioner of Education" shall mean the executive officer of the Nebraska State Board of Education and the administrative head of the Nebraska State Department of Education.

B. "Enrollment Option Program" shall mean the program established in Neb. Rev. Stat. § 79-234.

C. "Learning Community" shall mean the Learning Community of Douglas and Sarpy Counties.

D. "Option school district" shall mean the public school district that a student chooses to attend other than the student's resident school district.

E. "Option student" shall mean a student that has chosen to attend an option school district.

F. "Parents" shall mean, in the case of parents who are divorcing or divorced, the custodial parent.

G. "Resident school district" shall mean the public school district in which a student resides or the school district in which the student is admitted as a resident of the school district pursuant to Neb. Rev. Stat. § 79-215.

H. "Siblings" shall mean all children residing in the same household on a permanent basis who have the same mother or father or who are stepbrother or stepsister to each other.

I. "Student who contributes to the socioeconomic diversity of enrollment" shall mean a student who does not qualify for free or reduced-price lunches when, based upon the certification pursuant to Neb. Rev. Stat. § 79-2120, the school building the student will be assigned to attend either has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community or provides free meals to all students pursuant to the community eligibility provision, or a student who qualifies for free or reduced-price lunches based on information collected voluntarily from parents and guardians pursuant to Neb. Rev. Stat § 79-237 when, based upon the certification pursuant to Neb. Rev. Stat. § 79-2120, the school building the student will be assigned to attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community and does not provide free meals to all students pursuant to the community eligibility provision.

Legal Reference: Neb. Rev. Stat. § 79-232 *et seq.*
Title 92, Nebraska Administrative Code, Chapter 19
~~Neb. LB 653 Section 1 (2026) 1329 Sections 17-20 (2024)~~

Rule Approved: January 8, 1996
Revised: August 5, 1996*;* August 21, 2000; August 6, 2001; June 1, 2015; September 19, 2016; February 19, 2018; December 2, 2019; August 21, 2023; March 3, 2025; July 6, 2026
Reaffirmed: April 7, 2008

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Rule 5200.1 Attendance, Tardiness, and Excessive Absenteeism

Meeting Date: July 6, 2026

Background/ Description: Updates related to the passage of LB 937.

Action Desired: Approval

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Bill Jelkin, Student Services

Superintendent's Signature:



Student Services

Attendance, Tardiness, and Excessive Absenteeism 5200.1

I. Attendance.

A. Attendance Accounting. Attendance accounting shall be accomplished in secondary schools by recording students' attendance period-by-period, in elementary schools by recording students' attendance in the morning and afternoon, and in summer school by recording secondary students' attendance period-by-period and elementary students' attendance by the hour.

B. Grounds for Excused Absences. Students will be granted an excused absence from school by the principal or the principal's designee for the following reasons:

1. Personal illness (a physician's verification is required after four (4) consecutive days of absence for illness).

2. Doctor or dental appointments for the student, which cannot be scheduled at a time other than during school hours.

3. Death or serious illness of the student's family member.

4. Attending a funeral.

5. Wedding or graduation of the student's family member.

6. Legal matters which cannot be arranged at a time other than during school hours.

7. Observance of religious holidays of the student's own faith.

8. College planning visits.

9. Matters involving student safety.

10. Matters related to military service.

11. Personal or family vacations not to exceed five (5) days per school year.

12. Pregnancy and parenting related appointments and/or conditions pursuant to District Rule 5200.3 (I).

13. The approval of all excused absences may be subject to review by Student Services.

C. Insufficient Grounds for Excused Absences. Students will be assigned an unexcused absence from school by the principal or the principal's designee for the following reasons:

1. Personal recreational activities.

2. Non-school sponsored activities and athletics (e.g., competitive cheer, club sports, or theater caravans).

3. Babysitting.

4. Birthdays.

5. Work.

D. Rules Governing Absences.

1. Individuals who are authorized to submit written excuses for absences are a parent or guardian, the student if age nineteen (19), or the student if emancipated. Written excuses must be provided to the principal or the principal's designee.

2. The student's parents or guardians must call within the time specified by the school's guidelines and provide the following information: the date(s) and/or time of the absence and the reason for the absence. Failure to call within the required time frame will result in the absence being recorded as unexcused.

3. The District reserves the right to require verification from a doctor or dentist when an absence is for medical or dental reasons.

4. A written excuse, which is forged or contains factual misrepresentations, will subject the student to discipline under District Rule and the absence(s) will be recorded as unexcused absences.

E. Make-up Work for Excused and Unexcused Absences.

1. Schoolwork missed due to an excused or unexcused absence, must be completed to the satisfaction of each teacher whose class was missed.

2. Students will have a minimum of one (1) school day for each day of absence, to make up missed schoolwork. Students who do not make up their work within the prescribed time limits will not receive credit for the work missed.

3. Make-up work may be provided prior to a planned absence if the lessons and assignments have already been planned for and prepared by the teacher in the context of having created the weekly lesson plans. Make-up work provided to a student in advance of their absence does not guarantee that no additional work may need to be completed upon their return to school. Students who do not request missed work in advance will be provided all assigned work when the student returns from an absence.

4. Providing early or late semester exams is at the discretion of the building principal or the principal's designee.

5. During prolonged absence due to illness, the parent may call the school office to make arrangements for picking up the missed work.

6. When the school administration has given approval for a student to participate in school sponsored programs such as High Ability Learners (HAL) Seminars, music programs, dramatics, or athletics, the student should not be penalized for not being present to take tests and participate in the daily work. The student shall be given an opportunity to make up any work missed.

II. Tardiness.

A. Rules. The following rules shall apply to tardiness.

1. Students tardy to school will not be admitted to class unless the student has the permission of the principal or principal's designee.

2. Tardies will be excused or unexcused as determined by building principal or the principal's designee.

3. Each school shall adopt a set of guidelines to be used to avoid or minimize student tardiness and publish it in their student handbook.

III. Excessive Absenteeism.

A. Rules. The following rules shall apply to excessive absenteeism.

1. At least one (1) attendance officer shall be appointed by the District's Board who shall enforce the provisions of Nebraska's mandatory attendance laws. If the Superintendent, a principal, a teacher, or a Board member knows of a violation of Nebraska's mandatory attendance laws they shall within three (3) days report such violation to the District's attendance officer who shall immediately investigate the violation. When of his or her personal knowledge or by report or complaint from any resident of the District, the District's attendance officer believes that there is a violation of Nebraska's mandatory attendance laws, the attendance officer shall immediately investigate such violation.

2. If a student has accumulated eight (8) absences in a school year or the hourly equivalent, the District may render all services to address barriers to attendance. Such services shall include, but not be limited to, the following:

a. Written communication by District officials with the person or persons who have legal or actual charge or control of any student.

b. One or more meetings between, at a minimum, a school attendance officer, a school social worker, or a school administrator or his or her designee, the person who has legal or actual charge or control of the student, the person who is responsible for making educational decisions on behalf of the student if that person is someone other than the person who has legal or actual charge or control of the student, and the student, when appropriate, to address the barriers to attendance. The result of the meeting or meetings shall be to develop a collaborative plan to reduce barriers identified to improve regular attendance. The plan shall include, if agreed to by the person who is responsible for making educational decisions on behalf of the student, an educational evaluation to determine any intellectual, academic, physical, or social-emotional barriers are contributing factors to the lack of attendance. The plan shall also consider, but not be limited to:

i. The physical, mental, or behavioral health of the student;

ii. Educational counseling;

iii. Referral to community agencies for economic services, family or individual counseling, assisting the family in working with other community services, and referral to restorative justice practices or services.

iv. Family or individual counseling;

v. Assisting the family in working with other community services; and

vi. Referral to restorative justice practices or services.

vii. Prevention and early intervention procedures, service coordination, cooperative efforts, and information sharing, in accordance with the Superintendent's Plan pursuant to Neb. Rev. Stat. § 79-2121.

3. Absences due to pregnancy, or pregnancy related conditions, or care for an ill child, do not count towards the excessive absenteeism accumulated absences in a school year or the hourly equivalent.

B. Notification.

1. If a student has accumulated eight (8) absences in a school year or the hourly equivalent, the District will send written notice to the student's parents or guardians regarding the State mandatory attendance and excessive absenteeism laws. If any of the absences are due to illness, the notice to the student's parents or guardian shall indicate the number of absences due to such.

2. If a student has accumulated fifteen (15) absences in a school year or the hourly equivalent, the District will send written notice to the student's parents or guardians regarding the State mandatory attendance and excessive absenteeism laws. If any of the absences are due to illness, the notice to the student's parents or guardians shall indicate the number of absences due to such.

3. If a student ~~is absent more than~~ has accumulated twenty (20) days or more of unexcused absences in a school year or the hourly equivalent, the attendance officer may file a report with the county attorney of the county in which the student resides.

   a. Absences shall be excused by a parent, guardian, or educational decisionmaker of the student for physical or mental illness and as documented by a certified health professional, provided that the documentation supports such absence. In the instance of chronic illness, documentation shall be reviewed each semester.

   b. The District shall notify the student's family in writing prior to referring the student to the county attorney. The report shall state that the District has made the efforts required by Section III(A)(2) of this Rule and that the collaborative plan to reduce barriers identified to improve regular attendance has not been successful and the District recommends county attorney intervention. The report shall include the student's and parents' names, address, number of excused and unexcused absences, number of absences due to illness, documentation that the District has made the efforts required by Section III(A)(2) of this Rule, and copies of all other relevant information regarding the student's attendance and excessive absenteeism.

4. If a student has a history of being chronically absent from school, the District shall render any and all services in the District's power to compel the student to attend school.

C. Students on Probation. If a student on probation who has previously been expelled from the District is attending school pursuant to Nebraska law governing students on probation, prior to the re-admission of the student to the school, school officials shall meet with the student's probation officer and assist in developing conditions of probation that will provide specific guidelines for behavior and consequences for misbehavior at school as well as educational objectives that must be achieved. The school may expel such a student for subsequent actions which violate District Rule 5400.6. Such a student shall be screened by the District for possible disabilities and, if the screening so indicates, the student shall be referred for evaluation for possible placement in a District special education program.

IV. Students Exempt from the Mandatory Attendance Laws. Students who are exempt from the mandatory attendance laws are:

A. Students who have obtained a high school diploma;

B. Students who have completed the program of instruction offered by a school which elects pursuant to state law not to meet accreditation or approval requirements;

C. Students who have reached eighteen (18) years of age;

D. Students who have reached sixteen (16) years of age, but are not yet eighteen (18) years of age, and whose withdrawal from school before graduation and exemption from the mandatory attendance requirements has been completed in accordance with state law and District Rule 5120.2.

E. Students who will reach six (6) years of age prior to January 1 of the then current school year, and their parent

or guardian has discontinued enrollment in accordance with District Rule 5100.2(III)(A); and

F. Students who will not reach six (6) years of age prior to January 1 of the then current school year, and their parent or guardian has discontinued enrollment in accordance with District Rule 5100.2(III)(B).

V. Student Discipline. Students who violate the provisions of this Rule, or the District's Standards for Student Conduct, or the guidelines of the building principal or principal's designee, may be subject to student discipline. Students who have excessive absences or tardies may also be subject to student discipline.

VI. Definitions.

A. "Emancipated student" shall mean any student, under the age of nineteen (19), who is either married, or is enlisted in the military service, or unmarried and has voluntarily left home without financial support from the student's parent(s), or the student has been declared emancipated by a court of law and the conditions leading to that declaration remain unchanged.

B. "Excessive absences" shall mean eight (8) or more absences from school in a school year or the hourly equivalent.

Legal Reference*:* Neb. Rev. Stat. §§ 29-2270 through 29-2273
Neb. Rev. Stat. §§ 79-201 through 79-210, and 79-2121
Neb. LB ~~1329 Section 14~~

Related Policies & Rules: 5200, 5200.2, 5200.3, 5400.6

Rule Approved:
Revised: July 20, 1987; September 19, 1994; September 8, 1998*;*
September 11, 2000; June 20, 2005; February 16, 2009; April 18, 2011;
August 15, 2011; December 5, 2011; July 2, 2012; December 17, 2012; May 19, 2014;
May 21, 2018; March 15, 2021; March 3, 2025; July 6, 2026

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Rule 5400.1 Student Discipline

Meeting Date: July 6, 2026

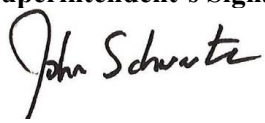
Background/ Description: Updates related to the passage of LB 653.

Action Desired: Approval

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Bill Jelkin, Student Services

Superintendent's Signature:



Student Services

Student Discipline 5400.1

I. General Statement. The District's disciplinary rules and procedures are designed to protect students' constitutional and statutory rights within the context of an orderly and effective educational process. Students will be excluded from school and/or school activities when their conduct interferes with an orderly and effective educational process.

II. Types of Exclusion and Disciplinary Action.

A. Students in Pre-Kindergarten through Second Grade. Students in pre-kindergarten through second grade shall not be suspended from school, and such students shall instead be subject to disciplinary measures inside the school as an alternative to suspension. Provided however, if such a student brings a deadly weapon as defined in Rule 5400.6(IX)(G), on to school grounds, or in a vehicle owned, leased, or contracted by the District being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or to a school-sponsored activity or athletic event, or if such a student engages in violent behavior capable of causing physical harm to another student or school employee, then the student may be suspended in accordance with Rule 5400.6(II)(D)(1) through (4) as may be applicable.

B. Short-term Suspension. Except as provided in Section II(A) above, exclusion from all schools in the District not to exceed five (5) school days. If there are insufficient school days in the first semester to complete the suspension period, the suspension period will be carried over to the second semester.

C. Emergency Exclusion. Immediate exclusion if:

1. The student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health and safety of the school community; or

2. The student's conduct presents a clear threat to the physical safety of himself, herself, or others; or

3. The student's conduct is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.

4. An emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers necessitating the exclusion.

5. Emergency Exclusion for Five (5) Days or Less. The same procedures for short-term suspension shall be used for an emergency exclusion for five (5) days or less.

6. Emergency Exclusion for Over Five (5) Days. If the Superintendent or Superintendent's designee determines that the exclusion will extend beyond five (5) days, the following procedural provisions must be followed:

a. Hearing/Final Determination. A hearing will be held and a final determination made within ten (10) school days after the initial date of exclusion.

b. Hearing Procedures. The hearing will be conducted in compliance with the disciplinary hearing procedures which are used for long-term suspension, expulsion and reassignment.

D. Long-term Suspension. Except as provided in Section II(A) above, exclusion from all schools in the District (except the location designated for alternative education for students suspended for ten (10) school days or more) for more than five (5) school days but less than twenty (20) school days. If there are insufficient school days in the first semester to complete the suspension period, the suspension period will be carried over to the second semester.

E. Expulsion. Except as provided in Section II(A) above, exclusion from all schools in the District (except the location designated for alternative education) for a period not to exceed the remainder of the semester in which it took effect with the following exceptions:

1. If the misconduct occurred within ten (10) school days prior to the end of the first semester, the expulsion shall remain in effect through the second semester; or

2. If the misconduct occurred within ten (10) school days prior to the end of the second semester, the expulsion shall remain in effect for summer school and the first semester of the following school year subject to the annual review provision of Section II(D)(4)(f) below.

3. If the misconduct occurred prior to the last ten (10) school days of the first semester and the expulsion takes effect in the second semester because the recommendation for expulsion was appealed to a hearing examiner and/or to the Board or designated committee, the length of the expulsion shall not exceed the number of days it would have been in effect had the appeal not been made.

4. The time periods above do not apply to the following infractions which have the following periods of exclusion:

a. Firearms. Expulsion for one (1) year of any student who knowingly possesses, handles, transmits, uses, intimidates with, or threatens with any firearm, explosive, or destructive device as provided in Rule 5400.6 (II)(D)(1), on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. This subsection shall not apply to:

i. The issuance of firearms or the possession of firearms by members of the Reserve Officers Training Corps when training; or

ii. Firearms which lawfully are possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.

b. Dangerous Weapons. Students who use, intimidate with, threaten with, handle, transmit, possess on one's person or in one's vehicle any dangerous weapon, including but not limited to any stun gun, paintball gun, air soft gun, B.B. gun, or pellet gun, as provided in Rule 5400.6 (II)(D)(2), shall be excluded for twenty (20) school days and may be excluded for one (1) year.

c. Other Dangerous Weapons. Students who use or threaten with a knife, throwing star, brass knuckle, chemical substances (including, but not limited to, mace, pepper guns, and bleach), and any other object that could be used to injure a person as provided in Rule 5400.6 (II)(D)(3), may be excluded for the remainder of the school year if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the exclusion shall remain in effect for summer school and may remain in effect for the first semester of the following school year.

d. Personal Injury. Students who knowingly and intentionally use force in causing or attempting to cause personal injury to a school employee, school volunteer, or student (unless caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person as hereafter provided) shall be excluded for a period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the exclusion shall remain in effect for summer school and may remain in effect for the first semester of the following school year.

e. Sexual Assault. Students who sexually assault or attempt to sexually assault any person on school grounds shall be excluded for one (1) year. Students who sexually assault or attempt to sexually assault any person off school grounds may be excluded for one (1) year, provided that a complaint must have been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person off school grounds not at a school function, activity, or event, and the student's presence at school has a direct and immediate effect on maintaining discipline, order, or safety in the school. Sexual assault shall mean sexual assault in the first and second degree as defined in Neb. Rev. Stat. §§ 28-319 and 320 or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§ 28-319.01 and 320.01, as such statutes now provide or may hereafter be amended. Neb. Rev. Stat. § 79-267(9).

f. Annual Review. Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review before the beginning of the school year. The review shall be conducted by a hearing examiner after the hearing examiner has given notice of the review to the student and to the student's parents or guardian. The review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to the hearing examiner recommendation that the student be re-admitted for the upcoming school year. If the Board (or Board Committee) took the final action to expel the student, the student may be re-admitted only by Board action. Otherwise, the student may be re-admitted by the Superintendent.

F. Mandatory Reassignment. Involuntary transfer to another school in the District.

G. Exclusion from School Grounds and Activities. During any time period that a student is excluded from school due to short-term suspension, long-term suspension, expulsion, or emergency exclusion, the student will be prohibited from being on school grounds (except the location designated for alternative education) and from participating in any District-sponsored extracurricular activities and from attending any extracurricular activities which take place on District property.

H. Other Disciplinary Action. Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, referral to restorative justice practices or services, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.

III. Standards for Student Conduct (Rule 5400.6). In conjunction with the Student Discipline Act, the District

shall adopt Standards for Student Conduct contained in Rule 5400.6 that will set forth student misconduct and the maximum sanction that the District shall impose. Rule 5400.6 shall be reviewed annually by the Board, and shall be distributed to students at the beginning of the school year or, in the case of student transfers, upon enrollment in the District.

IV. Effective Date of Exclusion. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until the date the disciplinary action takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purpose, or a personal injury to the student himself or herself, other students, school employees, or school volunteers.

V. Short-term Suspension. If a principal makes a decision to discipline a student by short-term suspension, the following procedures shall be followed: ~~Procedures for Exclusion. The District will adhere to the procedural requirements of federal and state law for the exclusion of students from school and school activities.~~

A. Notice and Summary of Evidence.

1. Before such short-term suspension takes effect, the student and the parent, guardian, or educational decisionmaker ~~as defined in Neb. Rev. Stat. § 79-530~~ of the student shall be given oral and written notice of the charges against the student, an explanation of the evidence the principal has, and an opportunity to present the student's version of the events leading to the alleged conduct or violation the principal has determined necessitates a short-term suspension and evidence to support the student's version of such events.

2. Within twenty-four hours or such additional time as is reasonably necessary, not to exceed an additional forty-eight hours, following such suspension, the principal shall send a written statement to the student and his or her parent or guardian describing the student's conduct, misconduct, or violation of the rule or standard; the reasons for the action taken; the actions made by the school to try to discontinue or alleviate the behavior of the student prior to considering suspension; resources the school is able to provide or recommend to assist the student; and how the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school.

B. Conference. The principal shall make a reasonable effort to hold a conference with the parent or guardian before or at the time the student returns to school and shall document such effort in writing. If such conference has not been held, a parent, guardian, or educational decisionmaker ~~as defined in Neb. Rev. Stat. § 79-530~~ may submit a written request to the school for a conference with the principal relating to the short-term suspension and the principal's written statement.

VI. Hearings. In cases involving emergency exclusion for more than five (5) school days, long-term suspension, expulsion, and mandatory reassignment, the student will have the right to a hearing to contest the exclusion. A Request for Hearing form will be provided to the student and the student's parents or guardian along with a description of the hearing procedures provided by the Student Discipline Act along with the procedures for appealing any decision rendered at the hearing.

VII. ~~Formal Hearings and Appeal~~ Long-term Suspension, Expulsion, Mandatory Reassignment. If a principal makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, the following procedures shall be followed:

A. Written Charge and Summary of Evidence.

1. The decision to recommend discipline shall be made within two (2) school days after learning of the alleged misconduct. On the date of the decision, a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent or designee.

2. The principal shall, within two (2) school days of the decision, send written notice by registered or certified mail or by personal delivery to the student and his or her parent or guardian informing them of the rights established under the Student Discipline Act.

B. Written Notice. Written notice must include the violation and summary of evidence; the recommended penalty; the resources the school is able to provide or recommend to assist the student; how the school plans to handle such behavior in the future, including an actionable plan aimed at maximizing strategies to keep the student in school; the right to a hearing; the hearing procedure; a statement that the principal, legal counsel for the school, the student, the student's parent or the student's representative or guardian shall have a right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing, plus the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony; and that if the student is suspended pending the outcome of a hearing, the student will have the opportunity to complete any classwork, homework, and examinations missed during the period of suspension as provided in Rule 5400.5(III) and Rule 6235.1. A form on which the student, the student's parent, or the student's guardian may request a hearing must accompany the written notice, including the address where the hearing request form is to be delivered in person or by registered or certified mail.

C. Suspension until Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or designee, the student may be suspended by the principal until the date the disciplinary action takes effect, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purpose, or a personal injury to the student himself or herself, other students, school employees, or school volunteers:

D. Procedures if a Hearing is not Requested. If a hearing is not requested by the student or the student's parent or guardian within five (5) school days following receipt of written notice, the punishment recommended in the charge by the principal or his/her designee will automatically go into effect upon the fifth (5^{th}) school day following receipt of the written notice by the student or his/her parent or guardian.

E. Procedures if a Hearing is Requested.

1. Request for Hearing. A hearing must be requested within five (5) school days after receipt of the written notice.

   a. Request of Hearing Beyond Five Days. If a hearing is requested more than five (5) school days but not more than thirty (30) calendar days following the actual receipt of the written notice, the hearing examiner shall be appointed and the hearing shall be held pursuant to the requirements of this Rule, but the imposed punishment shall continue in effect pending final determination.

2. Appointment of Hearing Examiner. If a hearing is requested the Superintendent shall within two (2) school days after receipt of the hearing request recommend appointment of a hearing examiner. The student or the student's parent or guardian may request designation of a hearing examiner other than the hearing examiner recommended by the Superintendent if notice of the request is given to the Superintendent within two (2) school days after receipt of the Superintendent's recommended appointment. Upon receiving such request, the Superintendent shall provide one (1) alternative hearing examiner who is not an employee of the District or otherwise currently under contract with the District and whose impartiality may not otherwise be reasonably questioned. The Superintendent may also provide an additional list of hearing examiners that may include hearing examiners employed by or under contract with the District. The student or the student's parent or guardian shall, within five (5) school days, select a hearing examiner to conduct the hearing who was recommended, provided as an alternative hearing examiner, or included on an

additional list, if any, and shall notify the Superintendent in writing of the selection. The Superintendent shall appoint the selected hearing examiner upon receipt of such notice. Individuals whose impartiality may be reasonably questioned shall include, but not be limited to, individuals who have a personal bias or prejudice concerning a party, have personal knowledge of evidentiary facts concerning the proceeding, have served as legal counsel to the District, or have a spouse who is an employee of or is under contract with the District.

3. The hearing examiner shall be any person designated pursuant to Section VII(E)(2) above, if such person has not brought the charges against the student, shall not be a witness at the hearing, and has no involvement with the charge.

4. Notice of Time and Place for Hearing. Within two (2) school days after being appointed, the hearing examiner shall give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.

   a. The hearing shall be held within a period of five (5) school days after appointment of the hearing examiner, but such time may be changed by the hearing examiner for good cause with consent of the parties.

   b. No hearing shall be held upon less than two (2) school days actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.

5. Right to Examine Records and Statements. The principal or legal counsel for the District, the student, and student's parent or guardian, or representative, shall have the right to receive a copy of all records, affidavits and written statements referred to Section VII (B) of this Rule, and the statement of any witness in the possession of the principal no later than forty-eight (48) hours prior to the hearing.

F. Hearing Procedures.

1. Required Attendance at Hearing. The hearing examiner, student, student's parent or guardian, the student's representative, if any, and legal counsel for the principal or District, if any, shall attend the hearing.

2. Witnesses. Witnesses shall be present only when they are giving information at the hearing. The student, the student's parent, guardian, or representative, the principal, or the hearing examiner may ask witnesses to testify at the hearing. Such testimony shall be under oath, and the hearing examiner shall be authorized to administer the oath. The hearing examiner, upon proper advance request, shall make reasonable effort to assist the student or the student's parent, guardian, or representative in obtaining the attendance of the witnesses. The District shall make available those witnesses who have knowledge of or were involved in the alleged misconduct and subsequent discipline of the student, if such witnesses are requested by the student, the student's parent, guardian, or representative, and such witnesses are employees or under contract with the District.

   a. Cross-Examination. The student, the student's parent, guardian, or representative, the principal, the principal's or the District's legal counsel, and the hearing examiner shall have the right to question any witness giving information at the hearing.

   b. Immunity. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case.

3. Student Testimony. The student may speak in his or her own defense and may be questioned on his or her testimony, but he or she may choose not to testify and, in such case, shall not be threatened with punishment nor be later punished for refusal to testify.

4. Individuals may be Excluded from the Hearing. The student may be excluded from the hearing in the discretion of the hearing examiner at times when the student's psychological evaluation or emotional problems are being discussed. The hearing examiner may exclude anyone from the hearing when his or her actions substantially disrupt an orderly hearing.

5. Evidence on the Student's Conduct and Records. The principal may present to the hearing examiner statements, in affidavit form, of any person having information about the student's conduct and the student's records, provided that such statements and records have been provided to the student or the student's parent, guardian, or representative at least forty-eight (48) hours prior to the hearing. The information contained in such records shall be explained and interpreted, prior to or at the hearing, to the student, parent or guardian, or representative, upon request, by appropriate District personnel.

6. Rules of Evidence. In conducting the hearing, the hearing examiner shall not be bound by the rules of evidence or any other rule of courtroom procedure.

7. Proceedings Recorded. The proceedings of the hearing shall be recorded at the expense of the District.

8. Joint Hearings. A joint hearing may be conducted when more than one (1) student is charged with violating the same rule and acted in concert, and the facts are substantially the same for all such students.

   a. Discretion of Hearing Examiner. A joint hearing may be conducted if the hearing examiner believes that a joint hearing is not likely to result in confusion and no student shall have his or her interests substantially prejudiced by a single hearing.

   b. Order for Separate Hearing. If during the conduct of the hearing the hearing examiner finds that a student's interests will be substantially prejudiced by a joint hearing or that the hearing is resulting in confusion, the hearing examiner may order a separate hearing for any student.

G. Post-Hearing Report. After the hearing, a report shall be made by the hearing examiner to the Superintendent or designee and to the student or the student's parent or guardian within ten (10) calendar days after the hearing. The report shall contain the hearing examiner's findings and recommendation of the action to be taken, and the report shall explain in terms of the needs of both the student and the District, the reasons for the particular action recommended.

1. Range of Recommendations. The recommendation by the hearing examiner may range from no action, through the entire field of counseling, to long-term suspension, expulsion, mandatory reassignment, or an alternative education placement.

2. Review by Superintendent or Designee. A review of the hearing examiner's report shall be made by the Superintendent or designee. The Superintendent or designee may change, revoke, or impose the sanction recommended by the hearing examiner but shall not impose a sanction more severe than that recommended by the hearing examiner. The Superintendent or designee shall notify the student or the student's parent or guardian of such determination within five (5) school days after receipt of the hearing examiner's report.

3. Decisions Based on Evidence. The findings and recommendations of the hearing examiner, the determination by the Superintendent, and any determination on appeal to the Board, shall be made solely on the basis of the evidence presented at the hearing or, in addition, on any evidence presented on appeal.

H. Final Disposition. Written notice of the findings and recommendations of the hearing examiner and the determination of the Superintendent or designee shall be made by certified or registered mail or by personal delivery to the student or the student's parent or guardian. Upon receipt of such written notice by the student, parent, or guardian, the determination of the Superintendent or designee shall take immediate effect, unless the student or the student's parent or guardian appeals the written notice of determination by the Superintendent or designee, pursuant to Section VIII below.

VIII. Request for Appeal to the Board. The student or the student's parent or guardian may, within seven (7) school days following receipt of the Superintendent's written notice of the determination, appeal the determination to the Board by a written request which shall be filed with the secretary of the Board or with the Superintendent.

A. Appeal Hearing.

1. When. A hearing shall be held before the Board within a period of ten (10) school days after it is requested, and such time for a hearing may be changed by mutual agreement of the student and Superintendent.

2. Deliberating Body. The hearing may be held before a committee of the Board of not less than three (3) members.

3. Appeal Proceedings. Such appeal shall be made on the record, except that new evidence may be admitted to avoid a substantial threat of unfairness. Any such new evidence shall be recorded at the expense of the District. The Board or designated committee shall allow oral arguments, and the length of such oral arguments may be limited.

4. Deliberation. After examining the record, taking new evidence, if any, and hearing oral arguments, the Board or designated committee may withdraw to deliberate privately upon such record and new evidence.

a. Limitations. Any such deliberation shall be held in the presence only of Board members in attendance at the appeal proceeding but may be held in the presence of legal counsel who has not previously acted as the designee of the principal in presenting the school's case before the hearing examiner.

b. Questions during Deliberation. If any questions arise during such deliberations which require additional evidence, or information, the deliberating body may reopen the hearing to receive such evidence, or information, subject to the right of all parties to be present.

5. Action on Appeal. The deliberating body may alter the Superintendent's disposition of the case if it finds the decision to be too severe but may not impose a more severe sanction.

6. Dispatch of Final Action. The final action of the deliberating body shall be taken within three (3) calendar days after the hearing and shall be evidenced by personally delivering or mailing by certified mail a copy of the deliberating body's decision to the student and his or her parent or guardian within three (3) calendar days after the final action.

B. Judicial Review. Any person aggrieved by a final decision in a contested case under this Rule,

whether such decision is affirmative or negative in form, shall be entitled to judicial review. Nothing in the Rule shall be deemed to prevent resort to other means of review, redress, or relief provided by law.

IX. Settlement. Nothing in this Rule shall preclude the student, the student's parents, guardian, or representative from discussing and settling disciplinary proceedings with appropriate school personnel prior to the time the long-term suspension, expulsion, or mandatory reassignment takes effect.

X. Reporting of Criminal Acts to Law Enforcement Agencies. The school principal or principal's designee shall notify as soon as possible the appropriate law enforcement authorities of any student act which the principal or principal's designee knows or suspects is in violation of the Nebraska Criminal Code.

XI. Annual Report to State Department of Education. The Superintendent or Superintendent's designee shall annually provide to the State Department of Education:

A. An assurance that the District has in effect the expulsion policy for bringing a firearm to school required by state law; and

B. A report, in a manner prescribed by the State Department of Education, which describes the circumstances surrounding any expulsion for possessing, using or transmitting a firearm on school grounds or in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or designee, or at a school-sponsored activity or athletic event, including the name of the school concerned, the number of students expelled from the school, the types of weapons concerned, and the types of programs to which students have been assigned.

Legal Reference: 20 U.S.C. § 5812 (7); 20 U.S.C. § 5961 *et seq.*; Neb. Rev. Stat. § 28-1204.04; Neb. Rev. Stat. § 79-254 *et seq.*; Title 92, Nebraska Administrative Code, Chapter 17-004~~; Neb. LB 653 (2026). 705, Sections 60-74 (2023).~~

Related Policies & Rules: 5300, 5300.1, 5300.2, 5300.3, 5300.4, 5400, 5400.1, 5400.2, 5400.3, 5400.4, 5400.5, 5400.6, 5410.1

Rule Approved: June 3, 1996

Revised: June 1, 1998*;* September 25, 2000; March 15, 2004; May 18, 2009; December 7, 2009; May 17, 2010; April 16, 2012; May 18, 2015; April 18, 2016; April 20, 2020; January 9, 2023; August 21, 2023; July 6, (2026).

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 6675.1: Curriculum, Instruction, and Assessment - Exempt Schools: Requests for Programs, Services or Materials

Meeting Date: July 6, 2026

Background/ Description: Updates related to the passage of LB 937.

