

**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 January 12th 2004, at Don Stroh Administrative Center 5606 South 147th Street.

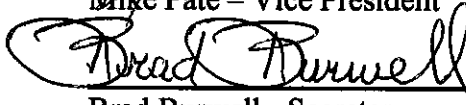
Dated this 12th day of January, 2004.



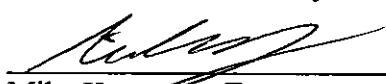
Jean Stothert - President



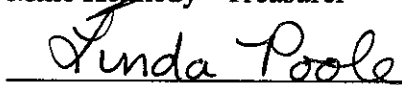
Mike Pate - Vice President



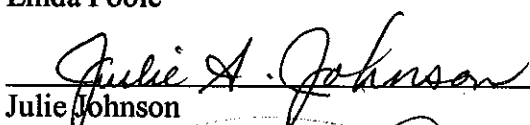
Brad Burwell - Secretary



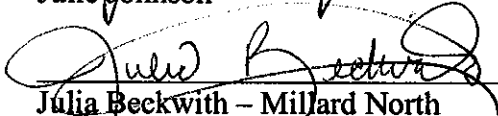
Mike Kennedy - Treasurer



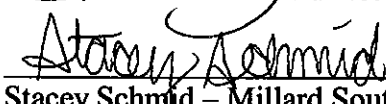
Linda Poole



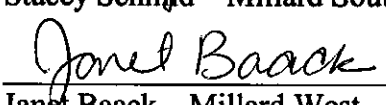
Julie Johnson



Julia Beckwith - Millard North



Stacey Schmid - Millard South



Janet Baack - Millard West

BOARD OF EDUCATION MEETING - JANUARY 12, 2004

NAME:

REPRESENTING:

Paulette Freis	KMS
Tina Daubert	↓
Morgan Daubert	↓
Heather Daubert	↓
Brian Begley	KMS
Molly Erickson	MEA
Tiffany Niver	Westside High School
Cat Leman	KMS
Mindy Long	KMS
Mandy Johnson	Fitchcock
Tordah Drlicharz	KMS
Magee Kopecky	MNH
Kayla Myhre	MWHS
Dorothy Jarr	MVHS
Susie Woster	Cottonwood
Phil Koch	Arcut
Patty Woodburn	Montclair
Renta Pearson	Montclair
Ann Wagner	Montclair
Barb Sappara	Stem Pine
Kara Sutton	Montclair
Rick Kolowski	MWHS
Mike Kospar	SSC

BOARD OF EDUCATION MEETING - JANUARY 12, 2004

NAME:

REPRESENTING:

Deborah Manning	Montclair
Blake : John Oakey	Troop 337
DAVID DRYDEN	Troop 339
Janet Hoff	Kiewit
Joyce Kinsley	Kiewit
Bill CRAMER	THE SCHEMMER ASSOC
Jenna Kucher	Millard North High
Sharon Millsap	Ed Services
Kay Schweigert	KMS
Carmen Costello	KMS
Each Karals	
Pat Meeker	KMS
Tim Young	troop 336
Ed	troop 2623
Jim Beard	Montclair
Reggy Brendel	Norris
Bl & Marie Beckler	MNHS
Dan Jones	—
Danny Done	—
Tom Sam Mills	MNHS
Justin Verbeck	MNHS
Wick Meyer	MNHS



BOARD OF EDUCATION
MEETING



JANUARY 12, 2004

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BUSINESS MEETING
7:00 P.M.

DON STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JANUARY 12, 2004

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. Election of Officers
 - *2. Approval of Board of Education Minutes – December 15, 2003
 - *3. Approval of Bills
- F. Information Items
 - 1. Employees of the Month
 - 2. Superintendent's Report
 - 3. Board Comments/Announcement
 - 4. Report from Student Representatives
- G. Unfinished Business
- H. New Business
 - 1. Approval to Change Board Meetings in February
 - 2. Approval of Board Members to Attend the Federal Relations Conference
 - 3. Approval of Capacity/Standards for Option Enrollment
 - 4. Approval of Guidelines for Transfers within District
 - 5. Approval of Enrollment Option Program Deadline
 - 6. Approval of Official Newspaper
 - 7. Approval of Official Depository
 - 8. Approval of 2004-2005 Calendar
 - 9. Approval of Elementary Language Arts Field Study
 - 10. Approval of Selection of Architect
 - 11. Approval of Personnel Action(s): Resignations, Rescissions, New Hires, and Voluntary Early Separation
 - 12. Litigation (Executive Session)
 - 13. Land Acquisition (Executive Session)

I. Reports

1. Enrollment Report
2. Quality Education Incentive Payment Program (QEIPP) Grant Status
3. Legislative Update
4. Board Initiative Update
5. Update on Status of Senior Class and ELO Mastery

J. Future Agenda Items/Board Calendar.

1. Committee of the Whole Meeting on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, January 26, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
3. Board of Education Meeting on Monday, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
4. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
5. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.

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

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
JANUARY 12, 2004

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. Election of Officers
- *E.2. Motion by _____, seconded by _____, to approve the Board of Education Minutes – December 15, 2003. (See enclosure.)
- *E.3. Motion by _____, seconded by _____, to approve the bills. (See Enclosures.)
- F.1. Employees of the Month
- F.2. Superintendent's Report
- F.3. Board Comments/Announcements
- F.4. Report from Student Representative
- H.1. Motion by _____, seconded by _____, to change the first Board Meeting in February to: February 9, 2004.
- H.2. Motion by _____, seconded by _____, to approve the attendance of Mike Pate to the National School Boards Association Federal Relations Network Conference.
- H.3. Motion by _____, seconded by _____, to approve the resolution regarding Enrollment Standards for the Enrollment Option Program for 2004-2005 school year. (See enclosure.)
- H.4. Motion by _____, seconded by _____, to approve the guidelines for transfers within the District for 2004-2005 school year. (See enclosure.)
- H.5. Motion by _____, seconded by _____, that no further enrollment option waivers be accepted after December 31, 2004, for students requesting to enter the Millard school district for the 2004-2005 school year unless required by

Administrative Memorandum

January 12, 2004

Page 2

law. Students may be granted a waiver to leave the Millard School District anytime during the 2004-2005 school year. (See enclosure.)

- H.6. Motion by _____, seconded by _____, to continue to publish legal notices of regular and special meetings of the Board of Education in the Midlands business Journal, unless the deadline dictates publication in the World-Herald or Daily Record. (See enclosure.)
- H.7. Motion by _____, seconded by _____, to that the district designate the First National Bank of Omaha and the Nebraska School District Liquid Asset Fund Plus as the primary depositories for school district funds with the further designation of Wells Fargo Bank, US Bank, Great Western Bank, and Omaha State Banks for school activity fund deposits. (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve the 2004-2005 Calendar. (See enclosure.)
- H.9. Motion by _____, seconded by _____, to approve the elementary language arts field study proposal to be conducted during the second semester of 2003-2004 school year. (See enclosure.)
- H.10. Motion by _____, seconded by _____, that the District contract with The Schemmer Associates to serve as the architectural and engineering firm for developing a proposal for a new elementary school building, that such proposal be based upon the previous designs of Rohwer and Wheeler Elementary schools, that the services and compensation of said firm be based upon its December 23, 2003 response to the District's RFP, and that the associate superintendent for general administration be authorized and directed to negotiate and execute the contract with such firm. (See enclosure.)
- H.11. Motion by _____, seconded by _____, to approve Personnel Action(s): Resignations, Rescissions, New Hires, and Voluntary Early Separation Program. (See enclosure.)
- H.12. Litigation (Executive Session)
- H.13. Land Acquisition (Executive Session)

I. Reports

1. Enrollment Report
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3. Legislative Update
4. Board Initiative Update
5. Update on Status of Senior Class and ELO Mastery

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2. Board of Education Meeting on Monday, January 26, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
4. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
5. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.

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.

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, December 15, 2003 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 December 12, 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 meeting to order and asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education Minutes of December 1, 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.

Showcase highlighted student athletes in football, cross-country, and softball.

Superintendent's Report:

Dr. Lutz read the local weather forecast. He explained the process he uses when determining if school needs to be closed.

Dr. Lutz introduced Bob Snowden, Sodexo General Manager, Aramark food service manager Jim Stillwell, and Aramark sales representative Rich Chapman.

COMMENTS FROM THE BOARD:

Julie Johnson offered her congratulations to all of the student athletes and wished everyone a Happy Holiday.

Mike Pate said he was glad he does not have to make the decision to close school and he knows that Dr. Lutz makes the decisions to close schools in the best interest of the students.

Mike Kennedy said he knew the property tax statements went out, because he received two phone calls from concerned community members. One was especially concerned about the class size at Wheeler Elementary and wondered why a new school could not be built from the last bond issue funds. The other patron had the concern that Millard exceeded the levy and Mr. Kennedy reassured the individual that Millard did not exceed the levy limit.

Stacey Schmid, student representative from Millard South and Julie Beckwith, student representative from Millard North, gave their reports on academic and athletic activities occurring at their respective high schools.

Julie Johnson provided the final reading of Policy 3641 – Support Services – Construction – Procedures – Bidding. Motion by Julie Johnson, seconded by Linda Poole, to approve Policy 3641 – Support Services – Construction – Procedures - Bidding. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the final reading of Policy 5600 – Pupil Services – Student Health. Motion by Linda Poole, seconded Brad Burwell, to approve Policy 5600 – Pupil Services – Student Health. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Brad Burwell, to delete Policy 7415 – New Construction – Receiving and Opening Bids, Policy 7416 – New Construction – Bid Bond for Bidders, and Policy 7417 – New Construction – List of Completed Projects. Upon roll call vote, all members voted aye. Motion carried

Motion by Brad Burwell, seconded by Linda Poole, to approve Rule 5600.1 – Pupil Services – Student Health - Injury and Illness. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Julie Johnson, to approve Rule 5600.2 – Pupil Services – Student Health – Possession and Use of Medication. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve Rule 5600.3 – Pupil Services – Student Health – Physical Examination, Immunization, and Inspection. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to reaffirm Rule 5600.4 – Pupil Services – Student Health – Contagious or Infectious Diseases. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve Rule 5600.5 – Pupil Services – Student Health – Procedures for Life-Threatening Asthma Attacks and Systemic Allergic Reactions. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to approve Rule 5600.6 – Pupil Services – Student Health – Procedures for Use of Automated External Defibrillators. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, that the proposed food service management contract between the District and ARAMARK be approved as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Mike Pate, to approve the cut scores for science and social studies as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Mike Pate, to approve Rule 7400.2 – Technology – Retention of Electronic Mail (E-Mail) Records. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve Personnel Actions: Resignations: Dr. Roger Farr and Dr. Dorothy Farr, and Leave of Absences: Harriot Gilbertson and Christina Lebsack. Upon roll call vote, all members voted aye. Motion carried.

Land Acquisition and Litigation were delayed to the end of the meeting for Executive Session.

Reports: Strategic Planning Update, Fire Code Report, and Staff Development Schedule for Martin Luther King Day.

Future Agenda Items/Board Calendar: A Board of Education Meeting will be held on Monday, January 12, 2004 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, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, January 26, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, February 2, 2004 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, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, February 23, 2004 at Millard South High School at 7 p.m.

COMMENTS FROM THE PUBLIC:

A resident explained a situation he was involved in while being a bus driver for Laidlaw Bus Company. He said the whole situation was blown out of proportion.

Two students from Andersen Middle School made a plea for transportation be provided for them so they could get to school, because it was a financial hardship for the family.

At 8:15 p.m. a motion by Linda Poole, seconded by Mike Pate, to go into Executive Session for land acquisition and litigation. Upon on roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to come out of Executive Session. Upon roll call vote, all members voted aye.

Jean Stothert adjourned the meeting.



SECRETARY

Millard Public Schools

January 12, 2004

Millard Public Schools

Check Register for 1/5/04 - 1/5/04

Date: 12/29/03

Check Number	Date	Vendor No	Vendor Name	Amount
211193	1/5/04	010165	ABLENET INC	30.00
211194	1/5/04	131632	AC AWARDS INC	168.00
211195	1/5/04	010275	ACADEMIC COMMUNICATION ASSOC INC	37.50
211196	1/5/04	132534	ACCESSIBILITY DOT NET, LLC	438.00
211197	1/5/04	010298	ACCU CUT SYSTEMS	320.36
211198	1/5/04	010003	ACT INC	133.75
211199	1/5/04	133328	AIA COMPANY OUTFITTERS INC	1,388.05
211200	1/5/04	132917	AHA PROCESS INC	558.60
211201	1/5/04	010810	AIR CONDITIONING UTILITIES INC	32.93
211202	1/5/04	133454	AIR MANAGEMENT COMPANY	45.89
211203	1/5/04	010917	ALBERTSONS 2203	87.99
211204	1/5/04	011040	ALL BRANDS TOOL SERVICE INC	55.95
211205	1/5/04	107060	THOMAS KESICK	533.50
211206	1/5/04	011051	ALL MAKES OFFICE EQUIPMENT	33.39
211207	1/5/04	011175	ALLTECH,INC	971.00
211208	1/5/04	109079	ALLTEL CORPORATION	1,683.49
211209	1/5/04	131100	ALTA BOOK CENTER PUBLISHERS	299.45
211210	1/5/04	099597	AMERICAN GUIDANCE SERVICE INC	591.59
211211	1/5/04	131259	AMERICAN MATHMETICS COMPETITION	179.00
211212	1/5/04	102051	AMERICAN MUSIC COMPANY INC	384.43
211213	1/5/04	100772	AMERICAN PRINTING HOUSE	34.00
211214	1/5/04	133174	AMERICAN SECURITY SERVICES INC	80.00
211215	1/5/04	012480	AMERICAN TIME & SIGNAL COMPANY	602.55
211216	1/5/04	102430	AMI GROUP INC	3,400.00
211217	1/5/04	133369	AMS DISTRIBUTORS INC	95.50
211218	1/5/04	010112	ANDERSON ELECTRIC	213.36
211219	1/5/04	012850	ANDERSON INDUSTRIAL ENGINES	222.72
211220	1/5/04	012896	NANCY G ANDERSON	80.64
211221	1/5/04	130469	SUSAN J ANGLEMYER	46.27
211222	1/5/04	101098	APPELBAUM TRAINING INSTITUTE	290.00
211223	1/5/04	012989	APPLE COMPUTER, INC.	539.00
211224	1/5/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	77.27

Millard Public Schools

Check Register for 1/5/04 - 1/5/04

Date: 12/29/03

Check Number	Date	Vendor No	Vendor Name	Amount
211226	1/5/04	013209	ART STUDIO CLAY COMPANY	232.80
211227	1/5/04	013496	ASCD	2,809.94
211228	1/5/04	106207	ASCD (MEMBERSHIP)	49.00
211229	1/5/04	132403	NICOLE ASMUSSEN	85.00
211230	1/5/04	013230	ASPEN PUBLISHERS INC	129.41
211231	1/5/04	013234	ASPHALT AND CONCRETE MATERIALS CO	90.72
211232	1/5/04	102840	ASSOCIATED FIRE PROTECTION	416.00
211233	1/5/04	012507	AT&T	239.90
211234	1/5/04	131541	ATMOSPHERE PRODUCTS, INC.	124.00
211235	1/5/04	010083	ATS MOBILE TELEPHONE CO INC	295.30
211236	1/5/04	010083	ATS MOBILE TELEPHONE CO INC	475.55
211237	1/5/04	102237	AUTO STATION	383.62
211239	1/5/04	108092	APW/AUTO VALUE	1,667.36
211241	1/5/04	016295	BADGER BODY & TRUCK EQUIPMENT CO	58.24
211242	1/5/04	133160	MARYAM BAERDE	71.28
211243	1/5/04	132405	BAG 'N SAVE	1,212.24
211245	1/5/04	099943	BANKS SCHOOL SUPPLY INC	17.91
211246	1/5/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	149.50
211247	1/5/04	017908	REX J BARKER	288.61
211248	1/5/04	132274	TIMOTHY D BARNER	85.57
211249	1/5/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	2,306.55
211250	1/5/04	017925	GARY BARTA	319.05
211251	1/5/04	107988	KAREN K BENDER	33.47
211252	1/5/04	102860	BENIK CORP.	50.02
211253	1/5/04	101062	BENNINGTON IMPLEMENT INC	2,939.35
211254	1/5/04	018650	PAMELA R BERKI	390.24
211255	1/5/04	072250	BG PETERSON COMPANY	180.85
211256	1/5/04	019111	BISHOP BUSINESS EQUIPMENT	5,213.02
211257	1/5/04	133364	DEWALT INC	57.73
211258	1/5/04	130899	KIMBERLY M BOLAN	87.84
211260	1/5/04	101364	BOOKWORM	209.16
211261	1/5/04	019559	BOUND TO STAY BOUND BOOKS INC	311.57

Millard Public Schools

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Date: 12/29/03

Check Number	Date	Vendor No	Vendor Name	Amount
211262	1/5/04	019605	BOWLUS SCHOOL SUPPLY COMPANY	78.00
211263	1/5/04	019835	BOYS TOWN NATIONAL	6,684.30
211264	1/5/04	019852	BRACKERS GOOD EARTH CLAYS INC	92.19
211265	1/5/04	019861	BRIGGS, INC.	13.36
211266	1/5/04	102783	BRIGHT APPLE	22.99
211267	1/5/04	133307	BRILLIANCE AUDIO	109.93
211268	1/5/04	020050	BRODART CO.	172.28
211269	1/5/04	020255	G.W.BROWN	615.00
211270	1/5/04	131995	M. MARTHA BRUCKNER	38.27
211271	1/5/04	106815	NANCY J BUDA	112.52
211272	1/5/04	130059	BUDGETEXT	57.44
211273	1/5/04	020550	BUREAU OF EDUCATION & RESEARCH	338.00
211274	1/5/04	106983	BUSINESS EQUIPMENT LEASING CO.	756.00
211275	1/5/04	099431	BUSINESS MEDIA INC	215.25
211276	1/5/04	131619	C E SUNDBERG CO	17.10
211277	1/5/04	023831	CALLOWAY HOUSE INC	53.65
211278	1/5/04	102880	CAPSTONE PRESS INC	881.33
211279	1/5/04	054237	CARL JARL LOCKSMITHS	29.80
211280	1/5/04	023967	CARLSON SYSTEMS	23.48
211281	1/5/04	108215	DEBRA R CARLSON	25.82
211282	1/5/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	204.33
211283	1/5/04	131158	CURTIS R CASE	138.60
211284	1/5/04	131001	CD PUBLICATIONS	339.00
211285	1/5/04	024256	CENTER FOR LEARNING	84.54
211286	1/5/04	133399	CENTRAL VALLEY AG COOPERATIVE	931.00
211287	1/5/04	132206	CERTIFIED LABORATORIES	211.71
211288	1/5/04	018865	CHANNING BETE COMPANY INC	124.82
211289	1/5/04	133384	CHECKPOINT	225.30
211290	1/5/04	024652	CHILDCRAFT EDUCATION CORP	34.54
211291	1/5/04	106851	CHILDREN'S HOME HEALTHCARE	6,700.00
211292	1/5/04	097900	CHILDSWORK CHILDSPLAY LLC	94.14
211294	1/5/04	131336	CITIZENS BANK	1,602.66

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
211295	1/5/04	025197	CITY OF OMAHA	2,400.00
211296	1/5/04	099222	CLASSROOMDIRECT.COM	117.36
211297	1/5/04	025222	DEBI CLATTERBUCK	18.47
211298	1/5/04	025222	DEBI CLATTERBUCK	20.52
211300	1/5/04	096861	CONTINENTAL PRESS INC	209.99
211301	1/5/04	026057	CONTROL MASTERS INC	2,279.40
211302	1/5/04	131978	CONTROL SERVICES	49.44
211304	1/5/04	132539	CORNHUSKER INTERNATIONAL TRUCKS	56.41
211305	1/5/04	026660	WILLIAM J CRAWFORD	60.00
211306	1/5/04	027240	CUBS DISTRIBUTING INC	76.32
211307	1/5/04	106893	CULLIGAN WATER CONDITIONING	53.50
211308	1/5/04	130731	D & D COMMUNICATIONS	653.40
211309	1/5/04	132671	JEAN T DAIGLE	91.40
211310	1/5/04	101549	DATATEAM SYSTEMS INC	200.00
211311	1/5/04	032370	DAYTIMERS	48.45
211313	1/5/04	107469	DEFFENBAUGH INDUSTRIES	8,752.27
211314	1/5/04	106713	ANDREW S DEFREECE	208.96
211315	1/5/04	099249	DELTA EDUCATION LLC	75.33
211316	1/5/04	032800	DEMCO INC	43.67
211317	1/5/04	032872	DENNIS SUPPLY COMPANY	1,337.99
211318	1/5/04	131108	DENVER INSTRUMENT COMPANY	332.00
211319	1/5/04	102435	DIAMOND VOGEL PAINTS	382.50
211320	1/5/04	099220	DICK BLICK	4,550.49
211322	1/5/04	033473	DIETZE MUSIC HOUSE INC	1,281.26
211325	1/5/04	100560	DISNEY EDUCATIONAL PRODUCTIONS	56.50
211326	1/5/04	106126	BARBARA H DOMSKI	17.64
211330	1/5/04	133130	DOUGLAS SARPY 4H OFFICE	100.00
211331	1/5/04	099556	DRAMATISTS PLAY SERVICE, INC.	113.28
211332	1/5/04	034109	DRUMMOND AMERICAN CORPORATION	320.68
211333	1/5/04	034130	DUNHAM HARDWOOD INC	920.16
211334	1/5/04	107033	DYNAVOX SYSTEMS LLC	1,725.00
211335	1/5/04	133383	EDMUND SCIENTIFICS	71.70

