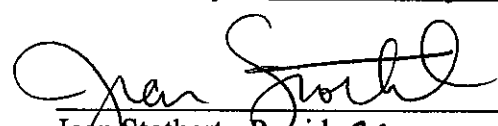


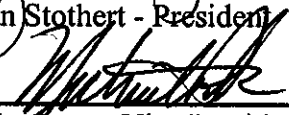
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 7:00 P.M. on September 8th 2003, at Don Stroh Administrative Center 5606 South 147th Street.

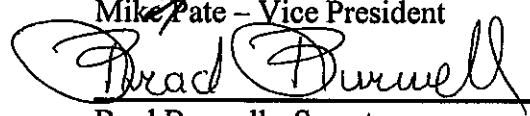
Dated this 8th day of September, 2003.



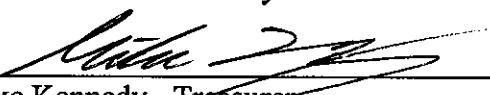
Jean Stothert - President



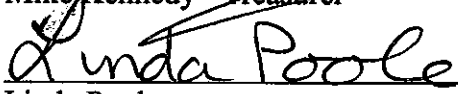
Mike Pate - Vice President



Brad Burwell - Secretary



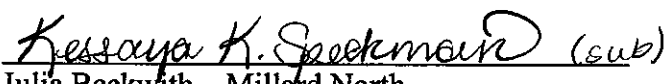
Mike Kennedy - Treasurer



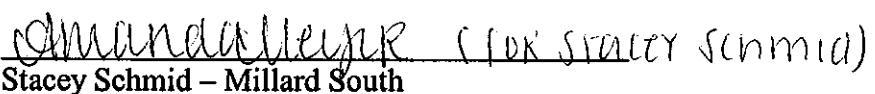
Linda Poole



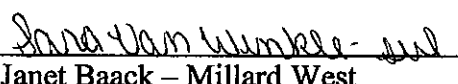
Julie Johnson

 (sub)

Julia Beckwith - Millard North

 (for Stacey Schmid)

Stacey Schmid - Millard South



Janet Baack - Millard West

FORM 7-B PROOF OF PUBLICATION

MIDLAI

BUSINESS JOURNAL-Robert G. Hoig, Editor

Publisher's Fee.....\$ _____

Extra Copies.....\$ _____

Total.....\$ 18.15

L09050320

SCHOOL DISTRICT NO. 17
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 7:00 p.m. on Monday, September 8, 2003, at 5606 South 147th Street, Omaha, Nebraska. There will be a public hearing on the 2003-2004 budget that will begin at 5:00 P.M.

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

BRAD R. BURWELL
Secretary
September 5, 2003.

STATE OF NEBRASKA

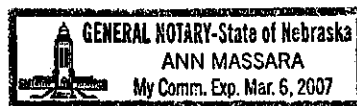
County of Douglas

SS.

Cynthia Hoig, being duly sworn,
deposes and says that he/she is Vice President
of The Midlands Business Journal, a legal weekly newspaper published in the City of Omaha, Douglas County, Nebraska, printed in the English language, having a bona fide circulation in Douglas County in excess of 300 copies for more than 52 weeks last year; that the printed notice attached hereto was published in said Midlands Business Journal for 1 consecutive weeks, beginning on September 5, 2003, and ending on September 5, 2003, and said newspaper was during that time and has since been in general circulation in said County and State, and that said newspaper was printed in whole or in part in the office maintained at place of publication.

Cynthia Hoig
Subscribed in my presence, and sworn to before me this 5th

day of September, 2003.



Ann Massara

Notary Public

Duplicate Affidavits of this Publication have been filed in the office of:
County Court Clerk of Dist. Court County Clerk Sec. State

Publisher's Fee.....\$ _____

Extra Copies.....\$ _____

.....\$ _____

Total.....\$ 56.80

L08290323

**MILLARD SCHOOL DISTRICT #17
NOTICE OF HEARING TO EXCEED THE BASIC ALLOWABLE
GROWTH RATE**

Public Notice is hereby given, in compliance with the provisions of Nebraska State Statutes, that the governing body of Millard Public School District #17 in Douglas County, Nebraska will meet on the 8th day of September, 2003, at 5:00 P.M. at the Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for purposes of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to exceeding the Basic Allowable Growth Rate of 0.0% up to 2.1113% August 29, 2003.

STATE OF NEBRASKA

County of Douglas

SS.

Cynthia Hoig, being duly sworn,

Vice President

deposes and says that he/she is _____ of The Midlands Business Journal, a legal weekly newspaper published in the City of Omaha, Douglas County, Nebraska, printed in the English language, having a bona fide circulation in Douglas County in excess of 300 copies for more than 52 weeks last year; that the printed notice attached hereto was published in said Midlands Business Journal for 1 consecutive weeks, beginning on August 29, 2002, and ending on August 29, 2003, and said newspaper was during that time and has since been in general circulation in said County and State, and that said newspaper was printed in whole or in part in the office maintained at place of publication.

Cynthia Hoig

Subscribed in my presence, and

sworn to before me this 29th

day of August, 2003.

Ann Massara

Notary Public



Duplicate Affidavits of this Publication have been filed in the office of:

County Court Clerk of Dist. Court County Clerk Sec. State

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
Statement of Publication

Millard Public Schools in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-512, that the governing body will meet on the 8th day of September, 2003 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Brad A. Burwell

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve	Total Available Resources Before Property Taxes	Fee and Delinquent Tax Allowance	Total Personal and Real Property Tax Requirement
	2001-2002	2002-2003	2003-2004				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)
General	\$ 121,922,084.00	\$ 132,489,277.00	\$ 137,573,997.00	\$ 24,504,097.00	\$ 93,198,499.00	\$ 688,795.95	\$ 69,568,390.95
Depreciation	\$ 579,558.00	\$ 400,000.00	\$ 2,010,702.00		\$ 2,010,702.00		
Employee Benefit	\$ 8,275,230.00	\$ 11,000,000.00	\$ 17,845,646.00	\$ 1,000,000.00	\$ 18,845,646.00		
Contingency	\$	\$	\$		\$		
Activities	\$ 4,709,724.00	\$ 5,500,000.00	\$ 6,603,709.00	\$ 1,000,000.00	\$ 7,603,709.00		
School Lunch	\$ 5,490,736.00	\$ 5,900,000.00	\$ 7,500,000.00	\$ 500,000.00	\$ 8,000,000.00		
Bond	\$ 14,828,380.00	\$ 77,000,000.00	\$ 15,049,927.00	\$ 12,000,000.00	\$ 13,120,366.00	\$ 139,295.71	\$ 14,068,666.71
Special Building	\$ 6,983,022.00	\$ 5,600,000.00	\$ 11,451,998.00		\$ 10,179,177.00	\$ 12,728.22	\$ 1,285,550.22
Qualified Capital Purpose Undertaking Fund	\$	\$	\$	\$	\$	\$	\$
Cooperative	\$ 188,210.00	\$	\$ 4,210.00	\$	\$ 4,210.00		
Student Fee Fund	\$	\$ 960,000.00	\$ 1,000,000.00	\$	\$ 1,000,000.00		
	\$	\$	\$	\$	\$		
TOTALS	\$ 162,978,922.00	\$ 238,849,277.00	\$ 199,040,190.00	\$ 39,004,097.00	\$ 153,962,299.00	\$ 840,819.88	\$ 184,922,807.68

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,068,666.71

Total Personal and Real Property Tax Requirement for ALL Other

\$ 70,853,941.17

August 29, 2003

Notice of Special Hearing To Set Final Tax Request

Millard Public School District #17 in Douglas County

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 8th day of September, 2003 at 5:00 o'clock p.m., at the Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2002/03 Budget Information

2003/04 Budget Information

Fund	2002-2003 Property Tax Request	2002 Tax Rate	Property Tax Rate (2002-2003 Request Divided By 2003 Valuation)	2003-2004 Proposed Property Tax Request	Proposed 2003 Tax Rate
General Fund	\$ 63,886,944.00	1.0491	0.9939	\$ 69,568,391.00	1.0823
Bond Fund(s)	\$ 13,910,124.00	0.2284	0.2164	\$ 14,068,667.00	0.2189
Special Building Fund	\$			\$ 1,285,550.00	0.0200
Qualified Capital Purpose Undertaking Fund	\$			\$	

August 29, 2003

Publisher's Fee.....\$ _____

Extra Copies.....\$ _____

.....\$ _____

Total.....\$ 129.90

L08290324

STATE OF NEBRASKA

County of Douglas

SS.

Cynthia Hoig, being duly sworn,
 Vice President
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August 29, 2003

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 was published in
 consecutive weeks,
 and ending on
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 er was printed in
 ice of publication.

by presence, and
 me this 29th

1st, 2003

[Signature]

Notary Public

e of:
 Sec. State

Publisher's Fee.....\$ _____

Extra Copies.....\$ _____

Total.....\$ 149.00

STATE OF NEBRASKA

County of Douglas

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Cynthia Hoig, being duly sworn,
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Brad R. Durwell

Clerk/Secretary

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Contingency	\$ -	\$ -	\$ -		\$ -		
Activities	\$ 4,709,724.00	\$ 5,500,000.00	\$ 6,603,709.00	\$ 1,000,000.00	\$ 7,603,709.00		
School Lunch	\$ 5,490,736.00	\$ 5,900,000.00	\$ 7,500,000.00	\$ 500,000.00	\$ 8,000,000.00		
Bond	\$ 14,628,360.00	\$ 77,000,000.00	\$ 15,049,927.00	\$ 12,000,000.00	\$ 13,120,356.00	\$ 139,295.71	\$ 14,068,866.71
Special Building	\$ 6,983,022.00	\$ 5,600,000.00	\$ 11,451,999.00		\$ 10,179,177.00	\$ 12,728.22	\$ 1,285,550.22
Qualified Capital Purpose Undertaking Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ 188,210.00	\$ -	\$ 4,210.00	\$ -	\$ 4,210.00		
Student Fee Fund	\$ -	\$ 960,000.00	\$ 1,000,000.00	\$ -	\$ 1,000,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 162,976,922.00	\$ 238,849,277.00	\$ 199,040,190.00	\$ 39,004,097.00	\$ 153,962,299.00	\$ 840,819.88	\$ 84,922,807.88

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Total Personal and Real Property Tax Requirement for ALL Other
\$ 70,853,941.17

my presence, and
me this 29th

2003

Notary Public

ice of:
 Sec. State

August 29, 2003

NAME:

REPRESENTING:

Mel Oliva Millard Business Association
Mats Snowden

Stacey Schmid Millard South

Janet Baack Millard West

Edie Pearce Food Service

Allison Schaefer Millard South

Michael Doornik Millard South

Brandon Albin Millard South

Jerry Levy M E A

Rowan Kang Food Service

Katie Schroeder Millard South

Ashtley Oviatt Millard South

Emily Johnson

Marcella Duran

Amber Wagner

} Millard South

millard

PUBLIC SCHOOLS

***BOARD OF EDUCATION
MEETING***



SEPTEMBER 8, 2003

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

9

BUSINESS MEETING
7:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
SEPTEMBER 8, 2003

5:00 P.M. Budget Hearings:

- RE: Increase Budget Authority by Applicable Allowable Growth Rate and 1%
- RE: FYE 04 Budget
- RE: FYE 04 Property Tax Requests
- Collective Bargaining Negotiations (Executive Session)

AGENDA

- A. Call to Order
- 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 – August 18, 2003
 - *2. Approval of Bills
 - 3. Committee of the Whole Meeting – August 20, 2003
- F. Information Items
 - 1. Superintendent's Report
 - 2. Board Comments/Announcement
 - 3. Report from Student Representatives
- G. Unfinished Business
 - 1. Approval of Millard West High School Soccer Bleacher Project
- H. New Business
 - 1. Approval of Substitute Teaching Interlocal Agreement
 - 2. Adoption of Millard Standards for Mathematics and Language Arts
 - 3. Approval of Collective Bargaining Agreement with the Millard Education Association - Teachers
 - 4. Approval of Collective Bargaining Agreement with Millard Education Association - Nurses
 - 5. Approval of Administrative Salaries
 - 6. Approval of Professional/Technical Salaries
 - 7. Approval of Collective Bargaining Agreement with Educational Paraprofessional Association of Millard
 - 8. Approval of Food Service Salaries
 - 9. Increase Budget Authority by Applicable Allowable Growth Rate and 1%
 - 10. FYE 04 Budget

11. FYE 04 Property Tax Requests
12. State Aid Recapture Levy
13. Approval of Personnel Actions: Amendment to Continuing Contracts, Teachers for Hire
14. Litigation (Executive Session)

I. Reports

1. Enrollment Report – 3rd Day Count
2. Construction Report
3. Staff Development Report
4. Disaggregated ELO Results 2002-2003
5. ACT/SAT Results
6. Summer School Report
7. Exiting Senior Survey Report – Class of 2003

J. Future Agenda Items/Board Calendar.

1. Committee of the Whole Meeting on September 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on September 22, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. NASB Area Membership Meeting on Wednesday, October 1, 2003 at 5:30 p.m. at Offutt Air Force Base
4. Committee of the Whole Meeting on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, October 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
6. Board of Education Meeting on Monday, November 3, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting on Monday, November 10, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
8. Board of Education Meeting on Monday, November 17, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street

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

11

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
SEPTEMBER 8, 2003

5:00 P.M. Budget Hearings:

- RE: Increase Budget Authority by Applicable Allowable Growth Rate and 1%
- RE: FYE 04 Budget
- RE: FYE 04 Property Tax Requests
- Collective Bargaining Negotiations (Executive Session)

ADMINISTRATIVE MEMORANDUM

- A. Call to Order
- 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 prior to the meeting.
- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes – August 18, 2003. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See Enclosures.)
- E.3. Summary of Committee of the Whole Meeting Minutes – Monday, August 20, 2003
- F.1. Superintendent's Report
- F.2. Board Comments/Announcements
- F.3. Report from Student Representative
- G.1. Motion by _____, seconded by _____, that the contract for the Millard West Soccer Bleacher project be awarded to Pospical Construction Company in the amount of \$110,000 with such amount including the Base Bid plus Alternate #2 (for 500 seat capacity) and that the Associate Superintendent for General Administration be authorized and directed to enter into any and all documents necessary or desirable for such project. (See enclosure.)
- H.1. Motion by _____, seconded by _____, that the district enter into the ESU Substitute Employee Interlocal as submitted and, further, that the superintendent be authorized and directed to execute any and all necessary and/or desirable documents related to such agreement. (See enclosure.)

- H.2. Motion by _____, seconded by _____, to adopt the Millard Standards for Mathematics and Language Arts. (See enclosure)
- H.3. Motion by _____, seconded by _____, to approve the Collective Bargaining Agreement with the Millard Education Association - Teachers.
- H.4. Motion by _____, seconded by _____, to approve the Collective Bargaining Agreement with the Millard Education Association - Nurses.
- H.5. Motion by _____, seconded by _____, to approve the administrative salaries.
- H.6. Motion by _____, seconded by _____, to approve the professional/technical salaries.
- H.7. Motion by _____, seconded by _____, to approve the Collective Bargaining Agreement with the Educational Paraprofessional Association of Millard (EPAM) salaries.
- H.8. Motion by _____, seconded by _____, to approve the food service salaries.
- H.9. Motion by _____, seconded by _____, that approval be given to increase the District's budget authority for FYE04 by the applicable allowable growth rate plus 1% as provided in *Neb. Rev. State. §79-1029*. (See enclosure.)
- H.10. Motion by _____, seconded by _____, that the FYE04 Budget be adopted as presented in the Notice of Budget Hearing and Budget Summary submitted and that such document be incorporated herein in its entirety by this reference. (See enclosure.)
- H.11. Motion by _____, seconded by _____, that approval be given to the Resolution Regarding FYE04 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion. (See enclosure)
- H.12. Motion by _____, seconded by _____, that approval be given to the inclusion in the FYE04 Budget of the State Aid Levy Exclusion related to LB 898 (2002) in the amount of \$1,570,739.94 as certified by the Nebraska Department of Education. (See enclosure.)
- H.13. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contracts, and Teachers for Hire. (See enclosures.)
- H.14. Litigation (Executive Session)

I. Reports

1. Enrollment Report – 3rd Day Count

2. Construction Report
3. Staff Development Report
4. Disaggregated ELO Results 2002-2003
5. ACT/SAT Results
6. Summer School Report
7. Exiting Senior Survey Report – Class of 2003

J. Future Agenda Items/Board Calendar

1. NASB Area Membership Meeting on Wednesday, October 1, 2003 at 5:30 p.m. at Offutt Air Force Base.
2. Committee of the Whole Meeting on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
3. Board of Education Meeting on Monday, October 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street.
4. Board of Education Meeting on Monday, November 3, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
5. Committee of the Whole Meeting on Monday, November 10, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street.
6. Board of Education Meeting on Monday, November 17, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street.

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.

SCRIPT FOR BUDGET HEARINGS (Board President)

Introduction:

- *Call Meeting to Order*
- *Roll Call of Members*

This evening we will be conducting three public hearings required by Nebraska law. Then the board will be entering into closed session to discuss collective bargaining.

The three hearings for this evening are as follows:

1. A hearing on the adoption of the “applicable allowable growth rate” plus 1% for the Proposed FYE04 Budget.
2. A hearing on adopting the Proposed FYE04 Budget.
3. A hearing on the proposed property tax request required to fund the Proposed FYE04 Budget.

On the table in the hallway are sign-up sheets for those who wish to address the board. Anyone wishing to address the board at any of these hearings should complete one of those sheets and have it forwarded to me.

Copies of the proposed budget are available at the back of the room.

The purpose for each of the hearings is to receive public comments. No action will be taken by the board at the hearings. However, each of the issues is scheduled for action during the regular board meeting which will follow the hearings this evening.

Prior to conducting the hearings, I'd like to give Mr. Fossen about 15-20 minutes to present information related to the proposed FYE04 Budget. Mr. Fossen.

(After the presentation, continue below.)

Now we are ready to conduct the three hearings for this evening.

1. Hearing on Applicable Allowable Growth Rate Plus 1%:

The purpose of the first hearing is to receive testimony from the public on the proposal to increase the district's FYE04 budget authority above the basic allowable growth rate to an amount which includes the applicable allowable growth rate plus an additional one percent as authorized by Nebraska law.

I have received _____ requests to be heard on this issue. The first person is _____.

(Give everyone the opportunity to speak for _____ minutes.)

Thank you for your comments. Since I have no other requests to comment, the first hearing is completed.

2. Hearing on the Proposed FYE04 Budget:

1.

The purpose of the second hearing is to receive testimony from the public on matters related to the Proposed Budget for FYE04. The proposed budget provides for expenditures as follows:

<u>Funds</u>	<u>Expenditures</u>
General Fund	\$137,573,997
Depreciation Fund	2,010,702
Employee Benefits Fund	17,745,646
Activities Funds	6,606,709
School Lunch Fund	7,000,000
Bond Fund	15,049,927
Special Building Fund	11,325,849
Cooperative Fund	4,210
Student Fee Fund	1,200,000

I have received _____ requests to be heard on this issue. The first person is _____.

(Give everyone the opportunity to speak for _____ minutes.)

Thank you for your comments. Since I have no other requests to comment, the second hearing is completed.

3. Hearing on the Proposed FYE01 Property Tax Request:

The purpose of the third hearing is to receive testimony from the public on the proposed tax request to fund the Proposed Budget for FYE04. More specifically, the proposed tax request would change the request from the previous year as follows:

<u>Fund</u>	<u>FYE03 Tax Request</u>	<u>FYE04 Tax Request</u>
General Fund	\$63,886,944	\$69,568,391
Bond Fund	\$13,910,124	\$14,068,867
Building Fund	-0-	\$ 1,285,550

I have received _____ requests to be heard on this issue. The first person is _____.

(Give everyone the opportunity to speak for _____ minutes.)

Thank you for your comments. Since I have no other requests to comment, the third hearing is completed.

I'd now ask for a motion to adjourn the budget hearings and enter into closed session at _____ to discuss collective bargaining.

- Motion & Second to Adjourn
- Roll Call Vote

AGENDA SUMMARY SHEET

AGENDA ITEM: Hearing re Increasing Budget Authority by Applicable Growth Rate and Additional 1%

MEETING DATE: September 8, 2003 (Hearing at 5:00 p.m.)

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Hearing re Increasing Budget Authority by Applicable Growth Rate and Additional 1% – the hearing required by *Neb. Rev. Stat. §79-1029* if the District is proposing a budget that exceeds the basic allowable growth rate contained in *Neb. Rev. Stat. §79-1026*.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The statutory budget parameters for school districts in Nebraska provide that each district's budget may increase by a "basic allowable growth rate" (i.e., 0.0% plus exclusions, growth, etc.) for FYE04. In addition to the basic increase, there is another increase permitted for low spending districts. That amount is contained in the "applicable allowable growth rate" and is 1.1113% for MPS. Still further, state statutes provide for an additional 1% growth if approved by the board. [Note: In addition to the 2.1% discussed above, the District has unused budget authority available and is proposing increasing the FYE04 budget by an additional 1% by using some of that authority. Thus, the total increase in the general fund budget would be about 3.1%.]

The purpose of this hearing is to receive testimony from the public on the proposal to increase the budget authority for FYE04 above the basic allowable growth rate to an amount which includes the applicable allowable growth rate plus an additional one percent.

No action will be taken by the board at the hearing. Action on the budget is scheduled for the regular board meeting following the hearing. A supportive vote of 75% of the board (i.e., 5 of the 6 members) is required to have budget authority in excess of the increase permitted by the basic allowable growth rate (i.e., 0.0% plus exclusions, growth, etc.).

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: The recommended procedure for the hearing is as follows:

1. Call to Order
2. Roll Call of Board Members
3. Open the Floor for Public Comments
4. Adjourn the Meeting

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Hearing on Proposed FYE04 Budget

MEETING DATE: September 8, 2003 (**Hearing at 5:00 p.m.**)

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Hearing on Proposed FYE04 Budget – The hearing required by Nebraska law before a school district may adopt its proposed budget.

ACTION DESIRED: Approval ___ Discussion ___ Information Only x

BACKGROUND: The Proposed FYE04 General Fund Budget provides for an increase of 3.06% in expenditures. The total property tax levy for the general fund, building fund, and bond fund under the proposed FYE04 Budget is \$1.3212. [Note: This is up from \$1.2775 in FYE03.] The FYE04 Budget packet is being finalized and will be reproduced and available prior to the hearing.

A legal notice of the hearing was duly published as required by statutes.

No action will be taken by the board at the hearing. The purpose of the hearing is to receive public comments, if any, on the proposed FYE04 Budget.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: The recommended procedure for the hearing is as follows:

1. Call to Order
2. Roll Call of Board Members
3. Open the Floor for Public Comments
4. Adjourn the Meeting

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Hearing re FYE04 Property Tax Requests

MEETING DATE: September 8, 2003 (Hearing at 5:00 p.m.)

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Hearing re FYE04 Property Tax Request – The public hearing required by Nebraska law if the district desires to adopt a property tax request which differs from the property tax request of the prior year.

ACTION DESIRED: Approval ___ Discussion ___ Information Only x

BACKGROUND: *Neb. Rev. Stat. §77-1601.02* provides that the property tax requests for the prior year shall be the property tax requests for the current year unless the governing body of the school district conducts a public hearing and, thereafter, passes, by a majority vote, a resolution setting the tax requests at a different amount.

Based on the district's FYE04 Budget, the tax requests for the general fund, bond fund, and special building fund need to be modified as follows:

<u>Fund</u>	<u>FYE03 Tax Request</u>	<u>FYE04 Tax Request</u>	<u>FYE04 Tax Levy</u>
General Fund	\$63,886,944	\$69,568,391	\$1.0823
Bond Fund	\$13,910,124	\$14,068,867	0.2189
Building Fund	\$ -0-	\$ 1,285,550	<u>0.0200</u>
			\$1.3212

There will be no action taken by the board at the hearing. The issue is on the agenda for the regular board meeting following the hearings.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: The recommended procedure for the hearing is as follows:

1. Call to Order
2. Roll Call of Members
3. Open the Floor for Public Comments
4. Adjourn the Meeting

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: _____

**2003-2004
STATE OF NEBRASKA
SCHOOL DISTRICT BUDGET FORM**

County-District #: 28-00017 Class #: III
Millard Public Schools 19
TO THE COUNTY BOARD AND COUNTY CLERK OF
Douglas County

This budget is for the Period SEPTEMBER 1, 2003 through AUGUST 31, 2004

Contact and Submission Information	
Auditor of Public Accounts P.O. Box 98917, Lincoln, Nebraska 68509-8917	
Phone: (402) 471-2111	FAX: (402) 471-3301 E-Mail: dmeyer@mail.state.ne.us www.auditors.state.ne.us

COPY OF ADOPTED BUDGET TO BE FILED WITH:

1. AUDITOR OF PUBLIC ACCOUNTS
2. COUNTY BOARD (SEC. 13-508), C/O COUNTY CLERK
3. NEBRASKA DEPARTMENT OF EDUCATION
4. ALL AFFILIATED/JOINED HIGH SCHOOL DISTRICTS
(CLASS I DISTRICTS ONLY)

The Undersigned School Superintendent/Board Member Hereby Certifies:

AMOUNT OF PERSONAL AND REAL PROPERTY TAX REQUIRED FOR:	Principal and Interest on Bonds	All Other Purposes	TOTAL
General Fund		\$ 69,568,390.95	\$ 69,568,390.95
Bond Fund(s) [If More Than 1 Bond Fund - Total All Together]	\$ 14,068,866.71	\$ -	\$ 14,068,866.71
Special Building Fund		\$ 1,285,550.22	\$ 1,285,550.22
Qualified Capital Purpose Undertaking Fund		\$ -	\$ -
Total All Funds	\$ 14,068,866.71	\$ 70,853,941.17	\$ 84,922,807.88

Outstanding Bonded Indebtedness as of September 1, 2004	
\$ 117,025,000.00	Principal
\$ 35,153,712.00	Interest
\$ 152,178,712.00	Total Outstanding Bonded Indebtedness

A proposed Budget Summary and Published
Notice of Hearing was duly: Posted

(Check the method of notifying the Public of the Budget Hearing)

SCHOOL SUPERINTENDENT/BOARD MEMBER:

Signature: _____
Printed Name: Dr. Keith W. Lutz
Mailing Address: 5606 S. 147th Street
City, Zip: Omaha, NE 68137
Phone Number: (402) 895-8200

For Class II through VI Districts ONLY: Has your School District held a successful election to override the levy limits provided in State Statute Section 77-3442, which is in effect for the 2003-2004 school fiscal year?

(Please place an X in the appropriate box.)

<input type="checkbox"/>	YES
<input checked="" type="checkbox"/>	NO

2003-2004 BUDGET ADOPTED

	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	25,831,549.00	93,198,499.00	68,879,595.00	162,078,094.00	19,142,173.00	118,431,824.00	137,573,997.00	24,504,097.00	162,078,094.00
Depreciation	2,010,702.00	2,010,702.00		2,010,702.00			2,010,702.00		2,010,702.00
Employee Benefit	3,745,646.00	18,745,646.00		18,745,646.00			17,745,646.00	1,000,000.00	18,745,646.00
Contingency	-	-		-			-		-
Activities	2,103,709.00	7,603,709.00		7,603,709.00			6,603,709.00	1,000,000.00	7,603,709.00
School Lunch	581,682.00	7,500,000.00		7,500,000.00			7,000,000.00	500,000.00	7,500,000.00
Bond	12,120,356.00	13,120,356.00	13,929,571.00	27,049,927.00			15,049,927.00	12,000,000.00	27,049,927.00
Special Building	10,053,027.00	10,053,027.00	1,272,822.00	11,325,849.00			11,325,849.00		11,325,849.00
Qualified Capital Purpose Undertaking Fund	-	-	-	-			-	-	-
Cooperative	4,210.00	4,210.00		4,210.00			4,210.00	-	4,210.00
Student Fee Fund	100,000.00	1,200,000.00		1,200,000.00			1,200,000.00	-	1,200,000.00
				-					-
TOTAL ALL FUNDS	56,550,881.00	153,436,149.00	84,081,988.00	237,518,137.00	19,142,173.00	118,431,824.00	198,514,040.00	39,004,097.00	237,518,137.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, you will need to enter a number in Column 7.

PERSONAL AND REAL PROPERTY TAX RECAP	General Fund	Bond Fund(s) [Total Of All Bond Funds]	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	68,879,595.00	13,929,571.00	1,272,822.00	-
COUNTY TREASURER'S COMMISSION AT 1% OF COLUMN A (Line B)	688,795.95	139,295.71	12,728.22	-
DELINQUENT TAX ALLOWANCE (If over 5% of Line A, see Instructions) (Line C)	-	-	-	-
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B + Line C) (Line D)	69,568,390.95	14,068,866.71	1,285,550.22	-

CERTIFIED STATE AID	MOTOR VEHICLE TAXES
\$ 42,473,328.00	\$ 8,500,000.00

COUNTY TREASURER'S BALANCE, 9-1-2003			
600,000.00	600,000.00	-	-

2002-2003 ACTUAL/ESTIMATED								
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	25,937,612.00	97,809,881.00	60,510,945.00	158,320,826.00	18,461,621.00	114,027,656.00	132,489,277.00	25,831,549.00
Depreciation	910,702.00	2,410,702.00		2,410,702.00			400,000.00	2,010,702.00
Employee Benefit	2,745,646.00	14,745,646.00		14,745,646.00			11,000,000.00	3,745,646.00
Contingency	-	-		-			-	-
Activities	2,103,709.00	7,603,709.00		7,603,709.00			5,500,000.00	2,103,709.00
School Lunch	981,682.00	6,481,682.00		6,481,682.00			5,900,000.00	581,682.00
Bond	13,120,356.00	75,120,356.00	14,000,000.00	89,120,356.00			77,000,000.00	12,120,356.00
Special Building	14,929,264.00	15,293,027.00	360,000.00	15,653,027.00			5,600,000.00	10,053,027.00
Qualified Capital Purpose Undertaking Fund	-	-	-	-			-	-
Cooperative	4,210.00	4,210.00		4,210.00			-	4,210.00
Student Fee Fund	93,416.00	1,060,000.00		1,060,000.00			960,000.00	100,000.00
				-				-
TOTAL ALL FUNDS	60,826,597.00	220,529,213.00	74,870,945.00	295,400,158.00	18,461,621.00	114,027,656.00	238,849,277.00	56,550,881.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, you will need to enter a number in Column 7.

MOTOR VEHICLE TAXES	
\$	8,413,598.00

8

2001-2002 ACTUAL								
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	26,136,727.00	94,048,498.00	53,811,198.00	147,859,696.00	17,125,102.16	104,796,981.84	121,922,084.00	25,937,612.00
Depreciation	874,532.00	1,490,258.00		1,490,258.00			579,556.00	910,702.00
Employee Benefit	1,387,495.00	11,020,876.00		11,020,876.00			8,275,230.00	2,745,646.00
Contingency	-	-		-			-	-
Activities	2,237,866.00	6,813,433.00		6,813,433.00			4,709,724.00	2,103,709.00
School Lunch	1,178,193.00	6,472,418.00		6,472,418.00			5,490,736.00	981,682.00
Bond	13,169,723.00	14,055,900.00	13,892,816.00	27,948,716.00			14,828,360.00	13,120,356.00
Special Building	15,669,540.00	17,096,362.00	4,815,924.00	21,912,286.00			6,983,022.00	14,929,264.00
Qualified Capital Purpose Undertaking Fund (Formerly Hazardous Material)	-	-	-	-			-	-
Cooperative	4,755.00	192,420.00		192,420.00			188,210.00	4,210.00
Student Fee Fund	-	93,416.00		93,416.00			-	93,416.00
				-				-
TOTAL ALL FUNDS	\$ 60,658,831.00	151,283,581.00	72,519,938.00	223,803,519.00	17,125,102.16	104,796,981.84	162,976,922.00	60,826,597.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, you will need to enter a number in Column 7.

MOTOR VEHICLE TAXES	
\$	7,990,129.00

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CORRESPONDENCE INFORMATION

BOARD CHAIRPERSON

Jean Stothert

(Name of Board Chairperson)

5606 S. 147th Street

(Mailing Address)

Omaha, NE 68137

(City & Zip Code)

(402) 895-8200

(Telephone Number)

(E-Mail Address)

CORRESPONDENCE ADDRESS

Ken Fossen, Assoc. Supt. - Gen Admin

(Name and Title)

5606 S. 147th Street

(Mailing Address)

Omaha, NE 68137

(City & Zip Code)

(402) 895-8200

(Telephone Number)

kfossen@mpsomaha.org

(E-Mail Address)

PREPARER

Christopher M. Hughes, Accounting Manager

(Name & Firm)

5606 S. 147th Street

(Mailing Address)

Omaha, NE 68137

(City & Zip Code)

(402) 895-8201

(Telephone Number)

cmhughes@mpsomaha.org

(E-Mail Address)

10.

For Class II Through VI Districts ONLY

County-District #

28-00017

No.	<p align="center">SCHEDULE A GENERAL FUND LID EXCLUSIONS</p>	<p align="center">(Column 1) 2002-2003 Amount Budgeted To Spend</p>	<p align="center">(Column 2) 2003-2004 Amount Budgeted To Spend</p>
1	Interlocal Service Agreements/Joint Public Agency Agreements (List who agreement is with and what service will be provided):		
2	ESU #3 - Computer Software	\$ 50,000.00	\$ -
3	ESU #3 - Substitutes	\$ -	\$ 2,000,000.00
4	MOEC - Utilities: Electricity	\$ 3,051,044.00	\$ 3,145,626.00
5	MOEC - Transportation	\$ 893,010.00	\$ 893,010.00
6	MOEC - CADRE Associates	\$ 342,950.00	\$ 348,383.00
7			
8			
9	Total Interlocal Service Agreements/Joint Public Agency Agreements (Lines 2 through 8)	\$ 4,337,004.00	\$ 6,387,019.00
10	Repairs to Infrastructure Damaged by a Natural Disaster: (List repair)		
11			
12			
13			
14			
15			
16			
17	Total Repairs to Infrastructure Damaged by a Natural Disaster (Lines 11 through 16)	\$ -	\$ -
18	Judgments: (List the types of judgments obtained against your School District to the extent such judgment is not paid by liability insurance)		
19			
20			
21			
22			
23			
24			
25	Total Judgments (Lines 19 through 24)	\$ -	\$ -
26	Voluntary Termination of Employment Disbursements	\$ 1,504,481.00	\$ 1,758,518.00
27	Lease-Purchase Contracts: (List contracts approved on or after 7-1-97 and before 7-1-98)		
28			
29			
30			
31			
32			
33	Total Lease-Purchase Contracts (Lines 28 through 32)	\$ -	\$ -
34	Total General Fund Lid Exclusions - To LC-2 Form (Line 9 + Line 17 + Line 25 + Line 26 + Line 33)	\$ 5,841,485.00	\$ 8,145,537.00

Schedule B - Exclusions From the Levy Limitation

County-District #

28-0001

Line No.		General Fund (Column A)	Bond Fund (Column B)	Special Building Fund (Column C)	Qualified Capital Purpose Undertaking Fund (Column D)
1	Total Personal and Real Property Taxes (From Page 2, Property Tax Recap, Line D)	\$ 69,568,390.95	\$ 14,068,866.71	\$ 1,285,550.22	\$ -
2	Exclusions:				
3	Voluntary termination agreements with certificated employees:				
4		\$ 1,758,518.00			
5	Special Building Fund projects commenced prior to April 1, 1996:				
6					
7					
8					
9					
10	Judgments not paid by liability insurance:				
11					
12					
13					
14	Lease-purchase contracts approved prior to July 1, 1998:				
15					
16					
17					
18					
19					
20					
21	State Aid Levy Exclusion as certified by NDE *	\$ 1,570,739.94			
22	Bonded indebtedness approved according to law and secured by a levy on property:				
23	Bond Principal		\$ 9,910,000.00		
24	Bond Interest		\$ 5,139,927.00		
25	Total Exclusions before 1% County Treasurer's Commission (Lines 4 through 24)	\$ 3,329,257.94	\$ 15,049,927.00	\$ -	\$ -
26	1% County Treasurer's Commission on Exclusions (.01 X Line 25)	\$ 33,292.58	\$ 150,499.27	\$ -	\$ -
27	Total Exclusions (Line 25 + Line 26)	\$ 3,362,550.52	\$ 15,200,426.27	\$ -	\$ -
28	Total Personal and Real Property Tax Requirement Subject to the Levy Limitation (Line 1 minus Line 27)	\$ 66,205,840.43	\$ -	\$ 1,285,550.22	\$ -

General Fund Valuation (Completed By Class I Districts Only)

* What Percent of the Board approved?

	Affiliated/Joined High Schools (list below by County-District Number)	2003-2004 District Assessed Valuation This System	District's Value in System As a Proportion of Total District Value
29			
30			-
31			-
32			-
33			-
34			-
35			-
36	Total (Lines 30 through 35)		-

100%

(Board Minutes
MUST be attached)

(75% of the Board must vote to exceed the
\$1.05 Levy Limit due to the reduction in State Aid.)

NOTE: Copies of the School District's certified valuation must be attached to Schedule B.

Schedule C - Levy Limit Calculation

School Name: Millard Public Schools

County-District # ²⁶ 28-00017

NOTE: This Schedule is not provided for levy setting purposes.

Line No.	List by County-District Number	District Property Tax Request LESS Exclusions (Column A)	District Assessed Valuation <u>This System</u> (Column B)	District's Value in System As a Proportion of Total District Value (Column C)	Total District Property Tax Request Subject to Levy Limitation <u>This System</u> (Column A x Column C) (Column D)	General Fund Levy Subject to Limitation [(Column D / Column B) x 100] (Column E)
1	General Fund					
2	Class II through VI District (affiliated/joined):					
3		66,205,840.43			66,205,840.43	
4	Affiliated/Joined Class I School Districts:					
5					-	
6					-	
7					-	
8					-	
9					-	
10					-	
11					-	
12					-	
13					-	
14					-	
15					-	
16					-	
17					-	
18					-	
19					-	
20					-	
21					-	
22					-	
23					-	
24					-	
25					-	
26					-	
27	Total (Lines 3 through 26)		-		66,205,840.43	-

NOTE: If the total system General Fund levy, per this worksheet (Line 27, Column E), is \$1.05, or less, go to Schedule C - Page 2. If Line 27, Column E, is greater than \$1.05, and the district did not hold a successful election to override the levy, you are in violation of the levy lid. If the total levy required for property tax requests for all general fund budgets in a local system exceeds the amount that can be generated by the maximum levy pursuant to State Statute 77-3442, the high school district shall be required to take the necessary steps to comply with such maximum levy. The three-step process the high school district may take to comply with the maximum levy is outlined in State Statute Section 79-1027.01.

13

Schedule C - Levy Limit Calculation

School Name:

Millard Public Schools

NOTE: This Schedule is not provided for levy setting purposes.

County-District #

28-00017

27

Line No.	List by County-District Number	District Property Tax Request LESS Exclusions (From Schedule B, Line 31) (Column A)	District Assessed Valuation This System (Column B)	Levy Subject to Limitation [(Column A / Column B) x 100] (Column E)
28	Bond Fund 1 (Affiliated)			
29	School District:			
30				
31				
32				
33				
34				
35				
36	Total (Lines 30 through 35)	\$ -	\$ -	-
37	Bond Fund 2 (Affiliated)			
38	School District:			
39				
40				
41				
42				
43				
44				
45	Total (Lines 39 through 44)	\$ -	\$ -	-
46	Qualified Capital Purpose Undertaking Fund			
47	School District:			
48				
49				
50				
51				
52				
53				
54				
55	Total (Lines 48 through 54)	\$ -	\$ -	-
56	Total Affiliated Fund Levy Subject to Limitation (Lines 27+36+45+55)			-

NOTE: If the total system levy, per this worksheet (Line 56, Column E), is \$1.05, or less, go to Schedule C - Page 3. If Line 56, Column E, is greater than \$1.05, and the district did not hold a successful election to override the levy, you are in violation of the levy lid. You will be required to reduce Lines 36, 45, or 55 to meet the levy limitation.

14.

Schedule C - Levy Limit Calculation

School Name: Millard Public Schools

28

NOTE: This Schedule is **not** provided for levy setting purposes.

NOTE: Please refer to the Instruction Manual for instructions to Line 57.

County-District # 28-00017

Line No.	List by County-District Number	District Property Tax Request LESS Exclusions (Column A)	District Assessed Valuation (Column B)	Levy Subject to Limitation [(Column A / Column B) x 100] (Column E)
57	Total Affiliated Fund Levy Subject to Limitation			-
58				
59	General Fund (non-affiliated Class II - V Districts ONLY)	66,205,840.43	6,427,751,582.00	1.030000
60	Bond Fund (non-affiliated)			-
61	Special Building Fund	1,285,550.22	6,427,751,582.00	0.020000
62	Qualified Capital Purpose Undertaking Fund			-
63	Total Levy Subject to Limitation (Total of Lines 57 through 62)			1.050000

NOTE: If the total district levy, per this worksheet (Line 63, Column E), is \$1.05, or less, the levy limitation per State Statute Section 77-3442 has been met.

If Line 63, Column E, is greater than \$1.05, and you are a Class I district, you could be in violation of the levy lid. If so, you will be required to reduce Line 60, 61, or 62 to meet the levy limitation. You cannot reduce Line 57. (For example: If line 57 is \$1.03, the total of Lines 60 through 62 can be no greater than \$0.02. If Line 57 is over \$1.05, and reflects the maximum levy due to a successful override by one of your affiliated high schools, the total of Lines 60 through 62 would have to be zero.)

If Line 63, Column E, is greater than \$1.05, and you are a Class II through VI district, and you did not hold a successful election to override the levy, you are in violation of the levy lid. Class II through VI affiliated/joined districts will be required to reduce Line 60, 61, or 62 to meet the levy limitation. Class II through V districts, with no Class I affiliates, will be required to reduce Line 59, 60, 61, or 62 to meet the levy limitation.

If Line 63, Column E, is greater than \$1.05, and you are a Class II through VI district, and you held a successful election to override the levy, which is in effect for the 2003-2004 school fiscal year, you must attach a copy of the election ballot and the certified election returns to your budget.

NOTE: ***The sole purpose of this Schedule is to determine if the School District has met the levy limitation. This Schedule is not provided for levy setting purposes. Please note that because the property tax request (per this Schedule) does not include the property tax request attributable to the exclusion items, the levy (per this Schedule) may not reflect the levy set by your County Board of Equalization.***

15.

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
 Statement of Publication

Millard Public Schools in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-512, that the governing body will meet on the 8th day of September, 2003 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2001-2002 (1)	2002-2003 (2)	2003-2004 (3)				
General	\$ 121,922,084.00	\$ 132,489,277.00	\$ 137,573,997.00	\$ 24,504,097.00	\$ 93,198,499.00	\$ 688,795.95	\$ 69,568,390.95
Depreciation	\$ 579,556.00	\$ 400,000.00	\$ 2,010,702.00		\$ 2,010,702.00		
Employee Benefit	\$ 8,275,230.00	\$ 11,000,000.00	\$ 17,745,646.00	\$ 1,000,000.00	\$ 18,745,646.00		
Contingency	\$ -	\$ -	\$ -		\$ -		
Activities	\$ 4,709,724.00	\$ 5,500,000.00	\$ 6,603,709.00	\$ 1,000,000.00	\$ 7,603,709.00		
School Lunch	\$ 5,490,736.00	\$ 5,900,000.00	\$ 7,000,000.00	\$ 500,000.00	\$ 7,500,000.00		
Bond	\$ 14,828,360.00	\$ 77,000,000.00	\$ 15,049,927.00	\$ 12,000,000.00	\$ 13,120,356.00	\$ 139,295.71	\$ 14,068,866.71
Special Building	\$ 6,983,022.00	\$ 5,600,000.00	\$ 11,325,849.00		\$ 10,053,027.00	\$ 12,728.22	\$ 1,285,550.22
Qualified Capital Purpose Undertaking Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ 188,210.00	\$ -	\$ 4,210.00	\$ -	\$ 4,210.00		
Student Fee Fund	\$ -	\$ 960,000.00	\$ 1,200,000.00	\$ -	\$ 1,200,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 162,976,922.00	\$ 238,849,277.00	\$ 198,514,040.00	\$ 39,004,097.00	\$ 153,436,149.00	\$ 840,819.88	\$ 84,922,807.88

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,068,866.71

Total Personal and Real Property Tax Requirement for ALL Other

\$ 70,853,941.17

16.

Notice of Special Hearing To Set Final Tax Request

Millard Public School District #17 in Douglas County

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 8th day of September, 2003 at 5:00 o'clock p.m., at the Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

2002/03 Budget Information

2003/04 Budget Information

Fund	2002-2003 Property Tax Request	2002 Tax Rate	Property Tax Rate (2002-2003 Request Divided By 2003 Valuation)	2003-2004 Proposed Property Tax Request	Proposed 2003 Tax Rate
General Fund	\$ 63,886,944.00	1.0491	0.9939	\$ 69,568,391.00	1.0823
Bond Fund(s)	\$ 13,910,124.00	0.2284	0.2164	\$ 14,068,867.00	0.2189
Special Building Fund	\$ -	-	-	\$ 1,285,550.00	0.0200
Qualified Capital Purpose Undertaking Fund	\$ -	-	-	\$ -	-

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-017

Line No.	GENERAL FUND	Function Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ³¹ 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	All Instruction	1100/1200	121,922,084.00	132,489,277.00	137,573,997.00
3	Support Services - Pupils	2100/2150			
4	Support Services - Staff	2200			
5	Board of Education	2310			
6	Executive Administration Services	2320			
7	Office of the Principal	2400			
8	General Administration - Business Services	2510			
9	Vehicle Acquisition & Maintenance	2520			
10	Maintenance and Operation of Building(s) & Site(s)	2600			
11	Pupil Transportation	2750/2760			
12	Community Services	3000			
13	State Categorical Programs	3500			
14	Federal Programs	4000			
15	Debt Services	5000			
16	Summer School	6000			
17	Adult Education	7000			
18	Transfers to _____ Fund	8000			
19	Interfund Loan/Repayment to _____ Fund				
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30	Total Disbursements & Transfers (Including SPED)		121,922,084.00	132,489,277.00	
31	Total Special Education Disbursements		17,125,102.16	18,461,621.00	19,142,173.00
32	Total Non-Special Education Disbursements & Transfers		104,796,981.84	114,027,656.00	118,431,824.00
33	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Including SPED)				137,573,997.00
34	NECESSARY CASH RESERVE				24,504,097.00
35	TOTAL REQUIREMENTS				162,078,094.00

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Line No.	GENERAL FUND	Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED 9-1-2003 to 8-31-2004 (Column 3)
36	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
37	Cash Balance, 9-1		25,455,084.00	25,299,117.00	25,231,549.00
38	Investments, 9-1				
39	County Treasurer's Balance, 9-1		681,643.00	638,495.00	600,000.00
40	Total Beginning Balance		26,136,727.00	25,937,612.00	25,831,549.00
41	LOCAL SOURCES				
42	Carline Tax	1115	59,921,642.00	63,458,671.00	16,393,622.00
43	Public Power District Sales Tax	1120			
44	Motor Vehicle Taxes	1125	7,990,129.00	8,413,598.00	8,500,000.00
45	Tuition Received from Other Districts	1210/30			
46	Tuition Received from Individuals	1220/40			
47	Other Tuition	1250/60/70			
48	Transportation Received from Other Districts	1310/30			
49	Transportation Received from Individuals	1320/40			
50	Interest	1410			
51	Local License Fees/Court Fines	1610/20			
52	Community Service Activities	1810			
53	Other Local Receipts	1910/20/90			
54					
55					
56	COUNTY AND ESU SOURCES				
57	Fines and License Fees	2110			
58	Other County Sources	2130			
59	ESU Receipts	2210			
60					
61	STATE SOURCES				
62	State Aid	3110			42,473,328.00
63	Special Education Programs	3120			
64	Special Education Transportation	3125			
65	Homestead Exemption	3130			
66	Relief to Property Taxpayers	3131			
67	Payments for High Ability Learners	3135			
68	Payments for Wards of the State or Court	3160/61			
69	Pro-Rate Motor Vehicles	3180			
70	Other State Appropriations	3145/55/ 65/75/85			

19

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-00017

Line No.	GENERAL FUND	Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ³³ 9-1-2003 to 8-31-2004 (Column 3)
71	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
72	State Apportionment	3200			
73	In-Lieu-of School Land Tax	3300			
74	State Categorical Programs	3500			
75	Other State Receipts	3990			
76					
77	FEDERAL SOURCES				
78	Title I (Includes NCLB Title I)	4100/4200			
79	Innovation Education Program Strategies (Includes NCLB Title V)	4300			
80	Title VI-B, Birth to Age 5 Special Education	4400			
81	Medicaid in Public Schools	4450			
82	Medicaid Administrative Activities in Public Schools	4455			
83	Title 8 (Impact Aid)	4500			
84	Other Federal Non-Categorical Receipts	4600/20/ 40/90			
85	Vocational Education (Carl Perkins)	4700			
86	Other Federal Categorical Receipts (Includes all other NCLB Programs)	4750/4900			
87	Grants from Corporations & Other Private Interests	4995			
88					
89	NON-REVENUE SOURCES				
90	Tax Anticipation Notes	5150			
91	Long Term Loans	5200			
92	Insurance Adjustments	5300			
93	Sale of Property	5400			
94	Transfers from _____ Fund	5500			
95	Non-Resident High School Tuition Funds	5650			
96	Other Non-Revenue Receipts	5690			
97					
98	Interfund Loan/Repayment From _____ Fund				
99	Total Available Resources Before Property Taxes		94,048,498.00	97,809,881.00	93,198,499.00
100	Personal and Real Property Taxes	1110	53,811,198.00	60,510,945.00	68,879,595.00
101	TOTAL RESOURCES AVAILABLE		147,859,696.00	158,320,826.00	162,078,094.00
102	Less: Disbursements & Transfers		121,922,084.00	132,489,277.00	
103	BALANCE FORWARD		25,937,612.00	25,831,549.00	

1. Tax from Line 100
2. Compute County Treasurer's Commission at 1% of line 100
3. Delinquent Tax Allowance (If over 5% of line 100, see instructions.)
4. Total Personal and Real Property Tax Requirement

PROPERTY TAX RECAP

68,879,595.00
688,795.95
69,568,390.95

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 101 must agree with TOTAL REQUIREMENTS on line 35 in the Adopted Column.

20

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-007

Line No.	DEPRECIATION FUND	Object/ Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ³⁴ 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds		579,556.00	400,000.00	2,010,702.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		579,556.00	400,000.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				2,010,702.00
14	TOTAL REQUIREMENTS				2,010,702.00
15	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
16	Cash Balance, 9-1		874,532.00	910,702.00	2,010,702.00
17	Investments, 9-1				
18	Total Beginning Balance		874,532.00	910,702.00	2,010,702.00
19	LOCAL SOURCES				
20	Interest	1410			
21					
22	NON-REVENUE SOURCES				
23	Transfers from General Fund	5500	615,726.00	1,500,000.00	
24					
25					
26					
27	TOTAL RESOURCES AVAILABLE		1,490,258.00	2,410,702.00	2,010,702.00
28	Less: Disbursements & Transfers		579,556.00	400,000.00	
29	BALANCE FORWARD		910,702.00	2,010,702.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 27 must agree with TOTAL REQUIREMENTS on line 14 in the Adopted Column.

21.

Line No.	EMPLOYEE BENEFIT FUND	Object/ Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ³⁵ 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds		8,275,230.00	11,000,000.00	17,745,646.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		8,275,230.00	11,000,000.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				17,745,646.00
14	NECESSARY CASH RESERVE				1,000,000.00
15	TOTAL REQUIREMENTS				18,745,646.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		1,387,495.00	2,745,646.00	3,745,646.00
18	Investments, 9-1				
19	Total Beginning Balance		1,387,495.00	2,745,646.00	3,745,646.00
20	LOCAL SOURCES				
21	Interest	1410	32,055.00		
22					
23	NON-REVENUE SOURCES				
24	Transfers from General Fund	5500	9,601,326.00	12,000,000.00	15,000,000.00
25					
26					
27					
28	TOTAL RESOURCES AVAILABLE		11,020,876.00	14,745,646.00	18,745,646.00
29	Less: Disbursements & Transfers		8,275,230.00	11,000,000.00	
30	BALANCE FORWARD		2,745,646.00	3,745,646.00	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

59

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-0.7

Line No.	ACTIVITIES FUND	Object/ Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ³⁶ 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2			4,709,724.00	5,500,000.00	6,603,709.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		4,709,724.00	5,500,000.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				6,603,709.00
14	NECESSARY CASH RESERVE				1,000,000.00
15	TOTAL REQUIREMENTS				7,603,709.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		2,237,866.00	2,103,709.00	2,103,709.00
18	Investments, 9-1				
19	Total Beginning Balance		2,237,866.00	2,103,709.00	2,103,709.00
20	LOCAL SOURCES				
21	Interest	1410			
22	Activities Receipts	1710	4,575,567.00	5,500,000.00	5,500,000.00
23					
24					
25	NON-REVENUE SOURCES				
26	Transfers from General Fund	5500			
27					
28	TOTAL RESOURCES AVAILABLE		6,813,433.00	7,603,709.00	7,603,709.00
29	Less: Disbursements & Transfers		4,709,724.00	5,500,000.00	
30	BALANCE FORWARD		2,103,709.00	2,103,709.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

23.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-00

Line No.	SCHOOL LUNCH FUND	Object/Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Salaries	100	5,490,736.00	5,900,000.00	7,000,000.00
3	Employee Benefits	200			
4	Purchased Services	300			
5	Supplies & Materials (Excluding Food)	400			
6	Food	470			
7	Capital Outlay (New & Replacement)	500			
8					
9					
10					
11	Transfers to General Fund	755			
12	Total Disbursements & Transfers		5,490,736.00	5,900,000.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				7,000,000.00
14	NECESSARY CASH RESERVE				500,000.00
15	TOTAL REQUIREMENTS				7,500,000.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		1,178,193.00	981,682.00	581,682.00
18	Investments, 9-1				
19	Total Beginning Balance		1,178,193.00	981,682.00	581,682.00
20	LOCAL SOURCES				
21	Interest	1410	5,294,225.00	5,500,000.00	6,918,318.00
22	Sale of Lunches/Milk	1720			
23					
24	STATE SOURCES				
25	State Reimbursement	3150			
26					
27	FEDERAL SOURCES				
28	Federal Reimbursement	4800			
29					
30	NON-REVENUE SOURCES				
31	Transfers from General Fund	5500			
32					
33	TOTAL RESOURCES AVAILABLE		6,472,418.00	6,481,682.00	7,500,000.00
34	Less: Disbursements & Transfers		5,490,736.00	5,900,000.00	
35	BALANCE FORWARD		981,682.00	581,682.00	

AG

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 33 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-0001

Line No.	BOND FUND	Object/Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED88 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Bond - Refunded	610	14,828,360.00	61,000,000.00	
3	Bond - Principal	610		16,000,000.00	9,910,000.00
4	Bond - Interest	620			5,139,927.00
5					
6	Transfers to General Fund	755			
7	Interfund Loan/Repayment To _____ Fund				
8	Total Disbursements & Transfers		14,828,360.00	77,000,000.00	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				15,049,927.00
10	NECESSARY CASH RESERVE				12,000,000.00
11	TOTAL REQUIREMENTS				27,049,927.00
12	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
13	Cash Balance, 9-1		12,556,204.00	12,506,837.00	11,520,356.00
14	Investments, 9-1				
15	County Treasurers Balance, 9-1		613,519.00	613,519.00	600,000.00
16	Total Beginning Balance		13,169,723.00	13,120,356.00	12,120,356.00
17	LOCAL SOURCES				
18	Carline Tax	1115	886,177.00	1,000,000.00	1,000,000.00
19	Interest	1410			
20					
21					
22	STATE SOURCES				
23	Homestead Exemption	3130			
24	Pro-Rate Motor Vehicle	3180			
25	In-Lieu-Of School Land Tax	3300			
26					
27	NON-REVENUE SOURCES				
28	Sales of Bonds (Re-funding)	5100		61,000,000.00	
29	Transfers from General Fund	5500			
30					
31	Interfund Loan/Repayment From _____ Fund				
32	Total Available Resources Before Property Taxes		14,055,900.00	75,120,356.00	13,120,356.00
33	Personal and Real Property Taxes	1110	13,892,816.00	14,000,000.00	13,929,571.00
34	TOTAL RESOURCES AVAILABLE		27,948,716.00	89,120,356.00	27,049,927.00
35	Less: Disbursements & Transfers		14,828,360.00	77,000,000.00	
36	BALANCE FORWARD		13,120,356.00	12,120,356.00	

PROPERTY TAX RECAP

1. Tax From Line 33	13,929,571.00
2. Compute County Treasurer's Commission at 1% of Line 33	139,295.71
3. Delinquent Tax Allowance (If over 5% of line 33, see instructions.)	
4. Total Personal and Real Property Tax Requirement.	14,068,866.71

1. Tax From Line 33
2. Compute County Treasurer's Commission at 1% of Line 33
3. Delinquent Tax Allowance (If over 5% of line 33, see instructions.)
4. Total Personal and Real Property Tax Requirement.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.
SCHOOL DISTRICT BUDGET FORM WORKSHEET

6-23-2003

Bond Fund

95.

School District Debt Outstanding as of September 1, 2004

The district officers of any school district in Nebraska shall have power, on the terms and conditions set forth in sections 10-702 to 10-716, to issue the bonds of the district for the purpose of (1) purchasing a site for and erecting thereon a schoolhouse or schoolhouses or a teacherage or teacherages, or for such purchase or erection, or purchasing an existing building or buildings for use as a schoolhouse or schoolhouses, including the site or sites upon which such building or buildings are located, and furnishing the same, in such district, (2) retiring registered warrants, and (3) paying for additions to or repairs for a schoolhouse or schoolhouses or a teacherage or teacherages.

The District has the following debt outstanding as of September 1, 2004:

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2004-2005	\$ <u>9,875,000.00</u>	\$ <u>4,675,919.00</u>	\$ <u>14,550,919.00</u>
2005-2006	\$ <u>10,175,000.00</u>	\$ <u>4,286,781.00</u>	\$ <u>14,461,781.00</u>
2006-2007	\$ <u>10,425,000.00</u>	\$ <u>3,876,825.00</u>	\$ <u>14,301,825.00</u>
2007-2008 and thereafter	\$ <u>86,550,000.00</u>	\$ <u>22,314,187.00</u>	\$ <u>108,864,187.00</u>
Total All Years	\$ <u><u>117,025,000.00</u></u>	\$ <u><u>35,153,712.00</u></u>	\$ <u><u>152,178,712.00</u></u>

aka.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-00017

Line No.	SPECIAL BUILDING FUND	Object/Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED 40 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Purchased Services	300	6,983,022.00	5,600,000.00	11,325,849.00
3	Capital Outlay (New Only)	500			
4	Site Acquisition & Improvements	510			
5	Building Acquisition & Improvement	520			
6					
7	Loan Repayment	610/620			
8	Transfers to General Fund	755			
9	Interfund Loan/Repayment To _____ Fund				
10	Total Disbursements & Transfers		6,983,022.00	5,600,000.00	
11	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				11,325,849.00
12	TOTAL REQUIREMENTS				11,325,849.00
13	BEGINNING BALANCES & RECEIPTS				
14	Cash Balance, 9-1		15,556,586.00	14,777,292.00	10,053,027.00
15	Investments, 9-1				
16	County Treasurer's Balance, 9-1		112,954.00	151,972.00	-
17	Total Beginning Balance		15,669,540.00	14,929,264.00	10,053,027.00
18	LOCAL SOURCES				
19	Carline Tax	1115	1,426,822.00	363,763.00	
20	Interest	1410			
21					
22					
23	STATE SOURCES				
24	Homestead Exemption	3130			
25	Pro-Rate Motor Vehicles	3180			
26	In-Lieu-Of School Land Tax	3300			
27					
28	FEDERAL SOURCES				
29	Total Federal Receipts	4000			
30	NON-REVENUE SOURCES				
31	Sale of Bonds	5100			
32	Long Term Loans	5200			
33	Sale of Property	5400			
34					
35	Interfund Loan/Repayment From _____ Fund				
36	Total Available Resources Before Property Taxes		17,096,362.00	15,293,027.00	10,053,027.00
37	Personal and Real Property Taxes	1110	4,815,924.00	360,000.00	1,272,822.00
38	TOTAL RESOURCES AVAILABLE		21,912,286.00	15,653,027.00	11,325,849.00
39	Less: Disbursements & Transfers		6,983,022.00	5,600,000.00	
40	BALANCE FORWARD		14,929,264.00	10,053,027.00	

PROPERTY TAX RECAP

1,272,822.00
12,728.22
1,285,550.22

1. Tax From Line 37
2. Compute County Treasurer's Commission at 1% of Line 37
3. Delinquent Tax Allowance (if over 5% of Line 37, see instructions.)
4. Total Personal and Real Property Tax Requirement.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 38 must agree with TOTAL REQUIREMENTS on line 12 in the Adopted Column.
 SCHOOL DISTRICT BUDGET FORM WORKSHEET 6-23-2003

Special Building Fund

27.