Action Desired: Approval

Policy / Strategic Plan Reference:

Responsible Person(s): Chad Zimmerman, Executive Director of Activities, Athletics and External Engagement

Superintendent's Signature:



Curriculum, Instruction, and Assessment

Exempt Schools: Requests for Programs, Services or Materials 6675.1

I. General Statement. Nebraska law provides parents and legal guardians the right to educate their children and wards in schools which are exempt pursuant to section 79-1601 from state approval or state accreditation requirements.

II. Definitions.

A. Exempt School shall mean a school which has elected not to meet approval or accreditation requirements pursuant to state law.

B. Exempt School Student shall mean any resident student of school age who has not graduated or received a G.E.D. diploma and who is attending an Exempt School.

C. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school-sponsored clubs and activities which are available for students who are enrolled in the District.

D. Assigned School shall mean the District school where the Exempt School Student would have attended and received educational instruction as a resident student if the student had officially enrolled pursuant to the District's enrollment policies and rules.

E. Resident Student shall mean students that reside in the District or who have at least one parent who resides in the District.

III. Cooperation with Exempt Schools.

The District shall cooperate with the education of Exempt School Students according to state and federal law, and District policies and rules. The Superintendent or designee may develop rules that Exempt School Students must follow under this Policy. ~~-~~ In cooperating in the educational process of Exempt School Students the District shall:

A. Provide special education services to qualified Exempt School Students pursuant to District policies and rules, and state and federal laws and regulations. Special education and related services will be provided at the assigned District school that is closest to the eligible student's Exempt School, unless otherwise determined by the District or pursuant to state and federal law. ~~Services will be available during the hours that public school students attend school.~~

B. Allow Exempt School Students to participate in ~~interscholastic athletics or activities~~ extracurricular activities that are governed by an athletics or activities association to which the District is a member, including the Nebraska School Activities Association, to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the District ~~as provided in Neb. Rev. Stat. § 79-2,136 and any interscholastic activities or athletics under the jurisdiction of the Nebraska School Activities Association~~, provided however that such Exempt School Students shall be enrolled in ~~no more and no less than~~ a 5 credit hour (one semester) course offered by the District during each semester in which they wish to participate and are in compliance with the rules established by the athletics or activities association, ~~Nebraska School Activities Association,~~ regardless of the level of participation or competition. Such Exempt School Students may elect to enroll in more than 5 credit hours.

C. Allow Exempt School Students to participate in an extracurricular activity that is governed by a national or state organization other than an athletics or activities association to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the

District, provided however that such Exempt School Students shall be enrolled in the minimum number of credits hours offered by the District as required by such national or state organization in order to participate in such extracurricular activity and are in compliance with the rules established by the state or national organization in order to participate in such extracurricular activity. Such Exempt School Students may elect to enroll in more than such minimum credit hours.

D. Allow Exempt School Students to participate in an extracurricular activity that is not governed by a national or state organization or an athletics or activities association to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the District, provided however such Exempt School Students shall be enrolled in a 5 credit hour (one semester) course offered by the District during each semester in which they wish to participate and are in compliance with the rules established in order to participate in such extracurricular activity. Such Exempt School Students may elect to enroll in more than 5 credit hours.

~~C.~~E. Not provide any EL, Title I, homebound instruction or other remedial services to Exempt School Students except as may be required by law.

~~D.~~F. Not provide any textbooks, teacher's edition textbooks, ancillary textbook materials, consumable material, library or media materials, or other resources to Exempt School Students or Exempt Schools.

IV. Requests for Participation.

A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:

1. The availability of the requested program at the assigned school;

2. Whether the school environment or educational process will be disrupted;

3. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;

4. Whether the Exempt School Student is enrolled in ~~no more and no less than a 5 credit hour (one semester)~~ the required number of credit hours as provided in subsections III(B), (C), or (D) of this Rule, ~~course~~ during each semester in which they wish to participate and meets academic eligibility requirements or course enrollment prerequisites for participation ~~based on Nebraska School Activities and Athletics guidelines~~;

5. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Exempt School Student; and

6. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program (e.g., Marching Band).

B. An Exempt School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM to participate in the District's programs or activities.

C. Exempt School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identity, physical examination, and immunizations.

D. Exempt School Students may participate in those clubs at the assigned school which are available to students who are enrolled full time in the District provided they are enrolled in ~~no more and no~~

~~less than one~~ a 5 credit hour (or one semester) course during each semester in which they wish to participate. Such Exempt School Students may elect to enroll in more than 5 credit hours.

Legal Reference: Neb. Rev. Stat. § 79-2,136

Related Policies & Rules: 6675, 6675.2

Rule Approved: February 21, 2000
Revised: July 31, 2000; August 4, 2003; January 22, 2007; November 2, 2009
May 3, 2010; February 21, 2011; May 20, 2013; June 6, 2016; July 10, 2017;
July 10, 2023; July 6, 2026

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 6680.1: Curriculum, Instruction, and Assessment - Nonpublic Schools: Requests for Programs, Services

Meeting Date: July 6, 2026

Background/ Description: Updates related to the passage of LB 937.

Action Desired: Approval

Policy / Strategic Plan Reference:

Responsible Person(s): Chad Zimmerman, Executive Director of Activities, Athletics and External Engagement

Superintendent's Signature:



Curriculum, Instruction, and Assessment

Nonpublic Schools: Requests for Programs, Services 6680.1

I. **General Statement**. Nebraska law provides parents and legal guardians the right to educate their children and wards in Nonpublic Schools that meet state approval or state accreditation requirements.

II. **Definitions**

A. Nonpublic School shall mean any private, parochial, or denominational school which has met approval and/or accreditation requirements pursuant to state law and regulations of the Nebraska Department of Education.

B. Nonpublic School Student shall mean any resident student of school age who has not graduated or received a G. E. D. diploma and who is attending a Nonpublic School.

C. Assigned School shall mean the District school where the Nonpublic School Student would have attended and received educational instruction as a resident student if the student had officially enrolled pursuant to the District's enrollment policies and rules.

D. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school sponsored clubs and activities which are available for students who are enrolled in the District.

E. Resident Student shall mean students that reside in the District or who have at least one parent who resides in the District.

III. **Cooperation with Nonpublic Schools**

The District shall cooperate with the education of Nonpublic School Students according to state and federal laws, and District policies and rules. The Superintendent or designee may develop rules that Nonpublic School Students must follow under this Policy. ~~–~~In cooperating in the educational process of Nonpublic School Students the District shall:

A. Provide special education services to qualified Nonpublic School Students pursuant to District policies and rules and state and federal laws and regulations. Special education and related services will be provided at the assigned District school that is closest to the eligible student's Nonpublic School, unless otherwise determined by the District or pursuant to state and federal law. Services will be available during the hours that public school students attend school. ~~Services will be available during the hours that public school students attend school.~~

B. Allow Nonpublic School Students to participate in ~~interscholastic athletics or activities~~ extracurricular activities that are governed by an athletic or activities association to which the District is a member, including the Nebraska School Activities Association, to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the District ~~as provided in Neb. Rev. Stat. § 79-2,136 and any interscholastic activities or athletics under the jurisdiction of the Nebraska School Activities Association~~, provided however that such Nonpublic School Students shall be enrolled in ~~no more and no less than~~ a 5 credit hour (one semester) course offered by the District during each semester in which they wish to participate and are in compliance with the rules established by the athletics or activities association, ~~Nebraska School Activities Association,~~ regardless of the level of participation or competition. Such Nonpublic School Students may elect to enroll in more than 5 credit hours.

C. Allow Nonpublic School Students to participate in an extracurricular activity that is governed by a national or state organization other than an athletic or activities association to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the

District, provided however that such Nonpublic School Students shall be enrolled in the minimum number of credit hours offered by the District as required by such national or state organization in order to participate in such extracurricular activity and are in compliance with the rules established by the state or national organization in order to participate in such extracurricular activity. Such Nonpublic School Students may elect to enroll in more than such minimum credit hours.

D. Allow Nonpublic School Students to participate in an extracurricular activity that is not governed by a national or state organization or an athletics or activities association to the same extent and subject to the same requirements, conditions, and procedures as a student enrolled full time in the District, provided however such Nonpublic School Students shall be enrolled in a 5 credit hour (one semester) course offered by the District during each semester in which they wish to participate and are in compliance with the rules established in order to participate in such extracurricular activity. Such Nonpublic School Students may elect to enroll in more than 5 credit hours.

~~C~~E. Not provide any EL, Title I, or other remedial services to Nonpublic School Students except as may be required by law.

~~D~~F. Provide textbooks for use by Nonpublic School Students in accordance with District Policy 6295 and Rule 6295.1.

~~E~~G. Provide homebound instruction in accordance with District Rule 6670.1

IV. **Request for Participation**

A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:

1. The availability of the requested program at the assigned school;

2. Whether the school environment or educational process will be disrupted;

3. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;

4. Whether the Nonpublic School Student is enrolled in ~~no more and no less than a 5 credit hour (one semester) course~~ the required number of credit hours as provided in subsections III(B), (C), or (D) of this Rule, during each semester in which they wish to participate and meets academic eligibility requirements or course enrollment prerequisites for participation;

5. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Nonpublic School Student; and

6. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program (e.g. Marching Band).

B. A Nonpublic School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM to participate in the District's program or activities.

C. Nonpublic School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identity, physical examination, and immunizations.

D. Nonpublic School Students may participate in those clubs at the assigned school which are available to students who are enrolled full time in the District provided they are enrolled in ~~no more and no~~

~~less than one~~ a 5 credit hour (or one semester) course during each semester in which they wish to participate. Such Nonpublic School Students may elect to enroll in more than 5 credit hours.

Legal Reference: Neb. Rev. Stat. § 79-2,136

Related Policies & Rules: 6680, 6680.2, 6295, 6295.1, 6670.1

Rule approved: August 4, 2003
Revised: January 22, 2007; November 2, 2009; May 3, 2010; February 21, 2011; May 20, 2013; June 6, 2016; July 10, 2017, July 10, 2023; July 6, 2026

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: Approval of Board Rule 8240.1 Internal Board Policies – Retirement: Members of the Board

Meeting Date: July 6, 2026

Background/ Description: This rule is being reviewed based on the seven-year cycle.

Action Desired: Approval of Board Rule 8240.1 Internal Board Policies – Retirement: Members of the Board

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Internal Board Policies

Retirement: Members of the Board 8240.1

When members of the Board of Education complete their final terms, they will receive:

1. A pass to attend, without any charge for attendance or admission, all school activities for as long as the former Board member desires.

2. An open invitation to attend special school and District events.

3. A plaque recognizing their service.

Members of the Board who have completed their terms will be ~~invited~~ able to present diplomas to his or her graduating children and grandchildren. The name of the retired Board member shall be added to the past Board plaque.

Legal Reference: Neb. Rev. Stat. § 79-518

Related Policies & Rules: 8240, 8225

Rule Approved: Millard Public Schools
Revised: December 3, 1990; September 9, 1996; March 3, 2003; July 6, 2026 Omaha, NE
Reaffirmed: October 15, 2012; September 3, 2019

AGENDA SUMMARY SHEET

Agenda Item: Approval of Board Rule 8340.1 Internal Board Policies - Meetings

Meeting Date: July 6, 2026

Background/ Description: Revisions to Board Rule 8340.1 are recommended to align the District's meeting procedures with changes to the Nebraska Open Meetings Act enacted through LB 596.

Action Desired: Approval of Board Rule 8340.1 Internal Board Policies - Meetings

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Internal Board Policies

Meetings 8340.1

Notice of Meetings and Contents of the Agenda

Reasonable advance publicized notice of the time and place of all meetings shall be transmitted to all Board members and to the public by a method designated by the Board and recorded in the minutes. The notice shall contain an agenda of subjects known at the time of the publicized notice, or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the Don Stroh Administration Center during normal business hours. Except for items of an emergency nature, the agenda shall not be altered later than twenty-four (24) hours before the scheduled commencement of the meeting.

The Board of Education will give advance notice of meetings by posting such meeting notices on the District's website. The Board of Education may also give advance notice of meetings by publishing such notice in a newspaper of general circulation within the District's jurisdiction and, if available, on such newspaper's web site. ~~If a newspaper refuses, neglects, or is unable to timely publish such notice, then notice may be given by (1) posting on the newspaper's website, if available, and (2) posting such notice in conspicuous public places within the District.~~ The Board Secretary shall keep a written record of such postings. Notice shall be given a reasonable time in advance of the meeting. Forty-eight (48) hours advance notice shall be considered sufficient.

Pursuant to Neb. Rev. Stat. § 84-1411, the Board of Education shall publish at least quarterly each calendar year in a legal newspaper of general circulation within the District's jurisdiction, notice of the Board's regular meeting schedule, the location of regular Board meetings, and the method designated by the Board to provide reasonable advance publicized notice.

Board ~~M~~meetings and Committee ~~M~~meetings will begin at 6:00 p.m. If there would be any deviation from these times, it will be publicized in an advance notice of the meeting(s).

The Secretary or other designee of the Board shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

Emergency Meetings

When it is necessary to hold an emergency meeting without reasonable advanced public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. An "emergency meeting" is a special meeting called to address urgent, unforeseen, and pressing issues that require immediate attention. An "emergency" is defined as an urgent, unforeseen event, occurrence, or condition which calls for immediate action or remedy. Such emergency meetings may be held by means of electronic or telecommunication equipment. If any news media have requested notification of Board meetings, the Secretary or other designee shall make reasonable efforts to provide advance notification to them of the time and place of the emergency meeting and the subjects to be discussed at that meeting. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

Legal Reference: Neb. Rev. Stat. §84-1411, LB 596 Section 15 (2026) ~~43 (2024) and LB 287 (2024)~~

Related Policies & Rules: 8340, 8340.2, 8340.3

Rule Approved: August 12, 1991 Millard Public Schools
Revised: April 13, 2009, August 1, 2011, September 17, 2018, Omaha, NE
July 8, 2024; July 6, 2026
Reaffirmed: December 16, 2002

AGENDA SUMMARY SHEET

Agenda Item: Approval of Rule 9100.1 Bylaws of the Board: School Board Vacancies – Procedure for Filing

Meeting Date: July 6, 2026

Background/ Description: This rule is being reviewed based on the seven-year cycle.

Action Desired: Approval of Rule 9100.1 Bylaws of the Board: School Board Vacancies – Procedure for Filing

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board
School Board Vacancies - Procedure for Filing **9100.1**

When a vacancy exists on the Board it shall be filled as provided by law and by the following procedures.

1. At the first regular meeting of the Board after the vacancy exists, the Superintendent shall provide the legal qualifications for appointment to the Board, the length of the term remaining, and a proposed schedule for receiving applications for appointment to the vacancy.

2 The Board at that meeting shall establish the final date for filing of applications, which date shall be no sooner than 30 days after the publication of notice in a legal newspaper announcing the existence of the vacancy, qualifications for the position and inviting applications for appointment to fill the vacancy, and communication to the news media notifying the public of the existence of the vacancy and the final date for the filing of application to fill the vacancy.

3. The Board will establish the form applications shall take, including:
   a) a resume containing routine personal data (name, address, telephone numbers, email, etc.) a summary of the candidate's education and experience, and a statement indicating why they are qualified for appointment to the Board; and,

   b) a petition signed by at least 50 (fifty) registered voters from the District, using a petition available from the Secretary of the Board.

4. Completed applications will be filed with Secretary of the Board no later than 4:30 p.m. on the date applications are due. The documents will be date stamped and reviewed for compliance with these procedures.

5. The Secretary of the Board will, in conjunction with the Douglas and Sarpy County Election Commissioners, review the petitions and determine if 50 or more registered voters of the District have supported each applicant. The Board Secretary will notify each applicant whether their petition was valid or invalid.

6. The Secretary of the Board will forward copies of the resumes and petitions to each member of the Board as each eligibility determination is made. Unless more time is needed to verify the petitions, all resumes and petitions will be sent to Board members within seven days of the application deadline. Board members will review the resumes in the form they are received.

7. At the next regular meeting of the Board following the identification of all qualified candidates, if the number of candidates exceeds five, the list of candidates shall be reduced to five finalists. Each Board member shall vote for five candidates to be finalists for the position. The vote will be by roll call. Only persons submitting resumes and valid petitions may receive votes. The five candidates receiving the most total votes will be finalists for appointment. In the event of a tie for the fifth position, the Board will reconsider only those candidates tied for fifth in order to break the tie. Tie-breaking votes shall be by secret ballot.

8. The Superintendent shall notify, by telephone, all candidates as to whether they received sufficient support to become a finalist for the position.

9. At the next meeting of the Board Committee of the Whole following the selection of the finalists, the Board will interview the finalists. Approximately 30 minutes will be allowed for each candidate. The candidates will be asked to make a maximum five-minute statement concerning their qualifications, followed by a 25-minute question and answer period. The order of appearance of the candidates will be determined by a random drawing prior to publishing the meeting agenda.

10. The election of the new Board member will be placed on the agenda of the next regularly scheduled Board meeting following the interviews. The election will be by roll call from the names of the candidates interviewed without nominations from the floor. Voting will continue until one candidate receives a majority of votes. When the tally determines an applicant has been selected for appointment to the Board, the vote and the appointment shall be ratified by a roll call vote.

11. ~~The Board's legal counsel, with the assistance of the office of t~~The Superintendent or designee, shall oversee the conduct of the election and the tally of the votes. The ballots shall become a part of the records of the District.

School Board Office Vacancies - Procedure for Filling

Should a vacancy exist in one of the offices specified in District Policy 9111, the office will be filled at the next regular meeting of the Board using the procedure specified in Rule 9111.1.

Related Policies and Rules: 9100, 9111, 9111.1

Policy Adopted: January 27, 1997 Millard Public Schools
Revised: July 7, 1997; June 16, 2003; August 19, 2019, July 6, 2026 Omaha, NE
Renumbered from 9111.1: June 16, 2003
Reaffirmed: April 16, 2012

AGENDA SUMMARY SHEET

Agenda Item: Policy 5480 Search and Seizure

Meeting Date: July 6, 2026

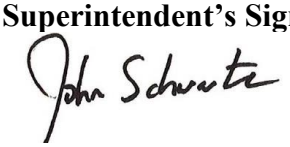
Background/ Description: Scheduled Seven Year Review

Action Desired: Reaffirm

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Bill Jelkin

Superintendent's Signature:



Student Services

Search and Seizure 5480

Certificated staff members are permitted to search students or students' possessions whenever there is a reasonable suspicion that the student has in the student's possession illegal, or dangerous objects or substances, or any other objects or substances the possession of which is contrary to District policy or governing law, or when necessary for the welfare and well-being of students, the protection of District property, or the administration of District policy.

School lockers are the exclusive property of the District and may be opened or searched by certificated staff members without notice and without student consent.

Certificated staff members may seize and take custody of any objects or substances found during a search whenever such objects or substances are dangerous, contrary to law or school policy, or may threaten the welfare of students, school personnel, or District property.

Students may be subjected to alcohol and other drug screening and testing technology pursuant to District Policy 5490 and Rule 5490.1.

The refusal of a student to consent or submit to a reasonable search and/or to surrender objects or substances found as a result of such search may be grounds for discipline.

Policy Approved: July 5, 1988
Revised: July 5, 1994; October 16, 2000; May 16, 2011; January 7, 2019
Reaffirmed: December 20, 2010; July 6, 2026

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Board Policy 8240 Internal Board Policies – Retirement: Members of the Board

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Policy 8240 Internal Board Policies – Retirement: Members of the Board

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Internal Board Policies

Retirement: Members of the Board 8240

Upon completion of his or her final term as a member of the Board of Education, the member will be publicly recognized and thanked for his or her service to the District. Public recognition shall be entered into the minutes of the Board.

Related Policies & Rules: 8240.1, 8225

Policy Adopted: November 17, 1980 Millard Public Schools
Revised: September 9, 1996; March 3, 2003 Omaha, Nebraska
Reaffirmed: October 15, 2012; September 3, 2019; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9000: Bylaws of the Board – General Statement

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Policy 9000: Bylaws of the Board – General Statement

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

General Statement **9000**

Bylaws are rules or procedures adopted by the Board to govern its internal operations. The use of such bylaws helps the Board to comply with the responsibilities and duties delegated to it by law and by the local electorate, in an efficient and effective manner.

All actions of the Board shall be taken only in official Board meetings called, scheduled, and conducted according to these bylaws and the statutes of the state.

Board bylaws, policies and rules shall be subject to suspension for a specified purpose and limited time by vote of the Board at a meeting duly called for which the proposed suspension has been described in writing, or upon a two-thirds vote of all members of the Board when no such written notice has been given.

Policy Adopted By the Board: February 4, 1974 Millard Public Schools
Revised: June 16, 2003; August 19, 2019 Omaha, NE
Reaffirmed: March 19, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9100 Bylaws of the Board: School Board Vacancies – Created, Filled

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Policy 9100 Bylaws of the Board: School Board Vacancies – Created, Filled

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

School Board Vacancies - Created, Filled **9100**

A. School Board Vacancies:
A position on the Board shall be vacant, except as provided in Neb. Rev. Stat.§32-561 for military service, upon the happening of any one of the following events at any time before the expiration of the term of such office:

1) Resignation of the incumbent;

2) Death of the incumbent;

3) Removal of the incumbent from office;

4) Decision of a competent tribunal declaring the office of the incumbent vacant;

5) Incumbent ceasing to be a resident of the District;

6) Failure to elect at a proper election when there is no incumbent to continue in office until his or her successor is elected and qualified;

7) Failure of a candidate elected to the Board to qualify for such office;

8) Forfeiture of office as provided by law;

9) Conviction of a felony or of any public offense involving the violation of the oath of office of the incumbent;

10) Incumbent on the Board assuming another elective office as provided in subsections (2) and (3) of Neb. Rev. Stat. §32-604~~.~~; or

11) When a Board member is absent from the District for a continuous period of sixty days at one time or from more than two consecutive regular meetings of the Board unless excused by a majority of the remaining members of the Board.

B. Filling a School Board Vacancy:
1) A vacancy on the Board resulting from any cause other than the expiration of a term shall be temporarily filled by appointment of a qualified registered voter by the remaining members of the Board for the remainder of the unexpired term. A registered voter appointed or elected pursuant to this subsection shall meet the same requirements as the member whose office is vacant.

2) If the Board fails to fill a vacancy on the Board, the vacancy may be filled by election at a special election or school district meeting called for that purpose. Such election or meeting shall be called in the same manner and subject to the same procedures as other special elections.

3) If there are vacancies in the positions of a majority of the members of the Board, the Secretary of State shall be requested to conduct a special school district election to fill such vacancies.

Related Policies & Rules: 9100.1

Legal Reference: Neb. Rev. Stat. §32-560; 32-561; 32-570

Policy Adopted by the Board: March 18, 1991 Millard Public Schools
Revised: December 2, 1996; June 16, 2003; August 19, 2019 Omaha, NE
Renumbered from 9111: June 16, 2003
Reaffirmed: April 16, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Board Policy 9112: Bylaws of the Board – Committees and Appointments

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Policy 9112: Bylaws of the Board – Committees and Appointments

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board
Committees and Appointments **9112**

The Board shall establish standing and special committees and may establish temporary committees.

Board members shall not serve on any District committees except those established by the Board.

Board members may be appointed to represent the Board and the District in state and local organizations.

Board members shall not serve as an officer in a school-parent organization.

In order to provide the District with the broadest views of its constituency, spouses of Board members may not serve on District planning, or advisory committees.

Cross Reference: 10000.1

Related Policies & Rules: 9112.1, 9112.2

Policy Adopted: April 28, 1980 Millard Public Schools
Revised: September 23, 1996; June 16, 2003, July 8, 2019 Omaha, NE
Renumbered from 9130: June 16, 2003
Reaffirmed: March 5, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Rule 9112.1: Bylaws of the Board – Committees and Appointments

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Rule 9112.1: Bylaws of the Board – Committees and Appointments

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board
Committees and Appointments **9112.1**

The Board President shall appoint Board members to serve on committees subject to approval by the Board.

Standing Committees:

1. The Committee on American Civics is required by law. It shall consist of three Board members appointed each January of each year.

2. All Board members may be members on the District Strategic Planning Committee.

3. All Board members will serve on the Board Committee of the Whole.

Special Committees:

Special Committees of one or more members may be established by the Board as the need arises to carry out specified tasks and on the completion thereof shall automatically cease to exist. Special Committees shall not be appointed to perform a task that falls within the assigned function of an existing standing committee.

The Board President may appoint Board members to represent the Board in state and local organizations as authorized by the Board subject to approval by a voting majority of the Board:

1. Each January, the Board President shall appoint a delegate and alternate to the Nebraska Association of School Boards (NASB) Legislative Relations Delegate Assembly.

2. Each January, the Board President shall appoint a delegate and alternate to the Nebraska Association of School Boards (NASB) Region 19.

3. Each January, the Board President shall appoint a delegate and alternate to the National School Board Association (NSBA) Federal Relations Network; provided, however, that the Board desires to send a representative.

4. Each January, the Board President shall appoint a delegate to the Nebraska Association of School Boards (NASB) Government Relations Network; provided, however, that the Board desires to send a representative.

5. Each January, the Board President shall appoint a delegate to the Greater Nebraska Schools Association (GNSA).

6. Each January, the Board President shall appoint a delegate to the Board of Directors of the Millard Public Schools Foundation.

7. Each January, the Board President shall appoint a delegate to serve on the Metro. Area Boards of Education.

8. Each January, the Board President shall appoint a delegate to serve on the District Policy 10,000 Steering Committee as described by Board Policy.

Legal Reference: Neb. Rev. Stat. §79-724

Policy Adopted: April 28, 1980
Revised: September 23, 1996; November 4, 1996; June 16, 2003; July 8, 2019
Renumbered from 9130.1: June 16, 2003
Reaffirmed: March 5, 2012; July 6, 2026

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Board Rule 9112.2: Bylaws of the Board – Temporary Committees

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Rule 9112.2: Bylaws of the Board – Temporary Committees

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Temporary Committees **9112.2**

Temporary committees may be formed to conduct studies and to consider particular programs and other issues that may come before the Board. No more than three Board members shall be assigned to or serve on any committee.

When temporary committees are formed, the purpose and scope of the duties of the committee shall be stated in the minutes of the Board meeting when the committee is created.

The committee shall be established by a majority vote at any regular or special meeting and the members shall be appointed by the Board President.

The committee shall be advisory to the Board and its report to the Board shall be submitted in writing and made a part of the records of the Board.

Policy Adopted: February 4, 1974 Millard Public Schools
Revised: December 2, 2002 Omaha, NE
Reaffirmed: August 1, 2011; September 4, 2018; July 6, 2026
Renumbered from 8140: July 8, 2019

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9220: Bylaws of the Board – Duties of the Auditor

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: R eaffirm Policy 9220: Bylaws of the Board – Duties of the Auditor

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Auditor **9220**

DUTIES OF THE AUDITOR

The duties of the independent auditor shall be as follows: To examine the balance sheet of the District at the end of the fiscal year and the related statements of transactions in the various funds for the fiscal year then ended. To conduct such examination in accordance with generally accepted auditing standards and to include such tests of the accounting records and such other auditing procedures as are necessary in the circumstances. To render an opinion on the financial statements prepared at the close of the fiscal year. To prepare such financial statements for publication as may be required by law. To make such recommendations to the Board concerning its accounting records, procedures, and related activities as may appear necessary or desirable. To perform such other related services as may be requested by the Board.

Legal Reference: Neb. Rev. Stat. 79-1089

Policy Adopted: February 4, 1974 Millard Public Schools
Revised: June 16, 2003; August 19, 2019 Omaha, NE
Renumbered from 9260: June 16, 2003
Reaffirmed: March 5, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Board Policy 9300: Bylaws of the Board – Individual Members – Duties, Responsibilities

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Policy 9300: Bylaws of the Board – Individual Members – Duties, Responsibilities

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Individual Members - Duties, Responsibilities **9300**

The Board only has the legal authority to act as the governing body of the District when it is in session as provided by statutes and its internal bylaws, rules and procedures.

No member of the Board shall have the authority to bind or otherwise act for the Board or the District except when the action of an individual Board member or Board members is undertaken pursuant to a specific authority of the Board, which authority shall be wholly set forth in the minutes of the Board which granted the authority.

Legal Reference: Neb. Rev. Stat. §49-14,101; 79-520

Policy Adopted: December 3, 1990
Revised: December 2, 1996; August 19, 2019
Renumbered from 9270: June 16, 2003
Reaffirmed: March 19, 2012; July 6, 2026

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item:	Reaffirm Board Policy 9310: Bylaws of the Board – Meetings – Notification to Members
Meeting Date:	July 6, 2026
Background/ Description:	This policy is being reviewed based on the seven-year cycle.
Action Desired:	Reaffirm Board Policy 9310: Bylaws of the Board – Meetings – Notification to Members
Policy / Strategic Plan Reference:	NA
Responsible Person(s):	Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Meetings

Notification To Members **9310**

Materials pertaining to the meeting shall be sent out from the administration office to the Board members the Wednesday preceding the meeting or on such other date as may be established by the Board or otherwise necessary because of time constraints.

Policy Adopted: February 4, 1974 Millard Public Schools
Revised: March 6, 1995; June 16, 2003; August 19, 2019 Omaha, NE
Renumbered from 9364: June 16, 2003
Reaffirmed: March 19, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Board Policy 9320: Bylaws of the Board – Meetings – Construction of the Agenda

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Board Policy 9320: Bylaws of the Board – Meetings – Construction of the Agenda

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Meetings

Construction of Agenda **9320**

The Superintendent and the President of the Board shall construct the agenda. Members of the Board can request that an item be placed on the agenda by submitting the request to the Superintendent or Board President. Items to be considered for placement on the agenda must be presented in writing to the Superintendent or Board President seven (7) days prior to the meeting. Items may be placed on the agenda at the discretion of the Superintendent and Board President or in writing and signed by any two Board Members. An item of an emergency nature may be added at the meeting by a two-thirds vote.

Legal Reference: Neb. Rev. Stat. 84-1411

Policy Adopted: June 6, 1977 Millard Public Schools
Revised: March 6, 1995; June 16, 2003; August 19, 2019 Omaha, NE
Renumbered from 9366: June 16, 2003
Reaffirmed: March 19, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9330: Bylaws of the Board – Approval of Administrative Rules

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Policy 9330: Bylaws of the Board – Approval of Administrative Rules

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board
Approval of Administrative Rules **9330**

New administrative rules or revisions of existing rules may be approved or rejected under the following procedures:

1. The proposed new rules or revision of existing rules shall be submitted to the Board in writing at a regularly scheduled meeting of the Board.

2. The proposed new rules or revision of existing rules may be approved or rejected at the meeting.

3. The approval or rejection of the proposed rules shall be by a majority vote of all members of the Board.

Legal Reference: 79-520

Policy Adopted: March 4, 1991
Reaffirmed: March 5, 2012; July 6, 2026
Revised: August 19, 2019

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9340: Bylaws of the Board – Quorum

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Policy 9340: Bylaws of the Board – Quorum

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Quorum **9340**

A majority of the members of the Board shall constitute a quorum. The affirmative vote of a majority of those members present at any meeting having a quorum shall be considered sufficient for action except for actions required otherwise by law or these policies and rules.

Legal Reference: RRS 79-554

Policy Adopted: February 4, 1974
Revised: June 16, 2003; August 19, 2019
Renumbered from 9367: June 16, 2003
Reaffirmed: April 16, 2012; July 6, 2026

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 9360: Bylaws of the Board – Meeting Conduct

Meeting Date: July 6, 2026

Background/ Description: This policy is being reviewed based on the seven-year cycle.

Action Desired: Reaffirm Policy 9340: Bylaws of the Board – Meeting Conduct

Policy / Strategic Plan Reference: NA

Responsible Person(s): Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature:



Bylaws of the Board

Meeting Conduct **9360**

PARLIAMENTARY PROCEDURE

Unless otherwise provided in the Board's policies or rules, the Board shall conduct all of its meetings in accord with Robert's Rules of Order, Revised.

Policy Adopted: February 4, 1974 Millard Public Schools
Revised: June 16, 2003; August 19, 2019 Omaha, NE
Renumbered from 9369: June 16, 2003
Reaffirmed: March 19, 2012; July 6, 2026

AGENDA SUMMARY SHEET

Agenda Item: Approval of the 2026-2027 Secondary Partnerships Agreement between Metropolitan Community College (MCC) and Millard Public Schools MPS

Meeting Date: July 6, 2026

Background/ Description: The Dual Enrollment Program with Metropolitan Community College (MCC) and the Millard Public Schools has a long and successful history. This agreement formalizes the relationship.

Action Desired: Approval of the 2026-2027 Secondary Partnerships Agreement between Metropolitan Community College (MCC) and Millard Public Schools MPS

Policy / Strategic Plan Reference: N/A

Responsible Person: Dr. Todd Tripple, Dr. Anthony Weers, Dr. Melanie Olson

Superintendent's Signature:



SECONDARY PARTNERSHIPS AGREEMENT
METROPOLITAN COMMUNITY COLLEGE
AND
Millard Public Schools
2026-2027

This is a Secondary Partnerships Agreement between the Metropolitan Community College Area, a body corporate and political subdivision of the State of Nebraska ("MCC"), and Millard Public Schools ("High School"). As an extension of the Concurrent Enrollment Program ("CE") at MCC, High School students receive full college credit for MCC classes taught in a high school setting if they meet MCC standards, policies and objectives. The conditions, procedures and services of this Agreement with High School are as follows:

A. CONDITIONS

1. INSTRUCTOR QUALIFICATIONS – Any instructor teaching an MCC course, including any instructor teaching a High School CE course, must meet MCC's established faculty qualifications. A proposed CE instructor must submit an MCC application and all official post-secondary transcripts to MCC Human Resources for review and approval as an MCC Concurrent Enrollment instructor.