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211336	1/5/04	133026	EDGROUP PRODUCTIONS INC	844.95
211337	1/5/04	036830	EDUCATION WEEK	19.97
211338	1/5/04	037400	EDUCATIONAL RESEARCH SERVICE	330.00
211340	1/5/04	037525	EDUCATIONAL SERVICE UNIT #3	28,381.99
211341	1/5/04	037526	EDUCATIONAL SERVICE UNIT #6	396.00
211342	1/5/04	037977	EFFECTIVE SCHOOLS PRODUCTS	177.00
211343	1/5/04	132892	PAMELA S EHLI	36.36
211344	1/5/04	107682	EILEEN'S COLOSSAL COOKIES	101.25
211345	1/5/04	038100	ELECTRIC FIXTURE & SUPPLY	2,474.61
211346	1/5/04	108082	ELECTRONIC CONTRACTING COMPANY	353.37
211347	1/5/04	038140	ELECTRONIC SOUND INC.	7,668.79
211348	1/5/04	131884	ELEMENT K PRESS LLC	137.00
211349	1/5/04	038217	WARREN K ELTISTE	274.28
211350	1/5/04	038252	ENERGY CONTROLS, INC.	486.60
211351	1/5/04	035610	ETA/CUISENAIRE	223.58
211352	1/5/04	038475	EXCEL ELECTRIC INC	2,753.60
211353	1/5/04	099320	EYE ON EDUCATION	133.80
211354	1/5/04	106949	LUCY FALCON	53.11
211355	1/5/04	040537	FERGUSON ENTERPRISES INC	2,102.90
211356	1/5/04	106956	FERRELLGAS	20.74
211357	1/5/04	133269	SHANNON RENEE FICKEL	340.00
211358	1/5/04	131154	ANDREW S FIDLER	15.87
211359	1/5/04	040902	FIRST NATIONAL BANK TRUST DEPT	1,900.00
211360	1/5/04	132202	PHIL FITZWATER	276.00
211361	1/5/04	106714	LADONNA V FLOOD	113.29
211362	1/5/04	131555	FLOORS INC	811.00
211363	1/5/04	041098	FOLLETT EDUCATIONAL SERVICES	137.70
211364	1/5/04	041100	FOLLETT LIBRARY RESOURCES	13,802.66
211365	1/5/04	100307	FOOD SERVICES OF AMERICA	157.93
211366	1/5/04	041463	FREE SPIRIT PUBLISHING INC	101.65
211367	1/5/04	102935	FREEDOM SCIENTIFIC BLV GROUP	24.50
211368	1/5/04	133425	KATHERINE FRIEND	50.00

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211369	1/5/04	043900	GAYLORD BROTHERS INC	439.85
211370	1/5/04	044495	KATHY L GIBBS	50.76
211371	1/5/04	106660	GLASSMASTERS, INC.	602.55
211372	1/5/04	132152	GOVCONNECTION INC	470.88
211373	1/5/04	043609	GP BUSINESS SERVICES LLC	871.22
211374	1/5/04	130083	HARRY S GRIMMINGER	189.36
211375	1/5/04	133449	CAROL S GROSETH	164.25
211376	1/5/04	132938	GUSTAVE A LARSON COMPANY	140.43
211377	1/5/04	107933	JEFF D HALLSTROM	100.80
211378	1/5/04	133426	ADAM HAMILTON	47.32
211379	1/5/04	131179	GEOFFREY HAMILTON	94.64
211380	1/5/04	101931	HANCOCK FABRICS	261.30
211381	1/5/04	131067	HANDWRITING WITHOUT TEARS	130.08
211382	1/5/04	133442	REBEKAH S HANLINE	50.00
211383	1/5/04	047853	HAPPY CAB COMPANY INC	17,985.70
211384	1/5/04	130912	HARBOR HOUSE LAW PRESS INC.	294.65
211385	1/5/04	047855	HARCOURT INC	2,116.99
211386	1/5/04	131356	AARON HARPER	225.00
211388	1/5/04	048475	HEARTLAND FOUNDATION	6,827.54
211389	1/5/04	048517	GREENWOOD PUBLISHING GROUP INC	2,635.53
211390	1/5/04	102842	HELGET GAS PRODUCTS INC	30.00
211391	1/5/04	132423	HEWLETT PACKARD CO	6,466.00
211392	1/5/04	048750	HIGH/SCOPE EDUCATIONAL RESEARCH	1,104.68
211393	1/5/04	045329	HMS BROWN BAGGERS	183.60
211394	1/5/04	048940	HOBBY LOBBY	96.30
211395	1/5/04	132499	HOLMES MURPHY & ASSOCIATES INC	5,750.00
211396	1/5/04	132592	WILLIAM SPRAGUE, JR.	531.00
211397	1/5/04	095520	LINDA D HORTON	233.28
211398	1/5/04	049440	HOSIER REFRIGERATION SUPPLY INC	1,534.36
211399	1/5/04	131462	MATHEW B. HOSTETTER	23.66
211400	1/5/04	049650	HOUGHTON MIFFLIN COMPANY	9,729.90
211402	1/5/04	049723	HUMAN RELATIONS MEDIA	261.50

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211403	1/5/04	101032	HUSKER MIDWEST PRINTING	2,003.72
211404	1/5/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	310.67
211405	1/5/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	580.33
211406	1/5/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	594.39
211407	1/5/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	427.16
211408	1/5/04	049844	HYDRONIC ENERGY, INC.	747.59
211409	1/5/04	132916	INSTITUTE OF HEART MATH	160.49
211410	1/5/04	102958	INTERSTATE ALL BATTERY CENTER	458.99
211411	1/5/04	052370	INTERSTATE ELECTRIC SUPPLY CO	376.81
211412	1/5/04	092791	J. WESTON WALCH PUBLISHING	620.78
211413	1/5/04	101991	J.A. SEXAUER	3,018.49
211414	1/5/04	100928	J.W. PEPPER & SON INC.	379.99
211415	1/5/04	109026	JALMAR PRESS	102.14
211416	1/5/04	054223	MICHAEL JANIS	250.00
211417	1/5/04	108318	JOE JELINEK	50.00
211418	1/5/04	133037	JENSEN TIRE COMPANY	337.97
211419	1/5/04	133395	JEROME GOOLEY	318.00
211420	1/5/04	054420	JIMS DODGE COUNTRY LLC	83.32
211423	1/5/04	054500	JOHNSON HARDWARE COMPANY	133.46
211424	1/5/04	132264	MICHELLE M JOHNSON	47.35
211425	1/5/04	054630	JOHNSTONE SUPPLY	135.25
211427	1/5/04	054710	JOSLYN ART MUSEUM	21.00
211428	1/5/04	054768	JUDAH CASTER COMPANY	61.60
211429	1/5/04	133331	ATTITUDES SKILLS & KNOWLEDGE INC	86.14
211430	1/5/04	056215	KAPLAN EARLY LEARNING CO	490.00
211431	1/5/04	101641	KAR PRODUCTS	304.88
211432	1/5/04	132302	MICHAEL KATZ	50.00
211433	1/5/04	056240	EDMUND J KAZMIERSKI	171.07
211434	1/5/04	056275	KEL-WELCO DISTRIBUTING, INC.	435.97
211435	1/5/04	109848	KERI KENNON	59.99
211436	1/5/04	056724	KINKO'S	20.00
211437	1/5/04	056770	BETTY H KLESITZ	87.84

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211438	1/5/04	107010	EUNICE A KOKRDA	26.81
211439	1/5/04	131722	KROGER	72.38
211440	1/5/04	056995	KAY KRONHOLM	250.00
211441	1/5/04	109033	AMANDA J KUNES	130.54
211442	1/5/04	132356	HEATHER KUSHNER	50.00
211443	1/5/04	058755	LAIDLAW TRANSIT INC	148,177.85
211444	1/5/04	058757	LAKELAND ENGINEERING EQUIPMENT CO.	37.10
211445	1/5/04	099217	LAKESHORE LEARNING MATERIALS	924.41
211446	1/5/04	058861	LARRY'S BOILER SERVICE, INC.	95.00
211448	1/5/04	102491	LARUE DISTRIBUTING INC	113.04
211449	1/5/04	131498	MOJO RIZIN' INC	231.86
211450	1/5/04	109816	JILL C LAVENE	104.65
211451	1/5/04	106469	LEGO DACTA-PITSCO LLC	46.00
211453	1/5/04	059300	CAROL A LEWIS	134.28
211454	1/5/04	132200	MYRA LEZANIC	18.47
211455	1/5/04	059380	LIBRARY VIDEO COMPANY	93.40
211456	1/5/04	059470	LIEN TERMITE & PEST CONTROL INC	262.00
211457	1/5/04	100888	LINCOLN NORTHEAST HIGH SCHOOL	115.00
211458	1/5/04	059577	LINGUISYSTEMS, INC.	322.85
211459	1/5/04	059560	LINWELD INC	1,016.98
211460	1/5/04	133429	TERRY LIST	30.60
211461	1/5/04	133323	LITERACY FOOTPRINTS	35.20
211463	1/5/04	060023	NEBRASKA SPORTS INDUSTRIES INC.	16.68
211464	1/5/04	099965	LOVE AND LOGIC INSTITUTE INC	89.00
211465	1/5/04	060111	LOVELESS MACHINE & GRINDING	294.35
211466	1/5/04	131397	LOWE'S HOME CENTERS INC	760.59
211467	1/5/04	131378	LTD COMMODITIES LLC	8.42
211468	1/5/04	060125	LUCKS MUSIC LIBRARY INC	51.75
211469	1/5/04	060155	LYMAN-RICHEY CORPORATION	1,611.19
211470	1/5/04	099321	MACKIN BOOK COMPANY	1,657.95
211471	1/5/04	109834	JOHN MACLEAN	113.40
211472	1/5/04	063574	W H TALBOTT INC	98.00

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211473	1/5/04	131126	MATTHEW BENDER & CO INC	16.00
211474	1/5/04	108052	MAX I WALKER	1,616.78
211475	1/5/04	101129	MAYER JOHNSON INC	305.00
211477	1/5/04	107123	SUSAN P MCADAM	135.95
211478	1/5/04	100944	MCDONALD & ASSOCIATES INC	56.95
211479	1/5/04	063338	DAVID J MCELROY	65.00
211480	1/5/04	063349	MCGRAW-HILL COMPANIES	2,896.56
211481	1/5/04	131270	MICHAEL MCKENZIE	215.00
211482	1/5/04	099781	MCQUEENY LOCK COMPANY	663.58
211483	1/5/04	101274	MEDICAL TECHNOLOGIES INC	94.00
211484	1/5/04	064413	MENARDS INC	221.64
211485	1/5/04	063097	MENC	35.00
211486	1/5/04	106393	WALTER B MERTZ	231.38
211487	1/5/04	064600	METAL DOORS & HARDWARE COMPANY INC	336.00
211488	1/5/04	133403	AMERICAN NATIONAL BANK	1,800.12
211489	1/5/04	108304	METRO MEDICAL TRANSPORTATION	1,750.00
211492	1/5/04	064800	METRO UTILITIES DISTRICT OF OMAHA	77,468.12
211493	1/5/04	133430	CHERIE L METSCHKE	49.80
211494	1/5/04	133400	ABDO CONSULTING GROUP	96.05
211495	1/5/04	102870	MIDLAND COMPUTER INC	7,991.44
211496	1/5/04	064833	MIDLANDS BUSINESS JOURNAL	13.60
211497	1/5/04	648477	MIDLANDS MESSENGER SERVICE INC	111.30
211498	1/5/04	064950	MIDWEST METAL WORKS INC	110.80
211499	1/5/04	064952	MIDWEST MINOR MEDICAL, P.C.	120.00
211500	1/5/04	131899	MIDWEST STORAGE SOLUTIONS	132.13
211501	1/5/04	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	150.00
211502	1/5/04	065233	MIDWEST TURF & IRRIGATION INC	12.51
211503	1/5/04	065300	MILLARD DRYWALL SERVICES, INC.	14.78
211504	1/5/04	065400	MILLARD LUMBER INC	1,032.79
211505	1/5/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	80.00
211506	1/5/04	065350	MILLARD TRUE VALUE HARDWARE	110.72
211507	1/5/04	131328	MILLER ELECTRIC COMPANY	4,787.30

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211508	1/5/04	065895	MODERN SCHOOL SUPPLIES INC	242.49
211509	1/5/04	065950	MODERN SOUND PICTURES, INC.	576.00
211510	1/5/04	066078	MONTESSORI SERVICES	324.50
211511	1/5/04	133450	TERRENCE F MOORE	74.88
211512	1/5/04	066490	JANIS R MULLINS	103.79
211513	1/5/04	063115	MULTI-HEALTH SYSTEMS	228.80
211514	1/5/04	102728	MUNROE MEYER INSTITUTE	152.50
211515	1/5/04	109784	JUDITH A NANCE	94.66
211516	1/5/04	066996	NAPA/GENUINE PARTS COMPANY	211.68
211517	1/5/04	133326	NATIONAL CLEARINGHOUSE OF	22.22
211518	1/5/04	099928	NATIONAL FORENSIC LEAGUE	150.00
211519	1/5/04	108361	NATIONAL FRENCH CONTEST NAAFT	183.50
211520	1/5/04	067751	NATIONAL GEOGRAPHIC SOCIETY	31.45
211521	1/5/04	067865	NATIONAL PROFESSIONAL	98.83
211522	1/5/04	131405	NATIONAL SPANISH EXAMINATIONS	80.85
211523	1/5/04	130548	NCS PEARSON INC	1,808.69
211526	1/5/04	068334	NEBRASKA AIR FILTER INC	3,737.32
211527	1/5/04	068340	NEBRASKA ASSOCIATION FOR GIFTED	500.00
211528	1/5/04	068415	NEBRASKA COUNCIL OF SCHOOL	392.50
211529	1/5/04	068445	NEBRASKA FURNITURE MART INC	99.98
211530	1/5/04	107973	NEBRASKA PNEUMATICS INC	50.00
211531	1/5/04	068466	NEBRASKA PRINTING CENTER	1,358.27
211533	1/5/04	131476	NEBRASKA TURF PRODUCTS	3,109.20
211534	1/5/04	068801	NEBRASKA WORKFORCE DEVELOPMENT	150.00
211535	1/5/04	133410	SEAN NELSON	70.00
211536	1/5/04	109843	NEXTEL PARTNERS INC	770.46
211537	1/5/04	109843	NEXTEL PARTNERS INC	1,328.63
211538	1/5/04	109843	NEXTEL PARTNERS INC	815.73
211539	1/5/04	109843	NEXTEL PARTNERS INC	813.16
211540	1/5/04	133254	LANDON T NGUYEN	57.60
211541	1/5/04	055399	JACQUELINE L NIELSEN	74.36
211542	1/5/04	069576	NIENHUIS MONTESSORI USA INC	1,369.81

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211543	1/5/04	069689	NOGG CHEMICAL & PAPER	9,652.94
211544	1/5/04	069930	NOVA HEALTH EQUIPMENT COMPANY	52.00
211546	1/5/04	069945	NUTS & BOLTS INC	39.15
211549	1/5/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	15,709.93
211550	1/5/04	101147	OFFICE MAX #521	34.93
211551	1/5/04	070245	OHARCO DISTRIBUTORS	1,061.45
211552	1/5/04	099658	OMAHA CHILDRENS MUSEUM	256.50
211553	1/5/04	108181	OMAHA COMMUNITY PLAYHOUSE	2,800.00
211554	1/5/04	071025	OMAHA TRUCK CENTER INC	231.88
211555	1/5/04	071039	OMAHA WINDUSTRIAL CO.	137.50
211556	1/5/04	071040	OMAHA WINNELSON COMPANY	17.52
211557	1/5/04	071050	OMAHA WORLD HERALD CO	140.96
211558	1/5/04	107815	ON LINE IMAGING SERVICES LLC	1,447.44
211560	1/5/04	071172	OT IDEAS INC	26.50
211561	1/5/04	131552	OTTER CREEK INSTITUTE	175.00
211562	1/5/04	071190	OVERHEAD DOOR COMPANY OMAHA	160.00
211563	1/5/04	133424	HOURERA OYEOSI	93.74
211564	1/5/04	132443	OZANAM/BIST	1,600.00
211565	1/5/04	133183	LUPE PANTOJA	13.92
211567	1/5/04	132006	ANDREA L PARSONS	146.66
211568	1/5/04	133169	NCH CORPORATION	1,055.25
211569	1/5/04	071753	MIKE PATE	211.80
211570	1/5/04	071760	PATTON EQUIPMENT COMPANY INC	174.00
211572	1/5/04	071771	LT NEIL P. PAULISON	2,310.00
211573	1/5/04	071891	PAYFLEX SYSTEMS USA, INC.	4,647.40
211574	1/5/04	071353	WARFIELD PCI LIMITED	87.15
211575	1/5/04	102699	PEARSON EDUCATION	175.74
211576	1/5/04	131487	PERFORMANCE RESOURCE PRESS	182.38
211577	1/5/04	106967	PHILFLEET ADVANTAGE	6,271.98
211578	1/5/04	133157	TODD PHILLIPS	188.64
211580	1/5/04	130721	MARY J PILLE	119.44
211581	1/5/04	132086	PIONEER VALLEY EDUCATIONAL PRESS	188.65

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211582	1/5/04	072760	PITSCO INC	27.00
211583	1/5/04	108071	PITTSBURGH PAINT-5508	72.90
211584	1/5/04	072785	PLANK ROAD PUBLISHING INC	28.40
211585	1/5/04	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	434.40
211586	1/5/04	073011	JUDITH E PORTER	64.58
211587	1/5/04	079051	POSITIVE PROMOTIONS INC	44.15
211589	1/5/04	133447	STEPHANIE L PRCHAL	34.42
211590	1/5/04	132337	PRE-OWNED ELECTRONICS, INC.	156.32
211591	1/5/04	073231	PRECISION INDUSTRIES, INC.	27.99
211592	1/5/04	101663	PRESTWICK HOUSE INC	47.40
211593	1/5/04	109845	CHRISTINA PREUSS	32.73
211595	1/5/04	073427	PRO-ED INC	904.20
211596	1/5/04	133446	PROFESSIONAL VALUATION SERVICES	1,800.00
211597	1/5/04	073610	PROGRESS PUBLICATIONS	41.50
211598	1/5/04	107657	PROTEC SYSTEMS LLC	157.86
211599	1/5/04	073040	PSI GROUP-OMAHA	10,000.00
211600	1/5/04	099551	PSYCHOLOGICAL CORPORATION	220.36
211601	1/5/04	133432	QUILOGY	625.00
211602	1/5/04	090673	QWEST	25,124.54
211603	1/5/04	090673	QWEST	5,136.49
211604	1/5/04	107325	QWEST INTERPRISE AMERICA INC	125.00
211605	1/5/04	132533	RACHEL & ASSOCIATES	59.90
211606	1/5/04	099441	RADIOSHACK/OAKVIEW MALL	100.47
211607	1/5/04	078250	RALSTON PUBLIC SCHOOLS	33,450.00
211608	1/5/04	078420	RAWSON & SONS ROOFING, INC.	7,455.00
211609	1/5/04	106725	RD FITNESS SERVICE	850.00
211610	1/5/04	100642	REALLY GOOD STUFF INC	201.06
211611	1/5/04	078772	REGAL PLASTIC SUPPLY COMPANY	77.40
211612	1/5/04	133433	CHARLES E LARGE	540.00
211614	1/5/04	078967	RENTAL CITY	113.42
211615	1/5/04	133374	HILARY J RHOTEN	40.00
211616	1/5/04	079190	RIGBY EDUCATION	588.60