Line No.	COOPERATIVE FUND	Function/Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS				
2	All Instruction	1100/1200	188,210.00	-	4,210.00
3	Support Services - Pupils	2100/2150			
4	Support Services - Staff	2200			
5	Executive Administration Services	2320			
6	Office of the Principal	2400			
7	General Administration - Business Services	2510			
8	Community Services	3000			
9	State Categorical Programs	3500			
10	Federal Programs	4000			
11	Summer School	6000			
12	Adult Education	7000			
13					
14	Total Disbursements		188,210.00	-	
15	TOTAL BUDGET OF DISBURSEMENTS				4,210.00
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				4,210.00
18	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
19	Cash Balance, 9-1		4,755.00	4,210.00	4,210.00
20	Investments, 9-1				
21	Total Beginning Balance		4,755.00	4,210.00	4,210.00
22	LOCAL SOURCES				
23	Tuition Received from Districts	1210/30	187,665.00	-	
24					
25	STATE SOURCES				
26	State Non-Categorical Programs	3100			
27	State Categorical Programs	3500			
28					
29	FEDERAL SOURCES				
30	Federal Programs	4000			
31	NON-REVENUE SOURCES				
32	Transfers from General Fund	5500			
33					
34	TOTAL RESOURCES AVAILABLE		192,420.00	4,210.00	4,210.00
35	Less: Disbursements		188,210.00	-	
36	BALANCE FORWARD		4,210.00	4,210.00	

NOTE: Pages should only be filled out by the school acting as the fiscal agent for the Cooperative. All schools show payment for services in the General Fund.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

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BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

28-0...7

Line No.	STUDENT FEE FUND	Function/Source Number	ACTUAL 9-1-2001 to 8-31-2002 (Column 1)	ACTUAL/ESTIMATED 9-1-2002 to 8-31-2003 (Column 2)	ADOPTED ⁴² 9-1-2003 to 8-31-2004 (Column 3)
1	DISBURSEMENTS				
2	Extracurricular Activities Fees		\$ -	\$ 960,000.00	\$ 1,200,000.00
3	Postsecondary Education Fees				
4	Summer or Night School Fees				
5					
6					
7					
8					
9					
10					
11					
12					
13					
14	Total Disbursements		\$ -	\$ 960,000.00	
15	TOTAL BUDGET OF DISBURSEMENTS				\$ 1,200,000.00
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				\$ 1,200,000.00
18	BEGINNING BALANCES & RECEIPTS				
19	Cash Balance, 9-1		\$ -	\$ 93,416.00	\$ 100,000.00
20	Investments, 9-1				
21	Total Beginning Balance		-	93,416.00	100,000.00
22	LOCAL SOURCES				
23	Interest	1410			
24	Extracurricular Activities Fees	1741	\$ 92,501.00	\$ 966,584.00	\$ 1,100,000.00
25	Postsecondary Education Fees	1742			
26	Summer or Night School Fees	1743	\$ 915.00		
27					
28					
29					
30	NON-REVENUE SOURCES				
31					
32					
33					
34	TOTAL RESOURCES AVAILABLE		\$ 93,416.00	\$ 1,060,000.00	\$ 1,200,000.00
35	Less: Disbursements		\$ -	\$ 960,000.00	
36	BALANCE FORWARD		\$ 93,416.00	\$ 100,000.00	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

2003/04 BUDGET FORM LC-2
LID COMPUTATION

COUNTY-DISTRICT #: **NDE 03-056**
28-0017-000

FOR CLASS II - VI SCHOOL DISTRICTS

SECTION A - CALCULATION OF 2003/04 ALLOWABLE BUDGET AUTHORITY

A-1: 2002/03 GENERAL FUND BUDGET OF DISBURSEMENTS & TRANSFERS

2002/03 General Fund Budget of Disbursements & Transfers	A-100	133,489,277
Unused Budget Authority	A-110	1,059,201
Budget Authority from Dissolved District(s)	A-120	0
Budget Authority for Additional 2002/03 Formula Students	A-125	140,443
Total of Maximum 2002/03 Budget Authority	A-130	134,688,921
<i>[Add Lines A-100 through A-125]</i>		

A-3: RECOVERY AND ADJUSTMENTS TO ALLOWABLE GROWTH

2002/03 Special Grant Funds	A-300	3,681,917
2002/03 Special Education Budget of Disbursements & Transfers	A-310	18,461,621
Adjustment to 2002/03 Projected Formula Student Increase	A-320	0
2001/02 Building Operation and Maintenance Costs <i>[Does not apply to all districts.]</i>	A-330	0
2002/03 General Fund Lid Exclusions	A-340	5,841,485
Subtotal of Recovery and Adjustments to Allowable Growth	A-350	27,985,023
<i>[Add Lines A-300 through A-340]</i>		
Total Adjusted 2002/03 General Fund Disbursements & Transfers	A-360	106,703,898
<i>[Subtract Line A-350 from Line A-130]</i>		
Basic Allowable Growth Rate for General Fund Disbursements & Transfers <i>(LB540, 2003 Session provides for 0% in 2003/04 and 2004/05)</i>	A-370	0.0000
General Fund Expenditure Growth	A-380	0
<i>[Multiply Line A-360 by percentage on Line A-370 (0.0000%)]</i>		

A-5: 75% BOARD VOTE TO EXCEED BASIC ALLOWABLE GROWTH RATE

Date of Public Hearing	A-500	9/8/2003
Number of Board Members Voting Yes	A-510	6
Number of Members Absent, Not Voting or Voting No	A-520	0
Total Number of Authorized Board Members	A-530	6
<i>[Add Line A-510 and Line A-520]</i>		
Growth Rate Approved (Maximum of Applicable Allowable Growth Rate + 1%)	A-540	2.1113
General Fund Expenditure Growth Based on Local Board Approved Growth Rate	A-550	2,252,839
<i>[Multiply Line A-360 by percentage on Line A-540]</i>		

FOR CLASS II - VI SCHOOL DISTRICTS

A-7: TOTAL ALLOWABLE ADJUSTED GENERAL FUND DISBURSEMENTS & TRANSFERS

Total Adjusted 2002/03 General Fund Disbursements & Transfers [Line A-360]	A-700	106,703,898
General Fund Expenditure Growth [Greater of Line A-380 or A-550]	A-710	2,252,839
Projected Formula Student Increase	A-720	2,567,532
Building Operation and Maintenance Costs	A-730	
Retirement Incentive Plan <i>(Used by districts that have reorganized or unified)</i>	A-740	
Staff Development Assistance <i>(Used by districts that have reorganized or unified)</i>	A-750	
Budget Authority from Dissolved/Merged Class I Districts	A-770	
Total Allowable Adjusted General Fund Disbursements & Transfers <i>[Add Lines A-700 through A-770]</i>	A-780	111,524,269

A-9: 2003/04 MAXIMUM BUDGET OF DISBURSEMENTS & TRANSFERS <i>[Add Lines A-780, B-110, B-120, and B-130]</i> <i>[Line B-100 cannot exceed this amount unless a voter approved increase applies to the district]</i>	A-900	142,493,896
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SECTION B - 2003/04 GENERAL FUND BUDGET OF DISBURSEMENTS & TRANSFERS AND UNUSED BUDGET AUTHORITY

B-1: 2003/04 BUDGET BASED ON ALLOWABLE GROWTH

2003/04 General Fund Budget of Disbursements & Transfers	B-100	137,573,997
2003/04 Special Grant Funds	B-110	3,681,917
2003/04 Special Education Budget of Disbursements & Transfers	B-120	19,142,173
2003/04 General Fund Lid Exclusions <i>(Schedule A, Line 34, Col 2, of the 2003-2004 School District Budget Form)</i>	B-130	8,145,537
Total Adjusted 2003/04 General Fund Budget of Disbursements & Transfers <i>[Subtract Lines B-110 through B-130 from Line B-100]</i> <i>[Line B-140 cannot exceed Line A-780 unless approved in a special election]</i>	B-140	106,604,370
Unused Budget Authority <i>[Subtract Line B-140 from Line A-780]</i>	B-150	4,919,899

Did You Hold a Successful Special Election For Additional **BUDGET/EXPENDITURE** Authority? (Not A Levy Override) B-180

If "YES", List The Total Budget Authority **INCREASE** Approved by the Voters in the Special Election: B-310

If "YES", Continue on with Section B-3
If You Did Not Hold an Election for Additional **Budget/Expenditure** Authority, Continue with SECTION C-1

2003/04 BUDGET FORM LC-2
LID COMPUTATION

COUNTY-DISTRICT #: **NDE 03-056**
28-0017-000

FOR CLASS II - VI SCHOOL DISTRICTS

**B-3: SPECIAL ELECTION - ADDITIONAL BUDGET AUTHORITY
APPROVED BY A VOTE OF THE PEOPLE**

2002/03 General Fund Budget of Disbursements & Transfers [Line A-100]	B-300	N/A
Voter Approved Dollar Increase	B-310	N/A
Total General Fund Budget of Disbursements & Transfers Allowed <i>[Add Line B-300 and Line B-310]</i>	B-320	N/A
2003/04 Special Education Budget of Disbursements & Transfers [Line B-120]	B-330	N/A
2003/04 Non-Special Education Budget of Disbursements & Transfers	B-340	N/A
Total 2003/04 General Fund Budget of Disbursements & Transfers <i>[Add Line B-330 and Line B-340; Line B-350 cannot exceed Line B-320]</i> <i>[Line B-350 should equal Line B-100]</i>	B-350	N/A
Unused Budget Authority <i>[Subtract Line B-350 from Line B-320]</i>	B-360	N/A

SECTION C - NECESSARY CASH RESERVES

C-1: CALCULATION OF 2003/04 ALLOWABLE RESERVES

2003/04 Applicable Allowable Reserve Percentage	C-170	20.00
2003/04 Total Allowable Reserves <i>[Multiply Line B-100 (or Line B-350, if applicable) by the percentage on Line C-170]</i>	C-180	27,514,799

C-3: 2003/04 TOTAL RESERVES

2003/04 General Fund Cash Reserve	C-300	24,504,097
2003/04 Depreciation Reserve Fund Total Requirements	C-310	2,010,702
2003/04 Employee Benefit Fund Cash Reserve	C-320	1,000,000
Total Reserves <i>[Add Lines C-300 through C-320; Line C-340 cannot exceed Line C-180]</i>	C-340	27,514,799

**Millard Public Schools
Assessed Valuation History
Fiscal Year Ending 1989 Through 2004**

Fiscal Year	Real Estate	Centrally Assessed Property	Automobiles	Personal Property	Total Valuation	Dollar Increase	Percent Increase
1988-89	\$ 1,654,823,940	\$ 16,676,410	\$ 210,166,338	\$ 134,261,838	\$ 2,015,928,526	\$ 133,309,082	7.08%
1989-90	\$ 1,772,854,921	\$ 19,115,355	\$ 243,975,504	\$ 143,629,047	\$ 2,179,574,827	\$ 163,646,301	8.12%
1990-91	\$ 1,889,852,309	\$ 18,432,155	\$ 268,829,784	\$ 127,441,033	\$ 2,304,555,281	\$ 124,980,454	5.73%
1991-92	\$ 2,029,081,692	\$ 27,190,330	\$ 293,906,339	\$ 117,092,241	\$ 2,467,270,602	\$ 162,715,321	7.06%
1992-93	\$ 2,189,059,051	\$ 26,908,185	\$ 303,166,863	\$ 115,691,689	\$ 2,634,825,788	\$ 167,555,186	6.79%
1993-94	\$ 2,377,731,539	\$ 29,372,073	\$ 325,185,875	\$ 117,873,632	\$ 2,850,163,119	\$ 215,337,331	8.17%
1994-95	\$ 2,692,239,537	\$ 28,034,854	\$ 370,309,476	\$ 125,711,221	\$ 3,216,295,088	\$ 366,131,969	12.85%
1995-96	\$ 2,851,501,828	\$ 29,100,501	\$ 425,669,266	\$ 127,944,944	\$ 3,434,216,539	\$ 217,921,451	6.78%
1996-97	\$ 3,198,231,565	\$ 27,899,406	\$ 451,051,541	\$ 153,129,681	\$ 3,830,312,193	\$ 396,095,654	11.53%
1997-98	\$ 3,668,013,631	\$ 30,500,701	\$ -	\$ 168,369,928	\$ 3,866,884,260	\$ 36,572,067	0.95%
1998-99	\$ 3,915,550,060	\$ 32,791,499	\$ -	\$ 265,820,001	\$ 4,214,161,560	\$ 347,277,300	8.98%
1999-00	\$ 4,438,061,951	\$ 41,098,796	\$ -	\$ 250,659,265	\$ 4,729,820,012	\$ 515,658,452	12.24%
2000-01	\$ 5,175,679,857	\$ 44,896,448	\$ -	\$ 289,481,343	\$ 5,510,057,648	\$ 780,237,636	16.50%
2001-02	\$ 5,505,372,977	\$ 47,570,889	\$ -	\$ 316,660,022	\$ 5,869,603,888	\$ 359,546,240	6.53%
2002-03	\$ 5,775,747,871	\$ 53,148,287	\$ -	\$ 261,084,418	\$ 6,089,980,576	\$ 220,376,688	3.75%
2003-04	\$ 6,100,065,780	\$ 52,240,552	\$ -	\$ 275,445,250	\$ 6,427,751,582	\$ 337,771,006	5.55%

NOTE: LB271, 1997 removes the valuation of motor vehicles from the taxable property subject to levy

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W

**Millard Public Schools
Tax Levy History
Fiscal Year Ending 1989 Through 2004**

Fiscal Year	General Fund	Special Building Fund	Bond Fund	Total	Change
1988-89	\$ 1.5480	\$ 0.0250	\$ 0.2871	\$ 1.8601	\$ 0.1081
1989-90	\$ 1.6316	\$ 0.0401	\$ 0.2693	\$ 1.9410	\$ 0.0809
1990-91	\$ 1.1208	\$ 0.0433	\$ 0.2673	\$ 1.4314	\$ (0.5096)
1991-92	\$ 1.1030	\$ 0.0433	\$ 0.2957	\$ 1.4420	\$ 0.0106
1992-93	\$ 1.0744	\$ 0.0597	\$ 0.2902	\$ 1.4243	\$ (0.0177)
1993-94	\$ 1.0948	\$ 0.1059	\$ 0.2711	\$ 1.4718	\$ 0.0475
1994-95	\$ 1.1548	\$ 0.1330	\$ 0.2858	\$ 1.5736	\$ 0.1018
1995-96	\$ 1.2926	\$ 0.0147	\$ 0.2659	\$ 1.5732	\$ (0.0004)
1996-97	\$ 1.1821	\$ 0.0844	\$ 0.2560	\$ 1.5225	\$ (0.0508)
1997-98	\$ 1.1154	\$ 0.0758	\$ 0.3084	\$ 1.4995	\$ (0.0229)
1998-99	\$ 0.9901	\$ 0.0574	\$ 0.3475	\$ 1.3950	\$ (0.1045)
1999-00	\$ 0.9409	\$ 0.0643	\$ 0.3075	\$ 1.3127	\$ (0.0823)
2000-01	\$ 0.9379	\$ 0.0642	\$ 0.2640	\$ 1.2660	\$ (0.0468)
2001-02	\$ 0.9315	\$ 0.0855	\$ 0.2398	\$ 1.2567	\$ (0.0560)
2002-03	\$ 1.0491	\$ -	\$ 0.2284	\$ 1.2775	\$ 0.0208
2003-04	\$ 1.0823	\$ 0.0200	\$ 0.2189	\$ 1.3212	\$ 0.0437

NOTE: State aid to education increased from \$133 million to \$311 million as a result of the passage of LB 1059 in 1990

**Millard Public Schools
Calculation of Levies
Fiscal Year Ending 1989 Through 2004**

		TOTAL	General Fund	Special Building Fund	Bond Fund
1988-89	Property Tax	\$ 37,133,919	\$ 30,902,959	\$ 500,000	\$ 5,730,960
	1% County Treasurer's Fee	\$ 371,350	\$ 309,030	\$ 5,000	\$ 57,320
	Total	\$ 37,505,269	\$ 31,211,989	\$ 505,000	\$ 5,788,280
	Valuation	Actual	\$ 2,015,928,526	\$ 2,015,928,526	\$ 2,015,928,526
	Tax Levy	\$ 1.8601	\$ 1.5480	\$ 0.0250	\$ 0.2871
1989-90	Property Tax	\$ 41,798,488	\$ 35,136,233	\$ 863,000	\$ 5,799,255
	1% County Treasurer's Fee	\$ 417,985	\$ 351,362	\$ 8,630	\$ 57,993
	Total	\$ 42,216,473	\$ 35,487,595	\$ 871,630	\$ 5,857,248
	Valuation	Actual	\$ 2,179,574,827	\$ 2,179,574,827	\$ 2,179,574,827
	Tax Levy	\$ 1.9410	\$ 1.6316	\$ 0.0401	\$ 0.2693
1990-91	Property Tax	\$ 32,660,770	\$ 25,573,574	\$ 988,000	\$ 6,099,196
	1% County Treasurer's Fee	\$ 326,608	\$ 255,736	\$ 9,880	\$ 60,992
	Total	\$ 32,987,378	\$ 25,829,310	\$ 997,880	\$ 6,160,188
	Valuation	Actual	\$ 2,304,555,281	\$ 2,304,555,281	\$ 2,304,555,281
	Tax Levy	\$ 1.4314	\$ 1.1208	\$ 0.0433	\$ 0.2673
1991-92	Property Tax	\$ 35,225,859	\$ 26,944,338	\$ 1,058,000	\$ 7,223,521
	1% County Treasurer's Fee	\$ 352,258	\$ 269,443	\$ 10,580	\$ 72,235
	Total	\$ 35,578,117	\$ 27,213,781	\$ 1,068,580	\$ 7,295,756
	Valuation	Actual	\$ 2,467,270,602	\$ 2,467,270,602	\$ 2,467,270,602
	Tax Levy	\$ 1.4420	\$ 1.1030	\$ 0.0433	\$ 0.2957
1992-93	Property Tax	\$ 36,788,439	\$ 27,749,868	\$ 1,542,574	\$ 7,495,997
	1% County Treasurer's Fee	\$ 367,885	\$ 277,499	\$ 15,426	\$ 74,960
	Total	\$ 37,156,324	\$ 28,027,367	\$ 1,558,000	\$ 7,570,957
	Valuation	Actual	\$ 2,634,825,788	\$ 2,634,825,788	\$ 2,634,825,788
	Tax Levy	\$ 1.4243	\$ 1.0744	\$ 0.0597	\$ 0.2902
1993-94	Property Tax	\$ 41,532,813	\$ 30,895,099	\$ 2,988,000	\$ 7,649,714
	1% County Treasurer's Fee	\$ 415,328	\$ 308,951	\$ 29,880	\$ 76,497
	Total	\$ 41,948,141	\$ 31,204,050	\$ 3,017,880	\$ 7,726,211
	Valuation	Actual	\$ 2,850,163,119	\$ 2,850,163,119	\$ 2,850,163,119
	Tax Levy	\$ 1.4718	\$ 1.0948	\$ 0.1059	\$ 0.2711

		TOTAL	General Fund	Special Building Fund	Bond Fund
1994-95	Property Tax	\$ 50,109,299	\$ 36,774,299	\$ 4,235,000	\$ 9,100,000
	1% County Treasurer's Fee	\$ 501,093	\$ 367,743	\$ 42,350	\$ 91,000
	Total	\$ 50,610,392	\$ 37,142,042	\$ 4,277,350	\$ 9,191,000
	Valuation	Actual	\$ 3,216,295,088	\$ 3,216,295,088	\$ 3,216,295,088
	Tax Levy	\$ 1.5736	\$ 1.1548	\$ 0.1330	\$ 0.2858
1995-96	Property Tax	\$ 53,493,865	\$ 43,951,651	\$ 500,000	\$ 9,042,214
	1% County Treasurer's Fee	\$ 534,939	\$ 439,517	\$ 5,000	\$ 90,422
	Total	\$ 54,028,804	\$ 44,391,168	\$ 505,000	\$ 9,132,636
	Valuation	Actual	\$ 3,434,216,539	\$ 3,434,216,539	\$ 3,434,216,539
	Tax Levy	\$ 1.5732	\$ 1.2926	\$ 0.0147	\$ 0.2659
1996-97	Property Tax	\$ 57,737,546	\$ 44,831,028	\$ 3,200,000	\$ 9,706,518
	1% County Treasurer's Fee	\$ 577,375	\$ 448,310	\$ 32,000	\$ 97,065
	Total	\$ 58,314,921	\$ 45,279,338	\$ 3,232,000	\$ 9,803,583
	Valuation	Actual	\$ 3,830,312,193	\$ 3,830,312,193	\$ 3,830,312,193
	Tax Levy	\$ 1.5225	\$ 1.1821	\$ 0.0844	\$ 0.2560
1997-98	Property Tax	\$ 57,410,989	\$ 42,703,307	\$ 2,902,045	\$ 11,805,637
	1% County Treasurer's Fee	\$ 574,109	\$ 427,033	\$ 29,020	\$ 118,056
	Total	\$ 57,985,098	\$ 43,130,340	\$ 2,931,065	\$ 11,923,693
	Valuation	Actual	\$ 3,866,884,260	\$ 3,866,884,260	\$ 3,866,884,260
	Tax Levy	\$ 1.4995	\$ 1.1154	\$ 0.0758	\$ 0.3084
NOTE: LB271, 1997 removes the valuation of motor vehicles from the taxable property subject to levy					
1998-99	Property Tax	\$ 58,205,495	\$ 41,311,300	\$ 2,395,395	\$ 14,498,800
	1% County Treasurer's Fee	\$ 582,055	\$ 413,113	\$ 23,954	\$ 144,988
	Total	\$ 58,787,550	\$ 41,724,413	\$ 2,419,349	\$ 14,643,788
	Valuation	Actual	\$ 4,214,161,560	\$ 4,214,161,560	\$ 4,214,161,560
	Tax Levy	\$ 1.3950	\$ 0.9901	\$ 0.0574	\$ 0.3475
1999-00	Property Tax	\$ 61,475,545	\$ 44,062,530	\$ 3,011,425	\$ 14,401,590
	1% County Treasurer's Fee	\$ 614,755	\$ 440,625	\$ 30,114	\$ 144,016
	Total	\$ 62,090,300	\$ 44,503,155	\$ 3,041,539	\$ 14,545,606
	Valuation	Actual	\$ 4,729,820,012	\$ 4,729,820,012	\$ 4,729,820,012
	Tax Levy	\$ 1.3127	\$ 0.9409	\$ 0.0643	\$ 0.3075

		TOTAL	General Fund	Special Building Fund	Bond Fund
2000-01	Property Tax	\$ 69,065,917	\$ 51,165,917	\$ 3,500,000	\$ 14,400,000
	1% County Treasurer's Fee	\$ 690,659	\$ 511,659	\$ 35,000	\$ 144,000
	Total	\$ 69,756,576	\$ 51,677,576	\$ 3,535,000	\$ 14,544,000
	Valuation	Actual	\$ 5,510,057,648	\$ 5,510,057,648	\$ 5,510,057,648
	Tax Levy	\$ 1.2660	\$ 0.9379	\$ 0.0642	\$ 0.2640
2001-02	Property Tax	\$ 73,032,885	\$ 54,133,848	\$ 4,966,116	\$ 13,932,921
	1% County Treasurer's Fee	\$ 730,329	\$ 541,338	\$ 49,661	\$ 139,329
	Total	\$ 73,763,214	\$ 54,675,186	\$ 5,015,777	\$ 14,072,250
	Valuation	Actual	\$ 5,869,603,888	\$ 5,869,603,888	\$ 5,869,603,888
	Tax Levy	\$ 1.2567	\$ 0.9315	\$ 0.0855	\$ 0.2397
2002-03	Property Tax	\$ 77,026,800	\$ 63,254,400	\$ -	\$ 13,772,400
	1% County Treasurer's Fee	\$ 770,268	\$ 632,544	\$ -	\$ 137,724
	Total	\$ 77,797,068	\$ 63,886,944	\$ -	\$ 13,910,124
	Valuation	Actual	\$ 6,089,980,576	\$ 6,089,980,576	\$ 6,089,980,576
	Tax Levy	\$ 1.2775	\$ 1.0491	\$ -	\$ 0.2284
2003-04	Property Tax	\$ 84,081,988	\$ 68,879,595	\$ 1,272,822	\$ 13,929,571
	1% County Treasurer's Fee	\$ 840,820	\$ 688,796	\$ 12,728	\$ 139,296
	Total	\$ 84,922,808	\$ 69,568,391	\$ 1,285,550	\$ 14,068,867
	Valuation	Actual	\$ 6,427,751,582	\$ 6,427,751,582	\$ 6,427,751,582
	Tax Levy	\$ 1.3212	\$ 1.0823	\$ 0.0200	\$ 0.2189

SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, August 18, 2003, the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Midlands Business Journal on August 15, 2003; 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 Acknowledgment 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.

At 7:00 p.m. Jean Stothert called the hearing to amend the budget to order. Roll call was taken and members present were: Brad Burwell, Mike Pate, Jean Stothert, Julie Johnson, and Linda Poole. Mike Kennedy arrived shortly after roll call was taken.

Mrs. Stothert explained that the hearing was an opportunity for community members to ask questions on the amendment to the budget. The amendment of the budget simply involves the increasing of expenses, to redeem the original bonds, and offsetting it with a similar increase in receipts, the issuance of the new refunding bonds. The net result is no change in the property tax levy. The District will realize well over \$2,000,000 in interest savings over the life of the bonds.

There were no questions from the public.

Motion by Brad Burwell, seconded by Mike Pate, to adjourn the meeting. Upon roll call vote all members voted aye. Motion carried.

Jean Stothert opened the Board of Education meeting and asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Motion by Linda Poole, seconded by Brad Burwell, to approve the Board of Education Minutes of August 4, 2003, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Superintendent's Report:

1. The student hearing that was scheduled for Wednesday, August 20, 2003 was canceled, because the student's lawyer could not be present on that date. Other dates to consider were either September 4, 2003 or September 11, 2003 at 9 a.m.
2. School opened very smoothly on August 13, 2003. Student enrollment is up 393 students according to the third day count. It will be necessary to add approximately 3 ½ staff members.

Board Comments/Announcement:

Julie Johnson commented on the new entryway at Millard North High School. She said it was "fabulous" and she heard the same comments from staff members at Millard North.

Linda Poole said she would be out of town on September 11, 2003 for a NASB Board meeting, so she would not be available for the student hearing on that day.

Mrs. Poole asked Mike Pate to provide a written report on his meeting of the Nebraska Information Technology Committee if he was not able to attend the meeting and either gives it to Brad Burwell or John Bonaiuto, Executive Director of the NASB.

Mrs. Poole reported that a past board member was very ill and was at home under hospice care.

Mike Pate reported that he was not available on September 4, 2003, but would be available on September 11, 2003 for the student hearing.

Brad Burwell said he would be attending the quarterly meeting of Nebraska Association of School Boards.

Mr. Burwell said he will be out of town on September 4, 2003 and would not be available for the student hearing. He reported that he would not be available for the committee meeting on September 15, 2003, because he will be out of town.

Mike Kennedy said he has been contacted about keeping the current food service program, property tax increases, and real estate people giving out the wrong school information to clients.

Mr. Kennedy reported on an anti-immigrant flyer that has been circulating in various neighborhoods. This has been circulated by the National Alliance, a neo-Nazi group. Mr. Kennedy said their goal is to recruit Millard students into the organization. He wanted to make all principals aware of this group.

Linda Poole said there is a possibility of her missing the committee meeting on September 15, 2003, too.

Jean Stothert welcomed all of the Millard staff members back for another school year. She also reported that the student representatives will begin at the September 8, 2003 Board meeting.

Motion by Brad Burwell, seconded by Julie Johnson, that the issue of the bids for the Millard West High School Soccer Bleacher project be tabled. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, that the District's FYE03 Bond Fund be amended to provide for an increase of \$61,000,000 in both disbursements and resources as noted in the Notice of Budget Hearing and Budget Summary Amendment which is, by this reference, incorporated in its entirety into this motion. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, that the district enter into the Inter-Local Cooperative Agreement Dual Enrollment Initiative with UNO as submitted and, further, that the superintendent be authorized and directed to execute any and all necessary and/or desirable documents related to such agreement. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve Personnel Actions: Resignation: Melissa J. Freese; Amendment to a Continuing Contract: Sharon Epstein, and Teacher(s) for Hire: Christina M. Hutchinson, Jessica E. Reade, Katie O'Brien, Julia N. Woods, Angela C. Hathaway, Sally D. Spencer, Jean Kober, Brad J. Berendes, Margaret E. VanRooyan, Cheryllyn R. Wicks, and Katrina Daniels. Upon roll call vote, all members voted aye. Motion carried.

Collective Bargaining Negotiations was delayed to the end of the meeting for Executive Session.

The Millard food service employees and Chartwells did presentations on their proposals for being selected as the district's food service management company.

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on Wednesday, August 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. Strategic Planning will be held on August 25, 26 and 27, 2003. The 25th will be a dinner and "introduction", the 26th will be a full day 8 a.m. to 8 p.m., and the 27th will be from 8 a.m. to around 4 p.m. at UNO Alumni Center. A Board of Education Meeting will be held on Monday, September 8, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, September 15, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, September 22, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The NASB Area Membership Meeting will be held on Wednesday, October 1, 2003 at 5:30 p.m. at Offutt Air Force Base. A Committee of the Whole Meeting will be held on Monday, October 13, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, October 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

At 9:35 p.m. a motion by Julie Johnson, seconded by Brad Burwell, to go into Executive Session for collective bargaining negotiations. Upon roll call vote, all members voted aye. Motion carried.

A motion by Julie Johnson, seconded by Brad Burwell, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert adjourned the meeting.



SECRETARY

Minutes
Board of Education
August 20, 2003

The members of the Board of Education met for a Committee Meeting on Wednesday, August 20, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. Two food service management companies gave presentations in regards to their proposals to become the district's food service management company.

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

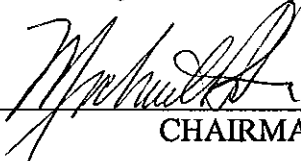
Others in attendance were Keith Lutz, Ken Fossen, and other administrators.

Mike Pate called the meeting to order.

Comments from the Public: A food service worker had concerns on why the district thought the change of food service management was necessary. She asked when did the name of the game change from breaking even to turning a large profit, where is the time and money going to come from to support the management company's proposal, and to give the current directors a chance to finish out the school year.

Sodexo and Aramark representatives gave presentations on their proposals to become the district's food service management company.

Mike Pate adjourned the meeting.



CHAIRMAN

Millard Public Schools
September 8, 2003

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
204317	9/8/03	064800	METRO UTILITIES DISTRICT OF OMAHA	40,046.09
Total for GENERAL FUND				40,046.09
204314	9/8/03	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	209,682.28
Total for INTERLOCAL FUND				209,682.28
Report Total				249,728.37

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203637	9/8/03	132927	A DAIGGER & COMPANY INC	409.66
203638	9/8/03	107252	AA WHEEL & TRUCK SUPPLY INC	11.50
203640	9/8/03	010165	ABLENET INC	78.00
203641	9/8/03	131632	AC AWARDS INC	168.00
203642	9/8/03	130501	ACADEMIC BOOK SERVICE	412.50
203643	9/8/03	010275	ACADEMIC COMMUNICATION ASSOC INC	457.60
203644	9/8/03	010283	ACADEMIC THERAPY PUBLICATIONS	28.00
203646	9/8/03	010300	ACCURATE LOCKSMITHS, INC	22.30
203647	9/8/03	010003	ACT INC	168.00
203648	9/8/03	099601	ADA BADMINTON & TENNIS	395.74
203649	9/8/03	010390	ADAMS BOOK COMPANY INC	603.43
203650	9/8/03	132960	ADIRONDACK CHAIR CO INC	374.76
203651	9/8/03	133126	KRYSTLE AHMADYAR	20.00
203652	9/8/03	010808	AIR-SIDE COMPONENTS, INC.	105.00
203653	9/8/03	010917	ALBERTSONS 2203	69.66
203654	9/8/03	108394	MARJORIE E ALFIERI	58.39
203655	9/8/03	010946	JEFFREY S ALFREY	459.28
203656	9/8/03	011040	ALL BRANDS TOOL SERVICE INC	124.98
203657	9/8/03	011051	ALL MAKES OFFICE EQUIPMENT	3,915.00
203658	9/8/03	107697	ALLIED SYSTEMS INC	442.13
203659	9/8/03	109079	ALLTEL CORPORATION	1,380.01
203660	9/8/03	130689	ALTERNATIVE BUSINESS SYSTEMS	787.00
203661	9/8/03	103085	AMERICAN ASSOCIATION TEACHERS	77.00
203662	9/8/03	099597	AMERICAN GUIDANCE SERVICE INC	910.62
203663	9/8/03	101779	AMERICAN SCHOOL COUNSELOR ASSOC	90.00
203664	9/8/03	107504	AMERICAN STATISTICAL ASSOC.	50.00
203665	9/8/03	102430	AMI GROUP INC	390.00
203666	9/8/03	010042	AMSCO SCHOOL PUBLICATIONS INC	2,431.47
203667	9/8/03	012590	AMSTERDAM PRINTING & LITHO	489.70
203668	9/8/03	102829	TOM RAMSBOTTOM	900.00
203669	9/8/03	012980	APPLAUSE LEARNING RESOURCES	28.40
203670	9/8/03	012989	APPLE COMPUTER, INC.	38.00

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203671	9/8/03	106889	APPLIED INDUSTRIAL TECHNOLOGIES	646.79
203672	9/8/03	106436	AQUA-CHEM INC	194.20
203673	9/8/03	013105	ARBOR SCIENTIFIC	24.95
203675	9/8/03	108047	ARR-BOONE BROTHERS ROOFING	275.00
203676	9/8/03	013209	ART STUDIO CLAY COMPANY	366.60
203677	9/8/03	130277	ART VIDEO WORLD	45.95
203678	9/8/03	013214	ARTS & ACTIVITIES MAGAZINE	49.90
203679	9/8/03	013496	ASCD	510.40
203680	9/8/03	013234	ASPHALT AND CONCRETE MATERIALS CO	85.05
203681	9/8/03	102840	ASSOCIATED FIRE PROTECTION	428.00
203682	9/8/03	012507	AT&T	112.55
203683	9/8/03	012507	AT&T	887.18
203684	9/8/03	010083	ATS MOBILE TELEPHONE CO INC	624.40
203686	9/8/03	133031	AUTISM RESOURCE NETWORK	43.90
203688	9/8/03	108092	APW/AUTO VALUE	1,199.21
203689	9/8/03	102727	B & H PHOTO	79.70
203690	9/8/03	109852	BAER SUPPLY	85.32
203691	9/8/03	132405	BAG 'N SAVE	663.17
203693	9/8/03	132001	BETH L BALKUS	190.00
203694	9/8/03	017770	BALLARD & TIGHE INC	258.00
203695	9/8/03	017900	BARCO MUNICIPAL PRODUCTS, INC.	702.25
203696	9/8/03	099646	BARNES & NOBLE BOOKSTORE(OAKV)	804.86
203697	9/8/03	017925	GARY BARTA	63.00
203698	9/8/03	099749	BAUDVILLE INC	268.80
203699	9/8/03	133131	RONALD D BEERNINK	25.48
203700	9/8/03	107540	BRIAN F BEGLEY	204.00
203701	9/8/03	130461	KATHLEEN M BEITING	29.90
203702	9/8/03	102860	BENIK CORP.	55.49
203703	9/8/03	101062	BENNINGTON IMPLEMENT INC	1,360.23
203704	9/8/03	018705	BERNINA SEWING CENTER	432.30
203705	9/8/03	072250	BG PETERSON COMPANY	431.80
203706	9/8/03	133069	BILL OF RIGHTS INSTITUTE	76.90

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203707	9/8/03	133050	BIODOT	67.50
203708	9/8/03	019111	BISHOP BUSINESS EQUIPMENT	116.95
203709	9/8/03	108192	BLAINE RAY WORKSHOPS	175.00
203710	9/8/03	130638	AFB LLC	159.61
203711	9/8/03	130899	KIMBERLY M BOLAN	127.02
203712	9/8/03	132829	BOLCHAZY CARDUCCI PUBLISHERS INC	477.10
203713	9/8/03	103121	BONNIE'S FITWARE	32.00
203714	9/8/03	103068	BOOKS ON TAPE INC	107.00
203716	9/8/03	019559	BOUND TO STAY BOUND BOOKS INC	3,087.45
203717	9/8/03	019605	BOWLUS SCHOOL SUPPLY COMPANY	662.35
203718	9/8/03	019852	BRACKERS GOOD EARTH CLAYS INC	2,175.00
203719	9/8/03	020050	BRODART CO.	968.95
203720	9/8/03	020255	G.W.BROWN	639.00
203721	9/8/03	131995	M. MARTHA BRUCKNER	133.20
203722	9/8/03	130059	BUDGETEXT	61.25
203723	9/8/03	133127	AMANDA BURKHART	24.00
203724	9/8/03	106983	BUSINESS EQUIPMENT LEASING CO.	378.00
203725	9/8/03	099431	BUSINESS MEDIA, INC.	454.00
203726	9/8/03	023831	CALLOWAY HOUSE INC	1,274.09
203727	9/8/03	023842	CAMBRIDGE EDUCATIONAL	20.95
203728	9/8/03	132772	TONI L CARAGIULO	26.39
203729	9/8/03	130258	CAREER PATHS MARKED RESOURCE CENTER	88.48
203730	9/8/03	054237	CARL JARL LOCKSMITHS	43.00
203731	9/8/03	023925	CARLEX INC	527.15
203732	9/8/03	024061	CARQUEST AUTO PARTS	9.24
203733	9/8/03	024067	CARSON DELLOSA PUBLISHING	398.51
203734	9/8/03	131158	CURTIS R CASE	340.68
203735	9/8/03	099284	CASS STREET PUBLISHERS INC	125.00
203736	9/8/03	103073	CENTURION TECHNOLOGIES INC	1,188.98
203737	9/8/03	100756	CERAMICS MONTHLY	30.00
203738	9/8/03	102753	CHAMPS-ELYSEES, INC.	193.00
203740	9/8/03	132271	ERIK P CHAUSSEE	31.70

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203741	9/8/03	024652	CHILDCRAFT EDUCATION CORP	22.94
203742	9/8/03	097900	CHILDSWORK CHILDSPLAY LLC	124.32
203743	9/8/03	025100	CHRONICLE GUIDANCE PUBLISHING	269.07
203744	9/8/03	133107	NICOLE M CHUDOMELKA	145.35
203747	9/8/03	131336	CITIZENS BANK	1,602.66
203748	9/8/03	025197	CITY OF OMAHA	105.00
203749	9/8/03	131715	CLARION HOTEL	167.26
203750	9/8/03	132581	CLARITUS	2,244.91
203751	9/8/03	099222	CLASSROOMDIRECT.COM	936.46
203752	9/8/03	101174	CLAY TIMES INC	26.00
203753	9/8/03	025455	COLLEGE BOARD	191.52
203754	9/8/03	133074	COLLEGE BOOK SERVICE INC	222.00
203755	9/8/03	131518	COLOR INC	1,050.00
203756	9/8/03	107324	HOWELL MOTEL DEVELOPMENT	107.92
203757	9/8/03	108093	COMFORT PRODUCTS DISTRIBUTING	49.25
203758	9/8/03	022701	SHARON R COMISAR-LANGDON	27.30
203759	9/8/03	130646	COMMONWEALTH ELECTRIC	468.53
203761	9/8/03	025830	GEORGE R CONRAD	117.42
203762	9/8/03	026048	CONTINENTAL FIRE SPRINKLER CO.	1,609.00
203763	9/8/03	026057	CONTROL MASTERS INC	6,703.15
203764	9/8/03	132720	CONTROLTEMP INC	540.00
203765	9/8/03	132170	CORMACI CONSTRUCTION INC.	744.07
203766	9/8/03	133049	CORNERSTONE LEADERSHIP INSTITUTE	823.00
203767	9/8/03	130848	SHELLEY K CORRY	15.00
203768	9/8/03	131996	COUNTRY INN & SUITES	76.00
203769	9/8/03	133038	DEBORAH CIZEK	97.95
203770	9/8/03	108436	COX COMMUNICATIONS INC	140.64
203771	9/8/03	130586	CRAFT SUPPLIES USA	484.03
203772	9/8/03	101321	CRAFTS	17.98
203773	9/8/03	026800	CREATIVE EDUCATIONAL SERVICES	99.95
203774	9/8/03	132709	CREATIVE TEACHING ASSOCIATES	52.80
203775	9/8/03	133102	CREATIVE VISUAL PRODUCTIONS	22.50

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203776	9/8/03	026700	CRITICAL THINKING BOOKS & SOFTWARE	255.43
203777	9/8/03	026998	CRIZMAC	66.40
203778	9/8/03	027130	CRYSTAL PRODUCTIONS	571.40
203779	9/8/03	099957	CRYSTAL SPRINGS BOOKS	17.85
203780	9/8/03	132909	CALIFORNIA STATE UNIV SACRAMENTO	430.00
203781	9/8/03	106893	CULLIGAN WATER CONDITIONING	224.50
203782	9/8/03	027345	CURRICULUM ASSOCIATES, INC.	247.33
203783	9/8/03	130731	D & D COMMUNICATIONS	47.00
203784	9/8/03	132671	JEAN T DAIGLE	37.01
203785	9/8/03	032255	DAVIS PUBLICATIONS INC	1,188.49
203786	9/8/03	032490	DECA IMAGES	273.00
203788	9/8/03	107469	DEFFENBAUGH INDUSTRIES	3,656.02
203789	9/8/03	032680	DELTA SYSTEMS COMPANY, INC.	69.75
203790	9/8/03	032800	DEMCO INC	557.39
203791	9/8/03	032872	DENNIS SUPPLY COMPANY	283.75
203792	9/8/03	131108	DENVER INSTRUMENT COMPANY	361.08
203793	9/8/03	133084	DHARMA TRADING CO.	352.60
203795	9/8/03	099220	DICK BLICK	15,056.19
203796	9/8/03	033466	DIDAX INC	158.93
203797	9/8/03	033473	DIETZE MUSIC HOUSE INC.	6,160.30
203798	9/8/03	131797	DIRECT ADVANTAGE	202.62
203799	9/8/03	100649	DISCOUNT MAGAZINE SUBSCRIPTION	599.37
203800	9/8/03	099552	DISCOUNT SCHOOL SUPPLY	813.99
203802	9/8/03	131198	DON SHAFER DISPLAY INC	33.60
203804	9/8/03	034109	DRUMMOND AMERICAN CORPORATION	320.65
203805	9/8/03	034120	DULTMEIER SALES LLC	1,015.01
203806	9/8/03	100951	DYNA-KLEEN SERVICES, INC.	350.00
203807	9/8/03	036652	EBSCO SUBSCRIPTION SERVICES	1,167.77
203808	9/8/03	101894	EDUCATIONAL INNOVATIONS, INC.	356.98
203809	9/8/03	037023	EDUCATIONAL INSIGHTS	108.85
203810	9/8/03	037525	EDUCATIONAL SERVICE UNIT #3	21,918.42
203811	9/8/03	100415	EDUCATIONAL TESTING SERVICE	797.00

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203812	9/8/03	100330	EDUCATORS OUTLET INC	282.79
203813	9/8/03	037900	DELTA EDUCATION LLC	69.25
203814	9/8/03	130858	ALICE JEAN HOWARD	328.54
203816	9/8/03	038100	ELECTRIC FIXTURE & SUPPLY	4,665.27
203817	9/8/03	038120	ELECTRIC MACHINERY SALES & SVC	111.96
203818	9/8/03	038140	ELECTRONIC SOUND INC.	739.44
203820	9/8/03	102731	ELEMENT K PRESS LLC	518.63
203821	9/8/03	131825	TIMOTHY S ELLSWORTH, P.C.	2,500.00
203822	9/8/03	038217	WARREN K ELTISTE	36.00
203823	9/8/03	035579	EMC/PARADIGM PUBLISHING	4,225.21
203824	9/8/03	132066	ENGINEERED CONTROLS INC.	212.50
203825	9/8/03	133103	EPPLEY EXPRESS	255.00
203826	9/8/03	133079	ESP PUBLISHERS INC	47.85
203827	9/8/03	035610	ETA/CUISENAIRE	3,300.97
203828	9/8/03	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	114.59
203829	9/8/03	038475	EXCEL ELECTRIC INC	3,934.41
203831	9/8/03	106735	JOHN T FABRY	21.39
203832	9/8/03	106949	LUCY FALCON	223.85
203833	9/8/03	040450	FEDERAL EXPRESS	73.03
203834	9/8/03	040537	FERGUSON ENTERPRISES INC	1,606.99
203835	9/8/03	106956	FERRELLGAS	51.85
203836	9/8/03	133129	TANYA FIDLER	47.20
203837	9/8/03	040830	FILMS FOR THE HUMANITIES	183.55
203838	9/8/03	132168	FIRESTONE BUILDING PRODUCTS CO.	260.90
203839	9/8/03	132973	ELVIN SAFETY SUPPLY INC	66.40
203840	9/8/03	040919	FISHER SCIENTIFIC	652.92
203841	9/8/03	041086	FLINN SCIENTIFIC INC	2,472.36
203842	9/8/03	106714	LADONNA V FLOOD	5.35
203843	9/8/03	131555	FLOORS INC	1,220.00
203844	9/8/03	041098	FOLLETT EDUCATIONAL SERVICES	159.50
203845	9/8/03	041100	FOLLETT LIBRARY RESOURCES	4,175.69
203846	9/8/03	100307	FOOD SERVICES OF AMERICA	58.04

Millard Public Schools

Check Register for 9/8/03 - 9/8/03

Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
203847	9/8/03	133104	JAIM FOSTER	33.96
203848	9/8/03	041543	AMY J FRIEDMAN	148.65
203849	9/8/03	133035	FRIENDLY OAKS PUBLICATIONS	13.15
203850	9/8/03	041540	FRIENDSHIP HOUSE	200.50
203851	9/8/03	042000	FUREY HEATING-AIR CONDITIONING INC	1,178.00
203852	9/8/03	131688	G & S ORGAN SPECIALISTS INC	979.80
203853	9/8/03	131456	GAGGLE.NET	15,200.00
203854	9/8/03	102508	GARLIC PRESS	32.95
203855	9/8/03	043900	GAYLORD BROTHERS INC	374.01
203857	9/8/03	044050	GENERAL BINDING CORPORATION	1,401.63
203858	9/8/03	044470	GEYER INSTRUCTIONAL AIDS CO.	304.85
203859	9/8/03	106660	GLASSMASTERS, INC.	1,509.73
203860	9/8/03	044683	GLOBE FEARON	45.31
203862	9/8/03	044890	GOODWAY TECHNOLOGIES CORPORATION	73.85
203863	9/8/03	044891	GOPHER/PLAY WITH A PURPOSE	2,534.34
203864	9/8/03	043609	GP BUSINESS SERVICES LLC	2,614.65
203865	9/8/03	043635	GPN	704.27
203867	9/8/03	044972	GREAT ACTIVITIES PUBLISHING CO	48.00
203868	9/8/03	099260	GREAT IDEAS FOR TEACHING INC	138.31
203869	9/8/03	132002	KATHLEEN A GROVE	108.97
203870	9/8/03	133109	GROWING GOOD KIDS INC	3,413.44
203871	9/8/03	132449	SALLI S HAJEK	236.10
203872	9/8/03	107933	JEFF D HALLSTROM	223.26
203873	9/8/03	047800	HAMMOND & STEPHENS	139.40
203874	9/8/03	047802	HAMPTON INN	79.00
203875	9/8/03	047853	HAPPY CAB COMPANY INC	405.00
203876	9/8/03	047855	HARCOURT INC	19,590.41
203877	9/8/03	047856	HARCOURT OUTLINES INC	164.16
203878	9/8/03	108175	SHERRY A HAVRANEK	9.60
203879	9/8/03	130609	HAYDEN-MCNEILL SPECIALTY	1,147.79
203880	9/8/03	101030	HEARLIHY COMPANY	24.45
203881	9/8/03	048518	HEINEMANN PROFESSIONAL DEVELOPMENT	67.09

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203882	9/8/03	048515	HELGET SAFETY SUPPLY INC	277.00
203883	9/8/03	132423	HEWLETT PACKARD CO	652.00
203884	9/8/03	048710	HIGHSMITH COMPANY INC	1,106.31
203885	9/8/03	048840	SUZANNE J HINMAN	81.00
203886	9/8/03	045329	HMS BROWN BAGGERS	228.36
203887	9/8/03	130770	HOLIDAY INN EXPRESS	207.00
203888	9/8/03	049075	HOLIDAY INN OF OMAHA-CENTRAL	6,421.75
203889	9/8/03	133072	CRT ASSOCIATES INC	107.60
203890	9/8/03	049320	HONEYMAN RENT ALL	88.65
203892	9/8/03	132592	WILLIAM SPRAGUE, JR.	549.10
203893	9/8/03	095520	LINDA D HORTON	129.60
203894	9/8/03	103002	HOSE & HANDLING INC.	55.30
203895	9/8/03	049450	HOTSY EQUIPMENT COMPANY	622.35
203896	9/8/03	106169	MARY K HOUGH	39.42
203897	9/8/03	049650	HOUGHTON MIFFLIN COMPANY	15,603.12
203898	9/8/03	133030	AMERICAN EDUCATIONAL PRODUCTS LLC	19.25
203899	9/8/03	049715	HUMAN KINETICS	32.00
203900	9/8/03	049723	HUMAN RELATIONS MEDIA	196.10
203901	9/8/03	049749	HUSKER DOOR INC	215.00
203902	9/8/03	130283	KARA L HUTTON	49.00
203903	9/8/03	095150	HW WILSON COMPANY	149.00
203904	9/8/03	049844	HYDRONIC ENERGY, INC.	15.00
203905	9/8/03	132971	IDEA ART INC	27.85
203906	9/8/03	132967	IDEAL FOREIGN BOOKS	55.75
203907	9/8/03	133028	INFOCUS CORPORATION	96.00
203910	9/8/03	133077	INSTITUTE FOR NETWORK PROFESSIONALS	885.00
203911	9/8/03	132600	INSTRUCTIONAL IMAGES INC	143.50
203912	9/8/03	051843	INTEGRITY HARDWOODS	861.02
203913	9/8/03	052150	INTERNATIONAL READING ASSOC	86.00
203914	9/8/03	102958	INTERSTATE ALL BATTERY CENTER	307.24
203915	9/8/03	052370	INTERSTATE ELECTRIC SUPPLY CO	1,039.93
203916	9/8/03	109863	INTERSTATE INDUSTRIAL SERVICE	140.00

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203917	9/8/03	092791	J. WESTON WALCH PUBLISHING	512.41
203918	9/8/03	101991	J.A. SEXAUER	660.82
203919	9/8/03	026300	J.P. COOKE COMPANY	22.93
203920	9/8/03	100928	J.W. PEPPER & SON INC.	708.83
203922	9/8/03	054240	HANNELORE W JASA	84.00
203923	9/8/03	133037	JENSEN TIRE COMPANY	241.35
203925	9/8/03	054110	JJE INC.	740.58
203926	9/8/03	054448	STEVEN K JOEKEL	45.00
203927	9/8/03	131122	JOHN WILEY & SONS, INC.	246.37
203928	9/8/03	054500	JOHNSON HARDWARE COMPANY	119.88
203929	9/8/03	059573	NANCY A JOHNSTON	205.00
203930	9/8/03	054630	JOHNSTONE SUPPLY	601.99
203931	9/8/03	054640	JONES BARREL	130.25
203932	9/8/03	133033	JIREH TECHNOLOGIES INC	60.00
203933	9/8/03	054768	JUDAH CASTER COMPANY	65.25
203934	9/8/03	056215	KAPLAN EARLY LEARNING CO	525.32
203935	9/8/03	101641	KAR PRODUCTS	849.91
203936	9/8/03	106997	VICTORIA A KASPAR	190.00
203937	9/8/03	056275	KEL-WELCO DISTRIBUTING, INC.	43.87
203938	9/8/03	133106	MICHAEL J KELLY	250.00
203939	9/8/03	056276	KELVIN ELECTRONICS	1,581.00
203940	9/8/03	056279	KENDALL/HUNT PUBLICATIONS	873.71
203941	9/8/03	056341	KEY CURRICULUM PRESS	78.65
203942	9/8/03	056550	MARK LEVINE	190.00
203943	9/8/03	056724	KINKO'S	378.24
203944	9/8/03	109136	KLOCKIT	455.45
203945	9/8/03	056865	PHILIP E KOCH	129.60
203946	9/8/03	056905	DEBORAH S KOLC	130.00
203947	9/8/03	056911	BONNIE G KOLOWSKI	217.69
203949	9/8/03	133121	LAURA A KRACL	21.36
203950	9/8/03	131160	MARGARET M KUBAT	60.00
203952	9/8/03	099217	LAKESHORE LEARNING MATERIALS	5,261.30

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203953	9/8/03	058861	LARRY'S BOILER SERVICE, INC.	298.84
203954	9/8/03	102491	LARUE DISTRIBUTING INC	279.76
203955	9/8/03	109816	JILL C LAVENE	45.41
203956	9/8/03	100732	LAWNSMITH & CO INC	5,821.00
203957	9/8/03	102106	LEARNING WELL INSTRUCTIONAL	42.53
203958	9/8/03	106469	LEGO DACTA-PITSCO LLC	823.56
203959	9/8/03	059240	LENNOX INDUSTRIES INC	846.74
203961	9/8/03	106403	LESCO	38.60
203962	9/8/03	059380	LIBRARY VIDEO COMPANY	25.70
203963	9/8/03	059470	LIEN TERMITE & PEST CONTROL INC	472.38
203964	9/8/03	133125	NICOLE LIEWER	20.00
203965	9/8/03	059577	LINGUISYSTEMS, INC.	1,329.30
203967	9/8/03	059560	LINWELD INC	819.23
203968	9/8/03	102981	LMI	13.99
203969	9/8/03	133124	CRYSTAL LODER	24.00
203970	9/8/03	130590	LONG'S ELECTRONICS	28.76
203971	9/8/03	059866	STACY L LONGACRE	93.12
203972	9/8/03	060111	LOVELESS MACHINE & GRINDING	145.50
203973	9/8/03	131397	LOWE'S HOME CENTERS INC	741.02
203974	9/8/03	060121	BRYAN A LUBBERS	15.00
203975	9/8/03	060155	LYMAN-RICHEY CORPORATION	640.53
203978	9/8/03	133096	M & O INDUSTRIES	2,500.00
203979	9/8/03	108106	LEANNA MACDONALD	468.00
203980	9/8/03	063574	W H TALBOTT INC	782.50
203981	9/8/03	063920	MARCO PRODUCTS INC	25.95
203982	9/8/03	101272	MARI INC.	219.23
203983	9/8/03	064139	MASTER MECHANICAL SERVICE, INC.	488.00
203984	9/8/03	130467	MCCALL PATTERN COMPANY	115.00
203985	9/8/03	107470	MCGILL ASBESTOS ABATEMENT CO.	5,980.00
203988	9/8/03	063349	MCGRAW-HILL COMPANIES	143,317.39
203989	9/8/03	099781	MCQUEENY LOCK COMPANY	961.97
203990	9/8/03	064260	MECHANICAL SALES INC.	547.23

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203991	9/8/03	133062	MEL BAY PUBLICATIONS	197.33
203992	9/8/03	101889	MEP SCHOOL DIVISION	104.94
203993	9/8/03	064600	METAL DOORS & HARDWARE COMPANY INC	3,801.00
203995	9/8/03	064835	MICRO WAREHOUSE GOV/ED INC	233.45
203997	9/8/03	102870	MIDLAND COMPUTER INC	10,062.87
203998	9/8/03	132404	MIDLAND EQUIPMENT	3.44
203999	9/8/03	064833	MIDLANDS BUSINESS JOURNAL	75.50
204000	9/8/03	648477	MIDLANDS MESSENGER SERVICE INC	166.95
204001	9/8/03	063098	MIDWEST EUROPEAN PUBLICATIONS	339.00
204002	9/8/03	064950	MIDWEST METAL WORKS INC	45.25
204003	9/8/03	064952	MIDWEST MINOR MEDICAL, P.C.	420.00
204004	9/8/03	132659	MIDWEST PRODUCTS CO., INC.	172.14
204005	9/8/03	133110	MIDWEST SPRAY EQUIPMENT CO INC	4,400.00
204006	9/8/03	065200	MIDWEST TECHNOLOGY PRODUCTS & SERV	2,544.30
204007	9/8/03	132332	MIDWEST TILE SUPPLY	57.12
204008	9/8/03	065233	MIDWEST TURF & IRRIGATION INC	6,088.50
204009	9/8/03	065300	MILLARD DRYWALL SERVICES, INC.	197.90
204010	9/8/03	133112	MILLARD ELECTRIC CO INC	600.00
204011	9/8/03	065400	MILLARD LUMBER INC	576.31
204013	9/8/03	065350	MILLARD TRUE VALUE HARDWARE	257.73
204016	9/8/03	100316	MINDWARE	27.40
204017	9/8/03	065844	MOBILITY OPTIONS	137.77
204018	9/8/03	130808	MODERN BIOLOGY INC.	206.14
204020	9/8/03	065895	MODERN SCHOOL SUPPLIES INC	401.13
204021	9/8/03	102657	MODERN SIGNS PRESS INC	32.70
204022	9/8/03	065950	MODERN SOUND PICTURES, INC.	4,440.00
204023	9/8/03	101727	MOLLY HAWKINS HOUSE	798.14
204024	9/8/03	133113	DIANE S MOORE	151.00
204025	9/8/03	066137	JUNE E MORRISSEY	15.00
204026	9/8/03	063151	MR VIDEO PRODUCTIONS	120.00
204027	9/8/03	063150	MSC INDUSTRIAL SUPPLY CO	1,041.78
204029	9/8/03	066490	JANIS R MULLINS	49.00