2. COURSE CONTENT – To assure equivalent knowledge, skills, and outcomes of any MCC course, the appropriate MCC faculty Liaison and/or Academic Dean/Associate Dean must approve the CE course content, contact hours, and syllabus. MCC will provide the High School instructor with the official MCC course outline, sample syllabus, and assessment guidelines. Both MCC and High School will maintain college rigor in all CE courses, assuring each course meets the desired objectives of each institution.

3. STUDENT QUALIFICATIONS – High School students seeking to enroll in MCC CE courses must be considered college-ready, as determined and recommended by a High School official. Readiness may be demonstrated through GPA, norm-referenced assessments, or a combination of indicators that reflect the student's ability to succeed in college-level coursework. Upon request, the High School will provide MCC with the criteria and methods used to determine student eligibility.

4. STUDENT ACCOMMODATIONS - MCC provides reasonable accommodations to students with documented disabilities, in accordance with college policy and federal law. It is important to note that academic accommodations available at the college level differ from those available at the high school level. High School personnel agree to refer students who require accommodations to the MCC Disability Support Services (DSS). It is the student's responsibility to initiate the accommodations process and can do so by reviewing the Intake and Academic Accommodation Process-Credit Students and filling out the Disability Support Services Intake Appointment Request Form or by contacting a DSS counselor at an MCC campus. High School personnel cannot submit an accommodation request on behalf of a student.

B. PROCEDURES:

1. INSTRUCTOR APPROVAL PROCESS - The proposed instructor's application, experience and transcripts are reviewed and approved by the appropriate MCC Academic Dean/Associate Dean and the MCC Human Resources department.

2. CURRICULUM and MATERIALS– MCC's designated faculty liaison or Dean/Associate Dean will provide the curriculum outline, sample syllabus, instructor textbook (if applicable), and any required supplemental materials for the approved course(s).

3. FACULTY HANDBOOK- MCC Secondary Partnerships will provide the CE Faculty Handbook to all Concurrent Enrollment instructors. It is the responsibility of the CE faculty to review and follow the roles and responsibilities outlined in the handbook.

4. STUDENT REGISTRATION - Students who participate in an MCC CE course are required to register as MCC students and follow the MCC Concurrent Enrollment registration process. For any course utilizing MCC's online platform, only registered MCC students will be granted access to online materials.

5. TUITION- For the 2026-27 academic year students will not be charged tuition or facilities fees for participation in MCC CE courses. Tuition and facilities fees may be charged in subsequent years. Students will be responsible to pay any course specific fees applicable to courses in which they are enrolled during the 2026-27 ~~2025-26~~ academic year. Tuition and fees are subject to change by the MCC Board of Governors, or its designee.

6. TUITION & REFUND POLICY- Students are responsible for paying all applicable tuition and fees, if any and when charged, and must adhere to MCC's tuition refund and course drop policies. Payment is due mid-term. Non-payment prohibits registration in future terms. For details, refer to https://www.mccneb.edu/getting-started/tuition-financial-aid.

7. TEXTBOOK SELECTION- MCC will select/approve the textbook and supplemental materials for the course. MCC will provide the High School with ISBNs. If High School agrees to purchase the textbooks, or if students wish to own the textbooks, they may purchase them at an MCC bookstore, https://www2.mccneb.edu/community-business/bookstore. MCC will provide CE instructors access to the CANVAS system upon request.

8. REGISTRATION METHOD- High School officials will work with the MCC Secondary Partnerships Office to determine the most effective registration method. High School CE students must complete the registration process before the Late Registration deadline.

9. COURSE LOCATION & SCHEDULING- High School, working with MCC, will determine the course start and end dates to ensure sufficient instructional time and alignment with academic calendars. Course location will be agreed upon by both parties, with MCC's Secondary Partnerships office, the appropriate Academic Dean/Associate Dean, High School administration, and the CE instructor notified of any changes in location.

10. CE INSTRUCTOR COMPENSATION- MCC does not compensate High School CE instructors employed by High School. MCC does not reimburse High School CE instructors for additional costs, such as mileage and travel time.

11. COURSE CHANGES- It is the responsibility of High School to communicate with Secondary Partnerships and the appropriate MCC Academic Dean/Associate Dean regarding any proposed changes in the approved course(s) including changes in the course outline, textbook or instructional staff. A course syllabus for each class, prepared by the instructor, must be filed at the appropriate Academic Dean's office by the end of the first week of instruction.

12. PARENT COMMUNICATION- It is the responsibility of the High School to ensure parents and/or legal guardians are informed of their student's participation in a CE course delivered by the High School.

13. POLICY ADHERENCE- All MCC policies and procedures, including, but not limited to, dates for tuition payment and/or refunds, drug free schools/communities, nondiscrimination, proper classification of employees, E-Verification of new employees, and FERPA will apply to the course(s), registered students, and instructors. Nothing herein shall be construed to supersede or void High School policies and rules.

14. GRADING & REPORTING- The instructor of a CE course will report all required progress reports to High School and final course grades to MCC. MCC grades are due, via MCC's grading software, within 48 hours after the end of the course.

15. FUTURE TERM COURSE PLANNING- To facilitate planning, High School will return to MCC the completed "GRID" spreadsheet with approved CE courses for the following academic year by no later than June 15 of the preceding school year.

C. SERVICES:

1. TRANSCRIPTS & TRANSFERABILITY- Upon course completion, students may request an MCC transcript showing the course title, credits earned, and final grade. Transfer of credit is subject to the policies of the receiving institution.

2. SITE VISITS & COMMUNICATION- MCC staff may periodically contact CE instructors and visit CE classes offered at High School to enhance communication between those involved, to ensure the section of the course remains rigorous and comparable to the same course at MCC, and to assure High School's and MCC's expectations of the course are met. MCC will provide advance notice and comply with any security procedures in place at the school.

3. INSTRUCTOR FEEDBACK- With approval of High School administration, and using standards and procedures established by MCC, MCC will observe and provide feedback and recommendations to CE instructors. With approval of CE instructor, MCC will provide a report to High School administration, with the goal of working cooperatively to improve student outcomes.

D. TERMINATION OR ADJUSTMENTS OF AGREEMENT:

1. ANNUAL REVIEW & TERMINATION- This Agreement will be subject to annual review. Either party, for any reason, may terminate this Agreement upon written notice forty-five days prior to the beginning of a High School semester. Written notification of cancellation must be provided to the following: MCC Secondary Partnerships Office, MCC Academic Dean/Associate Dean, High School administration, and CE instructor.

2. MCC BOARD ADJUSTMENTS- The MCC Board of Governors (Board) reserves the right to make adjustments to the terms of this Agreement if found to be in violation of law, MCC Board policies, or any negotiated agreement between the MCC Board and an MCC employee group. Any such changes must be communicated to and accepted by High School.

E. GENERAL PROVISIONS:

1. **Nondiscrimination Clause**

In accordance with the Nebraska Fair Employment Practice Act, Neb.Rev.Stat. §48- 1122, and College policy, both Parties agree that neither Party, nor any of their subcontractors, if any, shall discriminate against any student, employee, or applicant for employment, to be enrolled in the CE program or employed in the performance of this Agreement with respect to enrollment, hire, tenure, terms, conditions, or privileges of enrollment or employment because of the age, race, color, religion, sex (including pregnancy), sexual orientation, gender identity, gender expression, transgender status, disability, national origin, political affiliation, prior or current military service, protected veteran status, citizenship status, economic status, or the student, employee or applicant's membership in any other class that is protected by applicable local, state or federal law or regulation.

2. **TITLE IX Compliance**

The Parties agree to abide by all applicable provisions of Title IX of the Education Amendments of 1972 regarding the Program. The Parties additionally agree that at any time while the students are deemed MCC students, MCC's code of conduct shall govern and shall be abided by. Additionally, the Parties agree that any Student based at any MCC location shall abide by the rules that govern the behavior of any such student on the campus.

In the event that either Party receives a complaint or grievance related to Title IX that could involve the other Party's educational programs or activities, the Parties' Title IX Coordinators shall confer to determine each Party's responsibilities and appropriate responses to the complaint or grievance using the Party's own policies or procedures.

3. **E-Verification**

Pursuant to Neb.Rev.Stat. §§ 4-108 through 4-114, High School is required, and hereby agrees, to use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. The Parties are further required, and hereby agrees, to require that all subcontractors, if any, use a federal immigration verification system to determine the work eligibility status of new employees physically performing services within the State of Nebraska. Federal immigration verification system means the electronic verification of the work authorization program of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, 8 U.S.C. 1324a, known as the E-Verify Program, or an equivalent federal program designated by the United States Department of Homeland Security or other federal agency authorized to verify the work eligibility status of a newly hired employee pursuant to the Immigration Reform and Control Act of 1986.

4. **Classification of Workers**

High School, and all lower-tiered subcontractors under High School, if any, shall properly classify all workers as either employees of High School or lower-tiered subcontractors, if any, or as independent contractors according to applicable law, and shall treat them accordingly for purposes of workers' compensation insurance coverage, unemployment taxes, social security taxes, income tax withholding and any and all other payments or benefits incident to or affected by such status.

High School, and all lower-tiered subcontractors under High School, if any, utilizing the services of workers who are properly and according to applicable law **not** classified as

employees under this subsection, shall provide written notice to said workers of their status as independent contractors. Said notice shall include a provision advising said workers that they are not eligible for workers' compensation insurance coverage, unemployment taxes, social security taxes, income tax withholding and any and all other payments or benefits incident to or affected by such status, from High School or lower-tiered subcontractor(s), if any. Copies of such notices shall be made available to MCC upon request.

Failure by High School, or any lower-tiered subcontractor engaged by High School, if any, to fully comply with the terms of this provision shall be considered and treated by MCC as a material breach of this Agreement.

5. **Notice.** Any notice required to be given under this Agreement shall be sufficient if communicated in writing and sent by hand delivery, by certified United States Mail, postage prepaid, e-mail or by facsimile transmission. Notice shall be given as follows:

If to High School: _____
Name

_____
Title

_____
Address, City, State, Zip

If to MCC: Jordan Pirtle
Secondary Partnerships
Metropolitan Community College
P.O. Box 3777
Omaha, NE 68103-0777

6. **Independent Contractor.** The Parties are independent contractors in their relationship to one another and are not, by virtue of this Agreement or otherwise, made agents, employees, employers or joint venturers of one another. Neither Party shall have authority to bind the other.

7. **Indemnification.** High School and MCC, each acting as "indemnifying party," shall indemnify, defend and hold harmless the other Party, its officers, agents and employees from any claims, actions, liability or cost, including reasonable attorney fees or cost of defense arising out of or in any way relating to the work performed under this Agreement and arising from the intentional or negligent acts or omissions of the indemnifying party or its employees.

8. **Compliance with Applicable Laws**. High School and MCC agree to comply with all federal, state, and local laws, regulations, and ordinances applicable to the work to be done under this Agreement. High School and MCC also agree that this Agreement shall be administered and construed under the laws of the State of Nebraska.

9. **Public Benefits.** For purposes of complying with Neb. Rev. Stat. §§ 4-108 through 4-114, no Party is an individual or sole proprietorship. Therefore, no Party is subject to the public benefits attestation and related requirements of Neb.Rev.Stat. §§ 4-108 –113.

10. **Amendment/Merger.** This instrument contains the entire agreement between the Parties and, except as expressly provided for herein, replaces all prior agreements between the Parties,

D. Any evaluation or assessment by the Board or written response or reaction by the Superintendent shall be retained and become a part of the Superintendent's personnel file.

IN WITNESS WHEREOF, the parties have executed this contract on the date first above written.

SUPERINTENDENT

John D. Schwartz, Ed.D.

MILLARD SCHOOL DISTRICT

By: _____
Board Vice President

ATTEST:

_____
Secretary

AGENDA SUMMARY SHEET

Agenda Item: Approval of 2026-27 & 2027-28 Custodial, Grounds, and Maintenance Agreement with Service Employees International Union

Meeting Date: July 6, 2026

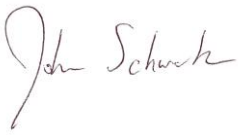
Background/ Description: The District and the Service Employees International Union ("SEIU") have reached tentative agreement for the 2026-27 and the 2027-28 school years for Custodial, Grounds, and Maintenance Employees. SEIU voted for approval of the tentative agreement on June 20, 2026. The estimated total package increase for this contract is an average of 3.55% per year.

Action Desired: It is recommended that the Negotiated Agreement for Custodial, Grounds, and Maintenance Employees with the Service Employees International Union for the 2026-27 and the 2027-28 school years be approved and that the Superintendent or his designee be authorized to execute any and all documents related to such Agreement.

Policy / Strategic Plan Reference: n/a

Responsible Person(s): Chad Meisgeier, Chief Financial Officer
Heidi Penke, Assistant Superintendent of Human Resources

Superintendent's Signature:



COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the Service Employees International Union Local 226, hereinafter referred to as the "Union", and the School District Number 17, Douglas County Nebraska, also known as the Millard School District, hereinafter referred to as the "District".

ARTICLE I
Recognition

The District recognizes the Union as the sole and exclusive bargaining agent for all permanent full-time and part-time employees employed as custodians, grounds maintenance personnel, maintenance personnel, and warehouse assistants / delivery drivers, excluding supervisors, any warehouse clerks, van drivers, and any substitute and/or summer seasonal employees.

ARTICLE II
Management

Section 1. The management and direction of the District are invested exclusively in the District, including but not limited to:

(1) direction of the work force;
(2) the right to set standards for work and conduct applicable to employees;
(3) the right to hire, suspend, discharge, assign jobs;
(4) the right to transfer employees within the District;
(5) the right to increase and decrease the work force;
(6) the right to contract out all or portions of the work previously done by this employee group, subject only to the limitation that if the contracting out provided in this subparagraph results in the layoff of an employee(s) or the reduction in scheduled hours of a full time employee(s), the District shall negotiate the effects on the impacted employee(s). Nothing in this subparagraph shall require any negotiations for an employee(s) terminated for just cause;
(7) the right to add new work to this employee group;
(8) the right to determine school calendar, hours of school;
(9) the right to determine hours of work;
(10) the right to set all other procedures necessary or desirable to provide for the education of the students of the District; and
(11) the District specifically reserves all other rights and prerogatives not specifically abridged or delegated by this Agreement.

Section 2. The District agrees that there shall be no discrimination against applicants or employees because of race, color, religion, national origin, gender, marital status, disability, age, membership in or non-membership in any labor organization, or any other reason prohibited under Federal, State, or Local law.

ARTICLE III
Definitions

“Partial-week” shall mean regularly scheduled work of less than 40 hours/week.
“Partial-year” shall mean regularly scheduled work of less than 12 months/year.
“Part-time” shall mean regularly scheduled work that is either partial-year or partial-week or both.
“Full-week” shall mean regularly scheduled work of at least 40 hours/week.
“Full-year” shall mean regularly scheduled work for 12 months/year.
“Full-time” shall mean regularly scheduled work of at least 40/hours/week for 12 months/year.

ARTICLE IV
Holidays

Full-time employees are eligible for 10 (ten) paid holidays and part-time employees are eligible for 7 (seven) paid holidays according to the following schedule:

Full-time Employees	**Part-time Employees**
Labor Day	Labor Day
Thanksgiving Day	Thanksgiving Day
Friday Following Thanksgiving	Friday Following Thanksgiving
December 24	December 24
December 25	December 25
December 31	
January 1	January 1
Spring Break (one day designated by Supt.)	
Memorial Day	Memorial Day
Fourth of July	

Employees must work 20 (twenty) days prior to being eligible for holiday pay. The holiday schedule shall be amended for summer ten month employees to ensure that seven paid holidays are provided.

When any of the above holidays falls on the employee's regular work day and such employee does not work on that day, he or she shall receive compensation based upon straight time pay equal to the hours scheduled to be worked by the employee had the day not been a holiday; provided however, that in order to be entitled to such holiday pay an employee must have worked his or her normally scheduled hours on both his or her regularly scheduled work days immediately preceding the holiday and on his or her regularly scheduled work day immediately following the holiday, unless he or she has been excused by the District for reason of illness or some other good cause.

ARTICLE V
Vacation

Full-time employees shall earn vacation with pay in accordance with the following schedule:

1. During the first four years of employment: 3.33 hours bi-weekly to a maximum of 80 hours per year.

2. During the fifth through fourteenth years of employment: 5 hours bi-weekly to a maximum of 120 hours per year.

3. During the fifteenth and subsequent years of employment: 6.67 hours bi-weekly to a maximum or 160 hours per year.

Usage of paid vacation is subject to supervisory approval and must normally be used in full-day increments unless otherwise specifically approved by the employee's supervisor. In an emergency, vacation may be used in full-hour increments.

Employees must give a minimum of five (5) business days notice of any requested vacation unless less notice is approved by a supervisor in an emergency situation. Employees are encouraged to give as much notice as possible for requested vacation to assist in scheduling. Employees may give a maximum of three (3) months notice of any requested vacation. The District shall respond to vacation requests within ten (10) working days of receipt.

Paid vacation is accrued each monthly pay period beginning with an employee's first full monthly pay period following his or her anniversary date. After 90 consecutive calendar days of absence due to illness or injury, the employee will no longer accrue additional vacation time.

The maximum amount of paid vacation which may be accrued is equal to the number of days earned in the previous 12 monthly pay periods. If an employee reaches the maximum amount of paid vacation, that employee will no longer accrue vacation until the employee is again below the maximum.

On leaving the employment of the District, employees shall be paid for any unused earned vacation.

ARTICLE VI
Paid Leave

Paid leave shall only be used for qualifying sick leave, qualifying death leave, or qualifying business and emergency leave. Qualifying sick leave shall be used only for personal illness, illness of a member of the employee's immediate family, or for leave as provided under the Family Medical Leave Act. The rules for use of leave are established by the District.

Management may require substantiation of the reason for requested paid leave including, but not limited to, doctor's certification verifying illness. Misuse of paid leave by an employee, including being untruthful about the reason for the leave or using leave for other than its designated purpose shall result in the following penalties:

1. First offense: a minimum penalty of a reprimand and a suspension of five (5) days without pay with a maximum penalty of termination of employment.

2. Second offense: the employee shall be terminated from employment.

Each employee shall earn paid leave per month (equal to the average daily hours scheduled per day in a five day work week) for each full month of completed service, and shall be allowed to accumulate such leave to a maximum of 736 hours. Paid leave will be credited at the end of each pay period up to a maximum of 24 pay periods per year (for each full month of service the employee works during the school year).

As of July 10th of each year, any employee with unused leave in excess of 600 hours shall be reimbursed for such excess leave and the leave accumulation shall be reduced to 600 hours which shall be carried forward into the following year. The rate of reimbursement for said excess leave shall be $16.00 per hour. This payment for unused leave shall be included in the August payroll. The procedures for payment shall be established by the District.

Each employee retiring after 20 years of service in the District and who is at least 55 years of age shall receive reimbursement for each hour of unused accumulated paid leave at retirement. The rate of said reimbursement shall be $16.00 per hour. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District.

ARTICLE VII
Hours of Work

Section 1. The District will provide regular full-time employees with forty (40) hours of work per week.

Section 2. This District shall schedule hours of work at its sole discretion, including but not limited to required extra or overtime hours. All hours worked in excess of forty (40) hours in an employee's regular work week, except as hereinafter provided, shall be paid for at the rate of time and one half the regular rate, but premium pay shall not be pyramided. Hours worked per week shall include paid holidays, and approved paid vacation. In the event that the District makes a permanent change in an employee's work hours or days of work, the employee shall be provided notice of the changed hours or days at least thirty (30) calendar days prior to the change.

Section 3. Work shall be arranged such that, where possible, employee's scheduled workdays shall be on consecutive days.

Section 4. A lunch period without pay of one-half (0.5) hour to each employee will be given and the employee shall be free to leave the premises during such period. Eligible employees are those working six and a half (6.5) or more hours per day.

Section 5. Each employee will receive one (1) fifteen (15) minute break per four (4) hours worked as scheduled by the employee's direct supervisor. Breaks may not be taken within one (1) hour of the beginning or end of the shift. Paid

break times, when applicable, may not be used to extend the employee's lunch period.

Section 6. All lunch periods will be unpaid.

Section 7. Any scheduled shift that begins between the hours of 2:30 p.m. through 4:00 a.m. shall receive a $0.29 per hour shift differential payment in addition to their regular wage. The District may, but shall not be required to, alter the 2:30 p.m. time indicated in this section for the shift differential payment to set the time earlier than 2:30, but in no event later than 2:30.

ARTICLE VIII
Insurance

Full-time Employees: For each eligible full-time employee the District shall pay the premium for health, dental, and life coverage in the same manner as provided to other employees. The District shall also pay the full premium for long-term disability coverage.

Part-time Employees: Each eligible part-time employee employed at least 20 hours per week shall be eligible to participate in the Health, Dental and Life Plans provided by the District subject to the same conditions and in the same manner as provided to other employees (other than different contribution levels specifically provided for part-time food service and paraprofessional employees).

Cash Option: Full-time employees who have been continuously employed full-time by the district during the 96-97 and subsequent school years (prior to July 31, 1997) may exercise a cash option in lieu of single or family health and dental insurance in accordance with the cash option plan adopted by the District subject to the same conditions and limitations as other employees. Full-time employees who have not been continuously employed full-time by the district during the 96-97 school year (prior July 31, 1997) will not be eligible to participate in the cash option plan.

ARTICLE IX
Seniority

The District recognizes the principle of seniority in connection with promotion, transfer, reorganization, reduction in force, reclassification of job description, layoff, or reemployment after layoff to the extent that where, in the judgment of the Administration, the qualification of the employees involved performing the work are substantially the same, the employee having the longer term of continuous service shall be given the preference as hereinafter provided in Article X, Section 3. Seniority shall be defined as the total length of continuous full-time service with the School District of Millard within the bargaining unit covered by this Agreement and shall date from the effective date of full-time employment within the bargaining unit covered by this Agreement. This District shall provide a seniority list to the Union on or before September 1 of each year.

ARTICLE X
Probation, Discharge, Demotion, Job Posting, and Reduction-in-Force

Section 1. **Probation**: Each beginning employee who is new to the District shall have a probationary period of one hundred and eighty (180) calendar days. Each beginning employee who is changing jobs within the positions covered by this agreement shall have a probationary period of one hundred and twenty (120) calendar days.

Section 2. **Discharge and Demotion:** No full-time employee covered by this agreement, who has successfully completed the probationary period, shall be demoted or discharged except for just cause. If at the end of the probationary period the District continues his or her employment, the full-time employee shall have all rights and privileges of a full-time employee covered by this agreement.

Section 3. **Job Posting:** In the event a job opening occurs by reason of retirement, transfer, death, discharge, resignation or creation of a new position, all employees will be notified of the opening by posting on a bulletin board, electronic mail, or electronic posting. In the event that electronic means are the sole method of posting jobs, the District

shall maintain at least one computer at the support services building (or successor location). Any employee may then apply for that opening by notifying the District's Human Resources Office in writing. The assignment of a Department Head is exempt from Job Posting.

Job descriptions shall be provided to the Union upon request. When considering application for any position, an employee may request a copy of the relevant job description from the District or from the Union.

In the selection of an applicant by the School District to fill a job opening, consideration shall be on the basis of the most qualified applicant for the position which shall include, but not be limited to: training and experience in the type of work required by the position. The administration will review the qualifications of each applicant and determine who is the most qualified. In the event the administration determines the qualifications of the applicants to be substantially the same, the applicant having the greater seniority shall be selected to fill the position.

No full-time employee will be considered for a job opening in the same job description within a wage group who has not served at least one hundred and eighty (180) calendar days in the present job unless the new opening is for a shift change (night to days or days to nights). Any full-time employee who changes job assignments shall be granted a period of one (1) week from the first day of his or her performance of the new job assignment to return to his or her former assignment if he or she so desires. The District may begin the hiring process for the replacement of the person during the one (1) week period, provided that no final hire is made during the one (1) week period.

Section 4. **Promotion:** When a full-time employee moves to a different full-time job description, the employee will be given ninety (90) calendar days from the first day of his or her performance of the new job assignment to demonstrate the ability to successfully perform the job responsibilities. An employee who does not demonstrate the ability to successfully perform the job responsibilities will be reassigned to the first available position for which he or she is qualified.

Section 5. **Reduction-in-force or Redeployment of Workforce:** In the event of reorganization, reclassification of job description, or for any other reason where the District may eliminate a position, the District may choose to engage in: (a) a reduction in force / layoff; or (b) a redeployment of the work force.

(a) In the event the District chooses to engage in a reduction of force or a layoff, the least senior person(s) within that job classification shall be the person laid-off. Any full-time employee whose position or job has been eliminated, or who has been replaced by a person with more seniority because of reorganization, reclassification of job description, reduction in force, or layoff shall, if qualified, be permitted to move into the existing position and replace another employee in the same or lower wage group who has less seniority, provided:

(i) the less senior employee is within the same position; or

(ii) the less senior employee is in a position that the more senior employee previously held at the District and the more senior employee meets the minimum qualifications and licensure required for the position.

Any employee who has been laid off shall be placed on a recall list in order of length of service for a period of twelve (12) months following his or her last day of work. When vacancies occur, after internal job changes, individuals on the recall list shall be given first priority for reemployment to any position for which he or she held previously. Notification of the vacancy shall be made in writing to the last known address of the persons involved with a copy to the Union. In lieu of a right of recall, an affected employee may choose to accept two weeks of severance pay.

(b) In the event that the District is reducing the total number of employees through attrition and a redeployment of the workforce, the District may redeploy the workforce among building locations through a reassignment of position(s) without posting or bidding of positions. The Union’s designated representative shall be notified at least 30 calendar days in advance of any redeployment of the workforce under this paragraph. No redeployment under this paragraph shall result in a promotion in pay grade for any employee, unless approved by the Union. In the event of a redeployment of the workforce under this paragraph and person being moved from a building shall be selected in the following manner:

(i) Volunteers shall be requested, and if only one person within the affected group volunteers, that person shall be transferred to the new location;

(ii) If more than one person volunteers, the volunteer within the affected group of volunteers at that building with the most seniority shall be transferred to the new location;

(iii) If no person volunteers, the person within the affected group at that building with the least seniority shall be transferred to the new location. In the event of an involuntary transfer under this paragraph, the 180 day limitation of Article X, Section 3 shall not apply to the transferred person.

ARTICLE XI
Grievances

Any Complaint alleging Discrimination or Harassment shall be pursuant to Board Rule 4001.2 and 4001.3 as they existed on July 10, 2026. Any amendments to Board Rule 4001.2 or 4001.3 which occur after July 10, 2026 will be submitted to the Union for approval prior to implementation for employees covered by this Agreement.

Any other grievance, complaint, disagreement or difference of opinion between the District, the Union or the employees covered by the Agreement concerning application of the terms of this Agreement will be processed using the following grievance procedure:

(A) Any aggrieved Employee or the Union may present a Grievance. All Grievances must be in writing. Any Grievance which is not presented within fifteen (15) days following the event giving rise to such a Grievance shall be forfeited and waived by the aggrieved party. The grievance form shall state the name of every employee authorizing the filing of the grievance, and all grievances shall be signed by at least one aggrieved employee who is directly affected by the alleged grievance. An aggrieved employee shall have the right to a Union Representative appointed by the Union throughout the grievance process.

(B) The grievant shall first take up the Grievance by presenting it in writing to their immediate supervisor or designee. If the Grievance is not satisfactorily adjusted with five (5) days from the meeting with the supervisor, the Employee or the Union representative shall present the grievance in writing to the Chief Financial Officer or his or her designated representative.

(C) The Chief Financial Officer or his or her designated representative shall within twenty (20) days from the day it was received, make a determination and submit the determination to the aggrieved party in writing. Prior to making a grievance determination, the Chief Financial Officer (or his/her designee) may, within five (5) days of receipt of the Grievance, request a meeting with the Union President (or his/her designee) and/or the grievant. Also, the Union President (or his/her designee) and/or the grievant may, within five (5) days of the date of the Grievance, request a meeting with Chief Financial Officer (or his/her designee). In the event of a meeting with the Chief Financial Officer (or his/her designee) and the Union President (or his/her designee), both parties must have full authority to settle the Grievance at said meeting. In the event of a requested meeting, the Chief Financial Officer's (or his/her designee's) timelines shall be suspended until such meeting can be held.

(D) Each party reserves the right to litigate a question presented by the Grievance by bringing an original action in any court of competent jurisdiction in the event such party shall not be satisfied with the resolution of the Grievance. However, no such litigation may be maintained until all available steps under this grievance procedure have been pursued and exhausted and before the Union's attorney has met with the District's attorney to discuss the issue that may be subject to litigation. It is understood and agree to between the parties that the role of the Chief Financial Officer or his or her designee in the grievance procedure is not an exercise of a judicial or quasi-judicial function, but solely as a means to allow the parties to resolve disputes informally.

(E) Definitions: Days shall mean calendar days.

ARTICLE XII
Wages
Effective the first Payroll in September 2026

			Hourly Rates			Including Long Service Increments			
Wage Group	Position	Year 1-4**	Year 5-11**		5-11*	12-16*	17-21*	22-26*	27+*
	PART-TIME:								
PT	Part-Time Employee	$19.75	$20.44		$20.44	$20.89	$21.30	$21.74	$22.10
	FULL-TIME:								
Group 1	High School Day Custodian Elementary School Night Custodian Middle School Night Custodian High School Night Custodian Support Build. Custodian (RWSSC & SSC) Activities Custodian Coverage Custodial (multiple locations)	$21.16	$21.76		$23.64	$24.03	$24.46	$24.88	$25.27
Group 2	District Grounds Assistant I	$21.62	$22.22		$24.03	$24.46	$24.88	$25.28	$25.69
Group 3	Middle School Day Custodian Delivery Driver High School Custodial Department Head General Laborer	$21.76	$22.34		$24.23	$24.65	$25.06	$25.50	$25.86
Group 4	DSAC Custodian Elementary School Day Custodian Projects Custodian	$22.02	$22.62		$24.48	$24.90	$25.34	$25.76	$26.16
Group 5	Warehouse Assistant	$22.48	$23.07		$24.91	$25.35	$25.78	$26.22	$26.59
Group 6	Middle School Engineer District Grounds Assistant II	$23.41	$24.02		$25.85	$26.28	$26.69	$27.13	$27.54
Group 7	District Grounds Crew Lead	$24.41	$25.00		$26.70	$27.14	$27.54	$27.96	$28.42
Group 8	High School Engineer Carpenter Assistant	$26.80	$27.55		$27.55	$27.98	$28.39	$28.83	$29.23
Group 9	Painter I Mech. Tech. I	$28.70	$29.49		$29.49	$29.91	$30.32	$30.76	$31.12
Group 10	Painter II	$31.92	$32.68		$32.68	$33.09	$33.53	$33.98	$34.35
Group 11	Carpenter Mech. Tech. II	$32.85	$33.64		$33.64	$34.08	$34.54	$34.96	$35.38
Group 12	Plumber Controls Technician Journeyman Mech. Technician	$41.07	$41.90		$41.90	$42.40	$42.89	$43.36	$43.81
Group 13	Electrician Master Mech. Technician	$44.05	$44.94		$44.94	$45.42	$45.92	$46.45	$46.88

* - All persons who have been continuously employed in this bargaining unit since July 31, 2017 shall be paid in accordance with the six payscales on the right side of the chart above.

** - All persons employed into this bargaining unit for the first time on or after August 1, 2017 shall be paid in accordance with the two payscales on the left side of the chart above.