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Check Number	Date	Vendor No	Vendor Name	Amount
211617	1/5/04	099555	RIVERSIDE PUBLISHING COMPANY	616.96
211619	1/5/04	079310	ROCKBROOK CAMERA CENTER	604.50
211621	1/5/04	133445	RICHARD ROSENTHAL	260.00
211622	1/5/04	101698	S & W EQUIPMENT CO INC	11.00
211624	1/5/04	081491	SAGE PUBLICATIONS, INC.	757.51
211625	1/5/04	081604	JEFFREY A SALBERG	169.56
211626	1/5/04	103055	SALTILLO CORPORATION	43.00
211627	1/5/04	041500	SAMUEL FRENCH INC	120.00
211628	1/5/04	133199	MARK SCHAU	47.32
211630	1/5/04	081881	MARGIE SCHIMENTI	30.00
211631	1/5/04	106432	KELLI J SCHINSTOCK	148.50
211632	1/5/04	099640	SCHOLASTIC BOOK FAIRS	387.47
211633	1/5/04	082100	SCHOLASTIC INC	290.40
211634	1/5/04	132488	SCHOLASTIC LIBRARY PUBLISHING	199.00
211635	1/5/04	082200	SCHOOL HEALTH CORPORATION	742.03
211636	1/5/04	130526	SCHOOL MEDIA ASSOCIATES	430.24
211637	1/5/04	082350	SCHOOL SPECIALTY INC	392.73
211638	1/5/04	099808	SCHOOLMASTERS	186.83
211639	1/5/04	082475	SCIENCE KIT & BOREAL LABORATORIES	153.93
211640	1/5/04	133443	CRISTINA SEABORN	245.00
211641	1/5/04	099442	SEARS	17.99
211642	1/5/04	082910	SECURITY EQUIPMENT INC	2,733.43
211643	1/5/04	133451	PEGGY L SEVERSON	30.00
211644	1/5/04	130645	SHERWIN-WILLIAMS	135.26
211645	1/5/04	083190	LINDA S SHIRCK	139.20
211646	1/5/04	102875	SIGNEX INC	80.00
211647	1/5/04	083400	SIMPLEXGRINNELL	2,092.73
211648	1/5/04	083542	SKILLPATH SEMINARS	99.00
211649	1/5/04	099592	SMILE MAKERS, INC.	16.90
211650	1/5/04	107093	CHARLENE S SNYDER	114.00
211651	1/5/04	131814	NANETTE R SOBCZAK	66.96
211652	1/5/04	083950	SOCIAL STUDIES SCHOOL SERVICE	405.63

Millard Public Schools

Check Register for 1/5/04 - 1/5/04

Date: 12/29/03

Check Number	Date	Vendor No	Vendor Name	Amount
211653	1/5/04	102264	SOFTWARE PLUS	827.40
211654	1/5/04	109793	LINCOLN OFFICE EQUIPMENT	389.54
211655	1/5/04	130722	LYON FINANCIAL SERVICES	1,200.41
211656	1/5/04	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	590.40
211657	1/5/04	084093	SOUTHWEST STRINGS	9.60
211658	1/5/04	084326	SPORTIME	118.30
211659	1/5/04	101378	STAFF DEVELOPMENT FOR EDUCATORS	155.00
211660	1/5/04	084397	STANDARD DIGITAL IMAGING INC	76.40
211661	1/5/04	084415	STANDARD STATIONERY SUPPLY CO	881.47
211662	1/5/04	084491	TRACY L STAUFFER	68.40
211663	1/5/04	131099	STENHOUSE PUBLISHERS	90.67
211664	1/5/04	084550	STEPHENSON SCHOOL SUPPLY CO.	30.90
211665	1/5/04	100217	STEPHENSON SCHOOL SUPPLY CO.	690.25
211666	1/5/04	132785	JAIME SUAREZ-DELGADO	30.00
211667	1/5/04	084689	SULLIVAN SEWER SERVICE INC	1,155.00
211668	1/5/04	133258	CHADWICK A SULLIVAN	47.32
211670	1/5/04	084930	SUPER DUPER INC	189.69
211671	1/5/04	102869	SUPER SAVER #20	833.00
211672	1/5/04	133340	SWIFT PRINTING CORPORATION	50.55
211673	1/5/04	088654	TARGET	544.18
211674	1/5/04	088654	TARGET	35.49
211675	1/5/04	088660	LINDA TAUSZ	16.98
211676	1/5/04	109041	TEACHER'S DISCOVERY (FOREIGNL)	85.85
211677	1/5/04	133167	TEACHERS COLLEGE PRESS	58.48
211678	1/5/04	088830	TED'S MOWER SALES & SERVICE INC	548.00
211679	1/5/04	049700	TERRY HUGHES TREE SERVICE	420.00
211680	1/5/04	089130	THACKER ELECTRIC	10.00
211681	1/5/04	102822	THERAPRO INC	338.81
211682	1/5/04	102835	THERAPY SHOPPE INC	41.48
211683	1/5/04	051572	THOMSON LEARNING	87.41
211684	1/5/04	107959	NANCY C THORNBLAD	271.44
211686	1/5/04	099272	TIME FOR KIDS	10,272.90

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
211687	1/5/04	130763	BARBARA J TOEWS	27.75
211688	1/5/04	133208	JILL TOMSON	138.64
211690	1/5/04	089577	KEL-WELCO DISTRIBUTING INC.	10.55
211691	1/5/04	089572	TOOL SHED INC	125.56
211692	1/5/04	131446	TOSHIBA AMERICA INFO SYS INC	96.00
211693	1/5/04	108055	TRADE WELL PALLET INC	630.00
211694	1/5/04	089765	TRI-V TOOL & MFG. CO.	346.80
211695	1/5/04	090678	UNISOURCE	2,367.75
211696	1/5/04	090214	UNITED ELECTRIC SUPPLY CO INC	774.40
211697	1/5/04	090677	UNITED WAY OF THE MIDLANDS	104.96
211698	1/5/04	068875	UNIV OF NE MED CENTER	4,284.00
211699	1/5/04	133435	UNIVERSAL INFORMATION SRV	39.75
211700	1/5/04	090900	UNIVERSITY PUB, INC.	1,211.60
211702	1/5/04	133434	US AWARDS INC	503.47
211703	1/5/04	131426	US NETCOM CORPORATION	395.00
211705	1/5/04	091060	ROSEMARIE VAN NORMAN	45.00
211707	1/5/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	451.00
211708	1/5/04	102808	VICTORY BRIEFS	22.00
211709	1/5/04	092323	VIRCO MANUFACTURING CORP	792.03
211710	1/5/04	091024	NANCY S VOJTECH	23.38
211711	1/5/04	092600	VOSS ELECTRIC CO	358.80
211712	1/5/04	092786	WALCRO INC	15.96
211713	1/5/04	092834	WALKER TIRE INC	1,865.38
211714	1/5/04	099379	WALL STREET JOURNAL	99.00
211715	1/5/04	093650	WARD'S NATURAL SCIENCE EST INC	56.40
211716	1/5/04	093765	WATER ENGINEERING, INC.	1,850.00
211717	1/5/04	133344	BRIAN KORTH	3,300.00
211718	1/5/04	133438	HEIDI J WEAVER	19.57
211719	1/5/04	093978	BECKY S WEGNER	74.88
211721	1/5/04	132312	KEVIN WENDT	50.00
211722	1/5/04	094174	WEST MUSIC COMPANY	929.45
211725	1/5/04	105619	WESTERN TRAILER LEASING INC	150.00

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Check Number	Date	Vendor No	Vendor Name	Amount
211726	1/5/04	094245	WESTLAKE ACE HARDWARE INC	280.29
211727	1/5/04	094630	WESTONE LABORATORIES	83.25
211728	1/5/04	094650	WESTSIDE COMMUNITY SCHOOLS	606.50
211729	1/5/04	094751	DEBBY A WHITAKER	13.71
211730	1/5/04	094820	WHOLESALE HEATING & COOLING	56.98
211731	1/5/04	133448	JESSICA L WILKINSON	73.76
211732	1/5/04	132638	WINDSOR INDUSTRIES	1,703.51
211733	1/5/04	132299	KATY WINGENDER	10.68
211734	1/5/04	095173	WINGERT JONES MUSIC INC.	2,801.62
211735	1/5/04	109073	CRAIG J WOLF	121.68
211736	1/5/04	130716	SUSAN J WOOSTER	98.64
211737	1/5/04	095362	NANCY R MCGRATH	125.42
211738	1/5/04	095371	WORLD ALMANAC EDUCATION	547.23
211739	1/5/04	107149	MONICA R WORMINGTON	161.28
211740	1/5/04	044950	WW GRAINGER INC	750.03
211741	1/5/04	101370	XEROX CORPORATION (ORDERS)	31,611.00
211742	1/5/04	106195	YWCA OF OMAHA	108.00
211743	1/5/04	096499	DALE J ZABROCKI	190.44
211744	1/5/04	133329	ZANCA	64.00
211745	1/5/04	132319	LUBNA ZIAUDDIN	50.00
Total for GENERAL FUND				728,888.39
211208	1/5/04	109079	ALLTEL CORPORATION	-596.65
211216	1/5/04	102430	AMI GROUP INC	1,480.00
211225	1/5/04	102729	ARID RESOURCES INC	475.00
211244	1/5/04	017670	BALCON	4,665.00
211299	1/5/04	025689	COMPUTER CABLE CONNECTION INC	435.54
211303	1/5/04	132170	CORMACI CONSTRUCTION INC.	3,720.00
211352	1/5/04	038475	EXCEL ELECTRIC INC	11,475.00
211391	1/5/04	132423	HEWLETT PACKARD CO	1,584.00
211495	1/5/04	102870	MIDLAND COMPUTER INC	419.83
211507	1/5/04	131328	MILLER ELECTRIC COMPANY	15,370.09
211588	1/5/04	133241	POSPICHAL CONSTRUCTION INC	22,456.63

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
211608	1/5/04	078420	RAWSON & SONS ROOFING, INC.	12,300.00
211629	1/5/04	081880	SCHEMMER ASSOCIATES INC	8,905.49
Total for SPECIAL BUILDING				82,689.93
211240	1/5/04	133388	AVONDALE ADVENTURE	256.50
211259	1/5/04	101582	BOOKSOURCE	16.13
211270	1/5/04	131995	M. MARTHA BRUCKNER	54.12
211324	1/5/04	099552	DISCOUNT SCHOOL SUPPLY	32.56
211343	1/5/04	132892	PAMELA S EHLI	21.06
211387	1/5/04	133427	THOMAS S HAYS	35.77
211391	1/5/04	132423	HEWLETT PACKARD CO	1,638.00
211401	1/5/04	049715	HUMAN KINETICS	1,561.42
211409	1/5/04	132916	INSTITUTE OF HEART MATH	664.47
211421	1/5/04	133428	STEVE JOEL	262.49
211422	1/5/04	107039	SHARON KIM H JOHANSEN	131.20
211426	1/5/04	020316	ALINE R JONES	26.46
211443	1/5/04	058755	LIDLAW TRANSIT INC	496.02
211445	1/5/04	099217	LAKESHORE LEARNING MATERIALS	868.40
211452	1/5/04	133325	LETS GO LEARN INC	262.50
211461	1/5/04	133323	LITERACY FOOTPRINTS	133.10
211467	1/5/04	131378	LTD COMMODITIES LLC	99.08
211495	1/5/04	102870	MIDLAND COMPUTER INC	17,163.50
211524	1/5/04	130548	NCS PEARSON INC	12,633.03
211532	1/5/04	068684	NEBRASKA SCIENTIFIC	51.87
211543	1/5/04	069689	NOGG CHEMICAL & PAPER	87.75
211545	1/5/04	133431	CARL NOVAK	70.92
211549	1/5/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	214.53
211566	1/5/04	071675	PARENT INSTITUTE	86.00
211571	1/5/04	020175	PAUL H BROOKES PUBLISHING CO	33.00
211574	1/5/04	071353	WARFIELD PCI LIMITED	55.48
211579	1/5/04	072500	PIECES OF LEARNING	24.95
211585	1/5/04	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	225.41
211594	1/5/04	073355	PRIDE OMAHA, INC.	600.00

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
211632	1/5/04	099640	SCHOLASTIC BOOK FAIRS	1,187.25
211652	1/5/04	083950	SOCIAL STUDIES SCHOOL SERVICE	90.02
211669	1/5/04	084781	SUMMIT LEARNING	156.02
211673	1/5/04	088654	TARGET	416.63
211704	1/5/04	091040	VALENTINOS INC	86.06
211723	1/5/04	131499	WESTERN BOWL LLC	112.00
211724	1/5/04	094350	WESTERN PSYCHOLOGICAL SERVICES	709.23
211737	1/5/04	095362	NANCY R MCGRATH	187.62
Total for GRANT FUND				40,750.55
211322	1/5/04	033473	DIETZE MUSIC HOUSE INC	440.50
211495	1/5/04	102870	MIDLAND COMPUTER INC	10,009.51
211529	1/5/04	068445	NEBRASKA FURNITURE MART INC	75.99
Total for DEPRECIATION				10,526.00
211329	1/5/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	272,749.67
211340	1/5/04	037525	EDUCATIONAL SERVICE UNIT #3	244.37
Total for INTERLOCAL FUND				272,994.04
211192	1/5/04	132731	JOY L ABELS	65.00
211208	1/5/04	109079	ALLTEL CORPORATION	12.50
211290	1/5/04	024652	CHILDCRAFT EDUCATION CORP	1,039.53
211293	1/5/04	025110	ELY CHURCHICH	1,650.00
211323	1/5/04	131797	DIRECT ADVANTAGE	219.22
211327	1/5/04	132826	DONOVAN ELECTRIC	350.00
211328	1/5/04	130648	DOSTALS CONST. CO. INC.	3,971.00
211347	1/5/04	038140	ELECTRONIC SOUND INC.	607.00
211365	1/5/04	100307	FOOD SERVICES OF AMERICA	1,068.72
211447	1/5/04	133206	MARK LARSON	30.00
211462	1/5/04	132304	FEI LIU	50.00
211476	1/5/04	131101	MC FEELY'S SQUARE DRIVE SCREWS	466.81
211504	1/5/04	065400	MILLARD LUMBER INC	320.16
211507	1/5/04	131328	MILLER ELECTRIC COMPANY	3,258.00
211533	1/5/04	131476	NEBRASKA TURF PRODUCTS	2,080.00

Millard Public Schools

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Check Number	Date	Vendor No	Vendor Name	Amount
211549	1/5/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	10.52
211551	1/5/04	070245	OHARCO DISTRIBUTORS	337.87
211559	1/5/04	133324	OPTRONIC TECHNOLOGIES INC	354.43
211602	1/5/04	090673	QWEST	150.00
211613	1/5/04	099940	RENAISSANCE LEARNING INC.	155.97
211618	1/5/04	010544	ROBERTS DAIRY COMPANY	29.38
211619	1/5/04	079310	ROCKBROOK CAMERA CENTER	119.90
211620	1/5/04	079440	ROSENBAUM ELECTRIC INC	18,441.08
211623	1/5/04	079685	S & W FENCE COMPANY	1,450.00
211640	1/5/04	133443	CRISTINA SEABORN	75.00
211676	1/5/04	109041	TEACHER'S DISCOVERY (FOREIGNL)	120.05
211689	1/5/04	101910	TOOL CRIB	299.98
211701	1/5/04	090973	UPSTART	325.70
211706	1/5/04	133436	MIKE VAX	300.00
211720	1/5/04	133455	KARA WELLS	100.00

Total for ACTIVITY FUND**37,457.82****Report Total****1,173,306.73**

Hot Lunch Fund Millard Public Schools

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Date: 12/29/03

Check Number	Date	Vendor No	Vendor Name	Amount
18066	1/5/04	109079	ALLTEL CORPORATION	96.40
18067	1/5/04	032872	DENNIS SUPPLY COMPANY	57.82
18068	1/5/04	102870	MIDLAND COMPUTER INC	168.45
18069	1/5/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	337.66
Total for FOOD SERVICE				660.33
Report Total				660.33

Millard Public Schools

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Date: 12/30/03

Check Number	Date	Vendor No	Vendor Name	Amount
2111747	12/30/03	096200	YOUNG & WHITE	8,661.29
Total for GENERAL FUND				8,661.29
Report Total				8,661.29

Millard Public Schools

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Date: 12/30/03

Check Number	Date	Vendor No	Vendor Name	Amount
2111746	12/30/03	011651	AMERICAN EXPRESS	1,523.75
Total for GENERAL FUND				1,523.75
2111746	12/30/03	011651	AMERICAN EXPRESS	861.81
Total for GRANT FUND				861.81
Report Total				2,385.56

Millard Public Schools

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Date: 12/23/03

Check Number	Date	Vendor No	Vendor Name	Amount
211184	12/23/03	017609	MARY L BAHNEY	191.88
211185	12/23/03	133216	RICK BELIK	340.00
211186	12/23/03	107454	CHRISTOPHER COLLING	120.00
211187	12/23/03	133261	ANGELA M DIEHM	320.00
211188	12/23/03	068393	NEBRASKA STATE PATROL	30.00
211189	12/23/03	107732	BRIAN L. NELSON	300.00
211190	12/23/03	107354	STEPHEN W. VENTEICHER	245.00
211191	12/23/03	133224	JEFF WARNOCK	240.00
Total for GENERAL FUND				1,786.88
Report Total				1,786.88

Millard Public Schools

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Date: 12/18/03

Check Number	Date	Vendor No	Vendor Name	Amount
210691	12/18/03	133216	RICK BELIK	340.00
210692	12/18/03	107595	STEPHANIE A BURDIC	244.95
210693	12/18/03	131336	CITIZENS BANK	1,602.66
210695	12/18/03	107454	CHRISTOPHER COLLING	120.00
210696	12/18/03	133439	CORNHUSKER HOTEL	85.00
210697	12/18/03	032246	PAMELA M DAVIS	35.00
210698	12/18/03	133261	ANGELA M DIEHM	240.00
210700	12/18/03	100307	FOOD SERVICES OF AMERICA	554.68
210701	12/18/03	133441	MICHELLE R GAUTHIER	89.00
210702	12/18/03	133440	MATTHEW D HEYS	125.00
210703	12/18/03	132490	HYATT REGENCY CROWN CENTER	272.46
210705	12/18/03	133037	JENSEN TIRE COMPANY	1,076.94
210706	12/18/03	101484	KEARNEY HIGH SCHOOL	100.00
210707	12/18/03	131160	MARGARET M KUBAT	164.22
210708	12/18/03	132397	AIMEE L LIMONGI	26.16
210709	12/18/03	100006	LINCOLN SOUTHEAST HIGH SCHOOL	96.00
210710	12/18/03	100006	LINCOLN SOUTHEAST HIGH SCHOOL	244.00
210711	12/18/03	100006	LINCOLN SOUTHEAST HIGH SCHOOL	198.00
210712	12/18/03	059900	JANICE A LORENZEN	50.00
210713	12/18/03	109784	JUDITH A NANCE	1,205.38
210714	12/18/03	132256	NEBRASKA CHORAL DIRECTORS ASSOC.	1,620.00
210715	12/18/03	068393	NEBRASKA STATE PATROL	40.00
210716	12/18/03	068832	NEBRASKA TURFGRASS FOUNDATION	900.00
210717	12/18/03	107732	BRIAN L. NELSON	240.00
210718	12/18/03	106326	NILA J NIELSEN	241.12
210719	12/18/03	071050	OMAHA WORLD HERALD CO	444.60
210720	12/18/03	133419	PAPILLION-LAVISTA SOUTH HIGH SCHOOL	54.00
210721	12/18/03	097655	SONYA S STEJSKAL	125.00
210722	12/18/03	068834	UNIVERSITY OF NEBRASKA-LINCOLN	261.00
210723	12/18/03	068839	UNIVERSITY OF NEBRASKA KEARNEY	161.00
210724	12/18/03	133224	JEFF WARNOCK	360.00

Total for GENERAL FUND**11,316.17**

Millard Public Schools

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Date: 12/18/03

Check Number	Date	Vendor No	Vendor Name	Amount
210694	12/18/03	107482	COLLEGE BOARD/MWRO	440.00
210704	12/18/03	131157	CHRISTINE A JANOVEC-POEHLMAN	100.00
Total for GRANT FUND				540.00
210699	12/18/03	040460	FELCO AUTO LEASE	11,000.00
Total for DEPRECIATION				11,000.00
210700	12/18/03	100307	FOOD SERVICES OF AMERICA	-251.77
Total for ACTIVITY FUND				-251.77
Report Total				22,604.40

Millard Public Schools

Check Register for 12/11/03 - 12/11/03

Date: 12/11/03

Check Number	Date	Vendor No	Vendor Name	Amount
210662	12/11/03	132190	GALAXY INFORMATION SERVICES LLC	150.00
210663	12/11/03	133216	RICK BELIK	255.00
210664	12/11/03	133418	BEST WESTERN INN	285.00
210665	12/11/03	025222	DEBI CLATTERBUCK	21.55
210666	12/11/03	107454	CHRISTOPHER COLLING	120.00
210667	12/11/03	101549	DATATEAM SYSTEMS INC	400.00
210668	12/11/03	133261	ANGELA M DIEHM	325.00
210669	12/11/03	106194	DISCIPLINE WITH PURPOSE INC	325.00
210670	12/11/03	106879	DOWLING HIGH SCHOOL	400.00
210671	12/11/03	106879	DOWLING HIGH SCHOOL	245.00
210672	12/11/03	106773	FIRST NATIONAL BANK VISA	3,376.95
210673	12/11/03	073721	FRED PRYOR SEMINARS	358.00
210674	12/11/03	133262	WILLIAM N HILL IV	80.00
210675	12/11/03	133037	JENSEN TIRE COMPANY	455.84
210676	12/11/03	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	255.00
210677	12/11/03	106116	LINCOLN HIGH SCHOOL	465.00
210678	12/11/03	107557	MIDWEST CLINIC	60.00
210679	12/11/03	069785	NCA, CASI	500.00
210680	12/11/03	068393	NEBRASKA STATE PATROL	30.00
210681	12/11/03	107732	BRIAN L. NELSON	480.00
210682	12/11/03	133419	PAPILLION-LAVISTA SOUTH HIGH SCHOOL	196.00
210683	12/11/03	133419	PAPILLION-LAVISTA SOUTH HIGH SCHOOL	136.00
210684	12/11/03	106967	PHILFLEET ADVANTAGE	1,609.46
210685	12/11/03	133420	J LEE SANTO	65.00
210687	12/11/03	107354	STEPHEN W. VENTEICHER	320.00
210688	12/11/03	133224	JEFF WARNOCK	80.00
210689	12/11/03	012459	TED WEIR	473.50
210690	12/11/03	102469	WEST DES MOINES MARRIOTT	132.16

Total for GENERAL FUND				11,599.46
210672	12/11/03	106773	FIRST NATIONAL BANK VISA	590.00
Total for GRANT FUND				590.00

Millard Public Schools

Check Register for 12/11/03 - 12/11/03

Date: 12/11/03

Check Number	Date	Vendor No	Vendor Name	Amount
210686	12/11/03	132328	KAYLA STAUFFER	72.00
Total for ACTIVITY FUND				72.00
Report Total				12,261.46

Millard Public Schools

Check Register for 12/10/03 - 12/10/03

Date: 12/10/03

Check Number	Date	Vendor No	Vendor Name	Amount
210661	12/10/03	133403	AMERICAN NATIONAL BANK	3,600.24
Total for GENERAL FUND				3,600.24
Report Total				3,600.24

Hot Lunch Fund **Millard Public Schools**

Check Register for 12/30/03 - 12/30/03

Date: 12/30/03

Check Number	Date	Vendor No	Vendor Name	Amount
18070	12/30/03	065410	MILLARD SCHOOLS ADMINISTRATIVE	49.60
Total for FOOD SERVICE				49.60
Report Total				49.60

Hot Lunch Fund Millard Public Schools

Check Register for 12/18/03 - 12/18/03

Date: 12/18/03

Check Number	Date	Vendor No	Vendor Name	Amount
18065	12/18/03	065410	MILLARD SCHOOLS ADMINISTRATIVE	124.25
Total for FOOD SERVICE				124.25
Report Total				124.25

Hot Lunch Fund Millard Public Schools

Check Register for 12/17/03 - 12/17/03

Date: 12/17/03

Check Number	Date	Vendor No	Vendor Name	Amount
18063	12/17/03	065438	MILLARD NORTH HIGH SCHOOL	4,085.12
18064	12/17/03	065440	MILLARD SOUTH HIGH SCHOOL	4,222.33
Total for FOOD SERVICE				8,307.45
Report Total				8,307.45

Hot Lunch Fund Millard Public Schools

Check Register for 12/15/03 - 12/15/03

Date: 12/11/03

Check Number	Date	Vendor No	Vendor Name	Amount
18062	12/15/03	133151	TREVOR MULLEN	51.20
Total for FOOD SERVICE				51.20
Report Total				51.20

Enclosure F.1.
January 12, 2004



Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 895-8200 • Fax (402) 895-8409

January 7, 2004

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for January are Kaye Schweigert, resource teacher at Kiewit Middle School and Deb Moening, preschool Montessori paraprofessional at Montclair Elementary.