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204030	9/8/03	063115	MULTI-HEALTH SYSTEMS	228.80
204031	9/8/03	066555	MUSIC ALIVE	225.00
204032	9/8/03	066580	MUSIC IN MOTION INC	933.06
204033	9/8/03	100883	MUSIC THEATRE INTERNATIONAL	2,525.00
204034	9/8/03	132043	MUSICTIME, INC.	596.31
204036	9/8/03	066996	NAPA/GENUINE PARTS COMPANY	58.95
204038	9/8/03	067000	NASCO	8,645.23
204039	9/8/03	067659	NATIONAL COUNCIL FOR THE	107.00
204040	9/8/03	132535	NATIONAL COUNCIL ON ECONOMIC	76.95
204041	9/8/03	067801	NATIONAL MIDDLE SCHOOL ASSOC	199.00
204042	9/8/03	067865	NATIONAL PROFESSIONAL	34.95
204043	9/8/03	132854	NATIONAL SAFETY COUNCIL	4,350.00
204044	9/8/03	130548	NCS PEARSON INC	648.00
204045	9/8/03	068334	NEBRASKA AIR FILTER, INC.	1,798.39
204050	9/8/03	068415	NEBRASKA COUNCIL OF SCHOOL	36,794.00
204051	9/8/03	068415	NEBRASKA COUNCIL OF SCHOOL	700.00
204052	9/8/03	068445	NEBRASKA FURNITURE MART INC	4,006.97
204053	9/8/03	068684	NEBRASKA SCIENTIFIC	1,815.05
204054	9/8/03	068832	NEBRASKA TURFGRASS FOUNDATION	1,580.75
204055	9/8/03	068801	NEBRASKA WORKFORCE DEVELOPMENT	75.00
204056	9/8/03	133123	MELISSA M NEGRETE	20.00
204057	9/8/03	069060	ROBIN K NELSON	52.43
204059	9/8/03	099737	NEWS BOWL	578.00
204060	9/8/03	131689	NEWS-2-YOU	60.00
204061	9/8/03	099374	NEWSWEEK INC	661.98
204062	9/8/03	069099	CAROL C NEWTON	15.00
204063	9/8/03	109843	NEXTEL PARTNERS INC	1,107.83
204064	9/8/03	109843	NEXTEL PARTNERS INC	765.35
204065	9/8/03	109843	NEXTEL PARTNERS INC	779.14
204066	9/8/03	109843	NEXTEL PARTNERS INC	654.78
204068	9/8/03	055400	MARTHA E NIELSEN	245.85
204069	9/8/03	099775	NJL ASSOCIATES INC	281.20

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204070	9/8/03	069675	NOBBIES	77.55
204071	9/8/03	069689	NOGG CHEMICAL & PAPER	2,144.38
204072	9/8/03	069776	NORTH AMERICAN ASSOCIATION	80.00
204073	9/8/03	069805	NORTHWEST REGIONAL ED LABORATORY	36.43
204075	9/8/03	069945	NUTS & BOLTS, INC.	5.56
204076	9/8/03	099235	NYSTROM	445.46
204077	9/8/03	107723	O'CONNOR COMPANY, INC.	83.71
204083	9/8/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	23,426.31
204084	9/8/03	070245	OHARCO DISTRIBUTORS	234.50
204085	9/8/03	070480	OMAHA BUSINESS FURNITURE INC	523.00
204087	9/8/03	070700	OMAHA PAPER COMPANY INC.	338.30
204088	9/8/03	099932	OMAHA RUBBER STAMP	23.65
204089	9/8/03	070850	OMAHA SLINGS INC	96.00
204090	9/8/03	071027	VIDEO MEDIA PRODUCTONS LLC	23.00
204091	9/8/03	071025	OMAHA TRUCK CENTER INC	1,613.81
204092	9/8/03	071039	OMAHA WINDUSTRIAL CO.	312.50
204093	9/8/03	071040	OMAHA WINNELSON COMPANY	26.28
204094	9/8/03	071050	OMAHA WORLD HERALD CO	408.00
204095	9/8/03	071138	ORIENTAL TRADING COMPANY	54.40
204096	9/8/03	071172	OT IDEAS INC	78.00
204097	9/8/03	107193	OTIS ELEVATOR COMPANY	1,836.89
204098	9/8/03	071235	OWENS & MINOR DISTRIBUTION INC	321.89
204100	9/8/03	099355	PARADIGM RESEARCH INC.	124.00
204101	9/8/03	071623	PARAGON PRINTING, INC.	3,314.80
204102	9/8/03	071675	PARENT INSTITUTE	197.10
204103	9/8/03	071668	PARENTS	13.97
204104	9/8/03	132811	RON PARK	94.40
204105	9/8/03	108098	ANGELO D PASSARELLI	9.62
204106	9/8/03	071891	PAYFLEX SYSTEMS USA, INC.	4,222.60
204107	9/8/03	131610	PB&J MARKETING COOPERATIVE INC	421.00
204108	9/8/03	071305	PBS VIDEO	56.95
204109	9/8/03	071353	WARFIELD PCI LIMITED	695.34

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204110	9/8/03	102699	PEARSON EDUCATION	452.97
204111	9/8/03	109027	PEARSON EDUCATION	35,949.66
204112	9/8/03	072113	PENGUIN GROUP USA INC	525.94
204113	9/8/03	072140	PEOPLES PUBLISHING GROUP, INC.	449.44
204114	9/8/03	072200	PERFECTION LEARNING CORP.	771.93
204115	9/8/03	072216	PERMA BOUND	1,186.67
204116	9/8/03	106967	PHILFLEET ADVANTAGE	3,341.06
204117	9/8/03	072463	PHOENIX LEARNING RESOURCES	131.00
204119	9/8/03	130721	MARY J PILLE	105.00
204121	9/8/03	072760	PITSCO INC	13,853.94
204122	9/8/03	108071	PITTSBURGH PAINT-5508	82.37
204123	9/8/03	072785	PLANK ROAD PUBLISHING INC	401.72
204125	9/8/03	073010	PORTER TRUSTIN CARLSON	34.00
204126	9/8/03	073011	JUDITH E PORTER	116.95
204127	9/8/03	133090	PORTOLAN GROUP INC	1,500.00
204128	9/8/03	079051	POSITIVE PROMOTIONS INC	853.06
204129	9/8/03	132874	POTTERY MAKING ILLUSTRATED	22.00
204130	9/8/03	103122	POWER KIDS PRESS	97.65
204131	9/8/03	073220	PRATT AUDIO VISUAL & VIDEO CORP	65.00
204132	9/8/03	073231	PRECISION INDUSTRIES, INC.	1,036.11
204133	9/8/03	133128	PREMIER SCHOOL AGENDAS INC	812.50
204134	9/8/03	132317	SUSAN K PRESLER	1,240.60
204136	9/8/03	073427	PRO-ED INC	911.90
204137	9/8/03	073610	PROGRESS PUBLICATIONS	4,118.75
204138	9/8/03	133051	AMERICAN FUTURE SYSTEMS INC	28.99
204139	9/8/03	107657	PROTEC SYSTEMS LLC	225.00
204141	9/8/03	073650	PRUFROCK PRESS INC	29.95
204142	9/8/03	073040	PSI GROUP-OMAHA	10,000.00
204143	9/8/03	099551	PSYCHOLOGICAL CORPORATION	368.77
204145	9/8/03	077750	QUILL CORP	232.83
204146	9/8/03	090673	QWEST	30,096.15
204147	9/8/03	090673	QWEST	45.05

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204148	9/8/03	107325	QWEST INTERPRISE AMERICA INC	1,808.00
204149	9/8/03	101269	R. F. DAWN INC.	209.72
204150	9/8/03	099777	RADIOSHACK	17.98
204151	9/8/03	099441	RADIOSHACK/OAKVIEW MALL	79.76
204152	9/8/03	133118	AIRFIELD PLAZA INN CORP	83.93
204153	9/8/03	078280	RAMADA INN-KEARNEY	118.63
204154	9/8/03	078390	RAND MCNALLY & COMPANY	19.11
204155	9/8/03	078420	RAWSON & SONS ROOFING, INC.	5,795.00
204156	9/8/03	078670	REAMS SPRINKLER SUPPLY COMPANY INC	206.96
204157	9/8/03	102249	RELIABLE OFFICE SUPPLIES	88.97
204158	9/8/03	078958	REMEDIA PUBLICATIONS	707.85
204159	9/8/03	099940	RENAISSANCE LEARNING INC.	910.95
204160	9/8/03	103050	REPRINT CORPORATION	217.50
204161	9/8/03	103133	RICHARD E. SPRY, INC.	461.02
204162	9/8/03	132095	CHARLOTTE A RIEWER	7.95
204164	9/8/03	102186	COMMUNITY PRODUCTS LLC	559.00
204165	9/8/03	079190	RIGBY EDUCATION	91.56
204166	9/8/03	132915	RIGGS INSTITUTE	102.95
204167	9/8/03	099555	RIVERSIDE PUBLISHING COMPANY	338.96
204168	9/8/03	079310	ROCKBROOK CAMERA CENTER	1,143.00
204169	9/8/03	079440	ROSENBAUM ELECTRIC INC	4,136.43
204170	9/8/03	130477	KATHRYN I RYAN	94.00
204171	9/8/03	133073	GRANICK SPORT	795.60
204172	9/8/03	101101	SAFETY KLEEN SYSTEMS INC	180.90
204173	9/8/03	081491	SAGE PUBLICATIONS, INC.	580.05
204174	9/8/03	081495	LEONARD E SAGENBRECHT	302.11
204175	9/8/03	081630	SAM'S CLUB DIRECT	162.70
204176	9/8/03	073300	SAMMONS PRESTON ROLYAN	1,383.79
204177	9/8/03	081725	KIMBERLEY K SAUM-MILLS	166.00
204179	9/8/03	081800	SAX ARTS & CRAFTS INC	5,103.22
204180	9/8/03	099492	SAXON PUBLISHERS INC	3,572.98
204181	9/8/03	109865	SCANTRON	1,706.78

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
204182	9/8/03	081880	SCHEMMER ASSOCATES INC	3,350.00
204183	9/8/03	082100	SCHOLASTIC INC	9,138.95
204185	9/8/03	082140	SCHOLASTIC MAGAZINES	7,466.14
204186	9/8/03	102278	SCHOOL DATEBOOKS INC	8,221.40
204187	9/8/03	102127	RITA G CAMERON	51.90
204188	9/8/03	101165	SCHOOL MATE	295.00
204189	9/8/03	082350	SCHOOL SPECIALTY INC	853.53
204190	9/8/03	082336	SCHOOLMART	777.54
204191	9/8/03	099808	SCHOOLMASTERS	248.69
204192	9/8/03	082378	SCHRIER FORD	114.99
204194	9/8/03	082464	SHERRI A SCHUMANN	389.64
204195	9/8/03	082475	SCIENCE KIT & BOREAL LABORATORIES	2,653.81
204196	9/8/03	082910	SECURITY EQUIPMENT INC	2,983.54
204199	9/8/03	130645	SHERWIN-WILLIAMS	1,505.47
204200	9/8/03	083188	SHIFFLER EQUIPMENT SALES, INC.	335.92
204201	9/8/03	130893	SHOPPING MADE EASY.COM,INC.	449.63
204202	9/8/03	083310	SIGMA ALDRICH INC	147.48
204203	9/8/03	083400	SIMPLEXGRINNELL	766.10
204204	9/8/03	083451	SIMPLICITY PATTERN COMPANY	37.90
204205	9/8/03	083452	SIMPSON SUPPLY	732.19
204206	9/8/03	130855	SKY PUBLISHING CORPORATION	42.95
204207	9/8/03	083950	SOCIAL STUDIES SCHOOL SERVICE	466.07
204208	9/8/03	102264	SOFTWARE PLUS	726.50
204209	9/8/03	084019	SOL LEWIS ENGINEERING COMPANY	153.00
204210	9/8/03	109793	SOLUTION ONE	182.16
204211	9/8/03	130722	SOLUTIONS FOR YOUR OFFICE	585.66
204212	9/8/03	102576	MARC S SOMMERFELD	337.60
204214	9/8/03	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	1,771.20
204215	9/8/03	102524	SPALDING EDUCATION INTERNATIONAL	2,633.40
204216	9/8/03	131707	SPECIALIZED PRODUCTS, INC.	113.26
204217	9/8/03	084240	SPEECH BIN	348.49
204218	9/8/03	109796	SPORT SUPPLY GROUP INC.	266.22

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Check Number	Date	Vendor No	Vendor Name	Amount
204219	9/8/03	084326	SPORTIME	1,806.87
204220	9/8/03	084352	SPRAY EQUIPMENT & SERVICE	386.25
204221	9/8/03	109192	KIMBERLI R SQUIERS	12.90
204222	9/8/03	100584	STAHL'S LETTERING INC	469.94
204223	9/8/03	084415	STANDARD STATIONERY SUPPLY CO	594.73
204224	9/8/03	131099	STENHOUSE PUBLISHERS	612.71
204225	9/8/03	084550	STEPHENSON SCHOOL SUPPLY CO.	2,561.36
204226	9/8/03	100217	STEPHENSON SCHOOL SUPPLY CO.	351.47
204227	9/8/03	093844	ELIZABETH W STILES	154.76
204228	9/8/03	130622	JEFFREY C. STORY	245.44
204229	9/8/03	130910	STUTTERING FOUNDATION OF AMERICA	128.95
204230	9/8/03	084689	SULLIVAN SEWER SERVICE INC	510.00
204231	9/8/03	106793	VICKIE A SULLIVAN	20.17
204232	9/8/03	084781	SUMMIT LEARNING	4,356.99
204233	9/8/03	132400	SUN TURF, INC.	1,221.61
204234	9/8/03	084905	SUNDANCE PUBLISHING LLC	81.35
204235	9/8/03	084930	SUPER DUPER INC	329.81
204236	9/8/03	102869	SUPER SAVER #20	181.86
204237	9/8/03	084954	SUPREME GRAPHICS/SCHOOL SUPPLY	2,025.00
204238	9/8/03	084959	JAMES V SUTFIN	304.02
204239	9/8/03	099699	JOYCE SWANSON, CONSULTANT	300.00
204240	9/8/03	088654	TARGET	387.86
204241	9/8/03	130127	TASA	803.85
204242	9/8/03	131910	TEACHER INSTITUTE	328.00
204243	9/8/03	109041	TEACHER'S DISCOVERY (FOREIGNL)	113.74
204244	9/8/03	101393	TEACHER'S VIDEO COMPANY	476.74
204245	9/8/03	132962	TEACHERS DISCOUNT	106.45
204246	9/8/03	101257	TEACHERS' CURRICULUM INSTITUTE	1,123.50
204247	9/8/03	102865	TEACHING & LEARNING COMPANY	16.20
204248	9/8/03	088830	TED'S MOWER SALES & SERVICE INC	4.39
204250	9/8/03	049700	TERRY HUGHES TREE SERVICE	2,034.00
204251	9/8/03	132958	TEXTBOOK BROKERS	4,877.60

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Check Number	Date	Vendor No	Vendor Name	Amount
204252	9/8/03	102822	THERAPRO INC	536.90
204253	9/8/03	051572	THOMSON LEARNING	842.63
204254	9/8/03	099272	TIME FOR KIDS	367.22
204255	9/8/03	132928	EXECUTIVE GREETINGS INC	17.85
204257	9/8/03	089572	TOOL SHED INC	332.69
204258	9/8/03	131446	TOSHIBA AMERICA INFO SYS INC	96.00
204260	9/8/03	101470	TOYS R US	121.37
204261	9/8/03	108055	TRADE WELL PALLET INC	600.00
204262	9/8/03	089740	JEFFREY MEYERS	164.50
204263	9/8/03	101301	TREND ENTERPRISES INC	83.86
204264	9/8/03	089760	TRIARCO ARTS & CRAFTS LLC	67.38
204265	9/8/03	102077	TRIDAQ INC	300.00
204267	9/8/03	132717	CHARLES E TUTTLE CO	260.17
204268	9/8/03	090678	UNISOURCE	498.24
204269	9/8/03	099268	UNITED ART AND EDUCATION	275.08
204270	9/8/03	090214	UNITED ELECTRIC SUPPLY CO INC	403.94
204271	9/8/03	109861	UNITED EQUIPMENT SERVICES CO INC	842.00
204272	9/8/03	068834	UNIVERSITY OF NEBRASKA-LINCOLN	50.00
204273	9/8/03	090900	UNIVERSITY PUB, INC.	2,370.00
204275	9/8/03	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	12.64
204276	9/8/03	131276	UTILITY EQUIPMENT COMPANY	109.62
204277	9/8/03	091040	VALENTINOS INC	153.23
204279	9/8/03	083340	VERNE SIMMONDS COMPANY	711.92
204280	9/8/03	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	143.00
204281	9/8/03	106683	ANTHONY G VINCENT	12.66
204282	9/8/03	102529	VOCATIONAL BIOGRAPHIES INC	302.50
204283	9/8/03	133081	KATHLEEN M VONDOLLEN-PETERS	40.78
204284	9/8/03	092786	WALCRO INC	23.16
204285	9/8/03	092834	WALKER TIRE INC	1,212.16
204286	9/8/03	093650	WARD'S NATURAL SCIENCE EST INC	1,154.21
204287	9/8/03	131984	WARNER BROS. PUBLICATIONS	1,259.86
204288	9/8/03	130696	WASECA LEARNING ENVIORNMENT	33.00

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Check Number	Date	Vendor No	Vendor Name	Amount
204289	9/8/03	093772	WATKINS CONCRETE BLOCK CO. INC.	24.00
204290	9/8/03	133120	MEGAN E WEBER	25.31
204291	9/8/03	093976	WEEKLY READER CORPORATION	4,426.68
204292	9/8/03	093978	BECKY S WEGNER	109.99
204294	9/8/03	101904	WEST COAST PUBLISHING	137.50
204295	9/8/03	094174	WEST MUSIC COMPANY	444.79
204296	9/8/03	094350	WESTERN PSYCHOLOGICAL SERVICES	730.40
204297	9/8/03	105619	WESTERN TRAILER LEASING, INC.	450.00
204298	9/8/03	094245	WESTLAKE ACE HARDWARE INC	266.89
204299	9/8/03	133119	RA POPP ENTERPRISES	305.98
204300	9/8/03	094820	WHOLESALE HEATING & COOLING	60.47
204301	9/8/03	094859	WIESER EDUCATIONAL INC	142.89
204302	9/8/03	079693	WILLIAM H SADLIER INC	5,918.13
204303	9/8/03	095173	WINGERT JONES MUSIC INC.	248.30
204304	9/8/03	132016	REBECCA R WINTERFELD	255.96
204305	9/8/03	095349	WOODWIND & BRASSWIND OF SO BEND LLC	205.70
204306	9/8/03	095355	WOODWORKERS SUPPLY, INC.	150.14
204307	9/8/03	095371	WORLD ALMANAC EDUCATION	660.00
204308	9/8/03	095416	WORLD RESEARCH COMPANY	389.95
204309	9/8/03	100578	WT COX SUBSCRIPTIONS INC	89.50
204310	9/8/03	044950	WW GRAINGER INC	1,527.91
204311	9/8/03	101370	XEROX CORPORATION (ORDERS)	85.00
204312	9/8/03	096200	YOUNG & WHITE	4,317.64
204313	9/8/03	099212	ZANER BLOSER INC	3,188.27
Total for GENERAL FUND				820,768.18
203645	9/8/03	109853	ACCESS ELEVATOR INC.	35,360.00
203670	9/8/03	012989	APPLE COMPUTER, INC.	18,119.00
203674	9/8/03	102729	ARID RESOURCES INC	60,165.00
203692	9/8/03	017670	BALCON	2,775.00
203739	9/8/03	133108	CHARLIE GRAHAM BODY & SERVICE	1,000.00
203746	9/8/03	025150	CIACCIO-DENNEL GROUP INC	11,995.41
203760	9/8/03	025689	COMPUTER CABLE CONNECTION INC	3,445.74

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203763	9/8/03	026057	CONTROL MASTERS INC	56,844.49
203765	9/8/03	132170	CORMACI CONSTRUCTION INC.	40,077.93
203801	9/8/03	106511	DIVERCON CONSTRUCTION INC	34,043.00
203803	9/8/03	130648	DOSTALS CONST. CO. INC.	5,180.00
203824	9/8/03	132066	ENGINEERED CONTROLS INC.	1,695.00
203829	9/8/03	038475	EXCEL ELECTRIC INC	3,543.29
203843	9/8/03	131555	FLOORS INC	10,529.00
203866	9/8/03	099888	GRAYBAR ELECTRIC COMPANY, INC.	28.65
203883	9/8/03	132423	HEWLETT PACKARD CO	5,478.00
203908	9/8/03	101435	INNOVATIVE LABORATORY SYSTEMS INC	5,038.00
203909	9/8/03	132618	INPATH DEVICES	1,447.80
203973	9/8/03	131397	LOWE'S HOME CENTERS INC	19.76
203976	9/8/03	131586	LYMM CONSTRUCTION CO.	4,395.00
203977	9/8/03	131988	M & A ENTERPRISES	3,888.00
203997	9/8/03	102870	MIDLAND COMPUTER INC	868.56
204008	9/8/03	065233	MIDWEST TURF & IRRIGATION INC	11,544.00
204011	9/8/03	065400	MILLARD LUMBER INC	285.92
204014	9/8/03	131328	MILLER ELECTRIC COMPANY	1,623.00
204019	9/8/03	132914	MODERN BUILDERS	32,395.00
204028	9/8/03	130895	MULHALLS NURSERY INC	1,179.99
204067	9/8/03	133043	NIELSEN BAUMERT ENGINEERING INC	750.00
204135	9/8/03	132975	PRIORITY TRAINING & CONSULTING INC	3,107.00
204144	9/8/03	133068	QUALITY FENCE CO	3,464.20
204155	9/8/03	078420	RAWSON & SONS ROOFING, INC.	24,344.00
204163	9/8/03	106416	RIFE CONSTRUCTION, INC.	76,244.00
204169	9/8/03	079440	ROSENBAUM ELECTRIC INC	28,880.29
204182	9/8/03	081880	SCHEMMER ASSOCIATES INC	10,220.90
204197	9/8/03	083175	SHEPPARD'S BUSINESS INTERIORS	7,170.00
204208	9/8/03	102264	SOFTWARE PLUS	937.60
204249	9/8/03	132452	TERRACON INC	1,750.00
204259	9/8/03	089574	TOTAL MARKETING INC	2,100.00
204261	9/8/03	108055	TRADE WELL PALLET INC	630.00

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204273	9/8/03	090900	UNIVERSITY PUB, INC.	2,645.00
Total for SPECIAL BUILDING				515,207.53
203639	9/8/03	010037	ABC SCHOOL SUPPLY COMPANY	1,004.62
203670	9/8/03	012989	APPLE COMPUTER, INC.	4,470.00
203715	9/8/03	133057	NANCY R BORGUM	45.00
203719	9/8/03	020050	BRODART CO.	85.33
203741	9/8/03	024652	CHILDCRAFT EDUCATION CORP	3,539.03
203751	9/8/03	099222	CLASSROOMDIRECT.COM	71.90
203790	9/8/03	032800	DEMCO INC	57.48
203800	9/8/03	099552	DISCOUNT SCHOOL SUPPLY	2,823.60
203856	9/8/03	133105	ROBERT GEHRINGER	114.00
203861	9/8/03	131089	K T RESTAURANTS LLC INC	97.93
203865	9/8/03	043635	GPN	469.57
203883	9/8/03	132423	HEWLETT PACKARD CO	20,952.00
203891	9/8/03	106801	CLARA G HOOVER	64.67
203924	9/8/03	133135	MARK JENSEN	100.00
203943	9/8/03	056724	KINKO'S	158.40
203948	9/8/03	133136	JOAN KONECK-WILCOX	500.00
203951	9/8/03	058755	LIDLAW TRANSIT INC	1,853.62
203952	9/8/03	099217	LAKESHORE LEARNING MATERIALS	3,577.88
203960	9/8/03	133137	PAUL A LENZ	1,120.00
203966	9/8/03	133133	LINTOR PUBLISING	3,454.00
203988	9/8/03	063349	MCGRAW-HILL COMPANIES	213.95
203994	9/8/03	133138	MARY MEYER	60.00
203997	9/8/03	102870	MIDLAND COMPUTER INC	12,389.50
204015	9/8/03	133132	DAWN DEE MILLER	923.36
204038	9/8/03	067000	NASCO	1,518.76
204083	9/8/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	182.31
204099	9/8/03	133139	ISELA PADILLA	100.00
204115	9/8/03	072216	PERMA BOUND	27.45
204118	9/8/03	072464	PHONIC EAR INC	1,350.00
204124	9/8/03	133140	MARTIN PLUM	140.00

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Check Number	Date	Vendor No	Vendor Name	Amount
204140	9/8/03	133083	PROTECH PROJECTION SYSTEMS, INC.	2,035.00
204143	9/8/03	099551	PSYCHOLOGICAL CORPORATION	266.19
204165	9/8/03	079190	RIGBY EDUCATION	5,216.74
204183	9/8/03	082100	SCHOLASTIC INC	7,200.49
204193	9/8/03	133141	KEVIN SCHUMACHER	100.00
204213	9/8/03	084056	SOPRIS WEST, INC.	346.50
204232	9/8/03	084781	SUMMIT LEARNING	198.27
204234	9/8/03	084905	SUNDANCE PUBLISHING LLC	623.81
204236	9/8/03	102869	SUPER SAVER #20	23.61
204240	9/8/03	088654	TARGET	70.48
204266	9/8/03	133142	MATT TURMAN	60.00
204274	9/8/03	133144	AMBER UPTON	360.00
204275	9/8/03	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	707.32
204278	9/8/03	133143	NANCY VANDENBOSCH	80.00
204293	9/8/03	133145	TERRY WENZL	80.00
204296	9/8/03	094350	WESTERN PSYCHOLOGICAL SERVICES	558.25
Total for GRANT FUND				79,391.02
203755	9/8/03	131518	COLOR INC	5,100.00
204014	9/8/03	131328	MILLER ELECTRIC COMPANY	2,715.99
204074	9/8/03	069930	NOVA HEALTH EQUIPMENT COMPANY	4,576.00
204086	9/8/03	131057	OMAHA NEON SIGN COMPANY INC.	4,960.00
Total for DEPRECIATION				17,351.99
203810	9/8/03	037525	EDUCATIONAL SERVICE UNIT #3	230.92
Total for INTERLOCAL FUND				230.92
203636	9/8/03	133045	A & J CONSTRUCTION	5,760.00
203659	9/8/03	109079	ALLTEL CORPORATION	12.51
203685	9/8/03	133101	AUDUBON SOCIETY OF OMAHA	200.00
203695	9/8/03	017900	BARCO MUNICIPAL PRODUCTS, INC.	74.75
203783	9/8/03	130731	D & D COMMUNICATIONS	200.25
203795	9/8/03	099220	DICK BLICK	27.48
203819	9/8/03	102286	ELECTRONIX EXPRESS	25.00

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Check Number	Date	Vendor No	Vendor Name	Amount
203829	9/8/03	038475	EXCEL ELECTRIC INC	490.89
203830	9/8/03	133044	EYMAN PLUMBING	1,090.00
203846	9/8/03	100307	FOOD SERVICES OF AMERICA	858.86
203883	9/8/03	132423	HEWLETT PACKARD CO	899.00
203921	9/8/03	102287	JAMECO ELECTRONICS	88.46
203939	9/8/03	056276	KELVIN ELECTRONICS	21.75
203951	9/8/03	058755	LIDLAW TRANSIT INC	160.68
203993	9/8/03	064600	METAL DOORS & HARDWARE COMPANY INC	1,867.00
203995	9/8/03	064835	MICRO WAREHOUSE GOV/ED INC	89.95
203997	9/8/03	102870	MIDLAND COMPUTER INC	265.08
204006	9/8/03	065200	MIDWEST TECHNOLOGY PRODUCTS & SERV	164.36
204012	9/8/03	132961	MILLARD SPRINKLER INC	485.00
204028	9/8/03	130895	MULHALLS NURSERY INC	1,212.91
204035	9/8/03	099662	NAESP	186.69
204058	9/8/03	132236	NEVCO SCOREBOARD COMPANY	20,440.00
204085	9/8/03	070480	OMAHA BUSINESS FURNITURE INC	4,911.00
204121	9/8/03	072760	PITSCO INC	4,045.74
204146	9/8/03	090673	QWEST	150.00
204219	9/8/03	084326	SPORTIME	193.56
204222	9/8/03	100584	STAHL'S LETTERING INC	810.21
204250	9/8/03	049700	TERRY HUGHES TREE SERVICE	320.00
204256	9/8/03	083780	TOM SNYDER PRODUCTIONS	194.29
204310	9/8/03	044950	WW GRAINGER INC	74.06
Total for ACTIVITY FUND				45,319.48
204015	9/8/03	133132	DAWN DEE MILLER	-30.00
Total for				-30.00
Report Total				1,478,239.12

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Date: 8/27/03

Check Number	Date	Vendor No	Vendor Name	Amount
203311	8/27/03	095674	XEROX CORPORATION (LEASES)	105,838.82
Total for GENERAL FUND				105,838.82
Report Total				105,838.82

Hot Lunch Fund Millard Public Schools

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Date: 9/2/03

Check Number	Date	Vendor No	Vendor Name	Amount
17629	9/8/03	109079	ALLTEL CORPORATION	373.82
17630	9/8/03	010071	CALICO INDUSTRIES, INC.	297.56
17631	9/8/03	032872	DENNIS SUPPLY COMPANY	261.90
17632	9/8/03	038475	EXCEL ELECTRIC INC	980.00
17633	9/8/03	048515	HELGET SAFETY SUPPLY INC	50.25
17634	9/8/03	100013	OFFICE DEPOT BUS. SVCS. DIV.	714.60
17635	9/8/03	071975	PEERLESS WIPING CLOTH	707.50
Total for FOOD SERVICE				3,385.63
Report Total				3,385.63

AGENDA SUMMARY SHEET

AGENDA ITEM: Awarding Contract for MWHS Soccer Bleacher Project

MEETING DATE: July 21, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Awarding Contract for MWHS Soccer Bleacher Project -- The awarding of the contract for the soccer bleacher project at Millard West High School.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND:
About a year ago, the board approved an agreement with the Millard West Booster Club and the Millard West Soccer Club permitting the installation of bleachers on the MWHS soccer field at the expense of the booster club.

In June, the bids on the project were received, however, the bids exceeded the funds available through the booster club. As a result, the bids were rejected.

In July, the project was re-bid again. The bids, again, were above the funds available, however, the low bidder agreed to hold open his bid through September to grant the booster club time to raise the necessary funds. This was accomplished and the booster club has transferred to the District the funds required to commence the project.

OPTIONS AND ALTERNATIVES: n/a

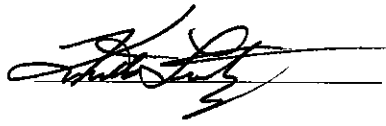
RECOMMENDATION: It is recommended that the contract for the Millard West Soccer Bleacher project be awarded to Pospical Construction Company in the amount of \$110,000 with such amount including the Base Bid plus Alternate #2 (for 500 seat capacity) and that the Associate Superintendent for General Administration be authorized and directed to enter into any and all documents necessary or desirable for such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt.) and Ed Rockwell (Project Mgr.)

SUPERINTENDENT'S APPROVAL:


AGENDA SUMMARY SHEET

AGENDA ITEM: Interlocal Agreement re ESU #3 Substitutes

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Interlocal Agreement re ESU #3 Substitutes – An agreement with ESU #3 regarding substitute employees required by the District.

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND: During the budgeting process we discussed interlocal agreements (which are an exclusion from the state spending lid). One of the interlocal agreements discussed was a new agreement related to substitute employees.

Under the proposed interlocal (see attached), the District would work cooperatively with ESU#3 to secure substitute employees. The would be facilitated by the use of the "Sub-Finder System" which is maintained at ESU#3 with access from MPS.

Adoption of this Interlocal Agreement is not necessary for the District's proposed FYE04 Budget. The adoption will, however, increase the District's unused budget authority for future years. This may provide the necessary budget authority the District will need if it opens new buildings in the future.

OPTIONS AND ALTERNATIVES: The District could elect not to enter into the Interlocal Agreement. This would result in a corresponding decrease in the unused budget authority carried into subsequent fiscal years.

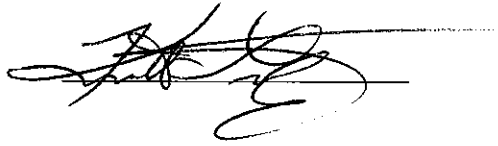
RECOMMENDATION: It is recommended that the district enter into the ESU Substitute Employee Interlocal as submitted and, further, that the superintendent be authorized and directed to execute any and all necessary and/or desirable documents related to such agreement.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: See above.

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

INTERLOCAL AGREEMENT

ESU Substitute Employee Interlocal

THIS AGREEMENT made and entered into this 19th day of August, 2003, by and between EDUCATIONAL SERVICE UNIT NO. 3, MILLARD PUBLIC SCHOOLS, political subdivisions of the State of Nebraska.

WITNESSETH:

WHEREAS, the Interlocal Cooperation Act authorizes any two or more public agencies to enter into agreements with one another for joint and cooperative action, including performance of any governmental service, activity or undertaking which at least one of the agencies is authorized by law to perform; and

WHEREAS, the parties desire to consolidate and combine the recruiting and dispatching of substitute employees and make available to the members of the Interlocal Agreement the advantages of centralized recruiting and dispatch of substitute employees.

NOW THEREFORE, the District and the Educational Service Unit No. 3 agree as follows:

Section 1. Purpose. The purpose of this Agreement shall be to establish a joint entity as defined and provided for in Sections 13-801 to 13-827, Nebraska Revised Statutes (Reissue ____). The newly created joint entity shall be called the ESU Substitute Employee Interlocal, hereinafter the Interlocal.

The Interlocal will provide efficiencies in the use and assignment of personnel available for substitute assignments and opportunities for District personnel to provide input as to the needs for the training, recruitment and assignment of personnel.

Section 2. Term. This Agreement shall be effective the 1st day of August, 2003 and continue for a term of two (2) years; provided however, this Agreement shall be deemed automatically renewed for an additional two (2) year term.

Section 3. Duties and Responsibilities of the Service Unit.

- A. The Service Unit shall appoint a member to the governing body of the Interlocal, which appointee will represent the Service Unit in the conduct of the business and operations of the Interlocal.
- B. The Service Unit shall screen, do background checks, and verify certification endorsements for all employees in the database.
- C. The Service Unit shall provide the personnel and the facility required to maintain the hardware and software related to a data base system for substitute employees.
- D. The Service Unit shall provide a system that is operational 24-hours per day during the school year to receive substitute employee requests and issue assignments.
- E. The Service Unit will provide a method for reporting the assignments made in a form agreeable to the Parties.
- F. Upon receipt of a request for an assignment, the Service Unit shall process such request and promptly notify the District of the disposition of the request.
- G. The Service Unit shall not be responsible or subject to any liability if a person assigned to the District fails to report for duty at the District after receiving an assignment from the Service Unit.

Section 4. Duties and Responsibilities of a District.

- A. The District shall appoint a member to the governing body of the Interlocal, which

appointee will represent the District in the conduct of the business and operations of the Interlocal.

- B. The District shall pay to the Service Unit the amount of the monthly invoices for services performed under this Interlocal Agreement. The preceding sentence notwithstanding, the cost of the operation of the electronic substitute-finder system shall be assessed to the District through the Service Unit's budget allocation for the District.
- C. The District shall pay to the staff assigned to it by the Service Unit, compensation established by that District for substitute employees.
- D. The District shall provide the statutory workers' compensation insurance coverage, provide for public liability insurance coverage, and provide unemployment insurance while the assigned employee is employed by the District.
- E. The period of employment of assigned staff shall commence when the assigned person reports to the assigned school and shall continue until the end of the last school day of the assigned person's employment.

Section 5. Administration. The joint entity shall be governed by a board and the board shall establish the rules and policies under which the joint entity operates.

The governing board shall elect a chairman who will be responsible for the scheduling and conducting of meetings of the joint board.

The governing board may establish policies and rules pertaining to the day-to-day operation of the joint entity.

Section 6. Indemnity. To the maximum extent permitted by law, each party hereby agrees to indemnify, defend and hold harmless, the other members of the joint entity, their board

members and employees from and against any and all costs, damage, expense (including court costs and reasonable attorney's fees), caused by suits, actions, claims or liabilities caused by, arising from, or on account of any failure or negligence of the indemnifying party to conduct the employment of persons referred by the Interlocal as required by any applicable state or federal law.

Section 7. Membership, Withdrawal, and Termination.

- A. Any District within the boundaries of Educational Service Unit No. 3 can become a party to this Agreement upon filing a written request to the governing board.
- B. Any party shall have the right to withdraw from this Agreement at the end of any school year by giving the other parties notice of withdrawal from this agreement at least thirty (30) days prior to June 1 of such district,
- C. This Interlocal Agreement shall terminate upon the withdrawal of the Service Unit or the withdrawal of all participating districts.

Section 8. Amendment. This Agreement may only be amended by a written instrument duly approved by the parties.

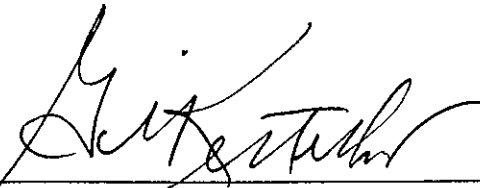
Section 9. Expenses. Unless otherwise herein provided, each party shall pay its own costs and expenses in connection with the transactions contemplated by this Agreement.

Section 10. Discrimination. There shall be no discrimination against any employee or applicant for employment or referral as provided in this Agreement because of race, color, religion, sex, national origin, or disability.

Section 11. Applicable Law. This Agreement shall be governed and construed in accordance with the laws of the State of Nebraska.

Section 12. Severability. If any one or more of the provisions contained herein shall, for any reason, be held to be invalid, illegal or unenforceable, in any respect, such invalidity, illegality or unenforceability shall not affect the other portions of this Agreement, but the Agreement shall be construed as if such invalid, illegal or unenforceable provisions had never been contained herein.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the day and year first above written.

BY: 

Dr. Gil Kettelhut
Administrator
Educational Service Unit No. 3

BY: _____
Dr. Keith Lutz
Superintendent
Millard Public Schools

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Millard Standards for Mathematics and Language Arts

MEETING DATE: September 8, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: The Millard Standards need to be approved by the Board for submission to the Nebraska Department of Education for their approval.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: In 1998, Millard Public Schools' academic standards were approved by the Nebraska Department of Education as "more rigorous" than Nebraska State Standards. In order to better align the Millard Education Program to the Nebraska State Standards and to facilitate the reporting process, we have revised "Millard Standards" and aligned them to the Nebraska Standards. Before they can be re-adopted as "more rigorous" than Nebraska Standards, they need to be adopted by the board. The Millard Standards represent the mathematics and language arts Curriculum Frameworks that are in place after approval by the Board of Education.

OPTIONS AND ALTERNATIVES CONSIDERED: The Standards could be sent back to the department for revision. The District could continue to report to the state on Nebraska Standards rather than Millard Standards.

RECOMMENDATIONS: Adopt the Millard Standards

STRATEGIC PLAN REFERENCE: Strategy #1

IMPLICATIONS OF ADOPTION OR REJECTION: Adoption will allow Millard Schools to report to the State on our own Standards in mathematics and language arts, thus cementing the connections to the "T Chart" and to the taught curriculum. Rejection will require Millard to report to Nebraska Standards in future reports.

TIMELINE: The Millard Standards were mailed to the Nebraska Department of Education for receipt by September 1. They cannot be approved by the DOE (October 1) without Millard Board approval.

RESPONSIBLE PERSON(S): Martha Bruckner, Carol Newton, Judy Porter

SUPERINTENDENT'S APPROVAL: 

Educational Services • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 895-8301 • (Fax) 895-8448
Curriculum 895-8301 • Special Education 895-8302 • Pupil Services 895-8300 • Media Services 691-1230

August 29, 2003

Standards Review Process
Administrator of Curriculum and Instruction
Nebraska Department of Education
301 Centennial Mall South
Lincoln, NE 68509-4987

To: Donlynn Rice and Review Committee:

Enclosed please find the Millard Public School "Request for Approval of Local Academic Standards" to be reviewed in the Fall approval cycle. As you know, Millard's local standards were approved as more rigorous than state standards in September, 1998. Our basic curriculum remains unchanged, but we have re-organized some parts of it to better align with our board policy 6110.1, which outlines the Millard Essential Learner Outcomes.

I am enclosing the request for approval as well as the local standards comparison forms for reading/writing and for mathematics. In addition, I am enclosing the following information that may be helpful to the committee:

1. Copy of the August, 1998, application regarding Millard standards
2. Copy of the September, 1998 letter of approval for Millard standards
3. Copy of Policy/rule 6110.1, outlining the Millard Learning Outcomes
4. Copy of Policy/rule 6320.1, outlining Millard graduation requirements
5. Copy of flow chart of ELO assessments and retesting opportunities
6. Pamphlet outlining the Millard Education Program
7. Pamphlet outlining the Millard Public Schools Assessment Program
8. Explanation of Millard Standards numbering system.
9. Elementary Curriculum Maps
10. Secondary Curriculum Frameworks.

As you know, our students must demonstrate proficiency on our standards prior to graduation, so we consider the Millard Standards to have a very important status in the district.

Our final signed application will be mailed following approval at the September 8, 2003, Millard Board of Education meeting. If there is any additional information that would be helpful in your review, please let me know.

Sincerely,



Martha Bruckner, Associate Superintendent for Educational Services

Nebraska Department of Education
Request for Approval of Local Academic Content Standards
Application Form

Applicant District: Millard Public Schools _____

Contact Representative: Martha Bruckner, _____

Position Associate Superintendent for Educational Services _____

Phone: 402-895-8306 _____ Email: mmbruckner@mpsomaha.org _____

Check content area and circle grade levels for which standards are being submitted:

XXMath	XXReading/Writing	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies/History
2-4	2-4	2-4	2-4
5-8	5-8	5-8	5-8
9-12	9-12	9-12	9-12

We wish to be considered as an individual application We wish to be considered as a part of a consortium

Name of consortium _____

Contact person for the consortium _____

Phone _____ Email _____

I. BACKGROUND INFORMATION

A) Describe in general terms your rationale for seeking approval of local standards as an alternative to state standards. In August, 1998, Millard Public Schools submitted local district standards to be reviewed as more rigorous than state standards. In the accompanying materials, the school district included a description of the Millard Education Program, a description of the Millard Assessment Program, and a 132 page document comparing Millard Standards to Nebraska Standards. All of those materials are available for review upon request. On September 15, 1998, Millard School District officials received notification that the Millard Standards had been approved as more rigorous than state standards. A copy of that letter is in Appendix A. Since 1998, teachers and administrators in the district have made some minor changes in curriculum and some organizational changes in how that curriculum is organized. District representatives are asking that the Nebraska Department of Education continue to accept the newly organized standards as "more rigorous" so that we may design a more cohesive structure for our curriculum standards, our assessments, and our reporting mechanisms. Effective with the graduating Class of 2004, students must prove proficiency on each of the major ELO assessments: reading, math, analytical writing, science, and social studies in order to graduate.

B) Explain the process used in the development of local standards. Since 1994, Millard educators have been actively involved in designing, reviewing, and revising the Millard Education Program, a 7-year cycle that includes periodic Board approval of Curriculum Frameworks and course/level enabling objectives coupled with course outcomes and assessments. In January, 1997, the Board initially approved Essential Learner Outcomes (ELO's) designed to serve the district as broad statements of expectations of standards of what students should know and be able to do. Several revisions have been approved by the board, the latest coming on July 21, 2003. The Millard Education Program is regularly reviewed by teams of teacher and facilitators. A revolving schedule assures that all curricular areas are reviewed.

C) List the position(s) of the individuals involved with content development of local standards. (May attach additional pages if necessary.)

- | | |
|--|---|
| 1) Dr. Martha Bruckner, Assoc. Superintendent, Educ. Services | 5) Elizabeth Olson, Language Arts Facilitator, 6-12 |
| 2) Dr. Judy Porter, Director of Secondary Education | 6) Clara Hoover, Mathematics Facilitator, 6-12 |
| 3) Dr. Carol Newton, Director of Elementary and Early Childhood Ed | 7) Linda Shirck, Curriculum Facilitator, 6-12 |
| 4) Dr. John Crawford, Exec. Director, Planning and Evaluation | 8) Tammy Gebhard, Math Facilitator, P-5 |

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(List continued on additional page.)

- C. (Continued) List the position(s) of the individuals involved with content development of local standards.

Elementary Millard Education Program Facilitators:

Jonna Childers-Hansen	Tammy Gebhart
Sharron Millsap	Nancy Thornblad
Susie Wooster	Monica Wormington

Elementary Language Arts Teachers and Administrators who participated in developing language arts frameworks:

Annette Mahoney - Abbott	Jan Frank - Ackerman
Sharon Epstein - Aldrich	Shari Johnson - Black Elk
Kim Miller - Bryan	Sue Martinez - Cather
Shelley McCabe - Cody	Gail Harck - Cottonwood
Kari Jorth - Disney	Helen Lykke-Wisler - Ezra
Carol Latka - Harvey Oaks	Mary Wilson - Hitchcock
Corrine Clark - Holling	Dorothy Carrera - Montclair
Libby Engelbart - Morton	Chris Wilcoxon - Neihardt
Joyce Clark - Norris	Marcee Timmermans - Rockwell
Amy Stenger - Rohwer	Tonya Dykstra - Sandoz
Jackie Polacek - Wheeler	Cathy Greenwald - Willowdale
Suzanne Hinman - Elementary Principal	Jerri Wesley - Elementary Principal

Elementary Mathematics Teachers who participated in developing mathematics frameworks:

Susan Hertzler - Abbott	Jackie Clarke - Ackerman
Ann Cox - Aldrich	Kelly Pugh - Black Elk
Heidi Penke - Bryan	Barb Wilson - Cather
Sara Collins - Cody	Sandy Brown - Cottonwood
Barb Lichtenberg - Disney	Jaci Goldhorn - Ezra
Mary Jo Heitshusen - Harvey Oaks	Julie Schneider - Hitchcock
Jo Hanshaw - Holling	Kathy Landgren - Montclair
Denise Rohwer - Morton	Janell Nesler - Neihardt
Pam Hall - Norris	Pam Welch - Rockwell
Jennifer Gabrielson - Rohwer	Jeannie Noel - Sandoz
Martha Vannier - Wheeler	Robin Yee - Willowdale

Secondary Language Arts Teachers who participated in developing language arts frameworks:

Carol Maronde, SHS	Jean Hastings
Deb Ady, NHS	Jan Amidon, NHS
Mary Bayne, NHS	Lynn Bohac, NHS
Karen Dobash, NHS	Jean Koerten, NHS
Carol Kuhn, NHS	Scott Milliken, NHS
Sarah Morgan, NHS	Sheila Pedersen, NHS
Terry Peterson, NHS	Sue Roberts, NHS
Kelly Welsh, NHS	Robyn Baker, NHS
Richard Brown, SHS	Julie Denkinger, SHS
Mary Donohue, SHS	Sandra Drummond, SHS
Phyllis Glab, SHS	Charles Gould, SHS
Christine Kahdahl, SHS	Ellen Nesper, SHS
Tania Renken, SHS	Shelley Smith, SHS
Connie Tiller, SHS	Weidenhamer, SHS
Kip Colony, WHS	Miahael Davis, WHS

John Gibson, WHS
 Lloyd Hoshaw, WHS
 James Mercer, WHS
 Cathy Squires, WHS
 Peg Bay, AMS
 Pat Petersen, AMS
 Maren Banwell, CMS
 Heather Daubert, KMS
 Brad Kisicki, KMS
 Anne Page, KMS
 Linda Brablec, NMS
 Charice Nyffler, RMS
 Doug Denson, SHS
 Marilyn Kerkhove, WHS
 Barbara McKenna, RMS
 Sherryl Shannon, NHS

Mary Hills, WHS
 Susan Kvasnicka, SHE
 Rita Peterson, WHS
 Sheryl Thomas, WHS
 Kim Bunnell, AMS
 Barb Sideschlag, AMS
 Heather Phipps, CMS
 Janet Katz, KMS
 Pat Leamen, KMS
 Christine Bierman, NMS
 Beth Reisbig, NMS
 Lynn Thurber, RMS
 Amy Johnson, AMS
 Rachel Langenhorst, CMS
 Marita Mitchell, KMS

Secondary Mathematics Teachers who participated in developing mathematics frameworks:

Maureen Prible, NHS
 Roy Anderson, AMS
 Beth Banks, RMS
 Billy Butler, NMS
 Jean Determan, SHS
 Stacie Duello, SHS
 Susan Estep, CMS
 Kim Hagedorn, NMS
 Lisa Henggeler, CMS
 Paul Hoagbin, CMS
 Jay Hutfles, NHS
 Glenn Irwin, RMS
 Karen Kneifl, WHS
 Nancy Lefholtz, CMS
 Curt Lubbers, CMS
 Cindy Lundin, KMS
 Earl Mahan, SHS
 John May, WHS
 Patricia Meeker, KMS
 Jennifer Myers, KMS
 Linda Ottemann, NHS
 Mark Polacek, SHS
 Michelle Regneir, WHS
 Jim Ryan, WHS
 Brad Slominski, BMS
 Anne Svehla, RMS
 Joel Vanicek, WHS
 Cathy VanWinkle, SHS
 Leigh Walkenhorst, SHS
 Diane Weier, BMS

Tom Ahlschwede, WHS
 Joy Ausdemore, KMS
 Susan Bose, RMS
 Amy Delehant, WHS
 Bob Downs, AMS
 Scott Eastridge, AMS
 Tim Fickenscher, CMS
 Jill Hartman, KMS
 Bonnie Hiykel, NHS
 Nancy Howe, NMS
 Christine Ingram, WHS
 Joe Kawa, SHS
 Barbara Larson, AMS
 Beth Lennard, RMS
 Tedi Lund, NHS
 Alan Lunzman, NMS
 Jeri Manthei, NMS
 Tracie McDonald, WHS
 Raven Morris, NHS
 Michael Neemann, NHS
 Joan Phillips, KMS
 Jeff Pulverenti, NHS
 Charlotte Riewer, BMS
 Paul Sanders, WHS
 Stephanie Spiegel, WHS
 Jean Synowicki, SHS
 Jeff VanPutten, AMS
 Mary Voss, AMS
 Cami Warneke, SHS
 Joan Wilson, NMS

II SIGNATURES

TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL INFORMATION SUBMITTED IN THIS REQUEST IS TRUE AND ACCURATE.
The head administrator of each applicant district must sign below.

Signature of local contact representative: Martha Bruckner <i>Martha Bruckner</i>		Phone: 402-895-8306	
		Email: mmbruckner@mpsomaha.org	
The following local school board has adopted the standards submitted in this application. Millard Public Schools <hr/> Applicant school district Date adopted: September 8, 2003	Dr. Keith Lutz	County district #:	Date:
	Signature of head administrator Superintendent	Douglas County (1)	August 29, 2003
	Position	School District #17	

(For NDE Office Use Only)

I VERIFY THAT THE STANDARDS SUBMITTED BY THE ABOVE APPLICANT(S) MEET REQUIREMENTS OF RULE 10.

Authorized NDE Reviewer's Signature

Date

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Date Approved by Commissioner,
Nebraska Department of Education:

Appendix: Additional Materials and Information related to Millard Standards

1. Copy of the August, 1998, application to have Millard standards approved as more rigorous than state standards.
2. Copy of the September, 1998 letter from Ann Masters, approving Millard standards as more rigorous than approved state standards.
3. Copy of Policy/rule 6110.1, outlining the Millard Learning Outcomes, on which the Millard standards are based.
4. Copy of Policy/rule 6320.1, outlining Millard graduation requirements, including requirements to meet cut scores on all high school ELO assessments.
5. Copy of flow chart of ELO assessments and retesting opportunities, indicating special attention to students who do not meet expected cut scores.
6. Pamphlet outlining the Millard Education Program, a cycle of curriculum development and review.
7. Pamphlet outlining the Millard Public Schools Assessment Program. Since the ELO assessments are required for graduation, students are identified early and provided re-teaching activities and retesting opportunities throughout their academic study.
8. Explanation of Millard Standards numbering system.
9. Elementary Curriculum Maps, showing relationship between Millard outcomes, standards, and enablers and outlining sequence of curriculum throughout elementary grades.
10. Secondary Curriculum Frameworks, outlining specific course outcomes and requirements in Language Arts and Mathematics.

STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION

56.

READING/WRITING STANDARDS COMPARISON FORM September 2003

Nebraska Reading/Writing Standards	Local District's Corresponding Standards
	<p>Options:</p> <ul style="list-style-type: none"> •004.01C1 Organized Differently •004.01C2 More Components of a Content Area •004.01C3 More Content Areas <ul style="list-style-type: none"> • Please insert local standards along with the corresponding grade level and number here • Justification comments <i>written in italics</i> may be added at the end of the standard • Any Nebraska standards not addressed by a local standard <u>must</u> be accompanied by a justification statement written in italics
<p>1.1.1 By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.</p> <ul style="list-style-type: none"> • Use phonics to read, write, and spell (70 phonograms). • Use vocabulary knowledge to read unfamiliar words. • Confirm the accuracy of their reading by using phonics and context clues. 	<p>1.1.1 Students will use decoding/word analysis strategies to identify and read words.</p> <ul style="list-style-type: none"> • Applies phonics skills to both the reading and writing process – consonant/vowel sounds and patterns, blends, digraphs, and word families <p>1.1.2 Students will use vocabulary strategies correctly.</p> <ul style="list-style-type: none"> • Identifies vocabulary words • Uses vocabulary words in context
<p>1.1.2 By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.</p> <ul style="list-style-type: none"> • Identify lowercase and uppercase letters of the alphabet. • Identify and generate rhyming words. • Say the initial, final, or vowel sounds of simple, one-syllable words. • Separate and blend sounds to read words. 	<p>1.1.1 Students will use decoding/word analysis strategies to identify and read words.</p> <ul style="list-style-type: none"> • Applies knowledge of words to text – rhyming words, word parts, word order, sentence structure
<p>1.1.3 By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.</p> <ul style="list-style-type: none"> • Identify the front cover, back cover, and title page of a book. • Follow pages sequentially when reading a book. • Follow words from left to right and top to bottom on a printed page. • Identify print (rather than pictures) as the feature being read. • Identify roles of author and/or illustrator. 	<p>K.1.4 Students will use knowledge of text and story structure to construct meaning.</p> <ul style="list-style-type: none"> • Identify print is separate from pictures • Understands directionality-top to bottom, front to back, left to right progression, where text starts and stops • Understands text structure – title, dedication, author, illustrator <p>1.1.4 Students will use knowledge of text and story structure to construct meaning.</p> <ul style="list-style-type: none"> • Identifies the characteristics of a particular literary genre • Identifies key characteristics of a text – title page, dedication, varying text size, captions • Identifies and analyzes key story elements – character, problem/solution, main events of the story and their sequence, setting

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1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.

- Make predictions based on title, cover, illustrations, and text.
- Retell stories in sequence (beginning, middle, end).
- Identify important story elements (main character, setting, events).
- Connect what is read to real-life experiences (developing a foundation for later literary analysis).
- Distinguish between truth and make-believe in literature.
- Recall details from fiction and nonfiction text.
- Read and explain their own writing and drawing.
- Choose books appropriate for their own interests, purposes, and reading level.
- Define vocabulary from literary selections.

1.1.2 Students will use vocabulary strategies correctly.

- Identifies vocabulary words
- Uses vocabulary words in context

1.1.3 Students will use strategies within the reading process to construct meaning.

- Uses picture clues, context clues and frequently used words to help make sense of their reading
- Applies prior knowledge to text
- Compares and contrasts ideas and shares opinions and personal reactions
- Recalls and retells a story – character, setting, sequence of events, problem/solution
- Understands a story at the literal level – sequence of events, main idea, details of the story
- Makes and confirms own predictions to a story
- Reads fluently

1.1.4 Students will use knowledge of text and story structure to construct meaning.

- Identifies the characteristics of a particular literary genre
- Identifies key characteristics of a text – title page, dedication, varying text size, captions
- Identifies and analyzes key story elements – character, problem/solution, main events of the story and their sequence, setting

1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.

- Read/listen to a variety of selections.
- Discuss the meaning of the selection.
- Draw pictures and/or write sentences in response to selections.
- Identify ways in which literary selections relate to their own lives.

1.1.3 Students will use strategies within the reading process to construct meaning.

- Uses picture clues, context clues and frequently used words to help make sense of their reading
- Applies prior knowledge to text
- Compares and contrasts ideas and shares opinions and personal reactions
- Recalls and retells a story – character, setting, sequence of events, problem/solution
- Understands a story at the literal level – sequence of events, main idea, details of the story
- Makes and confirms own predictions to a story
- Reads fluently

1.3.1 Students will use strategies within the speaking process to communicate meaning.

- Expresses thoughts clearly - uses complete sentences, gives directions that can be followed
- Participates in conversations and discussions
- Asks and answers relevant questions
- Uses appropriate language for audience and purpose and uses effective rate, volume, and tone
- Applies effective presentation skills, - speaks to the audience, makes eye contact, demonstrates confidence

1.1.6 By the end of first grade, students will print neatly and correctly.

- Print using appropriate starting points and strokes.
- Print using a left to right, top to bottom progression.
- Print uppercase and lowercase letters with recognizable accuracy and comfort.

K.2.5 Students will use correct handwriting skills on written work.