ARTICLE XII
Wages
Effective the first Payroll in September 2027

			Hourly Rates			Including Long Service Increments			
Wage Group	Position	Year 1-4**	Year 5-11**		5-11*	12-16*	17-21*	22-26*	27+*
	PART-TIME:								
PT	Part-Time Employee	$20.35	$21.04		$21.04	$21.49	$21.90	$22.34	$22.70
	FULL-TIME:								
Group 1	High School Day Custodian Elementary School Night Custodian Middle School Night Custodian High School Night Custodian Support Build. Custodian (RWSSC & SSC) Activities Custodian Coverage Custodial (multiple locations)	$21.76	$22.36		$24.24	$24.63	$25.06	$25.48	$25.87
Group 2	District Grounds Assistant I	$22.22	$22.82		$24.63	$25.06	$25.48	$25.88	$26.29
Group 3	Middle School Day Custodian Delivery Driver High School Custodial Department Head General Laborer	$22.36	$22.94		$24.83	$25.25	$25.66	$26.10	$26.46
Group 4	DSAC Custodian Elementary School Day Custodian Projects Custodian	$22.62	$23.22		$25.08	$25.50	$25.94	$26.36	$26.76
Group 5	Warehouse Assistant	$23.08	$23.67		$25.51	$25.95	$26.38	$26.82	$27.19
Group 6	Middle School Engineer District Grounds Assistant II	$24.01	$24.62		$26.45	$26.88	$27.29	$27.73	$28.14
Group 7	District Grounds Crew Lead	$25.01	$25.60		$27.30	$27.74	$28.14	$28.56	$29.02
Group 8	High School Engineer Carpenter Assistant	$27.40	$28.15		$28.15	$28.58	$28.99	$29.43	$29.83
Group 9	Painter I Mech. Tech. I	$29.30	$30.09		$30.09	$30.51	$30.92	$31.36	$31.72
Group 10	Painter II	$32.52	$33.28		$33.28	$33.69	$34.13	$34.58	$34.95
Group 11	Carpenter Mech. Tech. II	$33.45	$34.24		$34.24	$34.68	$35.14	$35.56	$35.98
Group 12	Plumber Controls Technician Journeyman Mech. Technician	$41.67	$42.50		$42.50	$43.00	$43.49	$43.96	$44.41
Group 13	Electrician Master Mech. Technician	$44.65	$45.54		$45.54	$46.02	$46.52	$47.05	$47.48

* - All persons who have been continuously employed in this bargaining unit since July 31, 2017 shall be paid in accordance with the six payscales on the right side of the chart above.

** - All persons employed into this bargaining unit for the first time on or after August 1, 2017 shall be paid in accordance with the two payscales on the left side of the chart above.

Long Service Increment

The wage scale includes recognition for long service with the district. Full-time employees shall be compensated based upon their years of service in the district as calculated from the employee's seniority date. Year 1 means the employee's first full year with the District as a full-time employee covered by this contract. Part-time employees year of service shall be calculated from the employee's date of hire as a part-time custodian. Wage adjustments due to a change in years of service shall be effective on the first September payroll of each year.

The District will pay to each qualified employee who has completed the required years of consecutive full-time service the hourly amount as provided for and included in the pay table. Long Service Increment pay increases will be effective in the first September payroll.

For purposes of the Long Service Increment, each current employee (an employee hired before September 1, 2009) will have his/her years of service rounded up (e.g. and employee who has completed 11 years and 1 month on September 1 of the year will be considered to have completed 12 years and will be paid on the 12-16 year pay range). This rounding will be only for purposes of the long service increment and the rounding will not affect any other seniority considerations under this contract.

Each employee hired on or after September 1, 2009 must have completed a full year increment as of September 1 of each year in order to be eligible for a Long Service Increment increase (e.g. an employee who has completed 11 years and eleven months of service on September 1 of the year will be in the 5-11 year pay range while an employee who has completed 12 years and 1 month will be paid in the 12-16 year pay range).

ARTICLE XIII
Retirement Contributions

The wage factors in this Agreement are based on the assumption that the mandatory Nebraska Public Employees Retirement ("NPERS") District contribution rate will be 7.32% in both years of this Agreement. Effective for the 2027-28 school year (Year Two), if the District's contribution to NPERS is established at a rate different than 7.32%, the following adjustments shall be made:

i) If the employer's contribution rate for NPERS increases to 8.08%, the Year Two wage factors shall be reduced by 12 cents.

ii) If the employer's contribution rate for NPERS is established at a rate other than 7.32% or 8.08%, the Year Two wage factors shall be increased or decreased in a proportion necessary to maintain the total package cost contemplated by the parties using the adjustments appearing in subsection (i) above as the basis for the proportionate increase or decrease.

ARTICLE XIV
Safety Committee

The Union shall elect or appoint an employee covered by this agreement to serve on the District's Safety Committee. The term of this representative shall be two (2) years and reappointment may occur. Each employee covered by this agreement shall have the opportunity to express interest in serving on the Committee.

ARTICLE XV
Leaves of Absence

Section 1. An employee in the military service will have reinstatement rights provided he or she qualifies for the provisions of the existing laws pertaining to the reinstatement of veterans.

Section 2. Any employee elected to public office may request a leave under Board Rule.

Section 3. Upon written request by the Union, the District may grant a special leave of absence to employees who accept a full-time job with the Local or International Union. Such special leave of absence shall be limited to a period of one (1) year, but will be renewed upon application to the District by employee before the expiration of his leave.

Section 4. Any employee granted a leave of absence under Sections 2 and 3 of this Article shall be re-employed at the expiration of the leave at the then current rate of pay if there is sufficient work available which he or she is capable of doing and to which he or she may be entitled on the basis of seniority. Seniority will accumulate during the period of such leaves.

Section 5. Upon written request by the Union, the District, will grant an unpaid leave of absence to employees for the conduct of Union business (such as attendance at conferences, conventions, and classes) subject to the following conditions:

(a) The leave must not unreasonably interfere with the orderly performance of duties of the employees requesting such leave.

(b) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if the leave request is for Section 6 issues involving other employers and sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.

(c) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.

(d) No more than three employees on any date shall be on a leave of absence under this Section and the District is not required to grant leaves of absence to employees when such leaves of absence immediately follow a leave of absence granted to another employee.

(e) No individual employee shall request or receive in any contract year more than eighty (80) hours leave of absence under this Section and the total number of hours granted for leaves of absence under this Section to all employees shall not exceed 240 hours during the contract year.

(f) Leave under this section will not be considered a break in continuous service.

Section 6. The Union shall designate to the District in writing individual employees selected and/or appointed as Chief Steward, Assistant Chief Steward, Job Stewards, and officers of the Union. Such designated representatives shall be entitled to a leave of absence for the purposes of representing Millard District employees covered by this agreement in: (1) collective bargaining; (2) grievance hearings if requested by the grievant; (3) investigation of a grievance if requested by the grievant; and (4) if requested by the employee, attendance at a meeting between an employee and his or her supervisor where such employee reasonable believes the meeting might result in disciplinary action. Such leave will also be granted to such designated representatives for the purpose of representing non-Millard District employees in the four areas stated immediately above with other employers who have collective bargaining agreements with the Union. Such leave is subject to the following conditions:

(a) The employee shall request permission to be absent from his or her duties from the immediate supervisor at least five working days prior to the date of the requested leave, and such request shall not unreasonably be withheld provided, however, if sufficient time does not allow for a written request, the request shall be oral. The oral request will be followed by a written confirmation of the request upon return to duty.

(b) If permission is given, the employee shall accurately record the time and reason of the absence on his or her timecard. The District shall not compensate the employee for such approved absence. The time of the absence shall be deemed to be included as part of the work week under Article V; provided however, the employee shall at the discretion of his or her supervisor perform hours of work to compensate for the absent time in whole or in part.

(c) No more than one representative shall be present at any meeting occurring in Article XIV, Section 6, purpose number (4).

(d) Leave under this section will not be considered a break in continuous service.

ARTICLE XVI
Acts in Violation of Laws or Orders

Nothing in the Agreement shall be construed to require either party to act in violation of any State or Federal law of any Presidential Order and in the event such conditions should arise, this Agreement should be considered modified to the extent necessary to comply with the law.

ARTICLE XVIII
Department Heads

The Union recognizes the right of the District to select and assign members of the collective bargaining unit as a Department Head. An employee selected shall remain a member of the department for which the employee is to represent as the Department Head.

The selection of the employee shall be made by the District and no provision of this Agreement, whether job posting, seniority or otherwise, shall apply to, or limit the exercise of, this right by the District.

The Department Head shall continue to perform his or her assigned duties as a member of the Department, and as Department Head, may have additional duties and shall receive extra compensation for the performance of the additional duties as Department Head. The rate or amount of the compensation shall be determined and established by the District and is not to be construed or subject to any approval by the Union or duty by the District to negotiate or bargain with the Union with respect to the compensation.

ARTICLE XVIII
Payroll Deductions

Payroll deductions will be allowed for Union dues subject to rules and regulations set forth by District policy.

ARTICLE XIX
Miscellaneous

A separate bulletin board may be provided by the District where the Union may post notices pertaining to union affairs or, in the alternative, the District may permit electronic mail communications from the Union to members of the collective bargaining unit pertaining to union affairs. No scandalous or obscene matter, no matters not otherwise pertaining to proper Union business and affairs, will be posted or distributed via District electronic mail.

ARTICLE XX
Term of Contract

This agreement shall be in full force and effect from September 1, 2026 to and including August 31, 2028.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on this ____ day of _____, 2026.

SCHOOL DISTRICT NO. 17,	**SERVICE EMPLOYEES INTERNATIONAL UNION (A.F.L. – C.I.O.) LOCAL 226**
BY_____	**BY**_____

AGENDA SUMMARY SHEET

Agenda Item: Appointment of Attorney

Meeting Date: July 6, 2026

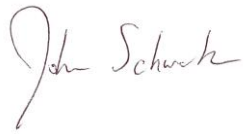
Background/ Description: In June of 2026, the District engaged in an evaluation of legal services. Said evaluation included interviews of law firms. The team interviewing law firms was the Superintendent, the Superintendent's Executive Cabinet, and Board member Linda Poole. After the interviews, law firms were scored by the District's team, and the Perry Law Firm scored the best of the firms interviewed. The administration is recommending that, pursuant to Board Policy 9210, that the Board of Education appoint the Perry Law Firm as the District's attorney.

Action Desired: It is recommended that the Board appoint the Perry Law Firm as the District's Attorney pursuant to Board Policy 9210.

Policy / Strategic Plan Reference: n/a

Responsible Person(s): Chad Meisgeier, Chief Financial Officer

Superintendent's Signature:



Bylaws of the Board

Attorney **9210**

The Board may, at its discretion, appoint an attorney to perform desired legal services. The attorney shall serve at the Board's pleasure and be compensated at a mutually agreeable rate.

The Superintendent or the Superintendent's designee(s) are authorized to engage the District's attorney for legal services as deemed necessary or advisable. The Superintendent or the Superintendent's designee(s) are authorized to engage other attorneys to represent the District as advisable when a potential conflict of interest is present or when the Superintendent deems it appropriate under the circumstances.

Policy Adopted:	February 4, 1974	Millard Public Schools
Reaffirmed:	March 5, 2012	Omaha NE
Revised:	June 16, 2003 (Renumbered on June 16, 2003 from 9250), August 19, 2019, August 3, 2026	
Legal Reference:	Neb. Rev. Stat. §79-513	

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Contract

Meeting Date: July 6, 2026

Background/ Description: The proposed Superintendent Contract included in the Board packet and published in accordance with the Superintendent Pay Transparency Act includes a 2.5% increase to salary from $291,550 to $298,825 and other terms and conditions set forth in the Contract.

Action Desired: Approval of the Superintendent's Contract and to direct the President and Secretary of the Board of Education to execute the Contract with the Superintendent and to publish and file the Contract as provided by law.

Policy / Strategic Plan Reference: N/A

Responsible Person(s): Linda Poole, Board President

Superintendent's Signature:



CONTRACT OF EMPLOYMENT NOTE

This contract made and entered into on this 6th day of July 2026, by and between the Millard School District, a/k/a School District No. 17 of Douglas County, Nebraska (hereinafter "District"), and John D. Schwartz Ed.D. (hereinafter "Superintendent").

W I T N E S S E T H

WHEREAS, the Superintendent has been duly elected and appointed by the Board of Education for the District for an initial term of three years; and

WHEREAS, the parties desire to enter into a written contract for employment of the Superintendent in accordance with Nebraska law.

NOW, THEREFORE, in consideration of the covenants and conditions hereinafter set forth, the parties agree as follows:

I. TERM

The Superintendent shall be employed pursuant to a continuing contract as provided in Neb. Rev. Stat. § 79-828, with an initial term beginning July 1, 2026, and continuing through June 30, 2029 and thereafter, provided however:

1. On or before March 15 of each year during the contract, the Superintendent shall, by written notice, advise each member of the Board of his intention to continue and extend the contract for one additional year.

2. If the District does not notify the Superintendent in writing on or before April 15, of each year during the contract that it has declined to extend the contract for an additional year, the contract shall continue and be extended for one additional year.

II. DUTIES OF THE SUPERINTENDENT

A. The Superintendent shall perform those services prescribed in:

   1. The District's goals and objectives;

   2. The job description for the Superintendent of the District; and

   3. The policies of the District.

B. The Superintendent shall attend and participate as directed by the Board in meetings of the Board and any Board committees.

C. The Superintendent shall provide administrative opinions, recommendations, or professional advice on all terms of business of the Board or any authorized committee thereof.

D. The Superintendent shall be legally qualified to hold the position of Superintendent by the laws of the State of Nebraska and shall not be under contract with any other school district.

E. The Superintendent, subject to the approval of the Board, shall participate to such extent as deemed appropriate by the Superintendent in professional activities, including but not limited to, seminars and local, state, and national associations.

F. The Board shall grant such time as is reasonable for the Superintendent to participate in any of the activities set forth in this section and shall pay the necessary expenses for travel and subsistence.

G. The Superintendent agrees to devote his full-time skill, labor and attention to the performance of the duties of the Superintendent provided, however, the Superintendent may, with prior notice to the members of the Board, undertake speaking engagements, writing, lecturing and other professional engagements for which the Superintendent receives remuneration and provided that such other work shall not interfere with the obligations set forth in this contract.

III. SALARY

A. The salary to be paid to the Superintendent for the 2026-27 school year, constituting the period of July 1, 2026 to June 30, 2027, shall be $298,825.00, payable in 12 equal monthly installments. This contract may be reopened on or before July 1 of each year of this contract for amendment of this section and the Board retains the right to adjust the Superintendent's annual salary upward during the term of this contract without such adjustment constituting a new contract. The Superintendent's salary shall not be reduced during the term of this contract.

B. The Board may establish and identify goals for the Superintendent to reach each year and if the Superintendent reaches those goals or any of them as determined by the Board, the Superintendent shall receive a bonus for services rendered, (hereinafter "bonus"), for each goal reached in the amount determined by the Board. The total amount of the bonus to be paid in the first year (July 1, 2026

through June 30, 2027) shall not exceed $17,000.00. The Board shall assign and allocate a value for each goal in proportion to the total possible bonus. During or at the end of the first semester of each school year during the contract year, and at the end of the second semester of each contract year the Board shall determine which, if any, goals were reached and the amount of the bonus for those goals. The first installment, in an amount not to exceed one half (1/2) of the total bonus allocated for the year, shall be paid on or before December 31st of the contract year and the second installment shall be paid before June 30th of the contract year. Any portion of the bonus payment paid shall be included as part of the Superintendent's salary for the District.

C. A stipend for the payment of a premium which shall be equal to 13% of the salary set forth in Article III, Section 1. The Superintendent may elect to contribute this amount under section 125, 403(b), or 457 of the Internal Revenue Code.

D. Any and all stipends made available and provided to the other administrative personnel of the District as provided in the Salary Program for Administrators document.

IV. BENEFITS

In addition to the salary provided in Article III, the Superintendent shall receive:

A. All benefits made available and provided to the other administrative personnel, all paid leave benefits, long term disability insurance, health insurance, including major medical, dental insurance, and term life insurance.

B. An automobile leased by the District for his use, together with all costs and operating expenses related thereto.

C. Payment of professional dues for NCSA and AASA.

D. Twenty five (25) days' vacation (not including weekends and holidays) which may be taken at such time or times as may be selected by the Superintendent, and ten (10) paid holidays: Fourth of July, Labor Day, Thanksgiving, the Friday following Thanksgiving, December 24th, and December 25th, December 31st, New Year's Day, Spring Break as designated by the District, and Memorial Day. In the event vacation days remain unused at the end of each contract year, the Superintendent will be compensated for each unused vacation day at his daily rate of pay, which may be paid in the final monthly payment for that year.

V. LIABILITY

The Board shall provide professional liability insurance for the Superintendent with the same policy limits and insurance coverage as is provided for the members of the Board of Education and certified staff employees of the District.

VI. TERMINATION

A. This contract shall be deemed renewed and remain in full force and effect and is subject to the applicable provisions of the laws of the State of Nebraska dealing with the hiring of a Superintendent, and dealing with the amendment and non-renewal of continuing contracts.

B. In the event the Board terminates this contract because the Superintendent is unable to perform his duties by reason of illness, accident, or other disability beyond his control which is permanent or irreparable or of such a nature as to make the performance of his duties impossible, the obligation of the District for any further salary payments ceases provided, however, the Superintendent shall, in lieu of payment of the amounts unpaid hereunder, receive the benefits payable under any insurance coverage or employee benefit furnished by the District for which he was entitled upon the date of his termination.

C. In the event the District fails to perform the terms and conditions of this contract, the Superintendent may terminate the contract during the term.

D. In the event the Superintendent shall resign and terminate this contract, such resignation or termination shall not become effective until the expiration of the contract term unless otherwise acceptable by the Board and there shall be no penalty for such release from this contract.

VII. EVALUATION

A. The Superintendent shall be evaluated twice during the first year of the contract and thereafter as provided by law.

B. Upon the completion of each evaluation, the Board shall meet with the Superintendent to review the evaluation, which evaluation shall include recommendations and directives as the Board may deem reasonable and proper.

C. The Superintendent shall receive a copy of the evaluation and shall have the right to make a written reaction or response to the evaluation.

D. Any evaluation or assessment by the Board or written response or reaction by the Superintendent shall be retained and become a part of the Superintendent's personnel file.

IN WITNESS WHEREOF, the parties have executed this contract on the date first above written.

SUPERINTENDENT

John D. Schwartz, Ed.D.

MILLARD SCHOOL DISTRICT

By: _____
Board Vice President

ATTEST:

_____
Secretary

Superintendent Pay Transparency Notice—Current Contract (*Dr. John Schwartz)*

Millard Public Schools will consider the proposed superintendent employment contract at the board meeting held on July 6, 2026 at 6:00 pm at the Don Stroh Administrative Center in Omaha, Nebraska.

After the 2026-27 school year, how many years remain on the contract: **2**

The estimated costs to the district for the 2026-27 year and future years are listed below:

	2026-27 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	$298,825.00	$597,650.00	**$896,475.00**
Compensation for activities outside of the regular salary:			
● *Extended contracts / Activities outside of regular salary*	$0.00	$0.00	$0.00
● *Bonus/Incentive/Performance Pay*	$17,000.00	$34,000.00	$51,000.00
● *Stipends*	$46,023.75	$92,047.50	$138,071.25
● *All other costs not mentioned above*	$0.00	$0.00	$0.00
Benefits and Payroll Costs Paid by district:			
● *Insurances (Health, Dental, Life, Long Term Disability)*	$27,880.27	$61,444.75	$89,325.02
● *Cafeteria Plan Stipend*	$0.00	$0.00	$0.00
● *Cash in lieu of insurance*	$0.00	$0.00	$0.00
● *Employee's share of retirement, deferred compensation, FICA and Medicare* ***if paid by the district***	$0.00	$0.00	$0.00
● *District's share of retirement, FICA and Medicare*	$43,046.81	$86,093.61	$129,140.42
● *IRS value of housing allowance*	$0.00	$0.00	$0.00
● *IRS value of vehicle allowance*	$6,000.00	$12,000.00	$18,000.00
● *Additional leave days*	$22,182.30	$68,828.93	$91,011.22
● *Annuities*	$0.00	$0.00	$0.00
● *Service credit purchase*	$0.00	$0.00	$0.00
● *Association / Membership dues*	$800.00	$1,600.00	$2,400.00
● *Cell Phone/Internet reimbursement*	$0.00	$0.00	$0.00
● *Relocation reimbursement*	$0.00	$0.00	$0.00
● *Travel allowance/reimbursement*	$0.00	$0.00	$0.00
● *Mileage Allowance*	$0.00	$0.00	$0.00
● *Educational tuition assistance*	$0.00	$0.00	$0.00
● *All other benefit costs not mentioned above*	$0.00	$0.00	$0.00
Totals:	**$461,758.13**	**$953,664.79**	**$1,415,422.92**

AGENDA SUMMARY SHEET

Agenda Item: Approval of Superintendent Goals 2026-27

Meeting Date: July 6, 2026

Background/ Description: Each year the Board approves the goals set for the Superintendent

Action Desired: Approval of Superintendent Goals 2026-27

Policy / Strategic Plan Reference:

Responsible Person(s): Dr. John Schwartz

Superintendent's Signature:



Adopted:

Superintendent Goals - 2026-27

Goal 1: Strategic Plan Implementation.

1. Action Plan 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction.
2. Action Plan 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.
3. Action Plan 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools.
4. Action Plan 2.3: Identify, develop, and cultivate strategic partnerships to maximize the District's mission.
5. Action Plan 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.
6. Action Plan 3.3: Develop and expand avenues to unite Millard Public Schools' alumni and community members to amplify our story of excellence to the community and beyond.

The action plans are multi-phased goals, and some will take more than one year to plan, implement, and assess. Deliverable results for progress will include a semester progress report/goal reflection which will demonstrate tangible action taken towards the specific desired results outlined in each action plan.

Goal 2: The superintendent will guide and facilitate the implementation of curriculum changes and continuous improvement processes to improve organizational effectiveness.

1. The superintendent will monitor the implementation of the new K-12 ELA curriculum changes.
    a. Implementation will include comprehensive professional development necessary to implement changes in standards and use of new instructional materials.
    b. Monitor the impact of implementation on student achievement through formative and summative student achievement data.
2. The superintendent will implement a plan to systematically evaluate student and staff technology over time. An emphasis during the 2026-27 school year will be to oversee the implementation of new district network topology, and to make recommendations on the direction of secondary student devices.
3. The superintendent will plan and prepare the district to conclude the implementation of the existing strategic plan, and initiate steps to begin the next five-year cycle in August 2027.
4. Continue the implementation of the "Weeding the Garden" internal process to operationalize the MPS Strategic Plan parameter listed below.

    MPS Parameter: No existing program, course, and/or significant operational practice will be maintained unless it:
        i. meets a clearly demonstrated, mission-related need;
        ii. survives a cost-benefit analysis and periodic evaluation.

Goal 3: The superintendent will guide, facilitate, and make recommendations for immediate and long range planning related to district facilities and budget.

- The superintendent will evaluate budgetary and political options for our school district related to the financial implications of local, state, and national legislation that may impact our school district.
- The superintendent will continue to promote sound school finance policy at the state level consistent with MPS standing positions.
- The superintendent will continue guiding the planning and implementation of the 2025 bond referendum.
- The superintendent will make recommendations for non-bond facility projects consistent with the intent behind Action Plan 2.4 in the current MPS Strategic Plan.
- The superintendent will monitor the completion of the GreenState Millard Activity Center at the Keith Lutz Horizon High School campus, and work with the Millard Public Schools Foundation team to ensure a smooth opening and early operation of the facility.
- The superintendent will evaluate the existing levy override, and make recommendations related to future needs prior to the start of the 2027-2028 school year.

AGENDA SUMMARY SHEET

Agenda Item: **Human Resources**

Meeting Date: **July 6, 2026**

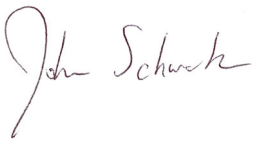
Background

Description: **Personnel Items: (1) Recommendation to Hire Agenda; (2) Rescind Contract Addendum**

Action Desired:

Policy / Strategic Plan Reference: **N/A**

Responsible Person(s): **Dr Kevin Chick**
Associate Superintendent of Human Resources

Superintendent's Signature 

July 6, 2026

TEACHER RECOMMENDED FOR HIRE

Recommend: The following teachers be hired for the 2026-2027 school year:

1. Charlotte M. Parker – BA – University of Nebraska, Omaha. Special Education Resource teacher at Andersen Middle School for the 2026-2027 school year.
2. Turner A. Goa – MA – Kent State College. Special Education teacher at Rockwell and Cottonwood Elementary Schools for the 2026-2027 school year.

July 6, 2026

RESCIND CONTRACT ADDENDUM AGENDA

Recommend: The following Addendum(s) be Rescinded:

1. Anjela A. Stanek's contract addendum to a (.5) FTE was approved at the April 13, 2026 Board of Education Meeting for the 2026-2027 school year. She is rescinding her contract addendum to continue full time employment for the 2026-2027 school year.

AGENDA SUMMARY SHEET

Agenda Item: Leadership and Learning Department 2025-2026 Annual Report

Meeting Date: July 6, 2026

Department: Leadership & Learning

Title and Brief Description: Annual Report

Action Desired: ____Approval ____Discussion _X__Information

Background:
Leadership & Learning maximizes staff potential and impacts student achievement through systems of support that foster continuous personal, building and district growth. Our department focuses on six major areas to increase personal, building, and District growth. These six areas are included in our annual report:

- Induction
- Instructional Coaching
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Staff Development
- Strategic & Site Planning

This Annual Leadership & Learning report shares only a snapshot of the offerings coordinated by the District. It does not reflect all of the various professional development coordinated by buildings or other District departments.

Strategic Plan Reference: Strategy **(**implemented 1990) – We will develop and implement plans to ensure the highest quality staff.

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Joe Vonderhaar, Director of Professional Learning
Dr. Kim Saum-Mills, Associate Superintendent for Administration

Superintendent's Signature: 

TABLE OF CONTENTS

INTRODUCTION **1**
INDUCTION **1**
Administrator Induction 1
Elementary Administrative Intern & Secondary Dean Induction 1
MPS New Staff Induction Program 2
Year 1: Acquire & Integrate Content Knowledge through Mentoring Relationships and Orientation 2
Year 2: Extend & Refine Content Knowledge through Professional Inquiry and a Critical Friends Group 4
Year 3: Applying Knowledge through Peer Coaching Partnerships 4
COACHING AND CONSULTING **4**
Instructional Coaching 4
Literacy Coaching 5
Induction Consulting 5
Instructional Consulting 5
ADMINISTRATOR & SALARIED STAFF EVALUATION **5**
Administrator Evaluation 5
Salaried Staff Evaluation 6
SALARIED AND HOURLY PROFESSIONAL LEARNING **6**
Fall Workshop 8
November District Professional Learning 8
Dr. Martin Luther King, Jr. Professional Learning Day 8
Data Digs and Professional Learning Community (PLC) Work 9
Millard Graduate Program 9
Hourly Professional Learning 10
Leadership Development 10
CONTINUOUS IMPROVEMENT **11**
Strategic Planning 11
Program Planning 11
Site Planning 11
Overview of Site Plan Phases & District Support Provided 13
25-26 Site Planning Updated Mission & Strategies: Phase 1 Schools 14
Site Planning Phase III 16

INTRODUCTION

The Department of Leadership & Learning is dedicated to unlocking staff potential and driving student success through systems of support that foster continuous improvement across all levels of the District. To achieve this, we focus our efforts on six core pillars:

- Induction
- Coaching and Consulting
- Leadership Development
- Salaried Staff & Administrator Evaluation
- Salaried & Hourly Professional Learning
- Continuous Improvement - Strategic & Site Planning & Program Evaluation

While this report highlights these key areas of impact, it represents only a snapshot of our centralized offerings; it does not account for the extensive professional growth occurring independently within individual buildings and other departments.

INDUCTION

Administrator Induction

In addition to the comprehensive leadership professional learning Millard provides to all administrators and other leaders, we also provide a 2-year New Administrator Induction Program to help new administrators acclimate to their new role. Our goal is to provide strategic direction and a successful network of support to help new administrators succeed. Specifically, our new administrators learn about their new job expectations, building relationships, and how to access resources by actively participating in professional learning activities aligned to their mutual commitments and job accountabilities. This extra support helps to prepare new administrators for their new positions in MPS.

Year One: Acclimation and Relationship Building: The inaugural year focuses on foundational success and integration into the MPS culture. New administrators are paired with mentors and trained on Millard's evaluation process and other systems of support. This cohort meets in the summer for three days followed by periodic sessions throughout the year to monitor progress and adjust learning in real-time. To ensure personalized growth for administrators in new roles, we differentiate our support into two tracks:

- **New to Millard Administration:** Participants engage in a specialized curriculum and structured induction activities.
- **Role Transitions:** Current administrators who have already participated in new administrator induction but are still moving into new leadership positions receive targeted 1:1 coaching.

Year Two: Refining and Thriving: The second year of induction activities shifts the focus toward Instructional Leadership. Quarterly meetings foster deeper professional bonds and facilitate candid, productive dialogue regarding staff evaluation and personnel management. A highlight each year is the partnership with international consultant Sue Presler, who provided expert training on staff evaluation and the delivery of high-impact teacher feedback during post conference meetings.

Click here to see a scope and sequence of what we offer in this two-year administrator induction program.

Elementary Administrative Intern & Secondary Dean Induction

Our department remains committed to supporting the District's emerging leaders through targeted induction and development experiences. The primary objective is to facilitate a seamless transition for Elementary Administrative Interns and Secondary Deans as they move into their new leadership roles.

In 2025-2026, we onboarded six new elementary interns and one middle school dean. Topics included but were not limited to: clear expectations of their position, evaluating classified staff, student behavior, special education, assessment, and instructional leadership.

MPS New Staff Induction Program

The MPS New Staff Induction Program is a comprehensive, three-year developmental framework that distinguishes our district's approach to recruiting, retaining, and developing high-quality certificated staff. By providing a sustained, multi-year support structure—well beyond the industry standard—we ensure our practitioners possess the specialized skills necessary to meet Millard's high expectations for student success.

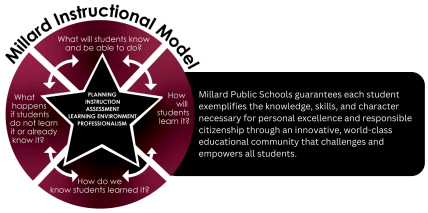


MPS Induction is uniquely designed to provide tailored induction experiences across the full spectrum of certificated roles. We recognize that professional excellence looks different across disciplines, and our framework supports:

- Classroom Teachers across all grade levels and specialties.
- Specialized Support Staff, including School Psychologists, Social Workers, and Speech-Language Pathologists (SLPs).
- Health and Behavioral Professionals, such as School Nurses and Behavior Coaches.

The program is intentionally structured to transition professionals from foundational integration to collaborative leadership through a progressive three-year sequence. In Year 1, the focus is on Acquiring and Integrating essential content knowledge as staff navigate district systems and establish effective professional environments. As they move into Year 2, the emphasis shifts to Extending and Refining that knowledge, utilizing Critical Friends Groups to deepen discipline-specific expertise. Finally, Year 3 centers on Applying knowledge through Peer Coaching Partnerships that foster a long-term culture of reflective practice and high-level collaboration.

Year 1: Acquire & Integrate Content Knowledge through Mentoring Relationships and Orientation



During the 2025-26 school year, Year 1 initiatives provided the essential scaffolding required for all 142 new staff to excel within the Millard culture. This began with Fall Orientation, where the Model Classroom experience allowed new hires to engage in professional learning alongside Master Teachers, observing high-leverage strategies in action after engaging in several foundational sessions to support a strong start to the school year.

To ensure professional growth was relevant to every role, the program utilized a high level of differentiation, tailoring learning opportunities to the specific needs of each educator. Fall, November, and February Orientation professional learning included over 40 unique learning paths based on job responsibilities and roles. Each new staff member also received individualized support through the guidance of a trained Mentor, Curriculum Contact, or Building Buddy. Furthermore, early-career professionals with three or fewer years of experience and those who held Alternate Permits were invited to optional Practical Tips sessions during the summer and participated in ongoing, differentiated learning or coaching cycles throughout the year.

Throughout the school year, Millard's induction program supported new certificated staff by connecting district professional learning directly to classroom practice and the evaluation system. New teachers explored all five domains of the Millard Instructional Model (MIM). To keep this manageable, the learning was paced across the year, beginning with an initial focus on the Learning Environment, followed by domain-specific sessions in November and February. Importantly, new educators did not navigate these standards alone. They utilized their building-level Professional Learning Communities (PLCs) to collaborate with peers, reinforce the MIM indicators, and review student data. By processing the instructional model within their daily PLC teams, new teachers gained a clear, practical understanding of district evaluation expectations and built a firm foundation in Millard's collaborative culture.

Coordinated District and Building Supports
District and building-level onboarding supports are intentionally aligned through ongoing communication, clearly defined responsibilities, and systematic coordination processes designed to ensure new staff receive the support they need without unnecessary overlap. In addition to district induction programming, buildings were required to develop site-specific onboarding plans tailored to their unique context and culture. Together, these coordinated efforts helped bridge districtwide expectations and universal standards with the individualized needs and culture of each school community, creating a cohesive and strategic support system for new staff.

MPS Mentor Training & Mentoring Effectiveness Data
During the summer of 2025, the district further strengthened its mentorship capacity as 41 experienced staff members completed MPS Mentor Training, bringing the district's total to over 700 trained mentors. A key priority this year involved inviting mentors trained prior to 2020 to re-engage with the curriculum, ensuring their foundational skills remained aligned with the current needs of both early-career and experienced new hires. This "one-size-fits-one" approach provided mentors with a differentiated toolkit to support all new certificated staff, while required mentor meet-ups offered flexible opportunities for ongoing professional alignment throughout the year. Mentors, curriculum contacts, and building buddies were further supported through continuous communication and job-specific resources provided by the Induction Team. A thematic analysis of reflections gathered in Spring 2026 underscored the impact of these comprehensive supports, highlighting the following key insights:

- Strategic Alignment: Mentoring was most effective when partners shared a grade level, subject area, or PLC team. Shared proximity and common planning times allowed for organic, daily collaboration without adding administrative burden.