AF:sp

5.

MILLARD BOARD OF EDUCATION

Brad Burwell, Julie A. Johnson, Mike Kennedy, Mike Pate, Linda Poole, Jean Stothert, Keith Lutz, Ed.D., Superintendent

AGENDA SUMMARY SHEET

AGENDA ITEM: Capacity Standards for the Enrollment Option Program - 2004-2005

MEETING DATE: January 12, 2004

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Capacity Standards for the Enrollment Option Program – 2004-2005. State law and Board Rule 5100.3 indicates that the district, by resolution, may declare a program, class, or school unavailable to option students due to lack of capacity.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: The Nebraska Enrollment Option program allows parents, in certain instances, the opportunity to select the school district their child will attend. State law and Board Rule 5100.3 indicate that the Board shall annually adopt a Resolution to declare a program, class, or school unavailable to option students due to lack of capacity.

OPTIONS AND ALTERNATIVES CONSIDERED: An option is to keep schools, grades, and programs open. To do so would require more staff and overcrowded facilities.

RECOMMENDATIONS: Adopt the attached Resolution regarding Enrollment Standards for the Enrollment Option Program for 2004-2005 school year.

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: Adoption will determine which programs, classes, or schools are available or not available to option enrollment students. Also, Nebraska law requires that the Board adopt a resolution whenever it determines that a class, program, or school is unavailable to option enrollment students.

TIME LINE: On or before April 15, the District needs to notify, in writing, the parents or legal guardians of students, the resident school district, and the State Department of Education whether or not enrollment option applications are accepted.

RESPONSIBLE PERSON(S): Dr. Roger R. Farr

SUPERINTENDENT APPROVAL: _____

(Signature)

**ENROLLMENT STANDARDS
FOR THE ENROLLMENT OPTION PROGRAM
2004-2005**

The following schools, grades, and programs are closed to students entering the Millard Schools under the Nebraska Enrollment Option Program for the 2004-2005 school year:

ABBOTT ELEMENTARY

Abbott Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Abbott Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. Siblings of students currently attending Abbott may be allowed to option into Abbott. It is anticipated that enrollment at Abbott will reach or exceed capacity for the 2004-2005 school year.

ACKERMAN ELEMENTARY

Ackerman Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Ackerman Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. It is anticipated that enrollment at Ackerman will reach or exceed capacity for the 2004-2005 school year.

BLACK ELK ELEMENTARY

Black Elk Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Black Elk Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. It is anticipated that enrollment at Black Elk will reach or exceed capacity for the 2004-2005 school year.

NEIHARDT ELEMENTARY

Neihardt Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Neihardt Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. It is anticipated that enrollment at Neihardt will reach or exceed capacity for the 2004-2005 school year.

ROHWER ELEMENTARY

Rohwer Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Rohwer Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. It is anticipated that enrollment at Rohwer will reach or exceed capacity for the 2004-2005 school year.

WHEELER ELEMENTARY

Wheeler Elementary is closed to enrollment option students with the exception of children who move out of the District and have attended Wheeler Elementary for at least two consecutive years of uninterrupted enrollment and complete the state enrollment option requirements. It is anticipated that enrollment at Wheeler will reach or exceed capacity for the 2004-2005 school year.

MILLARD WEST HIGH SCHOOL

Millard West is closed to enrollment option students for the 2004-2005 school year with the exception of students who move out of the District and have attended Millard West at least two consecutive years of uninterrupted enrollment and meet state enrollment option requirements. It is anticipated that enrollments in all grade levels will reach capacity because of expected growth in West's attendance area.

MONTESSORI PROGRAM

The Montessori program is anticipated to be at capacity; however, enrollment option students may be accepted as space becomes available provided they meet District and State enrollment option requirements.

MILLARD CORE ACADEMY PROGRAM-CATHER ELEMENTARY

The Millard Core Academy at Cather Elementary is anticipated to be at capacity; however, enrollment option students may be accepted as space becomes available provided they meet District and State enrollment option requirements.

MILLARD LEARNING CENTER PROGRAM

The Millard Learning Center Program is closed to enrollment option students. The program will operate at capacity for the 2004-2005 school year.

ALL SPECIAL EDUCATION PROGRAMS

The Millard Special Education Programs are closed to enrollment option students. The student capacity for all special education programs is the minimum caseload as previously defined by NDE Rule 51. It is anticipated that all special education programs will be at capacity for the 2004-2005 school year.

ENGLISH LANGUAGE LEARNERS

The capacity for English Language Learners (ELL) program is closed to enrollment option students, and is anticipated to be at capacity for the 2004-2005 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Guidelines for Within District Transfers for the 2004-2005 School Year.

MEETING DATE: January 12, 2004

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Guidelines for Within District Transfers during the 2004-2005 school year are approved by the Board each year for the next school year. If a school is at capacity, the Within District Transfer Guidelines indicate which schools will be closed.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: Guidelines are required to keep schools from becoming overcrowded. We have typically closed schools to within district transfer that are closed to enrollment option students. This has been done for practical reasons rather than any requirements by law.

OPTIONS AND ALTERNATIVES CONSIDERED: N/A


RECOMMENDATIONS: Approval of guidelines for transfers within the District for 2004-2005 school year.

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Schools will not become overcrowded because of within district transfers.

TIME LINE: Guidelines will go into effect for the 2004-2005 school year.

RESPONSIBLE PERSON(S): Dr. Roger R. Farr

SUPERINTENDENT APPROVAL:  _____
(Signature)

BOARD ACTION:

**GUIDELINES FOR TRANSFERS WITHIN DISTRICT
FOR 2004-2005 SCHOOL YEAR**

Due to projected enrollment for the 2004-2005 school year, the following schools, grades, and programs will be closed to within district transfers:

ABBOTT ELEMENTARY

Abbott Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Abbott employees and the siblings of any student attending Abbott during the 2004-2005 school year.

ACKERMAN ELEMENTARY

Ackerman Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Ackerman employees and the siblings of any student attending Ackerman during the 2004-2005 school year.

BLACK ELK ELEMENTARY

Black Elk Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Black Elk employees and the siblings of any student attending Black Elk during the 2004-2005 school year.

NEIHARDT ELEMENTARY:

Neihardt Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Neihardt employees and the siblings of any student attending Neihardt during the 2004-2005 school year.

ROHWER ELEMENTARY:

Rohwer Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Rohwer employees and the siblings of any student attending Rohwer during the 2004-2005 school year.

WHEELER ELEMENTARY

Wheeler Elementary will be closed to any within district transfers for the 2004-2005 school year with the exception of the children of Wheeler employees and the siblings of any student attending Wheeler during the 2004-2005 school year.

MILLARD WEST HIGH SCHOOL:

Millard West High School will be closed to within district transfers, with the exception of the children of Millard West High School employees and the siblings of any student attending Millard West during the 2004 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Option Program Deadline – 2004-2005 School Year

MEETING DATE: January 12, 2004

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Enrollment Option Program Deadline – 2004-2005. This deadline would not allow students living outside the Millard School District to option into the Millard Public Schools during the 2004-2005 school year if the request is received after December 31, 2004. Students would be allowed to option out of the Millard School District anytime during the 2004-2005 school year.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: Under the Nebraska Enrollment Option program, parents may, under certain circumstances, request that their child attend a district other than their resident district. The state deadline for enrollment applications for the 2004-2005 school year is March 15, 2004. School districts have until April 15, 2004, to approve or deny these applications. Parents who submit applications after the March 15th deadline must request a waiver for release from the resident district. The only exceptions to this rule are students who have attended the original school district for the preceding two years or have siblings who have optioned into Millard Public Schools. Students who meet these criteria are automatically approved to remain in the original school district if they submit an application for enrollment option.

OPTIONS AND ALTERNATIVE CONSIDERED: N/A

RECOMMENDATIONS: It is recommended that no further enrollment option waivers be accepted after December 31, 2004, for students requesting to enter the Millard school district for the 2004-2005 school year unless required by law. Students may be granted a waiver to leave the Millard school district anytime during the 2004-2005 school year.

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: If the Millard School District does not set a firm deadline for enrollment option applications by December 31, 2004, we cannot deny enrollment option requests from students residing in another district who late in the school year use enrollment option as a way to avoid sanctions or failure due academic, behavioral, or personal/social difficulties.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Roger Farr

ASSOCIATE SUPERINTENDENT APPROVAL:


(Signature)

BOARD ACTION:

AGENDA SUMMARY SHEET

AGENDA ITEM:
MEETING DATE: Monday, January 12, 2004

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: Designation of Official Newspaper

ACTION DESIRED: Approval Information Only

BACKGROUND: In accordance with Nebraska law and district policy, advance publicized notice is made before regular and special Board of Education meetings by a method designated by the Board and recorded in the minutes.

Since 1990, the Midlands Business Journal (MBJ) has been designated as the official newspaper. In the event that a special meeting is called after the deadline has passed for MBJ, the meeting is advertised in the World-Herald or Daily Record.

In addition to publication in the official newspaper, the school board meeting schedule is listed in the district calendar, Board Briefs newsletter, and district web site. Agendas are placed on the web site and posted on the bulletin board in the lobby of the Don Stroh Administration Center on Fridays before the meetings. Upon request, agendas are faxed to the media.

OPTIONS AND ALTERNATIVES: The Daily Record charges 60 cents per line; circulation is 2,000. The Midlands Business Journal charges 68 cents per line; circulation is 5,000. The World-Herald charges \$3.54 per line; metro-area circulation is 156,000. The average notice runs about 10 lines.


RECOMMENDATION: Continue to publish legal notices of regular and special meetings of the Board of Education in the Midlands Business Journal, unless the deadline dictates publication in the World-Herald or Daily Record.

STRATEGIC PLAN REFERENCE: Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of community support.

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: Designation of Official Depository

MEETING DATE: January 12, 2004

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Designation of Official Depository – Taking official action to designate which institutions will be used for depositing school district funds during the coming year.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: School districts are required by Nebraska statutes to officially designate which financial institutions they will be using for the purpose of depositing funds. This action is taken at the organizational meeting each year.

Currently, the First National Bank of Omaha is providing all of our banking services except for some activity fund related services which are provided by Wells Fargo Bank (formerly Norwest Bank), US Bank, Omaha State Bank, and Great Western Bank (formerly Douglas County Bank and Trust).

School district funds are also invested in the Nebraska School District Liquid Asset Fund Plus. This is a statewide investment pool that provides short-term investment opportunities for Nebraska school districts and ESU's.

OPTIONS AND ALTERNATIVES: We could change depository institutions to other qualified institutions.

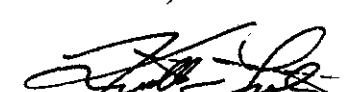
RECOMMENDATION: It is recommended that the district designate the First National Bank of Omaha and the Nebraska School District Liquid Asset Fund Plus as the primary depositories for school district funds with the further designation of Wells Fargo Bank, US Bank, Great Western Bank, and Omaha State Bank for school activity fund deposits.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Chris Hughes, Accounting Manager; and, Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: School Calendar for 2004-2005

MEETING DATE: January 12, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Approve a change in the school calendar for 2004-2005.

ACTION DESIRED: APPROVAL XX DISCUSSION ____ INFORMATION ONLY ____

BACKGROUND:

Each year the Board of Education adopts a two-year calendar in accordance with policy 6020. The calendar for 2004-2005 was approved previously. A correction is necessary to change the date listed for President's Day to February 21st, it was incorrectly listed as February 14th. It is also recommended that we move third quarter conferences to February 17th & 18th so as to follow a traditional pattern established in previous calendars of having conferences preceding President's Day. Please note that several schools have night conferences the week prior to the one that is listed and that Friday is a comp day for night conferences.

This calendar has 178 student days.

Each high school will use this calendar as the basis for building their unique calendar. The high schools will finalize their calendars after activity schedules are determined. It is our intention to bring the high school calendars to you in June for final approval.

It has been recommended that we re-convene the Calendar Committee to reconsider several issues for the 2005-2006 calendar (attached) and future calendars. The items we would consider include:

1. Embedding time for re-teaching and re-testing.
2. Embedding time for staff development and other professional leave days that require staff participation.
3. Other items the Board would like to consider.

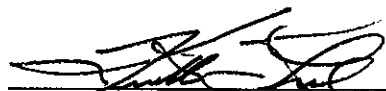
As in the past, we will use an established process to select calendar committee members that ensures balanced representation from staff and parents in all parts of the district. We will strive for consensus and bring a set of parameters to use in building future calendars. All current parameters will continue, unless we have consensus to change them.

OPTIONS AND ALTERNATIVES CONSIDERED: Continue using the current calendar parameters.

RECOMMENDATION: Approve the School Calendar for 2004-2005 as attached.

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL:



(Signature)

BOARD ACTION:

AUGUST 12				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Aug. 16 First Day for Students
 Sept. 6 No School - Labor Day
 Oct. 14 End of First Quarter
 Oct. 15 No School - Teacher Work Day

FEBRUARY 17				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

SEPTEMBER 21				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Oct. 21-22 No School - Conferences
 Nov. 25-26 No School - Thanksgiving Break
 Dec. 22 First Semester Ends
 Jan. 4 No School - Teacher Work Day

MARCH 18				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

OCTOBER 18				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Jan. 5 Second Semester Begins
 Jan. 17 No School - Martin Luther King, Jr. Day
 Feb. 17-18 No School - Conferences
 Feb. 21 No School - Presidents' Day

APRIL 21				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER 20				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Mar. 11 End of Third Quarter
 Mar. 14-18 No School - Spring Break
 May 6 Half-Day for Middle Schools (5th Grade Orientation)
 May 30 No School - Memorial Day

MAY 17				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

DECEMBER 16				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May 31 Last Day of school - Half Day
 This calendar includes four days of school that may be used in case of inclement weather. **If fewer (or more) days are used, the last day of school will be adjusted accordingly.**

JUNE 0				
M	T	W	Th	F
			1	2
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

JANUARY 18				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Quarter Dates/Student Days	
Oct. 14	43 days
Dec. 22	44 days
Mar. 11	44 days
May 31	47 days
Total	178 days

No School for Students

JULY 0				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

DRAFT

AUGUST					13
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

Aug. 15 First Day for Students

Sept. 5 No School - Labor Day

Oct. 13 End of First Quarter

Oct. 14 No School - Teacher Work Day

FEBRUARY					17
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28				

SEPTEMBER					21
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

Oct. 20-21 No School - Conferences

Nov. 24-25 No School - Thanksgiving Break

Dec. 21 First Semester Ends

Jan. 3 No School - Teacher Work Day

MARCH					18
M	T	W	Th	F	
			1	2	3
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

OCTOBER					18
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

Jan. 4 Second Semester Begins

Jan. 16 No School - Martin Luther King, Jr. Day

Feb. 16-17 No School - Conferences

Feb. 20 No School - Presidents' Day

APRIL					20
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

NOVEMBER					20
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

Mar. 10 End of Third Quarter

Mar. 13-17 No School - Spring Break

May 5 Half-Day for Middle Schools (5th Grade Orientation)

May 29 No School - Memorial Day

MAY					17
M	T	W	Th	F	
	1	2	3	4	5
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

DECEMBER					15
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

May 30 Last day of school - Half Day

This calendar includes four days of school that may be used in case of inclement weather. **If fewer (or more) days are used, the last day of school will be adjusted accordingly.**

JUNE					0
M	T	W	Th	F	
				1	2
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

JANUARY					19
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30	31				

Quarter Dates/Student Days	
Oct. 13	43 days
Dec. 21	44 days
Mar. 10	44 days
May 30	47 days
Total	178 days

JULY					0
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

No School for Students

16

AGENDA SUMMARY SHEET

AGENDA ITEM: Elementary Language Arts Field Study

MEETING DATE: January 12, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Elementary Language Arts Field Study
Elementary Language Arts Committee has completed Phase I and part of Phase II of the Curriculum Cycle. They have identified three programs that meet the research criteria and are ready to conduct a field study during second semester this year. Programs selected were Harcourt Trophies 2005 Edition, Houghton Mifflin Reading 2005 Edition, Scott Foresman Reading 2004 Edition. Teachers and reading specialists have been identified to participate in the field study. Specific criteria will be used as part of the evaluation and final selection process.

ACTION DESIRED: APPROVAL X

BACKGROUND: See attachments

- Field Study Plan
- Committee Members
- Prior Meeting Results
- Committee Review Forms
- Field Study Members

OPTIONS AND ALTERNATIVES CONSIDERED: none

RECOMMENDATIONS: Recommend approval of the elementary language arts field study proposal to be conducted during the second semester of 2003-04 school year.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: Rejections would send the committee back to the review process.

TIMELINE: Field Study 2nd semester of 2003-04

RESPONSIBLE PERSON(S): Dr. Carol Newton, Sharron Millsap, Susie Wooster

ASSOCIATE SUPERINTENDENT'S APPROVAL *Martha Bruckner*

SUPERINTENDENT'S APPROVAL: *[Signature]*

BOARD ACTION:

17.

Language Arts Elementary Field Study – 2nd Semester 2004

Research Areas and Criteria for Selection:

The first five areas were identified by the National Reading Panel as the components, supported by research, that most significantly impact reading achievement.

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension
- Writing (added to review writing component)

Programs reviewed by the committee on November 7, 2003

- Macmillan – 2003 Edition
- Scholastic Literacy Place - 2000 Edition
- SRA Open Court – 2003 Edition
- Harcourt Trophies– 2005 Edition
- Houghton Mifflin Reading – 2005 Edition
- Scott Foresman Reading – 2004 Edition

Programs selected after further review by subcommittees

- Harcourt Trophies– 2005 Edition
- Houghton Mifflin Reading – 2005 Edition
- Scott Foresman Reading – 2004 Edition

Field Study Process:

1. Language Arts Committee members selected the series they wanted to test. Then additional teachers were identified with the help of principals. Twelve staff members at each grade level will be participating. Four will use Harcourt, another four will use Houghton Mifflin, and the other four will use Scott Foresman. At total of 72 classroom teachers, 5 special education teachers, 3 READ teachers, 1 Speech & Language Pathologist, and 1 English Language Learner teacher will participate.