- Gains control of pencil grip, paper position, beginning strokes, posture, letter formation, appropriate size, and spacing

1.2.5 Students will use correct handwriting skills on written work.

- Writes legibly
- Applies correct formation of letters and use of word spacing in their writing

<p>1.1.7 By the end of first grade, students will write about familiar experiences, people, objects, or events.</p> <ul style="list-style-type: none"> • Communicate effectively through writing. • Use correct spelling. • Use correct grammar. • Use correct capitalization. • Use correct punctuation. • Print their own full names correctly. 	<p>1.2.2 Students will use correct grammar usage and mechanics in their writing.</p> <ul style="list-style-type: none"> • Writes sentences – simple, telling, question, exclamatory, complete subject/predicate, word order • Uses nouns –naming, singular, plural • Uses appropriate verbs – action words, linking verbs, past tense • Uses appropriate adjectives – describing, comparative • Uses appropriate adverbs • Uses appropriate pronouns – subject pronouns <p>1.2.3 Students will use the six writing traits in their writing.</p> <ul style="list-style-type: none"> • Uses voice – writing has personality, individuality of writer evident • Uses ideas & content – writes with a purpose, writing is clear and specific, uses story structure in writing • Uses organization – writes sentences around a main topic, has beginning, middle, and end • Uses conventions – prints, with upper and lower case letters, begins to use basic punctuation <p>1.2.4 Students will use spelling strategies correctly in written work.</p> <ul style="list-style-type: none"> • Applies phonetic strategies to their writing – consonant/vowel/blends/digraph sounds and word families • Learns priority spelling words
	<p>1.2.1 Students will use the writing process to draft, revise, edit and publish written work in a variety of modes.</p> <ul style="list-style-type: none"> • Uses parts of the writing process – some planning, drafting, rereading own writing, revising, editing
<p>1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.</p> <ul style="list-style-type: none"> • Share information, opinions and tell stories. • Ask questions to gain information. • Describe people, places, things, location, size, color, shape, and action. • Recite short poems, rhymes, and songs. • Use appropriate voice level and intonation when speaking or reading aloud. • Use the conversational skills of taking turns and staying on topic. 	<p>1.3.1 Students will use strategies within the speaking process to communicate meaning.</p> <ul style="list-style-type: none"> • Expresses thoughts clearly - uses complete sentences, gives directions that can be followed • Participates in conversations and discussions • Asks and answers relevant questions • Uses appropriate language for audience and purpose and uses effective rate, volume, and tone • Applies effective presentation skills, - speaks to the audience, makes eye contact, demonstrates confidence
<p>1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.</p> <ul style="list-style-type: none"> • Follow one- and two-step oral directions. • Attend to speakers, teachers, and classroom discussions. • Attend to presentations and demonstrations. • Identify a purpose for listening. • Ask for clarification when messages don't make sense. 	<p>1.3.2 Students will gain information or complete tasks by applying listening skills.</p> <ul style="list-style-type: none"> • Listens for specific purpose • Uses critical listening skills • Listens respectfully to others and responds to directions and questions
<p>4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.</p> <ul style="list-style-type: none"> • Use phonics and word structure to read. • Use context clues to confirm the accuracy of their reading. 	<p>4.1.1 Students will use decoding/word analysis strategies to identify and read words.</p> <ul style="list-style-type: none"> • Uses knowledge of grammar to aide decoding • Uses structural cues to recognize compounds, base words, prefixes, suffixes, inflectional endings • Uses context to support word identification and confirm meaning • Demonstrates knowledge of synonyms, antonyms, and multiple meaning words <p>4.1.2 Students will use vocabulary strategies correctly.</p> <ul style="list-style-type: none"> • Identifies vocabulary words • Uses vocabulary words in context

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<p>4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.</p> <ul style="list-style-type: none"> Identify and use meanings associated with common prefixes, suffixes, and roots. Identify and use antonyms, synonyms, compounds, homophones, and homographs. Use a dictionary to learn and confirm word meanings. 	<p>4.1.1 Students will use decoding/word analysis strategies to identify and read words.</p> <ul style="list-style-type: none"> Uses knowledge of grammar to aide decoding Uses structural cues to recognize compounds, base words, prefixes, suffixes, inflectional endings Uses context to support word identification and confirm meaning Demonstrates knowledge of synonyms, antonyms, and multiple meaning words <p>4.1.2 Students will use vocabulary strategies correctly.</p> <ul style="list-style-type: none"> Identifies vocabulary words Uses vocabulary words in context
<p>4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.</p> <ul style="list-style-type: none"> Identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions. Interpret information from diagrams, charts, and graphs. Answer literal, inferential/interpretive and critical questions. 	<p>4.1.3 Students will use strategies within the reading process to construct meaning.</p> <ul style="list-style-type: none"> Identifies cause and effect relationships Makes judgments based on story clues and prior experience Uses story details to compare and contrast Identifies the main idea and lists supporting details Uses text clues and prior knowledge to make predictions Summarizes key ideas to retell a text Uses story clues and personal experiences to make inferences Paraphrases a text, includes characters, setting, main idea, problem/solution, and signal words to sequence events Distinguishes between fact and opinion, fact and nonfact Changes details in "mental picture" when more information is given Identifies important points/key ideas to summarize the text Reads fluently
<p>4.1.4 By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.</p> <ul style="list-style-type: none"> Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac). Use electronic resources (CD-ROM, software programs, online resources). Use library resources (card or electronic catalog). Identify and use parts of a book (title page, table of contents, glossary, index). 	<p>4.1.5 Students will apply research and study skill strategies to obtain and evaluate information.</p> <ul style="list-style-type: none"> Develops study skills by – uses a table of contents to locate information, uses guide words to locate words in a dictionary, uses a map or chart to gain information Uses dictionary, glossaries and thesaurus to increase vocabulary Uses appropriate organizational tools: graphic organizers, note-taking Skims/scans for information using indexes and cross references to locate information Distinguishes between relevant and irrelevant information Paraphrases rather than plagiarizes Uses sources to collect and summarize information Uses database Locates information in a variety of media sources Identifies inaccurate and misleading information Cites references in bibliographic form properly
<p>4.1.5 By the end of the fourth grade, students will identify and use characteristics to classify different types of text.</p> <ul style="list-style-type: none"> Distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama. Identify characteristics of different types of fiction (folktales, fairytales, tall tales, realistic fiction, science fiction, historical fiction). Identify characteristics of different types of nonfiction (autobiography, biography, informational text). 	<p>4.1.4 Students will use knowledge of text and story structure to construct meaning.</p> <ul style="list-style-type: none"> Identifies characteristics of a particular genre Recognizes descriptive details and actions that set the mood Uses character actions and story events to identify theme Identifies problem/solution and main events leading to the resolution (plot) Determines the author's purpose – to inform, to persuade, to entertain, point of view

<p>4.1.6 By the end of the fourth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p> <ul style="list-style-type: none"> • Identify the structure (e.g. beginning, middle, end). • Identify the elements (e.g. characters, plot, setting, problem, events, solution). • Identify the literary techniques (e.g. simile, metaphor, onomatopoeia, alliteration, idioms, hyperbole). 	<p>4.1.3 Students will use strategies within the reading process to construct meaning.</p> <ul style="list-style-type: none"> • Identifies cause and effect relationships • Makes judgments based on story clues and prior experience • Uses story details to compare and contrast • Identifies the main idea and lists supporting details • Uses text clues and prior knowledge to make predictions • Summarizes key ideas to retell a text • Uses story clues and personal experiences to make inferences • Paraphrases a text, includes characters, setting, main idea, problem/solution, and signal words to sequence events • Distinguishes between fact and opinion, fact and nonfact • Changes details in "mental picture" when more information is given • Identifies important points/key ideas to summarize the text • Reads fluently
<p>4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.</p> <ul style="list-style-type: none"> • Identify the structure of nonfiction (e.g. question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description). • Identify organizational elements of nonfiction texts (e.g. headings, subheadings, italics, bold print, captions). • Ask how, why, and what-if questions in interpreting nonfiction text. • Distinguish between fact and opinion. • Follow written directions. 	<p>4.1.3 Students will use strategies within the reading process to construct meaning.</p> <ul style="list-style-type: none"> • Identifies cause and effect relationships • Makes judgments based on story clues and prior experience • Uses story details to compare and contrast • Identifies the main idea and lists supporting details • Uses text clues and prior knowledge to make predictions • Summarizes key ideas to retell a text • Uses story clues and personal experiences to make inferences • Paraphrases a text, includes characters, setting, main idea, problem/solution, and signal words to sequence events • Distinguishes between fact and opinion, fact and nonfact • Changes details in "mental picture" when more information is given • Identifies important points/key ideas to summarize the text • Reads fluently <p>4.1.4 Students will use knowledge of text and story structure to construct meaning.</p> <ul style="list-style-type: none"> • Identifies characteristics of a particular genre • Recognizes descriptive details and actions that set the mood • Uses character actions and story events to identify theme • Identifies problem/solution and main events leading to the resolution (plot) • Determines the author's purpose – to inform, to persuade, to entertain, point of view

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<p>4.1.8 By the end of the fourth grade, students will identify similarities and differences between two fourth grade level reading selections.</p> <ul style="list-style-type: none"> • Compare and contrast reading selections across geographic regions, cultures, and time periods. • Compare and contrast reading selections to students' present-day lives. 	<p>4.1.3 Students will use strategies within the reading process to construct meaning.</p> <ul style="list-style-type: none"> • Identifies cause and effect relationships • Makes judgments based on story clues and prior experience • Uses story details to compare and contrast • Identifies the main idea and lists supporting details • Uses text clues and prior knowledge to make predictions • Summarizes key ideas to retell a text • Uses story clues and personal experiences to make inferences • Paraphrases a text, includes characters, setting, main idea, problem/solution, and signal words to sequence events • Distinguishes between fact and opinion, fact and nonfact • Changes details in "mental picture" when more information is given • Identifies important points/key ideas to summarize the text • Reads fluently <p>4.1.4 Students will use knowledge of text and story structure to construct meaning.</p> <ul style="list-style-type: none"> • Identifies characteristics of a particular genre • Recognizes descriptive details and actions that set the mood • Uses character actions and story events to identify theme • Identifies problem/solution and main events leading to the resolution (plot) • Determines the author's purpose – to inform, to persuade, to entertain, point of view
<p>4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.</p> <ul style="list-style-type: none"> • Identify and use correct capitalization, punctuation, spelling, and paragraph indentation. • Identify and use nouns, verbs, and personal pronouns. 	<p>4.2.2 Students will use correct grammar usage and mechanics in their writing.</p> <ul style="list-style-type: none"> • Writes sentences - compound, combining, avoiding double negatives, simple/complete subject/predicate, compound subject/predicate, subject/verb agreement, punctuating dialogue • Uses nouns - Common, proper, singular, plural • Uses pronoun - Singular, plural, possessive, subject/object • Uses verbs - Action, main, helping, linking, present tense, past tense, future tense, irregular • Uses adjectives - predicate, comparative • Uses adverbs - how, when, where, compare • Use preposition, contractions
<p>4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.</p> <ul style="list-style-type: none"> • Use a variety of strategies to generate and organize ideas. • Write several paragraphs on the same topic. • Write compositions with a beginning, middle and end. 	<p>4.2.3 Students will use the six writing traits in their writing.</p> <ul style="list-style-type: none"> ▪ Ideas & Content - purpose is clear, knows about the topic, paper is memorable and uses lively, important details, main idea is well developed ▪ Organization - writing is carefully organized with effective and varied transitions; introduction grabs the reader's attention; ending is satisfying or surprising; events, details, and paragraphs are clearly placed where they belong ▪ Voice - writer's personality comes through the writing in a special way, voice suits his/her audience and purpose, voice is lively and shows confidence ▪ Word Choice - writing contains a variety of strong and carefully selected words, words create strong detailed pictures in the reader's mind ▪ Sentence fluency - Creative sentences of different kinds, lengths, and flow, making the writing enjoyable to read • Conventions - few errors in capitalization, punctuation, spelling, and grammar, easy to read

<p>4.2.3 By the end of the fourth grade, students will revise and edit narrative compositions.</p> <ul style="list-style-type: none"> Revise to improve organization, content, word choice, voice, and sentence fluency. Edit using standard English conventions. Use legible cursive writing and/or a word processor when publishing written work. Use established criteria to evaluate their own writing. 	<p>4.2.1 Students will use the writing process to draft, revise, edit and publish written work in a variety of modes.</p> <ul style="list-style-type: none"> Writes informative, well-structured reports Writes about a range of topics to suit different audiences Draws on literature models to enrich one's own writing, Understands and models writing patterns Uses plan, draft, revise, write final copy, and checklist to proofread written work Proofreads and edits written work for clarity, conventions, and legibility Writes in a variety of genre: narrative, expository, persuasive <p>4.2.4 Students will use spelling strategies correctly in written work.</p> <ul style="list-style-type: none"> Uses conventional spelling Applies rules and strategies to spell words Learns priority spelling words <p>4.2.5 Students will use correct handwriting skills on written work.</p> <ul style="list-style-type: none"> Uses legible handwriting Applies correct letter formation
<p>4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.</p> <ul style="list-style-type: none"> Write descriptive and narrative compositions about experiences, stories, people, objects, and events. Write poems of varied forms. Write letters. 	<p>4.2.1 Students will use the writing process to draft, revise, edit and publish written work in a variety of modes.</p> <ul style="list-style-type: none"> Writes informative, well-structured reports Writes about a range of topics to suit different audiences Draws on literature models to enrich one's own writing, Understands and models writing patterns Uses plan, draft, revise, write final copy, and checklist to proofread written work Proofreads and edits written work for clarity, conventions, and legibility Writes in a variety of genre: narrative, expository, persuasive
<p>4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.</p> <ul style="list-style-type: none"> Generate questions in exploration of a topic. Record important ideas from information provided by others. Use summarization methods including outlining and webbing. 	<p>5.1.5 Students will apply research and study skill strategies to obtain and evaluate information.</p> <ul style="list-style-type: none"> Develops study skills by: uses table of contents and index to locate information, uses guide words to locate information in dictionaries and encyclopedia, interprets and analyzes maps, charts, and tables Synthesizes and summarizes collected information for presentation Identifies and cites references in bibliographic form properly Paraphrases rather than plagiarizes Skims/scans for information using indexes and cross references to locate information Distinguishes between relevant and irrelevant information Identifies inaccurate and misleading information
<p>4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.</p> <ul style="list-style-type: none"> Contribute information and ask questions relevant to the topic discussed. Use subject-related vocabulary in discussions. Provide accurate directions. Stay on topic or create appropriate transitions to new topics. Gain the floor in appropriate ways. 	<p>3.3.1 Students will use strategies within the speaking process to communicate meaning.</p> <ul style="list-style-type: none"> Expresses thoughts clearly – uses complete sentences, gives directions that can be followed Applies effective presentation skills – formal/informal speaking situations, formulates questions, uses eye contact and demonstrates confidence

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<p>4.3.2 By the end of the fourth grade, students will deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.</p> <ul style="list-style-type: none"> • Give oral presentations of prose and poetry with fluency and expression. 	<p>3.3.1 Students will use strategies within the speaking process to communicate meaning.</p> <ul style="list-style-type: none"> • Expresses thoughts clearly – uses complete sentences, gives directions that can be followed • Applies effective presentation skills – formal/informal speaking situations, formulates questions, uses eye contact and demonstrates confidence
<p>4.4.1 By the end of the fourth grade, students will identify information gained and complete tasks through listening.</p> <ul style="list-style-type: none"> • Listen to and follow multiple-step oral directions. • Use active listening, showing consideration of others' contributions to discussions. 	<p>5.3.2 Students will gain information or complete tasks by applying listening skills.</p> <ul style="list-style-type: none"> • Listens to evaluate, draw inferences, and make judgments • Listens to and independently follows directions • Uses critical listening skills
<p>8.1.1 By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.</p> <ul style="list-style-type: none"> • Monitor their understanding as they read. • Interpret information from diagrams, charts, and graphs. • Answer literal, inferential/interpretive, and critical questions. • Evaluate information for relevance and accuracy. • Skim to identify the main idea of a selection. • Scan to locate specific details. 	<p>7.1.1 Students will use a variety of strategies to monitor their reading comprehension</p> <ul style="list-style-type: none"> • Activate prior knowledge • Read with a purpose • Make predictions • Clarify confusing parts • Develop vocabulary • Use text features • Understand story elements • Recall what they read • Respond to what they read <p>7.1.2 Students will identify main idea and supporting material from a variety of text.</p> <ul style="list-style-type: none"> • Identify main idea • Draw conclusions • Summarize <p>7.1.3 Students will read, synthesize, and present information gained from fiction and nonfiction materials</p> <ul style="list-style-type: none"> • Use specific details found in supporting evidence • Use paraphrasing <p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre</p> <ul style="list-style-type: none"> • Recall and continue to use metacognitive approaches to read and comprehend • Monitor and adjust reading rate
<p>8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.</p> <ul style="list-style-type: none"> • Use general reference materials (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac). • Use electronic resources (CD-ROM, software programs, online resources). • Use library resources (card or electronic catalog, periodicals, and other informational text). • Use multimedia resources (video/audio tapes). 	<p>7.1.5 Students will select and summarize appropriate information from a variety of text</p> <ul style="list-style-type: none"> • Use a variety of sources, including print, visual media, electronic

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<p>8.1.3 By the end of the eighth grade, students will identify and classify different types of text.</p> <ul style="list-style-type: none"> • Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama. • Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction). • Identify characteristics of different types of nonfiction (autobiography, biography, informational text). • Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets). 	<p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre 104</p> <ul style="list-style-type: none"> • Explain text structures within informative texts • Compare and contrast text for common literary elements <p>7.1.3 Students will read, synthesize and present information gained from fiction and nonfiction materials</p> <ul style="list-style-type: none"> • Read and understand different types of text structure • Read and understand different literary genre
<p>8.1.4. By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction.</p> <ul style="list-style-type: none"> • Identify the structure (beginning, middle, end). • Identify and analyze the elements (characters, setting, plot, conflict, and point of view). • Identify the literary techniques (foreshadowing, simile, metaphor, personification, idioms, oxymorons, onomatopoeia, alliteration, hyperbole). • Describe how character traits determine resolution of the conflict. • Identify directly stated themes in literature. 	<p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre</p> <ul style="list-style-type: none"> • Identify and evaluate plot structure • Identify and evaluate character, setting, plot structure, types of conflict, conflict resolutions, point of view • Identify and evaluate character influences, attitudes, and decisions and evaluate conflict resolutions • Develop a theme statement using evidence from the story • Recognize literary elements (including onomatopoeia, alliteration, hyperbole, personification, figurative language)
<p>8.1.5. By the end of the eighth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.</p> <ul style="list-style-type: none"> • Identify the structure of expository text (question/answer, cause/effect, sequence, comparison/contrast, problem/solution, description). • Identify organizational elements and graphic features of nonfiction texts (headings, subheadings, italics, bold print, captions, charts, tables, cartoons, illustrations). • Generate how, why, and what-if questions in interpreting nonfiction text. • Follow written directions in technical reading. 	<p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre</p> <ul style="list-style-type: none"> • Identify text structures (e.g., linear/sequential, Cause/Effect, Compare/Contrast, Problem Solution) • Respond and generate questions (interpretive, factual, and evaluative) throughout reading
<p>8.1.6. By the end of the eighth grade, students will identify similarities and differences across a variety of eighth grade reading selections.</p> <ul style="list-style-type: none"> • Compare and contrast reading selections across geographic regions, cultures, and time periods. • Compare and contrast reading selections to students' present-day lives. • Compare and contrast stories and biographies of historical figures important in the United States and Nebraska. 	<p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre</p> <ul style="list-style-type: none"> • Explain and apply theme to real life • Compare and contrast texts for common literary elements • Read selections by authors from many cultures, countries, and time periods. <p>7.1.1 Students will use a variety of strategies to monitor their reading comprehension</p> <ul style="list-style-type: none"> • Use strategies for before reading • Use strategies for during reading • Use strategies for after reading

<p>8.1.7. By the end of the eighth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, or media.</p> <ul style="list-style-type: none"> Analyze how a literary work reflects the author's personal history, attitudes, and/or beliefs. Analyze how a work can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history. Evaluate information for relevance and accuracy. 	<p>7.1.4 Students will understand, analyze, and evaluate a variety of literary genre ¹⁰⁵</p> <ul style="list-style-type: none"> Identify author's purpose Explain setting's influence on text <p>7.1.6 Students will understand how an author's beliefs are reflected in his/her writing</p> <ul style="list-style-type: none"> Evaluate author's purpose
<p>8.2.1 By the end of the eighth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.</p> <ul style="list-style-type: none"> Identify and use correct capitalization, punctuation, spelling, and paragraph indentation. Identify and use all parts of speech. Use a variety of sentence structures. 	<p>7.2.1 Students will compose and evaluate a variety of genre using the six-trait writing model.</p> <ul style="list-style-type: none"> Develop ideas Organize ideas and supporting details Use appropriate voice and tone Choose words effectively Write fluently Apply standard writing conventions <p>7.2.2 Students will write using the trait of conventions.</p> <ul style="list-style-type: none"> Use correct capitalization, internal punctuation, hyphens, quotation marks, paragraph construction, and proper grammar Apply knowledge of structure and meaning of words to improve spelling skills Incorporate a variety of sentence structures (simple, compound, and complex)
<p>8.2.2 By the end of the eighth grade, students will write compositions with focus, related ideas, and supporting details.</p> <ul style="list-style-type: none"> Use a variety of strategies to generate and organize ideas. Write compositions with an introduction, body, and conclusion. Select a topic of appropriate breadth for the particular situation. 	<p>7.2.1 Students will compose and evaluate a variety of genre using the six-trait writing model</p> <ul style="list-style-type: none"> Develop ideas Organize ideas and supporting ideas Use appropriate voice and tone Choose effective words Write fluently Apply standard writing conventions <p>7.2.3 Students will demonstrate development of ideas and organization in their writing.</p> <ul style="list-style-type: none"> Apply strategies needed to organize ideas Compose effective introductions and conclusions to enhance organization Write with a clear focus and supporting details Distinguish between relevant and irrelevant details and eliminates unnecessary details Select an appropriate topic

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<p>8.2.3 By the end of the eighth grade, students will revise and edit descriptive compositions.</p> <ul style="list-style-type: none"> Revise to improve voice, content, organization, word choice, and sentence fluency. Edit using standard English conventions. Use legible writing and/or a word processor when publishing written work. Use established criteria to evaluate their own writing. 	<p>7.2.1 Students will compose and evaluate a variety of genre using the six-trait writing model</p> <ul style="list-style-type: none"> Develop Ideas Organize ideas and supporting details Use appropriate voice and tone Choose effective words Write fluently Apply standard writing conventions <p>7.2.4 Students write and revise descriptive, persuasive, narrative, and expository compositions</p> <ul style="list-style-type: none"> Use a writing process which includes prewriting and revision Identify and correct convention error Write legibly Examine writing independently or with a peer using the six-trait model
<p>8.2.4 By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.</p> <ul style="list-style-type: none"> Develop narrative, descriptive, and/or expository/technical writing for a designated audience and purpose. Write to describe, explain, and inform. 	<p>7.2.1 Students will compose and evaluate a variety of genre using the six-trait writing model.</p> <ul style="list-style-type: none"> Develop ideas Organize ideas and supporting details Use appropriate voice and tone Choose effective words Write fluently Apply standard writing conventions <p>7.2.5 Students will write appropriately for various audiences</p> <ul style="list-style-type: none"> Write in various modes for a specific purpose: persuasive, narrative, expository, descriptive
<p>8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.</p> <ul style="list-style-type: none"> Generate questions, take notes, and summarize information gleaned from reference works and experts. Use and document references. 	<p>7.1.5 Students will select and summarize appropriate information from a variety of text</p> <ul style="list-style-type: none"> Develop appropriate multi-level questions Collect information by a variety of notetaking strategies Use a variety of sources Draw conclusions from the text and be able to support those conclusions Create bibliography or works cited page
<p>8.3.1 By the end of the eighth grade, students will participate in group discussions by asking questions and contributing information and ideas.</p> <ul style="list-style-type: none"> Contribute knowledge and ask questions relevant to the topic discussed. Use subject-related vocabulary in discussions. Practice the rules for group discussions. Use discussion skills to assume leadership and participant roles. 	<p>8.3.1 Students will demonstrate speaking and listening skills in group discussions</p> <ul style="list-style-type: none"> Use discussion skills to assume leadership and participant roles to complete assigned projects Use appropriate vocabulary when speaking in a variety of situations Orally articulate and justify own opinions while taking others' views into consideration
<p>8.3.2 By the end of the eighth grade, students will use multiple presentation styles for specific audiences and purposes.</p> <ul style="list-style-type: none"> Use appropriate gestures, vocabulary, pace, volume, eye contact, and visual aids. Cite resources. 	<p>8.3.2 Students will use appropriate delivery skills during informal and formal speaking opportunities.</p> <ul style="list-style-type: none"> Use appropriate eye contact, voice, posture, pace, and vocabulary Use note cards and visual aids to present information

<p>8.4.1 By the end of the eighth grade, students will identify information gained and complete tasks through listening.</p> <ul style="list-style-type: none"> • Listen to take notes and process information. • Follow multi-step oral directions. • Use listening skills in practical settings. • Adapt listening strategies for specific purposes. 	<p>8.3.3 Students will apply appropriate listening skills for a variety of settings and purposes 107</p> <ul style="list-style-type: none"> • Listen to and independently follow directions • Adapt and apply listening skills to the setting • Utilize proper listening skills appropriate for the setting and purpose <p>8.3.4 Students will gather information through listening and notetaking</p>
<p>12.1.1 By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.</p> <ul style="list-style-type: none"> • Read selections to develop and answer literal, inferential/interpretive, and critical questions. • Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics. • Answer literal, inferential/interpretive and critical questions. • Evaluate information for relevance and accuracy. • Skim and scan for specific purposes. 	<p>9.1.1 Students will identify main idea and supporting material from a variety of text</p> <ul style="list-style-type: none"> • Develop and answer literal, inferential/interpretive, and critical questions
<p>12.1.2 By the end of the twelfth grade, students will locate, evaluate, and use primary and secondary resources for research.</p> <ul style="list-style-type: none"> • Use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual). • Use electronic resources (CD-ROM, software, online resources, and multimedia presentation tools). • Use library resources (card/electronic catalog, bibliography, periodical, and other informational text). • Identify and gather resources that provide relevant and reliable information. 	<p>9.1.2 Students will select and synthesize information from a variety of text</p> <ul style="list-style-type: none"> • Select a variety of timely and convincing sources, including both print and electronic sources.
<p>12.1.3 By the end of the twelfth grade, students will identify and use characteristics to classify different types of text.</p> <ul style="list-style-type: none"> • Read and distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama. • Identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction). • Identify characteristics of different types of nonfiction (autobiography, biography, informational text, essay, technical, editorial, diaries, journals, news articles, memoirs). • Identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets, sonnet, epic). • Analyze and evaluate the works of Nebraska authors. 	<p>9.1.3 Students will understand, analyze, and evaluate a variety of text</p> <ul style="list-style-type: none"> • Read a variety of text including novels, drama, poetry, short story, informational text, nonfiction, essays, editorials, and poetry • Read a selection written by a Nebraska author
<p>12.1.4 By the end of the twelfth grade, students will analyze literature to identify the stated or implied theme.</p> <ul style="list-style-type: none"> • Identify the ideas the author uses to create the theme. • Compare works that express a universal theme. 	<p>9.1.3 Students will understand, analyze, and evaluate a variety of text</p> <ul style="list-style-type: none"> • Identify theme

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<p>12.1.5 By the end of the twelfth grade, students will demonstrate the ability to analyze fiction through identifying and applying knowledge of elements and literary techniques.</p> <ul style="list-style-type: none"> Identify and analyze the elements of fiction (e.g. plot, conflict, theme, point of view, setting, tone, mood, characterization). Identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect). Identify and analyze characteristics of literature such as satire, parody, and allegory, which overlap or cut across the lines of basic genre classifications. 	<p>9.1.3 Students will understand, analyze, and evaluate a variety of text</p> <ul style="list-style-type: none"> Identify literary elements (e.g., exposition, complication, conflict, tone, imagery, assonance/consonance, point of view, figurative language, satire, irony)
<p>12.1.6 By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.</p> <ul style="list-style-type: none"> Analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion). Analyze who, what, when, where, how, why, what if questions to interpret nonfiction text. Analyze information from charts, maps, and graphs. Use technical data and procedures found in service manuals, repair manuals, and operators' manuals. 	<p>9.1.4 Students will develop and answer literal, inferential, interpretive, and critical questions based on their reading</p> <ul style="list-style-type: none"> Analyze and evaluate rhetorical techniques used in informational text Use reading strategies to interpret nonfiction text
<p>12.1.8 By the end of the twelfth grade, students will demonstrate the ability to analyze literary works, nonfiction, films, and media.</p> <ul style="list-style-type: none"> Analyze philosophical arguments presented in the piece of writing. Analyze the author's political ideology. Analyze the impact of the reader's experiences on their interpretations. 	<p>9.1.3 Students will understand, analyze, and evaluate a variety of text</p> <ul style="list-style-type: none"> Identify literary elements (e.g., exposition, complication, conflict, tone, imagery, assonance/consonance, point of view, figurative language, satire, irony)
<p>12.2.1 By the end of the twelfth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.</p> <ul style="list-style-type: none"> Use correct capitalization, spelling and paragraph indentation. Use correct punctuation in sentences with embedded parts (appositives, restrictive and non-restrictive clauses, interruptions, explanatory notes, and examples). Use all parts of speech correctly. Use a variety of sentence structures. Use correct punctuation and capitalization when writing footnotes/endnotes. 	<p>10.2.1 Students will compose and evaluate a variety of genres using the six-trait model</p> <ul style="list-style-type: none"> Develop ideas Organize ideas and supporting details Use appropriate voice and tone Choose effective words Write fluently Apply standard writing conventions <p>10.2.2 Students will use correct conventions in their writing.</p> <ul style="list-style-type: none"> Develop correct mechanics, grammar, and usage.

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<p>12.2.2 By the end of the twelfth grade, students will write compositions with focus, related ideas, and supporting details.</p> <ul style="list-style-type: none"> • Use a variety of strategies to generate and organize ideas. • Write compositions with an introduction, body, and conclusion. • Select a topic of appropriate breadth for the particular situation. • Write narrative, descriptive, and/or expository compositions. • Cite resources. • Define plagiarism and fair use standards. 	<p>10.2.1 Students will compose and evaluate a variety of genres using the six-trait model</p> <ul style="list-style-type: none"> • Develop ideas • Organize ideas and supporting details • Use appropriate voice and tone • Choose effective words • Write fluently • Apply standard writing conventions <p>10.2.3 Students will demonstrate development of ideas and organization in their writing</p> <ul style="list-style-type: none"> • Develop an introduction using a hook/lead-in, background information, thesis with points • Develop a body using transitions, main ideas, support, and integration of quotes • Develop a conclusion restating the thesis, summarizing main ideas, and offering an interesting concluding statement • Develop a thesis that will govern the organizational pattern of the paper • Validate source in text
<p>12.2.3 By the end of the twelfth grade, students will revise and edit persuasive compositions.</p> <ul style="list-style-type: none"> • Revise to improve content, organization, word choice, voice, and sentence fluency. • Edit using standard English conventions in their writing across the curriculum. • Use legible writing and/or a word processor when publishing written work. • Individually develop, explain, and use criteria for assessing their own compositions across the curriculum. • Use established criteria to evaluate their own writing. 	<p>10.2.1 Students will compose and evaluate a variety of genres using the six-trait model</p> <ul style="list-style-type: none"> • Develop ideas • Organize ideas and supporting details • Use appropriate voice and tone • Chose effective words • Write fluently • Apply standard writing conventions <p>10.2.4 Students will write in the following modes: expository, persuasive, narrative, and descriptive</p> <ul style="list-style-type: none"> • Develop revision skills • Develop editing skills using the trait of conventions • Use rubrics as a criteria to evaluate their own writing and/or the writing of others
<p>12.2.4 By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.</p> <ul style="list-style-type: none"> • Develop narrative, persuasive, descriptive, technical, and/or expository writing for a designated audience and purpose. • Write to describe, explain, persuade, inform and/or entertain. 	<p>10.2.1 Students will compose and evaluate a variety of genres using the six-trait model</p> <ul style="list-style-type: none"> • Develop ideas • Organize ideas and supporting details • Use appropriate voice and tone • Choose effective words • Write fluently • Apply standard writing conventions <p>10.2.4 Students will write in the following modes: expository, persuasive, narrative, and descriptive</p> <ul style="list-style-type: none"> • Develop revision skills • Develop editing skills using the trait of conventions • Use rubrics as a criteria to evaluate their own writing and/or the writing of others <p>10.2.5 Students will write appropriately for different audiences and purposes</p>

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<p>12.2.5 By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.</p> <ul style="list-style-type: none">• Use their own questions, summaries, notes, and outlines to learn.• Use their own summaries, notes, and outlines in writing research papers.	<p>12.3.2 Students will apply appropriate listening skills for a variety of settings. 110</p> <ul style="list-style-type: none">• Students will write discussion questions as application, analysis, synthesis, and evaluation• Use notetaking as an organizational strategy
<p>12.3.1 By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.</p> <ul style="list-style-type: none">• Participate in and lead group discussions.• Evaluate and monitor self and peer participation in group discussion.	<p>12.3.3 Students will demonstrate speaking and listening skills in group discussions</p> <ul style="list-style-type: none">• Lead, and participate in discussions and presentations <p>12.3.2. Students will apply appropriate listening skills for a variety of settings</p>
<p>12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.</p> <ul style="list-style-type: none">• Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.• Use multimedia to deliver formal presentations.• Prepare and deliver oral presentations based on inquiry or research.• Cite resources.• Follow required time limits and deadlines for preparation and delivery.	<p>12.3.3 Students will demonstrate speaking and listening skills in group discussions</p> <p>12.3.1 Students will use appropriate speaking skills during informal and formal opportunities</p> <ul style="list-style-type: none">• Give oral presentations• Use multimedia in some presentations <p>12.3.2 Students will apply appropriate listening skills for a variety of settings.</p> <ul style="list-style-type: none">• Use speaking and listening rubric

MATHEMATICS STANDARDS COMPARISON FORM
September 2003

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<p style="text-align: center;">Mathematics Standards</p>	<p style="text-align: center;">Local District's Corresponding Standards</p>
	<p>1.1 NUMERATION/NUMBER SENSE</p> <p>1.1.1 By the end of first grade, students will recognize, write, and orally express the sequential order of the number system.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Recognize and write numerals from 0-100. • Count forward by 1s, 2s, 5s and 10s up to 100. • Count backward from 10 to 0 by 1s. • Identify ordinal positions of first, second, third, through tenth. <p>1.1.2 By the end of first grade, students will demonstrate ways of representing numbers and compare relations among numbers.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Count objects to demonstrate one-to-one correspondence. • Use comparison vocabulary (bigger, smaller, more, less, equal, higher, and lower). • Identify and represent wholes into equal parts for the fractions of one-half and one-fourth. • Connect number words and numerals to the quantities they represent. • Demonstrate place value in the base-ten number system using models. <p>1.1.3 By the end of first grade, students will identify numbers and applications in everyday situations.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Identify how numbers are used in counting situations (setting the table and passing out candy treats).

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- Identify how numbers are used for identification (room numbers and phone numbers).
- Recognize and demonstrate the value of a collection of pennies, nickels, dimes, and quarters whose total value is 100 cents or less.

1.1.4 By the end of first grade, students will demonstrate the value of numbers (0-20) using concrete objects.

4.1 NUMERATION/NUMBER SENSE

4.1.1 By the end of fourth grade, students will demonstrate place value of whole numbers through the millions and decimals to the hundredth place.

Example Indicators:

- Read and write numerals (in digits and words) through the one millions place and decimals to the hundredth place.
- Order and compare whole numbers through the one millions place and decimals to the hundredths place using the symbols $<$, $>$, and $=$.
- Round whole numbers to the nearest named place, such as rounding 1,234 to the nearest hundred would be 1,200.

4.1.2 By the end of fourth grade, students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.

Example Indicators:

- Write numbers in expanded form, such as $432 = 400 + 30 + 2$.
- Represent equivalent fractions with denominators of 2, 4, 5, 8 and 10 ($1/2 = 2/4$) using concrete objects.
- Write equivalent decimals ($.4 = .40$).
- Write decimals as fractions using denominators of 10 and 100 ($.68 = 68/100$).

4.1.3 By the end of fourth grade, students will describe and apply relationships between whole numbers, decimals, and fractions by order, comparison, and operation.

Example Indicators:

- Order and compare whole numbers, common fractions, and decimals using the symbols $<$, $>$, and $=$.
- Illustrate mathematical concepts by using objects and drawing pictures or diagrams (subtraction as the opposite of addition and multiplication as repeated addition).
- Solve and check a mathematical problem by using the related facts.

4.1.4 By the end of fourth grade, students will identify examples of positive and negative numbers and zero.

Example Indicator:

- Demonstrate simple concepts of positive and negative numbers (a thermometer for temperature or distances to the right or left of zero on a number line.)

4.4.1 Students will understand numbers, ways to represent numbers, and relationship among numbers.

- Reads, writes, and compares whole numbers through millions
- Compares fractional parts through tenths
- Identifies equivalent fractions
- Identifies the relationship of fractions to decimals to percents: halves, thirds, fourths, fifths, tenths
- Identifies decimal notation to thousandths
- Estimates numbers to nearest thousand
- Identifies positive/negative numbers on a number line

4.4.2 Students will understand meaning of operations and how they relate to one another.

- Recalls of multiplication/division facts automatically
- Adds and subtracts 4-digit numbers with regrouping
- Adds and subtracts decimals to hundredths
- Multiplies 3-digit numbers by 1- or 2-digit numbers

4.6.2 Students will represent and analyze mathematical situations using algebraic symbols

- Orders & compares fractions and decimals using $>$, $<$, $=$
- Inserts parentheses to make true number sentences
- Understands 2 quadrants coordinate systems

<p>4.1.5 By the end of fourth grade, students will make change and count out in amounts up to \$20.00.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Count back change from purchase price to amount given using fewest coins possible. Calculate change through subtraction and choose correct bills and coins to make this amount. 	<p style="text-align: right;">113</p> <p><i>State 4.1.5 is completed by grade 3 and are prerequisite skills used in grade 4 and above in Millard Public Schools.</i></p> <p style="text-align: right;">13.</p>
<p>8.1 NUMERATION/NUMBER SENSE</p> <p>8.1.1 By the end of eighth grade, students will recognize natural numbers, whole numbers, integers, and rational numbers.</p> <p>8.1.2 By the end of eighth grade, students will determine equivalences among fractions, decimals, and percents.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Find the equivalencies among fractions, decimals, and percents. Solve problems with appropriate equivalencies. <p>8.1.3 By the end of eighth grade, students will write and use numbers in expanded exponential form and scientific notation.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Write numbers in expanded form using exponential notation. Express small and large numbers using scientific notation. <p>8.1.4 By the end of eighth grade, students will identify and display numbers including prime and composite, factors and multiples, divisibility, powers, and properties.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Properties of numbers may include, but not be limited to, order of operations, commutative, associative, distributive, identity, and inverse. 	<p>7.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> Compare and order whole numbers, decimals, fractions and integers. Compare and order rational numbers. Read and write numbers through trillions and ten-thousandths. <p>7.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> Understand percents on an introductory level. Convert between fractions, decimals and percents. <p>7.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> Convert between scientific notation and standard form. Use power and exponents in expressions. Multiply and divide by powers of ten. Read and write numbers through trillions and ten-thousandths. <p>7.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> Use divisibility patterns, prime factorization, greatest common factor and least common multiple to solve problems. Use order of operation to solve expressions. Identify properties (associative and commutative) on an introductory level. Recognize and apply associated and commutative properties. Use and apply properties (distributive, identity, inverse and zero) to solve problems. Use powers and exponents in expressions.

<p>12.1 NUMERATION/NUMBER SENSE</p> <p>12.1.1 By the end of twelfth grade, students will describe and compare the relationships between subsets of real numbers.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Draw Venn diagrams including, but not limited to, natural, whole, integers, rational, irrational, and real numbers. • Find intersection and union of two sets of numbers. • Given a number, identify to which subsets it belongs. • Justify why a number does not belong to a specific set. <p>12.1.2 By the end of twelfth grade, students will express the equivalent forms of numbers using exponents, radicals, scientific notation, absolute values, fractions, decimals, and percents.</p>	<p>10.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> • Compare and order rational numbers. • Perform operations using real numbers. • Graph solutions on a number line. <p>10.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> • Convert between fractions, decimals and percents. • Transform numbers into scientific notation to apply to real world situations. • Solve absolute value equations and inequalities. • Simplify rational expressions. • Simplify radical expressions. <p>10.6.1 Students will apply algebraic concepts and operations to exponents and polynomials.</p> <ul style="list-style-type: none"> • Understand and apply exponential properties. • Identify and classify polynomial functions.
<p>1.2 COMPUTATION/ESTIMATION</p> <p>1.2.1 By the end of first grade, students will demonstrate the concepts of addition and subtraction up to 10.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Demonstrate the value of basic facts using concrete objects. • Recognize the symbols + and - as representing the operations of addition and subtraction. • Recognize the symbol = represents equal quantities. • Solve problems involving one-step solutions related to children's experiences. • Demonstrate strategies for whole number computation. • Compute efficiently and accurately basic number facts for addition and subtraction. <p>1.2.2 By the end of first grade, students will justify estimations to mathematical problems.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> • Make estimations and comparisons to actual results. 	<p>1.4.2 Students will understand meaning of operations and how they relate to one another.</p> <ul style="list-style-type: none"> • Identifies fact families to 10 • Automatic recall of addition/subtraction facts through 10 <p>1.8.1 Students will use mathematical strategies to solve problems.</p> <ul style="list-style-type: none"> • Solves addition/subtraction number stories through 10 • Problem Solving strategies: use manipulatives or act out, use a picture/diagram, make a table or graph, make a list, logical reasoning, guess and check, use or look for a pattern, work backwards, use a number sentence/equation, and solve a simpler problem
<p>4.2 COMPUTATION/ESTIMATION</p> <p>4.2.1 By the end of fourth grade, students will estimate, add, subtract, multiply, and divide whole numbers without and with calculators and solve word problems.</p>	<p>4.4.2 Students will understand meaning of operations and how they relate to one another.</p> <ul style="list-style-type: none"> • Recalls of multiplication/division facts automatically • Adds and subtracts 4-digit numbers with regrouping

Example Indicators:

- Demonstrate with accuracy and reasonable speed the basic facts of addition (1-20), subtraction (1-20), multiplication (1-144), and division (1-144).
- Add and subtract accurately five-digit numbers including columns of numbers.
- Multiply up to a three-digit number by a two-digit number.
- Divide up to a three-digit number by a one-digit divisor.
- Choose correct operation and solve word problems

4.2.2 By the end of fourth grade, students will estimate, add, and subtract decimals without and with calculators and solve word problems.

Example Indicator:

- Add and subtract decimals to the hundredths place.

4.2.3 By the end of fourth grade, students will estimate, add, and subtract fractions with like denominators without calculators and solve word problems.

Example Indicator:

- Solve problems involving fractions of halves, fourths, and eighths using the operations of addition and subtraction.

- Adds and subtracts decimals to hundredths
- Multiplies 3-digit numbers by 1- or 2-digit numbers

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4.8.1 Students will use mathematical strategies to solve problems.

- Uses appropriate operations to solve multi-step problems: addition, subtraction, multiplication, division
- Problem Solving strategies: use manipulatives or act out, use a picture/diagram, make a table or graph, make a list, logical reasoning, guess and check, use or look for a pattern, work backwards, use a number sentence/equation, and solve a simpler problem

8.2 COMPUTATION/ESTIMATION

8.2.1 By the end of eighth grade, students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators with and without the use of technology.

8.2.2 By the end of eighth grade, students will identify the appropriate operation and do the correct calculations when solving word problems.

8.2.3 By the end of eighth grade, students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) with and without the use of technology.

Example Indicators:

- Use proportions to solve scale-model problems with fractions and decimals.
- Problems should be of increasing level of difficulty and involve real-life situations.

8.2.4 By the end of eighth grade, students will apply the order of operations to solve problems with and without the use of technology.

7.4.2 Students will compute fluently.

- Add, subtract, multiply and divide whole numbers, decimals, fractions and integers.
- Use divisibility patterns, prime factorization, greatest common factor and least common multiple to solve problems.

7.8.1 Students will apply appropriate mathematical strategies to solve a problem.

- Use order of operations to solve expressions.
- Use order of operations to evaluate algebraic expressions.
- Understand and use a variety of problem solving strategies.

7.8.1 Students will apply appropriate mathematical strategies to solve a problem.

- Compute integers at an introductory level.
- Add, subtract, multiply and divide whole numbers, decimals, fractions and integers.
- Understand and use a variety of problem solving strategies.
- Solve one-step equations involving rational numbers.
- Solve equations using proportions and percents.

7.8.1 Students will apply appropriate mathematical strategies to solve a problem.

- Use order of operations to solve expressions.
- Use order of operations to evaluate algebraic expressions.

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<p>Example Indicator:</p> <ul style="list-style-type: none"> Evaluate all types of numerical expressions, including grouping symbols and exponents. <p>8.2.5 By the end of eighth grade, students will apply strategies of estimation when solving problems with and without the use of technology.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Properly round to an appropriate place value if context permits. Perform estimation prior to calculation. Without a calculator, estimate square roots of whole numbers up to one hundred to the nearest whole number. Use compatible numbers to perform mental math. Use estimation to check reasonableness of an answer. 	<p>7.4.3 Students will make reasonable estimates.</p> <ul style="list-style-type: none"> Use appropriate estimation strategies. Understand and use a variety of problem solving strategies. Use appropriate estimation strategies, including estimating with money.
<p>12.2 COMPUTATION/ESTIMATION</p> <p>12.2.1 By the end of twelfth grade, students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers.</p> <p>12.2.2 By the end of twelfth grade, students will justify solutions to mathematical problems.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Write an explanation based on the context of the problem stating why the solution is reasonable <p>12.2.3 By the end of twelfth grade, students will perform estimations and computations of real numbers mentally, with paper and pencil, and with technology.</p>	<p>10.4.1 Students will represent numbers and relationships between numbers.</p> <ul style="list-style-type: none"> Simplify rational expressions. Simplify radical expressions. Understand and apply exponential properties. <p>10.4.2 Students will compute fluently.</p> <ul style="list-style-type: none"> Perform operations using real numbers. Convert between fractions, decimals and percents Solve absolute value equations and inequalities. Solve problems using ratios, proportions and percents. <p>10.8.1 Students will apply concepts of linear equations and inequalities to describe and analyze alternative solutions to a real-world problem or situation.</p> <ul style="list-style-type: none"> Apply and solve problems using patterns, algebraic expressions, functions and regression analysis. <p>10.8.2 Students will apply deductive/inductive reasoning to arrive at valid conclusions.</p> <ul style="list-style-type: none"> Apply deductive reasoning to arrive at valid conclusions. Understand and use a variety of problem solving strategies. <p>10.4.3 Students will make reasonable estimates.</p> <ul style="list-style-type: none"> Use appropriate estimation strategies. <p>10.4.2 Students will compute fluently.</p> <ul style="list-style-type: none"> Perform operations using real numbers. Convert between fractions, decimals and percents. Solve absolute value equations and inequalities. Solve problems using ratios, proportions and percents.

1.3 MEASUREMENT

1.3.1 By the end of first grade, students will measure two or more items or sets using nonstandard units of measure and compare attributes.

Example Indicators:

- Compare attributes of items (length-shorter/longer, height-taller/shorter, weight-heavier/lighter, and temperature-hotter/colder).
- Measure items using nonstandard units (human foot, hand span, new pencil, toothpick, block, and paper clip).

1.3.2 By the end of first grade, students will identify tools of measurement and their appropriate use (clocks, calendar, ruler, balance scale, and thermometer).

1.3.3 By the end of first grade, students will tell time to the half-hour using an analog and digital clock.

1.3.4 By the end of first grade, students will identify the different units of measurement used in their environment (cents, dollars, pounds, gallons, liters, meters, miles, minutes, and hours).

1.3.5 By the end of first grade, students will identify past, present, and future as orientations in time.

4.3 MEASUREMENT

4.3.1 By the end of fourth grade, students will estimate, measure, and solve word problems using metric units for linear measure, area, mass/weight, capacity, and temperature.

Example Indicators:

- Use the appropriate units of measurement.
- Estimate and accurately measure length to the nearest meter or centimeter and calculate area.
- Estimate and accurately measure mass/weight to the nearest gram.
- Estimate and accurately measure capacity to the nearest milliliter.
- Measure and read temperature accurately to the nearest degree using Celsius thermometer.

4.3.2 By the end of fourth grade, students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.

Example Indicators:

- Use the appropriate units of measurement.
- Estimate and accurately measure length to the nearest yard, foot, inch, and quarter inch and calculate area.
- Estimate and accurately measure mass/weight to the nearest ounce and pound.
- Estimate and accurately measure capacity to the nearest fluid ounce.

1.4.1 Students will understand numbers, ways to represent numbers, and relationships among numbers.

- Counts, writes and shows total money values up to \$1.00 using dollar signs, decimal points and cent signs

K.5.2 Students will use appropriate units for accurate measurement.

- Understands general concepts of measurement: first, last, shorter, longer, heavier, lighter, more, less, tallest, shortest, longest, wide, narrow
- Tells time to nearest hour

1.5.2 Students will use appropriate units for accurate measurement.

- Measures a line segment to nearest inch
- Tells time on analog and digital clock to nearest 15 minutes

4.5.2 Students will use appropriate units for accurate measurement.

- Uses appropriate unit of measure (in, ft, yd / mm, cm, meters)
- Measures line segments to nearest mm and/or $\frac{1}{4}$ in
- Converts all standard measures within the system: cup/pint/quart/gallon, minute/hour, inch/feet/yard, ounce/pound
- Converts all metric measures within the system: mm/cm/m, mg/g/kg, ml/l/kl
- Uses a map scale
- Finds perimeter and area of a polygon by measuring or formula

4.8.1 Students will use mathematical strategies to solve problems.

- Uses appropriate operations to solve multi-step problems: addition, subtraction, multiplication, division
- Problem Solving strategies: use manipulatives or act out, use a picture/diagram, make a table or graph, make a list, logical reasoning, guess and check, use or look for a pattern, work backwards, use a number sentence/equation, and solve a simpler problem

State 4.3.3 is completed by grade 3 and are prerequisite skills used in grade 4 and above in Millard Public Schools.

<ul style="list-style-type: none"> • Measure and read temperature accurately to the nearest degree using Fahrenheit thermometer. <p>4.3.3 By the end of fourth grade, students will tell and write correct time to the minute using an analog clock.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Set an analog clock to a given time. • State time in different ways (8:35, 35 minutes after 8:00, or 25 minutes until 9:00). • Identify time of day (am, pm, noon, and midnight). <p>4.3.4 By the end of fourth grade, students will measure and determine the perimeter of a many-sided figure without a formula using standard and metric units of measure.</p>	
<p>8.3 MEASUREMENT</p> <p>8.3.1 By the end of eighth grade, students will select measurement tools and measure quantities for temperature, time, money, distance, angles, area, perimeter, volume, capacity, and weight/mass in standard and metric units at the designated level of precision.</p> <p>8.3.2 By the end of eighth grade, students will convert units within measurement systems using standard and metric, given conversion factors.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Convert between various units of area and various units of volume (square foot to square yards and cubic decimeters to liters, etc.). • Check solutions to problems using unit analysis (feet/second to miles/hour). 	<p>7.5.2 Students will understand and use systems of measurement.</p> <ul style="list-style-type: none"> • Measure and draw angles. • Identify units of mass and capacity in metric and customary systems. • Measure units of length in metric and customary systems. <p>7.5.2 Students will understand and use systems of measurement.</p> <ul style="list-style-type: none"> • Measure units of length in metric and customary systems. • Identify units of mass and capacity in metric and customary systems. • Use proportions to convert within customary system. • Convert within the customary and metric systems.

<p>12.3 MEASUREMENT</p> <p>12.3.1 By the end of twelfth grade, students will select and use measuring units, tools, and/or technology and explain the degree of accuracy and precision of measurements.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Explain the accuracy of the measurement. • Explain the precision of the measurement tool. <p>12.3.2 By the end of twelfth grade, students will convert between metric and standard units of measurement, given conversion factors.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Change yards to meters. • Change miles/hour to meters/second. 	<p>10.5.4 Students will understand and use systems of measurement.</p> <ul style="list-style-type: none"> • Use measurements in customary and metric systems. <p>10.5.1 Students will visualize geometric figures and/or relationships in various dimensions; analyze commonalities and differences.</p> <ul style="list-style-type: none"> • Use measurements of two-dimensional objects to calculate perimeter and area. • Use measurements of three-dimensional objects to calculate surface area and volume. <p>10.5.4 Students will understand and use systems of measurement.</p> <ul style="list-style-type: none"> • Use measurements in customary and metric systems. • Convert within customary and metric systems. • Use measurements of two- and three-dimensional figures to calculate area, perimeter, surface area and volume.
<p>1.4 GEOMETRY/SPATIAL CONCEPTS</p> <p>1.4.1 By the end of first grade, students will compare relative position (left/right, above/below, over/under, up/down, and near/far).</p> <p>1.4.2 By the end of first grade, students will identify, describe, and create circles, squares, triangles, and rectangles.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> • Construct congruent shapes and designs using manipulatives. • Identify and describe common geometric shapes in their environment. 	<p>K.5.1 Students will understand geometric concepts and spatial relationships.</p> <ul style="list-style-type: none"> • Identifies shapes: square, rectangle, circle, triangle <p>1.5.1 Students will understand geometric concepts and spatial relationships.</p> <ul style="list-style-type: none"> • Constructs 2-D shapes: triangle, square, rectangle, circle • Describes the attributes of 2-D shapes: square, rectangle, circle, triangle
<p>4.4 GEOMETRY/SPATIAL CONCEPTS</p> <p>4.4.1 By the end of fourth grade, students will identify, describe, and create two- and three-dimensional geometric shapes.</p> <p>4.4.2 By the end of fourth grade, students will identify and draw points, lines, line segments, rays, and angles.</p> <p>4.4.3 By the end of fourth grade, students will identify, analyze, and compare two-dimensional geometric figures using congruence, symmetry, similarity, and simple transformations.</p>	<p>4.5.1 Students will understand geometric concepts and spatial relationships.</p> <ul style="list-style-type: none"> • Identifies and constructs polygons: trapezoid, octagon, rhombus, pentagon • Measures and construct angles up to 360 degrees using a protractor • Draws parallel and perpendicular lines • Identifies lines of symmetry, lines of reflection, figure rotation <p><i>State 4.4.1 & 4.4.2 are completed by grade 3 and are prerequisite skills used in grade 4 and above in Millard Public Schools.</i></p>
<p>8.4 GEOMETRY/SPATIAL CONCEPTS</p> <p>8.4.1 By the end of eighth grade, students will identify, describe, compare, and classify two- and three-dimensional geometric figures - plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; lines, line segments, rays, angles, parallel and perpendicular lines.</p>	<p>7.5.1 Students will understand and use attributes of geometric figures.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of points, lines, planes, rays, angles and polygons. • Classify angles. • Identify basic 2- and 3-dimensional shapes. • Apply transformations to geometric figures (rotation, reflection, symmetry). • Understand and use geometric vocabulary.

8.4.2 By the end of eighth grade, students will use geometric properties, the Pythagorean theorem, and the relationships of congruence, similarity, and symmetry.

8.4.3 By the end of eighth grade, students will use formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid, and triangle and area and circumference of circles.

8.4.4 By the end of eighth grade, students will solve problems given formulas for volume and surface area of rectangular prisms, cylinders, and cones.

8.4.5 By the end of eighth grade, students will apply transformations to two- and three-dimensional geometric figures.

Example Indicator:

- Draw geometric figures using translations or slides, rotations or turns, reflections or flips, and scale.

8.4.6 By the end of eighth grade, students will use geometric terms and representations to describe the physical world.

- Measure and draw angles.

7.5.1 Students will understand and use attributes of geometric figures.

- Apply the Pythagorean theorem.
- Identify symmetrical, congruent and similar figures.
- Use proportions with similar figures and scale drawings.

7.5.1 Students will understand and use attributes of geometric figures.

- Find perimeter or circumference of figures.
- Find area of squares, rectangles, parallelograms, triangles, trapezoids and circles.
- Use problem-solving strategies to find the area of irregular shaped figures.

7.5.1 Students will understand and use attributes of geometric figures.

- Identify 3-dimensional shapes.
- Find the volume and surface area of rectangular prisms, cylinders and cones.

7.5.1 Students will understand and use attributes of geometric figures.

- Recognize symmetry and use transformations (reflection, translation and rotation).

7.5.1 Students will understand and use attributes of geometric figures.

- Demonstrate knowledge of points, lines, planes, rays, angles and polygons. Use geometric representations to solve problems and describe the physical



12.4 GEOMETRY/SPATIAL CONCEPT

12.4.1 By the end of twelfth grade, students will calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes.

12.4.2 By the end of twelfth grade, students will create geometric models to describe the physical world.

Example Indicators:

- Create perspective drawing.
- Create scale models.

12.4.3 By the end of twelfth grade, students will evaluate characteristics and properties of two- and three-dimensional geometric shapes.

Example Indicators:

- Classify and compare attributes of two- and three- dimensional shapes.
- Classify shapes in terms of congruence and similarity and apply these relationships.
- Determine the effects of changing dimensions on perimeter, area, and volume.
- Investigate and deduce geometric properties using transformations such as translations, rotations, and reflections.

12.4.4 By the end of twelfth grade, students will apply coordinate geometry to locate and describe objects algebraically.

Example Indicators:

- Graph a geometric shape and determine the slope of the sides.
- Identify the missing vertices of a polygon.

12.4.5 By the end of twelfth grade, students will apply right triangle trigonometry to find length and angle measures.

12.4.6 By the end of twelfth grade, students will apply geometric properties to solve problems.

Example Indicator:

- Find missing angles and lengths of geometric shapes using geometric properties. (Properties may include but are not limited to similarity, parallel and line-transversal).

12.4.7 By the end of twelfth grade, students will apply deductive reasoning to arrive at a conclusion.

Example Indicators:

10.5.1 Students will visualize geometric figures and/or relationships in various dimensions; analyze commonalities and differences. 18

- Use measurements of two-dimensional objects to calculate perimeter and area.
- Use measurements of three-dimensional objects to calculate surface area and volume.

10.5.1 Students will visualize geometric figures and/or relationships in various dimensions; analyze commonalities and differences.

- Use geometric definitions and properties of angles and lines to describe the physical world.
- Use geometric definitions and properties of triangles, quadrilaterals, circles, polygons and polyhedrons to describe the physical world.

10.5.1 Students will visualize geometric figures and/or relationships in various dimensions; analyze commonalities and differences.

- Analyze the geometric relationships of angles formed by parallel lines.
- Understand and apply congruence and similarity of two-dimensional shapes.
- Analyze the effects of changing dimensions on perimeter, area and volume.
- Apply concepts of transformational geometry.
- Classify and compare attributes of two- and three-dimensional figures.

10.5.3. Students will incorporate algebraic skills to solve problems in the geometric setting.

- Analyze a geometric setting using linear equations including systems of equations.
- Use squares, square roots and quadratic equations to analyze relationships between right triangles.
- Analyze similarities using ratio and proportion in two-dimensional figures.
- Calculate midpoint, distance and slope using coordinates.

10.5.2 Students will explore and apply properties of circles, triangles, right triangles and quadrilaterals.

- Use the Pythagorean theorem, properties of right triangle trigonometry and properties of special right triangles to solve problems.

10.5.2 Students will explore and apply properties of circles, triangles, right triangles and quadrilaterals.

- Apply angle and arc relationships within a circle to solve problems.
- Apply the properties of special segments within a triangle to solve problems.
- Use the hierarchy of quadrilaterals to understand the relationship between the quadrilaterals and use the relationship to solve problems.

10.8.2 Students will apply deductive/inductive reasoning to arrive at valid conclusions.

- Use postulates, theorems and definitions to write informal/formal proofs.

<ul style="list-style-type: none"> Justify steps when solving an algebraic equation using properties of real numbers. Use logic statements, paragraph proof, two-column proof, or algebraic proof to arrive at a conclusion. 	<p style="text-align: right;">122</p> <ul style="list-style-type: none"> Look for patterns to draw conclusions inductively. Use various construction methods, including compass/straightedge, paper folding and computer models, to draw conclusions. Use coordinate geometry to draw conclusions.
<p>1.4 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS</p> <p>1.5.1 By the end of first grade, students will collect information about objects and events in their environment (favorite candy bar, number of siblings, and number of pets).</p> <p>1.5.2 By the end of first grade, students will organize and display collected information using objects and pictures.</p> <p>1.5.3 By the end of first grade, students will compare and interpret information from displayed data (more, less, and fewer).</p> <p>1.5.4 By the end of first grade, students will describe the process used in data collection and analysis.</p>	<p style="text-align: right;">88.</p> <p>K.7.1 Students will select, organize, display and interpret data to draw conclusions.</p> <ul style="list-style-type: none"> Reads simple graphs: picture, bar Creates a graph and share observations orally <p>1.7.1 Students will select, organize, display and interpret data to draw conclusions.</p> <ul style="list-style-type: none"> Reads and interprets information from picture and bar graphs Creates picture and bar graphs from given data
<p>4.4 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS</p> <p>4.5.1 By the end of fourth grade, students will collect, organize, record, and interpret data and describe the findings.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Collect, organize, and interpret data in line plots, tables, charts, and graphs (pie graphs, bar graphs, and pictographs). Draw valid conclusions from displayed data. Investigate and record patterns in a simple probability situation in an organized way. 	<p>4.7.1 Students will select, organize, display and interpret data to draw conclusions.</p> <ul style="list-style-type: none"> Constructs and interprets various graphs from collected data Uses maximum, minimum, median, mode, and range to explain data
<p>8.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS</p> <p>8.5.1 By the end of eighth grade, students will collect, construct, and interpret data displays and compute mean, median, and mode.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Select appropriate representations of data when constructing data displays (graphs, tables, or charts). <p>8.5.2 By the end of eighth grade, students will read and interpret tables, charts, and graphs to make comparisons and predictions.</p> <p>8.5.3 By the end of eighth grade, students will conduct experiments or simulations to demonstrate theoretical probability and relative frequency.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Compare the results of a simulation (relative frequency) to the theoretical probability (a three color spinner or a coin). 	<p>7.7.1 Students will collect, organize, display and analyze data.</p> <ul style="list-style-type: none"> Construct and interpret statistical graphs, including bar graphs, line graphs, stem and leaf plots, circle graphs and line plots. Calculate and interpret the measures of central tendency (mean, median, mode and range). <p>7.7.1 Students will collect, organize, display and analyze data.</p> <ul style="list-style-type: none"> Read, interpret and make predictions from statistical graphs and tables. <p>7.7.1 Students will collect, organize, display and analyze data.</p> <ul style="list-style-type: none"> Calculate simple probability on an introductory level. Predict or calculate simple probability of an event.