- Two-Way Professional Growth: The program accelerated new teacher competency in classroom management and pacing, while simultaneously sharpening the leadership and coaching skills of veteran mentors.

- High-Utility District Tools: The MPS Induction Team's "Mentor Memos" and onboarding checklists received strong praise for keeping busy educators organized and aligned with major district milestones.

- Active Classroom Modeling: The most impactful professional growth occurred through active co-teaching and district-supported observation days, which allowed new staff to build practical instructional toolkits (see Professional Release Time below).

By pairing structured district resources with organic peer partnerships, the program successfully accelerated classroom excellence and strengthened teacher retention across MPS.

During the 2025–2026 academic year, the MPS Induction team successfully mobilized 45 mentoring pairs across 25 district buildings, utilizing dedicated release time to accelerate first-year certificated staff competency and directly support student learning. Over 81% of these teams dedicated their release days to live classroom observations of master educators, targeting high-leverage outcomes such as proactive behavior management,

small-group math and reading differentiation, and vertical program alignment across elementary and secondary feeder schools, while others engaged in programmatic, job-specific collaboration. By combining these targeted observations with collaborative planning sessions, mentors and mentees engineered practical instructional toolkits, embedded functional communication strategies for diverse learners, and prepared proactive curriculum frameworks that translated directly into increased classroom engagement and student success across the district.

Year 2: Extend & Refine Content Knowledge through Professional Inquiry and a Critical Friends Group
In Year 2 of Millard's Induction Program, second-year teachers deepened their understanding of the Millard Instructional Model while building on their first-year experiences. During the 2025-26 school year, 123 second-year staff members participated in Critical Friends Groups (CFGs)--collaborative learning teams guided by 25 master educators, called CFG Facilitators. Through structured dialogue, reflection, and application, participants strengthened their instructional practice with a focus on high-impact areas.

Two distinct pathways provide a tailored, differentiated experience: a structured, content-focused approach or an inquiry-based model. Five sessions centered on reaching every student, total participation techniques, data-informed instruction, MTSS-A & MTSS-B, and meeting diverse learner needs were explored by Competency-Based CFGs, while Inquiry CFGs maintained a singular focus across the five sessions. This structure ensures continued professional growth, collegial support, and improved student outcomes, reflecting Millard's intentional design of differentiated pathways that honor and support educators at every stage, from early-career to experienced professionals new to the district.

Year 3: Applying Knowledge through Peer Coaching Partnerships
In 2025-26, Millard strengthened its commitment to professional growth through Year 3 Peer Coaching Partnerships. Certificated staff engaged in coaching cycles of observation, reflection, and goal setting aligned to the Millard Instructional Model, deepening instructional practice and student impact. The Leadership & Learning Department delivered these sessions that focused on high-impact areas, including strong learning environments, cognitively engaging instruction, and leveraging AI through Google Classroom. A total of 256 staff members participated, with differentiated pathways for behavior coaches ensuring relevant support for these specialized roles.

Looking ahead to 2026–27, Year 3 Induction programming will expand to include two pathways–Professional Inquiry and Professional Competency. Grounded in the peer coaching process, these pathways are designed to accelerate growth and move all educators toward proficiency in the Millard Instructional Model.

COACHING AND CONSULTING

Instructional Coaching
Launched in Fall 2012, the MPS Instructional Coaching Project (iCoach) provides targeted, research-based support to help teachers refine their practice and increase student impact. Through cycles of goal setting, implementation, feedback, and reflection, including the use of video, teachers grow as reflective practitioners, continuously strengthening student-centered instruction.

To build leadership capacity, MPS has established a pathway for educators to become building-based iCoaches through administrative approval, participation as a coachee, and completion of the district's training program. An Instructional Coaching website further supports this work by providing ongoing resources and guidance.

All 35 MPS schools have engaged in iCoach. As of the 2025-26 school year, MPS has trained 184 instructional coaches, with additional cohorts continuing to expand this work. These coaches play a critical role in elevating instructional practice and supporting meaningful learning within their buildings and across the district.

Reflecting on her experience, Danielle Douglas (BMS), iCoach participant, shared,
"*I have really valued my experience with iCoaching this year and the impact it has had on both my instruction and my students' learning. I've become more intentional in how I plan and facilitate student-centered learning. My students now have a stronger voice—they are more engaged, more confident in sharing their thinking, and more active participants in their learning. I'm excited to continue this work by supporting staff and strengthening instructional practices that benefit all students.*"

When describing the impact of iCoach on her teaching and students, Taylor Emmons (KLHHS) shared,
"Working with iCoach has given me the confidence to experiment with several new instructional tools that have been successful. The new tools have turned my lessons into more interactive experiences, and students who were previously disengaged are now participating more frequently and taking more ownership of their work. One of the most helpful aspects of this process has been the ability to receive and apply feedback in real-time, allowing me to make adjustments on the fly to maximize their effectiveness. My iCoach would also challenge me to try new things or adapt something to see if it worked better. iCoach has helped me better analyze student performance, ensuring that my instruction is intentional and on track for student learning and needs."

Literacy Coaching
Since its launch in the 2019–2020 school year, the Literacy Coaching initiative in Millard Public Schools—developed in partnership with the Learning Community of Douglas and Sarpy Counties—has supported literacy instruction across multiple elementary schools in the district. Currently, the three literacy coaches are serving Bryan, Sandoz, and Morton as part of a rotational model that ensures broad support over time. All teachers who teach literacy participate in a structured coaching cycle that includes identifying areas of focus, learning new strategies, and implementing those strategies with ongoing support from their coach. Grounded in the belief that all educators have the capacity to grow, this model fosters reflective practice and helps teachers make instructional decisions aligned with best-practice pedagogy. By increasing instructional capacity, the initiative ultimately aims to improve student achievement districtwide.

Induction Consulting
An Induction Consultant is a skilled and supportive District Leader who partners with first- and second-year teachers to help them grow and thrive in the classroom. Hand-selected by the Leadership & Learning Department, these experienced educators offer confidential, goal-focused guidance rooted in the Millard Instructional Model. Working closely with building administrators and school-based teams, Induction Consultants help ensure new staff feel supported, connected, and confident as they build a strong foundation for long-term success.

Instructional Consulting
A District Instructional Consultant may be asked to partner with a teacher to provide focused instructional support aligned to the Millard Instructional Model (MIM). This support occurs when prior efforts, such as administrative coaching, peer observations, or building-based resources, have not yet led to the desired instructional growth. This form of support differs from the MPS Instructional Coaching Model (iCoach), as it centers on an administrator-identified goal connected to performance criteria within MIM. The process is collaborative and transparent, with clear roles and responsibilities outlined for the administrator, teacher, and consultant. The District Instructional Consultant works closely with the teacher and administrator to provide targeted feedback and instructional strategies, with the goal of helping the teacher meet expectations within a set timeframe determined by district leadership.

ADMINISTRATOR & SALARIED STAFF EVALUATION

Administrator Evaluation
The Millard Public Schools evaluation framework is built on a foundation of accountability, professional growth, and continuous school improvement. Our holistic approach ensures that leadership performance is measured

through three core components: Mutual Commitments, Key Performance Action Plans, and Leadership Dimensions. Our evaluation cycle is designed for high-frequency engagement:

- Probationary Administrators: Evaluated at least once per semester.
- Permanent & Non-Certificated Administrators: Evaluated annually.

This process is supported by a robust feedback loop. Formative evaluations provide real-time data and observations throughout the year, while mid-year checks allow for strategic pivots regarding an administrator's progress on their goals. Each cycle concludes with a Summative Evaluation and final conference. *[Review the 2025-26 Administrator Evaluation Handbook here]*

In 2025-26 we had 11 principal supervisors and 35 principals. Each supervisor is assigned approximately 2-4 principals. Each principal supervisor has other job responsibilities. To review the defined and expected roles and responsibilities of our principal supervisors click on this LINK.

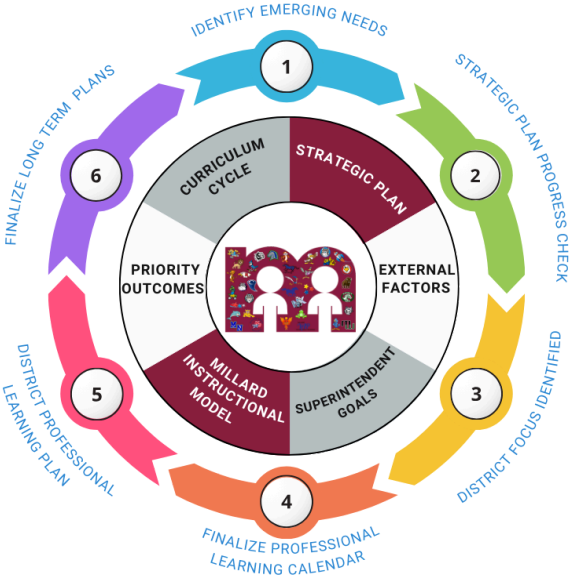
In 2025 our Weeding the Garden Study topic was on administrator evaluation. A committee was formed to research, gather stakeholder input, and make decisions on a revised administrator evaluation process. We will implement this new process in 2026-27. *[Review the December 1, 2025 Board Report here]*

Salaried Staff Evaluation

The Leadership & Learning Department provides leadership for both the Millard Instructional Model and the staff evaluation process. Here is a LINK to our staff evaluation handbook.

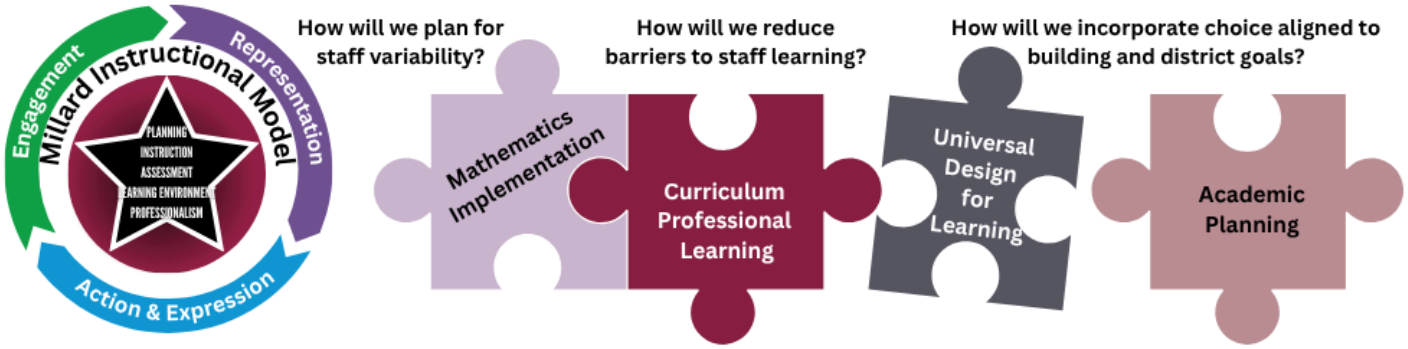
SALARIED AND HOURLY PROFESSIONAL LEARNING

Each year, MPS identifies District Focus Areas that guide year-long professional learning priorities for staff and administrators. In determining these priorities, we consider multiple factors, including the Strategic Plan, curriculum cycles, priority outcome data, the Millard Instructional Model, and emerging needs. Our District professional learning team follows a structured process to identify and refine areas of focus; the visual to the right illustrates this cycle.



In Fall 2025, a staff survey was also administered to gather input and help prioritize topics that informed the District Professional Learning Focus. These District Focus Areas then guide the development of year-long professional learning plans.

2025-2026 District Professional Learning Focus:



The district's 2025–2026 Professional Learning Plan emphasized the intentional integration of Universal Design for Learning (UDL) within curriculum planning, aligned to the Millard Instructional Model. Across

elementary and secondary levels, this work was designed to strengthen teachers' ability to create accessible and rigorous learning experiences that met the diverse learning needs of all students. Through ongoing collaboration and professional learning, educators enhanced instructional practices to ensure students could demonstrate their knowledge in multiple ways while improving overall achievement (Strategic Plan Strategy 1; MIM Domains 1, 2, and 4).

At the secondary level, this focus was paired with a commitment to college and career readiness. Efforts included maintaining a culture of academic rigor for all students, supporting the development of individualized four-year academic plans, and increasing awareness of specialized programs. These actions ensured students were engaged in appropriately challenging coursework and were well-prepared for postsecondary opportunities (Strategic Plan Strategy 2).

At the elementary level, additional emphasis was placed on strengthening mathematics instruction through Year 2 implementation. This included the use of program-embedded assessments to guide instructional decisions, targeted learning to address individual student needs, and intentional use of resources such as Into Math and Waggle to support mathematical understanding and language development. New opportunities, including K–5 Highly Ability Learner (HAL) mathematics and Grade 4 visual-spatial learning, further expanded differentiated supports. Family engagement was also prioritized, recognizing the critical role of partnerships in supporting student success.

A secondary focus at the elementary level included the Science of Reading, specifically the integration of writing. As English Language Arts entered Phase II of the curriculum cycle, this work supported a shift toward more cohesive reading and writing instruction and helped prepare for future instructional material implementation.

During the 2025-2026 school year, a variety of unique professional learning courses were offered in both a face-to-face and online format for salaried and hourly staff. For a complete list of course offerings, please click here.

Building Learning Plans
Building leadership teams used a district-provided template to develop year-long professional learning plans aligned to their Site Plans. The template outlined required professional learning, including annual compliance training and the district's instructional priorities. By leveraging Google applications, teams were able to centralize resources, link supporting materials, and ensure plans were accessible to administrators across the district.

2025-2026 Required Trainings for All Staff
Each year, staff are required to complete annual training. The sessions rotate on a cycle, and for the 2025-2026 school year, the following trainings were included:

- Suicide Awareness & Prevention
- Seizure Awareness
- Drug-free Workplace

First-Year Staff Required Training
All new to Millard staff are required to complete mandatory training. For the 2025-2026 school year, the following trainings were required for all new hires:

- Technology in Millard & Tech Ethics
- Title IX & Professional Boundaries
- Behavior Intervention
- Dyslexia Awareness

Fall Workshop

From August 5-12, 2025, staff members and district-level leaders planned and facilitated content-specific professional learning during Fall Workshop. Sessions focused on designing cognitively engaging instruction and addressing curriculum-based priorities.



For the first time in recent years, all salaried, hourly, and professional-technical staff came together for a unified All-Staff Kickoff at Buell Stadium. The event featured performances by student groups and opportunities to connect with community partners through informational booths.

Additional details for each day of professional learning are available on the Fall Workshop 2025 website.

November District Professional Learning

On November 3, 2025, the district implemented a coordinated professional learning day, with sessions primarily facilitated at the building level. Teachers participated in a 90-minute session on the Millard Instructional Model (MIM) and Universal Design for Learning (UDL), deepening their understanding of the UDL guidelines and their application to standards-based planning. Teachers focused on reducing barriers by designing lessons that incorporate multiple means of engagement, representation, and expression.

Secondary educators also engaged in a session on Artificial Intelligence (AI), exploring practical applications to enhance planning, instruction, and professional growth, as well as student-centered uses that promote creativity, critical thinking, and responsible digital citizenship.

Elementary educators participated in a mathematics session focused on backward design, aligning instruction to long-term goals, using assessment to guide instruction, and embedding language-rich practices to support student reasoning and discourse.

Select staff participated in curriculum work and differentiated sessions at a centralized location. Building leaders had flexibility in structuring the day and determining how to share learning across teams.

Additional details were provided on the November Professional Learning website.

Dr. Martin Luther King, Jr. Professional Learning Day

District professional learning sessions were held on the morning of January 19, 2026. Session offerings were communicated through a centralized website outlining available learning opportunities by content area.

Elementary educators primarily participated in sessions focused on the Science of Reading and Building Mathematics Success. Secondary educators engaged in content-specific learning aligned to their curriculum cycle, with many sessions incorporating an emphasis on Universal Design for Learning (UDL).

Additional details about this professional learning day are available on the MPS 2026 MLK Day site.
The afternoon of MLK Day is dedicated to building professional learning time.



Data Digs and Professional Learning Community (PLC) Work

During the 2025-2026 school year, two non-student days were again built into the master calendar for Data Digs and PLC work. September 2 and January 5 were set aside for this work as the dates coincided with the beginning and middle of the school year. Half of these 2 days was either data dig or PLC work time and the other half was devoted to teacher work time. We will continue this practice in the 2026-2027 school year.

Millard Graduate Program

Millard Graduate Program
Opportunity . Growth . Excellence

Operating at full capacity, the Millard Graduate Program demonstrates the strong interest and value it holds for our teaching staff. Uniquely designed for Millard educators, this program offers a full 36-credit-hour Master's Degree in Curriculum & Instruction, delivered in partnership with the University of Nebraska–Omaha. All courses are taught by experienced MPS educators, held on-site within our district, and grounded in Millard's curricular materials—ensuring the learning is directly aligned with our instructional goals and classroom realities. Participants engage in 240 hours of in-person professional learning across 12 graduate-level courses. This extensive training fosters deeper expertise in effective teaching practices. With the flexibility to complete the program at their own pace, educators can tailor the experience to meet their professional and personal needs. Strong and sustained interest in the program highlights our staff's dedication to continuous improvement and excellence in teaching. The 2025-2026 school year highlighted the first graduating cohort of the Millard Graduate Program, with a graduating class of 33 students. The Millard Graduate Program is currently at capacity for all Summer 2026 and Fall 2026 classes.

Hourly Professional Learning

Millard Public Schools provides extensive training and professional growth experiences to hourly staff members aligned with our strategic plan and building priorities. In person hourly professional learning was offered throughout Fall Workshop, on October 9, 2025 and on March 12, 2026. Online professional learning was also offered for hourly staff in November and March.

Leadership Development

Guided by two of our District core beliefs that “Excellence is worth the investment” and “Our greatest resource is people,” Millard Public Schools provides a robust leadership development ecosystem. Leadership is defined in MPS as “the art and science of inspiring others toward a common mission and a shared vision through collaborative relationships characterized by integrity, humility, resiliency, and commitment to empowering others to reach their highest potential.”

Central to this work is the MPS Leadership Framework, which ensures our professional learning is cohesive and skill-based. In Millard, "leadership" is a mindset available to every staff member, regardless of their formal title. Part of our administrator evaluation Weeding the Garden process was a revision of our Leadership Framework. *[Review the revised Leadership Framework here.]*

Key Development Initiatives

- Principal Supervisor Cohort
    - Our priorities for principal supervision have been aligned to our Leadership Framework, and supervisors have focused the last several years on improving their coaching skills. Over the years we have provided professional growth opportunities including Cross & Joftus Consulting (Steve Gerring) and Gallup Strengths Coaching (JerLene Mosley). We are a strengths-based organization. In 2025-26, our monthly meetings included activities to support supervisors in identifying and leveraging their own Gallup strengths and those of each principal they supervise in order to best support him/her.
- Targeted Leadership Professional Development
    - General Administration professional learning occurs monthly. In 2025-2026, we had a variety of topics focusing on instructional leadership with Universal Design for Learning through a MIM lens, systems of support, teacher evaluation, leading with data and priority outcomes, culture and climate, and continuous improvement through systems and visionary leadership.
    - To ensure systemic alignment, we also integrate all 15 elementary interns and two secondary deans into our broader General Administrative professional learning sessions, fostering a unified approach to District leadership.
    - MPS Gallup Strengths Coaching continues and is offered through contracting with Gallup or by facilitation of our Millard trained coaches. New administrators and Leadership Academy participants are all offered an invitation to participate in a 1:1 coaching conversation focused on their strengths.
- Leadership Academy
    - The purpose of the MPS Leadership Academy is to develop leadership capacity in staff throughout the District. Staff includes leaders who aspire to become principals, district teacher leaders, or staff who want to grow as a building teacher leader. Participants of the MPS Leadership Academy will:
        - Use the MPS Leadership Framework to develop specific leadership skills that improve staff performance and increase student achievement.
        - Relate theory to operational Millard practices.
        - Reflect on personal strengths and leadership styles.
        - Engage in practicum and shadowing experiences throughout the District.
        - Build lateral capacity of leadership throughout the District.
        - Have the opportunity to have 50% tuition paid - 3 hours of graduate credit (UNO).

        - Be invited to participate in 2 summer workshops titled *Fierce Conversations,* and *Effective Listening & Speaking* or *Facilitating Adult Learning & Collaboration.*
    - The 2025-26 Leadership Academy was a success for 29 aspiring leaders. Here is a LINK to review more information about the upcoming 2026-27 Leadership Academy.
- Elementary Principal Institute
    - The purpose of Elementary Principal Institute is to provide professional development for aspiring elementary principals through a structured, supportive, experiential process. Participants will possess the knowledge, skills, and dispositions to successfully move into the role of elementary principal in Millard Public Schools. The Nebraska Performance Framework for Principals is used as the guiding document, along with the MPS Leadership Framework. The scope and sequence for this Institute includes: Leading Through Learning and Leading Through Application. The Principal Institute incorporated the Nebraska Teacher Principal Performance Standards (NTPPS).
    - Elementary Principal Institute is led by elementary principals. In 2025-26, the leaders were Dr. Colleen Ballard, Dr. Nicole Burton, Jason Farwell, Dr. Alicia Kotlarz, and Dr. Courtney Manzitto.

CONTINUOUS IMPROVEMENT

Our commitment to excellence is anchored in a culture of continuous improvement. By integrating **Strategic Planning, Program Planning, and Site-Based Planning**, we ensure that our operations remain effective and our resources are aligned with student and staff wellbeing.

Strategic Planning

The Millard Public School District has utilized strategic planning since the 1989-1990 school year as the mechanism for school improvement. Strategic planning allows our District to refine our systems, evaluate our critical issues, and positively impact achievement and engagement across all 35 schools in Millard.

A successful Strategic Planning rewrite process occurred during the 2022-23 school year. We have spent the last three years implementing several action plans. Annually, we facilitate an internal progress check with our Superintendent's Cabinet. On January 5, we presented an update to the Board of Education. *[Review the January 5, 2026 Board Report here]*

We will begin collecting input from our stakeholders in the spring of 2027 for our next rewrite in August 2027.

For more information about our process and current plan or to see past strategic plans, click on this link to the Strategic Planning information on our District Website.

Program Planning

Program and department planning are essential components of our district's continuous improvement efforts. These include a systematic review of goals, outcomes, and operations to determine effectiveness and identify areas for growth. By analyzing data, gathering stakeholder input, and assessing alignment with district priorities, we ensure that programs and departments are meeting student needs, using resources efficiently, and contributing to overall district success. We utilize various resources to help guide this important work. This past year we facilitated a program plan for Special Education and HAL. We have begun the Activities & Athletics program plan and will finish this process on August 4, 2026. Next year we will facilitate the Early Childhood and EL program plans.

Site Planning

The Millard Public School District uses Site Planning as the mechanism for school improvement. Site Planning is conducted in four phases and includes all 35 schools as well as the young adult program. The chart below indicates which phase each school was in this past year.

2025-2026 Comprehensive Site Planning Schedule

PHASE 1 Millard Site Planning Data Retreat First Planning Session Action Team Research Final Planning Session	PHASE 2 Millard Site Planning Implementation Begins School Strategically Activates Action Plans Schools Remain in Phase 2 for 1-2 years Year 1 / Year 2		PHASE 3 Millard Site Planning • Site Plan Update • Schools continue implementation • Schools have the opportunity to update Site Plan if any new critical issues arise	PHASE 4 Millard Site Planning Schools activate all remaining Action Plans Schools remain in Phase 4 for 1-2 years School Improvement Teams, in cooperation with the Leadership & Learning Department, determine if they are ready to return to Phase 1 once all Specific Results have been met. Year 1 / Year 2	
Bryan	Black Elk	Abbott	Aldrich	Ackerman	Cottonwood
Hitchcock	Cather	Reeder	Cody	Neihardt	Rohwer
Holling Heights	Disney	Wheeler	Ezra	Rockwell	Willowdale
Norris	Harvey Oaks	Kiewit Middle	Morton	Central Middle	Russell Middle
Reagan	Montclair	Millard North High	Sandoz	North Middle	Young Adult Program
Beadle Middle	Andersen Middle		Upchurch	Millard South High	
Keith Lutz Horizon High	Millard West High				

The Site Plan Rewrite Day brings together a building team of 14-20 members, including school administrators, teachers, support staff, parents, and students (at the high school level). Leadership & Learning partners with the Department of Data, Assessment, Research & Evaluation to develop data books and provide an interactive data experience for the day.

During the rewrite, the team analyzes building trends over time across multiple areas, including student subgroups, academics, behavior, engagement, counseling, attendance, and MTSS data. The team also reviews recommendations from the Nebraska Continuous Improvement visit and incorporates them into the identification of critical issues. By the end of the day, a draft of the school mission is developed and school strategies are finalized.

Action teams are then formed to develop plans outlining how the strategies will be operationalized. These teams typically include staff and administrators, and may occasionally include parents, community members, and students.

After three to four months of action research, the Site Planning team reconvenes for a half-day Final Session to approve the action plans. Following this session, the principal uses the School Improvement Team process to regularly monitor implementation progress. This process is cyclical, with a full rewrite occurring every five to six years and a formal mid-cycle progress check facilitated by Leadership & Learning.

During the 2025–2026 school year, the seven Phase One Site Planning schools developed rigorous action plans to guide their instructional, engagement, well-being, and other school-specific strategies through 2030–2031. The school missions and strategies created during Phase One can be found on pages 14–15 of this annual report.

While the Site Planning process allows each school autonomy in developing strategies and defining results to address critical issues, common themes emerged across all Phase One schools in 2025–2026. Every school included a strategy focused on student success, achievement, and growth. Many also developed strategies or Action Plans addressing students' social, emotional, and behavioral needs. Additional focus areas included family engagement and community collaboration.

Overview of Site Plan Phases & District Support Provided

The overview below shows each phase and the support and resources provided to schools by the district. The linked documents are just a few of the resources that have been developed to support principals with this work.

Site Plan Phase & Support from Leadership & Learning

Phase 1	Phase 2 Year 1	Phase 2 Year 2	Phase 3	Phase 4
● Site Plan Rewrite ● Action Teams ● Final Session ● Phase 2 Implementation Guide sent in follow up email after final session.	● Phase 2 Implementation Guide sent to all Phase 2 administrators with an invitation for Leadership & Learning support contact to come to the building to discuss implementation.	● Phase 2 Implementation Guide sent to all Phase 2 administrators with an invitation for Leadership & Learning support contact to come to the building to discuss implementation. ● Phase 2, Year 2 administrators meet in May or June with Leadership & Learning to review evaluation of site plan. ● Evaluation Guide is shared in preparation for Phase 3 the following year.	● Evaluation Guide is shared with administrators via email as a follow up from May meeting the year before. ● Leadership & Learning Facilitator meets with each Phase 3 administrator to prepare for the Phase 3 Progress Check. ● Phase 3 Progress Check occurs during the 2nd or 3rd School Improvement Team Meeting and is facilitated by Leadership & Learning.	● Continue Implementation and Evaluation ● Visit with all Phase 4 administrators to evaluate implementation status and determine if moving on to Phase 1 is appropriate. ● Meet with all administrators to prepare for Phase 1 Site Plan Rewrite.

25-26 Site Planning Updated Mission & Strategies: Phase 1 Schools

Bryan Site Plan		
Mission Statement: At Bryan Elementary, every child is known, every strength is developed, and every effort is valued as we empower students to reach their full potential through transformative and collaborative practices that embrace diversity, foster excellence, and inspire responsible citizenship.		
Strategies		
We will use data-informed instruction, collaborative practices, and targeted support to meet the needs of all learners and ensure equitable academic growth for every student.	We will strengthen family and community engagement by partnering to support student growth and success at school and home.	We will enhance our systems of support for social, emotional, and behavioral needs of our students through the effective use of data.

Hitchcock Site Plan		
Mission Statement: At Hitchcock Elementary, a small school with a big heart, we empower every child, every day, to grow academically and socially through collaborative, data-driven instruction and a shared commitment to personal excellence.		
Strategies		
We will evaluate and refine our academic and behavioral support systems to ensure each student's needs are met.	We will engage staff, students, and families to elevate learning, foster emotional readiness, and strengthen school connection.	We will enhance our educational programming and tell our story to increase student enrollment.

Holling Heights Site Plan		
Mission Statement: Holling Heights Elementary, a diverse community rooted in hope and high expectations, guarantees that each student will exercise agency to exemplify the social, emotional, and academic skills essential for lasting personal excellence through systematic, evidence-based approaches that support the growth of each learner.		
Strategies		
By refining our instructional practices and maximizing the impact of our collaborative systems, we will ensure all students experience meaningful and continuous academic growth at Holling Heights.	By refining our practices and maximizing the impact of our collaborative systems, we will support students' social, emotional, and behavioral readiness so every learner can thrive.	We will strengthen, enhance, and encourage the engagement of families to support children's success.

Norris Site Plan
Mission Statement: Norris Elementary empowers every student to take ownership of their learning, be responsible citizens, and achieve academic excellence in a supportive community that ROARs with pride.
Strategies

We will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students.	We will evaluate and refine our social, emotional, and behavioral support systems to promote ownership of learning and responsible citizenship.	We will cultivate positive relationships with families to increase engagement and actively support student success.

Reagan Site Plan		
Mission Statement: Ronald W. Reagan Elementary, the school with "heart," guarantees each student achieves individual excellence in academics and life skills within an inclusive community that instills a growth mindset through differentiated instructional opportunities.		
Strategies		
We will streamline our instructional practices and support systems to maximize student growth.	We will meet the evolving needs of our students by intentionally teaching, modeling, and reinforcing social, emotional, and behavioral skills across all settings, fostering an inclusive, resilient, and aligned school community.	We will enhance adult engagement by addressing the needs of staff and families, supporting well-being, and fostering effective collaboration between school and home.

Beadle Middle School Site Plan		
Mission Statement: Beadle Middle School cultivates academic and personal excellence for all through a rigorous, innovative education that values diversity, fosters lifelong learning, and thrives in a safe, respectful, and inclusive community.		
Strategies		
We will evaluate, refine, and connect our systematic processes to build shared accountability that leads to student growth.	We will collaborate to strengthen instructional practices, increase rigor, and utilize effective strategies that empower every student to achieve at the highest level.	We will strengthen relationships so that all stakeholders feel valued, engaged, and connected to student success.

Keith Lutz Horizon High School Site Plan		
Mission Statement: At Keith Lutz Horizon High School, we shine as a relationship-first culture that supports students by fostering meaningful community connections, advocating for personal excellence, and providing innovative opportunities so every learner becomes future ready.		
Strategies		
We will provide innovative instructional opportunities in order to increase flexible pathways for earning credits.	We will implement best practices for alternative high school education in order to capitalize on unique experiences for the benefit of student success.	We will evaluate and refine our systems to improve engagement, behavior, and attendance.

Site Planning Phase III

Phase III of Site Planning is known as the Site Plan Progress Check. During this phase, Leadership & Learning facilitates a progress check of the implementation of the site plan. Schools continue to implement action plans and are given the opportunity to prioritize next steps and update their plan should any new critical issues need to be addressed.

During the Site Plan Progress Check, members of the School Improvement Team celebrate the strides the school has taken to implement their school site plan, prioritize next steps with their plan, and discuss whether there are any new critical issues the school may be facing. During the 2025-2026 school year, 6 Millard schools went through Phase III. All schools identified critical issues. In order to address critical issues, schools identified if the issue is addressed in the current site plan, if it can be handled operationally, if a new or edited step addresses the issue, or if a new plan is needed. Aldrich, Cody, Ezra, Morton, and Sandoz are continuing to implement their site plan without changes. Upchurch added or edited action steps aligned to their STEM program. All schools prioritized action steps for future implementation and activation of their site plan.

Phases II, III, and IV of Site Planning allow each school to implement their strategies and action plans according to an Implementation Schedule determined by the building administration and the School Improvement Team. While schools have multiple action plans within their school site plan, typically buildings intentionally activate only 2-3 action plans per year.

The Leadership & Learning Department's searchable Site Planning Website has allowed schools to review all MPS site plans.

EDUCATIONAL SERVICES DIVISION

END OF YEAR REPORT

JULY 6, 2026

Submitted by:

Dr. Todd Tripple
Assistant Superintendent for
Educational Services

Educational Services
End of Year Report
2025-2026

This report summarizes the work of the Educational Services Division as it strives to support the mission of the Millard Public Schools and the efforts of its principals and teachers. Guided by the District's Strategic Plan and the recurring recommendations of the Curriculum Management Audit, Educational Services seeks to align all of its activities so that the written, taught, and assessed curriculum and associated programs and activities are seen as contributing to the successful completion of the District's mission.

Millard Public Schools guarantees each student exemplifies the knowledge, skills, and character necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that challenges and empowers all students.