2. Field Study will be conducted January through May of 2004.

3. All users will receive a complete set of materials available at their grade level.

4. Staff development will be provided as follows - all sessions at Cottonwood:

Scott Foresman users - Jan 6, 8-11:30 a.m.

Harcourt users - Jan 7, 8-11:30 a.m.

Houghton users - Jan 8, 8-11:30 a.m.

Technology reviews will be conducted during the afternoon on those dates between the vendors technology team and our district technology team.

5. Users will monitor and evaluate their program using a checklist/rubric on a weekly basis. The criteria identified by the committee as critical language arts components, the efficiency and effectiveness of the teacher's manual and materials, student response to

the materials, instructional strategies, differentiation strategies and materials , alignment with our standards and enablers, transition and correlation to the grade 6 reading program, assessment materials, staff development options, and technology components. Student achievement will be monitored through district assessments.

7. Users in grades 1 and 4 will be provided additional information to assist them to support any content in units 4/5 of Literacy Place that might be missing in their field study program that are part of the ELO assessment.

8. Update sessions will be held in late April across grade levels to compare programs and by program for K-5 articulation.

9. A final decision is anticipated in early May with a recommendation of one program for implementation for the 2004-05 school year at grades K-5.

Language Arts Phase I & II Committee

Mary Jo Thomas-Abbott
Dorothy Carrera-Montclair
Denise Parker-Wheeler
Judy Nance-Morton
Joyce Clark-Norris
Jerrri Wesley-Rockwell
Tonya Dykstra-Sandoz
Chris Wilcoxon-Neihardt
Cathy Kozak-Cody
Shari Johnson-Black Elk
Joyce Pawlenty-Wheeler
Mary Ehlers-Beadle
Amy Stenger-Rohwer
Libby Engelbart-Morton
Suzanne Hinman-Morton
Aimee Limongi-Morton
Ryan Clark-Rockwell
Liz Olsen-Secondary LA MEP
Leanne Manely – Cody
Linda Ridgway - Montclair

Jan Frank-Ackerman
Kari Jorth-Disney
Shelley McCabe-Cody
Ruth Ehler-Cather
Nicole Dolezal-Cody
Corrine Holmquist-Holling Heights
Kim Miller-Bryan
Lisa Ward-Hitchcock
Gail Harck-Cottonwood
Carol Latka-Harvey Oaks
Cathy Greenwald-Willowdale
Jackie Polacek-Wheeler
Helen Lykke-Wisler-Ezra
Cindy Niebur-Rockwell
Ellen Miller-Montclair
Barbara Rothenburg-Bryan
Candy Jones-Norris
Megin Schulte – Morton
Mary Nebe – Black Elk

Additional Participants in Program Preview/Selection

Cindy Wallace - ELL
Jean Howard – Core Academy
Nila Nielsen – Core Academy

Facilitators

Carol Newton, Director of Early Childhood/Elementary Education
Sharron Millsap, MEP Facilitator
Susan Wooster, MEP Facilitator
Tom Wise, Special Projects

Notes from Language Arts Meeting – Phase I - October 4, 2002

I want to thank everyone for a very productive day. We were able to accomplish many of the preliminary tasks at hand and develop a plan of action as we continue our research into best practices in reading instruction.

The first section of the day was spent going over the phases of the Curriculum Cycle, the Mission Statement, T Chart, Current Enablers, State Standards and the Secondary Scope and Sequence. We concluded this section of morning reviewing student achievement and then going through a strategic analysis of our needs with Tom Wise as the facilitator. He helped us to focus on Internal and External Factors which influence students, curriculum, and district decisions in the area of Language Arts.

The following are the Critical Issues that we identified as a group:

- Today's World – politics – threat
- Trends in politics-threat

- Millard support structure – opportunity
- Dedicated and qualified teachers – technology and materials to support the curriculum - opportunity
- Support from district staff - opportunity

- Today's learner is a strength and a weakness in that they come to us lacking academic and social skills - threat
- Social, economic, and family life issues – threat
- School readiness and behavior issue – threat

- Staff development and logistics is both a threat and an opportunity as is the training and inservice of opportunities
- Other issues and concerns were class size, time management issues, accountability, and stress among staff members to meet the needs of today's students

After we identified these Critical Issues which impact student learning in our district, Carol then discussed President Bush' Initiative **"No Child Left Behind"** and possible consequences of this directive. She cautioned us to remember that this has been a directive that has needed continued clarification and will play a key role in our decision making as we search for instructional practices that are not only high in quality, but also proven effective and grounded in research.

The remainder of the day was spent working in small groups and reviewing the National Reading Panel Report. Each small group identified key points for questions to answer when reviewing research. Several resources were distributed and committee members were to continue to look through materials and search the web for possible research and data and effective practices of instruction in the area of Reading. Two key questions that should be consider are:

- What has a positive impact on student learning
- Which instructional practices support student learning and have been based on research

Our next meeting will be on Thursday, November 21. We will be at ESU again and will meet from 8:00 to 4:00. The following is the agenda for the day:

30.

Notes from Language Arts Committee Meeting – Phase I – November 21, 02

The committee met all day at ESU #3 to continue our research on best practices in reading instruction. The day was as follows:

- The members of each committee shared the key ideas they found in their independent work with the materials they read since our last meeting in October.
- Committee members continued to research specific reading strands by reviewing articles from professional publications and reading journals, reviewing research found on professional web sites, reading books for information in their specific reading strand, and viewing videos on specific research completed in recent years on successful reading strategies.
- The members of each committee then needed to come to a consensus on the what are the key elements that are supported by research to be successful in their reading skill area.
- Each committee then shared their findings with the total group and we analyzed their report. We reviewed each element and determined if it met the criteria we have identified as the Critical Issues we need to address for Millard students and staff.

Each group identified the following key elements:

Phonemic Awareness

- There must be a rationale in place and a confirmed commitment to teaching Phonemic Awareness to young learners by a school district.
- An assessment tool must be in place to analyze students' strengths and weaknesses and allow for differentiation of instruction. The assessment tools should be both standardized and informal.
- A specific sequence of skills should be taught-rhyming, blending, segmentation, deletion, recognition, discrimination, and recall.
- We need to investigate successful instructional resources and look at the issues of being too generalized and the management issues for the classroom teacher.
- Staff development must be a key factor in implementing a program.
- Research supports Phonemic Awareness as a key indicator for future reading success. A successful reading program must have the following components: phonemic awareness, letter identification, rapid naming of sounds, memory lessons, meta-linguistics, focused skill instruction, small group lessons that are brief and less than 25 minutes a day, and teaching with letters to enhance student learning success.
- Phonemic Awareness should be an instructional component for grades K-2. It can also be used as an intervention strategy on older students.

Phonetic and Alphabetic Knowledge

- Specific instruction should be in place to teach sound/letter relationships in reading and writing.
- A systematic approach should be in place with a specific scope and sequence (order of skills).
- Staff development is a key element and we need to assure that we have qualified and trained teachers.
- Attention should be given to early intervention programs.
- Ongoing assessment is essential to allow for targeted instruction.
- Differentiation in instruction should take place within the classroom.

Vocabulary

- There must be an increased exposure to a variety of oral language activities including conversation and think alouds.
- Students must be exposed to a variety of reading levels and genres.
- Students must be allowed to read extensively including a variety of reading activities, and genres at their appropriate reading level.
- Students should be taught specific word instruction as a pre-reading component of the lesson. This should help to set the purpose for reading and give students the knowledge they may need to connect to personally to text.
- Students must be actively engaged with vocabulary. New vocabulary should be built on prior knowledge, connect to word relationships and word patterns, practiced within the context of a story or a specific selection, and allow students to use in a variety of opportunities.
- Students need repeated exposure to vocabulary. They need a literature rich environment. They also need a word rich environment in both oral and written format.
- Some successful word learning strategies are;
 - *Teach context clues – This process must be taught and modeled to students as well as other people involved in a child’s reading instruction.
 - *Teach word parts – This relates to word analysis skills such as suffixes, prefixes, base words, and word origins.
 - *Use reference materials – Classrooms should be equipped with dictionaries, thesauruses, rhyming books and other reference materials. These materials should be available for students to access at all times.

Comprehension

- A school district must have effective teaching of comprehension skills. This involves long range planning for staff development on specific skill instruction. Staff development must be relevant to the staff and students and there must be a format for accountability of performance in place for staff and students.
- Comprehension skills must be actively taught and within a specific scope and sequence K-5.
- Time needs to be spent reading with a specific purpose in mind that meets the needs of the learner.
- Varieties of reading materials need to be made available at the instructional and independent reading levels of students.

Fluency

- Students need time allowed for repeated readings in a variety of formats such as echo or choral reading, poetry, reader’s theater, and timed readings.
- Teachers must provide modeled reading opportunities for students. This can take place when doing oral reading, paired reading, echo or choral reading, buddy reading, and other shared reading experiences.
- Fluency and comprehension go together and must be taught specifically to enhance students’ ability to grow into fluent readers.
- Teachers must be knowledgeable of a student’s reading level. They must have in place an assessment which identifies a reading level for a student, a text difficulty on reading materials, and an appropriate assessment tool to match reader to appropriate reading material.
- Students must have learned their phonics skills as they develop into fluent readers.

Notes from Language Arts Meeting – Phase II – September 19, 03

Our committee met on September 19th at ESU all day to begin our work on Phase II of the curriculum cycle. We began our day working in our small groups to look at our previous work from last year and then to develop an evaluation form to assist us through the process of reviewing basal series. The revisions and completed evaluation form was developed and shared with all members of the committee at the end of the morning. We then spent the afternoon reviewing our first basal program. This was Scholastic's Literacy Place 2000. We looked at the complete program including all of the components developed by Scholastic in the last year to support its' core program. Committee members were then given the opportunity to look at all of the new materials and evaluate the program as a whole.

Our next meeting is on November 7th at ESU from 8:00 to 4:00. We will be going through the same process with the other 5 basal programs that we are reviewing and evaluating. Lunch will be provided that day for all committee members due to the time frame in which we need to work in that day. I want to thank everyone for all of their effort and hard work and look forward to seeing everyone on November 7th at ESU. Language Arts initiators please share the information attached to these minutes with your staff.

The schedule for the day is outlined below:

8:00 – 8:15	Pick up evaluation sheets and name tags
8:15 – 9:15	Session 1 K-2 – Harcourt School Publishers 3-5 – Macmillan/McGraw Hill Publishers
9:15 – 9:30	Complete forms and hand in/BREAK
9:30 – 10:30	Session 2 K-2 – Macmillan/McGraw Hill Publishers 3-5 – Harcourt School Publishers
10:30 – 10:45	Complete forms and hand in/BREAK
10:45 – 12:15	Session 3 All members K-5 – SRA McGraw Hill Publishers
12:15 – 12:45	LUNCH – We will be providing lunch due for everyone
12:45 – 1:45	Session 4 K-2 – Scott Foresman Publishers 3-5 – Houghton Mifflin Publishers
1:45 – 2:00	Complete forms and hand in/BREAK
2:00 – 3:00	Session 5 K-2 – Houghton Mifflin Publishers 3-5 – Scott Foresman Publishers
3:00 – 3:30	Complete forms and hand in/Debrief

Script for Committee to Share with Building Staff – October 03

The Language Art Committee working with Phase II of the curriculum cycle is a group of 45 members. These members represent classroom teachers from all grades K-5, administrators, special education classroom teachers and specialists, Read teachers, Instructional Facilitators, and Information Specialists. They have developed an evaluation form to review and analyze 6 basal series. The programs they are looking at are:

- Scholastic Literacy Place 2000
- Scott Foresman Basal Program 2004
- Houghton Mifflin Basal Program 2005
- Harcourt Brace Basal Program 2005
- Macmillan Basal Program 2002
- SRA McGraw Hill Basal Program 2002

The committee members will review all six basal programs with the same evaluation tool and the results will be tabulated looking at the five key strands in reading. These five key strands are:

- Phonemic Awareness
- Alphabetic Knowledge and Phonics
- Comprehension
- Vocabulary
- Fluency
- Writing (a subcommittee was added to review programs for writing)

The committee will then look at the results of the evaluation and begin working on making a decision as to the next steps we should take in the process of making a decision on the basal program that best meets the following criteria:

- Meets the needs of all of our students
- Aligns with our learner outcomes and enablers
- Assists classroom teachers with their instructional goals
- Meets the criteria of being fiscally responsible to our community
- Allows for an implementation and transition which will not disrupt student learning

Form used on November 7, 03 for initial preview rating.

Millard Public Schools K-5 Language Arts Evaluation Form

Text _____ Copyright Date Nov. 7, 2003
 Grade _____ Evaluator _____

Textbook Selection Guidelines

The goal of Language Arts instruction is to enable students to become better readers, writers, and thinkers. Textbooks need to have supports for students and teachers to allow for appropriate instruction and learning for all members of the class. With that goal in mind, rate the textbook on the following attributes.

Part 1: General Format of Textbook	Can't work 0-49%	Many holes to fill 50-69%	Has holes to fill 70-84%	Easy to implement 85-94%	Read to use now 95-100%
1. Does the textbook/series offer opportunities for students to read <u>and</u> write about topics/themes?		2	3	4	5
2. Does the textbook/series provide opportunities for students to read across a variety of genre within a theme and/or topic?		2	3	4	5
3. Does the textbook/series provide user-friendly teacher materials?		2	3	4	5
<u>Part 2: Identifying District Learner Outcomes and Enabling Objectives.</u>					
1. Does the textbook/series offer systematic instruction on phonemic awareness skills progressing from the easier tasks to the more difficult?	PA	2	3	4	5
2. Does the program teach phonemic awareness skills explicitly and provide for management of meeting individual small group needs?	PA	2	3	4	5
3. Does the textbook/series provide systematic and explicit instruction on letter/sound identification in a format which minimizes student confusion?	phonic	2	3	4	5
4. Does the program introduce a few short vowels early in the sequence to provide students the opportunity to use letter-sound knowledge to segment and blend words?	phonic	2	3	4	5
5. Does the textbook/series provide multiple opportunities within lessons for students to blend and read words?	phonic	2	3	4	5
6. Does the program introduce high frequency/sight words allowing for ample practice for automaticity?	vocab	2	3	4	5
7. Does the program provide direct instruction of specific concepts and vocabulary allowing for multiple exposures to critical vocabulary?	Vocab	2	3	4	5
8. Does the textbook/series provide students the opportunities to integrate vocabulary words into sentences and use in a variety of contexts?	Vocab	2	3	4	5

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9. Does the program introduce and systematically and explicitly teach critical comprehension strategies (K-5) of: *self-questioning *predicting *summarizing *interpreting *inferring *visualizing	Comp	2	3	4	5
10. Does the textbook/series provide systematic instruction on text and story structure?	Comp	2	3	4	5
11. Does the textbook/series provide materials and management tools for direct instruction of fluency?	FL	2	3	4	5
12. Does the textbook/series provide materials and management tools for guided practice of fluency?	FL	2	3	4	5
13. Does the textbook/series provide materials and management tools for assessment and follow-up of fluency?	FL	2	3	4	5
14. Does the program provide for daily opportunities for listening, speaking, and presentation skills?		2	3	4	5
15. Does the textbook/series explicitly and systematically introduce research and study skills appropriate to student's instructional level?		2	3	4	5
16. Does the textbook/series provide students the opportunities to analyze and evaluate a variety of literary genre?	Comp	2	3	4	5
17. Does the program provide for direct instruction in the primary grades for modeled interactive writing lessons?	W	2	3	4	5
18. Does the textbook/series provide students in each grade level an opportunity to write in a variety of modes of writing?	W	2	3	4	5
19. Does the textbook/series provide instruction aligning with the six-trait writing model?	W	2	3	4	5
20. Does the program provide students with opportunities to compose written work in a variety of modes?	W	2	3	4	5
Part 3: Before Reading support for Students and Teachers	Can't work 0-49%	Many holes to fill 50-69%	Has holes to fill 70-84%	Easy to implement 85-94%	Read to use now 95-100%
1. New learning should build upon and explicitly relate to previous learned strategies and knowledge. Does the series/textbook provide guidance at the beginning of the unit about prerequisite knowledge, strategies, skills, and the location of this information in the textbook?	Comp	2	3	4	5
2. Does the series/textbook provide before reading suggestions that introduce new materials and capture students' interest?	Comp	2	3	4	5
3. Does the series/textbook provide ways for you, as the teacher, to activate prior knowledge?	Comp	2	3	4	5

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4. Does the series/textbook provide a variety of ways to introduce new vocabulary, and does it incorporate multiple words learning strategies?	Vocab	2	3	4	5
5. Does the series/textbook provide instructional strategies to allow for differentiated instruction to meet students' needs?		2	3	4	5
6. Does the series/textbook provide information in the teacher's materials to help guide them to make informed decisions based on their students' needs?		2	3	4	5
7. Does the series/textbook provide periodic checks and age appropriate remedial materials for word analysis/phonics?	Phonic	2	3	4	5
8. Does the support material in the series/textbook correlated to the main text to guide teachers when making decision regarding instruction for their students?		2	3	4	5
Part 4: During Reading Support for Students and Teachers	Can't work 0-49%	Many holes to fill 50-69%	Has holes to fill 70-84%	Easy to implement 85-94%	Read to use now 95-100%
1. Does the program contain structural features that can enhance reading comprehension and thinking?	Comp	2	3	4	5
2. Does the text and supporting materials weave reading, writing, and thinking strategies into the teaching and provide information on when, how, and why to use various strategies?	Comp W	2	3	4	5
3. Does the series discuss the importance of collaborative learning and highlight the lessons that lend themselves well to discussion and interaction among peers?		2	3	4	5
Part 5: After Reading Support for Students and Teachers	Can't work 0-49%	Many holes to fill 50-69%	Has holes to fill 70-84%	Easy to implement 85-94%	Read to use now 95-100%
1. Does the text pay serious attention to teaching higher order thinking skills and writing extended text?	W	2	3	4	5
2. Does the series offer alternative ideas for assessing and evaluating student learning?		2	3	4	5
3. Does the series insure that the taught curriculum is assessed throughout the school year?		2	3	4	5
4. Does the text or series offer explicit ways to help students make connections to other learning (across content area or within a unit of study)?		2	3	4	5
5. Does this text or series represent human, cultural, social, and physical diversity?		2	3	4	5
6. Does this text or series provide a support feature including technology? If so, does this technological component pass all requirements on the Technology Evaluation Form and is approved by Technology.		2	3	4	5

7. Does the program provide developmentally appropriate phonics/word knowledge in spelling?	Phonic	2	3	4	5
8. Does this text or series provide a Spelling program correlated to its' main text to make learning connections for students?		2	3	4	5
9. Does this text or series provide a Grammar program correlated to its' main text to make learning connections for students?	W	2	3	4	5
10. Does this text/series provide a model consistent with Zaner Bloser handwriting to provide appropriate learning models for students?	W	2	3	4	5
11. Does this program provide alternative strategies to meet the needs of ELL students?		2	3	4	5
<u>Comments related to teacher support materials?</u>					

	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
daily lessons for phonemic awareness				
specific sequence of skills in grades K-2 for phonemic awareness; rhyming, blending, segmentation, deletion, recognition, discrimination, and recall				
strong staff development component for phonemic awareness				
easy to manage assessment for phonemic awareness				
variety of assessment tools for phonemic awareness				
technology components for phonemic awareness				
teacher manual is easy to follow and understand				
Ideas for differentiated activities in phonemic awareness				
materials for phonemic awareness activities are available and easy to manage				
ideas for literacy centers for phonemic awareness practice				
parent materials related to phonemic awareness				

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	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
Specific and direct instruction related to phonological and alphabetic knowledge				
Specific sequential order of skills related to phonological and alphabetic knowledge				
strong staff development component for phonological and alphabetic knowledge				
ongoing assessment for phonological and alphabetic knowledge				
variety of assessment tools for phonological and alphabetic knowledge				
early intervention component for phonological and alphabetic knowledge				
Spelling program is integrated into phonics program				
spelling program provides strong phonics component				
Differentiated spelling word lists				
Variety of spelling strategies for students				
Direct instruction in making words				
technology components for phonological and alphabetic knowledge				
teacher manual is easy to follow and understand				
Ideas for differentiated activities in phonological and alphabetic knowledge				
materials for phonological and alphabetic knowledge activities are available and easy to manage				
ideas for literacy centers for phonological and alphabetic knowledge practice				
parent materials related to phonological and alphabetic knowledge				

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	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
variety of oral language activities including conversation and think alouds				
variety of reading levels and genre to experience vocabulary				
specific word instruction as a pre-reading component of the lesson				
new vocabulary built on prior knowledge, connect to word relationships and word patterns, practiced within the context of a story or selection, and allow students to use in a variety of opportunities				
repeated exposure to vocabulary in a word rich environment of both oral and written format				
specific and direct instruction related to word learning strategies include context clues; word parts (suffixes, prefixes, base words, and word origins)				
use reference materials to support vocabulary development				
strong staff development component for vocabulary				
ongoing assessment involving vocabulary strategies				
variety of assessment tools for vocabulary				
technology components for vocabulary development				
teacher manual is easy to follow and understand related to vocabulary development				
Ideas for differentiated activities related to vocabulary development				
ideas for literacy centers for vocabulary development				
parent materials related to vocabulary development				

31.