<p>8.5.4 By the end of eighth grade, students will identify statistical methods and probability for making decisions.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Identify the use of appropriate sampling techniques. Identify the use of appropriate charts and graphs. Identify the use of measures of central tendency (mean, median, and mode) appropriately. 	<p>7.7.1 Students will collect, organize, display and analyze data. 123</p> <ul style="list-style-type: none"> Calculate and interpret the measures of central tendency (mean, median, mode and range). Recognize and use appropriate sampling techniques. Read, interpret and make predictions from circle, bar and line graphs.
<p>12.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS</p> <p>12.5.1 By the end of twelfth grade, students will select a sampling technique to gather data, analyze the resulting data and make inferences.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Justify the chosen sampling techniques. Use technology to analyze data. <p>12.5.2 By the end of twelfth grade, students will write equations and make predictions from sets of data.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Display data in a scatter plot, describe its shape, and estimate how close the data comes to fitting an equation. Relate the slope of a regression line to the rate of change for the data set. Determine what the y-intercept or beginning value indicates about the data. Determine the validity of predictions made from regression equations. <p>12.5.3 By the end of twelfth grade, students will apply theoretical probability to represent problems and make decisions.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Explain the likelihood of the next event based on theoretical probabilities. <p>12.5.4 By the end of twelfth grade, students will evaluate how transformations on data affect the measures of central tendency and variability.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Describe how adding the same amount to each score changes the mean, median, mode, range, outliers, interquartile points, maximum, and minimum. Describe how dropping an outlier changes the other measures. <p>12.5.5 By the end of twelfth grade, students will interpret data represented by the normal distribution and formulate conclusions.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Sketch a normal or bell curve, label one and two standard deviations from the mean and fill in approximate percents associated with the deviations. Determine factors that will produce a curve that is not normal. 	<p>10.7.1 Students will analyze and apply data.</p> <ul style="list-style-type: none"> Organize data using stem-leaf plots and line plots. Apply and solve problems using patterns, algebraic expressions, functions and regression analysis. Read and interpret statistical graphs. Use technology to create statistical graphs. <p>10.8.1 Students will apply concepts of linear equations and inequalities to describe and analyze alternative solutions to a real-world problem or situation.</p> <ul style="list-style-type: none"> Write linear equations in standard, point-slope and slope-intercept form. Find the line of best fit and makes inferences and predictions based on it. Interpret information from graphs to write equations. Integrate technology to interpret graphs of linear equations and systems. <p>10.7.1 Students will analyze and apply data.</p> <ul style="list-style-type: none"> Use simple probability to predict the outcome of an event. Calculate probabilities of independent events and counting problems. <p>10.8.2 Students will apply deductive/inductive reasoning to arrive at valid conclusions.</p> <ul style="list-style-type: none"> Apply deductive reasoning to arrive at valid conclusions. <p>10.7.1 Students analyze and apply data.</p> <ul style="list-style-type: none"> Calculate measures of central tendency. Analyze the effects of data transformation on measures of central tendency. <p>10.7.1 Students will analyze and apply data.</p> <ul style="list-style-type: none"> Formulate conclusions based on the interpretation of data represented by the normal distribution.

<ul style="list-style-type: none"> Describe how sample size is related to a normal curve. Determine position or rank relative to others in a normally distributed group given the standard deviation and mean. <p>12.5.6 By the end of twelfth grade, students will calculate probabilities of independent events.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Calculate probabilities using the fundamental counting principle and permutations. 	<p>10.7.1 Students will analyze and apply data.</p> <ul style="list-style-type: none"> Calculate probabilities of independent events and counting problems. Calculate permutations and combinations.
<p>1.6 ALGEBRAIC CONCEPTS</p> <p>1.6.1 By the end of first grade, students will identify, describe, extend, and create patterns (objects, sounds, movements, shapes, numbers, and colors).</p> <p>1.6.2 By the end of first grade, students will sort and classify objects according to one or more attributes (size, shape, color, and thickness).</p> <p>1.6.3 By the end of first grade, students will identify and describe patterns in their environment.</p>	<p>K.6.1 Students will understand and use patterns and functions in mathematics.</p> <ul style="list-style-type: none"> Demonstrates one to one correspondence to 50 Counts by 5s and 10s to 100 Counts by 2s to 30 Extends two and three part patterns Names two common attributes in "What's My Rule" <p>1.6.1 Students will understand and use patterns and functions in mathematics.</p> <ul style="list-style-type: none"> Counts by 5s and 10s to 500, 2s to 100 <p>1.6.2 Students will represent and analyze mathematical situations using algebraic symbols.</p> <ul style="list-style-type: none"> Compares numbers using $<$, $>$ to 20 <p>1.8.1 Students will use mathematical strategies to solve problems.</p> <ul style="list-style-type: none"> Solves addition/subtraction number stories through 10 Problem Solving strategies: use manipulatives or act out, use a picture/diagram, make a table or graph, make a list, logical reasoning, guess and check, use or look for a pattern, work backwards, use a number sentence/equation, and solve a simpler problem
<p>4.6 ALGEBRAIC CONCEPTS</p> <p>4.6.1 By the end of fourth grade, students will use and interpret variables and mathematical symbols to write and solve one-step equations.</p> <p>Example Indicators:</p> <ul style="list-style-type: none"> Use letters, boxes, or other symbols to stand for any number, measured quantity, or object in simple situations to demonstrate the beginning concept of a variable and writing formulas. Identify and use various indicators of multiplication (parentheses, \times, $*$) and division, ($/$, \div). <p>4.6.2 By the end of fourth grade, students will identify, describe, and extend arithmetic patterns using concrete materials and tables.</p> <p>Example Indicator:</p> <ul style="list-style-type: none"> Use Input/Output or function box to identify and extend patterns. 	<p>4.6.2 Students will represent and analyze mathematical situations using algebraic symbols.</p> <ul style="list-style-type: none"> Orders & compares fractions and decimals using $>$, $<$, $=$ Inserts parentheses to make true number sentences Understands 2 quadrants coordinate systems <p>4.8.1 Students will use mathematical strategies to solve problems.</p> <ul style="list-style-type: none"> Uses appropriate operations to solve multi-step problems: addition, subtraction, multiplication, division Problem Solving strategies: use manipulatives or act out, use a picture/diagram, make a table or graph, make a list, logical reasoning, guess and check, use or look for a pattern, work backwards, use a number sentence/equation, and solve a simpler problem

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8.6 ALGEBRAIC CONCEPTS

8.6.1 By the end of eighth grade, students will demonstrate knowledge and use of the one- and two-dimensional coordinate systems.

Example Indicators:

- Order numbers on a number line.
- Graph ordered pairs on a coordinate plane.
- Generate a table of ordered pairs to graph an equation in two variables.

8.6.2 By the end of eighth grade, students will apply algebraic concepts and operations to solve linear equations and word problems.

Example Indicators:

- Solve multi-step equations with one variable.
- Use order of operations to evaluate algebraic expressions for given replacement values of the variables.
- Recognize and apply commutative, associative, distributive, inverse, and identity properties, and the properties of zero.

8.6.3 By the end of eighth grade, students will describe and represent relations, using tables, graphs, and rules.

Example Indicators:

- Use variables to recognize and describe patterns.

7.6.1 Students will demonstrate knowledge of and use coordinate systems.

- Order rational numbers on a number line.
- Graph ordered pairs on a coordinate plane.
- Graph solutions to equations and inequalities on a number line.
- Graph inequalities with two variables.
- Generate a table of ordered pairs to graph an equation in two variables.

7.6.2 Students will demonstrate knowledge of algebraic concepts.

- Solve one-step equations involving rational numbers.
- Use order of operations to evaluate algebraic expressions.
- Simplify algebraic expressions.
- Use powers and exponents to evaluate algebraic expressions.
- Solve multi-step equations involving rational numbers.
- Solve inequalities.
- Solve equations using proportions and percents.
- Identify and apply properties (associative and commutative) to solve equations.
- Use and apply properties (associative, commutative, distributive, identify, inverse and zero) to solve equations.
- Understand and use a variety of problem solving strategies.

7.6.1 Students will demonstrate knowledge of and use coordinate systems.

- Use variables to recognize and describe patterns.
- Generate a table of ordered pairs to graph an equation in two variables.
- Graph inequalities with two variables.

12.6 ALGEBRAIC CONCEPTS

12.6.1 By the end of twelfth grade, students will graph and interpret algebraic relations and inequalities.

Example Indicators:

- Describe a graph by identifying intercepts, slope, maximum, minimum, increasing, decreasing, parallel, and perpendicular.
- Use families of curves to describe the effect of changing coefficients of an equation.

12.6.2 By the end of twelfth grade, students will solve problems involving equations and inequalities.

Example Indicator:

- Use appropriate methods to solve linear and quadratic equations.

10.6.2 Students will apply basic operations of algebra to solve equations and inequalities.

- Define and apply slope, intercepts and coordinates.
- Graph linear equations and inequalities using standard and slope-intercept form.
- Write linear equations in standard, point slope and slope-intercept forms.
- Apply slope formula to calculate slope.
- Apply slopes to write and graph parallel and perpendicular lines.
- Interpret information from graphs to write equations.

10.6.2 Students will apply basic operations of algebra to solve equations and inequalities.

- Solve equations and inequalities.
- Use formulas and solve literal equations.
- Add like terms and use distributive property to simplify expressions.
- Translate words to algebraic expressions and apply to real-world situations.
- Solve absolute value equations and inequalities.
- Solve problems using ratios, proportions and percents.

12.6.3 By the end of twelfth grade, students will solve problems involving systems of two equations, and systems of two or more inequalities.

Example Indicator:

- Solve systems by graphing, substitution, elimination or matrices.

12.6.4 By the end of twelfth grade, students will solve problems using patterns and functions.

Example Indicators:

- Apply direct and indirect variations.
- Recognize the properties of families of functions.
- Recognize patterns of exponential growth and decay and their significance to real-life situations.
- Represent a problem in multiple formats (words, tables, graphs, and symbols).

10.6.3 Students will apply various algebraic concepts to solve quadratic, rational and radical equations.

- Solve quadratic equations by factoring, extracting the square root, quadratic formula, and completing the square.
- Graph and recognize qualities of quadratic equations and inequalities.
- Integrate technology to interpret graphs of quadratic equations and inequalities.
- Simplify radical expressions.
- Use Pythagorean theorem with applications of right triangle trigonometry to solve problems.
- Apply distance formula.
- Simplify rational expressions.

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10.8.1 Students will apply concepts of linear equations and inequalities to describe and analyze alternative solutions to a real-world problem or situation.

- Use algebraic methods (substitution and linear combinations) to solve systems.
- Use graphing to solve systems.
- Apply and interpret a system of equations for a real world situation.
- Integrate technology to interpret graphs of linear equations and systems.

10.6.1 Students will apply algebraic concepts and operations to exponents and polynomials.

- Understand and apply exponential properties.
- Identify and classify polynomial functions.
- Perform algebraic operations on polynomials.
- Recognize patterns of exponential growth and decay and their significance to real-life situations.

10.6.3 Students will apply various algebraic concepts to solve quadratic, rational and radical equations.

- Apply and solve problems using patterns, algebraic expressions, functions and regression analysis.

10.8.1 Students will apply concepts of linear equations and inequalities to describe and analyze alternative solutions to a real-world problem or situation.

- Interpret information from graphs to write equations.

AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining Agreement with the MEA

Meeting Date: September 8, 2003

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association have reached tentative agreement for the 2003-04 and 2004-05 school years. The negotiation teams met thirteen times between March 13 and August 19. The agreement provides for the following changes:

- 1) The term of the contract is August 1, 2003 through July 31, 2005.
- 2) Effective January 1, 2004, the Millard Public Schools Self-Funded Health Plan is modified to provide co-insurance of 80/20 in-network and 70/30 out-of-network. The maximum out-of-pocket is increased to \$1,250 individual, \$2,500 family in-network and \$2,500 individual, \$5,000 family out-of-network. The Supplemental Accident Benefit of \$300 is eliminated (see Appendix G). Effective January 1, 2005 the Plan is modified to provide a deductible of \$250 individual, \$500 family in-network, and \$500 individual, \$1000 family out-of-network.
- 3) Effective January 1, 2004 the Dental plan is modified to provide a deductible and differentiated co-insurance based upon in-network/out-of-network and type of service (see Appendix H).
- 4) Effective January 1, 2004 the basic term life insurance provided by the district increases from \$20,000 to \$50,000. The amount of optional contributory life insurance available to the employee, spouse, and children will increase.
- 5) Sick leave buy-back rate is increased from \$50 per day to \$60 per day.
- 6) Insert language confirming the right of the Association to distribute information to members using district facilities.
- 7) Extra Duty index rate changes as proposed to PROCOMM by the Extra Duty Study Committee on February 11, 2002 and April 28, 2003. The extra-duty index base is \$23,663 for 2003-04 and \$24,065 for 2004-05 (see Appendix C).
- 8) Salary Schedule: Starting Salary BA Step 1 of \$28,075 in 2003-04 and \$28,550 in 2004-05 (see Appendix B).
- 9) Total compensation package increase: \$2,719,355 (3.4%) in year one and \$3,025,924 (3.7%) in year two. Average salary & benefits (including extra-duty) will increase from \$54,577 to \$56,441 (year one) and \$58,521 (year two).

Action Desired: Approval

Background:

Options And Alternatives: Return to the bargaining table.

Responsible Person: Steve Moore, Ken Fossen, Duncan Young

Superintendent's Approval: _____



COLLECTIVE BARGAINING AGREEMENT

BETWEEN

MILLARD PUBLIC SCHOOLS

and

MILLARD EDUCATION ASSOCIATION

2003-04 and 2004-05

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT made and entered into this 8th day of September 2003 by and between the School District Number 17, Douglas County, Nebraska, also known as the Millard School district (hereinafter called "District"), and the **Millard Education Association** (hereinafter called "Association").

WHEREAS, the parties have from time to time met and negotiated the terms and conditions of employment for teachers for the school years 2003-04 and 2004-05; and

WHEREAS, the parties have reached an agreement with respect to the terms and conditions of the employment for teachers for the school years 2003-04 and 2004-05;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

ARTICLE I RECOGNITION

The District hereby agrees to recognize the Millard Education Association as the exclusive bargaining agent for the certificated staff employed by the District defined as "teachers" under Nebraska Rev. Stat. §79-101 for the purpose of negotiating collectively on those terms and conditions of employment required by law.

ARTICLE II PROCEDURE AND PROTOCOL

The parties hereby agree that negotiation shall be commenced, conducted and completed according to the procedure and protocol set forth and described in Appendix "A", which is attached hereto and made a part of this agreement.

ARTICLE III TERMS AND CONDITIONS

1. **Term of Contract:** The term of the contract shall begin on August 1, 2003 and terminate on July 31, 2005 and shall consist of 190 teacher days each school year. During each school year covered by this agreement, the district may require up to 1/3 of the teaching staff to work one or two additional days each in staff development activities; each teacher required to work additional days in staff development activities shall be paid at his or her daily rate. Each new teacher hire that attends new teacher workshops outside the 190 day teacher calendar shall be compensated for each day of attendance at his or her daily rate of pay.

If upon the expiration of this agreement on the 31st day of July, 2005 the parties hereto have not agreed to a collective bargaining agreement for the school year 2005-06, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. **Salary:** The salary schedule for 2003-04 shall have a 1.00 Index Base Salary of \$28,075 and for 2004-05, \$28,550. The salary schedules for 2003-04 and 2004-05 are attached hereto as Appendix "B" and by reference is incorporated in and made a part of this contract.

Vertical Step Placement on the Salary Schedule: For each school year covered by this agreement, teachers employed by the District during the previous school year shall advance a maximum of one vertical step on the salary schedule from where he or she was placed during the applicable previous school year.

Each teacher shall be eligible to advance provided he or she was employed for a minimum of 90 days full-time or 135 days part-time during the applicable previous school year.

Horizontal Lane Placement on the Salary Schedule: The terms and conditions for the purposes of horizontal lane placement on the salary schedule shall be those set forth in Appendix "D" which is attached hereto and by reference incorporated in and made a part of this Contract.

Longevity Stipend: Each teacher covered by the agreement who is on Lane BA+36/MA or other more advanced lanes during the preceding school year, and who has completed the equivalent of fourteen or more years of full-time service with the Millard Public Schools, will receive a longevity stipend equal to a percentage of the 1.0 Index Base Salary according to the schedule set forth in Appendix "F" which is attached hereto and by reference incorporated in and made a part of this Contract.

The District shall establish the procedures and rules for administration and payment of longevity stipends.

Critical Shortage Program: The District may determine critical shortage teaching areas and may determine a stipend to be offered to candidates who accept job offers in those areas. Eligible stipend recipients shall include any teacher employed by the district in a non-critical shortage area who is selected to fill a critical shortage area position. The stipend will be distributed over a one-year period providing the recipient remains employed by the district in the critical shortage area during the entire one-year period. Recipients who cease to be employed by the District in the critical shortage area shall forfeit all future stipend payments on the day their assignment ends. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, from time to time, the District may review the program with the Association.

3. **Extra Duty Compensation:** The schedule for extra duty compensation for the school years 2003-04 and 2004-05, are attached hereto as Appendix "C" and by reference incorporated and made a part of the contract. A longevity stipend of 10% will be paid to those teachers who serve in the same extra-duty position (or similar positions within the same program at the same level) in which they have previously completed ten (10) years of service with the District. Positions eligible for longevity stipends are so indicated in Appendix "C". The District shall establish the procedures and rules for administration and payment of longevity stipends.
4. **Incentive Pay Program:** The district will maintain and administer an Incentive Pay Program for selected teachers and shall appropriate \$330,000.00 for Level 1 of the program. In addition, the District shall allocate \$2.25 per student for Level 2 of the program; student enrollment shall be calculated on the last Friday in September. The policies, procedures, implementation and all decisions related thereto shall be the responsibility of the District; provided however, from time to time, the District may receive input from the Association.

National Board Certification for Professional Teaching Standards (NBCPTS): Each teacher holding an unexpired NBCPTS issued prior to April 15, 2004 shall be paid a stipend of \$2,000 by the District for the 2003-04 school year. Each teacher holding an unexpired NBCPTS issued prior to April 15, 2005, shall be paid a stipend of \$2,000 by the District for the 2004-05 school year. Each qualified recipient's \$2,000 stipend shall be reduced in a school year by the amount of money available from the State of Nebraska for the NBCPTS certificate holder. The District and the Association may jointly study other National Certification programs for possible stipend qualifications.

5. **Insurance:** During the 2003-05 fiscal years (Sept. 1, 2003 through Aug. 31, 2005), the District shall provide each full-time teacher with health, dental, basic term life, and long-term disability coverage and benefits comparable to that which was provided during the previous fiscal year. Health Plan benefits are outlined in Appendix "G" which is attached hereto and by reference incorporated in and made a part of this Contract. Dental plan benefits are outlined in Appendix "H". Health and dental plan benefit changes for 2003-04 are effective January 1, 2004; health plan benefit changes for 2004-05 are effective January 1, 2005. Basic term life benefits increase from \$20,000 to \$50,000 effective January 1, 2004.

For each eligible full-time teacher: the District shall pay the full cost for single or family health coverage. The District shall pay the full cost of single dental coverage; the teacher may purchase family dental coverage by paying the additional premium through payroll deduction. The District shall pay the full cost of basic term life coverage. Each full-time teacher shall participate in the long-term disability plan and shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

Part-time teachers: The District shall provide the same health, dental, and term life insurance coverage and benefits for part-time teachers (who are employed 17.5 hours per week or more) as for full-time teachers. The District shall contribute an amount equal to one-half of the amount it contributes on behalf of a full-time teacher; provided, however that the part-time teacher elects coverage and pays the balance of the premiums for such coverage. Additionally, each part-time teacher who is employed at least 17.5 hours per week or more shall participate in the District's long-term disability plan and shall pay the premium.

Cash Option: Each full-time teacher who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such teacher electing cash option may, at his or her option, purchase single or family dental coverage. Any such teacher electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health coverage and the district will contribute \$12.25 per month towards dental coverage. Continuous service shall include school-years during which a teacher was on an approved leave of absence.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time COBRA coverage begins. The minimum number of months of continuous coverage required is the lessor of 60 months or, the number of months elapsed from September 1, 1999 to the beginning of COBRA coverage. The District Health and Dental Plans shall provide for a re-enrollment period each year.

6. **Leave of Absence with Pay:** During each school year covered by this contract, each full-time teacher shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of ninety-two (92) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule. Up to three days of a teacher's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of teachers eligible for leave on any given day, and application procedures developed by the District.

Part-time teachers shall be allowed leave on a prorated basis equivalent to that portion of the total of twelve (12) days leave which is, equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year, and further be allowed any unused and accumulated leave from the previous school year to an equivalent total not to exceed what that proportion is to the ninety-two (92) days for regular full-time employees. Use of paid leave by part-time teachers shall only be allowed on a prorated basis. Effective August 1, 1994, a teacher whose employment status changes from full-time to part-time and whose accumulated leave is greater than the maximum allowable prorated amount shall have the excess amount placed in reserve until such time that the employee's full-time equivalency increases. When the employee's full-time equivalency increases, some or all of the reserve leave shall again be part of the accumulated leave up to the maximum allowable prorated amount.

Extended Personal Illness Leave: Extended paid leave shall be provided to teachers as follows:

a) **Borrowed Personal Illness Leave:** Each eligible teacher who has used his or her current and accumulated paid leave may borrow up to ten (10) days from the next school year's paid leave allotment. If the teacher resigns before receiving sufficient additional paid leave days during the succeeding year(s) to repay the borrowed leave, the teacher shall be required to repay the District for the salary received for the borrowed leave. The salary repayment will be at the teacher's daily rate at the time of repayment for each borrowed day of paid leave and shall, if possible, be deducted from the employee's last paycheck. Should personal illness be the reason leading to resignation or termination of the teacher, the teacher shall not be required to pay back the salary for the borrowed days.

b) **Substitute Deduct Pay:** A teacher who will qualify for long-term disability and who has fully used all of his or her paid leave and any applicable borrowed personal illness leave, as identified in Paragraph (a) above, prior to being eligible to receive long-term disability benefits, will be eligible for substitute-deduct leave. During substitute-deduct leave, the teacher shall continue to receive his/her salary reduced by the cost to the District of the substitute employed to replace the teacher.

The District and the teacher will make every effort to communicate with the teacher's doctor and the long-term insurance carrier to determine the teacher's potential eligibility for long-term disability or the teacher may have his or her salary reduced by his or her daily rate and upon approval for long-term disability be reimbursed for the substitute-deduct leave.

In the event the District and the teacher, after receiving any information which determines that a teacher may qualify for long-term disability (and the teacher elects substitute-deduct leave prior to being approved for long-term disability) and the insurance carrier subsequently denies the long-term disability request, the teacher will be responsible for reimbursing the District the total amount of payments made to the teacher during the substitute-deduct leave. Such reimbursement will be through payroll reduction, if possible.

c) **Procedures:** The procedures and rules for administration of extended personal illness leave shall be established by the District.

Family Medical Leave Act of 1993, Pub. L. No. 103-3.107 Stat. 6 (1993):

a) The District has the responsibility of determining whether a requested leave of an employee qualifies as an FMLA leave. The employee has the duty to explain the reasons for the needed leave so as to allow the District to determine whether the leave qualifies under the Act.

b) Any request for leave under this provision is subject to the notice requirement of 30 days as provided under the Act.

c) Any teacher taking a leave as provided in FMLA shall be required to substitute any of his or her accrued paid leave for up to the entire 12 week period of such leave as provided under the Act. Spouses who are both employed by the District are entitled to a total of twelve weeks leave (rather than twelve weeks each) during any twelve-month period for the birth of a child.

d) No extensions beyond the 12 weeks for any given 12 month period will be allowed without prior Board approval. If an employee, however, uses paid leave under circumstances that are determined by the Board to not qualify as FMLA leave, the leave will not count against the 12 weeks of FMLA leave to which the employee is entitled.

e) Any teacher requesting a leave as provided in the FMLA shall be informed as to the District's rights to extend the leave until the end of the academic term when the leave otherwise terminates as provided under the Act and will be informed of the determination made by the District in regards to the teacher's request.

f) When a teacher requests a leave due to the serious illness of a spouse, son, daughter or parent or for the teacher's own serious illness that is reasonable foreseeable and that would encompass more than 20 percent

of the total number of working days in the academic year, the District shall require that the teacher elect either:

- 1) to take the leave for a particular time period (not to exceed the duration of the planned medical treatment); or
 - 2) to transfer temporarily to an alternate position offered by the District without loss of pay or benefits and that better accommodates recurring periods of leave than the position currently held by the teacher.
- g) Upon the return of a teacher from an authorized FMLA leave, the teacher shall be restored to his or her previous position or a position equivalent to it, as provided for in the FMLA.
- h) During the time of the teacher's FMLA leave, the District shall continue to provide health coverage to the teacher on the same level it provided prior to the leave, as set forth in the FMLA.

However, the District may recover the premium paid for maintaining coverage under the Act, if the employee:

- 1) fails to return to work upon the expiration of the leave; or
 - 2) fails to return to work for other reasons not excepted to the Act.
- i) Eligibility of teachers for FMLA leave shall be as provided for in the Act, including rules applicable to periods near the conclusion of an academic term.
- j) The District shall post and keep posted in conspicuous places on the premises of the District where notices to employees are regularly posted, an approved notice setting forth excerpts from, or summaries of, the pertinent provisions of the FMLA and information pertaining to the filing of a charge.
- k) Any and all rights the District has under FMLA not specifically addressed in this contract are retained by the District.

Reimbursement for unused Paid Leave: At the conclusion of each school-year covered by this agreement, each full-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of eighty (80) days and further shall have his or her accumulated paid leave allotment reduced to eighty (80) days. Each part-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of that portion of eighty (80) days which is equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year and further shall have his or her accumulated paid leave allotment reduced by the number of reimbursed leave days. The rate of reimbursement shall be \$60 per day. The District shall establish procedures for payment of the leave reimbursement program.

7. **Voluntary Early Separation Program:** Each teacher who has completed the equivalent of ten (10) or more full-time years of service in the District as a full-time or part-time certificated employee may participate in the Voluntary Early Separation Program (VESP) if the teacher is at least fifty-five (55) years of age and not yet attained sixty-five (65) years of age; provided, however, that any teacher so electing to participate shall be required to complete the school year before retirement commences. Prior to age fifty-five (55), a teacher who has the equivalent of 20 or more full-time years of service in the District as a full-time or part-time certificated employee may participate in the Voluntary Early Separation Program. VESP payments represent the purchase of a teacher's "permanent certificated/tenure rights". The procedures to administer this Program shall be established by the District. The schedule of payments to be made under this Program are as shown on "Appendix "E": which is attached hereto and by reference incorporated in and made a part of this Contract. Each teacher electing to participate in the Voluntary Early Separation Program after January 1, 2000 shall be provided the option to purchase one year of service credit with the Nebraska School Employees Retirement System (NSERS); provided, however, such purchase must not increase the total benefits paid by the district to any teacher making such election. NSERS will provide the

District with the actuarial cost of the one year service credit purchase for the teacher. If a teacher elects to purchase the one year service credit, the district will pay the entire cost of such purchase and will thereafter reduce each monthly VESP payment to that teacher by the total of the purchase price plus 6% per annum premium, divided by the number of monthly VESP payments. Each teacher retiring after 20 years of service in the District or who is at least 55 years of age with 10 years of service in the District shall receive \$60 per day for each day of unused accumulated paid leave at retirement. To the degree permitted by the Tax Code of 1986 as amended, payment for unused paid leave at retirement will be paid as "employer contributions" to a 403(b)/TSA account established for the employee by the District.

- 8. **Association President Leave:** The President of the Association representing the majority of the teachers, at the request of the Association, will be given leave with pay during such President's term of office; provided however, the Association shall reimburse the District the full cost of salary and fringe benefits of the Association President. The leave shall be for no less than one semester. The Association must provide the District a ninety (90) day notice in advance of such leave request. The president will be returned to the same position held when the leave commenced and be advanced on the salary schedule as other teachers and without any limitation because of the leave granted.
- 9. **Elementary Planning Time:** Elementary teachers shall have a minimum of 300 minutes, during student contact time, of preparation/conference/planning time during a two-week instructional period. Elementary teachers include all teachers who work in an elementary building.
- 10. **Compensation for Lost Planning Time:** A teacher covered by this agreement shall not be required to cover a class for another teacher during his or her personal planning time when a substitute is authorized and available. In an emergency situation a teacher having personal planning time may be required by his or her principal or designee to cover a class. The teacher losing the personal planning time shall be paid for each clock hour (or portion thereof, rounded to the nearest one-fourth hour) at the rate of 0.09% of the 1.0 Extra-duty Index Base Salary. If no teacher with planning time is available students may be reassigned to other teacher's classes, such reassignment shall be divided equally among all teachers in the building over the course of the year.
- 11. **Facility Use:** The Association shall be permitted to place in mailboxes provided for individual staff members MEA/NSEA newsletters, circulars, notices and other materials relating to the Association and its operations. The Association shall be permitted to post or place any material relating directly to Association business on the bulletin boards located in faculty lounges. No local, state or national political campaign material for public office or any other material which violates the Policies or Rules of the District will be permitted to be either distributed through the staff mailboxes or placed on faculty lounge bulletin boards.

IN WITNESS THEREOF, the parties have duly executed this agreement as of the day and year first above written.

Millard School District
School District No. 17
Douglas County, Nebraska

Millard Education Association

by _____

by _____

Appendix A

Procedure and Protocol of Contract Negotiations for 2003-04

1. Upon notice by either party to the other, the parties agree to enter into negotiations for the purpose of entering into a contract and agreement for teacher salaries and terms and conditions of employment which are either required by law or made the subject of negotiations by agreement of the parties.
2. Either party, upon giving notice to the other party, may include with such notice its proposals to be included in the contract to be negotiated by the parties.
3. The parties shall conduct negotiations in such a manner as to permit each of the parties to provide the other party with an explanation of its proposals, presentation of relevant data, dialogue and exchange of points of view.
4. Each of the parties may make proposals and counter proposals during the negotiations.
5. Either party may utilize the services of outside consultants to assist in negotiations.
6. Both parties shall designate and appoint representatives of that party for the conduct of negotiations.
7. Unless otherwise agreed upon, the negotiations shall be conducted, in closed sessions and no releases shall be made to any of the news media as to the progress of negotiations until the contract has been accepted by both parties whereupon the media will be given a joint statement.
8. If the parties fail to reach an agreement after good faith negotiations, the parties shall proceed in accordance with law.
9. If the representatives of the parties reach an agreement, the agreement shall be reduced to writing and submitted to the Board of Education of the District and to the membership of the Association for approval and acceptance and as approved and accepted by both parties, the Agreement shall be signed by the duly authorized officers of both parties.
10. The agreement shall constitute the full and complete agreement between the parties; provided however, that the agreement shall not supersede any rules, regulations, practices or policies of the Board of Education of the District. If any provision of these proposed terms and conditions are contrary to or inconsistent with any of the rules, regulations, practices or policies of the District, such inconsistencies shall be jointly submitted in writing to the Board of Education for its consideration at the time the Contract is submitted to the Board for its acceptance or rejection.
11. If any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect.
12. Copies of the agreement entered into by the parties shall be printed at the expense of the District and shall be made available to all employees covered by the agreement.

MILLARD PUBLIC SCHOOLS - TEACHER SALARY SCHEDULE

2003-04

<u>Step</u>	<u>BA</u>	<u>BA+12</u>	<u>BA+24</u>	<u>MA</u>		<u>MA+15</u>	<u>MA+30</u>	<u>EdSpec</u>	<u>EdD / PhD</u>							
				<u>BA+36</u>				<u>MA+36</u>								
1	1.000	\$28,075	1.020	\$28,637	1.045	\$29,338	1.069	\$30,012	1.119	\$31,416	1.168	\$32,792	1.251	\$35,122	1.292	\$36,273
2	1.020	\$28,637	1.040	\$29,198	1.066	\$29,928	1.090	\$30,602	1.141	\$32,034	1.191	\$33,437	1.276	\$35,824	1.318	\$37,003
3	1.036	\$29,086	1.057	\$29,675	1.083	\$30,405	1.101	\$30,911	1.152	\$32,342	1.203	\$33,774	1.288	\$36,161	1.331	\$37,368
4	1.053	\$29,563	1.074	\$30,153	1.100	\$30,883	1.118	\$31,388	1.169	\$32,820	1.220	\$34,252	1.305	\$36,638	1.348	\$37,845
5	1.070	\$30,040	1.091	\$30,630	1.118	\$31,388	1.135	\$31,865	1.186	\$33,297	1.237	\$34,729	1.322	\$37,115	1.365	\$38,322
6	1.087	\$30,518	1.109	\$31,135	1.136	\$31,893	1.169	\$32,820	1.220	\$34,252	1.271	\$35,683	1.357	\$38,098	1.399	\$39,277
7			1.126	\$31,612	1.154	\$32,399	1.203	\$33,774	1.254	\$35,206	1.305	\$36,638	1.391	\$39,052	1.433	\$40,231
8			1.144	\$32,118	1.172	\$32,904	1.237	\$34,729	1.288	\$36,161	1.339	\$37,592	1.425	\$40,007	1.467	\$41,186
9			1.163	\$32,651	1.195	\$33,550	1.280	\$35,936	1.331	\$37,368	1.382	\$38,800	1.467	\$41,186	1.510	\$42,393
10					1.237	\$34,729	1.322	\$37,115	1.374	\$38,575	1.425	\$40,007	1.510	\$42,393	1.552	\$43,572
11					1.263	\$35,459	1.365	\$38,322	1.416	\$39,754	1.467	\$41,186	1.552	\$43,572	1.595	\$44,780
12							1.408	\$39,530	1.459	\$40,961	1.510	\$42,393	1.595	\$44,780	1.638	\$45,987
13							1.450	\$40,709	1.501	\$42,141	1.552	\$43,572	1.638	\$45,987	1.680	\$47,166
14							1.493	\$41,916	1.544	\$43,348	1.595	\$44,780	1.680	\$47,166	1.723	\$48,373
15							1.544	\$43,348	1.595	\$44,780	1.646	\$46,211	1.731	\$48,598	1.774	\$49,805
16							1.595	\$44,780	1.646	\$46,211	1.697	\$47,643	1.782	\$50,030	1.825	\$51,237
17							1.646	\$46,211	1.697	\$47,643	1.748	\$49,075	1.833	\$51,461	1.876	\$52,669
18							1.668	\$46,829	1.720	\$48,289	1.771	\$49,721	1.867	\$52,416	1.910	\$53,623

2004-05

<u>Step</u>	<u>BA</u>	<u>BA+12</u>	<u>BA+24</u>	<u>MA</u>		<u>MA+15</u>	<u>MA+30</u>	<u>EdSpec</u>	<u>EdD / PhD</u>							
				<u>BA+36</u>				<u>MA+36</u>								
1	1.000	\$28,550	1.020	\$29,121	1.045	\$29,835	1.069	\$30,520	1.119	\$31,947	1.168	\$33,346	1.251	\$35,716	1.292	\$36,887
2	1.020	\$29,121	1.040	\$29,692	1.066	\$30,434	1.090	\$31,120	1.141	\$32,576	1.191	\$34,003	1.276	\$36,430	1.318	\$37,629
3	1.036	\$29,578	1.057	\$30,177	1.083	\$30,920	1.107	\$31,605	1.159	\$33,089	1.210	\$34,546	1.296	\$37,001	1.339	\$38,228
4	1.053	\$30,063	1.074	\$30,663	1.100	\$31,405	1.118	\$31,919	1.170	\$33,404	1.222	\$34,888	1.308	\$37,343	1.352	\$38,600
5	1.070	\$30,549	1.091	\$31,148	1.118	\$31,919	1.136	\$32,433	1.187	\$33,889	1.239	\$35,373	1.326	\$37,857	1.369	\$39,085
6	1.087	\$31,034	1.109	\$31,662	1.136	\$32,433	1.153	\$32,918	1.205	\$34,403	1.257	\$35,887	1.343	\$38,343	1.387	\$39,599
7	1.104	\$31,519	1.126	\$32,147	1.154	\$32,947	1.188	\$33,917	1.239	\$35,373	1.291	\$36,858	1.378	\$39,342	1.421	\$40,570
8			1.144	\$32,661	1.172	\$33,461	1.222	\$34,888	1.274	\$36,373	1.326	\$37,857	1.413	\$40,341	1.456	\$41,569
9			1.163	\$33,204	1.190	\$33,975	1.257	\$35,887	1.308	\$37,343	1.360	\$38,828	1.448	\$41,340	1.490	\$42,540
10			1.181	\$33,718	1.214	\$34,660	1.300	\$37,115	1.352	\$38,600	1.404	\$40,084	1.490	\$42,540	1.534	\$43,796
11					1.256	\$35,859	1.343	\$38,343	1.396	\$39,856	1.448	\$41,340	1.534	\$43,796	1.577	\$45,023
12					1.283	\$36,630	1.387	\$39,599	1.438	\$41,055	1.490	\$42,540	1.577	\$45,023	1.620	\$46,251
13							1.430	\$40,827	1.482	\$42,311	1.534	\$43,796	1.620	\$46,251	1.664	\$47,507
14							1.473	\$42,054	1.525	\$43,539	1.577	\$45,023	1.664	\$47,507	1.707	\$48,735
15							1.517	\$43,310	1.568	\$44,766	1.620	\$46,251	1.707	\$48,735	1.750	\$49,963
16							1.568	\$44,766	1.620	\$46,251	1.672	\$47,736	1.758	\$50,191	1.802	\$51,447
17							1.620	\$46,251	1.672	\$47,736	1.724	\$49,220	1.810	\$51,676	1.854	\$52,932
18							1.672	\$47,736	1.724	\$49,220	1.776	\$50,705	1.862	\$53,160	1.906	\$54,416
19							1.694	\$48,364	1.747	\$49,877	1.799	\$51,361	1.897	\$54,159	1.940	\$55,387

Refer to Appendix D and Board Policy 4400 for rules regarding placement on the salary schedule.

**MILLARD PUBLIC SCHOOLS - TEACHER SALARY SCHEDULE
2003-04 Hourly Rates**

<u>Step</u>	<u>BA</u>	<u>BA+12</u>	<u>BA+24</u>	<u>MA</u> <u>BA+36</u>	<u>MA+15</u>	<u>MA+30</u>	<u>EdSpec</u> <u>MA+36</u>	<u>EdD / PhD</u>
1	\$18.47	\$18.84	\$19.30	\$19.74	\$20.67	\$21.57	\$23.11	\$23.86
2	\$18.84	\$19.21	\$19.69	\$20.13	\$21.07	\$22.00	\$23.57	\$24.34
3	\$19.14	\$19.52	\$20.00	\$20.34	\$21.28	\$22.22	\$23.79	\$24.58
4	\$19.45	\$19.84	\$20.32	\$20.65	\$21.59	\$22.53	\$24.10	\$24.90
5	\$19.76	\$20.15	\$20.65	\$20.96	\$21.91	\$22.85	\$24.42	\$25.21
6	\$20.08	\$20.48	\$20.98	\$21.59	\$22.53	\$23.48	\$25.06	\$25.84
7		\$20.80	\$21.31	\$22.22	\$23.16	\$24.10	\$25.69	\$26.47
8		\$21.13	\$21.65	\$22.85	\$23.79	\$24.73	\$26.32	\$27.10
9		\$21.48	\$22.07	\$23.64	\$24.58	\$25.53	\$27.10	\$27.89
10			\$22.85	\$24.42	\$25.38	\$26.32	\$27.89	\$28.67
11			\$23.33	\$25.21	\$26.15	\$27.10	\$28.67	\$29.46
12				\$26.01	\$26.95	\$27.89	\$29.46	\$30.25
13				\$26.78	\$27.72	\$28.67	\$30.25	\$31.03
14				\$27.58	\$28.52	\$29.46	\$31.03	\$31.82
15				\$28.52	\$29.46	\$30.40	\$31.97	\$32.77
16				\$29.46	\$30.40	\$31.34	\$32.91	\$33.71
17				\$30.40	\$31.34	\$32.29	\$33.86	\$34.65
18				\$30.81	\$31.77	\$32.71	\$34.48	\$35.28

**MILLARD PUBLIC SCHOOLS - TEACHER SALARY SCHEDULE
2004-05 Hourly Rates**

<u>Step</u>	<u>BA</u>	<u>BA+12</u>	<u>BA+24</u>	<u>MA</u> <u>BA+36</u>	<u>MA+15</u>	<u>MA+30</u>	<u>EdSpec</u> <u>MA+36</u>	<u>EdD / PhD</u>
1	\$18.78	\$19.16	\$19.63	\$20.08	\$21.02	\$21.94	\$23.50	\$24.27
2	\$19.16	\$19.53	\$20.02	\$20.47	\$21.43	\$22.37	\$23.97	\$24.76
3	\$19.46	\$19.85	\$20.34	\$20.68	\$21.64	\$22.60	\$24.19	\$25.00
4	\$19.78	\$20.17	\$20.66	\$21.00	\$21.96	\$22.92	\$24.51	\$25.32
5	\$20.10	\$20.49	\$21.00	\$21.32	\$22.28	\$23.23	\$24.83	\$25.64
6	\$20.42	\$20.83	\$21.34	\$21.96	\$22.92	\$23.87	\$25.49	\$26.28
7	\$20.74	\$21.15	\$21.68	\$22.60	\$23.55	\$24.51	\$26.13	\$26.92
8		\$21.49	\$22.01	\$23.23	\$24.19	\$25.15	\$26.77	\$27.55
9		\$21.84	\$22.45	\$24.04	\$25.00	\$25.96	\$27.55	\$28.36
10		\$22.18	\$23.23	\$24.83	\$25.81	\$26.77	\$28.36	\$29.15
11			\$23.72	\$25.64	\$26.60	\$27.55	\$29.15	\$29.96
12			\$24.10	\$26.45	\$27.40	\$28.36	\$29.96	\$30.77
13				\$27.24	\$28.19	\$29.15	\$30.77	\$31.56
14				\$28.04	\$29.00	\$29.96	\$31.56	\$32.36
15				\$29.00	\$29.96	\$30.92	\$32.51	\$33.32
16				\$29.96	\$30.92	\$31.87	\$33.47	\$34.28
17				\$30.92	\$31.87	\$32.83	\$34.43	\$35.24
18				\$31.33	\$32.31	\$33.26	\$35.07	\$35.88
19				\$31.82	\$32.81	\$33.79	\$35.63	\$36.44

Appendix C

High School Extra Duty Activities - 2003-04

Extra Duty Index Base = 23663		Yrs 1-10	Yrs 11+		Yrs 1-10	Yrs 11+	
	% of Base	Amount	Amount		% of Base	Amount	Amount
Football (boys)				Volleyball (girls)			
Head Coach (1)	23.0%	\$5,442	\$5,986	Head Coach (1)	17.0%	\$4,023	\$4,425
Assistant Varsity (3)	15.5%	\$3,668	\$4,035	Asst. Coach (4)			
Asst. Coach (7)				Level C	11.0%	\$2,603	\$2,863
Level C	12.5%	\$2,958	\$3,254	Level B	10.0%	\$2,366	
Level B	11.5%	\$2,721		Level A	9.0%	\$2,130	
Level A	10.5%	\$2,485		Softball (girls)			
Basketball (boys & girls)				Head Coach (1)	17.0%	\$4,023	\$4,425
Head varsity (1)	23.0%	\$5,442	\$5,986	Asst. Coach (2)			
J.V. Coach (1)	15.5%	\$3,668	\$4,035	Level C	11.0%	\$2,603	\$2,863
Asst. Coach (3)				Level B	10.0%	\$2,366	
Level C	12.5%	\$2,958	\$3,254	Level A	9.0%	\$2,130	
Level B	11.5%	\$2,721		Soccer (boys & girls)			
Level A	10.5%	\$2,485		Head Coach (1)	17.0%	\$4,023	\$4,425
Track (boys & girls)				Asst. Coach (1)			
Head Coach (1)	17.0%	\$4,023	\$4,425	Level C	11.0%	\$2,603	\$2,863
Asst. Coach (4)				Level B	10.0%	\$2,366	
Level C	11.0%	\$2,603	\$2,863	Level A	9.0%	\$2,130	
Level B	10.0%	\$2,366		Golf (boys & girls)			
Level A	9.0%	\$2,130		Head Coach (1)	10.0%	\$2,366	\$2,603
Wrestling (boys)				Tennis (boys & girls)			
Head Coach (1)	17.0%	\$4,023	\$4,425	Head Coach (1)	10.0%	\$2,366	\$2,603
Asst. Coach (3)				Asst. Coach (1)			
Level C	11.0%	\$2,603	\$2,863	Level C	8.0%	\$1,893	\$2,082
Level B	10.0%	\$2,366		Level B	7.0%	\$1,656	
Level A	9.0%	\$2,130		Level A	6.0%	\$1,420	
Baseball (boys)				Cross Country (boys & girls combined)			
Head Coach (1)	18.0%	\$4,259	\$4,685	Head Coach (1)	10.0%	\$2,366	\$2,603
Asst. Coach (2)				Asst. Coach (1)			
Level C	11.0%	\$2,603	\$2,863	Level C	8.0%	\$1,893	\$2,082
Level B	10.0%	\$2,366		Level B	7.0%	\$1,656	
Level A	9.0%	\$2,130		Level A	6.0%	\$1,420	
Swimming (boys & girls combined)¹				Weight Trainer (1)	18.0%	\$4,259	\$4,685
Head Coach (1)	20.0%	\$4,733	\$5,206	Asst. Activity Director	18.0%	\$4,259	\$4,685
Asst. Coach (1)				Intramural Supervisor			
Level C	11.0%	\$2,603	\$2,863	Fall (1)	4.0%	\$947	\$1,042
Level B	10.0%	\$2,366		Winter (1)	4.5%	\$1,065	\$1,172
Level A	9.0%	\$2,130		Spring(1)	4.0%	\$947	\$1,042
District Diving Coach (1)				Aquatics Director	35.0%	\$8,282	\$9,110
Level C	17.0%	\$4,023	\$4,425				
Level B	15.0%	\$3,549					
Level A	13.0%	\$3,076					

Level C=3rd year coaching the sport in MPS or 5yrs exp outside MPS
 Level B=2nd year coaching the sport in MPS or 4yrs exp outside MPS
 Level A=1st year coaching the sport in MPS or 3yrs exp outside MPS

Appendix C (continued)

High School Extra Duty Activities - 2003-04

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>		<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Other Activities:				Academic Decathlon	6.0%	\$1,420	\$1,562
Club sponsors	2.0%	\$473	\$520	Debate	12.0%	\$2,840	\$3,124
FBLA	4.0%	\$947	\$1,042	Forensics	12.0%	\$2,840	\$3,124
DECA	5.0%	\$1,183	\$1,301	Student Council	5.0%	\$1,183	\$1,301
VICA	4.0%	\$947	\$1,042	Band Director	23.0%	\$5,442	\$5,986
FCCLA	4.0%	\$947	\$1,042	Assistant Band Director	13.0%	\$3,076	\$3,384
National Honor Society	5.0%	\$1,183	\$1,301	Vocal Music Director	17.5%	\$4,141	\$4,555
Literary magazine	3.0%	\$710	\$781	Orchestra (Strings) Director	11.0%	\$2,603	\$2,863
Annual (Yearbook)	13.0%	\$3,076	\$3,384	Musical Director(1)	8.0%	\$1,893	\$2,082
School newspaper	11.0%	\$2,603	\$2,863	Asst. Musical Director(3)	4.0%	\$947	\$1,042
Dance Team	8.0%	\$1,893	\$2,082	Drama Director(1)	8.0%	\$1,893	\$2,082
Fall Color Guard	5.0%	\$1,183	\$1,301	Asst. Drama Director(1)	4.0%	\$947	\$1,042
Winter Color Guard	5.0%	\$1,183	\$1,301	NSAA One Act Plays(1)	3.5%	\$828	\$911
Cheerleading:				Senior Class Board Sponsor	3.0%	\$710	\$781
Varsity	12.5%	\$2,958	\$3,254	Junior Class Board Sponsor	4.5%	\$1,065	\$1,172
Junior Varsity	8.0%	\$1,893	\$2,082	Sophomore class sponsor	1.0%	\$237	\$261
Freshman	8.0%	\$1,893	\$2,082	Freshman class sponsor	1.0%	\$237	\$261
Wrestling	5.0%	\$1,183	\$1,301	MIT Leader (4 max/school)	2.75%	\$651	\$716
				MIT Consultant (6 max/sch)	2.75%	\$651	\$716
				PAYBAC Liaison	2.0%	\$473	\$520

Middle School Extra Duty Activities - 2003-04

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>		<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Basketball (boys & girls)				Club sponsors	2.0%	\$473	\$520
Head 8th	6.0%	\$1,420	\$1,562	Annual (Yearbook)	5.0%	\$1,183	\$1,301
Assistant 8th	5.0%	\$1,183	\$1,301	School Paper	2.5%	\$592	\$651
C Team 8th	4.0%	\$947	\$1,042	Student Council	3.5%	\$828	\$911
Wrestling Boys				Volunteer Coordinator	1.0%	\$237	\$261
Head 8th	6.0%	\$1,420	\$1,562	Instrumental (Band) Director	6.0%	\$1,420	\$1,562
Assistant 8th	5.0%	\$1,183	\$1,301	Vocal Music Director	6.0%	\$1,420	\$1,562
Track (boys & girls)				Orchestra (Strings) Director	4.0%	\$947	\$1,042
Head 8th	6.0%	\$1,420	\$1,562	Drama/Musical (per production)	3.5%	\$828	\$911
Assistant 8th	5.0%	\$1,183	\$1,301	Asst. Musical (per production)	3.0%	\$710	\$781
Volleyball (girls)				MIT Leader (3 max/school)	2.75%	\$651	\$716
Head 8th	5.0%	\$1,183	\$1,301	MIT Consultant (6 max/sch)	2.75%	\$651	\$716
Assistant 8th	4.0%	\$947	\$1,042	PAYBAC Liaison	2.0%	\$473	\$520
Activities Director	20.5%	\$4,851	\$5,336				
Intramural Football Boys	5.0%	\$1,183	\$1,301				
Intramural Basketball Boys	2.5%	\$592	\$651				
Intramural Basketball Girls	2.5%	\$592	\$651				
Intramural Volleyball Girls	2.5%	\$592	\$651				

Appendix C (continued)

Elementary Extra Duty Activities - 2003-04

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Safety Patrol	4.0%	\$947	\$1,042
Student Council	2.5%	\$592	\$651
PAYBAC Liaison	2.0%	\$473	\$520
Clubs: 4 per school	2.0%	\$473	\$520
MIT Leader (1 per school)	4.5%	\$1,065	\$1,172
MIT Consultants (6 per school maximum)	2.0%	\$473	\$520

District Extra Duty Activities - 2003-04

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Department Head	8.0%	\$1,893	\$2,082
Buildings with Instructional Team Leaders and Facilitators in lieu of Dept Heads, split building's allocated DH salaries			
Instrumental Music Department Head (4-12)	9.5%	\$2,248	\$2,473
Computer Initiator (Elem, MS, HS)	8.0%	\$1,893	\$2,082
Other Elementary Curriculum Initiators	5.5%	\$1,301	\$1,431
Mentor		\$350	\$385
Staff Development/Differentiation Point Person		\$750	\$825
TEAMMATES Sponsor (Grant money)	3.0%	\$710	\$781

District Hourly Rates - 2003-04

	<u>% of Base</u>	<u>Amount</u>	
Required Staff Development a teacher elects to take off contract	0.050%	\$11.83	per hour
Optional District-sponsored staff development a teacher elects to take off contract. The district may offer graduate credit for teachers to choose as an option to hourly pay.	0.050%	\$11.83	per hour
In Lieu of Dept Head release time (supervised off-contract time)	0.050%	\$11.83	per hour
Supervisor	0.100%	\$23.66	per assignment

The following shall be paid at each teacher's individual hourly rate [annual salary determined by teacher's placement on the salary schedule divided by 1520 (190 days x 8 hours per day)]:

- Contracted Curriculum Writing
- Extended Contract Teaching (Summer school / Off-contract)
- Required Staff Development a teacher is required to take off-contract
- Adult Education

Appendix C

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High School Extra Duty Activities - 2004-05

Extra Duty Index Base =	\$24,065	Yrs 1-10	Yrs 11+		Yrs 1-10	Yrs 11+	
	<u>% of Base</u>	<u>Amount</u>	<u>Amount</u>		<u>% of Base</u>	<u>Amount</u>	<u>Amount</u>
Football (boys)				Volleyball (girls)			
Head Coach (1)	23.0%	\$5,535	\$6,089	Head Coach (1)	17.0%	\$4,091	\$4,500
Assistant Varsity (3)	15.5%	\$3,730	\$4,103	Asst. Coach (4)			
Asst. Coach (7)				Level C	11.0%	\$2,647	\$2,912
Level C	12.5%	\$3,008	\$3,309	Level B	10.0%	\$2,407	
Level B	11.5%	\$2,767		Level A	9.0%	\$2,166	
Level A	10.5%	\$2,527		Softball (girls)			
Basketball (boys & girls)				Head Coach (1)	17.0%	\$4,091	\$4,500
Head varsity (1)	23.0%	\$5,535	\$6,089	Asst. Coach (2)			
J.V. Coach (1)	15.5%	\$3,730	\$4,103	Level C	11.0%	\$2,647	\$2,912
Asst. Coach (3)				Level B	10.0%	\$2,407	
Level C	12.5%	\$3,008	\$3,309	Level A	9.0%	\$2,166	
Level B	11.5%	\$2,767		Soccer (boys & girls)			
Level A	10.5%	\$2,527		Head Coach (1)	17.0%	\$4,091	\$4,500
Track (boys & girls)				Asst. Coach (1)			
Head Coach (1)	17.0%	\$4,091	\$4,500	Level C	11.0%	\$2,647	\$2,912
Asst. Coach (4)				Level B	10.0%	\$2,407	
Level C	11.0%	\$2,647	\$2,912	Level A	9.0%	\$2,166	
Level B	10.0%	\$2,407		Golf (boys & girls)			
Level A	9.0%	\$2,166		Head Coach (1)	10.0%	\$2,407	\$2,648
Wrestling (boys)				Tennis (boys & girls)			
Head Coach (1)	17.0%	\$4,091	\$4,500	Head Coach (1)	10.0%	\$2,407	\$2,648
Asst. Coach (3)				Asst. Coach (1)			
Level C	11.0%	\$2,647	\$2,912	Level C	8.0%	\$1,925	\$2,118
Level B	10.0%	\$2,407		Level B	7.0%	\$1,685	
Level A	9.0%	\$2,166		Level A	6.0%	\$1,444	
Baseball (boys)				Cross Country (boys & girls combined)			
Head Coach (1)	18.0%	\$4,332	\$4,765	Head Coach (1)	10.0%	\$2,407	\$2,648
Asst. Coach (2)				Asst. Coach (1)			
Level C	11.0%	\$2,647	\$2,912	Level C	8.0%	\$1,925	\$2,118
Level B	10.0%	\$2,407		Level B	7.0%	\$1,685	
Level A	9.0%	\$2,166		Level A	6.0%	\$1,444	
Swimming (boys & girls combined)¹				Weight Trainer (1)	18.0%	\$4,332	\$4,765
Head Coach (1)	20.0%	\$4,813	\$5,294	Asst. Activity Director	18.0%	\$4,332	\$4,765
Asst. Coach (1)				Intramural Supervisor			
Level C	11.0%	\$2,647	\$2,912	Fall (1)	4.0%	\$963	\$1,059
Level B	10.0%	\$2,407		Winter (1)	4.5%	\$1,083	\$1,191
Level A	9.0%	\$2,166		Spring(1)	4.0%	\$963	\$1,059
District Diving Coach (1)				Aquatics Director	35.0%	\$8,423	\$9,265
Level C	17.0%	\$4,091	\$4,500				
Level B	15.0%	\$3,610					
Level A	13.0%	\$3,128					

Level C=3rd year coaching the sport in MPS or 5yrs exp outside MPS

Level B=2nd year coaching the sport in MPS or 4yrs exp outside MPS

Level A=1st year coaching the sport in MPS or 3yrs exp outside MPS

Appendix C (continued)

High School Extra Duty Activities - 2004-05

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>		<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Other Activities:				Academic Decathlon	6.0%	\$1,444	\$1,588
Club sponsors	2.0%	\$481	\$529	Debate	12.0%	\$2,888	\$3,177
FBLA	4.0%	\$963	\$1,059	Forensics	12.0%	\$2,888	\$3,177
DECA	5.0%	\$1,203	\$1,323	Student Council	5.0%	\$1,203	\$1,323
VICA	4.0%	\$963	\$1,059	Band Director	23.0%	\$5,535	\$6,089
FCCLA	4.0%	\$963	\$1,059	Assistant Band Director	13.0%	\$3,128	\$3,441
National Honor Society	5.0%	\$1,203	\$1,323	Vocal Music Director	17.5%	\$4,211	\$4,632
Literary magazine	3.0%	\$722	\$794	Orchestra (Strings) Director	11.0%	\$2,647	\$2,912
Annual (Yearbook)	13.0%	\$3,128	\$3,441	Musical Director(1)	8.0%	\$1,925	\$2,118
School newspaper	11.0%	\$2,647	\$2,912	Asst. Musical Director(3)	4.0%	\$963	\$1,059
Dance Team	8.0%	\$1,925	\$2,118	Drama Director(1)	8.0%	\$1,925	\$2,118
Fall Color Guard	5.0%	\$1,203	\$1,323	Asst. Drama Director(1)	4.0%	\$963	\$1,059
Winter Color Guard	5.0%	\$1,203	\$1,323	NSAA One Act Plays(1)	3.5%	\$842	\$926
Cheerleading:				Senior Class Board Sponsor	3.0%	\$722	\$794
Varsity	12.5%	\$3,008	\$3,309	Junior Class Board Sponsor	4.5%	\$1,083	\$1,191
Junior Varsity	8.0%	\$1,925	\$2,118	Sophomore class sponsor	1.0%	\$241	\$265
Freshman	8.0%	\$1,925	\$2,118	Freshman class sponsor	1.0%	\$241	\$265
Wrestling	5.0%	\$1,203	\$1,323	MIT Leader (4 max/school)	2.75%	\$662	\$728
				MIT Consultant (6 max/sch)	2.75%	\$662	\$728
				PAYBAC Liaison	2.0%	\$481	\$529

Middle School Extra Duty Activities - 2004-05

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>		<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Basketball (boys & girls)				Club sponsors	2.0%	\$481	\$529
Head 8th	6.0%	\$1,444	\$1,588	Annual (Yearbook)	5.0%	\$1,203	\$1,323
Assistant 8th	5.0%	\$1,203	\$1,323	School Paper	2.5%	\$602	\$662
C Team 8th	4.0%	\$963	\$1,059	Student Council	3.5%	\$842	\$926
Wrestling Boys				Volunteer Coordinator	1.0%	\$241	\$265
Head 8th	6.0%	\$1,444	\$1,588	Instrumental (Band) Director	6.0%	\$1,444	\$1,588
Assistant 8th	5.0%	\$1,203	\$1,323	Vocal Music Director	6.0%	\$1,444	\$1,588
Track (boys & girls)				Orchestra (Strings) Director	4.0%	\$963	\$1,059
Head 8th	6.0%	\$1,444	\$1,588	Drama/Musical (per production)	3.5%	\$842	\$926
Assistant 8th	5.0%	\$1,203	\$1,323	Asst. Musical (per production)	3.0%	\$722	\$794
Volleyball (girls)				MIT Leader (3 max/school)	2.75%	\$662	\$728
Head 8th	5.0%	\$1,203	\$1,323	MIT Consultant (6 max/sch)	2.75%	\$662	\$728
Assistant 8th	4.0%	\$963	\$1,059	PAYBAC Liaison	2.0%	\$481	\$529
Activities Director	20.5%	\$4,933	\$5,426				
Intramural Football Boys	5.0%	\$1,203	\$1,323				
Intramural Basketball Boys	2.5%	\$602	\$662				
Intramural Basketball Girls	2.5%	\$602	\$662				
Intramural Volleyball Girls	2.5%	\$602	\$662				

Appendix C (continued)

Elementary Extra Duty Activities - 2004-05

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Safety Patrol	4.0%	\$963	\$1,059
Student Council	2.5%	\$602	\$662
PAYBAC Liaison	2.0%	\$481	\$529
Clubs: 4 per school	2.0%	\$481	\$529
MIT Leader (1 per school)	4.5%	\$1,083	\$1,191
MIT Consultants (6 per school maximum)	2.0%	\$481	\$529

District Extra Duty Activities - 2004-05

	<u>% of Base</u>	<u>Yrs 1-10 Amount</u>	<u>Yrs 11+ Amount</u>
Department Head	8.0%	\$1,925	\$2,118
Buildings with Instructional Team Leaders and Facilitators in lieu of Dept Heads, split building's allocated DH salaries			
Instrumental Music Department Head (4-12)	9.5%	\$2,286	\$2,515
Computer Initiator (Elem, MS, HS)	8.0%	\$1,925	\$2,118
Other Elementary Curriculum Initiators	5.5%	\$1,324	\$1,456
Mentor		\$350	\$385
Staff Development/Differentiation Point Person		\$750	\$825
TEAMMATES Sponsor (Grant money)	3.0%	\$722	\$794

District Hourly Rates - 2004-05

	<u>% of Base</u>	<u>Amount</u>	
Required Staff Development a teacher elects to take off contract	0.050%	\$12.03	per hour
Optional District-sponsored staff development a teacher elects to take off contract. The district may offer graduate credit for teachers to choose as an option to hourly pay.	0.050%	\$12.03	per hour
In Lieu of Dept Head release time (supervised off-contract time)	0.050%	\$12.03	per hour
Supervisor	0.100%	\$24.07	per assignment

The following shall be paid at each teacher's individual hourly rate [annual salary determined by teacher's placement on the salary schedule divided by 1520 (190 days x 8 hours per day)]:

- Contracted Curriculum Writing
- Extended Contract Teaching (Summer school / Off-contract)
- Required Staff Development a teacher is required to take off-contract
- Adult Education

Appendix D

Salary Schedule - Horizontal Lane Placement

The following terms and conditions shall apply to professional growth for horizontal lane placement on the salary schedule:

1. There shall be no professional growth requirement for vertical movement on the salary schedule other than those required by law.
2. From and after September 1, 1982, only approved college graduate hours will be credited for horizontal advancement. The only exception will be undergraduate college courses and staff development programs as deemed appropriate by the office of the Superintendent.
3. After September 1, 1982, college graduate hours and other professional growth points that are to be counted beyond the Master's Degree lane must be approved college graduate hours or professional growth points that were earned after the date the Master's Degree was obtained.
4. One third (1/3) of the hours needed to move from one lane on the salary schedule to the next lane on the salary schedule may be approved professional growth points other than college graduate hours, provided that such professional growth points were earned prior to September 1, 1982.
5. Professional growth points (other than college graduate hours) earned prior to September 1, 1982, must be used for placement on the salary schedule by September 1, 1984 (or be permanently forfeited).
6. College graduate hours (or other professional growth points) earned prior to September 1, 1982, that were not part of a Master's program and were earned prior to obtaining a Master's Degree, may be used for lane placement beyond the Master's Degree provided that the lane is attained prior to September 1, 1984.