The Educational Services Division provides numerous reports to the Board of Education throughout the school year. This year-end report serves to summarize and highlight the many facets of Educational Services. Specific areas covered include:

- Alternative Education Program
- Career and Technical Education
- Community and School Volunteers
- Curriculum Cycle
- Diploma Paths
- eLearning
- Financial Literacy
- Grants Report
- Multicultural Education
- Multi-Tiered System of Supports
- Special Education
- Computer Science and Technology

The following contributed to this report:

- Dr. Laura Beshaler, District Audiologist
- Dr. Angela Daigle, Library Service Department Head, Computer Science and Technology
- Mr. Andy DeFreece, Director of Early Childhood and Elementary Education
- Dr. Ted Esser, Coordinator of Secondary Special Education
- Ms. Tricia Gillett, Young Adult Program Principal
- Ms. Victoria Hasiak and Ms. Kelli McWilliams, Co-Leads School Psychology
- Ms. Lynn Hill, C & I MEP Facilitator, Financial Literacy and Computer Science and Technology
- Ms. Monica Hutfles, C & I MEP Facilitator, High Ability Learner Program, Odysseyware/EdgeEX
- Ms. Anne Keith, Coordinator of Elementary Special Education
- Ms. Kelli Krause, B-21 Autism Program Facilitator
- Ms. Kris Morgan, Grant Writer and Mentoring Specialist
- Dr. Carrie Novotny-Buss, Director of Special Education
- Dr. Melanie Olson, Coordinator of Secondary Programs
- Ms. Nichole Schwab, C & I MEP Facilitator, Financial Literacy
- Ms. Shelley Schmitz, MTSS Program Facilitator
- Ms. Jody Sempek, C & I MEP Facilitator, K-5 Language Arts
- Ms. Julie Shirk, C & I MEP Facilitator, Financial Literacy
- Dr. Amanda Wharton-Hunt, Coordinator of Early Childhood
- Dr. Anthony Weers, Director of Secondary Education

Respectfully submitted,
Todd Tripple, Ed.D.
Assistant Superintendent for Educational Services

Table of Contents

Report	**Page**
Alternative Education Program	1
Career & Technical Education	7
Community and School Volunteers	19
Diploma Paths	24
Financial Literacy	25
Grants Report	32
Multicultural Education	34
Multi-Tiered System of Supports	37
Special Education	40
Technology and Computer Science	52

Alternative Education Program
2025-2026

District Rule 6690.1 states that, "The Millard School District's Alternative Education Programs will include, but not be limited to, full school day, multi-year, educational programs. These programs will provide more individualized instruction, an innovative and rigorous curriculum, and a caring, structured environment. Alternative Education Programs will also address the needs of those students who have dropped out, who are at risk of dropping out and who wish to earn their diplomas, who have not met the District's Essential Learner Outcome assessment requirements for graduation, and who have been expelled or subjected to a long-term suspension for ten (10) school days or more."

To meet these requirements the District's Alternative Education Program consists of:

Keith Lutz Horizon High School (KLHHS)

KLHHS provides credit recovery coursework and a pathway toward high school graduation. Students at KLHHS are at a significant risk of not completing high school graduation requirements. KLHHS students may have been unsuccessful in the District's traditional high schools and the non-traditional environment at KLHHS provides students a smaller environment in which to complete high school graduation requirements. Students at KLHHS experience courses within a four-by-four block, so that each semester they have the opportunity to focus on four courses at a time. Each semester, students are able to enroll in coursework. Students are also permitted to graduate at the end of each of the four semesters when high school graduation course requirements are completed.

Course Recovery and Completion at Keith Lutz Horizon High School

Course Completion	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Courses completed	386	271	208	299	305	182	168	251
Number of credits	1930	1355	1040	1495	1525	910	840	1255
Number of students	206	167	206	141	159	144	131	85
ELA	97	81	52	98	106	60	50	68
Mathematics	53	24	11	20	5	4	10	9
Science	89	49	49	56	32	43	16	43
Social Studies	110	82	71	93	131	60	58	104
Personal	17	15	17	16	10	6	11	14

Finance								
Art History	20	19	8	16	21	9	23	13

Graduation at Keith Lutz Horizon High School

Number of Graduates	Term 1	Term 2	Term 3	Term 4	**TOTAL**
2025-2026	12	9	13	28	**62**
2024-2025	11	18	19	22	**70**
2023-2024	6	11	12	24	**53**
2022-2023	15	8	13	9	**45**
2021-2022	6	17	8	24	**55**
2020-2021	9	8	5	13	**35**
2019-2020	8	16	22	17	**63**

Credit Recovery: Odysseyware

Odysseyware is an online credit recovery option for unique situations based on students' individual needs.

Historical Background of Odysseyware in MPS:

- Millard Public Schools began utilizing Odysseyware in August of 2009 at the Millard Learning Center.
- Keith Lutz Horizon High School (KLHHS) utilizes the Odysseyware program to meet the needs of students.
- Odysseyware also meets the needs of Homebound students.
- In 2019-2020, MNHS piloted a Biology credit recovery study hall option for students who had not passed the first semester of Biology. The pilot was interrupted by the onset of remote learning in March 2020.
- In 2019-2020, MSHS piloted a credit recovery class option for students in need of graduation requirements. The pilot was interrupted by the onset of remote learning in March 2020.
- Since 2020, Odysseyware has been utilized at KLHHS, Millard South, Millard North, and Millard West to meet credit recovery needs due to the Covid 19 Pandemic.
- Approval for the use of Odysseyware licenses and monitoring of the program procedures and utilization is controlled by the Office of Secondary Education.
- These courses are currently offered in Odysseyware:
  - Art: Art History
  - Business: Personal Finance

    - English: English 9, 10, 11
    - Mathematics: Algebra I Foundations I, Algebra/Geometry Foundations II, Geometry/Algebra II Foundations 3, Algebra II Foundations 4, Algebra I, Geometry, Algebra II, College Algebra, Precalculus
    - Science: Biology, Physical Science Chemistry, Physical Science Physics
    - Social Studies: World Geography, United States History, United States Government, World History, Psychology
- Odysseyware and EdgeEX in Summer School 2025:
    - 3 regular summer school courses were canceled due to low enrollment and 5 courses were assigned to accommodate student schedules. 25 students took courses via Odysseyware and 1 student via EdgeEX.
    - 88% of all Credit Recovery courses were completed with a 1, 2, or 3

Credit Recovery Summer 2025	
Students Enrolled	26
Number of Courses Completed	25
Number of Courses Completed	
1	19
2	3
3	0
4	0
5	0
Grades Earned	
Grade	**Number of Courses Completed with that Grade**
1	3
2	8
3	11
4	3
5	4

<u>All High Schools Odysseyware Credit Recovery Data in 2025-26</u>

Credit Recovery	**KLHHS**		**MNHS**		**MSHS**		**MWHS**	
	Students Enrolled	**Courses Complete**	**Students Enrolled**	**Courses Complete**	**Students Enrolled**	**Courses Complete**	**Students Enrolled**	**Courses Complete**
2025-2026	108	355	55	47	140	140	33	27
2024-2025	167	271	81	61	156	163	72	38
2023-2024	206	208	148	62	206	180	36	17
2022-2023	141	299	175	178	173	146	57	50

2021-2022	159	305	173	175	184	123	67	62

Odysseyware Credit Recovery at Keith Lutz Horizon High School 2025-26

Number of Students	Semester 1	Semester 2	Semester 3	Semester 4
2025-2026	40	32	46	46
2024-2025	48	53	34	32
2023-2024	62	43	43	58
2022-2023	77	60	65	54
2021-2022	104	88	87	86
2020-2021	80	78	88	98
2019-2020	108	78	120	78

Historical Background of EdgeEX in MPS:

- Millard Public Schools began utilizing EdgeEX in January 2025 at all high schools as a credit recovery option for the newly implemented 2025-2026 Mathematics courses.
- Approval for the use of EdgeEX licenses and monitoring of the program procedures and utilization is controlled by the Office of Secondary Education.
- These courses are currently offered in EdgeEX:
  - Mathematics: Foundations Algebra 1, Algebra 1, Foundations Geometry 1, Geometry 1, Foundations Algebra 2, Algebra 2, Foundations Geometry 2, Geometry 2, Foundations Algebra 3, Algebra 3, Foundations Algebra 4: Probability and Statistics, Algebra 4: Probability and Statistics

All High School EdgeEX Credit Recovery Data in 2025-26

Credit Recovery	KLHHS		MNHS		MSHS		MWHS	
	Students Enrolled	Courses Complete	Students Enrolled	Courses Complete	Students Enrolled	Courses Complete	Students Enrolled	Courses Complete
2025-2026	22	31	9	9	32	19	7	7
2024-2025	7	5	3	0	4	2	0	0

EdgeEX Credit Recovery at Keith Lutz Horizon High School 2025-26

Number of Students	Semester 1	Semester 2	Semester 3	Semester 4
2025-2026	**6**	**6**	**5**	**8**
2024-2025	0	0	0	7

Ombudsman (Education Continuity)

A specific off-campus program that provides expelled students, students suspended for ten (10) school days or more, and/or students who have discontinued their enrollment without completing the District's graduation requirements, with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation. During 2025-2026, 164 students were enrolled in the Ombudsman program. These included:

Long Term Suspension Students:	102
Expelled Students:	42
Special Education Placement:	1
Special Circumstances Students:	18
Restart Students:	0
Emergency Exclusion:	0
Credits Earned:	855

Ombudsman Restart Program

Students who have officially dropped out of high school and remain in the Millard Public Schools boundaries are welcomed back to Millard as they work to fulfill their graduation requirements. Students attend daily during a four hour session and complete classes through a personalized course of study. They work at their own pace and are granted credit for the course upon successful completion. Students are able to access this opportunity through the semester of their 21st birthday. Those that do not finish courses by the end of second semester are able to continue those courses when they return in August the following year until they complete their requirements.

Ombudsman Restart Enrollment and Graduates 2025-2026				
	NHS	**SHS**	**WHS**	**Total**
Number of Restart Students Enrolled	0	0	0	0
Number of Graduates	7	2	1	10

Night School Program

In addition to addressing the needs of students who have been expelled or long-term suspended, Millard Public Schools and Ombudsman have collaborated to provide an extended learning, credit recovery option to eleventh and twelfth grade students. During 2025-2026, there were 3 English, 6 mathematics, 6 science, and 6 social studies courses available through Night School.

Students attend either Tuesday or Wednesday, for a two-hour session (4:15-6:15 p.m.) for 15 sessions or until completion.

Of the 15 students who enrolled in the Millard Public Schools and Ombudsman Night School Program during the first semester of the 2025-2026 school year, 13 students finished the course with 62% of them passing and earning credit. During the second semester, 14 students began Night School with 13 students finishing their course while 85% of them earned credit.

Night School Credit Recovery 2025-2026					
	HHS	**NHS**	**SHS**	**WHS**	**Total**
Semester One					
Beginning Students	7	4	4	0	15
Ending Students	6	4	3	0	13
Students Earning Credit	3	3	2	0	8
% Earning Credit	50%	75%	67%		62%
Semester Two					
Beginning Students	1	9	4	0	14
Ending Students	1	8	4	0	13
Students Earning Credit	1	7	3	0	11
Percentage of Students Earning Credit	100%	88%	75%		85%

Career & Technical Education Report
2025-2026

Career and Technical Education in the Millard Public Schools continues to be a strong, student-centered program grounded in School Counseling and the offerings of the Skilled and Technical Sciences, Business, Marketing, and Management, Communication and Information Systems, Family & Consumer Sciences, and the Millard Career Academies. These programs are supported by the Millard Educational Program (MEP), the District Strategic Plan, Carl Perkins grant funds, articulation agreements with Metropolitan Community College, dual enrollment agreements with Metropolitan Community College and the University of Nebraska at Omaha, and work-based learning opportunities.

Each discipline provides the opportunity for students to participate in a Career & Technical Education Student Organization (CTSO). The CTSOs, such as Distributive Education Clubs of America (DECA); SkillsUSA; Family, Career and Community Leaders of America (FCCLA); Health Occupation Students of America (HOSA) and Educators Rising provide extensions to classroom curriculum, and opportunities to apply college and career readiness skills and develop leadership skills. Students from each high school participated in district and state competitive events.

Millard Educational Program (MEP) Curriculum Support

During the 2025-2026 school year Skilled and Technical Sciences was in phase I of the MEP Cycle. Family & Consumer Sciences was in Phase III of the MEP Cycle. Business, Marketing, and Management, and Communication and Information Systems (CIS) were in Phase IV of the MEP Cycle.

Personal Learning Plans (PLP)

The Schoolinks web-based college and career planning tool continued to be used to support the Millard PLP. The 9-12 grade subscription to Schoolinks supports student transitions from 12th to post graduation, as students prepare to be college and career ready by gaining self-understanding regarding personal traits and interests and search for career possibilities.

The Personal Learning Plan in Millard includes; transition surveys, career interest profiler, building a resume, reflections on academic planning, reflections on service learning, and a counselor interview.

Carl Perkins and Nebraska CTE Funding

During the 2026 fiscal year Millard received $162,830 in Perkins funds and $76,601 in Legislative CTE Funds. Grant funds were used to purchase: LED stock tickers, digital media equipment, freeze dryers, sandblasting cabinet, vex robotics equipment and more. In addition, funds were used to support staff development in the form of related conferences and training.

Millard Career Academies

Students remain actively engaged in the Business and Logistics Management; Education; Business and Entrepreneurship, Health Sciences, and STEM Academies. Participants earned 40 credits per year toward high school graduation and had the option to participate in dual enrollment credit with Metropolitan Community College and University of Nebraska Omaha.

Enrollment for All Millard Career Academies for 2025-2026								
Academy	**Academy Location**	**Year**	**Enrollment**	**Assigned High School**				
				NHS	**SHS**	**WHS**	**HHS**	**# using district provided Transportation**
Business & Logistics Management	NHS	1	15	11	2	2		1
		2	10	2	1	7		0
Education	NHS	1	16	13	3	0		0
		2	13	13	0	0		0
Education	WHS	1	17	0	5	12		1
		2	16	0	4	12		0
Business & Entrepreneurship	SHS	1	24	7	5	12		1
		2	19	4	6	9		0
Health Sciences	Horizon	1	57	12	15	30		4
		2	57	11	18	28		2
STEM	WHS	1	18	2	1	15		1
		2	9	2	0	7		0
Total Participation 2025-2026			271	77	60	134		10

The following tables document enrollment, optional tuition cost, and course sequence for all Millard Career Academies for 2025-2026.

Millard Career Academy Tuition Cost and Savings for 2025-2026							
	Reduced Rate Tuition (Per Course)	**Full-time Student Tuition (Per Credit)**	**Number of Enrollments**	**Credits**	**Total Reduced Rate Tuition**	**Total Full-Time Student Tuition**	**Tuition Savings**
Metropolitan Community College	$0	$76	1518	6811	$0	$511,636	$511,636
University of Nebraska Omaha	$250	$251	274	1032	$68,500	$259,032	$190,532
Total				7843	$68,500	$770,668	$702,168

Business & Logistics Management Academy
Optional Dual Enrollment Tuition Costs 2025-2026

Course Number	Course Name	Millard Credits	MCC Dual Enrollment Tuition*		Transfer Notes
			Credits	Tuition	
Year 1, Semester 1					
0007	English 11-A	5	4.5	$ 0	MCC ENGL 1010 & transfers to UNO as ENGL 1150
ATD10	Introduction to Business	5	4.5	$ 0	MCC BSAD 1000 & transfers to UNO MGMT 1500
ATD01	Logistics and Warehousing for Applied Technologies	5	4.5	$ 0	MCC AMFG 1100
ATD05	Industrial Safety & Health	5	4.5	$ 0	MCC INCT 1010
	Additional fees for above course OSHA Card Fee			$ 10.00	Class fees
Tuition due to post-secondary institution in August				$ 10.00	
Year 1, Semester 2					
0007	English 11-B	5	4.5	$ 0	MCC ENGL 2450 & transfers to UNO as ENGL 1010
ATD15	Introduction to Distribution	5	4.5	$ 0	MCC AMFG 1500
ATD20	Principles of Marketing	5	4.5	$ 0	MCC MRKT 1010 & transfers to UNO MKT 3310
ATD25	Principles of Management	5	4.5	$ 0	MCC MGMT 2100 & transfers to UNO MGMT 3490
Tuition due to post-secondary institution in January				$ 0	
Year 2, Semester 1					
ATD30	Mechanical Print Reading	5	4	$ 0	MCC ELME 1050
ATD60	College Composition and Research	5	4.5	$ 0	MCC ENGL 1020, transfers to UNO as ENGL 1160
ATD50	Production and Operations Management	5	4.5	$ 0	MCC MGMT 2420 & transfers to UNO as BSAD elective credit
ATD55	Distribution and Logistics Management Internship	5			
Tuition due to post-secondary institution in August				$ 0	
Year 2, Semester 2					
ATD40	Purchasing and Material Management	5	4.5	$ 0	MCC BSAD 2410 & transfers to UNO as BSAD elective credit
ATD45	Problem Solving	5	4.5	$ 0	MCC INCT 2050
ATD35	Business Logistics	5	4.5	$ 0	MCC MGMT 2400 & transfers to UNO SCMT 2000
ATD55	Distribution and Logistics Management Internship	5			
Tuition due to post-secondary institution in January				$ 0	

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

Education Academy – Millard North Location
Optional Dual Enrollment Tuition Costs 2025-26

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*	UNO Dual Enrollment Tuition**	Transfer Notes
				Per course	Per course	
Year 1, Semester 1						
0450A	AP® United States History A	5	4.5	$ 0		MCC HIST 1010 & transfers to UNO as HIST 1110
0007A	English 11 A	5	4.5	$ 0		MCC ENGL 1010 & transfers to UNO as ENGL 1150
AED02	Preschool Child Development	5	4.5	$ 0		MCC ECED 1120
AED10	Introduction to Professional Education	5	3		$ 0	Directly enrolled at UNO TED 1010
Tuition due to post-secondary institution in August				$ 0	$ 0	
Year 1, Semester 2						
0007 B	English 11 B	5	4.5	$ 0		MCC ENGL 2450 & transfers to UNO as ENGL 2450
0450B	AP® United States History B	5	4.5	$ 0		MCC HIST 1020 & transfers to UNO as HIST 1120
AED60	Intro to Teaching ESL	5	3	$ 0	$ 0	Directly enrolled at UNO TED 2050
AED15	Education Seminar I	5				
Tuition due to post-secondary institution in January				$ 0	$ 0	
Year 2, Semester 1						
AED05	College Composition and Research	5	4.5	$ 0		MCC ENGL 1020 & transfers to UNO as ENGL 1160
0453 A	AP® Psychology	5	3			
AED30	Best Practices in Education	5				
AED55	Introduction to Special Education	5	3		$ 0	Directly enrolled at UNO SPED 1500
Tuition due to post-secondary institution in August				$ 0	$ 0	
Year 2, Semester 2						
0453 B	AP® Psychology	5	3		$ 0	Directly enrolled at UNO PSYCH 1010
AED40	Education Seminar II	5				
AED45	Education Seminar III	5				
AED50	Education Practicum	5				
Tuition due to post-secondary institution in January					$ 0	

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

** The Millard Public Schools Foundation has provided a $250 per course scholarship for students in the Education Academy.

Education Academy – Millard West Location
Optional Dual Enrollment Tuition Costs 2025-2026

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition* Per course	UNO Dual Enrollment Tuition** Per course	Transfer Notes
Year 1, Semester 1						
0007 A	English 11 A	5	4.5	$ 0		MCC ENGL 1010 & transfers to UNO as ENGL 1150
0527	Child Development	5	4.5	$ 0		MCC ECED 1150
AED02	Preschool Child Development	5	4.5	$ 0		MCC ECED 1120
AED15	Education Seminar I	5				
Tuition due to post-secondary institution in August				$ 0		
Year 1, Semester 2						
0007 B	English 11 B	5	4.5	$0		MCC ENGL 2450 & transfers to UNO as ENGL 2450
AED35	Professional Speaking	5	4.5	$ 0		MCC COMS 1110 & transfers to UNO as CMST 1110
AED10	Introduction to Professional Education	5	3		$ 0	Directly enrolled at UNO TED 1010
0422	World Religions	5	3		$ 0	Directly enrolled at UNO RELI 1010
Tuition due to post-secondary institution in January				$ 0	$ 0	
Year 2, Semester 1						
AED05	College Composition and Research	5	4.5	$ 0		MCC ENGL 1020 & transfers to UNO as ENGL 1160
0453 A	AP® Psychology	5	3			
AED30	Best Practices in Education	5				
AED55	Introduction to Special Education	5	3		$ 0	Directly enrolled at UNO SPED 1500
Tuition due to post-secondary institution in August				$ 0	$ 0	
Year 2, Semester 2						
0453 B	AP® Psychology	5	3		$ 0	Directly enrolled at UNO PSYCH 1010
AED40	Education Seminar II	5				
AED45	Education Seminar III	5				
AED50	Education Practicum	5				
Tuition due to post-secondary institution in January					$ 0	

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

** The Millard Public Schools Foundation has provided a $250 per course scholarship for students in the Education Academy.

Business & Entrepreneurship Academy
Optional Dual Enrollment Tuition Costs 2025-26

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition* Per Course	Transfer Notes
Year 1, Semester 1					
AEN01	College Accounting I-A	5	4.5	$ 0	MCC ACCT 1100 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
0007	English 11-A	5	4.5	$ 0	MCC ENGL 1010 & transfers to UNO as ENGL 1150
AEN20	Introduction to Entrepreneurship	5	4.5	$ 0	MCC ENTR 1050 & transfers to UNO as Business Elective
AEN10	Introduction to Business	5	4	$ 0	MCC BSAD 1000
Tuition due to post-secondary institution in August				$ 0	
Year 1, Semester 2					
AEN01	College Accounting I-B	5	4.5	$ 0	MCC ACCT 1110 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
0007	English 11-B	5	4.5	$ 0	MCC ENGL 2450 & transfers to UNO as ENGL 1010
AEN05	Financial Literacy	5	4.5	$ 0	MCC FINA 1000 & transfers to UNO as FNBK 2280
AEN55	Principles of Management	5	4.5	$ 0	MCC MGMT 2100 & transfers to UNO MGMT 3490
Tuition due to post-secondary institution in January				$ 0	
Year 2, Semester 1					
AEN15	College Accounting II	5	4.5	$ 0	MCC ACCT 1120 -- Completion of College Accounting I-A, I-B & II transfers to UNO as ACCT 2010 & ACCT 2020
AEN65	Principles of Marketing	5	4.5	$ 0	MCC MRKT 1010 & transfers to UNO as Business Elective
0541	AP® Microeconomics	5	4.5	$ 0	MCC ECON 1100 & transfers to UNO as ECON 2200
AEN45	Entrepreneurship Internship	5			
Tuition due to post-secondary institution in August				$ 0	
Year 2, Semester 2					
0540	AP® Macroeconomics	5	4.5	$ 0	MCC ECON 1000 & transfers to UNO as ECON2220
AEN60	Business Law	5	4.5	$ 0	MCC BSAD 1100
AEN30	Entrepreneurship Feasibility Study	5	4.5	$ 0	MCC ENTR 2040 & transfers to UNO Business elective
AEN45	Entrepreneurship Internship	5			
Tuition due to post-secondary institution in January				$ 0	

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

Health Sciences Academy
Optional Dual Enrollment Tuition Costs 2025-2026

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition*		UNO Dual Enrollment Tuition**		Transfer Notes
				Credits		Tuition		
Year 1, Semester 1								
AHS01	Human Anatomy & Physiology for Health Sciences	10	5	$ 0				MCC BIOS 1310 & transfers to UNO BIOL 1730
AHS05	Medical Terminology I	5	4.5	$ 0				MCC HIMS 1120
AHS20	Introduction to Medical Law & Ethics	5	4.5	$ 0				MCC HIMS 1150
Tuition due to post-secondary institution in August				$ 0				
Year 1, Semester 2								
AHS15	Health Sciences Orientation Seminar • Cardiopulmonary Resuscitation • Foundations of Health Careers	5	1.0 4.5	$ 0 $ 0				• MCC EMSP 1000 CPR • HLTH 1015 Foundations in Health Careers
AHS10	Medical Terminology II	5	4.5	$ 0				MCC HIMS 1130
AHS25	Nutrition in the Life Cycle	5	4.5	$ 0				MCC HLTH 1050
AHS30	Disease Processes	5	4.5	$ 0				MCC HIMS 1180
Tuition due to post-secondary institution in January				$ 0				
Year 2, Semester 1								
0377	AP® Biology	5	5			$250		Directly enrolled at UNO BIOL 1450
AHS35	Long Term Care/Certified Nursing Assistant	5	6.5	$ 0				MCC HLTH 1200
	Additional fees for above course Background Check-DHHS $5.00 Background Check-Criminal $50.00 Student Liability $14.50			$69.50				Class fees
0453-A	AP® Psychology	5						Credit earned by meeting AP® testing criteria
AHS50	Health Sciences Work-based learning	5						
Tuition due to post-secondary institution in August				$319.50				
Year 2, Semester 2								
0377	AP® Biology	5	5			$250		Directly enrolled at UNO BIOL 1750
AHS60	Fundamentals of Pharmacology	5	4.5	$ 0				MCC HIMS 2155
V0035	College Writing	5						
0453-B	AP® Psychology	5						Credit earned by meeting AP® testing criteria
Tuition due to post-secondary institution in January				$250.00				

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

** Based on University of Nebraska at Omaha reduced rate tuition of $250.00 per course for 2024-2025. This rate is subject to change by University of Nebraska at Omaha.

STEM Academy
Optional Dual Enrollment Tuition Costs 2025-2026

Course Number	Course Name	Millard Credits	College Credits	MCC Dual Enrollment Tuition* Per course	UNO Dual Enrollment Tuition** Per course	Transfer Notes
Year 1, Semester 1						
0383 A	AP Physics 1: Algebra-Based	5	5			Directly enrolled at UNO PHYS 1110 and PHYS1154
AST01	Engineering Design & Systems Thinking	5				
AST10	Industrial Design I	5	4.5	$ 0		MCC ARTS 1010 & transfers to UNO as ART 1100
AST02	STEM Information Technology	5	4.5	$ 0		MCC INFO 1020 & transfers to UNO as CITL Elective Credit
Tuition due to post-secondary institution in August				$ 0	$ 0	
Year 1, Semester 2						
0383 B	AP Physics 1: Algebra-Based	5	5		$ 250	Directly enrolled at UNO PHYS 1110 and PHYS1154
YBC03	Human Relations	5	4.5	$ 0		MCC HMRL 1010 & transfers to UNO as CMST 2010
AST03	Engineering Problem Solving	5				
AST04	STEM Computer Science	5	4.5	$ 0		MCC INFO 1499 & transfers to UNO as CSIL Elective Credit
Tuition due to post-secondary institution in January				$ 0	$250	
Year 2, Semester 1						
AST08	Public Speaking	5	4.5	$ 0		MCC COMS 1110 & transfers to UNO as CMST 1110
0243 A	AP Statistics	5				
AST06 A	STEM Capstone	5				
AST09 A	STEM Work-based learning	5				
Tuition due to post-secondary institution in August				$ 0		
Year 2, Semester 2						
AST05	Industrial Design II	5	4.5	$ 0		MCC ARTS 1030 & transfers to UNO as ART 1110
0243 B	AP Statistics	5	4.5	$ 0		MCC MATH 1410 & transfers to UNO as MATH 1530 or BSAD 2130 or CIST 2500
AST06 B	STEM Capstone	5				
AST09 B	STEM Work-based learning	5				
Tuition due to post-secondary institution in August				$ 0		

* Tuition for dual enrolled courses with Metropolitan Community College is waived for the 2025-2026 school year. Fees are still the financial responsibility of the student.

** Based on University of Nebraska at Omaha reduced rate tuition of $250.00 per course for 2024-2025. This rate is subject to change by University of Nebraska at Omaha.

Metropolitan Community College Academies

Millard Public Schools continues a partnership with Metropolitan Community College to provide the following technical academies. The District seeks appropriate school-to-career programs that will enhance the school and work-based learning opportunities available for students.

Metropolitan Community College Career Academy Enrollments
2025-2026

Course	Academy	North	South	West	Total
MCC01	3-D Animation and Games	1			1
MCC04	Architecture Technology			1	1
MCC18	Auto Collision Tech. Y1			1	1
MCC35	Auto Collision Tech. Y2			2	2
MCC19	Automotive Technology		1	1	2
MCC45	Business Transfer			3	3
MCC28	Certified Nursing Assistant		3	1	4
MCC05	Civil Engineering Tech.		1		1
MCC14	Construction Tech. Y1		1	2	3
MCC15	Construction Tech. Y2			2	2
MCC22	Criminal Justice		1	4	5
MCC39	Culinary Arts Foundation		1		1
MCC24	Diesel Tech. Y1			2	2
MCC36	Diesel Tech. Y2				0
MCC27	Digital Cinema and Film			1	1
MCC06	Advanced Manuf.			2	2
MCC07	Early Childhood Education				0
MCC23	Electrical Tech. Y1	1		1	2
MCC37	Electrical Tech. Y2	3	2	2	7
MCC29	Emergency Medical Tech.		1		1
MCC32	Fire Science Tech. Y1	1	1	1	3
MCC33	Fire Science Tech. Y2	1	1	3	5
MCC40	Full Stack Web Develop. Y1				0
MCC41	Full Stack Web Develop. Y2				0
MCC08	HVAC Y1			2	2
MCC09	HVAC Y2				0
MCC21	Horticulture, Land Manage. Y1			1	1
MCC38	Horticulture, Land Manage. Y2				0
MCC11	IT Technician			1	1
MCC02	Office Admin. Prof. Y1				0

MCC03	Office Admin. Prof. Y1				0
MCC49	Photography			1	1
MCC50	Powersports & Outdoor Power Equipment		1		1
M31	Pre-apprenticeship Plumbing	1		1	2
MCC12	Prototype Design				0
MCC16	Theater Tech. Y1				0
MCC17	Theater Tech. Y2				0
MCC40	Web App & Development Yr1				0
MCC41	Web App and Development Y2				0
MCC25	Welding and Fabric. Y1		2		2
MCC26	Welding and Fabric. Y2		1	1	2
	Total	**8**	**17**	**36**	**61**

University of Nebraska Medical Center Health Science Alliance

Nebraska Medical Center (UNMC) to offer science classes to high school juniors and seniors who are interested in health sciences. Selected applicants participated in the UNMC High School Alliance along with students from nine other local school districts. The UNMC High School Alliance included 50 students from the nine school districts. Nine Millard students participated in the 2025-2026 school year. They attend their assigned high school in the morning and travel to UNMC for their Alliance courses in the afternoon.

Air Force Junior Reserve Officer Training Corp

The Air Force Junior Reserve Officer Training Corp (AFJROTC) unit at Millard South was approved by the Department of Defense in the fall of 2015 and had previously been approved for implementation by the Millard Public Schools Board of Education in preparation for acceptance to the program. The 2016-2017 school year was the first year of the AFJROTC. The AFJROTC unit has two officer instructors.

Current eighth grade students and their parents are notified of the AFJROTC opportunity at the same time they are invited to apply for Early College through a mailing to each household. Parents and students attended an informational meeting hosted by Millard South.

AFJROTC Enrollment Record

	9th Grade	10th Grade	11th Grade	12th Grade	Total
2025-2026	38	27	12	14	91
2024-2025	28	19	20	16	83
2023-2024	19	26	22	14	81

Avenue Scholars

Millard South and Millard North High School participated in the Avenue Scholars Program provided by the Avenue Scholars Foundation. Avenue Scholars provided a Career Coach for

selected juniors and seniors. An Avenue Scholar Plan was developed for each student with a focus on academic, career, and financial plans in preparation for post-secondary opportunities. Following high school, students are able to enter Metropolitan Community College (MCC) with the support of the Career Coach.

Juniors met with the Career Coach and earned five credits per semester. Seniors met with the Career Coach and earned five credits. During the second semester of the senior year Avenue Scholars participants attended high school classes in the morning and traveled to an MCC campus in the afternoon. Students met with the Career Coach one day per week and earned dual credit while completing two college courses the remainder of the week. Students earned twenty elective credits during the second semester. Twenty-five to thirty students a year participate in the program at each school.

Early College

The 2015-2016 school year was the first year of the Early College High School at Millard South. Students who enter the program in 9th grade and follow the recommended four-year plan will earn an Associate of Arts degree at Metropolitan Community College (MCC) while earning a Millard Diploma. In May of 2026, 162 Millard South seniors in the Early College program completed their Associate of Arts degree from MCC. Metropolitan Community College provided a tuition waiver for ECHS students for the 2025-2026 school year resulting in no tuition cost for ECHS students.

Millard South teachers who meet the criteria for adjunct faculty established by Metropolitan Community College provide instruction. These teachers must have a Master's degree either in their field or a Master's degree in another area of study with an additional 18 graduate hours in their field. Early College teachers collaborated with representatives of Metropolitan Community College to align the Millard curriculum.

In 2025-2026 the seventh cohort of Early College High School students graduated from both Metropolitan Community College and Millard Public Schools. This year's class includes162 students.