	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
Specific scope and sequence of K-5 fluency practice				
time for repeated readings				
variety of formats, echo or choral reading, poetry, reader's theater, timed readings				
variety of materials for instructional and independent reading levels to practice fluency				
modeled reading opportunities; oral reading, paired reading, echo or choral reading, buddy reading, and other shared reading experiences.				
repeated exposure to fluency practice				
staff development for fluency practices				
ongoing assessment related to fluency				
variety of assessment tools for fluency				
technology components for fluency				
teacher manual is easy to follow and understand related to fluency				
ideas for differentiated activities related to fluency				
ideas for literacy centers for fluency				
parent materials related to fluency				

	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
Specific scope and sequence of K-5 fluency practice				
time for repeated readings				
variety of formats, echo or choral reading, poetry, reader's theater, timed readings				
variety of materials for instructional and independent reading levels to practice fluency				
modeled reading opportunities; oral reading, paired reading, echo or choral reading, buddy reading, and other shared reading experiences.				
repeated exposure to fluency practice				
staff development for fluency practices				
ongoing assessment related to fluency				
variety of assessment tools for fluency				
technology components for fluency				
teacher manual is easy to follow and understand related to fluency				
ideas for differentiated activities related to fluency				
ideas for literacy centers for fluency				
parent materials related to fluency				

6
6

	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
Specific scope and sequence of K-5 comprehension strategies				
variety of genre is available				
variety of materials for instructional and independent reading levels				
specific skill instruction self questioning; predicting; summarizing; interpreting; inferring; visualizing				
guided reading strategies are included				
repeated exposure to comprehension strategies				
staff development component for comprehension				
ongoing assessment related to comprehension strategies				
variety of assessment tools for comprehension				
technology components for comprehension				
teacher manual is easy to follow and understand related to comprehension strategies				
ideas for differentiated activities related to comprehension strategies				
ideas for literacy centers for comprehension				
parent materials related to comprehension strategies				

Ryan Clark, Candy Jones, Megan Schulte, Leanne Manley, Mary Nebe, Linda Ridgway

	Harcourt	Houghton Mifflin	Macmillan	Scott Foresman
Specific scope and sequence of K-5 for writing				
Explicit & direct instruction in 6-trait writing model				
Explicit & direct instruction in writing process				
Models of student writing are available				
Interactive writing for young writers				
Early use of 6-trait model in primary grades				
Opportunities to write in a variety of modes				
Writing rubrics are available				
Specific K-5 scope and sequence for grammar				
Direct connection between grammar and writing components				
program provides direct instruction for grammar				
variety of opportunities for students to practice grammar				
daily oral language practice related to grammar				
assessment component for grammar				
staff development for writing and grammar				
ongoing assessment related to writing and grammar				
variety of assessment tools for writing and grammar				
technology components for writing and grammar				
teacher manual is easy to follow and understand related to writing and grammar				
ideas for differentiated activities related to writing and grammar				
ideas for literacy centers for writing and grammar				
parent materials related to writing and grammar fluency				

names red =	field study only						
names black	L.A. Committee						
LA Field Study	Jan-May 2004						
1/7 a.m.	Harcourt						
Schools	K	1	2	3	4	5	SPED
Abbott							
Ackerman				Jan Frank			
Aldrich						Sue Schall	
BE	Eva Van Lent						
Bryan							
Cather				Stephanie Rarick			
Cody			Leanne Manley				Shelley McCabe/RD
Cottonwood		Virginia Baye					
Disney			Kari Jorth			Carolyn Winkel	
Ezra			Sherry Havranek				
Harvey							
Hitchcock	Ryan Saunders				Lisa Ward		
Holling					Stan Segal		
Montclair							
Morton		Megin Schulte					Aimee Limongi
Neihardt			Kathy Vacek	Lisa Scheppers			
Norris		Colleen Ballard					Mandy Mueller
Rockwell					Cindy Niebur		Betty Coppola
Rohwer	Dave Park						
Sandoz		Jean Noel				Ellen Hartfield	
Wheeler	Denise Parker				Jackie Polacek		
Willowdale				Mindy Turner		Rose Campney	

36.

1/8 a.m.	Houghton					
Schools	K	1	2	3	4	5 SPED
Abbott			Dallas Wellensiek			Annette Mahoney
Ackerman	Jennifer Sachau					John Powers
Aldrich		Kelley Miller				
BE			Patti Long			
Bryan				Heidi Penke		
Cather					Barb Wilson	
Cody						Nichol Dolezal
Cottonwood			Gail Harck	Linda Jones		
Disney				Angela Medders		
Ezra						
Harvey			Carol Latka		Mary Heitshusen	
Hitchcock						
Holling	Corrine Holmquist					
Montclair		Sue Dunning				Ellen Miller/READ
Morton					Carrie N-B	
Neihardt					Chris Wilcoxon	
Norris		Candy Jones			Joyce Clark	
Rockwell	Jeanne Stover					
Rohwer					Amy Stenger	
Sandoz						
Wheeler				Joyce Pawlenty		
Willowdale	Robin Yee	Cathy Greenwald				

1/6 a.m.	Scott Foresman					
Schools	K	1	2	3	4	5 SPED
Abbott	Lisa Perrone			Mary Jo Thomas		
Ackerman			Michelle Watters			
Aldrich	Julie Elvers					
BE		Shari Johnson			Mary Nebe	
Bryan		Kim Miller			Sara Steckleberg	Bunny Rothenberg
Cather	Dee Sorensen					
Cody					Mary Johnston	
Cottonwood	Kathy Torres				Sandy Brown	
Disney						
Ezra				Helen Lykke		Amanda Hegge
Harvey						
Hitchcock				Julie Schneider		
Holling						
Montclair					Linda Ridgway	
Morton			Cindy Langdon			Libby Engelbart
Neihardt		Katrina Daniels				
Norris						
Rockwell						Ryan Clark
Rohwer						
Sandoz			Tonya Dykstra			
Wheeler		Jill Petersen				
Willowdale						

AGENDA SUMMARY SHEET

AGENDA ITEM: Architect Selection

MEETING DATE: January 12, 2004

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Architect Selection – The selection of an architect for the potential construction of Elementary #23.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: The architect selection committee (i.e., Nick Meysenburg, Mark Schultze, Angelo Passarelli, Ed Rockwell, and Ken Fossen) interviewed four architectural/engineering firms (i.e., DLR Group, Bahr Vermeer Haecker, Reinhardt & Assoc., and The Schemmer Associates) on January 6th. The firms were selected from a list of firms that responded to an RFP issued earlier. [A summary of the RFP responses related to fees is attached.]

Due to the very short time frame required for the opening of Elementary #23 (i.e., opening August, 2005), each of the firms presented proposals and recommendations based upon the site adaptation of elementary schools they had already completed. The committee was impressed with the proposals of all four firms.

After giving due consideration to factors such as fees, the design of the proposed buildings, the fit of the building on the site, the ability of the firm to meet the compacted time frame, experience of the firm, etc., the committee members reach consensus on recommending The Schemmer Associates as the architectural firm for the project (with a site adaptation of the previous designs for Rohwer and Wheeler Elementary Schools).

OPTIONS AND ALTERNATIVES: Another firm could be selected.


RECOMMENDATION: It is recommended that the District contract with The Schemmer Associates to serve as the architectural and engineering firm for developing a proposal for a new elementary school building, that such proposal be based upon the previous designs of Rohwer and Wheeler Elementary schools, that the services and compensation of said firm be based upon its December 23, 2003 response to the District's RFP, and that the associate superintendent for general administration be authorized and directed to negotiate and execute the contract with such firm.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

MPS 23rd ELEMENTARY
December 23, 2003
Proposal Results For Architectural Services

	<u>Firm</u>	<u>a. Design</u>	<u>b. Bidding Phase</u>	<u>c. Construction Phase (standard)</u>	<u>d. Enhanced Const. Services</u>	<u>Total Fees</u>	<u>Notes</u>
1	Schemmer Assoc.	\$72,000	\$21,000	\$85,000	\$90,000	\$268,000	-----
2	BCDM	\$341,250	\$22,750	\$91,000	\$36,800	\$491,800	*Mid Year Opening 2005/2006
3	RDG Schutte Wilscam Birge	\$320,950	\$22,925	\$114,625	\$65,500	\$524,000	-----
4	Altus Architectural Studios	-----	-----	-----	-----	-----	Declined
5	DLR Group	\$220,000	\$17,000	\$83,000	\$78,000	\$398,000	-----
6	Jackson-Jackson & Associates	\$294,750	\$19,650	\$78,600	\$72,050	\$465,050	-----
7	Bahr Vermeer Haecker	\$156,329	\$10,906	\$52,620	See Proposal	See Proposal	-----
8	Leo A. Daly	\$224,000	\$18,000	\$102,000	\$116,200	\$460,200	-----
9	Carlson West Povondra Architects	-----	-----	-----	-----	-----	Declined
10	CLH Architects	\$278,375	\$16,375	\$32,750	\$49,125	\$376,625	-----
11	Prochaska & Associates	\$294,750	\$19,650	\$78,600	\$32,750	\$425,750	-----
12	Reinhardt & Associates	\$195,000	\$16,250	\$113,750	\$56,000	\$381,000	-----

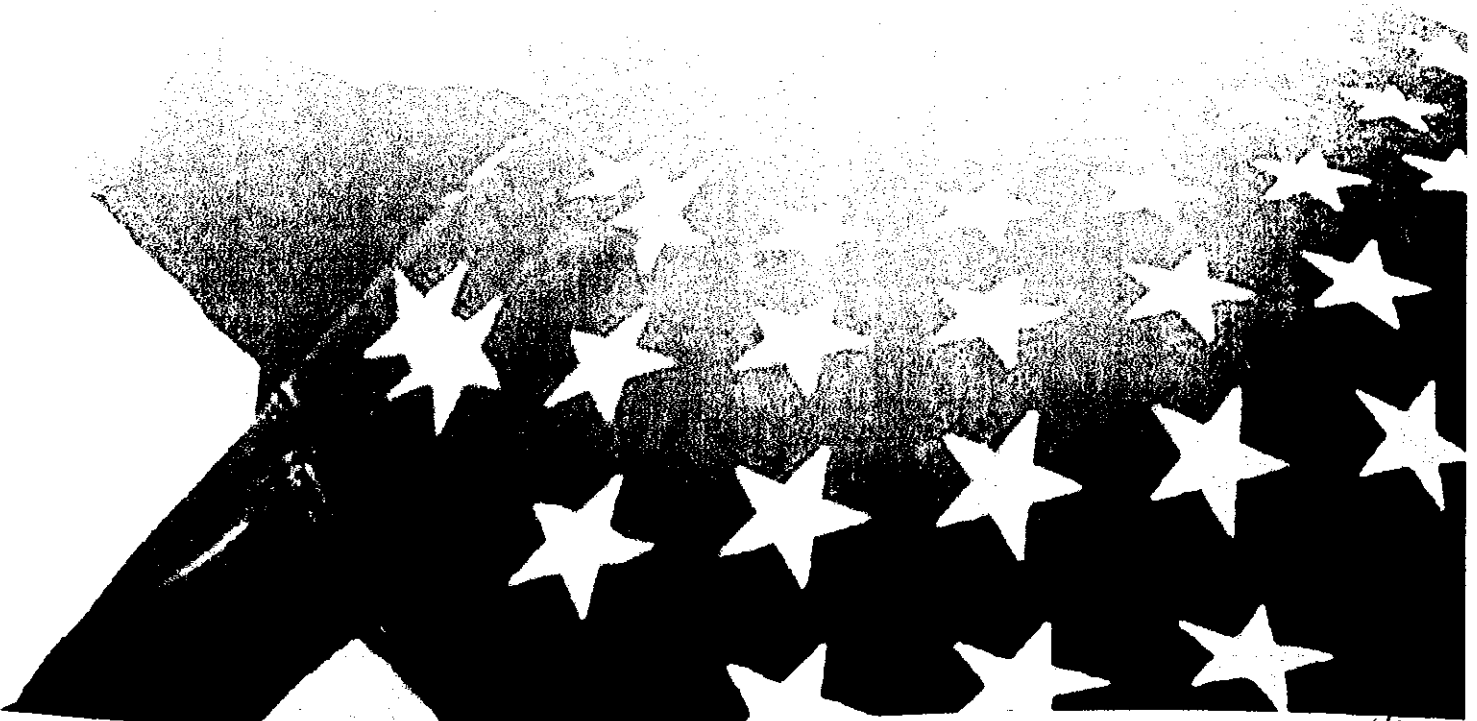
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Architectural Services Proposal
for New 23rd Elementary School

December 23, 2003



SCHEMMER



APPROACH

The issue on this project is creating a quality facility within an extremely tight time frame. Effectively, we will have 34 days to produce the pre-grading package and a total of 56 days to produce the construction documents for the building.

To give the District the highest quality facility in the short time period allotted, we are proposing to site-adapt the Wheeler & Rohwer Elementary School to the proposed site at 192nd & Chandler. We believe the structure will adapt well because of the site configuration and topography that readily accommodates a two-story elementary school.

Our approach deals with two major issues: (1) site/infrastructure design, and (2) building design.

SITE / INFRASTRUCTURE APPROACH

Since the site is currently a raw piece of agricultural ground without hard surface roadways or utilities to the site, we will need to immediately institute a comprehensive approach to getting the site issues resolved and coordinated with the overall project schedule.

Site Plan – it appears the building could be sited to face 192nd Street to the east or Chandler Road to the south. We will work with the District in studying alternative siting schemes that best adapt to the site and still provide optimum access, safety and playground areas.

Grading – early coordination with surrounding subdivision grading and proposed street grading will allow us to prepare a grading plan that will provide very maintainable slopes for the various site functions of building, parking, drives and play areas. As we work with the surrounding developer, we will attempt to balance the grading on-site to avoid hauling cut or fill materials on or off-site. Obtaining a grading permit may take up to 30 days, so we will need to coordinate that in such a way as to have the permit in-hand by the time the pre-grading package is awarded.

Given the grade differentials, it appears that a two-story facility will result in less grading than a single story structure.

Utilities – MUD will supply both water and gas to the site. We will initiate meetings with them immediately to coordinate utility service to the site. We'll also work through the SIDs on pioneer main costs to attempt an equitable cost sharing approach to the utilities. OPPD, Qwest and Cox Cable will be contacted for coordination of their utility lines to the site. The sanitary outfall appears to be a limited capacity sewer, so we will initiate early discussions regarding the cost impact of connecting to this outfall.

The pre-grading package will be completed within 34 calendar days after notice to proceed. We would recommend weekly meetings with MPS to review the site issues and progress on the pre-grading package.

The proposed weekly schedule for production of the pre-grading documents follow:

Week of	Activities
Jan 12	MPS Board approves selection. TSA submits draft contract for approval. Design kickoff meeting with MPS.
Jan 19	Meet with County, utilities, SID's and other regulatory agencies. Present alternative site schemes; discuss pros & cons; settle on approved plan.
Jan 26	Grading design and calculations
Feb 9	Final production of pre-grading package

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Week of	Activities
Feb 16	MPS Board approval of pre-grading documents Issue pre-grading documents for bidding
Feb 23	Addendum, if required.
Mar 1	Bid opening of pre-grading package
Mar 8	MPS Board approval of pre-grading contract

BUILDING DESIGN APPROACH

The site-adaptation of Wheeler & Rohwer Elementary Schools will necessitate an immediate meeting with designated District staff to review, in detail, the plans of the existing school. Before meeting with the District, we will bring all RFIs and change orders from the previous projects and incorporate them into the current project. Functional and code issues will be evaluated, as well as the effectiveness of the learning spaces. For instance, fire and smoke damper location requirements have changed with the latest code changes. Revised plan sketches will be reviewed and, once approved, the construction documents will commence.

Weekly meetings are anticipated with designated MPS personnel to review the progress of the documents.

Subsurface soil boring locations will be ordered within one week of our notice to proceed.

We will request within a week of our notice-to-proceed that OPPD drill a test well for the closed-loop, geo-thermal heat pump system to determine capacity.

The proposed weekly schedule of activities for production of the construction documents follows:

Week of	Activities
Jan 12	MPS Board approves selection TSA submits draft contract for approval Design kickoff meeting with MPS
Jan 19	TSA submits proposed floor plan modifications Meeting with MPS
Jan 26	TSA/MPS in-progress meeting to review Schematic Design
Feb 2	TSA reviews building systems with MPS
Feb 9	TSA/MPS in-progress meeting to review Design Development
Feb 16	TSA reviews specifications and educational equipment with MPS
Feb 23	TSA/MPS 90% in-progress review of Construction Documents
Mar 1	Final quality control session Prepare Request for Bids
Mar 8	MPS Board approval of Construction Documents Construction documents sent to printing Issue Construction documents to bidders
Mar 15	Continue to issue bid documents
Mar 22	
Mar 29	Prepare and issue Addendum #1
Apr 5	Prepare and issue Addendum #2, if required
Apr 12	Bid opening TSA assess bids and recommend contractor TSA/MPS develop draft construction contract
Apr 19	MPS Board approval of construction contract award

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FEE

The Schemmer Associates' fee is based on the site adaptation of Rohwer & Wheeler Elementary School with minor modifications. The terms of the agreement will be per AIA Document B141-1997 *Standard Form of Agreement Between Owner & Architect*.

The fixed price fee is broken down as follows:

a. Design Phase	\$ 72,000*
b. Bidding Phase	\$ 21,000
c. Construction Phase (standard)	\$ 85,000
d. Enhanced Construction Services	<u>\$ 90,000</u>
Total Fees for Architectural Services	\$ 268,000

* Fee assumes that foundation system is not modified by new site soil conditions.

ENHANCED CONSTRUCTION SERVICES

The Schemmer Associates (TSA) has a separate department that provides construction contract administration services. That department is often called upon to provide construction management services as a prime contract. Examples include Douglas County Health Center Renovation, Douglas County Juvenile Detention Center, Douglas County Law Enforcement Center, Douglas County Correctional Center, Quail Campus Recreation Center and Museum and Roosevelt Park in Longmont, Colorado, and the Roman L. Hruska U.S. Courthouse and Federal Building in Omaha.

The services include:

A. Effective Review of shop drawings and submittals

- a. The Schemmer Associates policy is turn around shop drawings within 7 days, and RFI's within 3 days of submittal to our office.
- b. We maintain a database to track status of all submittals
- c. The lead designer in each technical discipline has direct involvement in the review of the submittals
- d. Shop drawings are routed through all affected disciplines. For instance, if the HVAC unit has structural implications for positioning the unit and has electrical connections, the shop drawings will be routed to our mechanical, structural and electrical departments.
- e. Because we are a full service firm, the coordination time between disciplines is shortened

B. Well-timed and extremely thorough on-site verification of compliance with construction documents, quality and completeness of the work.

- a. Our construction administration personnel are on-call 7 days a week. Responsiveness and quick turnaround are essential to project success.
- b. Mike Fortenbury, our lead contract administrator has over 25 years of construction experience and an excellent reputation with Millard Public Schools. When the District calls Mike on an issue, it gets done.



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- c. We file field reports and progress photos on each project visit.
- d. We maintain close communications with the District's representative to the project.
- e. We oversee the tests of independent testing agencies.

C. Inspections and verifications to be performed by qualified personnel who have significant experience in the field.

- a. Mike Fortenbury's qualifications are well established. He has provided on-site representation for 9 Millard Public Elementary Schools, as well as 5 major elementary and high school projects for OPS.
- b. The senior personnel from our firm who will oversee specific building systems issues are as follows:
 - i. HVAC & controls Dave Kramer
 - ii. Electrical Brad Farmer
 - iii. Fire Alarm Brad Farmer
 - iv. Data cabling Brad Farmer
 - v. Security Brad Farmer
 - vi. Structural steel erection Jeff Ehler

D. Complete and thorough commissioning of the HVAC system and related controls.

- a. TSA has experience in the commissioning of mechanical systems. A commissioning specification would be included in the contract that requires the General Contractor to coordinate this commissioning. Check lists would be developed in the specifications for mechanical components (air handling units, pumps, boilers/water heaters, temperature controls) and are provided for various performance parameters. These parameters are "checked off" by the participants in the commissioning upon their successful verification. Participants, as a minimum, would include:
 - General Contractor
 - Mechanical Subcontractor
 - An owner representative
 - The design engineer
 - The component supplier or factory representative.

A report would then provided to the owner summarizing the commissioning proceedings.

45.

AGENDA SUMMARY SHEET

MEETING DATE: January 12, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires, (2) Resignations, (3) Rescissions, (4) Voluntary Early Separation

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



A handwritten signature in black ink, appearing to read 'Kirby Eltiste', is written over a horizontal line.

January 12, 2004

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2003-04 school year:

1. Brooke D. Nech – Step 3, BA – Ft Hays State, Kansas. Read/Instructional Facilitator at Sandoz Elementary School (short-term). Previous experience: Millard Public Schools (2000-02).
2. Patricia Boseck – Step 6, BA – Missouri Southern State College. 4th Grade at Hitchcock Elementary School (short term). Previous experience: Parsons, Kansas (1981-86).
3. Jessica Simpson – Step 1, BA – Peru State College. 2nd Grade at Rohwer Elementary School.
4. Maureen E. Kuch – Step 1, BA – University of Nebraska at Omaha. 3rd Grade at Harvey Oaks Elementary School (short term).