Appendix E

Schedule of Payments - Voluntary Early Separation

An eligible employee who has been approved by the Board for participation in the Voluntary Early Separation Program shall receive benefits upon the following schedule:

<u>Age</u>	<u>Total Benefit Formula</u>	<u>Number of Monthly Payments</u>
55	Salary x Years x 0.070	120
56	Salary x Years x 0.065	108
57	Salary x Years x 0.060	96
58	Salary x Years x 0.055	84
59	Salary x Years x 0.050	72
60	Salary x Years x 0.045	60
61	Salary x Years x 0.040	48
62	Salary x Years x 0.035	36
63	Salary x Years x 0.025	24
64	Salary x Years x 0.015	12

Definitions:

Salary shall mean final school year's schedule salary.

A year of service shall mean: (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.

Monthly Payment Amount is the total benefit divided by the number of monthly payments

An eligible employee with the equivalent of twenty years of full-time service and who separates prior to age 55 shall receive benefits at the age 55 rate.

Longevity Stipend Schedule 2003-05

Year of Service in Millard	% of 1.0 Index Base	Longevity Amount 03-04	Longevity Amount 04-05
15	2	\$562	\$571
16	2.5	\$702	\$714
17	3	\$842	\$857
18	3.5	\$983	\$999
19	4	\$1,123	\$1,142
20	4.5	\$1,263	\$1,285
21	5	\$1,404	\$1,428
22	5.5	\$1,544	\$1,570
23	6	\$1,685	\$1,713
24	6.5	\$1,825	\$1,856
25	7	\$1,965	\$1,999
26	8	\$2,246	\$2,284
27	8.5	\$2,386	\$2,427
28	9	\$2,527	\$2,570
29	9.5	\$2,667	\$2,712
30	10.5	\$2,948	\$2,998
31	11	\$3,088	\$3,141
32	11.5	\$3,229	\$3,283
33	12	\$3,369	\$3,426
34	12.5	\$3,509	\$3,569
35	13	\$3,650	\$3,712
36	13.5	\$3,790	\$3,854
37	14	\$3,931	\$3,997
38	14.5	\$4,071	\$4,140
39	15	\$4,211	\$4,283
40+	0.5% for each additional year		

2003-04 1.0 Index Base
\$28,075

2004-05 1.0 Index Base
\$28,550

Appendix G

MPS Health Plan for 2003-05

Benefit Overview	MPS PPO Plan 2003-04 Changes effective 1/1/2004	MPS PPO Plan 2004-05 Changes effective 1/1/2005
Annual Deductible		
In-network		
Individual	\$100	\$100 \$250
Family	\$200	\$200 \$500
Out-of-network		
Individual	\$200	\$200 \$500
Family	\$400	\$400 \$1,000
Co-insurance %		
In-network	90% 80%	80%
Out-of-network	80% 70%	70%
Out-of Pocket Max, NOT including deductible		
In-network		
Individual	\$625 \$1,250	\$1,250
Family	\$1,250 \$2,500	\$2,500
Out-of-network		
Individual	\$1,250 \$2,500	\$2,500
Family	\$2,500 \$5,000	\$5,000
Supplemental Accident Benefit	First \$300 covered at 100%	
Office Visit Exam Copay		
In-network	Deductible & Co-insurance	Deductible & Co-insurance
Out-of-network	Deductible & Co-insurance	Deductible & Co-insurance
Prescription Drug Copay	Generic \$5 Preferred Brand \$20 Non-Preferred Brand \$25 Mail Order: 3 copays for 90 day supply	Generic \$5 \$10 Preferred Brand \$20 \$25 Non-Preferred Brand \$25 \$40 Mail Order: 3 copays for 90 day supply
Lifetime Maximum	\$5,000,000	\$5,000,000
Cardiac Rehab	48 36 visits per year maximum	36 visits per year maximum

MPS Dental Plan for 2003-05

Benefit Overview	Prior to 1/1/2004	Changes effective 1/1/2004	
	In-Network and Out-of-Network	In-Network	Out-of-Network
Annual Deductible			
Individual	\$0	\$25	\$25
Family	\$0	\$75	\$75
Individual Annual Maximum	\$1500	\$1500 combined	
Diagnostic & Preventive (no deductible)			
Exams	80%	100%	90%
Cleanings	80%	100%	90%
X-rays	80%	100%	90%
Fluoride Treatment	80%	100%	90%
Sealants	80%	100%	90%
Space Maintainers	80%	100%	90%
Regular Restorative Services (deductible applies)			
Emergency treatment to relieve pain	80%	80%	70%
Fillings, stainless crowns	80%	80%	70%
Simple extractions, surgical services	80%	80%	70%
Major Services (deductible applies)			
Endodontics – root canal therapy	80%	80%	70%
Periodontics – treatment of gum disease	80%	80%	70%
Crowns, inlays, onlays	50%	50%	40%
Bridges and dentures	50%	50%	40%
Repairs and adjustments	50%	50%	40%
Orthodontics	N/A	N/A	N/A

AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining Agreement with the Millard Education Association of School Nurses

Meeting Date: September 8, 2003

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association of School Nurses have reached tentative agreement for the 2003-05. The agreement provides for the following changes:

- (a) The term of the contract is August 1, 2003 through July 31, 2005. Nurses shall work 190 days each school year.
- (b) Salaries will increase 3% in year one and 3.3% in year two for each full-time nurse. BSN minimum rate shall be \$28,075 which is the same as the beginning salary for a teacher with a bachelor degree.
- (c) Effective January 1, 2004, the Millard Public Schools Self-Funded Health Plan is modified to provide co-insurance of 80/20 in-network and 70/30 out-of-network. The maximum out-of-pocket is increased to \$1,250 individual, \$2,500 family in-network and \$2,500 individual, \$5,000 family out-of-network. The Supplemental Accident Benefit of \$300 is eliminated (see Appendix G). Effective January 1, 2005 the Plan is modified to provide a deductible of \$250 individual, \$500 family in-network, and \$500 individual, \$1000 family out-of-network.
- (d) Effective January 1, 2004 the Dental plan is modified to provide a deductible and differentiated co-insurance based upon in-network/out-of-network and type of service.
- (e) Effective January 1, 2004 the basic term life insurance provided by the district increases from \$20,000 to \$50,000. The amount of optional contributory life insurance available to the employee, spouse, and children will increase.
- (f) Sick leave buy-back rate is increased from \$50 per day to \$60 per day.
- (g) Department Head extra-duty stipend increases from 6% to 8%.

Action Desired: Approval

Background: The nurses have voted to approve this agreement. The total cost of the agreement is \$19,130 (3.4%) in year one, and \$21,757 (3.7%) in year two.

Options And Alternatives: Return to the bargaining table.

Implications Of Adoption/Rejection:

Timeline:

Responsible Person: Steve Moore

Superintendent's Approval: _____

H504.



COLLECTIVE BARGAINING AGREEMENT

BETWEEN

MILLARD PUBLIC SCHOOLS

and

MILLARD EDUCATION ASSOCIATION OF SCHOOL NURSES

2003-04 and 2004-05

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT made and entered into this 25th day of August, 2003 by and between the Millard School District No. 17, Douglas County, Nebraska (hereinafter referred to as "District"), and the **Millard Education Association of School Nurses** (hereinafter called "Nurses").

WITNESSETH

WHEREAS, the District has recognized the Nurses as the collective bargaining agent for the full-time nurses permanently employed by the District; and,

WHEREAS, the parties have met from time to time and negotiated the salaries and other terms related to compensation for the school years 2003-04 and 2004-05; and,

WHEREAS, the parties hereto have reached an agreement with respect to the salaries and other terms related to compensation for the school years 2003-04 and 2004-05;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

1. **Term of the contract:** The term of the contract shall begin on August 1, 2003 and terminate on July 31, 2005 and shall consist of 190 working days each school year.

If upon the expiration of this agreement on the 31st day of July, 2005 the parties hereto have not agreed to a collective bargaining agreement for the school year 2005-06, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. **Salary:** The salary ranges for 2003-04 shall be:

	Minimum	Maximum
RN	\$27,075	\$33,360
BSN	\$28,075	\$34,360

Placement on the Salary Range: For the 2003-04 school year, the District shall pay each full-time nurse employed by the District during the 2002-03 school year an increase in salary of 3% (three percent) over and above the amount paid to the employee during the 2002-03 school year; provided, however, such increase shall not result in a salary which exceeds the maximum salary allowed by the schedule above.

Salary: The salary ranges for 2004-05 shall be:

	Minimum	Maximum
RN	\$27,550	\$34,495
BSN	\$28,550	\$35,495

Placement on the Salary Range: For the 2004-05 school year, the District shall pay each full-time nurse employed by the District during the 2003-04 school year an increase in salary of 3.3% (three percent) over and above the amount paid to the employee during the 2003-04 school year; provided, however, such increase shall not result in a salary which exceeds the maximum salary allowed by the schedule above.

Additional Days: Any nurse who is required to work extra days beyond the contracted days specified in this agreement will be compensated at his or her regular daily rate of pay (or portion thereof).

Longevity Stipend: Each nurse covered by the agreement who has completed the equivalent of fourteen or more years of full-time service with the Millard Public Schools as a school nurse will receive a longevity stipend according to the following schedule:

<u>Year of Service in Millard</u>	<u>% of RN Minimum</u>	<u>Amount 03-04</u>	<u>Amount 04-05</u>
15	2.0	\$542	\$551
16	2.5	\$677	\$689
17	3.0	\$812	\$827
18	3.5	\$948	\$964
19	4.0	\$1,083	\$1102
20	4.5	\$1,218	\$1240
21	5.0	\$1,354	\$1378
22	5.5	\$1,489	\$1515
23	6.0	\$1,625	\$1653
24	6.5	\$1,760	\$1791
25	7.0	\$1,895	\$1929
26	7.5	\$2,031	\$2066
27	8.0	\$2,166	\$2204
28	8.5	\$2,301	\$2342
29	9.0	\$2,437	\$2480
30	9.5	\$2,572	\$2617
31+		0.5 % for each additional year	

Fourteen years of service in Millard must be completed prior to the school year during which the longevity stipend is to be initially received. Payments shall commence the school year following approval of eligibility and shall be made in twelve (12) equal installments as a part of the regular salary payments; provided, however, that if the employee ceases to be employed prior to the end of the school year, whether voluntarily or otherwise, eligibility ceases and payment shall be made on a per diem basis up to and including the date employment ceases. The procedures and rules for administration and payment of the longevity stipend shall be the sole responsibility of the District.

3. **Extra Duty Compensation:** The employee designated as Head Nurse shall receive additional compensation at the rate of 8% of the RN minimum salary. A longevity stipend of 10% of the extra duty compensation described above will be paid to the Head Nurse if he or she has previously completed ten (10) years of service as the Head Nurse. The procedures and rules for administration and payment of the longevity stipend shall be established by the District.
4. **Incentive Pay Program:** The District shall provide for the Nurses to participate in any Incentive program negotiated by the District and the organization representing the majority of the District's teachers, but if such program is not provided for the District's teachers, the District shall not be required to establish or maintain an Incentive program for the Nurses.
5. **Training Incentive:** Beginning September 1, 2000, each nurse who completes 36 clock hours of District approved training shall receive a monthly salary increase equal to one-twelfth (1/12) of three percent (3%) of the RN Minimum; provided, however, such increase shall not result in a salary which exceeds the maximum salary allowed by the salary schedule. The monthly salary increase will begin with the next regularly scheduled monthly pay check; provided, however the application is received in the Personnel Office by the first of the month in which the salary increase is to commence. A nurse may request the training stipend by completing the District's *Application for Training Stipend for Nurses*. The application must be approved by the building principal, the director of student services, and a personnel administrator in order to qualify for the stipend. Training hours must have been completed within 36 months of the date of application. Each nurse is limited to one training incentive salary increase during each school year covered by this contract. Each nurse who is required by his or her supervisor to attend training shall be paid while at training. If the supervisor-required training is scheduled outside the employee's normal work hours, the employee may receive additional pay or the employee's schedule may be flexed by the supervisor. Each nurse who elects to attend training which is not required by the supervisor shall do so on his or her own time and shall not be paid for this time by the district. A nurse and a supervisor may agree in advance that the nurse will participate in training off-the-clock (without pay) with the cost of the tuition paid by the supervisor. In these cases, the nurse must agree to reimburse the supervisor should he or she fail to complete the training. The procedures and rules for administration and payment of the training incentive shall be the sole responsibility of the District.
6. **Insurance:** During the 2003-05 fiscal year (Sept. 1, 2003 through Aug. 31, 2005), the District shall provide each full-time nurse with health, dental, basic term life, and long-term disability coverage and benefits comparable to that which was provided during the previous fiscal year. Health, dental, life, and long-term disability plan benefits for nurses shall be the same as those provided for teachers.

For each eligible full-time nurse the District shall pay the full cost for single or family health coverage. The District shall pay the full cost of single dental coverage; and, the nurse may purchase family coverage by paying the additional premium through payroll deduction. The District shall pay the full cost of basic term life coverage. Each full-time nurse shall participate in the long-term disability plan and shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

Cash Option: Each full-time nurse who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such nurse electing cash option may, at his or her option, purchase single or family dental coverage. Any such nurse electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health coverage and the district will contribute \$12.25 per month towards dental coverage. Continuous service shall include school-years during which the nurse was on an approved leave of absence.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time COBRA coverage begins. The minimum number of

months of continuous coverage required is the lessor of 60 months or, the number of months elapsed from September 1, 1999 to the beginning of COBRA coverage. The District Health and Dental Plans shall provide for a Re-enrollment Period each September.

- 7. **Leaves:** The District's policies for leaves of absence and reimbursement for unused paid leave for teaching staff shall be applicable to the Nurses.
- 8. **Voluntary Early Separation Program:** The District's policies for Voluntary Early Separation for teaching staff shall be applicable to the Nurses.
- 9. **Duties and Responsibilities:** The Nurses shall perform the duties as assigned by the District and pursuant to schedules established by the District.
- 10. **Management:** It is understood and agreed that the District reserves the right to employ Nurses under part-time contracts or to contract for nursing services with organizations providing nursing services; provided further, that any Nurse employed by the District at the time any such contract is made shall continue to be employed by the District in accordance with the terms and conditions in this Contract.
- 11. **Grievance procedure:** Any grievance arising under this Contract shall be processed in accordance with the District's grievance policy.
- 12. **Agreement:** This contract constitutes the entire agreement between the District and the Nurses.

IN WITNESS WHEREOF, the parties have executed this Contract the day and year first above written.

Millard School District
School District No. 17
Douglas County, Nebraska

by _____

Millard Education Association of Nurses

by _____

AGENDA SUMMARY SHEET

Agenda Item: Salary Program for Administrators 2003-04
Meeting Date: September 8, 2003
Department: Human Resources
Title & Brief Description: The Superintendent held meetings with representatives of the various administrative pay groups for the purpose of discussing salary and benefits for the 2003-04 school year. These discussions have resulted in the recommending the following changes:

- a) The 1.0 index base salary of each position shall increase by 2.25%. Each administrator's index shall increase according to the salary placement and advancement table (0.03, 0.02, 0.01, or 0) based upon performance.
- b) The District Health Plan and Dental Plan are modified effective 1/1/2004.
- c) Increase basic term life insurance from \$50,000 to \$100,000 effective 1/1/2004.
- d) Total compensation for salaries and benefits will increase by \$263,509 (3.4%).

Action Desired: Approval

Background:

Options And Alternatives: Further discussions with administrators.

Responsible Person: Steve Moore, Keith Lutz

Superintendent's Approval: _____

H565.



SALARIES AND BENEFITS

FOR

SCHOOL ADMINISTRATORS

2003-04

SALARY PROGRAM FOR ADMINISTRATORS 2003-04

A. POSITIONS

1. Elementary Assistant Principal (208 days)
2. Certificated Coordinator (218 days)
3. Non-Certificated Coordinator & Administrative Assistant (12 month)
4. Millard Learning Center Principal (218 days)
5. Middle School Assistant Principal (218 days)
6. High School Assistant Principal (228 days) and Activities Director (208 days)
7. Elementary Principal (208 days)
8. Middle School Principal (228 days)
9. Director (12 month)
10. High School Principal (228 days)
11. Executive Director (12 month)

B. SALARY RANGES

Position	Minimum 1.00	Maximum 1.35
1 Elementary Assistant Principal	\$51,597	\$69,656
2 Certificated Coordinator	\$56,241	\$75,925
3 Non-Certificated Coordinator/Adm. Asst.	\$57,303	\$77,359
4 Millard Learning Center Principal	\$66,515	\$89,798
5 Middle School Assistant Principal	\$57,322	\$77,385
6 High School Assistant Principal	\$61,107	\$82,494
7 Elementary Principal	\$62,434	\$84,286
8 Middle School Principal	\$69,568	\$93,917
9 Director	\$69,568	\$93,917
10 High School Principal	\$73,527	\$99,261
11 Executive Director	\$73,983	\$99,877

C. SALARY PLACEMENT AND ADVANCEMENT

Initial salary placement, and salary placement as a result of a change in class shall be determined by the Superintendent based upon qualifications, experience, and earned degrees. The annual salary index placement shall be based upon the administrator's performance appraisal and current index utilizing the following table. Each administrator earning a Doctorate Degree after July 1, 1999, shall receive an additional one-time 0.01 increase to his or her index. Each administrator holding a doctorate prior to July 1, 1999 received a one-time index increase of 0.01 effective with the 1999-00 school year. No certificated administrator shall earn less than if he or she were placed on the teacher's salary schedule for 190 days.

Previous Index Greater than or Equal to >>>	1.00	1.09	1.18	1.27	1.35
Performance Appraisal	Increase index by				
Far Exceeds Expectations	0.03	0.02	0.02	0.02	0
Meets Expectations	0.02	0.01	0.01	0.01	0
Approaches Expectations	0	0	0	0	0
Unsatisfactory	0	0	0	0	0

D. EDUCATIONAL SPECIALIST DEGREE & PROFESSIONAL GROWTH

Each certificated administrator must meet the requirements of Board rule 4300.1 and Nebr. Rev. Stat. §79-824, and 79-830 by earning 6 professional growth points every 6 years. The District shall reimburse each administrator the cost of tuition for graduate level courses taken during the school year covered by this salary package; provided, however, such courses are part of a Ed Specialist or Doctorate program approved by the Superintendent or his/her designee. The maximum reimbursement during any school year shall be for 6 graduate hours at a rate no greater than the tuition rate for UNO's college of Educational Administration.

E. ADMINISTRATOR BENEFITS:

1. 403(b): The district shall provide each administrator additional compensation which shall be paid as salary. The administrator is encouraged to use this compensation towards the purchase of a qualified 403(b) retirement plan. Such purchase shall be through a voluntary payroll reduction agreement in accordance with Board Policy and Rule. Payments to the administrator are based upon the following schedule:

<u>Year</u>	<u>% of Salary</u>
1-4	1
5-9	2
10-14	3
15-19	4
20+	5

The administrator is responsible for selecting a provider and investment accounts and completing the necessary agreement forms required by Board Policy and Rule. "Year" is defined to be years of service as a Millard administrator and includes the year in which the benefit is paid. Service as a teacher and/or service in another district or agency does not count toward service for this purpose.

2. Dues or Physical: Each administrator shall be allowed \$700 toward the payment of: dues in professional organizations, a physical examination, or treatment by a healthcare provider. If any amount remains after payment of professional dues and/or physical exam, the remainder may be applied toward a health club membership. All bills must be submitted to the business office for payment. Any unused portion of the \$700 is forfeited if not requested by July 15 of the contract year.

3. Term Life insurance: \$50,000, effective 1/1/2004 amount of coverage will increase to \$100,000 with the option to purchase additional coverage.

4. Leave of Absence with Pay: Each full-time administrator shall receive an annual allocation of leave with full pay, and further be allowed any unused and accumulated leave from the previous years not to exceed the designated maximum:

	<u>Annual Allocation</u>	<u>Maximum Accumulation</u>
208 day employees -	13 days	93 days
218 day employees -	14 days	94 days
228 day employees -	15 days	95 days
12 month employees -	15 days	95 days

Leaves shall only be taken for reasons of: personal illness, family illness, family death and business and emergency. Part-time administrators shall be allowed leave on a prorated basis.

Reimbursement for unused Paid Leave: At the conclusion of each school-year, each full-time administrator shall receive reimbursement for each unused day of accumulated paid leave in excess of eighty (80) days and further shall have his or her accumulated paid leave allotment reduced by this amount. The rate of reimbursement shall be \$100 per day.

5. Long term disability insurance: Each administrator must participate in the district's long-term disability insurance policy. The administrator will pay the entire premium through monthly payroll reduction. Premiums shall not be paid through the district's Section 125 plan.

6. Health, and Dental insurance: Full-time administrators shall be eligible to participate in the District's health and dental insurance plans and the District shall pay the premiums for single or family health coverage and single dental coverage.

Cash Option: Each full-time administrator who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such administrator electing cash option may, at his or her option,

purchase single or family dental coverage. Any such administrator electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health coverage and single dental coverage. Continuous service shall include school-years during which the administrator was on an approved leave of absence.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time COBRA coverage begins. The minimum number of months of continuous coverage required is the lessor of 60 months or, the number of months elapsed from September 1, 1999 to the beginning of COBRA coverage. The District Health and Dental Plans shall provide for a Re-enrollment Period each September.

7. Vacation & Holidays: Twelve month administrators will work year-round except as follows:

- a. Vacation schedule:
20 days per school year.
- b. Ten (10) paid holidays:
July 4,
Labor Day,
Thanksgiving,
Friday following Thanksgiving,
December 24,
December 25,
December 31,
New Years Day,
1 day at Spring Break, and
Memorial Day

8. Voluntary Early Separation Program: Administrators shall be allowed to participate in the District's Voluntary Early Separation Program as provided by Board Policy. Each retiring administrator shall be reimbursed for all unused paid leave (not to exceed 92 days) at half his or her daily rate. For purposes of this section, retirement shall be defined as separation from service with the Millard Public Schools at age 55 or above or after a minimum of 20 years service to Millard Public Schools. To the degree permitted by the Tax Code of 1986 as amended, the reimbursement for paid leave at retirement will be paid as "employer contributions" to a 403(b)/TSA account established by the District for the retiring administrator.

AGENDA SUMMARY SHEET

Agenda Item: Approval of Professional/Technical Salary Schedule

Meeting Date: September 8, 2003

Department: Human Resources

Title & Brief Description:

The Professional/Technical Salary Schedule applies to a wide variety of positions and approximately 215 employees of the Millard Schools. This group of employees is due for a wage/salary increase for the 2003-04 school year.

The attached salary schedule reflects a 1% increase in the minimum rate and 3% increase in the maximum rate at each level. Each qualified employee, employed during the 2002-03 school year, will be given a 3% wage increase. Wages increases effective with the September 12 and 17 payrolls.

We will continue to provide for additional increases for eligible employees who satisfactorily complete training programs specifically prescribed for each individual's position and pay level.

Effective January 1, 2004, increase basic term life insurance from \$20,000 to \$50,000 for those eligible employees employed at least 17.5 hours per week. The district will pay the full premium for eligible employees.

Increase sick leave buy back from \$6.25 to \$7.50 per hour.

Action Desired: Approval of 2003-04 Professional/Technical Salary Schedule (3.4% wage & benefit package increase) which is consistent with the raises given to other groups of employees.

Responsible Person: Steve Moore

Approval: _____

H.6.



SALARIES AND BENEFITS

FOR

PROFESSIONAL / TECHNICAL EMPLOYEES

2003 - 04

Professional/Technical Salary Schedule

Level	Position	Hourly/ Salaried	Benefit Schedule	Days	Hourly Minimum	Hourly Maximum	Annual Minimum	Annual Maximum
A	Swim Instructors	H	A	188	\$9.82	\$12.12	\$14,769	\$18,228
B	TAP Intern	H	A	94	\$10.59	\$13.09	\$7,964	\$9,844
	Van Driver Student Transportation	H	B	188	\$10.59	\$13.09	\$15,927	\$19,687
	Warehouse Assistant (part-time)	H	B	261	\$10.59	\$13.09	\$22,112	\$27,332
	High School Hall Monitor/Security Guard	H	B	188	\$10.59	\$13.09	\$15,927	\$19,687
	Census Specialist	H	B	212	\$10.59	\$13.09	\$17,961	\$22,201
	Support Services Ten-Month Secretary	H	B	207	\$10.59	\$13.09	\$17,537	\$21,677
	Middle School Ten-Month Secretary	H	B	207	\$10.59	\$13.09	\$17,537	\$21,677
	High School Ten-Month Secretary	H	B	212	\$10.59	\$13.09	\$17,961	\$22,201
C	Elementary Principal's Secretary	H	B	217	\$11.01	\$13.61	\$19,113	\$23,627
D	Accompanist	H	A	188	\$11.65	\$14.39	\$17,522	\$21,643
	Cataloger	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	High School Accounting Clerk	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	Payroll Assistant	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	Accounts Payable Assistant	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	Building/Program/Coordinator's Secretary	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	District Receptionist	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
	District Duplication Clerk	H	D	261	\$11.65	\$14.39	\$24,325	\$30,046
E	Tech Support Help Desk	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Employee Relations/Benefits Specialist	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Personnel Specialist for Classified Staff	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Executive Secretary to Associate Superintendent	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Director's & Executive Director's Secretary	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Payroll Specialist	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	District Accounting Specialist	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Research Specialist	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Personnel Specialist for Certified Staff	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
	Personnel Specialist for Substitute Teachers	H	D	261	\$12.60	\$15.83	\$26,309	\$33,053
F	Executive Secretary to the Superintendent	H	D	261	\$14.10	\$17.42	\$29,441	\$36,373
	School Technology Specialist	S	C	218	\$14.10	\$17.42	\$24,590	\$30,380
	Food Serv Technology Specialist	S	C	218	\$14.10	\$17.42	\$24,590	\$30,380
G	Grant & Volunteer Coordinator	S	C	228	\$15.50	\$19.15	\$28,272	\$34,930
H	Food Service Supervisor	S	C	210	\$17.05	\$21.06	\$28,644	\$35,381
	Warehouse Manager	S	D	261	\$17.05	\$21.06	\$35,600	\$43,973
I	Human Resource Recruiter	S	D	261	\$18.76	\$23.16	\$39,171	\$48,358
	Purchasing Agent	S	D	261	\$18.76	\$23.16	\$39,171	\$48,358
J	Family Resource Specialist	S	A	205	\$20.62	\$25.48	\$33,817	\$41,787
	Food Service Nutrition Supervisor	S	C	210	\$20.62	\$25.48	\$34,642	\$42,806
	Database Programmer I	S	C	228	\$20.62	\$25.48	\$37,611	\$46,476
	Network/Desktop Support Specialist I	S	D	261	\$20.62	\$25.48	\$43,055	\$53,202
	Network Support Specialist I	S	D	261	\$20.62	\$25.48	\$43,055	\$53,202
	Transportation Manager	S	D	261	\$20.62	\$25.48	\$43,055	\$53,202
K	School Technology Facilitator I	S	C	218	\$22.70	\$28.05	\$39,589	\$48,919
	School Technology Facilitator I	S	C	228	\$22.70	\$28.05	\$41,405	\$51,163
L	Occupational/Physical Therapist (BS & MS)	S	C	189	\$24.97	\$30.85	\$37,755	\$46,645
	Community Counselor	S	C	206	\$24.97	\$30.85	\$41,151	\$50,841
	School Social Worker	S	C	206	\$24.97	\$30.85	\$41,151	\$50,841
	School Technology Facilitator II	S	C	218	\$24.97	\$30.85	\$43,548	\$53,802
	School Technology Facilitator II	S	C	228	\$24.97	\$30.85	\$45,545	\$56,270
	Internal Auditor/Special Projects	S	C	228	\$24.97	\$30.85	\$45,545	\$56,270
	District Accountant	S	D	261	\$24.97	\$30.85	\$52,137	\$64,415
M	Occupational/Physical Therapist (OTD/DPT)	S	C	189	\$27.47	\$33.94	\$41,535	\$51,317
	Database Programmer II	S	C	228	\$27.47	\$33.94	\$50,105	\$61,907
N	Research Associate	S	C	228	\$30.20	\$37.31	\$55,085	\$68,053
O	District Instructional Technology Specialist	S	C	218	\$33.22	\$41.05	\$57,936	\$71,591
	District Systems Analyst	S	D	261	\$33.22	\$41.05	\$69,363	\$85,712
	Purchasing & Projects Manager	S	D	261	\$33.22	\$41.05	\$69,363	\$85,712
	Accounting Manager	S	D	261	\$33.22	\$41.05	\$69,363	\$85,712

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Benefit Schedules

Benefit schedules listed below for full-time employees employed 40 hrs/week or more.

- 1-Employees employed less than 17.5 hrs/wk are not eligible for insurance benefits.
- 2-Paid leave may be used for personal illness, family illness, business & emergency leave, and family death. The rules and limitations on these leaves are defined in Board Policy.
- 3-Part-time employees employed less than 40 hrs/week are eligible to receive leave and holiday pay at a rate proportionate to their full-time equivalence.
- 4-Each new employee must work 20 days prior to being eligible for paid holidays.
- 5-Must be at least age 55 to qualify for paid leave at retirement.

	Full-time Employees		Part-time Employees	
	Paid by District	Paid by Employee	Paid by District	Paid by Employee
Benefit Schedule A Paid leave (1 day per month, accumulated to 92 days) Buyback for unused accumulated leave over the max @ \$60/day (7.50/hr) 6 paid holidays for hourly employees				
Benefit Schedule B Paid leave (1 day per month, accumulated to 92 days) Single Health Insurance (no cash option) Family Health Insurance (no cash option) Dental Insurance (per month) Long-term disability insurance \$20,000 term life insurance (increases to \$50,000 1/1/2004) Annual buyback of unused accumulated leave over the max @ \$60/day (7.50/hr) Buyback of all unused accumulated leave at retirement @ \$60/day (7.50/hr) 7 paid holidays for hourly employees	100%	0%	50%	50%
	50%	50%	50%	50%
	100% SGL	remainder	50% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%
Benefit Schedule C Paid leave (1 day per month, accumulated to 92 days) Single Health Insurance Family Health Insurance (no cash option) Dental Insurance (per month) Long-term disability insurance \$20,000 term life insurance (increases to \$50,000 1/1/2004) Cash-option Health Insurance for those continuously eligible since July 1, 1997 Annual buyback of unused accumulated leave over the max @ \$60/day (7.50/hr) Buyback of all unused accumulated leave at retirement @ \$60/day (7.50/hr) 7 paid holidays for hourly employees	100%	0%	50%	50%
	100%	0%	50%	50%
	100% SGL	remainder	50% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%
Benefit Schedule D Paid leave (1 day per month, accumulated to 92 days) Single Health Insurance Family Health Insurance (no cash option) Dental Insurance (per month) Long-term disability insurance \$20,000 term life insurance (increases to \$50,000 1/1/2004) Cash-option Health Insurance for those continuously eligible since July 1, 1997 10 (ten) paid holidays Paid Vacation Schedule (rate earned) First 4 years .83 days/month (=10 days/yr) Fifth through ninth year 1.25 days/month (=15 days/yr) Tenth and subsequent years 1.67 days/month (=20 days/yr) Annual buyback of unused accumulated leave over the max @ \$60/day (7.50/hr) Buyback of all unused accumulated leave at retirement @ \$60/day (7.50/hr)	100%	0%	50%	50%
	100%	0%	50%	50%
	100% SGL	remainder	50% SGL	remainder
	100%	0%	100%	0%
	100%	0%	100%	0%

AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining Agreement with EPAM

Meeting Date: September 8, 2003

Department: Human Resources

Title & Brief Description: The District and the Educational Paraprofessional Association of Millard have reached tentative agreement for the 2003-04 school year. The agreement provides for the following changes:

- (a) Increase all rates by 10¢ per hour. The starting wage increases from \$8.70 to \$8.80.
- (b) Each paraprofessional advances one step on the schedule.
- (c) Add a twenty-first step to the schedule.
- (d) Add a fourth 25¢ training stipend to the schedule.
- (e) Increase unused sick leave buyback to \$7.50 per hour.
- (f) Effective January 1, 2004, provide \$50,000 term life insurance coverage to each para employed 17.5 hours/week or more.
- (g) The average wage and benefit increase is \$424 per year for 5.9 hours per day 190 days per year (3.4%).

Action Desired: Approval

Background: The total budget for this package is \$162,285.

Options And Alternatives: Return to the bargaining table.

Responsible Person: Steve Moore, Kirby Eltiste

Superintendent's Approval: _____



COLLECTIVE BARGAINING AGREEMENT

BETWEEN

MILLARD PUBLIC SCHOOLS

and

EDUCATIONAL PARAPROFESSIONAL ASSOCIATION OF MILLARD

2003-04

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT, made and entered into by and between the **Educational Paraprofessional Association of Millard**, hereinafter referred to as EPAM, and **School District Number 17, Douglas County**, also known as the Millard School District, hereinafter referred to as the District.

ARTICLE I Recognition

The District recognizes EPAM as the sole and exclusive bargaining agent for all full-time and part-time hourly employees employed by the District in the following job classifications: (1) general educational paraprofessionals; (2) orthopedic educational paraprofessionals; (3) preschool educational paraprofessionals; and (4) special education paraprofessionals.

ARTICLE II Management Rights

Section 1. The management and direction of the District and direction of the employees covered by this agreement, including the right to hire, fire, suspend, discharge, make assignments of work, transfer employees, to change job assignments, to determine hours of work and all other acts and actions related to the administration and direction of the employees covered by this agreement are vested exclusively in the District; and the District specifically reserves all rights and prerogatives not abridged, delegated, or amended by the terms of this Contract.

Section 2. The District shall not discriminate against any employee covered by the agreement because of sex, disability, race, color, national or ethnic origin, religion, age, marital status, political affiliation or participation or nonparticipation in any organizations, as set forth in District Policies and Rules, the laws of the State of Nebraska, and the laws of the United States.

ARTICLE III Wages

(a) For the 2003-04 school year, the District shall pay to each employee covered by this Contract according to the wage scale attached hereto as Appendix A. Each employee employed by the district during the 2002-03 school year shall advance one step on the salary schedule for the 2003-04 school year. Pay raises will be effective with the September 17, 2003 payroll.

(b) Each employee assigned by the District to work in BD, MH, and VI special education classrooms and other "critical needs areas" determined by the District will receive a stipend of 50¢ per hour above his or her regular base wage for each hour worked in a BD, MH, and/or VI classroom and/or "critical needs area". In order to receive the 50¢ stipend for working in a VI classroom, the eligible paraprofessional must be fluent in Braille. Identification of such assignments will be solely at the discretion of the District and stipends will be paid only to those employees who are regularly assigned to such positions. The stipend will be removed if and when the employee is reassigned to a non-qualified position or if the District determines that the assignment no longer qualifies for such a stipend.

(c) Beginning in 2000-2001, each paraprofessional who completes 36 clock hours of District approved training shall receive a training stipend wage increase; the first two stipends at the rate of 25¢ per hour, a third at the rate of 30¢ per hour, and a fourth at 25¢ (see Appendix A). A paraprofessional may request the training stipend by completing the District's *Application for Training Stipend for Paraprofessionals*. The building principal and a

personnel administrator must approve the application. Training hours must have been completed within 36 months of the date of application. Each paraprofessional is limited to one training stipend wage increase during the term of this contract; previously awarded training stipends shall continue to be paid. Each employee who is required by his or her supervisor to attend training shall be paid while at training. If the required training is scheduled outside the employee's normal work hours, the employee may receive additional hours of pay or the employee's schedule may be flexed during the week training takes place. Each employee who elects to attend training which is not required by the supervisor shall do so on his or her own time and shall not be paid for these hours by the district. A paraprofessional and a supervisor may agree in advance that the employee will participate in training "off-the-clock" (without pay) with the cost of the tuition paid by the supervisor. In these cases, the paraprofessional must agree to reimburse the supervisor should he or she fail to complete the training.

(d) The District may maintain and administer a Career Compensation Model (CCM) for selected employees of the District. The policies, procedures, implementation and all decisions related thereto shall be the responsibility of the District; provided however, from time to time, the District may receive input from EPAM.

ARTICLE IV Insurance

Each paraprofessional who is employed at least 17.5 hours per week or more shall be eligible to participate in the Health, Dental, and Life insurance Plans provided by the District subject to the following conditions: the District shall pay one-half of the premium for single health coverage or, one-half of the family health premium for married employees or those who have minor dependents; provided, however, the eligible employee elects participation and agrees to pay, and does pay, the remaining one-half of the elected single or family health premium. The District shall contribute one-half the single premium towards either single or family dental coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium. Effective January 1, 2004, the District will pay the full premium for basic \$50,000 term life coverage.

ARTICLE V Hours of Work

Each employee shall be paid for each hour or fraction thereof the employee works. The normal workday shall not be more than eight (8) hours. The normal workweek shall not exceed forty (40) hours. Each employee required to work beyond forty (40) hours in one week shall be compensated for each hour in excess of forty (40) hours at the rate of one and one-half the employee's normal hourly rate.

Each employee is to work those hours as requested by the Principal and approved by the Personnel Office. Actual hours worked shall be recorded accurately on time cards issued by the Payroll Office. Except for emergency situations, reasonable advanced notice shall be given to the employee if the employee is required to work beyond 5:00 p.m. on any given day.

In the event an employee is required to work more hours than his or her normal work day, employer may schedule an equal number of hours off during the same work week and the timecard for such employee shall reflect the actual hours worked for each day by each employee.

Each employee who is employed five (5) hours or more per day shall be given a lunch period of at least one-half (0.5) hour. Such lunch period shall be without pay and the employee shall be free to leave the premises during such period.

Each employee will receive one (1) fifteen (15) minute paid-break per four (4) hours worked. All breaks, including the lunch period, must be scheduled and approved by the principal or designee. Breaks shall not be taken within one (1) hour of the beginning or end of the shift but such breaks may be used to extend the lunch period.

ARTICLE VI
Holidays

Each Employee covered by this Contract shall be granted time off with pay for the following seven (7) holidays subject to the conditions hereinafter set forth:

Labor Day
Thanksgiving
Friday following Thanksgiving
December 25
New Years Day
One day during Spring Break (actual date determined annually by the Superintendent)
Memorial Day

(a) The employee will be given the same amount of time off with pay equal to the work-hours scheduled had the day not been a holiday.

(b) An employee must be employed by the District twenty (20) working days immediately prior to the holiday to be eligible for holiday pay; provided, however, the twenty (20) working days may include days of paid leave; and, provided further, the twenty (20) working days immediately prior to Labor Day may include working days immediately prior to the end of the previous school year.

ARTICLE VII
Sick Leave

(a) At the conclusion of each bi-weekly pay period covered by this agreement, each employee shall earn paid leave equal to one-half (1/2) the average daily hours scheduled per day in a five day work week, and further be allowed any unused and accumulated leave from the previous year to a maximum total of 336 hours of leave with pay. Paid leave shall be credited at the end of each employee's first 18 bi-weekly pay periods covered by this agreement. Paid leave may be used for personal illness, illness of a member of the employee's immediate family, death of a member of the employee's immediate family, and business and emergency leave. The rules for use of leave are established in Board Policy and Rule.

(b) Upon termination of employment, the District shall pay to any employee covered by this agreement \$7.50 for half of the employee's unused paid leave hours in excess of 40 hours; provided such termination does not occur between July 1 and October 1. No payment shall be made for the first 40 hours of unused paid leave.

(c) After payroll has been processed for the 1st bi-weekly pay period in October, each employee who is actively employed by the district on that date and who, as of that date, has unused paid leave in excess of two hundred fifty (250) hours shall be reimbursed for those hours in excess of two hundred fifty (250) hours at the rate of \$7.50/hr. The employee's leave accumulation shall then be reduced to 250 hours. The payment for unused leave shall be included in the 2nd November payroll. The District shall establish procedures for reimbursement.

ARTICLE VIII
Miscellaneous

Each employee covered by this Contract shall be entitled to all the applicable rights and privileges of the employees of the District as set forth in Board Policies and Board Rules.

**ARTICLE IX
Inclement Weather**

Each employee covered by this Contract will comply with the following procedures whenever there is an official closing of the Millard Public Schools by the Superintendent because of inclement weather:

(a) When staff are instructed to report to work, each covered employee will be expected to report to work and will be paid for each hour or fraction thereof the employee works.

(b) When staff is instructed not to report to work, each covered employee will not report to work and will not be paid. Each covered employee will be allowed the option to make up any time missed from work; provided, however, the covered employee follows administrative directions concerning the employee's responsibility to report to work; and provided the time and date of make-up shall be with the approval of the administration.

**ARTICLE X
Term of Contract**

This agreement shall be in full force and effect from August 1, 2003 through July 31, 2004.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be executed on _____.

**School District No. 17
Douglas County, Nebraska**

**Educational Paraprofessional
Association of Millard**

BY _____

BY _____

AGENDA SUMMARY SHEET

Agenda Item: Food Service Wages

Meeting Date: September 8, 2003

Department: Human Resources

Title & Brief Description: Food Service Wages for 2003-04

Action Desired: Approval

Background: Food Service employees are not represented by an employee organization. Steve Moore and Edrie Pearce have reviewed pay rates for these employees in other districts, the food service budget, and rates of pay for other Millard employee groups.

Recommendation: Recommend the following changes to the Food Service wage and benefit package:

- (a) Wage increases from \$0.22 to \$0.34 per hour (see attached wage schedule) for those employed during 2002-03. The average increase will be \$0.25 per hour. New pay rates effective with the September 17, 2003 payroll.
- (b) Wage for beginning food service helpers increases from \$9.18 to \$9.20
- (c) Increase unused sick leave buyback to \$7.50 per hour.
- (d) Effective January 1, 2004, provide \$50,000 term life insurance coverage to each food service worker employed 17.5 hours/week or more.

Implications Of Adoption/Rejection: We recommend this compensation package in order to remain competitive with neighboring school districts.

The total budget for this package, 3.4% or approximately 2 cents per meal.

Responsible Person: Steve Moore

Approval: _____

H. J.



WAGES AND BENEFITS

FOR

FOOD SERVICE EMPLOYEES

2003 - 04

On the first bi-weekly pay in November, each employee who is actively employed by the district and who, as of the beginning of said pay period, has unused paid leave in excess of two hundred fifty (250) hours shall be reimbursed for those hours in excess of two hundred fifty (250) hours at the rate of \$7.50/hr. The employee's leave accumulation shall then be reduced to 250 hours at the beginning of this first bi-weekly pay period in November. The first bi-weekly pay record shall reflect a leave balance equal to 250 hours plus any leave earned during the pay period minus any leave used during the pay period. The procedures for payment of the reimbursement shall be established by the District.

HOLIDAYS

Each cook, baker, and helper shall be granted time off with pay for the following holidays subject to the conditions specified below:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- One day during spring break (actual date determined annually by the Superintendent)
- Memorial Day

Each Manager shall be granted time off with pay for the following holidays subject to the conditions specified below:

- Labor Day
- Thanksgiving
- Friday following Thanksgiving
- December 25
- New Years Day
- One day during spring break (actual date determined annually by the Superintendent)
- Memorial Day

The employee will be given the same amount of time off with pay as equal to the hours scheduled to be worked had the day not been a holiday.

An employee must work twenty (20) days immediately prior to the holiday to be eligible for holiday pay; provided, however, employees shall be entitled to time off with pay for Labor Day if the employee was employed during the last twenty (20) days of the previous school year.

HOURS OF WORK

Each employee shall be paid for each hour or fraction thereof the employee works. The normal work-day shall not be more than eight (8) hours. The normal work-week for a full-time employee shall not be more than forty (40) hours. Each employee required to work more than forty (40) hours in one week shall be compensated for such additional time at the rate of one and one-half his or her normal hourly rate. Hours worked per week shall include paid holidays, and approved paid vacation. Each employee is to work those hours as requested by his or her supervisor as approved by the Personnel Office. Hours worked are to be recorded accurately on time cards issued by the payroll office.

A lunch period without pay of at least one-half (0.5) hour will be given to each employee working 5 or more hours per day and the employee shall be free to leave the premises during such period.

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 but may be used to extend the lunch period.

RETIREMENT SYSTEM

Each school employee who works 516 or more hours between July 1 and June 30 (approximately 3 hours per day for an employee who is employed during an entire school year) in a position other than on-call substitute is required to be a member of the Nebraska School Employees Retirement System. Members of the NSERS automatically make a contribution (approximately 7.3%) to their retirement account from each paycheck. Information booklets are available from the District Personnel Office or the Nebraska School Retirement System, 301 Centennial Mall South, P.O. Box 94816, Lincoln, NE 68509 (1-800-245-5712).

**MILLARD PUBLIC SCHOOLS
EMPLOYMENT PROVISIONS
Food Service 2003-04**

WAGES

<u>Group</u>		<u>Hourly Rate</u>
Manager	A high school	\$14.15
	A1 middle school	\$13.25
	A2 elementary full-prep	\$12.36
	A3 elementary satellite	\$11.99

Extra \$.15 per hour for managers who prepare meals for one satellite school or responsible for over 8-hour programs

Plus \$.10 per hour for managers who prepare meals for two or more schools

Dept. Head	B	\$11.16
Cook	B1	\$11.02
Baker	B2	\$10.95
Helper	C 1 st year	\$9.20
	C1 years 2-5	\$9.38
	C2 after 5 years	\$10.02

Each employee who has successfully completed the Nebraska food service certification program will receive an additional \$.10 per hour.

Each High School and Middle School Helper who is assigned specialized responsibilities will receive an additional \$.10 per hour. Qualified responsibilities will be determined by the Food Service Supervisor.

Longevity Pay: After 10 years, 10 cents per hour;
after 15 years, additional 15 cents per hour;
after 20 years, additional 20 cents per hour;
after 25 years, additional 25 cents per hour

Substitute Food Service Employees are paid the rate of \$8.96 per hour.

Uniform Allowance: \$75 per person per year.

PAID LEAVE

Each employee shall earn paid leave equal to 5% of the hours normally scheduled in the bi-weekly pay period, and further be allowed any unused and accumulated leave from the previous year to a maximum total of 336 hours of leave with pay. Paid leave will be credited at the end of each of eighteen (18) bi-weekly pay periods in Sept through May. The maximum number of hours of paid leave which may be earned by each employee during a school year is eighteen times the number of hours earned in a single bi-weekly pay period (90% of the hours normally scheduled in a normal bi-weekly pay period). Example: An employee normally scheduled for 8 hours per day (80 hours per bi-weekly pay period) shall earn 4 hours of paid leave with each bi-weekly pay period and may earn up to a maximum of 72 hours in one school year.

Paid leave may be used for personal illness, illness or death of a member of the employee's immediate family, and business and emergency leave. The rule's for use of paid and unpaid leave are established in Board Policy and Rule.

Upon termination of employment, the District shall pay to any employee covered by this agreement \$7.50 for half of the employee's unused paid leave hours in excess of 40 hours. No payment shall be made for the first 40 hours of unused paid leave.

INSURANCE

Each employee is covered by the district's liability insurance.

Each food service employee who is employed at least 17.5 hours per week or more shall be eligible to participate in the Health, Dental, and Life insurance plans provided by the District subject to the following conditions: the District shall pay one-half of the premium for single health coverage or one-half the premium for family health coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. The District shall contribute one-half of the single premium towards either single or family dental coverage, provided the eligible employee elects participation and agrees to pay, and does pay, the remaining premium for the elected single or family coverage. Effective January 1, 2004, the District will pay the full premium for basic \$50,000 term life coverage.

RESIGNATION

A two-week notice should be submitted to the Personnel Office by any employee who wishes to resign (see policy 4165, 4165.1, and 4165.2). A notice of resignation form is available from the building secretary or the personnel office secretary.

SUBSTITUTES and ABSENCE REPORTING

Substitutes **will** be placed as needed by the Food Service Managers. Each Employee is to notify his or her manager of his or her impending absence as soon as possible. An employees is not to arrange for his or her own substitute.

DRESS AND GROOMING

The Millard School employees are major role models for our students. Employees are expected to present a positive image to students. Employees may be required to wear a designated uniform.

EVALUATION

Each employee is to be evaluated in accordance with Board Policy and state law. The evaluation will be reviewed with the employee prior to the end of the school year. Appropriate evaluation forms are available for supervisors to use.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Increase in FYE04 Budget Authority by Applicable Allowable Growth Rate Plus 1%

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Approve Increase in FYE04 Budget Authority by Applicable Allowable Growth Rate Plus 1% -- Board approval required by *Neb. Rev. Stat. §79-1029* if the District is proposing a budget that exceeds the basic allowable growth rate contained in *Neb. Rev. Stat. §79-1026*.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The statutory budget parameters for school districts in Nebraska provide that each district's budget may increase by a "basic allowable growth rate" (i.e., 0.0% plus exclusions, growth, etc.) for FYE04. In addition to the basic increase, there is another increase permitted for low spending districts. This amount is contained in the "applicable allowable growth rate" and is 1.1113% for MPS. Still further, statutes provide for an additional 1% growth if approved by the board. [Note: In addition to the 2.1113% discussed above, the District has unused budget authority available and is proposing increasing the FYE04 budget by an additional 1% by using some of that authority. Thus, the total increase in the general fund budget would be 3.1%.]

Prior to this meeting, the board conducted a hearing to receive public comment on the district's proposal to increase its budget authority above the basic allowable growth rate. The proposal for FYE04 is to increase the budget by the applicable allowable growth rate plus 1%. Additionally, the proposed budget would require the use of some unused budget authority to increase the total budget by about 3.1%

At this meeting, the board needs to take action to approve (or reject) the proposal to increase the FYE04 budget authority by an amount equal to the applicable allowable growth rate plus 1%. A supportive vote of at least 75% (i.e., 5 out of 6 members) of the board is required for the increase.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that approval be given to increase the District's budget authority for FYE04 by the applicable allowable growth rate plus 1% as provided in *Neb. Rev. Stat. §79-1029*.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Proposed FYE04 Budget

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Adoption of Proposed FYE04 Budget – The adoption of the Superintendent’s Recommended FYE04 Budget

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: Prior to this meeting, the board conducted the hearing required by Nebraska statutes before it may adopt its budget for the ensuing year. Copies of FYE04 Budget were given to the board members and made available to the public at the hearing prior to this meeting.

OPTIONS AND ALTERNATIVES: n/a

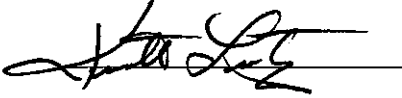
RECOMMENDATION: It is recommended that the FYE04 Budget be adopted as presented in the Notice of Budget Hearing and Budget Summary submitted and that such document be incorporated herein in its entirety by this reference.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: 

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

State of Nebraska
Budget Form - NBH-School District
 Statement of Publication

Millard Public Schools in Douglas County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-512, that the governing body will meet on the 8th day of September, 2003 at 5:00 o'clock, P.M., at Don Stroh Administration Center (5606 S. 147th Street, Omaha, NE 68137) for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

Clerk/Secretary

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Fee and Delinquent Tax Allowance (6)	Total Personal and Real Property Tax Requirement (7)
	2001-2002 (1)	2002-2003 (2)	2003-2004 (3)				
General	\$ 121,922,084.00	\$ 132,489,277.00	\$ 137,573,997.00	\$ 24,504,097.00	\$ 93,198,499.00	\$ 688,795.95	\$ 69,568,390.95
Depreciation	\$ 579,556.00	\$ 400,000.00	\$ 2,010,702.00		\$ 2,010,702.00		
Employee Benefit	\$ 8,275,230.00	\$ 11,000,000.00	\$ 17,845,646.00	\$ 1,000,000.00	\$ 18,845,646.00		
Contingency	\$ -	\$ -	\$ -		\$ -		
Activities	\$ 4,709,724.00	\$ 5,500,000.00	\$ 6,603,709.00	\$ 1,000,000.00	\$ 7,603,709.00		
School Lunch	\$ 5,490,736.00	\$ 5,900,000.00	\$ 7,500,000.00	\$ 500,000.00	\$ 8,000,000.00		
Bond	\$ 14,828,360.00	\$ 77,000,000.00	\$ 15,049,927.00	\$ 12,000,000.00	\$ 13,120,356.00	\$ 139,295.71	\$ 14,068,866.71
Special Building	\$ 6,983,022.00	\$ 5,600,000.00	\$ 11,451,999.00		\$ 10,179,177.00	\$ 12,728.22	\$ 1,285,550.22
Qualified Capital Purpose Undertaking Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cooperative	\$ 188,210.00	\$ -	\$ 4,210.00	\$ -	\$ 4,210.00		
Student Fee Fund	\$ -	\$ 960,000.00	\$ 1,000,000.00	\$ -	\$ 1,000,000.00		
	\$ -	\$ -	\$ -	\$ -	\$ -		
TOTALS	\$ 162,976,922.00	\$ 238,849,277.00	\$ 199,040,190.00	\$ 39,004,097.00	\$ 153,962,299.00	\$ 840,819.88	\$ 84,922,807.88

Total Personal and Real Property Tax Requirement For Bonds

\$ 14,068,866.71

Total Personal and Real Property Tax Requirement for ALL Other

\$ 70,853,941.17

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AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of FYE04 Property Tax Requests

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Adoption of FYE04 Property Tax Requests – The board action required by Nebraska law if the district desires to adopt property tax requests which differ from the property tax requests of the prior year.

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND: *Neb. Rev. Stat. §77-1601.02* provides that the property tax requests for the prior year shall be the property tax requests for the current year unless the governing body of the school district conducts a public hearing and, thereafter, passes, by a majority vote, a resolution setting the tax requests at a different amount.

Based on the district's FYE04 Budget, the tax requests for the general fund, bond fund, and special building fund need to be modified as follows:

<u>Fund</u>	<u>FYE03 Tax Request</u>	<u>FYE04 Tax Request</u>	<u>FYE04 Tax Levy</u>
General Fund	\$63,886,944	\$69,568,391	\$1.0823
Bond Fund	\$13,910,124	\$14,068,867	0.2189
Building Fund	\$ -0-	\$ 1,285,550	<u>0.0200</u>
			\$1.3212

A proposed Resolution incorporating property tax requests consistent with the FYE04 Budget adopted by the Board is attached.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that approval be given to the Resolution Regarding FYE04 Property Tax Requests as submitted and that such resolution be incorporated in its entirety into this motion.

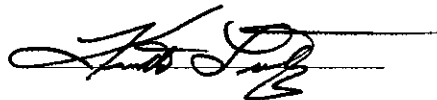
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL:



**SCHOOL DISTRICT 017
DOUGLAS COUNTY, NEBRASKA
a/k/a Millard Public Schools**

Resolution Regarding FYE04 Property Tax Requests

BE IT RESOLVED by the Board of Education of Douglas County School District 017 (a/k/a the Millard Public Schools) as follows:

1. That, in accordance with *Neb. Rev. Stat. §77-1601.02*, the board finds and determines that, in order to fund its adopted FYE04 budget, the property tax requests for the general fund, bond fund, and building fund should be and hereby are modified from the previous year as follows:

<u>Fund</u>	<u>FYE03 Tax Request</u>	<u>FYE04 Tax Request</u>	<u>FYE04 Tax Levy</u>
General Fund	\$63,886,944	\$69,568,391	\$1.0823
Bond Fund	\$13,910,124	\$14,068,867	0.2189
Building Fund	\$ -0-	\$ 1,285,550	<u>0.0200</u>
			\$1.3212

2. That the Douglas County Board of Equalization establish FYE04 property tax levies for the Millard Public Schools consistent with the requests contained hereinabove.