Number of ECHS Graduates Graduating from both MCC and MSHS	
2025-2026	162
2024-2025	139
2023-2024	142
2022-2023	142
2021-2022	143
2020-2021	122
2019-2020	112
2018-2019	93
Total	1055

The Early College Program had 672 students participating in it this year. 118 of the 672 students (18%) qualified for Free or Reduced Lunch Status.

Meal Status	2025-2026
Free	69
Reduced	49
Not Eligible	554
Total	672

Enrollment for 2025-2026					
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**	**Total**
Enrollment	176	171	167	158	672
Within District Transfer	28	21	23	20	92
Open Enrollment	19	19	15	16	69
MSHS Assigned School	129	131	129	123	512

Enrollment for 2024-2025					
	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**	**Total**
Enrollment	174	169	163	137	643
Within District Transfer	22	23	21	23	89
Open Enrollment	18	13	16	15	62
MSHS Assigned School	134	133	127	99	493

Community and School Volunteers
2025-2026

Community Service/Service Learning for Students

Middle school and high school students participated in service learning opportunities within all required social studies classes. Middle school students participated in service learning experiences and completed assignments as part of their Ancient Civilizations 6, World Geography 7, and United States History 8 courses. They also completed a culminating project in United States History 8 connecting their experiences to the class and explaining the meaning of civic engagement and responsibility.

High school students were required to complete 10 hours of service learning anytime from the summer prior to entering ninth grade through the first semester of their senior year. Evidence of completion of their service learning hours and the service learning activity along with their personal reflections were submitted as a required assignment in their US Government and Economics or Advanced Placement® United States Government and Economics course. Students also completed assignments in every required social studies course helping students to make current connections to their courses.

While there was no explicit requirement for elementary students, they participated in service learning projects within their classroom or school-wide service learning projects.

There are four schools in MPS that provide an International Baccalaureate (IB) Program: Aldrich and Black Elk Elementary Schools, North Middle School, and North High School. Community Service is a large component of this program and each school promotes community service.

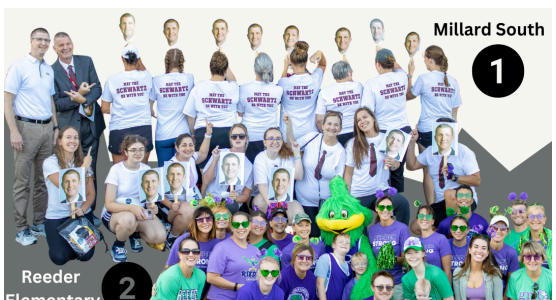
Adult Volunteers

Per District policy, parents and grandparents of current Millard students are not required to go through a screening process in order to volunteer in the District, but community members must. When background checks are conducted, the Nebraska Department of Health and Human Services check is completed through a separate MPS portal and collated with One Source background check information. Our wonderful volunteers logged over 20,566 hours in 2025-2026.

TeamMates

The Millard chapter of TeamMates moved up to the second largest chapter in the Omaha Metro Area, proudly supporting 301 mentor/mentee matches this school year. This continued growth is a testament to the program's vital role in the community.

This year brought exciting news for Millard TeamMates graduates, as 11 new scholarships were awarded, elevating the total number of current recipients to 40. These deserving students can receive $1,000 annually for up to four years, a significant investment in their futures.



Olivia, a 2026 graduate on her way to Wayne State College to pursue a degree in nursing, shared her experience in TeamMates: "I had so many positive experiences while working with my mentor, but one

of the most memorable and impactful things I'm able to take with me was always having someone there to help me. I was always able to look forward to our meetings, knowing I had someone in my life to be a leader."

Millard TeamMates saw widespread participation in the annual TeamUp for TeamMates fun run, with 245 MPS staff members participating. The annual school spirit awards sparked friendly competition, ultimately crowning Millard South High School as the first-place champion, followed by Reeder Elementary in second, and Ezra Elementary securing third.

Funds provided to TeamMates by the READ grant, provided book vending machines to 10 more elementary schools bringing the vending machine total to 11.



For the third year, TeamMates of Millard hosted a family engagement event that brought together mentors, mentees, and their families. Over 450 guests enjoyed a complimentary spaghetti dinner, entered to win door and raffle prize drawings, sipped on lemonade from Raising Canes, and received free books!

The program year culminated in a much anticipated field trip to the Henry Doorly Zoo, where 475 mentors, mentees, and staff created lasting memories. A special ceremony also honored the graduating students.



<u>WatchDOGS</u>

The WatchDOGS program is a fantastic way to involve father figures in school. Engaging dads brings positive role models into the school environment to be a support for all our students.

Traditionally, the program focuses on dads, but WatchDOGS is open to moms as well making it inclusive for all parents.

A typical day in the life of a WatchDOG includes safety patrol or traffic control, small group time with students, time spent in their student's classroom, and assisting in monitoring the safety and wellbeing of all students.



Most WatchDOGS report that their favorite part of the day is being in the classroom with their student(s) and being an active participant in the education of their student(s). The 25 elementary schools were able to fill 1179.5 shifts totalling 6,819.5 hours of parent engagement.

When asked what his favorite part of his day was, one WatchDOG responded, “The highlight of my WatchDOG experience was seeing my son throughout the day and seeing how happy he was to be at school! I enjoyed getting to know the teachers and staff a little better. It was helpful as a parent to see the flow of the school day and all the different working pieces."

Success Mentors



Chronic absenteeism significantly impacts a student's ability to succeed in school. To combat this, the Success Mentors program leverages existing school staff to mentor students who are, or are at risk of becoming, chronically absent. Through consistent frequent check-ins and collaborative goal setting, the program aims to improve student attendance. This school year, 99 mentee/staff matches participated across five schools (AMS, BMS, CMS, KMS, MSHS).

Mentors and mentees engaged in much more than just frequent check-ins. They shared fun experiences like cookie decorating, minute to win it games, participated in food days, and created crafts.. Each of these positive interactions helps build a strong connection between mentees and school staff, fostering a more positive feeling towards attending school.

This year, 43% of Success Mentor students improved their attendance from the previous year.

All Pro Dad



The All Pro Dad program empowers fathers to actively engage with their middle school-aged students, fostering invaluable relationships and shared experiences. At AMS, CMS, and MNMS, regular meetings promote communication and strengthen familial bonds. These meetings cover topics like positivity, gratitude, generosity, and loyalty, providing a framework for meaningful conversations that resonate with both fathers and their students.

The program extends beyond the school walls with planned family outings and engaging activities. Fathers and their students collaborate to organize events such as tailgating parties, game nights, bowling adventures, picnics, and various other opportunities for family fun. A highlight from this past year is when AMS dads and students volunteered at the Foodbank of the Heartland putting together take home meal kits as a community service project.

The three schools combined, had 471 students and 317 adults attend APD events.

Big Brothers Big Sisters MentorU

The Mentor U program, a school-based initiative by Big Brothers Big Sisters, has just concluded its third impactful year at Millard North and Horizon High Schools. At the heart of Mentor U are weekly classes led by program staff, focusing on essential life skills, social skills, and strategic post-graduation planning, all delivered through an enriching curriculum complementary material.

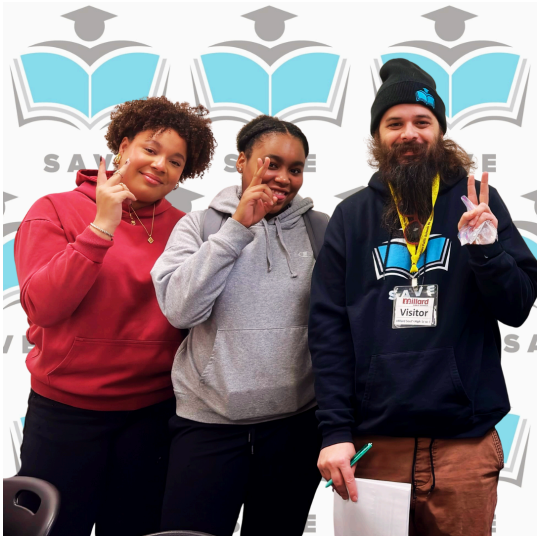
A key component of MentorU is the opportunity for students to connect with a dedicated mentor. These relationships are nurtured through weekly interactions via a secure and monitored messaging platform, complemented by monthly in-person engagement events held at the school. Currently, Horizon High School has 14 participating students, with 2 mentees matched, while Millard North High School has 37 students involved, 13 of whom are matched with mentors.



Adding an exciting dimension to the program, MentorU students went on their first college visit. Thirteen sophomores and juniors visited Metropolitan Community College's Fort Campus, where they saw firsthand several of the college's technical programs. They toured the Prototype Lab and the HVAC, Electrical, Plumbing, Construction, and Culinary classrooms. Students also enjoyed a catered lunch before heading back to school.

SAVE

The SAVE program serves 95 students at AMS, CMS MSHS, Norris, and Sandoz. The elementary program offers students an opportunity to travel to local colleges and universities for mentorship with college students, hands-on learning and future-readiness experiences, and engaging campus excursions that help students understand their interests and goals for their future. The middle and high school program operates bi-weekly at students' schools, offers essential resources including accountability checks, goal setting, mentorship, and future readiness programming to ensure students have the supplies, resources, and goals necessary for success. Students enrolled in SAVE also have access to extracurricular support and resource provision, which includes connecting families with extracurriculars and covering 100% of the costs, providing necessary supplies for academics and extracurriculars, and connecting students to community resources.



Supporting students in SAVE goes beyond classroom activities and mentoring. Josue's journey through the SAVE Program reflects years of consistent hard work, academic dedication, and personal growth. He first became involved with SAVE in elementary school through mentoring sessions hosted at local colleges and universities, and over the past four years has continued

participating in the SAVE Follow Through Program at Millard South. Although naturally quiet and reserved, Josue has grown more confident over time and has become a positive role model for younger students. Despite being self-conscious about his stutter, he has continued to push himself outside of his comfort zone and has earned the respect of both peers and mentors through his leadership, work ethic, and character. Academically, Josue is one of the top-performing students in the program. He has taken an extremely rigorous AP course load while maintaining outstanding grades, earning a 3.98 unweighted GPA and a 4.92 weighted GPA. His strong interest in coding and technology has shaped many of his academic and career goals, and he plans to continue studying computer science and engineering in college. Throughout high school, SAVE provided Josue with consistent mentorship, academic support, and encouragement as he planned for his future. While balancing school with part-time work to help support his family financially, Josue remained focused on his long-term goals and continued to challenge himself academically. His determination, problem-solving skills, and perseverance make it clear that he is well prepared for success beyond high school.

High School Diploma Paths
2025-2026

High school students in the Millard District have the opportunity to choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, there are two categories of diplomas that students are able to select. One diploma path, the Liberal Arts path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation.

The second diploma path, the Specialty path, focuses on students who plan to specialize in a particular career field. In the Specialty areas, students complete an approved sequence of study in a career field. These students may also plan on participating in post-secondary education opportunities or they may select to enter the work force immediately after graduation.

Both paths include incentive categories by which students are able to achieve a more rigorous diploma by taking more classes and by achieving a higher Grade Point Average. These incentive categories are labeled *Commended* and *Distinguished*.

A certificate of achievement is sent to each student who successfully completed his or her selected diploma path along with a letter mailed to both the student and his or her parents in recognition of this accomplishment.

MPS Diploma Paths will end with the Class of 2027.

	Liberal Arts Commended 3.0 Overall			**Liberal Arts Distinguished** 3.5 Overall			**Specialty Commended** 3.0 in Area 2.0 Overall			**Specialty Distinguished** 3.5 in Area 2.5 Overall		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
MNHS	0	1	5	1	22	23	2	2	5	13	15	12
MSHS	0	0	0	1	0	0	8	3	1	5	4	0
MWHS	0	0	0	0	0	0	9	4	2	7	15	15
Total	0	1	5	2	22	23	19	9	8	25	34	27

The following table illustrates Specialty Areas completed within the Specialty Diploma Path.

	Business, Marketing & Management			**Communication & Information Systems: Arts & Communication**			**Communication & Information Systems: Information Technology**			**Health Sciences**			**Human Sciences & Resources**			**Skilled & Technical Sciences: Industrial, Manufacturing & Engineering Systems**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
MNHS	4	4	3	0	3	2	1	0	0	0	5	5	4	0	3	6	5	4
MSHS	4	4	0	0	0	0	0	0	0	0	0	0	8	0	0	1	3	1
MWHS	8	17	15	0	0	1	0	0	0	0	0	1	6	0	0	2	2	0
Total	16	25	18	0	3	3	1	0	0	0	5	6	18	0	3	9	10	5

K-12 Financial Literacy
2025-2026

LB452, signed by the Governor on May 26, 2021 and went into effect August 28, 2021. Nebraska Statue, 79-3004, known as the *Financial Literacy Act,* outlines the requirements for instruction in financial literacy. The law stipulates the following:

- A high school graduation requirement is required for all public schools in financial literacy.
- The class of 2024 must complete a course in personal finance of financial literacy.
- Each public school shall include financial literacy in their K-8 instructional programs as appropriate.
- Each school district must provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district-determined measures of financial literacy progress from the previous year.

The Millard Board of Education approved the 9-12 Business, Marketing and Management Framework Part I on April 20, 2020 and Part II on April 18, 2022 which includes a financial career pathway sequence of courses. The Board also approved the K-12 Social Studies Framework Part 1 on November 16, 2020 and Part II on April 18, 2022 which includes the K-8 State Economics, Financial Literacy standards.

EVERFI is an Open Educational Resource that is utilized from kindergarten through high school. The EVERFI Financial Literacy courses offer interactive learning experiences at the elementary, middle and high school level. From these experiences students practice making wise financial decisions that promote financial well-being over their lifetime.

At the elementary level, several instructional resources are utilized to achieve financial literacy standards. Learning experiences come from TCI Social Studies Alive, Gibbs Smith The Nebraska Adventure, and EVERFI Vault.

Elementary
Curriculum Resources:

Teachers Curriculum Institute (TCI) Social Studies Alive v. 2022
Gibbs-Smith Education (GSE) The Nebraska Adventure v. 2022
EVERFI Vault v.2022

Kindergarten
TCI Unit 4 What do people need and want?

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

1st Grade
TCI Unit 2 What do families need and want? How do different jobs help my school and family?

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.

2nd Grade

TCI Unit 2 How do people decide what they want? How do they get it? How are goods made and brought to us? Who provides services in a community? How can I be a smart consumer?

TCI Unit 4 How do leaders help their communities?

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

3rd Grade

TCI Unit 3 How are choices people make affected by our economy and available resources?

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

4th Grade

GSE - The Nebraska Adventure Chapter 9

How does supply and demand affect the price of a good or service? How can people be sure to make good economic choices? How can a historical site show us something about Nebraska's economy?

EverFi Lessons 1 and 2

Financial Decision-Making, Budgeting and Spending

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's

spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

5th Grade

TCI Unit 2 and 4

How did the Founding Fathers shape the economy we use in America today? Why does our nation need a common currency? What is a free enterprise economy? What rules are outlined in the Constitution regarding money, trade, and business?

EverFi Lessons 3, 4 and 5

Income and Careers, Credit and Borrowing, Future Planning

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

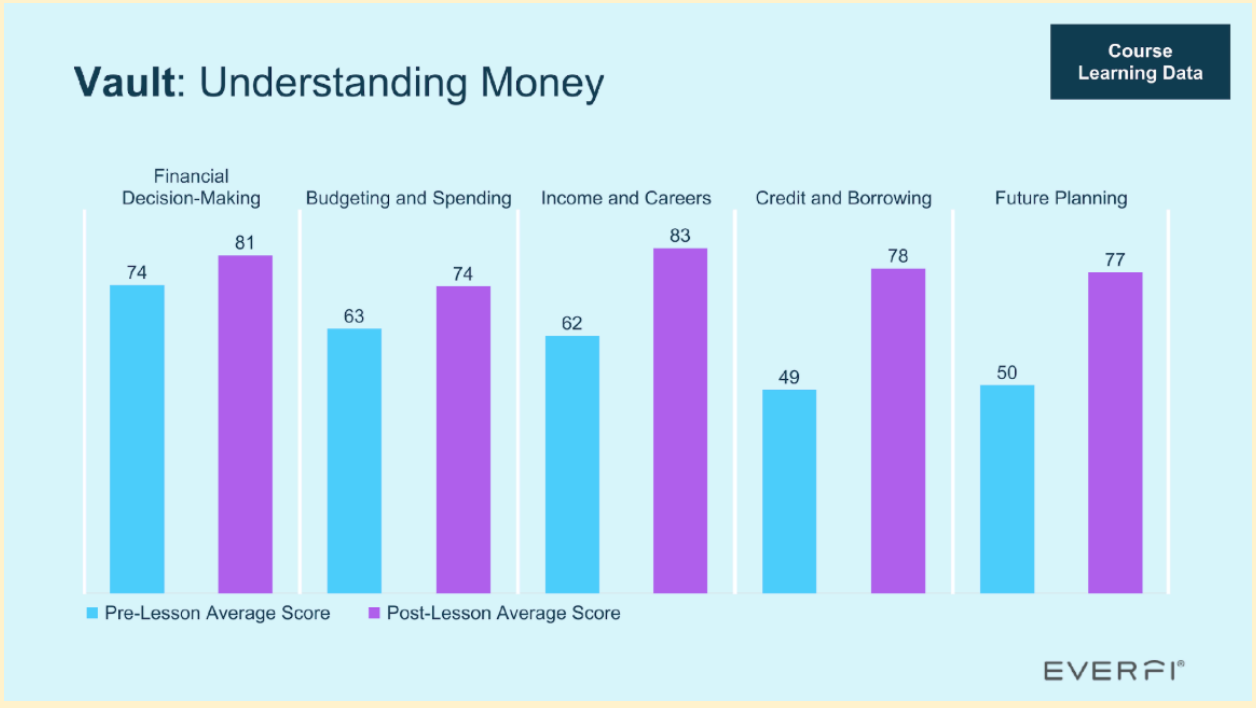
SS 5.2.5.c Identify goods and services funded through federal taxes.

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

SS 5.2.6.b Explain how trade impacts relationships between countries.

EVERFI Vault is one instructional resource used in Grades 4 and 5 that builds conceptual knowledge in financial literacy. The data below is a sampling of the gains students made during the 2024-25 school year.



Middle School

Within the MPS US History 8 course, students meet the financial literacy requirements that are outlined in the 8th grade social studies economic standards.

EVERFI-FutureSmart

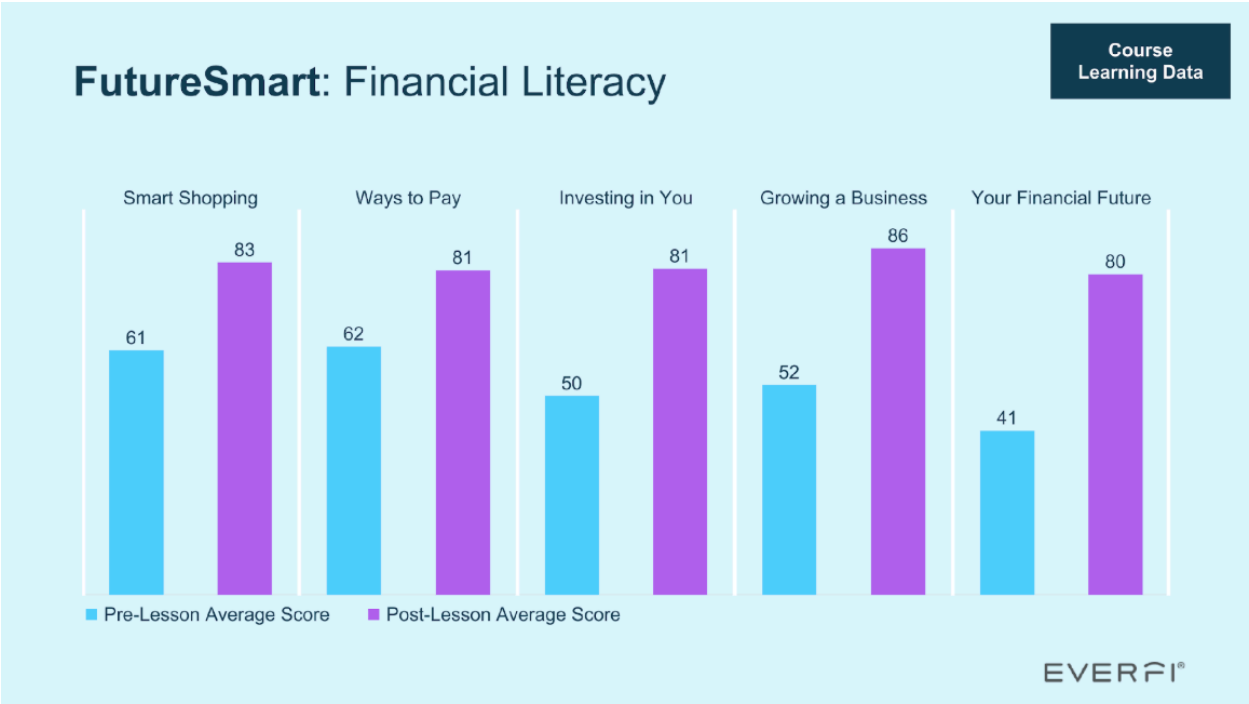
The chart below highlights the State Social Studies Standards and EVERFI lesson alignment.

8th Grade Financial Literacy Standards	Lesson1: Welcome Mayor!	Lesson 2: Smart Shopping	Lesson 3: Ways to Pay	Lesson 4: Investing in You	Lesson 5: Growing a Business	Lesson 6: Your Financial Future	Lesson 7: Build Your Blueprint
SS 8.2.2 Understand personal and business financial management.	X	X	X	X	X	X	X
SS 8.2.2.a Identify skills for future financial success.		X	X	X	X	X	X
SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.		X	X	X	X	X	X

4800 United States History 8 **<u>2024-2025</u>** school year activity and data provided by EVERFI-FutureSmart

# Schools	# of Teachers	# of Students

6	20	1,727



High School

To fulfill the Financial Literacy Graduation Requirement, students need to take a one-semester (five credit) course. Students can select from one of the following courses to satisfy this requirement:

- 0500 Personal Finance
- AEN05 Financial Literacy (Business and Entrepreneurship Academy)
- LE300 Life Skills and Career Opportunities (AFJROTC)
- EL15 ELD Financial Literacy

0500 Personal Finance Impact Report for **2024-2025** school year - activity and data provided by EVERFI-Financial Literacy

# Schools	# of Teachers	# of Students
4	16	1,834

The following tables highlight the Millard Public Schools High School Personal Finance course standards and corresponding EVERFI pre- and post-assessment results.

Banking

Standard(s)
Evaluate savings, investments, and risk management strategies to achieve financial goals. Evaluate saving strategies to achieve financial goals.*24-25 Banking now in two units

EVERFI-Financial Literacy Assessment Results	Pre-Assessment	Post-Assessment
Savings Accounts	**47**	**92**
Checking Accounts	**60**	**93**

Budgeting

Standard(s) Apply economic concepts that support rational decision-making. Develop a plan to support short- and long-term goals.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 59	**Post-Assessment** 93

Consumer Skills

Standard(s) Apply decision-making skills and models to maximize consumer satisfaction when buying goods and services. Describe problems that can occur when an individual is a victim of identity theft.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 67	**Post-Assessment** 89

Unit: Credit and Debt

Standard Critique strategies used to establish, build, maintain, monitor, and control credit.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 51	**Post-Assessment** 91

Unit: Financing Higher Education

Standard(s) Apply economic concepts that support rational decision-making. Develop and evaluate a plan to manage their money to achieve personal goals. Identify various forms of income and analyze factors that affect income as a part of the career decision-making process.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 57	**Post-Assessment** 92

Unit: Income and Employment

Standard(s) Recognize and predict the impact that various economic systems will have on people. Describe the impact of taxes to calculate the gross and net pay for personal financial planning. Compare and investigate personal income tax forms. Develop an investment strategy to achieve short and long-term goals utilizing a variety of investment vehicles.

Evaluate savings, investments, and risk management strategies to achieve financial goals.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 40	**Post-Assessment** 93

Unit: Insurance

Standard Explore the protection and management of assets.		
EVERFI-Financial Literacy Assessment Results	**Pre-Assessment** 47	**Post-Assessment** 94

Millard Public Schools Grants Report 2025-2026

As in the past, proposal writing for the year focused on supporting the District Strategic Plan and individual building site plans. All grant awards fall outside the spending lid. Listed below are the current grant totals for year end 2025-2026. These totals include grant remaining balances as well as carry-over funds from the previous year.

Grant Program(Title)	**Amount**
Promoting Engagement and Knowledge - PeAK Project Grant	$163,100
High Ability Learner - HAL Grant	165,209
Hubbard Grant	26,254
Learning Community, Elementary Learning Center Literacy Coach 1.0	143,563
Learning Community, Elementary Learning Program 2.0	635,565
Learning Community, Superintendent's Early Childhood Plan (Buffett Institute)	289,050
MPS Foundation AP/IB Exams	20,000
MPS Foundation, Media Centers	30,000
MPS Foundation, Preschool and Montessori Preschool	507,502
MPS Foundation, Site Plan Grants (including study centers)	601,600
MPS Foundation, Technology	99,900
Nebraska Arts Council (artist-in-schools, transportation arts event)	6,500
Nebraska Vocational Rehabilitation Project SEARCH	11,548
Omaha Community Foundation	5,000
Pacific Life Foundation (various schools; technology, teacher training or text books)	3,500
Perkins (vocational education)	170,617
Region 21 Interagency Planning Teams (SPED)	25,250
Sixpence Grant	87,276
TeamMates of Millard (Building Coordinator Stipends)	30,000
Textbook Loan/Rule 4	27,000
Title I, Part A (Improving Academic Achievement of Disadvantaged)	2,226,448
Title II, Part A (Teacher Quality)	430,925
Title III (Limited English Proficiency)	209,935
Title III (Immigrant Education)	35,945
Title IV	178,958
SAMHSA - MHAT	124,879
School Safety and Security Grant	228,240
United Way Literacy Grant	6,000
Whole Kids Foundation	3,000
UNO MOEC School Grants	24,000
CLSD Grant 2026-2030	440,000
Total Grants Awards	$6,956,765

Grants provide funding for projects and activities that otherwise might not be included in school budgets. Schools and teachers write smaller grants that provide funding for activities like artists

in residence, field trips, school gardens, etc. Larger grants are written by the district and generally come from private foundations or state/federal funding sources.

Humanities Nebraska/African Cultural Connection



The Humanities Nebraska grant allowed Black Elk Elementary to partner with the African Culture Connection to provide an enriching cultural arts program for 2nd through 5th-grade students. Through dynamic interactive performance, students explored African traditions, music, and dance. Beyond its educational value, the program fostered a deep sense of representation and inclusion within the school community, as echoed by a participating student: *"I loved that I was finally able to see something from my culture."*

Farm Credit Services of America

Wheeler Elementary secured a grant from Farm Credit Services of America to fund agricultural enrichment activities for Kindergarten students. Through hands-on programs, students actively engaged with natural life cycles by observing the incubation and hatching of chickens, cultivating plants from seeds, and witnessing the metamorphosis of caterpillars into butterflies. This funding provided learners with an introduction to life sciences, emphasizing the care, patience, and observation required in agriculture.



Multicultural Education Report
2025-2026

Beliefs are the foundation of the Millard Public School District's Strategic Plan. The belief statements are an expression of the fundamental values, ethical codes, overriding convictions and principles for the District.

- Each individual has value.
- Our greatest resource is people.
- Individuals are responsible for their actions.
- Responsible risk-taking is essential for growth.
- All people can learn and grow.
- Diversity enriches life.
- High expectations promote higher achievement.
- Achievement builds confidence; confidence promotes achievement.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community.
- All people are entitled to a safe, caring, supportive, and respectful environment.
- Educated and engaged citizens are necessary for our democratic society.
- All schools are accountable to the community.
- Transparency builds trust and confidence.
- Public education benefits the entire community and is the shared responsibility of all.
- Excellence is worth the investment.

Multicultural education is an essential element of our educational program.

Nebraska Department of Education Rule 10 stipulates that **"**The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races. The regulation is based on statute and cannot be waived through Section 013.01 of 92 NAC 10."

In addition, Rule 10 (sections 004.01F and 004.01F1-F5) requires that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

In 2025-2026 each school was asked to complete an audit of the multicultural activities completed during the year. The responses were submitted to Educational Services as a summary and as a way to document compliance to Rule 10. Examples included guest speakers, literature, art, and music related to other cultures. Many grade levels completed research related to other cultures and/or held diversity/culture fairs/nights. Students took field trips and participated in service learning projects related to cultural diversity.

Multicultural Education Curriculum Examples

Preschool
Creative Curriculum integrates children's home cultures, family practices, and first languages into everyday routines and experiences such as greetings, literature, counting, songs, and rhymes. Teachers highlight children's cultures by sharing family photos and inviting families into the classrooms.

Art
Throughout the art curriculum students are studying artists and culture throughout the world through literature and activities. Themes include feelings identification, personal identity, and self-expression.

Counseling
The elementary counseling curriculum was developed around common themes that build from kindergarten through fifth grade. Several relevant themes related to the development of a more inclusive and positive environment include feelings development and recognition, bullying and empathy, developing positive relationships, developing perseverance and resilience, and cooperation skills.

Health and Counseling
Sanford Harmony materials help children experience healthy relationships by developing universally beneficial skills such as communication, cooperation, empathy, collaboration, and inclusion.

Mathematics

- *Into Math* helps students learn to **communicate,** represent, and make connections with all math concepts through critical thinking, problem solving, mathematical reasoning, and perseverance.

- **A collaborative learning environment** provides students with a variety of opportunities to develop mathematical understanding, fluency, and problem solving skills.
- The standards and processes reflect the **interaction skills** necessary for success in math coursework as well as the ability to apply math knowledge and processes within real-world contexts.
- *Into Math* is built through a progression of mathematics topics that form coherent learning arcs. The learning arcs are designed to build a foundation of conceptual understanding and teaching procedures. Opportunities for application occur throughout. An emphasis is placed on connections between concepts and skills. The learning arcs help to establish **high expectations**, ensure delivery of **rigorous**, **cognitively engaging instruction**, and provide **strong supports for all students**.
- **Strong supports** include **language routines** and opportunities for **targeted, skill-based learning** to **reinforce and extend learning**.

ELA

Embedded within our ELA Standards are **comprehension indicators that address cultural or multicultural perspectives.** These came from the Wonders Correlation document to NE Standards. They've identified numerous places/resources that these indicators are met.

Social Studies

AP US Government and Politics

- Unit 6 Civil Rights and Civil Liberties; District Assessment Landmark Supreme Court Cases

MTSS (Multi-Tiered Systems of Support)
2025-2026

In Millard Public Schools, the Multi-Tiered Systems of Support (MTSS) framework is a cornerstone of our commitment to meeting the academic and behavioral needs of all students. Through this system, skilled educators use clear, structured approaches to instruction, supported by principals who serve as instructional leaders. MTSS promotes data-informed decision-making, collaborative problem-solving, and strong partnerships with families to proactively address student needs.

MTSS functions as a systematic, student-centered approach that aligns school and district resources to provide targeted instruction and interventions based on ongoing data. School leaders and staff work together to plan, implement, and monitor MTSS processes, fostering a shared sense of responsibility for student growth and success across all educational settings.

The Millard MTSS model includes three tiers of support—Tier I, Tier II, and Tier III—ensuring that students from preschool through high school receive the level of support they need to thrive. This layered approach also enables the district to use its resources more efficiently and effectively, supporting every learner on their individual path to success.

Highlights from the 2025-26 academic year include:

MTSS Systems Development:

- Seven of our schools have completed the NeMTSS Self-Assessment, gaining valuable insight to strengthen and refine their MTSS practices. By pairing the assessment with student achievement data, schools are building a more complete picture of system effectiveness. The results are guiding continuous improvement efforts, informing priorities, and shaping clear goals and action steps. An additional 11 buildings are planning to complete the assessment by fall 2027, further expanding our district's capacity to implement MTSS and drive meaningful, system-wide improvement.

- Strengthened MTSS documentation within the Synergy system has enhanced our ability to develop comprehensive plans and implement consistent progress monitoring, creating a more complete picture of student growth. In collaboration with the Department of Assessment, Research and Evaluation, we have expanded integration of academic and behavior data into Power BI workspaces, ensuring timely access for building problem-solving teams to evaluate plan effectiveness and use progress monitoring data to make informed adjustments to programming and student supports.