January 12, 2004

RESIGNATIONS

Recommend: the following resignations be accepted:

1. Daniel M. Shreves – New Frontier Teacher at South High School. He is resigning for personal reasons. Resignation is effective at the end of the 2003/04 school year.

January 12, 2004

RESCISSION OF LEAVES OF ABSENCE

Recommend: the following leaves of absence be rescinded:

1. Jennifer Myer has been on a leave of absence for the 2003/04 school year. She would like to rescind this request to accept a position as a math teacher at Millard West High School.

January 12, 2004

Voluntary Early Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program:

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Glenn Irwin	Grade 6 Teacher	Russell Middle School	38
Michael Freis	Social Studies Teacher	North Middle School	31

Elementary		K	1	2	3	4	5	Self	Current	YTD	Official 9/03	
								Conf	Total	Change	Change	Enrollment
Abbot	(3 unit)	79	87	68	75	78	78		465	2	3	462
Ackerman	(4 unit)	91	115	98	93	99	80	12	588	0	8	580
Aldrich	(3 unit)	61	50	57	66	54	63		351	0	1	350
Black Elk	(3 unit)	90	102	88	110	87	96		573	-2	-5	578
Bryan	(3 unit)	62	53	69	62	62	67		375	3	3	372
Cather	(3 unit)	88	62	79	79	80	64		452	-1	2	450
Cody	(2 unit)	40	44	41	22	27	29	23	226	-2	2	224
Cottonwood	(3 unit)	45	40	47	61	67	58		318	3	3	315
Disney	(3 unit)	40	53	42	53	50	36	12	286	2	0	286
Ezra Millard	(3 unit)	80	62	65	68	75	60	11	421	2	5	416
Harvey Oaks	(2 unit)	46	39	38	43	43	50		259	0	6	253
Hitchcock	(2 unit)	40	32	37	28	36	34		207	-1	-3	210
Holling Heights	(3 unit)	53	60	49	52	50	62		326	3	6	320
Montclair	(4 unit)	115	80	102	88	90	67	7	549	0	-1	550
Morton	(3 unit)	52	59	57	59	42	70	21	360	-2	-1	361
Neihardt	(4 unit)	97	102	96	92	105	91		583	0	-6	589
Norris	(3 unit)	63	56	43	44	34	39	22	301	-1	-7	308
Rockwell	(3 unit)	45	58	52	54	47	57	25	338	1	3	335
Rohwer	(3 unit)	81	92	78	82	73	70	10	486	0	2	484
Sandoz	(3 unit)	50	47	55	47	50	63		312	0	7	305
Wheeler	(3 unit)	114	87	109	72	77	81	25	565	0	1	564
Willowdale	(3 unit)	66	51	68	68	65	78		396	0	-1	397
Totals		1498	1431	1438	1418	1391	1393	168	8737	7	28	8709

Secondary	6	7	8	Self	Current	YTD	Official 9/03	
				Conf	Total	Change	Change	Enrollment
Andersen MS	250	236	275	10	761	2	1	760
Beadle MS	180	227	184	15	591	-1	0	591
Central MS	262	285	313	18	860	-5	-5	865
Kiewit MS	300	359	339	10	998	0	6	992
North MS	212	190	227	23	629	-3	-3	632
Russell MS	274	236	288	6	798	0	-2	800
MS Alternative	3	3	8		14	-3	0	14
Totals	1481	1536	1634	82	4651	-10	-3	4654

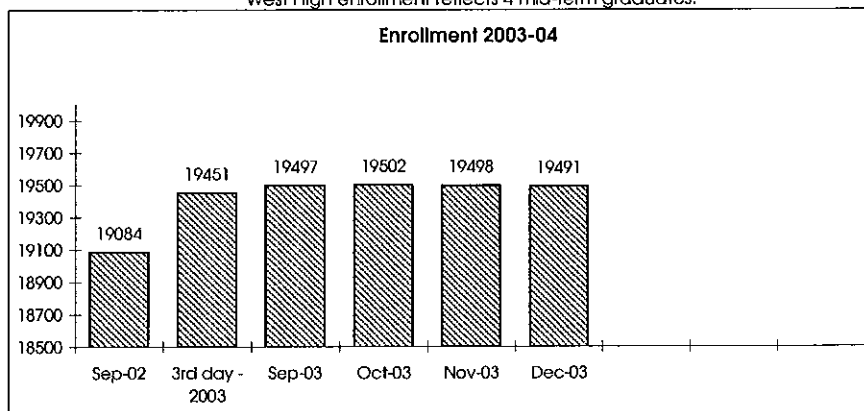
	9	10	11	12	Self	Current	YTD	Official 9/03		
					Conf	Total	Change	Change	Enrollment	
North HS		562	565	613	532	27	2272	-4	-10	2282
South HS		500	506	445	456	17	1907	-4	-6	1913
West HS		460	460	444	411	14	1775	1	-1	1776
Millard Learning Center		0	0	19	56		75	-2	-18	93
Totals		1522	1531	1521	1455	58	6029	-9	-35	6064

Preschool	
Disney	36
Cody	16
Neihardt	74
Rockwell	48
Bryan	26
Holling Hghts	23
Morton	28
Montessori - Montclair	53
Montessori - Norris	30
Total	334

Preschool SPED	
Cody	68
Rohwer	39
Sandoz	27
Wheeler	34
Contracted	2
Infants	95
Total	265

Contracted SPED	34	5	3	31
Young Adult Program	40	0	1	39
Total District K-12	19491	-7	-6	19497
Total District PreK-12	20090	16	82	20008

West High enrollment reflects 4 mid-term graduates.



9/26/2003	
Elementary	8709
Middle Sch	4654
High Sch	6064
Contracted	31
Young Adult	39
Total	19497
12/19/2003	
Elementary	8737
Middle Sch	4651
High Sch	6029
Contracted	34
Young Adult	40
Total	19491
Current Chg	-7
YTD Change	-6

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Elementary		Classroom Enrollment							Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
	K	1	2	3	4	5	4-5							
Abbot	20	23	23	24	22	23	23							
	20	22	22	26	21	21								
	20	22	23	25	22	24								
	19	20												
Total Students	79	87	68	75	65	68	23		465	2	3	462	465	
Total Teachers	4.0	4	3	3	3	3	1		21.0				21.0	
Classroom Avg	19.8	21.8	22.7	25.0	21.7	22.7	23.0		22				22	

	K	1	2	3	2-3	4	5	4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Ackerman	23	23	25	24	22	22	24	21	5					
	21	23	25	22	24	23	23		7					
	24	23	24	25		22	23							
	23	23				21								
		23												
Total Students	91	115	74	71	46	88	70	21	12	588	0	8	580	576
Total Teachers	4.0	5	3	3	2	4	3	1	2	27.0				25.0
Classroom Avg	22.8	23.0	24.7	23.0	23.0	22.0	23.3	21.0	6.0	22				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Aldrich	21	25	19	22	27	22						
	20	25	19	22	27	20						
	20		19	22		21						
Total Students	61	50	57	66	54	63		351	0	1	350	351
Total Teachers	3	2	3	3.00	2	3		16.00				16
Classroom Avg	20.3	25.0	19.0	22.0	27.0	21.0		22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Black Elk	21	19	21	23	22	22						
	24	21	23	22	22	25						
	23	21	22	22	23	25						
	22	22	22	23	20	24						
		19		20								
Total Students	90	102	88	110	87	96		573	-2	-5	578	573
Total Teachers	4.0	5	4	5	4	4		26				26
Classroom Avg	22.5	20.4	22.0	22.0	21.8	24.0		22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Bryan	21	18	23	20	21	22						
	21	17	23	21	20	23						
	20	18	23	21	21	22						
Total Students	62	53	69	62	62	67		375	3	3	372	375
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	20.7	17.7	23.0	20.7	20.7	22.3		21				21

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Cather	21	14	16	28	16	24	24	24	24	25	25	20						
	19		15		15		24	24	24	26	24	20						
Total Students	40	14	31	28	31	24	48	48	48	51	49	40		452	-1	2	450	452
Total Teachers	2	1	2	1	2	1	2	2	2	2	2	2		21				21.0
Classroom Avg	20.0	14.0	15.5	28.0	15.5	24.0	24.0	24.0	24.0	25.5	24.5	20.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Cody	20	14	19	22	13	15	8						
	20	15	22		14	14	7						
		15					8						
Total Students	40	44	41	22	27	29	23		226	-2	2	224	203
Total Teachers	2	3	2	1	2	2	3		15				12
Classroom Avg	20.0	14.7	20.5	22.0	13.5	14.5	7.7		15				17

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
Cottonwood	23	21	23	21	22	20						
	22	19	24	20	23	18						
				20	22	20						
Total Students	45	40	47	61	67	58		318	3	3	315	318
Total Teachers	2	2	2	3	3	3		15				15
Classroom Avg	22.5	20.0	23.5	20.3	22.3	19.3		21				21

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	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Disney	19	18	22	17	25	19	6					
	21	16	20	18	25	17	6					
		19		18								
Total Students	40	53	42	53	50	36	12	286	2	0	286	274
Total Teachers	2.0	3	2	3	2	2	2	16.0				14
Classroom Avg	20.0	17.7	21.0	17.7	25.0	18.0	6.0	18				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Harvey Oaks	24	19	19	21	21	26					
	22	20	19	22	22	24					
Total Students	46	39	38	43	43	50	259	0	6	253	259
Total Teachers	2.0	2	2	2	2	2	12.0				12
Classroom Avg	23.0	19.5	19.0	21.5	21.5	25.0	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Hitchcock	20	17	18	14	17	17					
	20	15	19	14	19	17					
Total Students	40	32	37	28	36	34	207	-1	-3	210	207
Total Teachers	2.0	2	2	2	2	2	12.0				12
Classroom Avg	20.0	16.0	18.5	14.0	18.0	17.0	17				17

	K	1	2	3	4	3-4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Holling Heights	17	20	24	21	21	20	21					
	18	20	25	21	19		21					
	18	20					20					
Total Students	53	60	49	42	40	20	62	326	3	6	320	326
Total Teachers	3.0	3	2	2	2	1	3	16.0				16
Classroom Avg	17.7	20.0	24.5	21.0	20.0	20.0	20.7	20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Ezra Millard	20	21	22	23	26	20	7					
	20	20	22	22	24	20	4					
	20	21	21	23	25	20						
	20											
Total Students	80	62	65	68	75	60	11	421	2	5	416	410
Total Teachers	4.00	3	3	3	3	3	2	21				19
Classroom Avg	20.0	20.7	21.7	22.7	25.0	20.0	6	20				22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Montclair	25	19	22	22	22	18	23	24	19	7					
	26	19	24	22	22	18	21	21	19						
							20	24	21						
							24	18							
							25								
							24								
Total Students	51	38	46	44	44	36	64	142	77	7	549	0	-1	550	542
Total Teachers	2	2	2	2	2	2	3	6	4	1	26				25
Classroom Avg	25.5	19.0	23.0	22.0	22.0	18.0	21.3	23.7	19.3	7.0	21				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Morton	18	20	18	20	21	24	11					
	18	19	20	20	21	22	10					
	16	20	19	19		24						
Total Students	52	59	57	59	42	70	21	360	-2	-1	361	339
Total Teachers	3	3	3	3	2	3	2	19				17.0
Classroom Avg	17.3	19.7	19.0	19.7	21.0	23.3	10.5	19				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Neihardt	21	21	19	22	22	22					
	18	20	21	23	22	22					
	19	21	18	23	21	23					
	19	21	19	24	19	24					
	20	19	19		21						
Total Students	97	102	96	92	105	91	583	0	-6	589	583
Total Teachers	5.0	5	5	4	5	4	28.0				28.0
Classroom Avg	19.4	20.4	19.2	23.0	21.0	22.8	21				21

53.

	K	1	2	3	4	5	M-K	M-1	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
														Size W/out SPED
Norris	21	16	21	21	17	20	20	24	8					
	22	16	22	23	17	19			8					
									6					
Total Students	43	32	43	44	34	39	20	24	22	301	-1	-7	308	279
Total Teachers	2.0	2	2	2	2	2	1	1	3	17.0				14
Classroom Avg	21.5	16.0	21.5	22.0	17.0	19.5	20.0	24.0	7.3	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Rockwell	23	20	17	18	22	20	12					
	22	19	18	17	25	17	13					
			19	17	19	20						
Total Students	45	58	52	54	47	57	25	338	1	3	335	313
Total Teachers	2.0	3	3	3	2	3	2	18.0				16.0
Classroom Avg	22.5	19.3	17.3	18.0	23.5	19.0	12.5	19				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Rohwer	21	24	26	17	24	23	4					
	21	23	26	22	24	23	6					
	20	22	26	21	25	24						
	19	23		22								
Total Students	81	92	78	82	73	70	10	486	0	2	484	476
Total Teachers	4.0	4	3	4	3	3	2	23.0				21
Classroom Avg	20.3	23.0	26.0	20.5	24.3	23.3	5.0	21				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Sandoz	25	23	18	24	25	21						
	25	24	19	23	25	21						
			18			21						
Total Students	50	47	55	47	50	63		312	0	7	305	312
Total Teachers	2	2	3	2	2	3		14				14
Classroom Avg	25.0	23.5	18.3	23.5	25.0	21.0		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Wheeler	23	23	21	24	25	27	12					
	24	18	22	23	26	28	13					
	22	23	21	25	26	26						
	23	23	22									
	22	23										
Total Students	114	87	109	72	77	81	25	565	0	1	564	540
Total Teachers	5	4	5	3	3	3	2	25				23
Classroom Avg	22.8	21.8	21.8	24.0	25.7	27.0	12.5	23				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Willowdale	22	17	23	23	21	27						
	22	17	22	23	22	26						
	22	17	23	22	22	25						
Total Students	66	51	68	68	65	78		396	0	-1	397	396
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	22.0	17.0	22.7	22.7	21.7	26.0		22				22

Elementary Totals							Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Grade	K	1	2	3	4	5						
Students	1498	1431	1438	1418	1391	1393	168	8737	7	28	8709	8569
Teachers	71.0	71.0	67.0	65.5	63.5	65.0	21.0	424.0				403.0
Classroom Avg	21.1	20.2	21.5	21.6	21.9	21.4	8.0	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
Andersen MS	250	236	275	10	761	2	1	760	
Beadle MS	180	227	184	15	591	-1	0	591	
Central MS	262	285	313	18	860	-5	-5	865	
Klewit MS	300	359	339	10	998	0	6	992	
North MS	212	190	227	23	629	-3	-3	632	
Russell MS	274	236	288	6	798	0	-2	800	
MS Alternative	3	3	8		14	-3	0	14	
Totals	1481	1536	1634	82	4651	-10	-3	4654	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
North HS		562	565	613	532	27	2272	-4	-10	2282
South HS		500	506	445	456	17	1907	-4	-6	1913
West HS		460	460	444	411	14	1775	1	-1	1776
Millard Learning Center		0	0	19	56		75	-2	-18	93
Totals		1522	1531	1521	1455	58	6029	-9	-35	6064

Contracted SPED	34	5	3	31
Young Adult Program	40	0	1	39
Total District Enrollment	19491	-7	-6	19497

54.

AGENDA SUMMARY SHEET

AGENDA ITEM: Quality Education Incentive Payment Program (QEIPP) Status

MEETING DATE: January 12, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: QEIPP, which is funded by Lottery proceeds, has provided incentive money for school systems in recent years. In 2001-2002, QEIPP (Rule 89) funding was suspended by action of the legislature until 2005-06. It is hoped, but uncertain, that QEIPP funds will be restored at that time. Plans are underway to find ways to continue to provide the services previously supported by QEIPP funds.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: Not Applicable

OPTIONS AND ALTERNATIVES CONSIDERED: Not Applicable

RECOMMENDATIONS: The Board is receiving this for information purposes..

STRATEGIC PLAN REFERENCE: Strategy 1.

IMPLICATIONS OF ADOPTION OR REJECTION: Not Applicable

TIMELINE: Not Applicable

RESPONSIBLE PERSON(S): Susan McAdam, Martha Bruckner.

SUPERINTENDENT'S APPROVAL:  _____

BOARD ACTION:

Quality Education Incentive Payment Program

Millard has received significant funding for the past several years from the State through Education Innovation Fund grant programs, which includes the Quality Education Incentive Payment Program (QEIPP, also known as Rule 89). Millard has used QEIPP grant funds primarily to pay the district's reteaching expenses.

In 2000-01 the economy was such that the State did not have enough money to fund all of its programs. The legislature suspended most Education Innovation Fund grant programs, including QEIPP, until the 2005-06 school year. The money in the Education Fund was reallocated to the General Fund.

When the legislature suspended the QEIPP grant program, Millard's QEIPP grant of \$819,068 was intended to pay for \$461,504 of reteaching, \$360,000 of assessment scoring, and \$42,519 of Family Resource Center expenses. The State allowed Millard to extend the ending date of the grant from August 31, 2002, to August 31, 2003, and to revise the budget in order to stretch grant funds as far and as efficiently as possible.

In addition to revising the QEIPP budget, Millard reworked the School Age Flexible Funding budget to include some reteaching and as much of the non-reteaching expenses as possible. This enabled Millard to pay most of the 2001-02 and 2002-03 reteaching expenses with the QEIPP grant. The grant also paid for a portion of assessment scoring expenses and a portion of the Family Resource Center expenses.

Although school districts had been informed that they would receive no more QEIPP grants, interest earned on lottery money enabled the State to award one more grant to school districts. Millard's grant, which ends August 31, 2004, is \$471,468. Of this, \$400,468 is earmarked for reteaching and \$71,000 for assessment scoring.

There will be no QEIPP grant for the 2004-05 school year, but it is possible to use School Age Flexible Funding (SA Flex) program funds for reteaching expenses. School age flex funding is projected to be \$616,673 for the 2004-05 school year, thus the \$400,000 in reteaching costs could be covered. The remaining \$216,673 could be distributed among the other expenses currently paid by Flex Funding money for; the Family Resource Center, HOSTS, New Frontier, Night School, Middle School Alternative Program, and part of the Special Project Coordinator's salary and benefits. These program expenses are projected to be \$579,006 for the current year and probably will increase for the 2004-05 school year.

The QEIPP program is supposed to be reinstated by the legislature for the 2005-06 school year. However, the Excellence in Education Council who administers the grant program, believes that the program will not be reinstated unless the economy recovers significantly. If it does recover and the program is reinstated, 60% rather than 70% of the money in the Education Innovation Fund will be placed in QEIPP grant program.

AGENDA SUMMARY SHEET

**Enclosure I.3.
January 12, 2004**

AGENDA ITEM: Legislative Update

MEETING DATE: January 12, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: This is the first Legislative Update for the 98th Legislature

ACTION DESIRED: APPROVAL ___ DISCUSSION ___ INFORMATION ONLY XX

BACKGROUND:

The 98th Legislative Session will convene on January 7, 2004. This is a short session and is set to conclude April 30, 2004. The calendar for the 2004 Legislative Session is attached. The first day of the session will be devoted to rules and committees.

We expect the Education Committee to tackle the Class I consolidation. I have not seen the drafted legislation on this proposal yet but expect it shortly. The Education Committee will also begin looking at the new formula found in LB 698. This bill was held-over from last session. This bill will not likely get another hearing since one was held last session.

We are tracking the following bills that were carried over from the last session.

- LB 335 (change annexation provisions for certain Class III school districts)
- LB 544 (change the employee contribution rate under the School Employees Retirement Act)
- LB 660 (prohibit un-funded mandates relating to elementary and secondary education)
- LB 680 (create and provide duties for the Nebraska Commission for Quality Education)
- LB 698 (revises the funding formula based on the Education Committee study)
- LB 771 (change calculation of state aid under Tax and Educational Opportunities Support Act)

If there are any bills that you would like us to track, in addition to the attached bills, please let me know.

STRATEGIC PLAN: Implemented Strategies, Plan 7-1, and Board Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____


(Signature)

BOARD ACTION:

Millard Public Schools

Board of Education Legislative Resolutions

2004

1. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program. The funding should reflect an equitable distribution of state revenue (2001).
2. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund (2001).
3. Federal and state governments should never impose un-funded mandates (2001).
4. Local boards of education are accountable to their community for making decisions regarding the educational program and are in the best position to make decisions on curriculum, management and funding (2001).
5. Financial decisions on lids and levies are best made at a local level where elected officials are most accountable to the community (2001).
6. State appropriations should increase in order to offset the reductions in revenue at a local level caused by student fees legislation (2001).
7. School finance studies should focus on adequacy of funding (2002).
8. Additional state funding should follow any new requirements for new or revised assessments (2002).

New resolutions proposed for this year

9. A legislative solution is the most effective way to resolve the issues that are represented in the current finance litigation (2003).
10. A separate ESU system should be established to serve students in the Millard Public Schools (2003).
11. Consolidation of the metropolitan school districts would not be in the best interest of student achievement or efficiency (2003).
12. State funding should be sufficient to keep teacher's salaries regionally competitive (2003).