AGENDA SUMMARY SHEET

AGENDA ITEM: State Aid Recapture Levy

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: State Aid Recapture Levy – The approval of a levy to recapture the lost state aid resulting from the adoption of LB 898 (2002).

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: In 2002, the Legislature adopted LB 898. This legislation reduced state aid to school but permitted the decrease to be offset (recaptured) by a corresponding increase in the property tax levy. This was accomplished via the granting of an exclusion from the levy lid for the additional levy required to raise the recaptured amount of money.

The recapture provision of LB 898 (2002) has continued into subsequent years. The recapture amount certified by the Nebraska Department of Education for FYE04 is \$1,570,739.94 (or about \$0.25 on the property tax levy).

OPTIONS AND ALTERNATIVES: The District could forgo the additional levy. This would require either reducing the budget of expenditures or reducing the cash reserve.

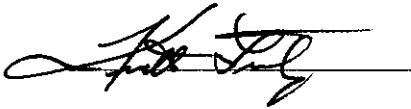
RECOMMENDATION: It is recommended that approval be given to the inclusion in the FYE04 Budget of the State Aid Levy Exclusion related to LB 898 (2002) in the amount of \$1,570,739.94 as certified by the Nebraska Department of Education.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: See above.

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

MEETING DATE: September 8, 2003

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires, (2) Amendments

OPTIONS & ALTERNATIVES: NA


RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

September 8, 2003

TEACHERS RECOMMENDED FOR HIRE**Recommend: the following teachers be hired for the 2003-04 school year:**

1. Sugar Thiessen – Step 11, MA – University of Nebraska at Lincoln. 4th grade teacher at Abbott Elementary. Previous experience: North Platte (1983-87), Lincoln (1988-99), Bryan Elementary (1999-2000), Lincoln (2000-02).
2. Diane Macaitis – Step 5, BA – University of Nebraska at Lincoln. Title 1 teacher at Bryan Elementary. Previous experience: Millard Public Schools (1982-88), Pueblo, CO (2003-03).
3. Theresa Persigehl – Step 4, BA – Peru State College. 2nd grade teacher at Sandoz Elementary. Previous experience: Columbus, NE (1990-93).

94.

August 18, 2003

AMENDMENT TO CONTINUING CONTRACTS**Recommend: amendment to the following contracts:**

1. Jennifer Carlson – 1st grade teacher at Rockwell Elementary School. Amend contract from 100% to 50% as a new job share contract for the 2003-04 school year.
2. Laurie Brodeur – HAL teacher at Russell Middle School. Amend contract from 75% to 50% for the 2003-04 school year.
3. Tracy Cox – Business teacher at North High School. Amend contract from 67% to 100% for the 2003-04 school year.

3rd Day count - August 15, 2003

185

	K	1	2	3	4	5	Self Cont	Total			
Abbott	79	84	67	75	78	80		463			
Ackerman	89	110	99	93	100	77	12	580			
Aldrich	60	50	57	65	53	63		348			
Black Elk	92	107	89	110	89	99		586			
Bryan	63	54	66	64	55	66		368			
Cather	88	62	76	79	81	64		450			
Cody	39	40	41	22	27	28	22	219			
Cottonwood	44	41	44	59	66	58		312			
Disney	40	54	44	52	48	37	11	286			
Ezra Millard	80	61	62	68	73	60	9	413			
Harvey Oaks	45	35	37	41	41	50		249			
Hitchcock	39	33	38	28	36	35		209			
Holling Heights	54	61	46	50	49	59		319			
Montclair	114	79	103	88	89	65	7	545			
Morton	54	59	60	58	41	73	19	364			
Neihardt	97	100	96	92	104	89		578			
Norris	64	58	44	43	38	41	22	310			
Rockwell	43	57	52	53	47	58	26	336			
Rohwer	83	91	75	80	72	69	9	479			
Sandoz	46	45	54	47	49	61		302			
Wheeler	113	86	110	73	77	81	23	563			
Willowdale	65	50	68	69	63	80		395			
	1491	1417	1428	1409	1376	1393	160	8674			
	6	7	8				Total				
Andersen MS	244	238	269			751					
Beadle MS	179	225	186			590					
Central MS	265	288	313			866					
Kiewit MS	297	357	339			993					
North MS	210	189	221			620					
Russell MS	277	235	287			799					
MSAP		3	12			15					
	1472	1535	1627			4634					
	9	10	11	12		Total					
North HS	568	574	612	537		2291					
South HS	494	508	449	467		1918			Sept. 2002	Aug. 2003	
West HS	458	456	448	413		1775		Elementary	8407	8674	267
MLC			25	66		91		Middle School	4565	4634	69
	1520	1538	1534	1483		6075		High School	6047	6075	28
								Contracted	31	28	-3
Contracted	28							Young Adult Pr	34	40	6
Young Adult Prog	40								19084	19451	367
District Total	19451								3rd Day 2002	3rd Day 2003	
									19058	19451	393

96.

AGENDA SUMMARY SHEET

AGENDA ITEM: Report on Construction Projects

MEETING DATE: September 8, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Report on Construction Projects – A report on the progress of the HVAC projects at North and South High Schools.

ACTION DESIRED: Approval ___ Discussion ___ Information Only x

BACKGROUND: Dave Finney (Siemens), the project manager for the MNHS & MSHS HVAC projects, will be at the board meeting to report on the progress of those projects.

OPTIONS AND ALTERNATIVES: n/a

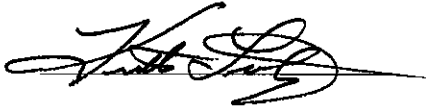
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt), Dave Finney (Siemens Project Manager), and Ed Rockwell (MPS Projects Manager)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: Staff Development Report

MEETING DATE: 8 September 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Fall 2003 Better and Better

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: Fall 2003 Better and Better, Staff Development Handbook for the District, was included in the Fall Workshop mailing for all staff but can also be viewed on the District web page. Registration for most offerings is conducted via the online registration process also found on the District's web page.

OPTIONS AND ALTERNATIVES CONSIDERED: Spring and Summer issues will be distributed via GroupWise as a hyperlink to the District web page.

RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: Strategy (1996) – “We will develop plans which assure all teachers use effective instructional practices to help all students learn identified outcomes.”

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIMELINE: NA

PERSON(S) RESPONSIBLE: Donna Flood

ASSOCIATE SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

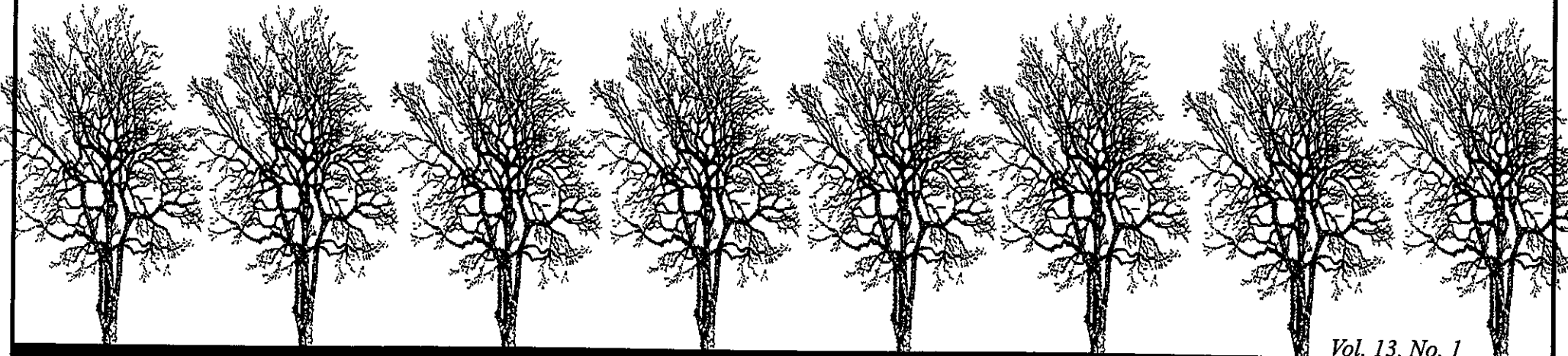
Better & Better

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99.

Handbook of Staff Development Offerings

Fall 2003



Vol. 13, No. 1

Dear Colleague,

Welcome Back! We have all enjoyed some time away—either literally or figuratively—and now we're ready to start preparations for another school year. Fall Workshop is always a dynamic and energizing time when we are able to re-acquaint ourselves with professional friends; re-connect with our content area and curriculum; and re-focus our energies toward the business of educating Millard's children and youth.

This season marks the second year of our district's staff development initiatives—Differentiation II and Technology. We will continue to focus on safety in our schools as well. What can you anticipate in 2003-04 regarding professional development?

For those of you who—

- ...attended Dif. II, your building principal will be conducting follow-up sessions and talking to you about implementing lesson plans/units of study that were created while working in Homebase Teams last June.
- ...will be attending your Homebase Teams in June 2004, more information will be forthcoming from your Differentiation Point Person(s) and/or building principal. You will be notified about specifics of your team experience approximately six (6) weeks in advance.
- ...are not involved in differentiation training this year, you will again be acquiring one day of technology training; the day is commonly referred to as "tech flex" since the day is flexible and numerous ways exist to acquire training. It can be acquired in one of three formats: 1) Element K Online Learning accounts; 2) Computer-Based; 3) Traditional (i.e., Better & Better or "eB&B", individual alternatives, building alternatives). The criteria require that the training be applicable in the workplace with a focus on curriculum integration; equivalent to eight (8) hours of time; in alignment with district standards; and substantiated by your immediate supervisor. Professional development planning in technology should recognize progression of skills in various levels: 1) understanding operating systems; 2) learning applications; 3) using technology-oriented projects; and 4) integrating technology-based activities. "Tech flex" is part of the 190-day "teacher" contract and is now tied to the negotiated agreement.

NOTE: Please examine the Fall 2003 Better & Better (online at mpsomaha.org or hard copy) for traditional technology offerings. If you feel that none of the "tech flex" offerings can provide you with sufficient challenge, or if you have any other questions or concerns, please contact me via phone, 895.8338, or email. I will make every effort to bring resolve to your inquiry.

- We are always looking for viable options for professional growth of all MPS' staff. Please don't hesitate to contact me if you have discovered an exceptional speaker or trainer.

Anticipating another great year of *Teaching and Learning for All*, I am...

Donna Flood, Ph.D.
Director, Staff Development and Instructional Improvement

GRADUATE CREDIT

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
Graduate Credit	369	Productive Approaches Section 1023	Certified Staff	Fall Semester TED 8970-801 Mondays-15 Weeks Start date Aug 25	4:30-7:30 PM	Becky Torrens, Char Riewer, & Helen VanRiper Beadle MS
Graduate Credit	370	Productive Approaches Section 2023	Certified Staff	Fall Semester TED 8970-802 Thursdays-15 Weeks Start date Aug 28	4:30-7:30 PM	Mary Jo Thomas & Karen Beard Abbott Elementary
Graduate Credit		Productive Approaches Section 3023	Certified Staff	TBA Spring Semester 2004		TBA
Graduate Credit	CANCELLED	Using Palms in the Classroom	Certified Staff	Thursdays-12 Weeks Start date Sept 4 Registration thru UNO	4:45 - 8:30 PM	Tony Vincent Willowdale

DIFFERENTIATION

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
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Check Online for HomeBase Teams - Summer 2004
Tuesday, June 1 & Wednesday, June 2

101.

STAFF DEVELOPMENT: Course Offerings

WELLNESS AND PRODUCTIVE LIVING

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
Wellness/Productive Living	428	Yoga	All Interested Staff	Mondays, Sept 8, 15, 22, 29, Oct 6, 13, 27, & Nov 3	4:30-6:00 PM	Liz Carey North MS Cafeteria
Wellness/Productive Living	431	Common Sense Parenting for Little People (ages 2-5)	MPS Staff \$50 Fee for non MPS Personnel	Tuesdays, Sept 16, 23, 30, Oct 7, 14, 21, & 28	7:00-9:00 PM	Lori Jasa Kiewit MS
Wellness/Productive Living	430	Common Sense Parenting (for ages 6-16)	MPS Staff \$50 Fee for non MPS Personnel	Mondays, Nov 3, 10, 17, & Dec 1 & 8	7:00-9:00 PM	Lori Jasa Kiewit MS
Wellness/Productive Living	429	Yoga	All Interested Staff	Mondays, Jan 12, 19, 26, Feb 2, 9, 23 & Mar 1 & 8	4:30-6:00 PM	Liz Carey Kiewit MS Cafeteria

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PROFESSIONAL GROWTH

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
Professional Growth	178	Presentation Skills	MPS Certified Staff	Monday & Tuesday, Aug 4 & 5	8:15 AM - 3:30 PM Attendees paid at Staff Development attendance rate	Sue Presler ESU #3
Professional Growth	432	Peer Coaching	2nd Yr. Staff & Partner	Wednesday, Aug 6	8:00 - 11:00 AM	Sharon Comisar-Langdon ESU #3

STAFF DEVELOPMENT: Course Offerings

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u> <small>192</small>
Professional Growth	433	Peer Coaching	2nd Yr. Staff & Partner	Wednesday, Aug 6	2:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
Professional Growth	434	Peer Coaching	2nd Yr. Staff & Partner	Thursday, Aug 7	4:00 - 7:00 PM	Sharon Comisar-Langdon ESU #3
Professional Growth	No Registration	Cooperating Teachers Orientation (1 of 2)	All Cooperating Teachers	Monday, Aug 18	4:00 - 5:00 PM	Kim Saum-Mills Millard South HS
Professional Growth	No Registration	Cooperating Teachers Orientation (2 of 2)	All Cooperating Teachers	Monday, Aug 25	4:00 - 6:00 PM Attendees paid one hour at attendance rate	Kim Saum-Mills Millard South HS
Professional Growth	Register thru HR	Creating an Effective Learning Environment	Elem. Student Teachers	Thursday, Sept 4	8:00 AM - 4:00 PM	MEP Facilitator ESU #3 Cass/Douglas Rms. Sarpy/Washington Rms.
Professional Growth	Register thru HR	Creating an Effective Learning Environment	Sec. Student Teachers	Thursday, Sept 4	8:00 AM - 4:00 PM	Jeff Hallstrom ESU #3 Cass/Douglas Rms. Sarpy/Washington Rms.
Professional Growth	437	Millard Intervention Training (MIT)	Elementary Retraining	Monday, Sept 8	9:00 AM - 3:00 PM	School Psychologists ESU #3
Professional Growth	438	Millard Intervention Training (MIT)	Elementary Retraining	Tuesday, Sept 9	9:00 AM - 3:00 PM	School Psychologists ESU #3
Professional Growth	439	Millard Intervention Training (MIT)	Elementary Retraining	Thursday, Sept 11	9:00 AM - 3:00 PM	School Psychologists ESU #3
Professional Growth	440	Millard Intervention Training (MIT)	Elementary Training for New Staff	Monday & Tuesday, Sept 15 & 16	8:00 AM - 4:00 PM	School Psychologists ESU #3

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STAFF DEVELOPMENT: Course Offerings

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Professional Growth</i>	441	Millard Intervention Training (MIT)	Secondary Training for New Staff	Wednesday & Thursday, Sept 17 & 18	8:00 AM - 4:00 PM	School Psychologists ESU #3
<i>Professional Growth</i>	442	Confidentiality & Student Records	All Interested Staff	Thursday, Oct 2	4:00 - 5:15 PM	Dr. Roger Farr & Charlene Snyder Don Stroh Adm. Ctr., Rm. A
<i>Professional Growth</i>	443	Writing Standards Session #1 (of 3)	Tech/ Professional & Paras	Friday, Oct 17	9:00 - 11:30 AM	Mary Hills Millard West HS Room 319
<i>Professional Growth</i>	443	Writing Standards Session #2 (of 3)	Tech/ Professional & Paras	TBA	TBA	Weekly Reporting of Editing Groups
<i>Professional Growth</i>	444	Peer Coaching	2nd Yr. Staff & Partner	Friday, Oct 17	7:00 - 8:00 AM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	445	Seven Habits of Highly Effective People Session #1	Tech/ Professional & Paras	Friday, Oct 17	8:30 AM - 12:00 PM	Rebecca Winterfeld Beadle MS, info Center
<i>Professional Growth</i>	446	Peer Coaching	2nd Yr. Staff & Partner	Monday, Oct 27	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	447	Peer Coaching	2nd Yr. Staff & Partner	Tuesday, Oct 28	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	448	Peer Coaching	2nd Yr. Staff & Partner	Wednesday, Oct 29	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	449	Peer Coaching	2nd Yr. Staff & Partner	Thursday, Oct 30	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i> 861	No Registration	Cooperating Teachers Orientation	All Cooperating Teachers	Monday, Jan 12	4:00 - 5:00 PM	Kim Saum-Mills Millard South HS

104.

STAFF D ELOPMENT: Course Offerings

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u> <small>194</small>
<i>Professional Growth</i>	452	Peer Coaching	2nd Yr. Staff & Partner	Monday, Jan 19	7:00 - 8:00 AM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	No Registration	Cooperating Teachers Orientation	All Cooperating Teachers	Monday, Jan 26	4:00 - 6:00 PM Attendees paid one hour at attendance rate	Kim Saum-Mills Millard South HS
<i>Professional Growth</i>	453	Peer Coaching	2nd Yr. Staff & Partner	Monday, Jan 26	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	454	Peer Coaching	2nd Yr. Staff & Partner	Tuesday, Jan 27	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	455	Peer Coaching	2nd Yr. Staff & Partner	Wednesday, Jan 28	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	456	Peer Coaching	2nd Yr. Staff & Partner	Thursday, Jan 29	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	Register thru HR	Creating an Effective Learning Environment	Elem. Student Teachers	Thursday, Feb 19	8:00 AM - 4:00 PM	MEP Facilitator ESU #3 Cass/Douglas Rms. Sarpy/Washington Rms.
<i>Professional Growth</i>	Register thru HR	Creating an Effective Learning Environment	Sec. Student Teachers	Thursday, Feb 19	8:00 AM - 4:00 PM	Jeff Hallstrom ESU #3 Cass/Douglas Rms. Sarpy/Washington Rms.
<i>Professional Growth</i>	457	Peer Coaching	2nd Yr. Staff & Partner	Friday, Mar 12	7:00 - 8:00 AM	Sharon Comisar-Langdon ESU #3
<i>Professional Growth</i>	458	Peer Coaching	2nd Yr. Staff & Partner	Monday, Mar 29	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3

STAFF DEVELOPMENT: Course Offerings

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
Professional Growth	460	Peer Coaching	2nd Yr. Staff & Partner	Wednesday, Mar 31	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
Professional Growth	461	Peer Coaching	2nd Yr. Staff & Partner	Thursday, Apr 1	4:00 - 5:00 PM	Sharon Comisar-Langdon ESU #3
Professional Growth	462	Facilitation Skills	All Interested Staff	Monday & Tuesday, Aug 2 & 3, 2004	8:00 AM - 3:30 PM Attendees paid at attendance rate	Sue Presler ESU #3

106.

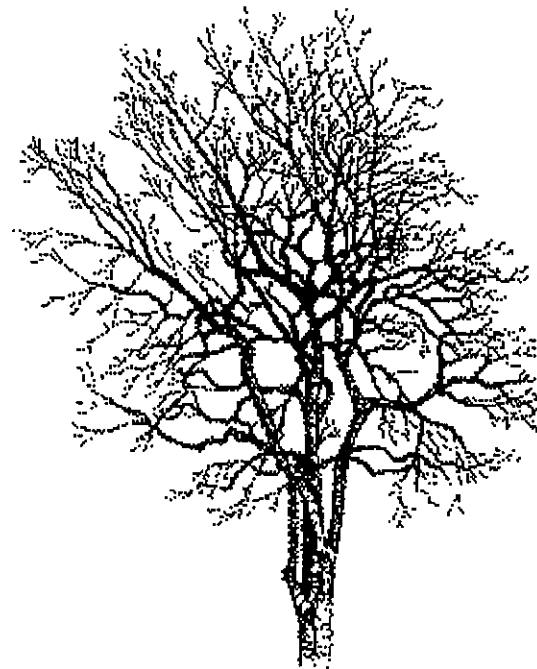
SAFETY

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
Safety	463	Science Safety Workshop	Secondary Science Teachers	Tuesday, Sept 9,	8:30 AM - 4:00 PM	Cheryl McGlamery, Daryl Jahn Millard North HS, Rm. 909
Safety	464	Community First Aid & Safety	All Interested Staff	Mondays, Sept 29, Oct 6 & 13	5:00 - 9:00 PM	Collie Fjell, Jan Yeager Millard South HS, East Ent.
Safety	465	CPR Adult/Child/Infant/AED	All Interested Staff	Friday, Oct 17	8:00 AM - 4:00 PM	American Red Cross Russell MS
Safety	466	Crisis Prevention Institute (CPI)	All Interested Staff	Friday, Oct 17	8:00 AM - 4:00 PM	Ted Esser, Harry Grimminger ESU #3
Safety	467	Sexual Harassment Prevention	All Interested Staff	Friday, Oct 17	11:00 AM - 12:00 PM	Methodist EAP Millard South HS, Auditorium

STAFF DEVELOPMENT: Course Offerings

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u> ¹⁹⁶
Safety	471	Community First Aid & Safety	All Interested Staff	Mondays, Mar 22, 29, & Apr 5	5:00 - 9:00 PM	Collie Fjell, Jan Yeager Millard South HS, East Ent.
Safety	468	Sexual Harassment Prevention	All Interested Staff	Monday, Jan 19	11:00 AM - 12:00 PM	Methodist EAP Millard South HS, Lecture Hall
Safety	470	Bullying and Harassment Prevention	All New Staff	Friday, Mar 12	9:30 - 11:30 AM	Kay Kronholm, Mike Janis Andersen MS
Safety	473	Sexual Harassment Prevention	All Interested Staff	Friday, Mar 12	11:00 AM - 12:00 PM	Methodist EAP Millard South HS, Auditorium

I'll wave my leaves at the children every morning on their way to school and whisper tree songs at night in their dreams. Trees with deep roots know the things children need.
 - Brian Andreas



107.

MARTIN LUTHER KING, JR. STAFF DEVELOPMENT DAY

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Martin Luther King, Jr. Staff Development Day</i>		Differentiation II	Homebase Team Members from Summer 2003 Follow-up	Monday, Jan 19	8:00 - 9:30 AM	Team Leaders
<i>Martin Luther King, Jr. Staff Development Day</i>		Differentiation II	Homebase Team Members registered for Summer 2004 Preplanning	Monday, Jan 19	10:00 - 11:30 AM	TBA
<i>Martin Luther King, Jr. Staff Development Day</i>	474	CPR Adult/Child/AED	All Interested Staff	Monday, Jan 19	8:00 AM - 3:30 PM	American Red Cross Russell MS
<i>Martin Luther King, Jr. Staff Development Day</i>	475	Crisis Prevention Institute (CPI)	All Interested Staff	Monday, Jan 19	8:00 AM - 4:00 PM	Ted Esser, Mike Janis ESU #3
<i>Martin Luther King, Jr. Staff Development Day</i>	476	Holding On and Cheering UP	Tech/Prof & Paras	Monday, Jan 19	Ele 8:00-11:00 AM Sec 12:30-3:30 PM	Nancy Thompson, Joyce Swanson Millard North HS
<i>Martin Luther King, Jr. Staff Development Day</i>	478	Reading Strategies for Struggling Readers	Paras	Monday, Jan 19	K-5 8:00-11:00 AM 6-12 12:30-3:30 PM	Joyce Pawlenty, Doug Denson, Susan Schneider, ESU #3 Cass/Douglas Rm.
<i>Martin Luther King, Jr. Staff Development Day</i>	445	Seven Habits of Highly Effective People Session #2	Registrants from Session #1	Monday, Jan 19	8:30 - 11:30 AM	Rebecca Wintefeld Beadle MS, Info Center
<i>Martin Luther King, Jr. Staff Development Day</i>	451	Grant Writing	MPS Staff	Monday, Jan 19	9:30 AM - 12:00 PM	Susan McAdam Don Stroh Adm. Center, Room A
<i>Martin Luther King, Jr. Staff Development Day</i>	443	Writing Standards Session #3 (of 3)	Tech/ Professional & Paras	Monday, Jan 19	10:00 AM - 12:00 PM	Mary Hillis Millard West HS Room 319

108.

TECHNOLOGY

<u>Strand</u>	<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Technology</i>	479	Woodcock Johnson III	Special Ed Staff (in lieu of tech flex and not involved in Dif. II)	Thursday, Sept 4	3:45 - 5:00 PM	Nancy Marron, Karen Richter Black Elk Elementary
<i>Technology</i>	480	SIMS IEP Refresher	All Interested Special Ed Staff who were unable to attend during Fall	Tuesday, Sept 9	3:45 - 5:00 PM	Ted Esser, Terry Houlton Beadle MS, TRC
<i>Technology</i>	481	SIMS IEP Refresher	All Interested Special Ed Staff who were unable to attend during Fall	Thursday, Sept 11	3:45 - 5:00 PM	Ted Esser, Terry Houlton Beadle MS, TRC

ONLINE REGISTRATION:

For online registration start at the Millard website at www.mpsomaha.org.

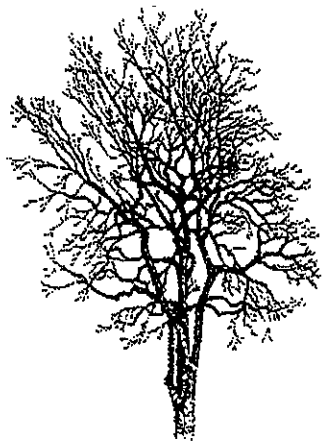
- Point to District Departments
- Click on Educational Services
- Click on the Staff Development button
- Click the Online Registration link

STAFF DEVELOPMENT: Course Offerings

110.

TECHNOLOGY

<u>Offering ID</u>	<u>Title</u>	<u>Dates</u>	<u>Description</u>	<u>More information</u>
418	Element K Online Learning Account	September 1 to February 1	Element K allows you to take many different types of courses online at your convenience. For 8 hours of credit, you will need to complete 2 online courses. In order to receive an account, you must register for the course offering. You will receive a username and password, as well as an informational pamphlet from Technology Staff Development after accounts are created. Once you receive your account, you should select courses that are relevant to your position in the district.	The informational "kickoff" meeting will be held on August 26th from 4:15 to 5:00 at DSAC.
420	Independent Study	1st Semester	This option allows you to check out a manual from Technology Staff Development and work on your own. You will need to get a Tech Flex Alternative Form from your building principal.	Please contact Michelle Baldwin (894-6286) to set up your independent study course.



*"Every day, in every way, things are getting Better and Better."
-Emil Coue*

August '03

<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>	
Operating Systems	374	Technology TLC Win/GroupWise--new staff only	Certified Staff	Friday, Aug 1	8:00 AM-4:00 PM	Kelly Thielen Millard North HS
Operating Systems	375	Technology TLC Mac/GroupWise- new staff only	Certified Staff	Friday, Aug 1	8:00 AM-4:00 PM	Jacen Lefholtz Hitchcock Elementary
Operating Systems	376	Technology TLC Win/GroupWise-new staff only	Certified Staff	Monday, Aug 4	8:00 AM-4:00 PM	Kelly Thielen Millard North HS
Operating Systems	377	Technology TLC Mac/GroupWise-new staff only	Certified Staff	Monday, Aug 4	8:00 AM-4:00 PM	Jacen Lefholtz Hitchcock Elementary
Email	None Scheduled					
Word Processing	378	MS Word: Intro	All Staff	Monday, Aug 4 & Tues, August 5	3:00-7:30 PM	Laurie Brodeur Millard West HS
Spreadsheets	379	MS Excel: Intro	All Staff	Monday, Aug 4 & Tues, August 5	3:00-7:30 PM	Amanda Kunes Beadle MS, Lab
Database	None Scheduled					
Internet	380	Web Design	Certified Staff	Mondays, Aug 18 & 25	4:30-8:30 PM	Amanda Kunes Beadle MS, TRC
Multimedia	381	PowerPoint for Curriculum Night	Certified Staff	Monday, Aug 4 & Tues, August 5	3:00-7:30 PM	Michelle Baldwin Beadle MS, TRC
SIMS Gradebook (Secondary Only)	Please check the online version of Better & Better for updates					

STAFF DEVELOPMENT: Course Offerings

September '03

<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Operating Systems</i>	382	TLC Mac/GroupWise	All Staff	Mondays, Sept 8, 15, & 22	4:30-7:30 PM Amanda Kunes Willowdale Elementary
<i>Operating Systems</i>	383	Mac OS X	All Staff	Mondays, Sept 8, 15, & 22	4:30-7:30 PM Jacen Lefholtz Hitchcock Elementary
<i>Email</i>	384	GroupWise for Mac	All Staff	Mondays, Sept 8, 15, & 22	4:30-7:30 PM Jim Rames Sandoz Elementary
<i>Word Processing</i>	None Scheduled				
<i>Spreadsheets</i>	None Scheduled				
<i>Database</i>	385	AppleWorks Databases	All Staff	Thursdays, Sept 4, 11, 18, & 25	4:30-6:30 PM Laurie Brodeur Norris Elementary
<i>Database</i>	386	MS Access I: Tables & Queries	All Staff	Tuesdays, Sept 9, 16, & 23	4:30-7:30 PM Michelle Baldwin Beadle MS, Lab
<i>Internet</i>	387	Internet/Intranet Curriculum Connections	Certified Staff	Thursdays, Sept 4, 11, & 18	4:30-7:30 PM Michelle Baldwin Beadle MS, TRC
<i>Multimedia</i>	388	Digital Imaging with FireWorks	All Staff	Mondays, Sept 8, 15, & 22	4:30-7:30 PM Tony Vincent Beadle MS, TRC
<i>Desktop</i>	389	MS Office 2000: An Overview	All Staff	Tuesdays, Sept 9, 16, & 23	4:30-7:30 PM Bill Lamson Millard West HS
<i>Desktop</i>	390	MS Publisher	All Staff	Thursdays, Sept 18 & 25	4:30-8:30 PM Sue Passarelli Beadle MS, Lab

SIMS Gradebook (Secondary Only) Please check the online version of Better & Better for updates

October 03

<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>	
<i>Operating Systems</i>	391	TLC Win/GroupWise	All Staff	Thursdays, Oct 2 & 9	4:30-8:30	Michelle Baldwin Millard West HS
<i>Email</i>	392	GroupWise: Advanced	All Staff	Tuesdays Oct 7, 14, 28	4:30-7:30	Bill Lamson Millard West HS
<i>Email</i>	393	Gaggle: Student Email in the Curriculum	Certified Staff	Mondays, Oct 27, & Nov 3, & 10	4:30-7:30 PM	Mary Ehlers TBA
<i>Word Processing</i>	394	Editing Documents with MS Word	All Staff	Tuesdays, October 7, 14, & 28	4:30-7:30 PM	Michelle Baldwin Beadle MS, Lab
<i>Spreadsheets</i>	None Scheduled					
<i>Database</i>	395	FileMaker: Intro.	All Staff	Mondays, October 6, 13, & 27	4:30-7:30 PM	Jim Rames Sandoz Elementary
<i>Internet</i>	396	Dreamweaver: Intro.	Certified Staff	Mondays, October 6, & 13	4:30-8:30 PM	Amanda Kunes Beadle MS, TRC
<i>Internet</i>	397	Internet Tools for Classified Staff	Classified Staff	Tuesdays, Oct 7, 14, & 28	4:30-7:30 PM	Laurie Brodeur TBA
<i>Multimedia</i>	398	Digital Video Editing with iMovie	Certified Staff	Monday, Oct 27 & Thursday, Oct 30	4:30-8:30 PM	Denny Hanley Beadle MS, TRC
<i>SIMS Gradebook (Secondary Only)</i>	Please check the online version of Better & Better for updates					

113.

STAFF DEVELOPMENT: Course Offerings

11/4

November '03

<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Operating Systems</i>	399	TLC Win/GroupWise	All Staff	Mondays, Nov 3, 10, & 17	4:30-7:30 PM TBA Beadle Lab
<i>Operating Systems</i>	400	TLC Mac/GroupWise	All Staff	Mondays, Nov 3, 10, & 17	4:30-7:30 PM Jacen Lefholtz Willowdale Elementary
<i>Email</i>	None Scheduled				
<i>Word Processing</i>	401	MS Word: Mail Merges, Forms, and Templates	All Staff	Tuesdays, Nov 4, 11, & 18	4:30-7:30 PM Bill Lamson Millard West HS
<i>Word Processing</i>	402	Applying AppleWorks to the Elementary Classroom	Certified Staff	Mondays, Nov 3, 10, 17, & 24	4:30-6:30 PM Laurie Brodeur Norris Elementary
<i>Spreadsheets</i>	None Scheduled				
<i>Database</i>	403	FileMaker: Intermediate	All Staff	Mondays, Nov 3, 10, & 17	4:30-7:30 PM Jim Rames Sandoz Elementary
<i>Database</i>	404	MS Access II: Intermediate Queries, Forms & Reports	All Staff	Thursdays, Nov 6, 13, 20	4:30-7:30 PM Michelle Baldwin Beadle MS, Lab
<i>Internet</i>	405	Dreamweaver: Advanced	Certified Staff	Mondays, Nov 3, 10, & 17	4:30-7:30 PM Amanda Kunes Beadle MS, TRC
<i>Multimedia</i>	406	MS PowerPoint: Advanced	All Staff	Tuesdays, Nov 4, 11, & 18	4:30-7:30 PM Michelle Baldwin Beadle MS TRC
<i>SIMS Gradebook (Secondary Only)</i>	Please check the online version of Better & Better for updates				

December '03

<u>Offering ID</u>	<u>Title</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>		
<i>Operating Systems</i>	407	TLC Win/GroupWise	All Staff	Tuesdays, Dec 2, 9, & 16	4:30-7:30 PM	TBA Beadle MS, Lab
<i>Email</i>	408	GroupWise for Win	All Staff	Tuesdays, Dec 2, 9, & 16	4:30-7:30 PM	TBA
<i>Word Processing</i>	None Scheduled					
<i>Spreadsheets</i>	None Scheduled					
<i>Database</i>	None Scheduled					
<i>Internet</i>	409	Internet/Intranet Curriculum Connections	Certified Staff	Tuesdays, Dec 2, 9, & 16	4:30-7:30 PM	Michelle Baldwin Beadle MS, TRC
<i>Internet</i>	410	Internet Tools for Classified Staff	Classified Staff	Thursdays, Dec 4, 11, & 18	4:30-7:30 PM	Laurie Brodeur TBA
<i>Multimedia</i>	411	Digital Video Editing with iMovie	Certified Staff	Thursdays, Dec 4, 11, & 18	4:30-7:30 PM	Denny Hanley Beadle MS, TRC
<i>Desktop</i>	412	MS Publisher	All Staff	Mondays, Dec 1, 8, & 15	4:30-7:30 PM	Amanda Kunes Beadle MS, Lab
<i>SIMS Gradebook (Secondary Only)</i>	Please check the online version of Better & Better for updates					

1/5.

STAFF DEVELOPMENT: Course Offerings

January '04

<u>Offering ID</u>	<u>Title</u>	<u>Target Audience</u>	<u>Dates</u>	<u>Time</u>	<u>Instructor, Site</u>
<i>Operating Systems</i>	413	TLC Mac/GroupWise	All Staff	Mondays, Jan 12, 19, & 26	4:30-7:30 PM Jacen Lefholtz Hitchcock Elementary
<i>Email</i>	414	GroupWise for Mac	All Staff	Mondays, Jan 12, 19, & 26	4:30-7:30 PM Jim Rames Sandoz Elementary
<i>Word Processing</i>	415	MS Word: Mail Merges, Forms, and Templates	All Staff	Tuesdays, Jan 13, 20, & 27	4:30-7:30 PM Bill Lamson Millard West HS
<i>Spreadsheets</i>	None Scheduled				
<i>Database</i>	416	MS Access III: Advanced Queries, Forms, and Reports	Certified Staff	Tuesdays, Jan 13, 20, & 27	4:30-7:30 PM Michelle Baldwin TBA
<i>Internet</i>	417	Dreamweaver: Advanced	All Staff	Mondays, Jan 12, 19, & 26	4:30-7:30 PM Amanda Kunes Beadle MS, TRC
<i>Multimedia</i>	None Scheduled				
<i>SIMS Gradebook (Secondary Only)</i>	Please check the online version of Better & Better for updates				

<http://sdregistration.mpsomaha.org>

AGENDA SUMMARY SHEET

Enclosure I.4.

Page 206
September 8, 2003

AGENDA ITEM: Disaggregated ELO Results, 2002-03

Meeting Date: September 8, 2003

Department: Planning & Evaluation

Title and Brief Description: State and federal requirements have specified targets or goals for reading and math mastery for subgroups of students. The attached data are districtwide for identified subgroups of students.

Action Desired: Approval ___ Discussion x Information Only ___

Background: Both state requirements (STARS and rule 10) and federal law (No Child Left Behind) are in place for holding schools and districts accountable for student performance. If 30 or more students are in a subgroup, that data will be used for accountability analyses. If 10 or more students are in a group, results will be displayed on the state web site.
The "targets" established by the state, for schools/districts as a whole and for all disaggregated subgroups are as follows:
4th grade: Reading 62% Mastery
Math 65% Mastery
7th/8th grade: Reading 61%
Math 58%
9th/12th grade: Reading 66%
Math 62%
Graduation rate 83%
(Participation rate for all subgroups has to be 95%-100%.)
In this packet, we also include the state's goals for the next 10 years.

Options/Alternatives Considered: N.A.

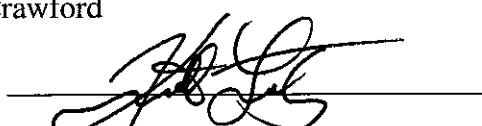
Recommendations: Use the data for school and district planning.

Strategic Plan Reference: Strategy 1

Implications of Adoption/Rejection: N.A.

Timeline: Use immediately for planning for 2003-04 and beyond.

Responsible Persons: John Crawford

Superintendent's Signature:  117.

READING STARTING POINTS & INTERMEDIATE GOALS

Year	Read 4	Year	Read 8	Year	Read 11
	Goal		Goal		Goal
Baseline	62	Baseline	61	Baseline	66
2002-03	62	2002-03	61	2002-03	66
2003-04	62	2003-04	61	2003-04	66
2004-05	72	2004-05	71	2004-05	75
2005-06	72	2005-06	71	2005-06	75
2006-07	72	2006-07	71	2006-07	75
2007-08	81	2007-08	81	2007-08	83
2008-09	81	2008-09	81	2008-09	83
2009-10	81	2009-10	81	2009-10	83
2010-11	91	2010-11	91	2010-11	92
2011-12	91	2011-12	91	2011-12	92
2012-13	91	2012-13	91	2012-13	92
2013-14	100	2013-14	100	2013-14	100

MATH STARTING POINTS & INTERMEDIATE GOALS

Year	Math 4	Year	Math 8	Year	Math 11
	Goal		Goal		Goal
Baseline	65	Baseline	58	Baseline	62
2002-03	65	2002-03	58	2002-03	62
2003-04	62	2003-04	58	2003-04	62
2004-05	74	2004-05	69	2004-05	72
2005-06	74	2005-06	69	2005-06	72
2006-07	74	2006-07	69	2006-07	72
2007-08	83	2007-08	79	2007-08	81
2008-09	83	2008-09	79	2008-09	81
2009-10	83	2009-10	79	2009-10	81
2010-11	92	2010-11	90	2010-11	91
2011-12	92	2011-12	90	2011-12	91
2012-13	92	2012-13	90	2012-13	91
2013-14	100	2013-14	100	2013-14	100

Language Arts – Grade 1

District: 91.78% (1284) Mastery
8.22% (115) Non-Mastery

	% Mastery	% Non Mastery
Male	90.11% (647)	9.89% (71)
Female	93.54% (637)	6.46% (44)
District	91.78% (1284)	8.22% (115)

	% Mastery	% Non Mastery
Asian	92.11% (35)	7.89% (3)
Black	85.71% (24)	14.29% (4)
Caucasian	92.15% (1185)	7.85% (101)
Hispanic	84.09% (37)	15.91% (7)
Am. Indian	Less than 10	
District	91.78% (1284)	8.22% (115)

	% Mastery	% Non Mastery
SpEd	74.44% (67)	25.56% (23)
Non-SpEd	92.97% (1217)	7.03% (92)
District	91.78% (1284)	8.22% (115)

	% Mastery	% Non Mastery
Free Lunch	91.43% (64)	8.57% (6)
Non-Free Lunch	91.80% (1220)	8.20% (109)
District	91.78% (1284)	8.22% (115)

AWA – Grade 1

District: 95.69% (1333) Mastery
4.31% (60) Non-Mastery

	% Mastery	% Non Mastery
Male	94.67% (675)	5.33% (38)
Female	96.76% (658)	3.24% (22)
District	95.69% (1333)	4.31% (60)

	% Mastery	% Non Mastery
Asian	92.11% (35)	7.89% (3)
Black	88.89% (24)	11.11% (3)
Caucasian	95.94% (1229)	4.06% (52)
Hispanic	95.45% (42)	4.55% (2)
Am. Indian	Less than 10	
District	95.69% (1333)	4.31% (60)

	% Mastery	% Non Mastery
SpEd	86.67% (78)	13.33% (12)
Non-SpEd	96.32% (1255)	3.68% (48)
District	95.69% (1333)	4.31% (60)

	% Mastery	% Non Mastery
Free Lunch	90.00% (63)	10.00% (7)
Non-Free Lunch	95.99% (1270)	4.01% (53)
District	95.69% (1333)	4.31% (60)

Math – Grade 2

District: 92.24% (1283) Mastery
7.76% (108) Non-Mastery

	% Mastery	% Non Mastery
Male	94.20% (698)	5.80% (43)
Female	90.00% (585)	10.00% (65)
District	92.24% (1283)	7.76% (108)

	% Mastery	% Non Mastery
Asian	91.89% (34)	8.11% (3)
Black	87.50% (21)	12.50% (3)
Caucasian	92.49% (1194)	7.51% (97)
Hispanic	84.85% (28)	15.15% (5)
Am. Indian	Less than 10	
District	92.24% (1283)	7.76% (108)

	% Mastery	% Non Mastery
SpEd	77.33% (133)	22.67% (39)
Non-SpEd	94.34% (1150)	5.66% (69)
District	92.24% (1283)	7.76% (108)

	% Mastery	% Non Mastery
Free Lunch	87.65% (71)	12.35% (10)
Non-Free Lunch	92.52% (1212)	7.48% (98)
District	92.24% (1283)	7.76% (108)

Reading Comprehension – Grade 4

District: 92.13% (1264) Mastery
7.87% (108) Non-Mastery

	% Mastery	% Non Mastery
Male	89.79% (677)	10.21% (77)
Female	94.98% (587)	5.02% (31)
District	92.13% (1264)	7.87% (108)

	% Mastery	% Non Mastery
Asian	90.32% (28)	9.68% (3)
Black	86.49% (32)	13.51% (5)
Caucasian	92.71% (1182)	7.29% (93)
Hispanic	77.78% (21)	22.22% (6)
Am. Indian	Less than 10	
District	92.13% (1264)	7.87% (108)

	% Mastery	% Non Mastery
SpEd	71.43% (140)	28.57% (56)
Non-SpEd	95.58% (1124)	4.42% (52)
District	92.13% (1264)	7.87% (108)

	% Mastery	% Non Mastery
Free Lunch	82.56% (71)	17.44% (15)
Non-Free Lunch	92.77% (1193)	7.23% (93)
District	92.13% (1264)	7.87% (108)

AWA – Grade 3

District: 94.32% (1278) Mastery
5.68% (77) Non-Mastery

	% Mastery	% Non Mastery
Male	92.66% (656)	7.34% (52)
Female	96.14% (622)	3.86% (25)
District	94.32% (1278)	5.68% (77)

	% Mastery	% Non Mastery
Asian	93.75% (30)	6.25% (2)
Black	86.96% (20)	13.04% (3)
Caucasian	94.47% (1195)	5.53% (70)
Hispanic	93.55% (29)	6.45% (2)
Am. Indian	Less than 10	
District	94.32% (1278)	5.68% (77)

	% Mastery	% Non Mastery
SpEd	82.47% (160)	17.53% (34)
Non-SpEd	96.30% (1118)	3.70% (43)
District	94.32% (1278)	5.68% (77)

	% Mastery	% Non Mastery
Free Lunch	82.73% (91)	17.27% (19)
Non-Free Lunch	95.34% (1187)	4.66% (58)
District	94.32% (1278)	5.68% (77)

Math – Grade 4

District: 95.99% (1317) Mastery
4.01% (55) Non-Mastery

	% Mastery	% Non Mastery
Male	95.22% (717)	4.78% (36)
Female	96.93% (600)	3.07% (19)
District	95.99% (1317)	4.01% (55)

	% Mastery	% Non Mastery
Asian	*	*
Black	86.49% (32)	13.51% (5)
Caucasian	96.63% (1232)	3.37% (43)
Hispanic	77.78% (21)	22.22% (6)
Am. Indian	Less than 10	
District	95.99% (1317)	4.01% (55)

* Data may not be displayed because all students were in the same performance category.

	% Mastery	% Non Mastery
SpEd	86.80% (171)	13.20% (26)
Non-SpEd	97.53% (1146)	2.47% (29)
District	95.99% (1317)	4.01% (55)

	% Mastery	% Non Mastery
Free Lunch	91.86% (79)	8.14% (7)
Non-Free Lunch	96.27% (1238)	3.73% (48)
District	95.99% (1317)	4.01% (55)

Science – Grade 5

District: 89.08% (1240) Mastery
10.92% (152) Non-Mastery

	% Mastery	% Non Mastery
Male	90.41% (660)	9.59% (70)
Female	87.61% (580)	12.39% (82)
District	89.08% (1240)	10.92% (152)

	% Mastery	% Non Mastery
Asian	85.00% (17)	15.00% (3)
Black	73.68% (14)	26.32% (5)
Caucasian	89.39% (1179)	10.61% (140)
Hispanic	87.88% (29)	12.12% (4)
Am. Indian	Less than 10	
District	89.08% (1240)	10.92% (152)

	% Mastery	% Non Mastery
SpEd	61.66% (119)	38.34% (74)
Non-SpEd	93.49% (1121)	6.51% (78)
District	89.08% (1240)	10.92% (152)

	% Mastery	% Non Mastery
Free Lunch	75.65% (87)	24.35% (28)
Non-Free Lunch	90.29% (1153)	9.71% (124)
District	89.08% (1240)	10.92% (152)

Social Studies – Grade 5

District: 93.34% (1304) Mastery
6.66% (93) Non-Mastery

	% Mastery	% Non Mastery
Male	93.32% (684)	6.68% (49)
Female	93.37% (620)	6.63% (44)
District	93.34% (1304)	6.66% (93)

	% Mastery	% Non Mastery
Asian	85.00% (17)	15.00% (3)
Black	78.95% (15)	21.05% (4)
Caucasian	93.73% (1240)	6.27% (83)
Hispanic	91.18% (31)	8.82% (3)
Am. Indian	Less than 10	
District	93.34% (1304)	6.66% (93)

	% Mastery	% Non Mastery
SpEd	75.26% (146)	24.74% (48)
Non-SpEd	96.26% (1158)	3.74% (45)
District	93.34% (1304)	6.66% (93)

	% Mastery	% Non Mastery
Free Lunch	81.90% (95)	18.10% (21)
Non-Free Lunch	94.38% (1209)	5.62% (72)
District	93.34% (1304)	6.66% (93)

Reading Comprehension – Grade 7

District: 92.15% (1468) Mastery
7.85% (125) Non-Mastery

	% Mastery	% Non Mastery
Male	90.71% (742)	9.29% (76)
Female	93.68% (726)	6.32% (49)
District	92.15% (1468)	7.85% (125)

	% Mastery	% Non Mastery
Asian	93.33% (42)	6.67% (3)
Black	68.97% (20)	31.03% (9)
Caucasian	92.97% (1376)	7.03% (104)
Hispanic	73.33% (22)	26.67% (8)
Am. Indian	Less than 10	
District	92.15% (1468)	7.85% (125)

	% Mastery	% Non Mastery
SpEd	60.99% (111)	39.01% (71)
Non-SpEd	96.17% (1357)	3.83% (54)
District	92.15% (1468)	7.85% (125)

	% Mastery	% Non Mastery
Free Lunch	85.26% (81)	14.74% (14)
Non-Free Lunch	92.59% (1387)	7.41% (111)
District	92.15% (1468)	7.85% (125)

AWA – Grade 7

District: 94.00% (1503) Mastery
6.00% (96) Non-Mastery

	% Mastery	% Non Mastery
Male	90.75% (746)	9.25% (76)
Female	97.43% (757)	2.57% (20)
District	94.00% (1503)	6.00% (96)

	% Mastery	% Non Mastery
Asian	95.56% (43)	4.44% (2)
Black	76.67% (23)	23.33% (7)
Caucasian	94.47% (1401)	5.53% (82)
Hispanic	90.63% (29)	9.38% (3)
Am. Indian	Less than 10	
District	94.00% (1503)	6.00% (96)

	% Mastery	% Non Mastery
SpEd	73.08% (133)	26.92% (49)
Non-SpEd	96.68% (1370)	3.32% (47)
District	94.00% (1503)	6.00% (96)

	% Mastery	% Non Mastery
Free Lunch	86.46% (83)	13.54% (13)
Non-Free Lunch	94.48% (1420)	5.52% (83)
District	94.00% (1503)	6.00% (96)

Math – Grade 7

District: 91.07% (1448) Mastery
8.93% (142) Non-Mastery

	% Mastery	% Non Mastery
Male	89.98% (736)	10.02% (82)
Female	92.23% (712)	7.77% (60)
District	91.07% (1448)	8.93% (142)

	% Mastery	% Non Mastery
Asian	88.89% (40)	11.11% (5)
Black	65.52% (19)	34.48% (10)
Caucasian	92.02% (1360)	7.98 (118)
Hispanic	73.33% (22)	26.67% (8)
Am. Indian	Less than 10	
District	91.07% (1448)	8.93% (142)

	% Mastery	% Non Mastery
SpEd	58.89% (106)	41.11% (74)
Non-SpEd	95.18% (1342)	4.82% (68)
District	91.07% (1448)	8.93% (142)

	% Mastery	% Non Mastery
Free Lunch	76.60% (72)	23.40% (22)
Non-Free Lunch	91.98% (1376)	8.02% (120)
District	91.07% (1448)	8.93% (142)

Science – Grade 8

District: 95.98% (1383) Mastery
4.02% (58) Non-Mastery

	% Mastery	% Non Mastery
Male	96.12% (743)	3.88% (30)
Female	95.81% (640)	4.19% (28)
District	95.98% (1383)	4.02% (58)

	% Mastery	% Non Mastery
Asian	88.24% (30)	11.76% (4)
Black	78.95% (15)	21.05% (4)
Caucasian	96.55% (1317)	3.45% (47)
Hispanic	86.36% (19)	13.64% (3)
Am. Indian	Less than 10	
District	95.98% (1383)	4.02% (58)

	% Mastery	% Non Mastery
SpEd	82.50% (132)	17.50% (28)
Non-SpEd	97.66% (1251)	2.34% (30)
District	95.98% (1383)	4.02% (58)

	% Mastery	% Non Mastery
Free Lunch	89.33% (67)	10.67% (8)
Non-Free Lunch	96.34% (1316)	3.66% (50)
District	95.98% (1383)	4.02% (58)

Social Studies – Grade 8

District: 95.90% (1381) Mastery
4.10% (59) Non-Mastery

	% Mastery	% Non Mastery
Male	96.11% (742)	3.89% (30)
Female	95.66% (639)	4.34% (29)
District	95.90% (1381)	4.10% (59)

	% Mastery	% Non Mastery
Asian	93.94% (31)	6.06% (2)
Black	78.95% (15)	21.05% (4)
Caucasian	96.26% (1313)	3.74% (51)
Hispanic	90.91% (20)	9.09% (2)
Am. Indian	Less than 10	
District	95.90% (1381)	4.10% (59)

	% Mastery	% Non Mastery
SpEd	81.25% (130)	18.75% (30)
Non-SpEd	97.73% (1251)	2.27% (29)
District	95.90% (1381)	4.10% (59)

	% Mastery	% Non Mastery
Free Lunch	88.16% (67)	11.84% (9)
Non-Free Lunch	96.33% (1314)	3.67% (50)
District	95.90% (1381)	4.10% (59)

Reading Comprehension – Grade 9

District: 93.65% (1387) Mastery
6.35% (94) Non-Mastery

	% Mastery	% Non Mastery
Male	93.46% (714)	6.54% (50)
Female	93.86% (673)	6.14% (44)
District	93.65% (1387)	6.35% (94)

	% Mastery	% Non Mastery
Asian	91.18% (31)	8.82% (3)
Black	71.43% (20)	28.57% (8)
Caucasian	94.52% (1311)	5.48% (76)
Hispanic	79.31% (23)	20.69% (6)
Am. Indian	Less than 10	
District	93.65% (1387)	6.35% (94)

	% Mastery	% Non Mastery
SpEd	66.96% (77)	33.04% (38)
Non-SpEd	95.90% (1310)	4.10% (56)
District	93.65% (1387)	6.35% (94)

	% Mastery	% Non Mastery
Free Lunch	83.33% (65)	16.67% (13)
Non-Free Lunch	94.23% (1322)	5.77% (81)
District	93.65% (1387)	6.35% (94)

AWA – Grade 10

District: 96.21% (1245) Mastery
3.79% (49) Non-Mastery

	% Mastery	% Non Mastery
Male	94.65% (602)	5.35% (34)
Female	97.72% (643)	2.28% (15)
District	96.21% (1245)	3.79% (49)

	% Mastery	% Non Mastery
Asian	88.46% (23)	11.54% (3)
Black	90.91% (20)	9.09% (2)
Caucasian	96.62% (1172)	3.38% (41)
Hispanic	89.29% (25)	10.71% (3)
Am. Indian	Less than 10	
District	96.21% (1245)	3.79% (49)

	% Mastery	% Non Mastery
SpEd	71.96% (77)	28.04% (30)
Non-SpEd	98.40% (1168)	1.60% (19)
District	96.21% (1245)	3.79% (49)

	% Mastery	% Non Mastery
Free Lunch	90.38% (47)	9.62% (5)
Non-Free Lunch	96.46% (1198)	3.54% (44)
District	96.21% (1245)	3.79% (49)

Math – Grade 10

District: 90.74% (1353) Mastery
9.26% (138) Non-Mastery

	% Mastery	% Non Mastery
Male	91.51% (679)	8.49% (63)
Female	89.99% (674)	10.01% (75)
District	90.74% (1353)	9.26% (138)

	% Mastery	% Non Mastery
Asian	85.71% (30)	14.29% (5)
Black	86.96% (20)	13.04 (3)
Caucasian	91.54% (1277)	8.46% (118)
Hispanic	66.67% (22)	33.33% (11)
Am. Indian	Less than 10	
District	90.74% (1353)	9.26% (138)

	% Mastery	% Non Mastery
SpEd	54.47% (67)	45.53% (56)
Non-SpEd	94.01% (1286)	5.99% (82)
District	90.74% (1353)	9.26% (138)

	% Mastery	% Non Mastery
Free Lunch	69.64% (39)	30.36% (17)
Non-Free Lunch	91.57% (1314)	8.43% (121)
District	90.74% (1353)	9.26% (138)

Science – Grade 11

District: 93.97% (1356) Mastery
6.03% (87) Non-Mastery

	% Mastery	% Non Mastery
Male	94.44% (680)	5.56% (40)
Female	93.50% (676)	6.50% (47)
District	93.97% (1356)	6.03% (87)

	% Mastery	% Non Mastery
Asian	89.29% (25)	10.71% (3)
Black	83.33% (20)	16.67% (4)
Caucasian	94.62% (1283)	5.38% (73)
Hispanic	80.77% (21)	19.23% (5)
Am. Indian	Less than 10	
District	93.97% (1356)	6.03% (87)

	% Mastery	% Non Mastery
SpEd	72.57% (82)	27.43% (31)
Non-SpEd	95.79% (1274)	4.21% (56)
District	93.97% (1356)	6.03% (87)

	% Mastery	% Non Mastery
Free Lunch	81.67% (49)	18.33% (11)
Non-Free Lunch	94.50% (1307)	5.50% (76)
District	93.97% (1356)	6.03% (87)

Social Studies – Grade 11

District: 92.43% (1331) Mastery
7.57% (109) Non-Mastery

	% Mastery	% Non Mastery
Male	93.87% (674)	6.13% (44)
Female	91.00% (657)	9.00% (65)
District	92.43% (1331)	7.57% (109)

	% Mastery	% Non Mastery
Asian	82.14% (23)	17.86% (5)
Black	78.26% (18)	21.74% (5)
Caucasian	93.28% (1263)	6.72% (91)
Hispanic	80.77% (21)	19.23% (5)
Am. Indian	Less than 10	
District	92.43% (1331)	7.57% (109)

	% Mastery	% Non Mastery
SpEd	62.50% (70)	37.50% (42)
Non-SpEd	94.95% (1261)	5.05% (67)
District	92.43% (1331)	7.57% (109)

	% Mastery	% Non Mastery
Free Lunch	84.75% (50)	15.25% (9)
Non-Free Lunch	92.76% (1281)	7.24% (100)
District	92.43% (1331)	7.57% (109)

AGENDA SUMMARY SHEET

AGENDA ITEM: ACT and SAT Results, 2002-03

Meeting Date: 9/8/03

Department: Planning and Evaluation

Title and Brief Description: This report presents district and building-level results on the most recent ACT and SAT administrations. Scores remain relatively stable at the district level and are near the all-time highs for the district.

Action Desired: Approval ___ Discussion x Information Only ___

Background: Millard continues to score above state and national averages on the ACT. More students took the SAT in 2002-03 than ever before, and the scores increased beyond state and national averages (the SAT verbal scores are higher than they've ever been and the SAT math scores have been higher only once before).

Options/Alternatives Considered: N.A.


Recommendations: The percentage of students taking the ACT remains in the 80%-85% range. The percentage of students who report taking the "core curriculum" is down to 59%. If that percentage were higher, one would expect scores to be higher.

Strategic Plan Reference: Strategic parameter.