MTSS-A (Academic):

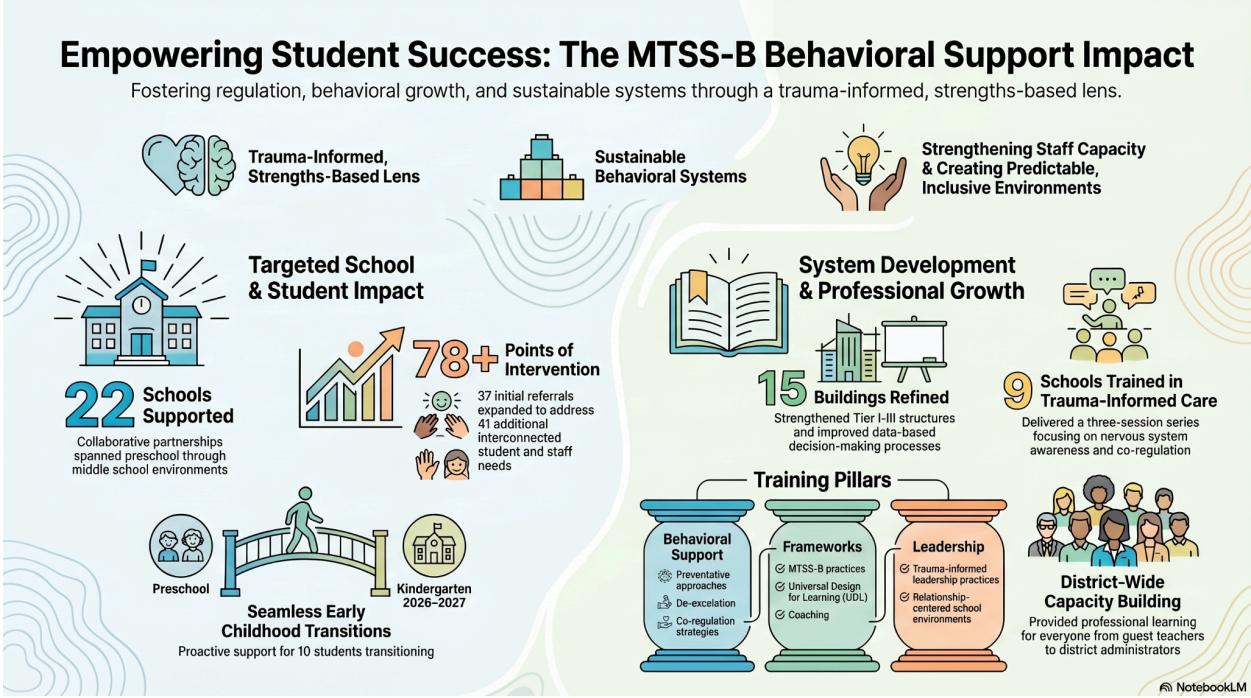
- Identifying ways to support all learners within the Mathematic curriculums and the new English Language Arts (ELA) curriculum. Elementary level efforts focused on compiling the intervention support materials and strategies embedded within the curriculum for increased teacher accessibility.

- Extensive collaboration between leaders of elementary education, special education, and English learners to create resources and supports for building leaders around the upcoming changes to ELA. This also included guidance for implementing new instructional materials, scheduling, targeted literacy time, staffing and intervention support.

- Literacy Initiatives and Professional Learning- During the summer of 2026, staff will receive training on newly adopted literacy curriculum and intervention materials. During the 2026–27

school year, the district will participate in a field study of the new state-mandated K–3 literacy screener and implement Language Live! as a literacy intervention program at the middle school level to strengthen support for struggling readers.

MTSS-B (Behavior) Team:



The MTSS-B Team, consisting of one Behavioral Facilitator and three Behavior Support Specialists, is committed to building and sustaining comprehensive, multi-tiered systems that promote student engagement, regulation, and social-emotional behavioral growth. Through consultation, coaching, prevention, and data-informed problem solving, the team partners with schools to strengthen staff capacity and foster predictable, supportive, and inclusive learning environments for all students. Grounded in the belief that behavior is communication and that students do well if they can, the team approaches its work through a strengths-based and trauma-informed lens.

<u>Targeted School Based support:</u>

The team collaborated with 22 schools, ranging from preschool through middle school, to support the development and implementation of individualized, function-based intervention plans. The team received 37 initial referrals for targeted support; however, collaboration with school teams frequently resulted in support extending to approximately 41 additional interconnected student, classroom, and/or staff needs across buildings. Support included consultation, modeling, coaching, and implementation planning across environments.

In addition, the team partnered with preschool and elementary staff to support the transition of 10 students from preschool to kindergarten for the 2026–2027 school year. Efforts are focusing on proactively establishing supports, strengthening staff confidence and capacity, and promoting continuity across environments by carrying over strategies and interventions students responded positively to in preschool.

<u>System Development and Refinement:</u>

In 15 buildings, the team supported the development, refinement, and sustainability of MTSS-B systems and practices. Efforts included strengthening Tier I universal supports and classroom systems, facilitating leadership team development, refining Tier II and Tier III intervention structures, improving data-based decision-making processes, and creating student regulation spaces to promote cohesive and preventative systems of support for students and staff.

Professional Development:

Professional learning opportunities were provided to classified staff, guest teachers, certified staff, and administrators across the District. Training focused on MTSS-B practices, Universal Design for Learning (UDL), preventative and instructional approaches to behavior support, de-escalation and co-regulation strategies, data-based decision making, and coaching through the MTSS framework. Professional learning emphasized collaborative problem-solving processes designed to strengthen predictable schoolwide practices, inclusive learning environments, and staff efficacy.

The team will also present at the 2026 Middle School Mental Health Conference and the 2026 Admin Days Conference on preventative and regulation-based practices within MTSS frameworks. Each session emphasizes shifting behavioral responses from reactive practices to understanding the impact of stress, regulation, and nervous system states on student behavior, engagement, and access to learning.

Trauma-Informed and Regulation Focused Training:

Professional learning was delivered across 9 elementary and secondary schools through a three-session series focused on building staff understanding and implementation of trauma-informed practices. Sessions emphasized nervous system awareness, co-regulation, self-regulation, and empathic strain, while also strengthening staff understanding of how relationships, predictability, emotional safety, and regulation impact student engagement, behavior, and access to learning. The series combined foundational learning with practical building systems and classroom application to support sustainable, relationship-centered practices across the school community.

The team also supported the development and facilitation of trauma-informed professional learning opportunities for all administrators through general administration opportunities as well as an optional district book study to strengthen trauma-informed leadership practices and support the development of predictable, relationship-centered school environments.

These efforts reflect Millard Public Schools' commitment to building inclusive, sustainable, and responsive systems of support that promote positive academic, behavioral, and social-emotional outcomes for all students. Through continuous improvement, data-based decision making, and collaborative problem-solving, the district continues to strengthen staff capacity and ensure that every student has access to the level of support needed to be successful.

Special Education
2025-2026

During the 2025–26 school year, Millard Public Schools provided special education and related services to 3,576 children and students, birth through age 21, who were eligible under the federal Individuals with Disabilities Education Act (IDEA) and Nebraska Rule 51 (Title 92 NAC Chapter 51). The following tables provide demographic and programmatic information regarding students with disabilities served by the district as of June 2026.

Official MPS Enrollment	Number of Students with Disabilities	Percent of Students with Disabilities
PK-21	3273	15%
K-21	3576	16%

Gender	Percent
Female	35.2%
Male	64.8%

Ethnicity	Percent
American Indian/Alaskan Native	4%
Asian	2.7%
Black (Not Hispanic)	6%
Hispanic	13.8%
Hawaiian/Pacific Islander	6%
White (Not Hispanic)	70.2%
Two or More Races	6.3%

EL Status	Percent
EL and Special Education Identified	4.7%

FRPL	Percent
FRPL and Special Education Identified	42.5%

High Ability Learners	Percent
HAL and Special Education Identified	6.6%

New to Millard	Percent
New to MPS and Special Education Identified	5.1%

Average Attendance Rate	Percent
Attendance and Special Education Identified	93%

Residency Status	Percent
Resident	61.7%
In-District Transfer	25.5%
Option Enrollment	12.8%

Millard Public Schools provides special education services for children and students from birth through age 21 based on individualized needs identified through an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP). Services are delivered across a continuum of settings and

supports, including consultation, collaboration, co-teaching, resource services, specialized programs, itinerant services, early childhood home-based services, preschool programs, homebound/hospital instruction, and contracted placements outside the district when appropriate.

The district's service delivery model is designed to provide individualized instruction and support in the least restrictive environment (LRE), ensuring access to educational opportunities while addressing each student's unique needs. The following section summarizes the 13 disability verification categories and the percentage of students served in each category this year.

Verification Area	Approximate % of Students With Disabilities
Autism	15%
Deaf-Blindness	< 1%
Developmental Delay	3%
Emotional Disturbance	6%
Hearing Impairment	2%
Intellectual Disability	6%
Multiple Impairments	1%
Orthopedic Impairment	< 1%
Other Health Impairment	16%
Specific Learning Disability	24%
Speech Language Impairment	26%
Traumatic Brain Injury	< 1%
Visual Impairment	< 1%

Early Childhood Special Education

See Early Childhood Board Report May 2026

K-12 Resource Program

Special education and related services are provided in all Millard Public Schools through a continuum of supports, including resource services, speech-language services, paraprofessional support, psychological services, occupational therapy, physical therapy, vision services, and other related services. Students receive services in the least restrictive environment (LRE) as determined by their IEP Team.

When a student's needs cannot be adequately met within their neighborhood school, the IEP Team may recommend placement in a specialized cluster site program. These programs provide more intensive support for students with significant academic, behavioral, or functional needs and may be located in another Millard school or an approved outside placement. Transportation is provided as required by the student's IEP.

During the 2025–26 school year, 42 students with disabilities in grades 6–12 received educational services through the Ombudsman Program following suspension or expulsion, an increase of one student from 2024–25. An additional five students attended Ombudsman due to special circumstances. While enrolled in the program, students continued to receive special education and related services as determined by their IEP Teams.

Services for Students in Alternate Curriculum Programs

Millard Public Schools' Alternate Curriculum Program (ACP) provides individualized, specially designed instruction for students with significant cognitive disabilities. The program focuses on developing

functional academic, communication, personal management, vocational, and independent living skills to promote maximum independence and meaningful participation in school and community settings.

During the 2025–26 school year, ACP services were provided to 279 students across the district, including 127 elementary students at seven elementary schools, 72 middle school students at three middle schools, and 80 high school students at the district's comprehensive high schools. Students participated with their general education peers to the maximum extent appropriate, supporting inclusive educational experiences and peer relationships.

ACP staff participated in ongoing professional learning focused on progress monitoring, high-leverage instructional practices, alternate assessments (NSCAS-AA), individualized assessment practices, functional skill development, meaningful IEP goal writing, and evidence-based instructional strategies. Elementary and secondary teachers also engaged in Professional Learning Communities (PLCs) and collaborative planning to strengthen instructional practices and program implementation.

Students participated in a variety of school and community-based learning experiences, including Unified activities, community outings, and vocational and functional skill instruction designed to support independence and real-world application of skills.

The District also celebrated five schools that earned or renewed designation as Special Olympics Unified Champion Schools, recognizing their commitment to inclusive school communities that promote collaboration, engagement, and respect for all students. Honored schools included Disney Elementary School, Rohwer Elementary School, Rockwell Elementary School, Ackerman Elementary School, and Millard South High School.

Autism Services and Supports

Millard Public Schools continues to strengthen inclusive practices and supports for students with autism through ongoing professional learning, interdisciplinary collaboration, and individualized programming.

Districtwide professional development focused on autism acceptance, inclusion, and evidence-based instructional practices. Presentations were provided to staff at multiple schools, district librarians, high school counselors, Educational Academy students, School Resource Officers, and Campus Security personnel. Autism acceptance and inclusion lessons were also delivered in classrooms throughout the district.

To build staff capacity, 18 certified staff completed intensive Verbal Behavior training with follow-up coaching to support individualized programming, while 20 paraprofessionals participated in targeted Verbal Behavior training. Additional professional learning opportunities were accessed through ESU 3, including Structured TEACCH, Females on the Spectrum, and Strategies and Techniques for Effective Programs in Schools (STEPS). An interdisciplinary team from Sandoz Elementary completed the eight-day STEPS training and later shared student outcomes through the Nebraska ASD Network.

Through the district's Autism Academy, one general education teacher and one special education teacher from every elementary school, along with four staff members from each middle school, participated in monthly professional learning focused on evidence-based practices aligned with MTSS Tier 1 and Tier 2 supports. A total of 67 staff members engaged in this year-long learning opportunity. Millard's Autism Academy was also recognized nationally through the presentation, *Bridging Minds: Harnessing Neurodiversity within MTSS Frameworks*, at the Division on Autism and Developmental Disabilities (DADD) Conference.

To support students with intensive behavioral needs, teams from seven schools implemented the Practical Functional Assessment–Skills Based Treatment (PFA-SBT) framework. Participants completed 10 hours

of training and received ongoing coaching. Initial outcomes indicate positive behavioral improvements for students in Resource, Structured Behavior Skills (SBS), and Alternate Curriculum Programs (ACP).

A new autism referral process was implemented to streamline access to consultation and support. During the school year, 42 staff members utilized the referral system to request classroom observations, recommendations, resources, and individualized support from the Autism Program Facilitator.

The district's ABA Liaison coordinated services for approximately 52 students receiving Applied Behavior Analysis (ABA) therapy through partnerships with 27 local clinics. Collaboration included classroom observations, data sharing, and efforts to ensure consistency between school and clinic-based programming.

Additionally, 35 interdisciplinary teams completed Comprehensive Autism Planning System (CAPS) planning sessions to address individualized student needs related to behavior, communication, sensory supports, visual systems, and skill development. Beginning in 2026–27, CAPS plans will be housed within Synergy to improve accessibility and continuity of support.

Millard also continued its partnership with the Munroe-Meyer Institute to support students with complex needs. Collaborative efforts included consultation for students with significant behavioral needs, staff observation opportunities, exploration of paraprofessional training modules, alignment of autism programming, and joint work related to trauma-informed practices.

These efforts reflect the district's ongoing commitment to developing staff expertise, expanding inclusive practices, and providing high-quality educational programming for students with autism.

Services for Students Requiring Behavioral Supports

Millard Public Schools provides a continuum of behavioral supports to help students access instruction and develop the skills necessary for academic, social, and emotional success. General and special education staff receive ongoing training, consultation, and coaching from Special Education Program Facilitators and Coordinators. Support includes professional development, classroom observations, behavioral assessments, behavior intervention planning, problem-solving, and direct student services.

During the 2025–26 school year, Program Facilitators and Coordinators provided consultation and support in nearly every district school. Services included classroom observations, student assessments, behavior intervention plan development and implementation, and participation in Multi-disciplinary Team (MDT) and Individualized Education Program (IEP) meetings.

For students requiring more intensive behavioral support, Structured Behavior Skills (SBS) programs are available through designated cluster sites. Elementary SBS programs are located at Cottonwood Elementary, Holling Heights Elementary, and Reagan Elementary. Secondary SBS programs are available at Andersen Middle School, Millard Central Middle School, Kiewit Middle School, and Russell Middle School. These programs provide access to the general education curriculum while incorporating explicit instruction in social, emotional, and behavioral skills. Behavioral support services are also available at all three comprehensive high schools based on individual student needs and IEP Team recommendations.

During the 2025–26 school year, 51 elementary students and 27 middle school students received services through SBS programming. Two elementary students successfully transitioned from SBS programming to less intensive supports, while nine middle school students were newly enrolled in SBS services.

The district also collaborates with out-of-district programs to ensure students with intensive behavioral needs receive appropriate services. During the 2025–26 school year, five elementary students were considered for contracted placements, with two students placed in more individualized settings. At the

secondary level, 13 students transitioned to contracted placements, five students entered the district already attending contracted programs, and two students successfully returned to Millard schools from contracted placements. An additional four students in out-of-district placements either graduated or exited services due to age eligibility.

Through a comprehensive continuum of behavioral supports, specialized programming, and collaborative partnerships, Millard Public Schools remains committed to meeting the unique needs of students with behavioral challenges while promoting successful participation in school and community environments.

Young Adult Program and Transition Services

Millard Public Schools provides transition services for young adults with disabilities ages 18–21 through the Young Adult Program (YAP) and Project SEARCH. These programs are designed to support the transition from high school to adult life by developing skills related to employment, independent living, community participation, and post-secondary opportunities. Individualized programming is aligned to each student's transition goals and focuses on increasing independence and self-sufficiency.

The Young Adult Program, located at Central Middle School, served 55 students during the 2025–26 school year. The program was staffed by six teachers, ten paraprofessionals, and three job coaches who provided instruction and support in functional academics, independent living skills, vocational training, and community-based learning. Students participated in a variety of experiences, including on-site job coaching at community businesses, operation of a student-run business, collaboration with the Munroe-Meyer Institute to support functional and social skill development, and community-based instruction. Programming was individualized to meet each student's unique transition needs and post-school goals.

Project SEARCH served seven students during the 2025–26 school year through a partnership with The Heritage at Sterling Ridge, Summer Kitchen Café and Bakery, and Nebraska Vocational Rehabilitation. The program is designed to prepare young adults with significant disabilities for competitive integrated employment through intensive workplace immersion and skill development. Students completed three ten-week internship rotations in areas such as hospitality, housekeeping, food preparation, groundskeeping, and resident services. Participants attended five days per week and received ongoing instruction and job coaching from a dedicated teacher and skills trainer.

At the conclusion of the 2025–26 school year, 22 young adults either reached the age of eligibility for special education services or completed graduation requirements. A celebration ceremony was held in May 2026 to recognize the accomplishments of graduates from both the Young Adult Program and Project SEARCH.

Related Services

Related services are provided when necessary to enable students with disabilities to access and benefit from special education. These services are determined by the IEP Team and are provided to support students' educational, functional, communication, sensory, and transition needs. During the 2025–26 school year, Millard Public Schools provided related services in the following areas:

- Occupational Therapy (OT)
- Physical Therapy (PT)
- Speech-Language Therapy
- Assistive Technology (AT) and Augmentative and Alternative Communication (AAC)
- Hearing Services
- Vision Services
- Audiological Evaluations

- Orientation and Mobility Services
- Vocational Services
- Nursing Services

Services for Students with Hearing Impairments

Millard Public Schools provides services for students with hearing impairments across a variety of educational settings, supporting students who utilize oral communication as well as those who require sign language interpretation to access the general education curriculum. During the 2025–26 school year, nine school-age students whose needs required intensive deaf education services were served through out-of-district placements.

Our District audiologist provides hearing screenings, evaluations, consultation, and ongoing support for students who are deaf or hard of hearing. During the 2025–26 school year, 183 audiological evaluations were completed, including 137 evaluations for Millard Public Schools students and 46 evaluations through the Metro Regional Program.

In addition to evaluation services, the audiologist supported approximately 71 students who are deaf or hard of hearing. Services included monitoring hearing equipment, recommending accommodations, collaborating with educational teams, and ensuring students have appropriate access to instruction and communication supports.

To enhance services for students requiring interpreting support, Millard Public Schools is expanding its capacity by employing Educational Sign Language Interpreters directly. During the 2025–26 school year, the district employed one in-person interpreter and contracted additional services as needed. Beginning in 2026–27, the district will employ four Educational Sign Language Interpreters to better meet student needs and increase service continuity.

The district will continue to provide Teachers of the Deaf services through contracted partnerships. During the 2025–26 school year, these services were provided through Ralston Public Schools for more than 90 students. Beginning in 2026–27, Teacher of the Deaf services will be coordinated through the Educational Service Unit (ESU) system.

These services reflect Millard Public Schools' commitment to ensuring students with hearing impairments have access to the communication supports, specialized instruction, and accommodations necessary to fully participate in their educational programs.

Services for Students with Speech and Language Impairments

Speech-language services are provided to students who meet eligibility requirements under Nebraska Rule 51 (Title 92 NAC Chapter 51). Speech-Language Pathologists (SLPs) support students with communication needs that impact educational performance, including speech sound disorders, receptive and expressive language impairments, fluency disorders, voice disorders, cognitive-communication difficulties, hearing-related communication needs, and social communication deficits.

SLPs provide a comprehensive range of services, including screening, assessment, intervention, consultation, collaboration, counseling, and prevention. Services are delivered in a variety of settings based on individual student needs and may include direct therapy, small-group instruction, classroom-based services, co-teaching, consultation with educational staff, and support for augmentative and alternative communication (AAC) systems.

Speech-language services focus on improving communication skills that support academic achievement, social interaction, and functional independence. Interventions may address articulation and speech

production, language comprehension and expression, fluency, voice, social communication, cognitive-communication skills, and the use of AAC systems for students with complex communication needs.

SLPs collaborate closely with students, families, teachers, administrators, psychologists, audiologists, occupational and physical therapists, counselors, and other service providers to develop and implement individualized interventions through the IEP process.

During the 2025–26 school year, Millard Public Schools employed 58.65 full-time equivalent Speech-Language Pathologists. The average workload was 48 students per FTE, with individual caseloads ranging from 40 to 65 students.

Professional learning for SLPs focused on evidence-based practices and educationally relevant service delivery, including dual language supports for multilingual learners, Indicator 13 transition requirements, Universal Design for Learning (UDL), technology tools to support student learning, and student-centered IEP development. Additional optional continuing education opportunities included ethics, literacy interventions, articulation practices, cultural competency, student teacher supervision, and autism-focused assessment and programming.

Through comprehensive assessment, intervention, and collaboration, Millard Public Schools' Speech and Language Department remains committed to supporting students' communication development and ensuring access to meaningful educational opportunities.

Contracted Services

Millard Public Schools provides a continuum of services to meet the diverse needs of students with disabilities. When a student's educational needs cannot be appropriately addressed through district-operated programs, the District partners with specialized agencies and educational providers to ensure students receive individualized services in the least restrictive environment appropriate to their needs.

During the 2025–26 school year, Millard Public Schools contracted with the following agencies and programs to provide specialized educational and related services:

- 360 Community Services
- Alpha School
- Brook Valley School (ESU 3)
- Connected Roots Care Center (CRCC)
- Developmental Disability Center of Nebraska
- Father Flanagan's Boys Town Day School
- Hands of Heartland
- Heartland School
- Loving Homes
- Munroe-Meyer Institute Severe Behavior Clinic
- Ombudsman
- Ombudsman Plus
- Prime Home
- Suburban Hearing Impaired Program (early childhood and school-age)
- Westside Community Schools
- Boys Town Preschool
- Remedy Road
- Veritas

These partnerships allow the District to provide specialized programming, therapeutic supports, behavioral services, deaf education services, and other individualized interventions for students whose needs require services beyond those available within district programs. Through collaboration with community partners, Millard Public Schools remains committed to ensuring all students have access to appropriate educational opportunities and supports designed to promote meaningful educational progress and successful outcomes.

Psychological Services

Psychological services were provided by 24 school psychologists with a combined full-time equivalency (FTE) of 22 during the 2025–26 school year. School psychologists delivered a comprehensive range of direct and consultative services to students, families, and school staff.

Consultative services included collaboration with educators, administrators, school counselors, multidisciplinary teams, families, community agencies, and other professionals. School psychologists supported problem-solving efforts by assisting with the development and implementation of academic, behavioral, social-emotional, and mental health interventions designed to promote student success.

Direct services included comprehensive evaluations assessing cognitive, academic, social-emotional, behavioral, and adaptive functioning. Most evaluation referrals originated through building-level teams and general education problem-solving processes, while additional referrals were received from parents, physicians, community agencies, private schools, and exempt schools. For referrals originating outside of school-based teams, multidisciplinary teams reviewed available information to determine the need for evaluation prior to initiating the assessment process.

Evaluation results were shared with families and educational teams and were used to inform eligibility determinations, educational programming, intervention planning, and special education services when appropriate.

During the 2025–26 school year, 72% of students evaluated through the multidisciplinary team (MDT) process were determined eligible for special education services. This represents a slight decrease from the previous year, when 80% of evaluated students met eligibility criteria.

School psychologists also completed reevaluations for students receiving special education services as required under state and federal regulations. These reevaluations are conducted at least every three years and are used to assess student progress, determine continued eligibility, identify educational needs, and guide future programming and intervention decisions.

The table below summarizes the direct psychological services provided by Millard Public Schools school psychologists during the 2025–26 school year.

School	Initial Evaluations			Reevaluations		
	Tested	Verified	%	Tested	Verified	%
Early Childhood Special Education – Eval Team	**84**	**55**	**65%**	**N/A**	**N/A**	**N/A**
Early Childhood Special Education – Home based	**5**	**3**	**60%**	**7**	**7**	**100%**
Abbott Elementary	**5**	**4**	**80%**	**12**	**11**	**92%**

Ackerman Elementary	**5**	**4**	**80%**	**26**	**23**	**88%**
Aldrich Elementary	**9**	**8**	**89%**	**3**	**3**	**100%**
Black Elk Elementary	**8**	**4**	**50%**	**18**	**16**	**89%**
Bryan Elementary*	**9**	**8**	**89%**	**17**	**17**	**100%**
Cather Elementary	**12**	**12**	**100%**	**2**	**2**	**100%**
Cody Elementary*	**10**	**10**	**100%**	**16**	**15**	**94%**
Cottonwood Elementary	**14**	**5**	**36%**	**14**	**13**	**93%**
Walt Disney Elementary*	**5n**	**5**	**100%**	**17**	**16**	**94%**
Harvey Oaks Elementary*	**10**	**5**	**50%**	**17**	**16**	**94%**
Hitchcock Elementary	**3**	**1**	**33%**	**1**	**1**	**100%**
Holling Heights Elementary*	**11**	**11**	**100%**	**15**	**13**	**87%**
Ezra Millard Elementary	**15**	**15**	**100%**	**18**	**17**	**94%**
Montclair Elementary	**19**	**17**	**89%**	**2**	**2**	**100%**
Morton Elementary	**8**	**8**	**100%**	**12**	**12**	**100%**
Neihardt Elementary*	**12**	**10**	**83%**	**26**	**19**	**73%**
Norris Elementary	**17**	**16**	**94%**	**16**	**14**	**88%**
Reagan Elementary*	**7**	**6**	**86%**	**22**	**19**	**86%**
Reeder Elementary*	**8**	**2**	**25%**	**25**	**20**	**80%**
Rockwell Elementary*	**10**	**5**	**50%**	**28**	**22**	**79%**
Rohwer Elementary	**12**	**5**	**42%**	**22**	**16**	**73%**
Sandoz Elementary*	**7**	**6**	**86%**	**23**	**19**	**82%**
Upchurch Elementary	**7**	**6**	**86%**	**13**	**11**	**85%**
Wheeler Elementary	**12**	**9**	**75%**	**26**	**25**	**96%**
Willowdale Elementary	**14**	**8**	**57%**	**15**	**10**	**67%**
Andersen Middle School	**15**	**8**	**53%**	**27**	**20**	**74%**
Beadle Middle School	**14**	**13**	**93%**	**35**	**33**	**94%**
Central Middle School	**14**	**9**	**64%**	**50**	**44**	**88%**

Kiewit Middle School	**24**	**8**	**33%**	**34**	**32**	**94%**
North Middle School	**7**	**6**	**86%**	**39**	**39**	**100%**
Russell Middle School	**12**	**12**	**100%**	**28**	**28**	**100%**
Millard North High School	**14**	**7**	**50%**	**80**	**74**	**93%**
Millard South High School	**22**	**15**	**68%**	**167**	**160**	**96%**
Millard West High School	**17**	**14**	**82%**	**82**	**70**	**85%**
Horizon High School	**3**	**1**	**33%**	**7**	**7**	**100%**
Young Adult Program	**0**	**0**		**17**	**17**	**100%**
2025-2026 Total Evals and Averages	**477**	**354**	**74%**	**967**	**864**	**90%**

PK-5 Elementary Schools** ***Italicized Schools **include evaluations requested by private/parochial schools in MPS's attendance area.**

Highlights and Accomplishments

Millard Public Schools continued to demonstrate its commitment to inclusion, professional learning, and student success through a variety of accomplishments during the 2025–26 school year.

Special Education Program Plan

During the 2025-26 school year, the Special Education Department engaged in a comprehensive review of programs, services, systems, and stakeholder feedback to develop a multi-year Special Education Program Plan. Guided by the department's purpose of championing inclusion through collaboration with students, families, educators, and the broader community, the plan establishes priorities that will strengthen educational opportunities and outcomes for students with disabilities across Millard Public Schools.

The Program Plan identifies five key focus areas:

• **Continuum of Services and Program Design** – Review and refine the district's continuum of services to ensure students have access to the full range of supports needed for success while exploring opportunities to expand specialized programming for unique student populations.

• **Systems and Operations** – Strengthen consistency across the district through revised procedures, aligned practices, clear expectations, transition planning processes, and ongoing evaluation of staffing and service delivery models.

• **Instruction and Collaborative Planning** – Expand professional learning and collaborative structures that support inclusive practices, co-teaching, Universal Design for Learning (UDL), differentiated instruction, and effective implementation of IEPs within general education environments.

• **Leadership Development and Coaching** – Increase leadership opportunities and professional learning for staff while continuing partnerships with local universities to support educator preparation and ongoing development.

• **Family Partnerships** – Enhance communication, engagement, and collaboration with families through accessible resources, increased opportunities for involvement, and strengthened connections to school and community supports.

Initial work during 2025-26 focused on reviewing the district's continuum of services, evaluating staffing and workload structures, and identifying opportunities to strengthen inclusive practices and systems across schools. These efforts established a foundation for a five-year implementation plan that will guide continuous improvement, expand inclusive opportunities, and ensure students with disabilities receive high-quality supports aligned with their individual needs.

The Special Education Program Plan provides a roadmap for future growth while reinforcing Millard Public Schools' commitment to inclusive practices, strong family partnerships, effective systems, and meaningful outcomes for all learners.

Unified Schools, Sports, and Activities

Unified Sports and Activities provided opportunities for students with and without disabilities to learn, compete, and build relationships together. Five schools earned or renewed designation as Special Olympics National Unified Champion Schools:

- Ackerman Elementary School
- Disney Elementary School
- Rockwell Elementary School
- Rohwer Elementary School
- Millard South High School

In addition, the Millard West High School Unified Bowling Team qualified for the Nebraska State Bowling Championship, highlighting the success of inclusive extracurricular opportunities across the district.

Young Adult Program (YAP) students also participated in Special Olympics transition events with other metro-area 18–21 programs, competing in Bocce Ball and Bowling while demonstrating teamwork, sportsmanship, and community engagement.







Fine Arts and Inclusive Experiences

Millard students participated in a variety of inclusive arts opportunities throughout the year. The *Arts For Me!* program at Millard North Middle School, a collaboration between KANEKO and metro-area art educators, provided adaptive art experiences for students in Alternate Curriculum Programs. Student artwork was featured in the annual exhibition at KANEKO, celebrating creativity and self-expression.

Inclusive performing arts opportunities also continued across the district. Highlights included Millard West High School's production of *High School Musical* and numerous unified performances involving elementary, middle, and high school students, showcasing the talents and contributions of students with and without disabilities.

Professional Learning and Staff Development

Districtwide professional development focused on strengthening both compliance and instructional practices. Training opportunities included:

- IEPs with Heart
- Progress Monitoring
- Indicator 13: Secondary Transition
- Prior Written Notice (PWN)

Teachers also participated in specialized professional learning academies designed to build expertise in key areas of special education:

- **Autism Academy** – focused on evidence-based practices and inclusive supports for students with autism.
- **Transition Academy** – provided in-depth learning to strengthen transition planning and implementation aligned with Indicator 13 and postsecondary outcomes.

Community-Based Learning and Transition Success

Young Adult Program students participated in numerous community-based learning experiences designed to support adult independence and successful post-school outcomes. Community access outings provided opportunities to practice communication, social interaction, problem-solving, transportation, self-advocacy, and workplace readiness skills in authentic settings.

Experiences at grocery stores, restaurants, recreational facilities, community organizations, and employment sites helped students build confidence, increase independence, and develop familiarity with the community resources and environments they will access as adults.







Together, these accomplishments reflect Millard Public Schools' ongoing commitment to creating inclusive opportunities, investing in staff expertise, and preparing students with disabilities for successful futures.

K-12 Computer Science and Technology
2025-2026

The Millard Board of Education approved the K-12 Communication and Information Systems Framework Part I on April 20, 2020 and Part II on April 19, 2021 which includes:

K-8 Digital Citizenship Scope and Sequence
K-12 Computer Science Pathway
9-12 Business Technology Pathway
9-12 Digital Design Pathway.

The table below highlights the K-8 Communication and Information Systems Millard Education Program for 2025-2026 school year.

Elementary	Middle School
Collaboration between classroom teacher & Teacher Librarian; Lessons on: ● Computer Science ● Digital Citizenship ● Google Apps	Collaboration between classroom teacher & Teacher Librarian; Lessons on: ● Technology & Awareness ● Digital Footprint & Identity ● Relationships & Communication Computer Science Courses ● Computer Science 6 ● Computer Science 7 ● Computer Science 8-Creative Design ● Computer Science 8-Game Design ● Computer Science 8-Web Design

Beginning this school year, freshmen need to take a minimum of a one-semester (five credits) course aligned to the Nebraska Career and Technical Education State Model Programs of Study. The courses listed below satisfy the high school graduation requirement and are within the Communication and Information Career Field, except ELD Computer Literacy and Introduction to Engineering:

- AP Computer Science Principles (two semesters - 10 credits)
- Business Technologies (one semester - 5 credits)
- Computer Science Programming (one semester - 5 credits)
- Digital Media (one semester - 5 credits) *when taken in or before the 24/25 school year
- ELD Computer Literacy (one semester - 5 credits)
- Emerging Technologies (one semester - 5 credits)
- Information Technology I (one semester - 5 credits)
- Introduction to Engineering (one semester - 5 credits) *when taken in or before the 24/25 school year