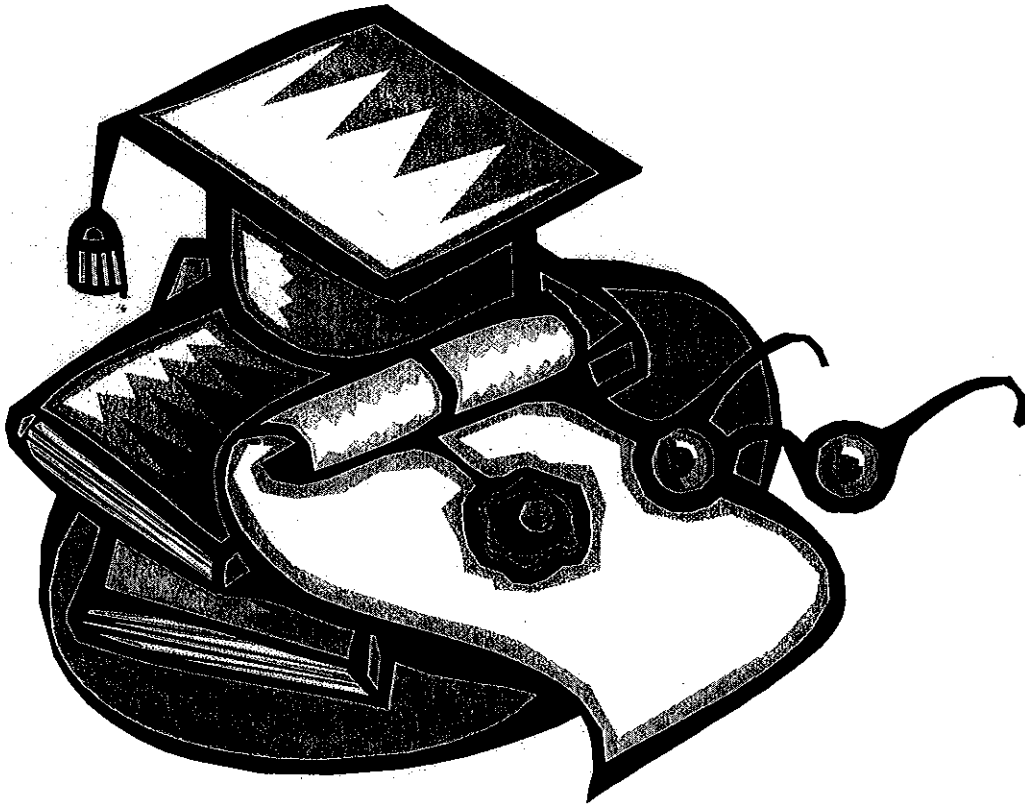
Implications of Adoption/Rejection: N.A.

Timeline: Use results in planning for 2003-04 and beyond.

Responsible Persons: John Crawford

Superintendent's Signature: 

ACT & SAT RESULTS 2002-03



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SEPTEMBER, 2003

INTRODUCTION

The American College Test (ACT) and the Scholastic Aptitude Test (SAT I*) are used for college admissions and for scholarship purposes. The ACT is the primary college entrance test in Nebraska and 27 other states, while the SAT I is used in 22 states.

ACT

The ACT is a 2 hour and 55 minute test that includes 215 questions. In 1989 a revised version of the ACT was introduced which reflected the changes in high school curriculum. The old test included the four areas of English, mathematics, social studies, and natural science. The new ACT Assessment includes:

English
75 items/45 minutes

Mathematics
60 items/60 minutes

Reading
40 items/35 minutes

Science Reasoning
40 items/35 minutes

In addition, students receive subtest scores for each of the four tests.

The ACT standard score scale ranges from 1 to 36.

SAT I*

The SAT I is a 3 hour multiple-choice test that measures developed verbal and mathematical reasoning abilities related to successful performance in college. SAT I scores are intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work. Student performance on the SAT I is reported on a scale of 200 to 800.

*The SAT I was introduced in March 1994.

Average ACT Scores by Level of Academic Preparation

	Number core / Less		Percent core / Less		English core / Less		Mathematics core / Less		Reading core / Less		Sci Reason core / Less		Composite core / Less	
Local														
1998-99	709	335	66	31	23.7	20.5	23.6	20.2	24.0	20.7	23.4	20.8	23.8	20.7
1999-00	675	374	63	35	23.3	19.9	23.5	20.3	23.5	20.8	23.2	20.9	23.5	20.6
2000-01	746	406	63	34	23.3	20.6	23.5	20.6	23.4	20.7	23.2	21.2	23.5	20.9
2001-02	686	405	61	36	23.5	20.4	23.6	20.6	24.0	21.2	23.4	20.9	23.7	20.9
2002-03	685	427	59	37	23.6	20.2	23.6	20.8	24.0	21.1	23.3	21.2	23.8	21.0
State														
1998-99	11081	5064	67	31	22.3	19.2	22.4	19.3	22.9	20.0	22.4	20.1	22.6	19.8
1999-00	11200	5265	67	31	22.2	19.1	22.5	19.4	22.9	20.1	22.6	20.2	22.7	19.8
2000-01	11122	5101	67	31	22.1	19.0	22.3	19.3	22.6	19.8	22.6	20.2	22.5	19.7
2001-02	10863	5064	66	31	22.1	19.0	22.5	19.6	22.9	20.1	22.5	20.2	22.6	19.9
2002-03	11087	4860	67	29	22.2	19.1	22.4	19.5	22.9	20.1	22.5	20.1	22.6	19.8
National														
1998-99	615545	367537	60	36	21.6	18.7	21.8	18.9	22.4	19.8	21.9	19.6	22.0	19.4
1999-00	645513	376645	61	35	21.5	18.8	21.8	19.0	22.4	19.8	21.8	19.7	22.0	19.5
2000-01	645258	369921	60	35	21.5	18.8	21.7	19.0	22.2	19.8	21.8	19.8	21.9	19.5
2001-02	643596	397544	58	36	21.4	18.4	21.6	18.8	22.2	19.5	21.7	19.4	21.8	19.2
2002-03	667526	410753	57	35	21.4	18.5	21.6	18.9	22.2	19.7	21.7	19.5	21.8	19.3

Average ACT Scores for All Graduates

	Number	English	Mathematics	Reading	Sci Reason	Composite
Local						
1998-99	1072	22.6	22.5	22.9	22.5	22.8
1999-00	1080	22.0	22.3	22.5	22.3	22.4
2000-01	1181	22.4	22.4	22.4	22.5	22.6
2001-02	1130	22.4	22.5	23.0	22.5	22.7
2002-03	1167	22.2	22.5	22.8	22.4	22.6
State						
1998-99	16511	21.3	21.4	21.9	21.7	21.7
1999-00	16811	21.2	21.5	22.0	21.8	21.7
2000-01	16677	21.1	21.4	21.7	21.8	21.6
2001-02	16509	21.1	21.5	22.0	21.7	21.7
2002-03	16646	21.2	21.4	22.0	21.7	21.7
National						
1998-99	1019053	20.5	20.7	21.4	21.0	21.0
1999-00	1065138	20.5	20.7	21.4	21.0	21.0
2000-01	1069772	20.5	20.7	21.3	21.0	21.0
2001-02	1116082	20.2	20.6	21.1	20.8	20.8
2002-03	1175059	20.3	20.6	21.2	20.8	20.8

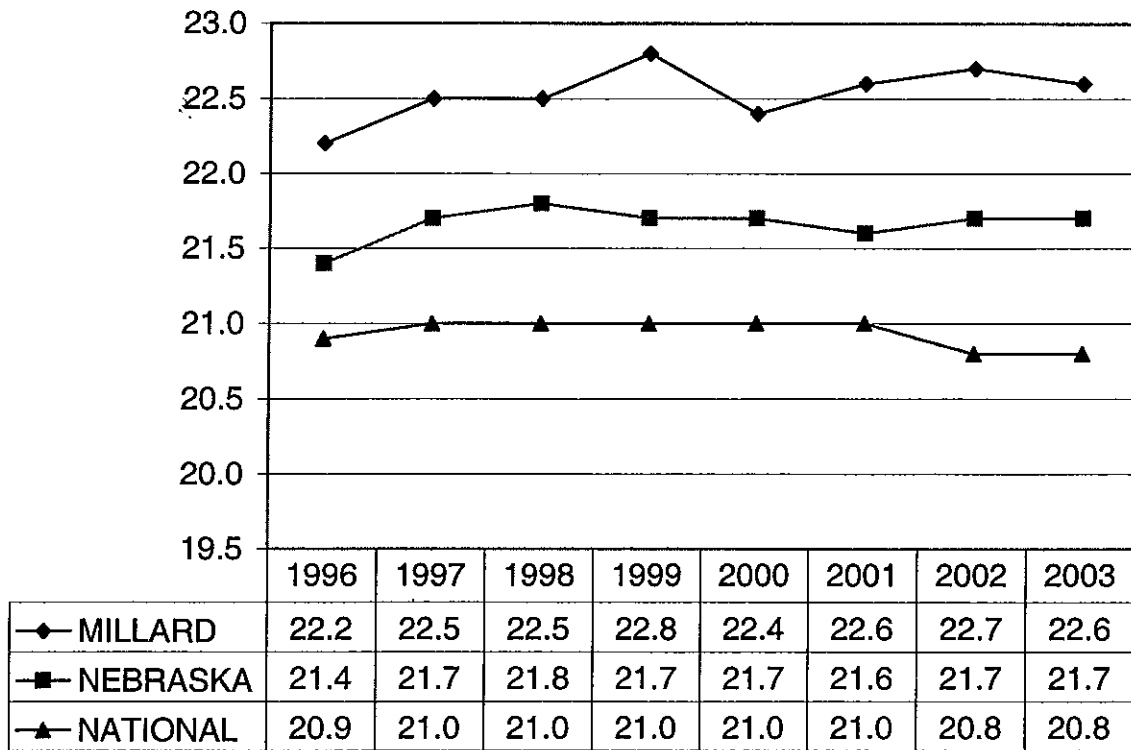
Trends of ACT-tested Student Evaluations of Your High School (expressed in percentages)

	1998-99		1999-00		2000-01		2001-02		2002-03	
	%S	%D	%S	%D	%S	%D	%S	%D	%S	%D
CLASSROOM INSTRUCTION	61	6	56	5	58	6	59	6	56	6
VARIETY OF COURSES	72	7	68	8	72	6	71	5	69	6
GRADING PRACTICES	53	14	49	15	52	12	50	13	49	13
NUMBER/KINDS OF TESTS	50	9	43	11	47	11	44	11	43	11
GUIDANCE SERVICES	60	9	54	11	56	9	59	9	54	9
SCHOOL RULES/REGULATIONS	46	19	38	23	36	27	34	26	32	27
LIBRARY/LEARNING CENTER	53	14	50	14	62	8	56	11	61	6
LABORATORY FACILITIES	58	6	51	7	55	6	52	7	54	4
REMEDIAL SKILLS DEVELOPMENT	40	5	39	5	43	4	41	5	43	5
HONOR PROG/ACCELERATED CRS.	60	4	59	5	65	4	62	5	61	4
CAREER EDUCATION PLANNING	45	14	41	16	47	12	44	12	43	12

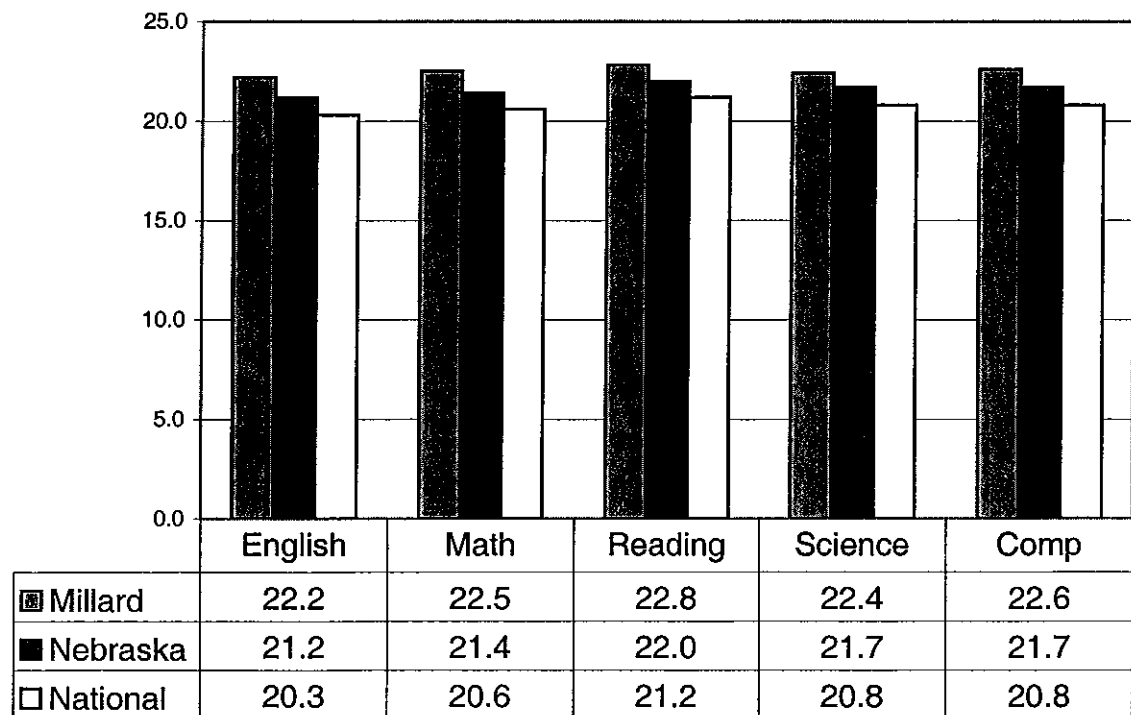
%S = percent satisfied; %D = percent dissatisfied

NOTE: Percentages may not sum to 100 because some students were neutral or did not respond

ACT Composite Scores Over 8 Years Millard, State, and National



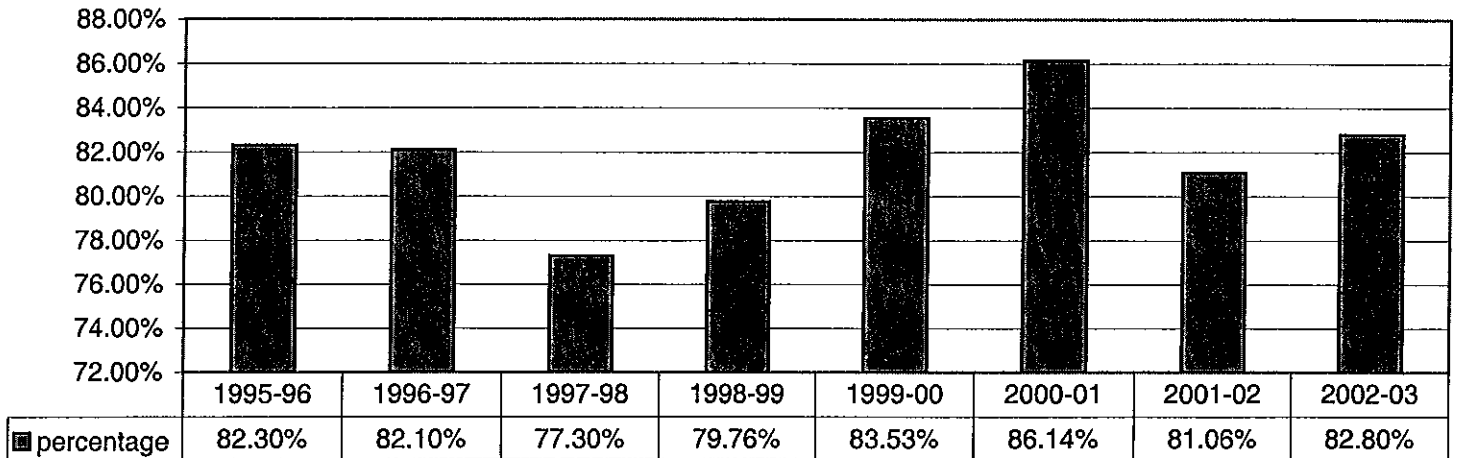
Comparison of the ACT Average Scores with Other Groups 2002-03



Scores range from 1-36

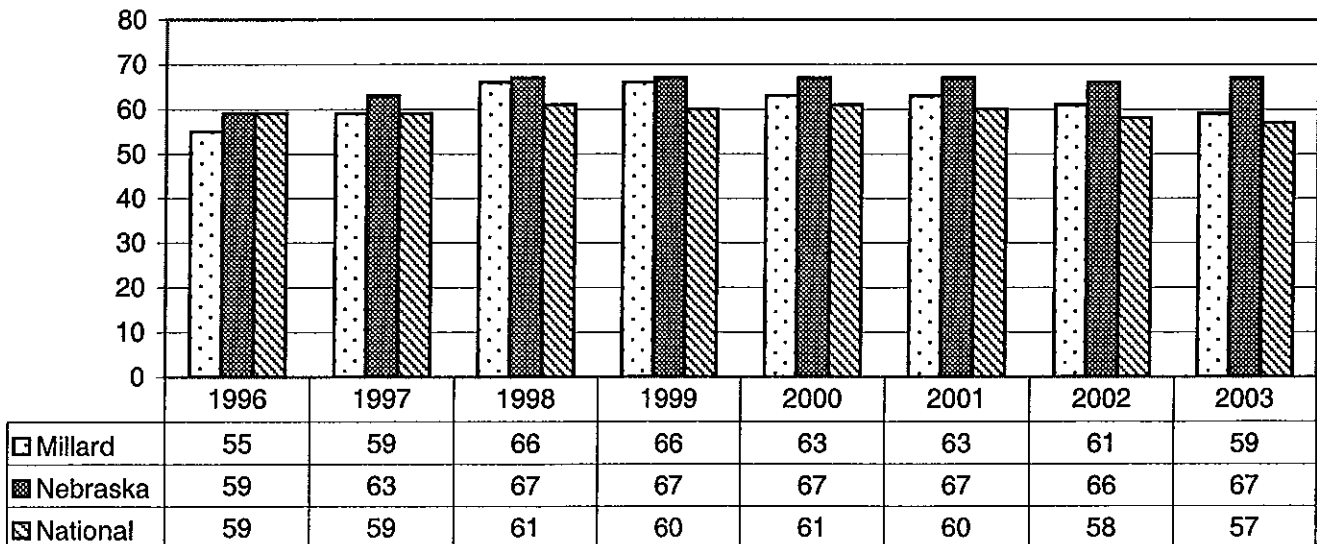
142.

Percent of Millard Seniors Taking the ACT Over Eight Years



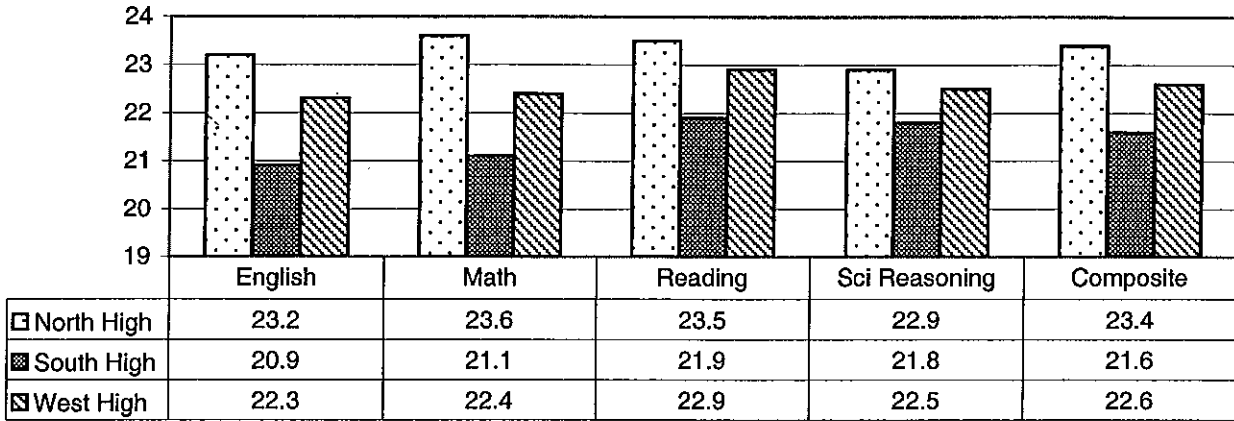
1167 Seniors from the class of 2003 took the ACT

Percent ACT Tested Students Who Have Taken Core Curriculum

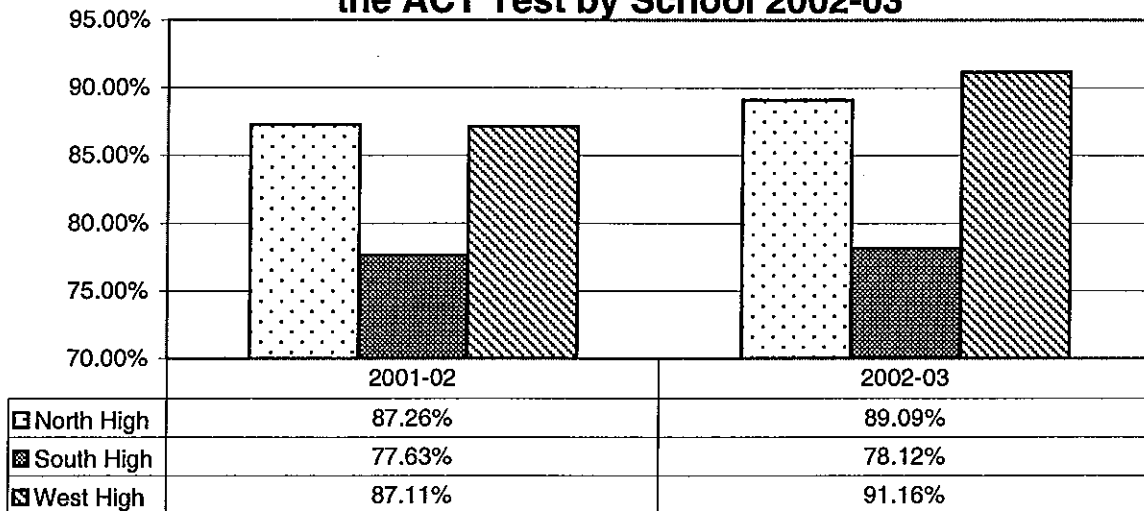


143.

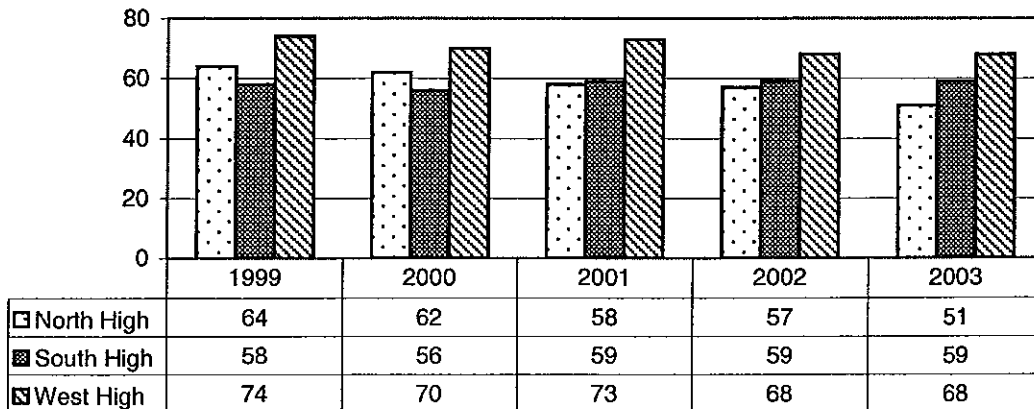
ACT Average Scores by School 2002-03



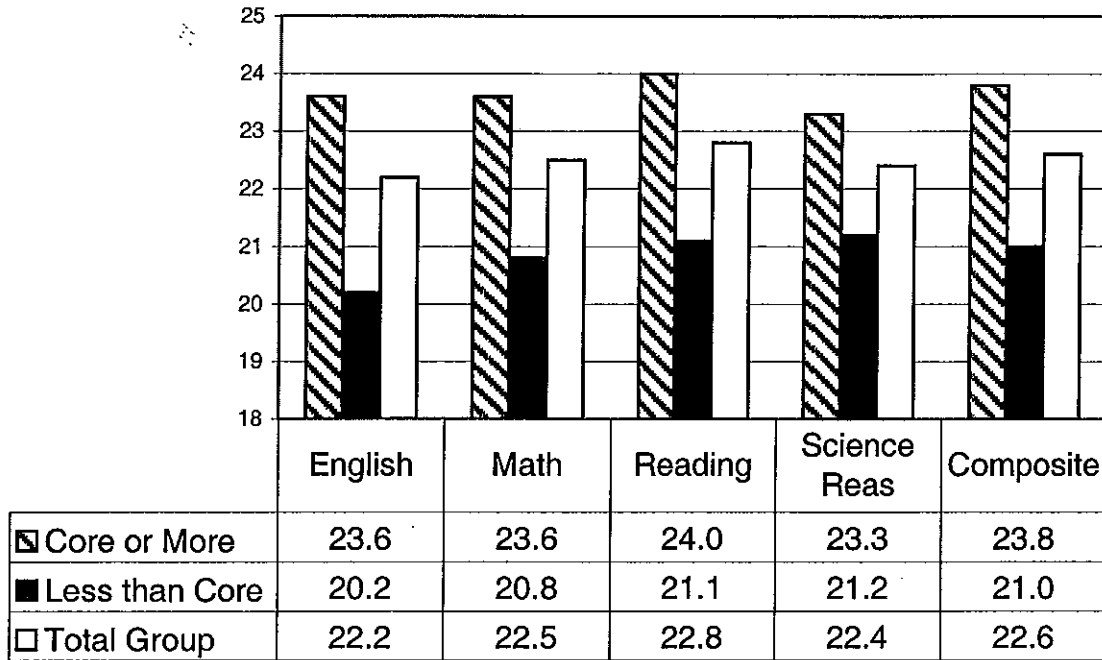
Percentage of Seniors Taking the ACT Test by School 2002-03



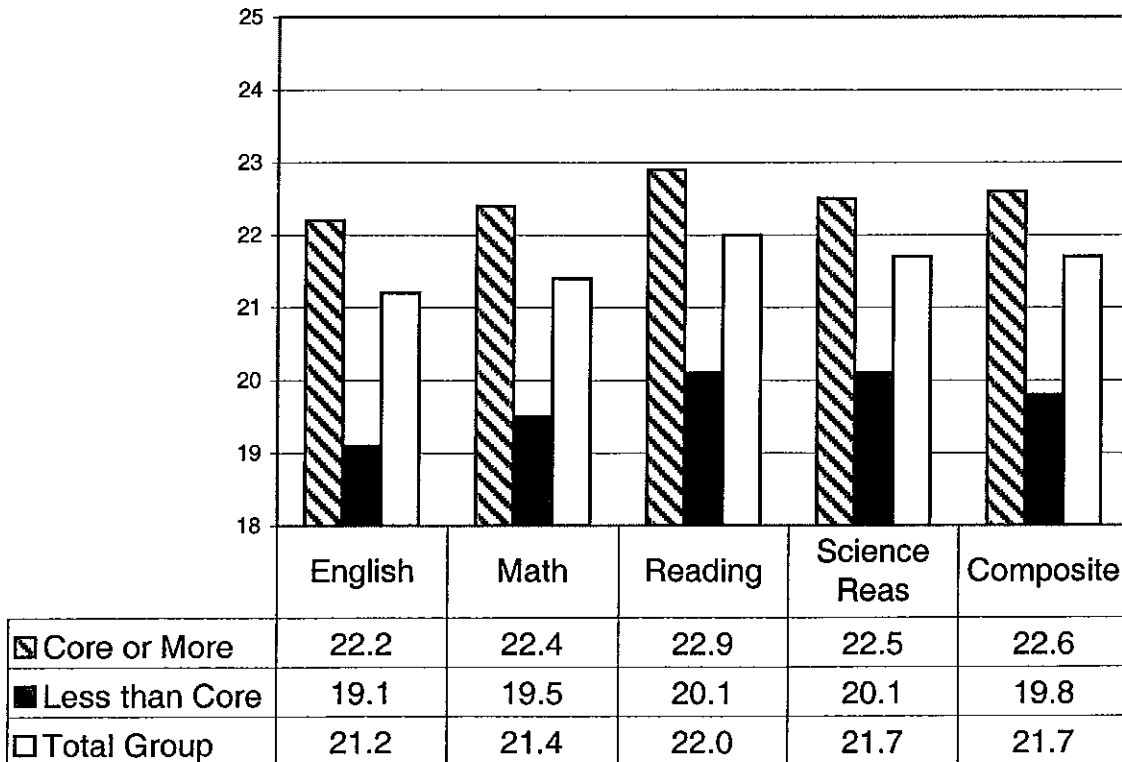
Percentage of ACT Tested Students Who Have Taken Core Curriculum



Millard Public School Results

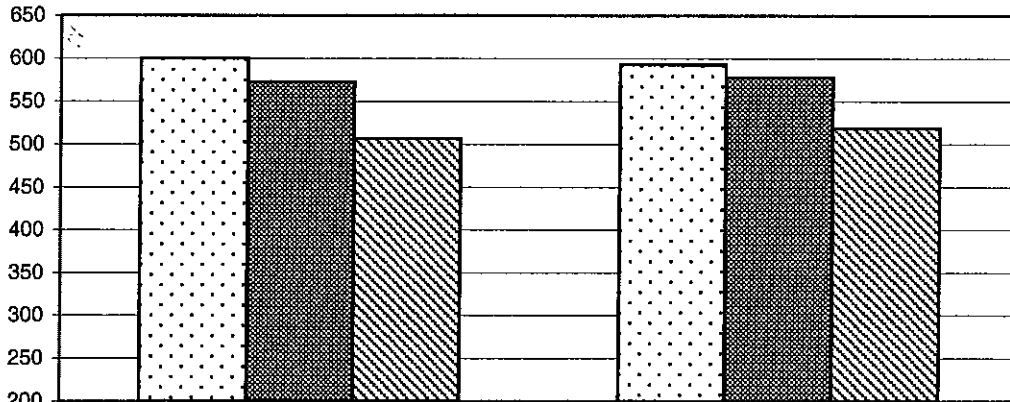


Nebraska Statewide Results



145.

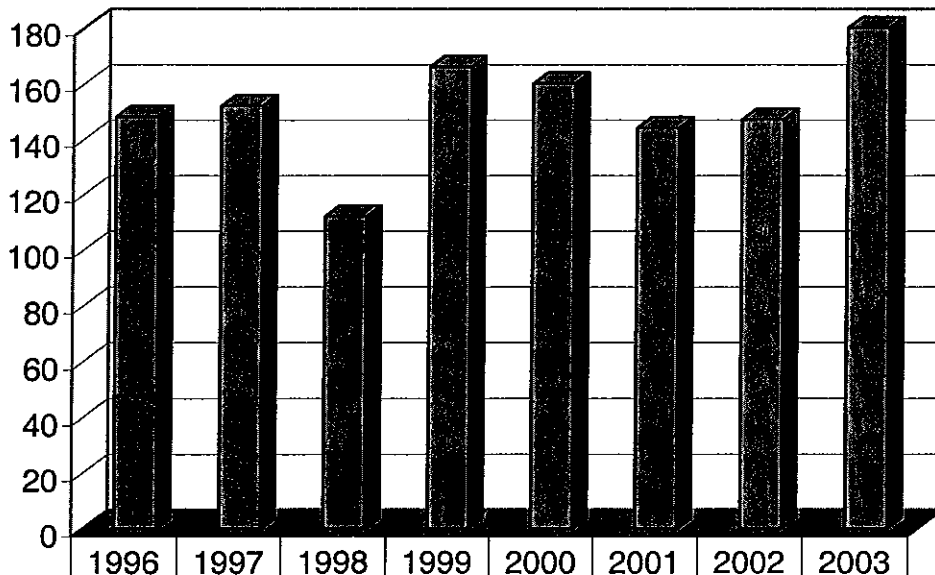
SAT SCORES 2002-03



	Verbal	Math
□ Millard	600	593
■ Nebraska	573	578
▨ National	507	519

Scores range from 200-800

Number of Millard Students Taking the SAT Over Eight Years

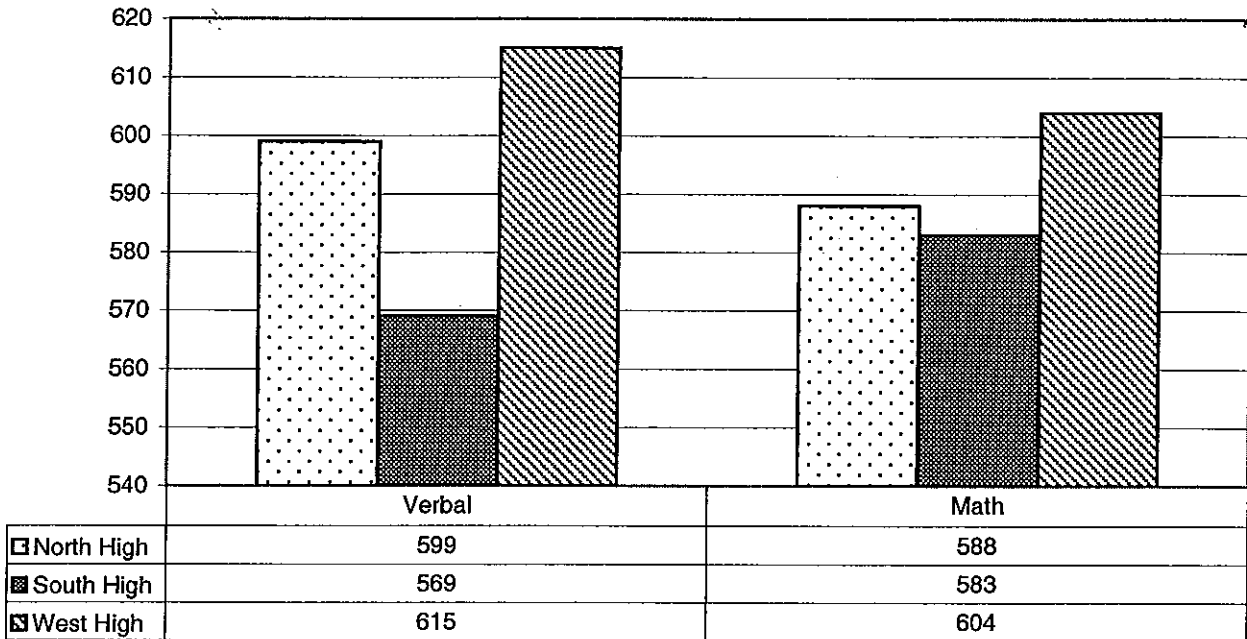


	1996	1997	1998	1999	2000	2001	2002	2003
■ Students	148	152	112	166	160	144	147	180

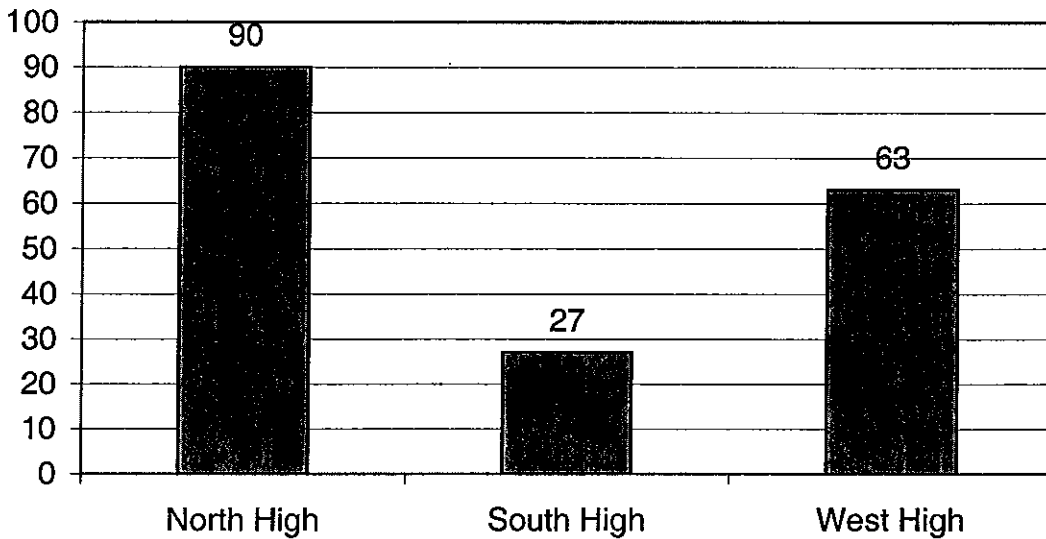
12.8% of the 2003 Graduating Seniors took the SAT

146.

SAT Scores by School 2002-03

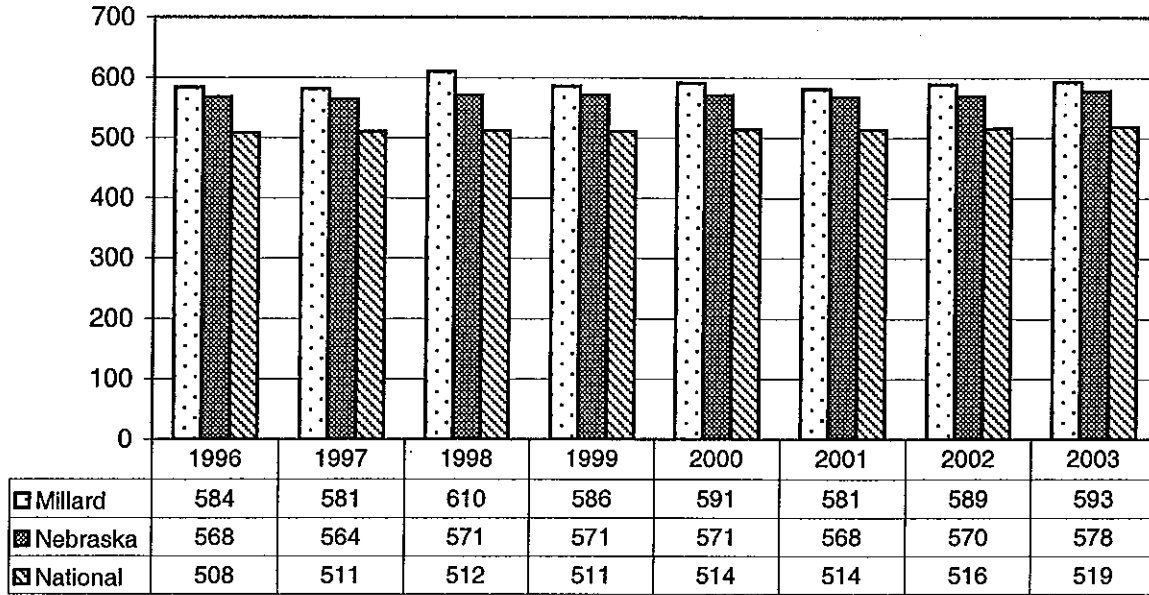


Number of Students Taking the SAT by School 2002-03

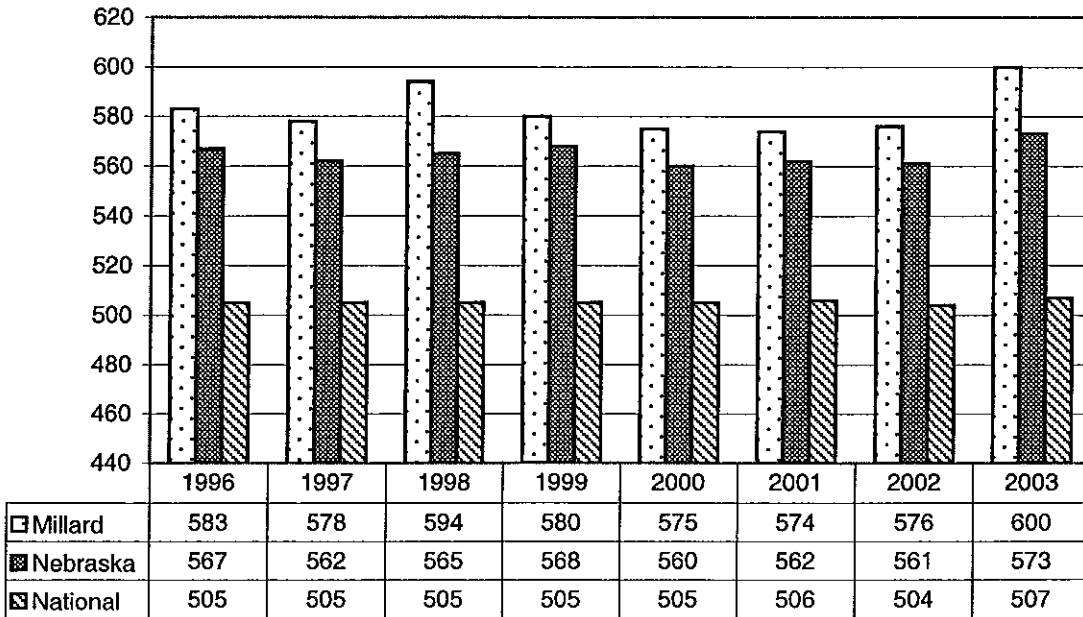


147.

SAT MATH Scores Over Eight Years



SAT VERBAL Scores Over Eight Years



AGENDA SUMMARY SHEET

AGENDA ITEM: Summer School Report

MEETING DATE: September 8, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Summer School Report

ACTION DESIRED: INFORMATION ONLY X

BACKGROUND: The general education summer school for 2003 once again was managed by the school district. Programs were offered and delivered to PreK through Grade 12 students. The program included 1,142 students.

Tuition rates had been increased due to higher teacher salaries in light of the new pay rate for district teachers. The pay rate particularly impacted the ending balance at the elementary level. The overall number of free/reduced tuition students more than doubled at the high school level. The revenue shortage was covered by the Reteaching Funds, FLEX funds, and the Elementary Program.

Elementary School

The elementary program included courses in reading, math, Spalding, challenge classes, and computer technology offerings. A total of 28 two-week courses of 1.5 or 3 hours were held at Bryan and Rohwer Elementary Schools with 468 students enrolling in 692 classes. The tuition rate this year was \$40 for a 90-minute class and \$80 for a three-hour class for in-district students. Out of district students paid \$60 and \$120 respectively.

Two two-week-long elementary special education sessions were offered at Rohwer Elementary to students with moderate to severe disabilities. Fifteen students attended the first summer session, June 9-20. Fifteen students attended the July 7-18 session. Parents paid \$67 per session.

Two two-week-long center-based early childhood special education sessions were also provided at Rohwer Elementary School. Ten children attended the June 9-20 summer session, and eleven students attended the July 7-18 session. Parents paid \$54 per session.

Middle School

The middle level program ran from June 9 – June 27, 2003 at Beadle Middle School. The purpose of the middle level program is to provide students additional learning opportunities in essential math, reading and writing skills as well as general learning/studying strategies.

(Instrumental music classes were offered, but did not have sufficient enrollment to be held.) Tuition was \$70 per class. The middle level program enrolled 69 students; 37 took two classes and 32 took a single class for a total of 106 seats. Two classes in each of the four skill areas were conducted. A total of five students received free tuition (2) and reduced tuition (3) based on their free/reduced lunch status.

In addition, 7 students attended a June 9-27 special education self-contained program for students with moderate to severe disabilities at Beadle Middle School. Secondary special education student tuition was \$105 for the three weeks, 3 hours per day session.

High School

The high school program offers students the opportunity to repeat courses they have failed, take courses that may be difficult to schedule during the regular school year, or take courses in order to free up time in their schedules to take other course offerings. The five weeks long program was held at Millard North High School from June 9 – July 11, 2003. Tuition for the 2003 program was \$125 for each class. Classes were also available to students out of the district.

Records show that 541 students enrolled in a total of 796 seats; 255 students took two classes. Of the 541 students enrolled, 152 (28%) were from Millard South; 259 (48%) were from Millard North; 81 (15%) were from Millard West; 4 (1%) from the Millard Learning Center; and 45 (8%) were from other schools. Forty-seven students received free (37) or reduced (10) tuition based upon their qualifying for Free or Reduced Priced Meals. Seventeen students completed requirements for graduation during the summer session.

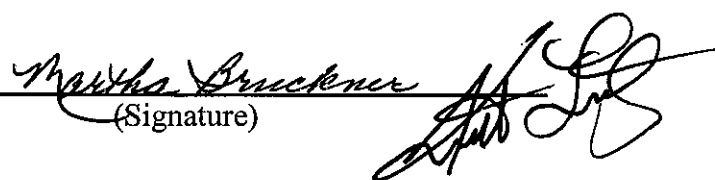
In addition, six students attended a June 9-27 special education self-contained program for students with moderate to severe disabilities at North High School. These students also paid \$105 for a three week, three hours per day session.

The high schools have agreed to hold summer school in the future at Millard North High School. For the past two years the largest percentage of students attending summer school are from MNHS since Millard South and Millard West both now offer 8 classes per semester within the regular school day. Both Millard South and Millard West have hosted summer school for several years due to construction in the other buildings. Millard North has housed summer school only twice in the past dozen years or more.

Strategic Plan Reference: Strategy #4

RESPONSIBLE PERSON(S): Dr. Linda Horton, Dr. Carol Newton, Dr. Judy Porter and Charlene Snyder

ASSOCIATE SUPERINTENDENT APPROVAL:


(Signature)

BOARD ACTION:

150.

Summer School 2003 Elementary Class Counts

Class	Grade Level	Bryan Elem.	Rohwer Elem.	Total Seats
Aquariums	Pre K	16	9	25
Construction	Pre K	13	13	26
Building and Construction	K-1	17	10	27
Science Experiments	K-1	24	13	37
Math Games	K-1	19	9	28
Puppets	K-1	0	8	8
Fun-damental Math	K-1	19	21	40
Fun-damental Reading	K-1	28	21	49
Spalding	K-1	25	0	25
Fizzing Liquids	K-1	17	19	36
Arts & Crafts	K-1	14	16	30
Masked Marvels	K-1	9	8	17
Fun-damental Math	2nd-3rd	23	11	34
Math Games	2nd-3rd	13	11	24
Design a Playground	2nd-3rd	10	0	10
Fun-damental Reading	2nd-3rd	25	19	44
It's a Mystery	2nd-3rd	21	18	39
Computer WWW	2nd-3rd	14	16	30
Magicians & Magic	2nd-3rd	11	10	21
Real Life Math Mysteries	4th-5th	5	6	11
In the Air	4th-5th	0	10	10
Computer iMovie	4th-5th	17	0	17
Fun-damental Math	4th-5th	18	16	34
Fun-damental Reading	4th-5th	11	14	25
Watercolor	4th-5th	14	0	14
Lego Technics	4th-5th	12	0	12
Cartooning	4th-5th	0	11	11
Design a Roller Coaster	4th-5th	8	0	8
Total		403	289	692

151.

**Summer School 2003
Middle Level Class Counts**

Class	6th Grade Total Both Sessions	7th Grade Total Both Sessions	8th Grade Total Both Sessions	Total Seats
Math Strategies	14	15	9	38
Reading Strategies	4	8	7	19
Learning Strategies	8	13	8	29
Writing Strategies	6	8	6	20
Total	32	44	30	106

Summer School 2003 High School Class Counts

Class	9th	10th	11th	12th	13th	Total	Failed	Grads.
Total English 9	0	35	12	7	0	54	3	
Total English 10	0	5	17	6	3	31	2	
Total English 11	0	0	2	21	2	25	0	
Speech		5	3	9	2	19	3	
Creative Writing			6	7	5	18	3	
Total Algebra Found.	1	19	5	0	3	28	7	
Total Algebra	2	61	25	3	0	91	11	
Total Geometry	1	5	22	23	1	52	0	
Total Advanced Algebra	0	5	14	25	0	44	6	
Total IPS	0	6	3	4	0	13	0	
Total Biology	0	5	8	5	2	20	0	
Astronomy	1	1	2	5	3	12	0	
Environmental Sci.		1	2	2		5	0	
Total American History	4	22	13	7	0	46	7	
Total World Geography	0	10	19	6	1	36	2	
Civics			2	95	8	105	1	
Computer Key	7	1		1	1	10	0	
Computer Tech	5	8	5	2	1	21	0	
Everyday Living	3	22	5	2		32	0	
Art Foundations	3	2	3	8	2	18	0	
Cross Training 1	10	19	7	10	1	47	0	
Cross Training 2		12	2	8		22	0	
Weight Training 1	3	13	18	9	1	44	1	
Weight Training 2		1	1	1		3	0	
Total Classes	40	258	196	266	36	796	46	17

2003 Summer School Programs Financial Report

Elementary

Receipts:

Elementary Tuition Received	\$ 31,280.00	
Elementary Refunds		\$ 1,298.00
Revenue Total		\$ 29,982.00

Expenditures:

Elementary Salaries/Benefits	\$ 38,884.27	
Elementary Supplies	\$ 1,534.71	
Expenditure Total		\$ 40,418.98
BALANCE		\$ (10,436.98)

Elem. Tuition Remission (Free/Reduced)	\$ 280.00	
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2003 Summer School Programs Financial Report

Middle School

Receipts:

Middle School Tuition Received	\$ 7,545.00		
Middle School Refunds		\$ 548.50	
Revenue Total			\$ 6,996.50

Expenditures:

Middle School Salaries/Fringes	\$ 7,212.79		
Supplies and Misc. Costs		\$ 73.54	
Expenditure Total			\$ 7,286.33

MIDDLE SCHOOL BALANCE \$ (289.83)

Middle School Tuition Remission \$ 490.00

High School

Receipts:

High School Tuition Received	\$ 99,134.50		
High School Refunds		\$ 3,331.37	
Revenue Total			\$ 95,803.13

Expenditures:

High School Salaries/Fringes	\$ 101,621.02		
High School Supplies & Misc. Costs		\$ 1,285.17	
Expenditure Total			\$ 102,906.19

HIGH SCHOOL BALANCE \$ (7,103.06)

High School Tuition Remission \$ 8,437.50

SECONDARY SUMMER SCHOOL BALANCE \$ (7,392.89)

AGENDA SUMMARY SHEET

Agenda Item: Exiting Senior Survey Report – Class of 2003

Meeting Date: September 8th, 2003

Department: Educational Services

Title and Brief Description: Class of 2003, Exiting Senior Survey - Nebraska Dept. of Education, Rule 10 requires a follow-up study of district graduates every three years. The Carl T. Perkins Vocational and Technical Education Act of 1998 also requires information relating to employability skills and the importance of vocational and technical education to graduate's post graduate career and educational goals. As a response to these multiple needs, the district surveys exiting seniors on an annual basis.

Action Desired: Receive the report

Background: This one of a trio of surveys of graduates that the district conducts. In addition, surveys of 1st year graduates and 5th year graduates are done. The 1st year graduate survey is done annually.

Options/Alternatives Considered: Continue to survey exiting seniors on an annual basis.

Recommendations: Receive the report

Strategic Plan Reference: Strategy 3, Action Plan 6

Responsible Persons: Dr. Martha Bruckner, Dr. Judy Porter, Tom Wise

Superintendent's Signature: _____



(Signature)

Summary of 2003 Graduating Seniors Exit Survey

From which Millard High School are you graduating?

School	Number of Responses
NHS	240
SHS	362
WHS	277
No Building Ident.	9

Are you scheduled to graduate with your class?

Reported GPA	Yes	No
3.0 – 4.0+	531	8
2.0 – 2.99	218	5
Below 2.0	43	6
I don't know	44	8

Did you attend the Millard Learning Center (MLC) at any time while in high school in Millard?

Reported GPA	Yes	No
3.0 – 4.0+	12	528
2.0 – 2.99	11	212
Below 2.0	5	44
I don't know	4	47

How many years did you attend a Millard High School?

Reported GPA	Attended 1 year	2 years	3 years	4 years
3.0 – 4.0+	10	18	28	483
2.0 – 2.99	7	13	25	178
Below 2.0	3	2	3	41
I don't know	5	2	4	41

The percentage of students who indicated that they had attended a Millard High School for 4 years was highest, at 89.4%, for students reporting a “3.0 – 4.0+” GPA. The percentage of students who indicated that they had attended a Millard High School for 4 years was lowest, at 78.8%, for students reporting a “I don't know” for their GPA.

Overall, what has been the major emphasis of the high school courses you have taken in Millard?

Reported GPA	College Prep	General Ed.	Both	Not Sure
3.0 – 4.0+	154	111	249	26
2.0 – 2.99	24	98	73	28
Below 2.0	3	21	12	13
I don't know	6	19	10	17

The percentage of students who indicated “Not Sure” for the major emphasis of high school courses was highest, at 32.7%, for students reporting a “I don't know” for their GPA. The percentage of students who indicated “Not Sure” for the major emphasis of high school courses was lowest, at 4.8%, for students reporting a “3.0 – 4.0+” for their GPA.

Did you participate in any extra curricular activities such as sports, music, clubs, etc. while attending high school in Millard?

Reported GPA	Yes	No
3.0 – 4.0+	470	68
2.0 – 2.99	161	61
Below 2.0	25	24
I don't know	21	31

The percentage of students who participated in extra curricular activities was highest, at 87%, among students reporting “3.0 – 4.0+” GPA, and lowest, at 40.4% among students reporting “I don't know” for their GPA.

Have you held a job while you attended a high school in Millard?

Reported GPA	Yes	No
3.0 – 4.0+	473	66
2.0 – 2.99	207	16
Below 2.0	44	5
I don't know	43	9

If you answered yes to the question “Have you held a job while you attended a high school in Millard?”, how many hours did you work per week while in high school?

Reported GPA	1 to 10 hours	11 to 20 hours	Over 20 hours	I don't know
3.0 – 4.0+	103	221	143	11
2.0 – 2.99	23	93	88	6
Below 2.0	1	10	31	2
I don't know	4	16	20	4

The majority of students with reported GPA's of 2.0 or above worked 20 hours or less per week. Higher percentages of students whose reported GPA's were “Below 2.0” or “I don't know” worked over 20 hours per week or didn't know how many hours they worked.

Which of the following best describes where you see yourself a year from now?

Reported GPA	Working full time (A)	Full time student (B)	Work full time/ Part time student (C)	Work part time/ Full time student (D)	Work part time/ Part time student (E)	Not Sure (F)
3.0 – 4.0+	7	175	22	315	11	7
2.0 – 2.99	23	38	24	106	20	11
Below 2.0	14	4	11	11	5	4
I don't know	11	3	9	15	4	9

98.1% of respondents with reported GPA's of “3.0 – 4.0+” indicated they would be either full or part time students a year from taking the survey. In contrast, 59.6% of students with reported GPA's of “I don't know” indicated they would be either full or part time students a year from taking the survey.

If your response to the question “Which of the following best describes where you see yourself a year from now?” was A, C, D, or E, (see responses in the above question) what kind of work do you think you will be doing?

Reported GPA	Training/ Internship	Temporary	Permanent job	Military	Not Sure
3.0 – 4.0+	54	185	30	17	87
2.0 – 2.99	29	73	19	11	49
Below 2.0	5	15	9	4	10
I don't know	6	12	9	6	15

Do you feel you were adequately prepared by the Millard high school you have attended for entering the workforce, doing such things as being able to prepare resumes, complete job applications, interview for jobs, etc.?

Reported GPA	Yes	No	Unsure
3.0 – 4.0+	395	64	77
2.0 – 2.99	163	27	28
Below 2.0	24	13	12
I don't know	35	4	13

If you are planning on attending school either full or part time, have you determined a major course of study?

Reported GPA	Yes	No
3.0 – 4.0+	406	133
2.0 – 2.99	152	65
Below 2.0	21	25
I don't know	26	23

If you are planning on attending school either full or part time, what is the name of the school you plan to attend?

Reported GPA	UNO	UNL	MCC	I don't know yet	Other
3.0 – 4.0+	123	108	42	16	247
2.0 – 2.99	50	30	44	19	71
Below 2.0	6	1	18	9	12
I don't know	7	3	12	12	16

The percentage of "I don't know" responses steadily increases through responder categories. Only 3.0% of respondents with reported GPA's of 3.0 – 4.0+ indicated not knowing where they were going to attend school, while 30.8% of respondents who reported "I don't know" for their GPA's were not sure where they were going to attend school.

If you plan on attending school full or part time, what is the highest level of education you hope to attain?

Reported GPA	Certificate	Assoc. Degree	BA/BS	MA/MS	Doctorate	Not Sure
3.0 – 4.0+	6	21	185	156	122	46
2.0 – 2.99	6	31	84	45	17	32
Below 2.0	6	8	12	4	7	10
I don't know	3	10	10	4	5	17

The percentage of "Not Sure" responses steadily increases through responder categories. Only 8.5% of respondents with reported GPA's of 3.0 – 4.0+ indicated not knowing the highest level of education they hoped to attain, while 30.8% of respondents who reported "I don't know" for their GPA's were not sure of the highest level of education they hoped to attain.

Do you feel you were adequately prepared to achieve your educational or training goals?

Reported GPA	Yes	No	Unsure
3.0 – 4.0+	454	32	48
2.0 – 2.99	167	23	25
Below 2.0	29	11	7
I don't know	32	7	12

The percentage of "No" and "Not Sure" responses steadily increases through responder categories. Only 14.8% of respondents with reported GPA's of 3.0 – 4.0+ indicated that they were either unsure or not prepared to achieve their educational or training goals. In contrast, 36.6% of students who reported "I don't know" for their GPA's indicated that they were either unsure, or not prepared to achieve their educational or training goals.

Mark the circle representing your present overall occupational or career goal.

Cluster	3.0 to 4.0+	% of Total	2.0 to 2.99	% of Total	Below 2.0	% of Total	I don't know	% of Total
Business Contact	83	15.4%	43	19.3%	10	20.4%	5	9.6%
Business Op.	43	8%	24	10.8%	1	2.0%	6	11.5%
Technical	35	6.5%	29	13%	23	46.9%	16	30.8%
Science	163	30.2%	28	12.6%	4	8.2%	5	9.6%
Arts	100	18.5%	27	12.1%	8	16.3%	16	30.8%
Soc. Service	132	24.4%	63	28.3%	5	10.2%	14	26.9%

The number and percentages of total responses to each occupational cluster, by perceived GPA, are listed.

My grade point average in high school was:

School	3.0 to 4.0+	2.0 to 2.99	Below 2.0	I don't know
NHS	139	76	12	7
SHS	200	94	23	38
WHS	199	53	14	7

Indicate the impact your high school education has had in helping you attain or grow towards the following goals:

Reported GPA	3.0 to 4.0+	% of Total	2.0 to 2.99	% of Total	Below 2.0	% of Total	I don't know	% of Total
Self Discipline	447	89.9	167	83.1	23	60.5	36	75
Speaking	500	93.3	200	90.5	38	77.6	40	78.4
Writing	500	93.8	199	90	32	66.7	40	78.4
Science	479	89.5	179	81.4	28	58.3	33	64.7
Soc. Studies	483	90.4	196	88.7	32	66.7	40	76.9
Reading	474	88.6	195	89.4	32	68.1	38	74.5
Work Relationships	498	92.4	201	90.1	38	77.6	39	75
Adjust to Changes	487	90.7	201	91	38	77.6	41	78.8
Use of Computer	492	92.3	196	89.1	37	77.1	41	80.4
Manage Time/Money	455	85.2	200	86	34	70.8	39	75
Career Goals	496	92.7	199	89.6	38	77.6	37	71.2
Long Term Goals	487	91.2	195	87.4	38	79.2	39	75

Combined numbers and percentages per category of "Very Helpful" and "Moderately Helpful" responses to each goal are listed above, by reported GPA.

How useful have the following subject areas been in helping you prepare for more schooling and/or work?

Reported GPA	3.0 to 4.0+	% of Total	2.0 to 2.99	% of Total	Below 2.0	% of Total	I don't know	% of Total
Art	219	40.8	98	44.5	28	58.3	24	46.2
Business Ed.	325	60.5	158	72.1	31	63.3	29	55.8
Eng./Lang. Arts	471	88.2	184	83.3	29	63	31	59.6
Fam./Cons. Sci.	262	49	137	62.3	33	67.3	25	51
Foreign Lang.	398	75.4	143	65	22	44.9	19	37.3
Guidance	354	65.9	150	68.2	27	56.3	21	40.4
Ind. Tech.	208	39.2	125	57.3	30	62.5	25	48.1
Math	467	87.1	173	78.3	28	58.3	34	66.7
Music	243	45.5	90	40.9	19	38.8	20	38.5
Oral Comm.	427	79.7	176	80.4	31	63.3	32	61.5
Phys. Ed.	298	56	155	70.5	28	57.1	30	57.7
Science	442	82.5	171	77.7	29	59.2	29	56.9
Soc. Studies	450	84.1	173	78.6	25	51.0	32	62.7

Combined numbers and percentages per category of "Very Helpful" and "Moderately Helpful" responses to each subject area are listed above, by location and reported GPA.