2004 Legislative Session

Sun	Mon	Tues	Wed	Thur	Fri	Sat
January						
				1	2	3
4	5	6	7	8	9	10
			DAY 1	DAY 2	DAY 3	
11	12	13	14	15	16	17
	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	
18	19	20	21	22	23	24
	HOLIDAY	DAY 9	DAY 10	DAY 11	DAY 12	
25	26	27	28	29	30	31
	DAY 13	DAY 14	DAY 15	DAY 16	RECESS	

Sun	Mon	Tues	Wed	Thur	Fri	Sat
February						
1	2	3	4	5	6	7
	DAY 17	DAY 18	DAY 19	DAY 20	DAY 21	
8	9	10	11	12	13	14
	DAY 22	DAY 23	DAY 24	DAY 25	RECESS	
15	16	17	18	19	20	21
	HOLIDAY	DAY 26	DAY 27	DAY 28	DAY 29	
22	23	24	25	26	27	28
	DAY 30	DAY 31	DAY 32	DAY 33	RECESS	
29						

Sun	Mon	Tues	Wed	Thur	Fri	Sat
March						
	1	2	3	4	5	6
	RECESS	DAY 34	DAY 35	DAY 36	DAY 37	
7	8	9	10	11	12	13
	DAY 38	DAY 39	DAY 40	DAY 41	RECESS	
14	15	16	17	18	19	20
	RECESS	DAY 42	DAY 43	DAY 44	DAY 45	
21	22	23	24	25	26	27
	DAY 46	DAY 47	DAY 48	DAY 49	RECESS	
28	29	30	31			
	RECESS	DAY 50	DAY 51			

Sun	Mon	Tues	Wed	Thur	Fri	Sat
April						
				1	2	3
				DAY 52	DAY 53	
4	5	6	7	8	9	10
	DAY 54	DAY 55	DAY 56	DAY 57	RECESS	
11	12	13	14	15	16	17
	RECESS	DAY 58	DAY 59	DAY 60		
18	19	20	21	22	23	24
25	26	27	28	29	30	

Holidays

Martin Luther King's Birthday — January 19
 Presidents Day — February 16

Recess Days

January 30
 February 13
 February 27
 March 1
 March 12
 March 15
 March 26
 March 29
 April 9
 April 12

**CARRYOVER
LEGISLATION**

**Bill Titles, Resolutions, and
Subject and Section Indexes
Introduced in the
Ninety-Eighth Legislature, First Session, 2003,
and Pending Before the
Ninety-Eighth Legislature, Second Session, 2004**

January 7, 2004

03-01-10-2004

60.

STATUS OF CARRYOVER

BILLS

AND

RESOLUTIONS

**Introduced in the
Ninety-Eighth Legislature, First Session, 2003
and pending before the
Ninety-Eighth Legislature, Second Session, 2004**

General File (104): 303A LR16CA 479 32 172 602 78 86 215 99 LR18CA 13
226 689 LR4CA 270 227 353 532 560 560A 609 740 644 110 236 762 75 452
452A 155 279 37 37A 382 470 LR3CA 559 559A 529 755 LR14CA 449 449A
484 323 511 248 656 189 546 473 539 301 212 374 392 496 714 549 348 437
784 616 16 237 523 745 447 525 253 296 117 499 719 485 618 232 352 503
565 678 174 304 542 625 483 558 198 650 512 271 315 566 593 747 613 269
316 732 139 662 761 278

Enrollment & Review Initial (0).

Select File (19): 303 208 20 47 21 22 49 50 355 692 265 265A 743 743A 454
435 379 287 LR11CA

Enrollment & Review Final (0).

Final Reading (3): 439e 439Ae 598

BILLS HELD BY COMMITTEES:

Agriculture (5): 63 64 159 230 275

Appropriations (12): 151 409 468 469 557 569 570 627 639 640 780 802

Banking, Commerce & Insurance (6): 334 386 630 652 687 737

Business & Labor (5): 196 251 308 441 631

Education (17): 147 152 264 335 340 341 356 389 466 482 658 660 680 686
698 771 LR17CA

Executive Board (1): LR8CA

General Affairs (5): 309 426 538 606 787

Government, Military & Veterans Affairs (10): 154 312 317 465 477 492 568
583 727 763

Health & Human Services (15): 173 202 239 297 351 380 450 594 599 671 709
710 711 764 767

Judiciary (71): 18 24 25 36 38 58 87 104 129 132 184 190 203 206 211 225 231
240 268 314 336 346 347 350 361 366 377 378 384 391 395 421 422 423 428
456 457 458 459 460 474 491 493 515 526 528 535 547 589 591 604 614 617
664 670 674 675 681 694 695 722 746 751 768 772 781 788 789 791 LR10CA
LR20CA

Natural Resources (10): 26 27 28 183 363 527 624 633 638 738

Nebraska Retirement Systems (7): 120 442 514 544 679 773 LR21CA

Revenue (30): 223 322 368 369 375 376 397 400 420 448 453 475 505 506 507
516 579 581 587 595 651 657 691 696 697 736 744 776 783 794

Transportation & Telecommunications (14): 81 100 113 188 204 401 497 501
502 612 741 757 765 793

Urban Affairs (9): 339 432 518 654 716 717 718 792 LR24CA

Resolutions Reported for Further Consideration (1): LR52

(Totals in parentheses include bills, A bills, and resolutions of each section.)

62.

II. Carry-over Legislation

The following bills were introduced in the 2003 Session but were not advanced from their respective committees. Since the bills were not indefinitely postponed, each bill will carry-over to the next regular session of the Legislature.

Bill: LB 63

One-liner: Adopt the School Pesticide Notification Act

Introduced by: Preister

Committee: Agriculture

LB 63 creates the School Pesticide Notification Act, which is designed to protect children from health hazards associated with pesticides. The legislation is also designed to help parents, teachers, and other employees to make informed decisions about the level of pesticide exposure to them and their children.

The legislation applies to any "school facility," which is defined as any public elementary or secondary school including buildings or structures, playgrounds, landscape areas, athletic fields, vehicles owned or leased by the school, or any other area of school property.

Among other duties to be imposed, each school district would be required to:

- (a) Provide written notice, annually or upon enrollment, to parents or guardians of students and to employees, describing the school's posting and notification requirements. Such notice may be included in the policy manual distributed at the beginning of each school year; and
- (b) Establish a system for providing notice to parents or guardians of students and to any employee who has indicated he or she wants to receive such notice at least 48 hours before a pesticide application to a school facility, which notice may also include an alternate date in case the first date must be canceled and must be posted in a prominent place in the main office of the school facility to which the pesticide will be applied.

Bill: LB 64

One-liner: Adopt the School Integrated Pest Management Act

Introduced by: Preister

Committee: Agriculture

LB 64 creates the School Integrated Pest Management Act to protect children against the health hazards associated with pesticides. LB 64 would apply to all school facilities meaning any public elementary or secondary school including buildings or structures, playgrounds, landscape areas, athletic fields, vehicles owned or leased by the school, or any other area of school property.

The legislation suggests that an integrated pest management system, as promoted by the federal Environmental Protection Agency, is an effective and environmentally sensitive approach to pest management that limits the exposure of children, teachers, and staff to pesticides and provides long-term health and economic benefits.

Bill: LB 152

One-liner: Change residency provisions relating to postsecondary education

Introduced by: Schimek

Committee: Education

LB 152 changes provisions relating to the resident / non-resident status of students enrolled in the state's postsecondary educational institutions. These changes would apparently result in certain students being deemed state residents who, under current law, technically would not be deemed residents. In amounts varying by postsecondary education institution, tuition assessed to nonresident students exceeds that assessed to resident students. As such, the provisions of the bill may result in some reduction in tuition revenue. However, the number of students to whom the changed provisions of the bill would apply is estimated to be relatively small.

Bill: LB 335

One-liner: Change annexation provisions relating to certain Class III school districts

Introduced by: Kremer

Committee: Education

The original version of LB 335 applies to Class I, II, III or VI districts involved in an annexation. The bill provides for school boards with territory involved in an annexation to negotiate as to which school district will serve the annexed territory. If an agreement is not reached in 90 days, the annexed territory remains part of the original school district, unless:

- (i) A majority of the legal voters of that district vote to transfer the annexed property to the school district lying within the annexing city or village; and
- (ii) no later than 90 calendar days after certification of the election, a majority of the members of the school board of the school district lying within the annexing city or village vote to accept transfer of the annexed property.

Currently, the annexed territory would transfer to the school district of the annexing municipality if an agreement between the school districts is not reached within 90 days.

LB 335 represents one of the most contested and controversial bills facing the Education Committee in the 2003 Session. The committee did take action (on a 7-0 vote) to adopt an amendment to the bill, which requires the use of arbitration procedures among the parties if no agreement is reached within 90 days. However, all efforts to advance the bill failed.

Bill: LB 340

One-liner: Provide for extended contract days and change certain programs and funding related to teaching

Introduced by: Bourne

Committee: Education

LB 340 provides reimbursement to extend the contract of certified teachers for up to five additional days each year. Eligible certified teachers must be employed by a school district, educational service unit or state-operated school. Compensation is provided at a per diem rate based upon the teacher's salary. The reimbursement is to come from proceeds of the Education Innovation Fund (lottery funds). If there are insufficient funds in a school year to provide full reimbursement of extended teacher contracts, then the funds are pro-rated. The bill repeals programs that are slated to receive lottery funding in 2005-06: Quality Education Accountability Act; Mentor Teacher Program; Attracting Excellence to Teaching Program Act; and the Competitive Incentive Grant Program. The operative date is July 1, 2005. (Note that the proceeds of the Education Innovation Fund are currently being diverted to the General Fund through 2004-05.)

Bill: LB 341

One-liner: Adopt the Teacher Tuition Reimbursement Program Act

Introduced by: Bourne

Committee: Education

LB 341 is the Teacher Tuition Reimbursement Program Act. The bill provides for the reimbursement of tuition to certified staff, exclusive of administrators, actively teaching in public schools, educational service units and state operated schools. After January 1, 2003 a certified school employee may enroll in certain classes and after successful completion of nine credit hours and one additional school year of service, the employee may apply to the State Department of Education (NDE) for tuition reimbursement of the actual amount paid for the nine credit hours. The fiscal impact of the bill is difficult to determine. It is assumed that the first tuition reimbursement payments will be made in 2004-05, however, the bill may allow for some tuition reimbursement to occur late in 2003-04. Based on data compiled by NDE, there are about 24,000 certified staff who could be eligible for tuition reimbursement pursuant to the bill. The average cost per undergraduate credit hour at the teacher education institutions in the state in 2002-03 is \$95.06. The average cost per graduate credit hour is \$120.63.

Using current year rates, the average cost for nine undergraduate credit hours is \$855.54 and for nine graduate credit hours is \$1,085.67. It is not known how many certified staff will qualify for tuition reimbursement pursuant to the bill. If 25% of the eligible staff qualified for tuition reimbursement and 90% of the hours were at the graduate level, the fiscal impact of the bill using current tuition rates would be \$6,375,942. It is assumed that a significant percentage of teachers will apply for tuition reimbursement at some time in the future. The actual annual fiscal impact will depend upon the number of persons qualifying for reimbursement each year and the rate of reimbursement. The amount could fluctuate considerably from year to year.

Bill: LB 356**One-liner:** Change provisions relating to freeholder petitions**Introduced by:** Stuhr**Committee:** Education

LB 356 changes the student threshold used to determine when land may be set off from a Class II or III school district and attached to an accredited district that is contiguous to the land. Currently, the average daily membership in grades nine through twelve must be less than 60 students for two consecutive school years in order for the freeholder to petition for transfer. The bill changes the student threshold to less than 40 students. The bill may result in fewer tracts of land being transferred between school districts. It is not possible to project any fiscal impact for the bill. The transfer of land between school districts will change the valuation of the districts involved in the transfer and may impact the revenues and expenditures of the affected schools.

Bill: LB 544**One-liner:** Change the employee contribution rate under the School Employees Retirement Act**Introduced by:** Stuhr**Committee:** Retirement

LB 544 may best be described as a worst case scenario measure in the event an increase is required for the employee contribution rate under the School Employees Retirement System. At the November meeting of the Public Employees Retirement Board (PERB), the state appointed actuary indicated that a rate increase would likely not be necessary. Senator Stuhr, chair of the Retirement Committee, offered LB 544 as an available vehicle to move a rate increase in the event circumstances change and an increase becomes necessary.

The current employee contribution rate is 7.25% with the employer rate equaling 101% of the employees' rate (7.32%). Any increase in the employees' rate automatically means an increase in the employers' rate.

Bill: LB 660**One-liner:** Prohibit unfunded mandates relating to elementary and secondary education**Introduced by:** Maxwell**Committee:** Education

The intent of LB 660 is to prohibit the Legislature from mandating any program or activity for school districts unless the Legislature provides an adequate funding mechanism for the mandated program or activity. The legislation pertains also to rules and regulations adopted by state agencies.

The bill states that adequate funding mechanisms may include state appropriations or authorization for affected districts to charge fees or to exceed statutory budget or levy limits to fund the mandated program or activity.

Bill: LB 680**One-liner:** Create and provide duties for the Nebraska Commission for Quality Education**Introduced by:** Wehrbein**Committee:** Education

LB 680 creates a ten member Nebraska Commission for Quality Education to study the best method of developing partnerships among small school districts. The Commission is to make recommendations to the Legislature by December 15, 2003. The bill provides that the Commission may request small school districts to submit a goal statement for a four-year period which will include options for partnership with other schools in the area and ideas for reducing the cost of education while increasing the quality. The statements are to be submitted in time for the Commission to review the ideas for the report to the Legislature.

Bill: LB 686**One-liner:** Change provisions relating to administrative fines**Introduced by:** Raikes**Committee:** Education

LB 686 changes the deposition of fines and penalties. Currently civil and administrative fines and penalties levied and collected by state agencies, commissions and other entities are deposited in the Permanent School Fund. The bill requires the fines to be allocated to the counties where the fine was imposed to be paid over to the public schools in the respective subdivisions where the fine accrues. The bill also requires that the proceeds of any sale of educational land by the Board of Educational Lands and Funds be remitted to the counties for use by the schools. The bill has a fiscal impact for school districts. The impact of the bill will vary by district.

The Permanent School Fund will have decreased revenue from fines and penalties. This will decrease the amount of interest from the fund that is available to be distributed annually to schools as state apportionment. State apportionment is an annual allocation to school districts of the interest from the Permanent School Fund and income from the school lands that is allocated on a per pupil basis according to census. It is estimated that the annual allocation of state apportionment funds will be reduced by about \$100,000 due to the redirection of fine proceeds to the counties. Each school district in the state will receive a smaller amount of state apportionment each year based on the census of children in the district.

BELF indicates that historical amounts deposited into the Permanent School Fund from fines and penalties in the last five bienniums have been \$4 million in 2000-02, \$2.6 million in 1998-00, \$3.1 million in 1996-98, \$1.9 million in 1994-96 and \$4.1 million in 1992-94. The revenue from fines and penalties can vary significantly from year to year. The bill provides for the distribution of these proceeds directly to counties for allocation to school districts each year. It is assumed that a high percentage of these proceeds will accrue to the school districts in Lancaster County where a majority of the state agencies are domiciled.

On a statewide basis, there will be more revenue distributed to school districts each year initially pursuant to the bill because the amount of fines levied currently exceeds the amount of state apportionment funding that will be reduced. At some point in the future, the interest that could have been earned on these funds had they been placed in the Permanent School Fund each year will exceed the amount that is being redirected on an annual basis to schools. The fiscal impact of the bill will vary by school district depending upon the amount of state apportionment lost versus the increased amount of revenue from fines and penalties. If a school district experiences a net increase in revenue pursuant to the bill, then the state aid for the school district will decrease two years later. Likewise, a net decrease in revenue for a school district pursuant to the bill will be reflected as decreased resources for state aid purposes two years later and an increase in state aid will result for schools receiving equalization aid. Assuming annual fine revenue of approximately \$2 million and reduced state apportionment funding of about \$100,000, the bill will result in a decrease in state aid of about \$1.9 million in 2005-06.

Bill: LB 698

One-liner: Change calculation of state aid pursuant to the Tax Equity and Educational Opportunities Support Act

Introduced by: Education Committee

Committee: Education

LB 698 changes the Tax Equity and Educational Opportunities Support Act which provides state aid to school districts beginning in 2004-05. The overall fiscal impact of the bill cannot be calculated because the impact of the new provisions relating to additional state aid for children in poverty and in English proficiency programs is unknown until school districts submit a plan for these services.

The bill changes the computation of the needs component of the state aid formula. Instead of using cost groups as the primary basis to calculate need, the bill establishes comparison groups for each school system to determine the amount of basic funding. The comparison group for a school system is the next five systems that are larger than the system and the next five systems that are smaller than the system in size. Basic funding is determined by first subtracting the allowances for poverty, limited-English proficiency students, special education, special receipts, transportation and elementary sites to determine adjusted general fund operating expenditures. Then, for school systems with less than 900 formula students, the basic funding for the system becomes the average of the adjusted general fund operating expenditures of the comparison group of school systems, omitting the high and low systems from the calculation. Basic funding for school systems with 900 or more formula students will be based on average adjusted general fund operating expenditures per student for the comparison group.

It is assumed the change from using cost groups to comparison groups for purposes of calculating basic funding will be cost neutral in terms of the total amount of state aid distributed because adjusted general fund operating expenses are not changed in the calculation. However, there will be a shift in state aid between school systems.

The new allowances established by the bill for poverty, limited-English proficiency, and elementary sites will not change the overall amount of state aid allocated, but will alter the distribution of aid between school systems. The allowances enable expenditures for these types of programs to be attributed to the school system actually providing the program rather than have the expenditures spread out amongst all of the systems in a particular cost grouping.

The bill establishes several adjustments that are to be subtracted or added to the basic funding for a school system. A local choice adjustment will reduce state aid for systems with fewer than 390 students. The averaging adjustment will increase state aid for systems whose basic funding per student is less than the statewide average basic funding per student. The teacher education adjustment will increase aid for school systems having teachers with masters or doctoral degrees. The student growth adjustment will increase aid for school systems that are experiencing a growth of more than 25 students.

The bill increases the stabilization factor from 85% to 90%. The 5% increase in the factor may allow some systems to receive additional state aid. The change in aid is not projected to be significant. The definition of valuation for state aid purposes is changed in the bill to assessed valuation rather than adjusted valuation. Based on the 2002-03 distribution of state aid, it is estimated that this change will increase state aid by about \$35.8 million.

Section 21 provides that school systems may exceed the applicable allowable growth rate in 2004-05 by the amount that the poverty allowance plus the limited English proficiency allowance exceed the poverty weightings plus the limited English proficiency weightings times the cost grouping cost in the 2003-04 state aid allocation. In the following years, school systems will be able to exceed the allowable growth rate if the growth in these two allowances is greater than the applicable growth rate of the school system. These provisions allow school districts to increase spending with property tax dollars by the amount of exclusions. This will increase state aid two years later when the increased expenditures are included in the calculation of adjusted general fund operating expenditures. There will be an unknown fiscal impact from these provisions beginning with aid distributed in 2006-07.

Bill: LB 771

One-liner: Change calculation of state aid under the Tax Equity and Educational Opportunities Support Act

Introduced by: Synowiecki

Committee: Education

LB 771 changes the computation of formula need for purposes of allocating state aid to schools through the Tax Equity and Educational Opportunities Support Act beginning in 2004-05. The bill will increase the amount of state aid provided to schools. The bill provides for the calculation of a target per pupil foundation amount for each school district based upon size (large, moderate, small, very small, or elementary). The bill states a minimum base target amount for each size of district that is multiplied by fall membership, an inflation factor and then adjusted by a linear interpolation. This amount is then multiplied by 1.5% for very large districts only and an

annual per pupil amount for an at-risk pupil, an English language learner, highly credentialed teachers is added. The State Department of Education is to determine the annual inflation factor adjustment in rules and regulations.

Sections 5 and 9 phase in the change in state aid over a five year period beginning in 2004-05 through 2008-09. These sections provide that in the initial year (2004-05), only 20% of the amount calculated for target per pupil foundation aid, at-risk pupil aid and English language learner aid will be included in the calculation of need and 80% of the calculation of need will still be based on the cost grouping cost formula and allowances currently utilized to determine state aid. In each of the four years thereafter the use of the new formula will increase by 20% each year and the use of the formula based on cost groups will decrease by 20% until 2008-09 when the new formula will be the basis to determine state aid. The language in the bill appears to decrease the amount of the current allowances (transportation, special receipts) used in the calculation of need until 2008-09, when the full amount is included again.

Section 5 also establishes the definition of a highly credentialed teacher credit. The credit, which is to be included in the computation of state aid beginning in 2004-05 is \$3,500 times the number of teachers employed in a district with master's or higher level degrees or having national board certification. Assuming that about 40% of the teaching staff in the state have a master's degree or higher, the fiscal impact of this provision is \$30 million of increased state aid in 2004-05. This amount will change annually based upon the number of teachers with masters or higher degrees and an inflation factor that is used to adjust the amount provided per teacher.

NDE estimates that need in the state aid calculation will increase by at least \$114 million and equalization aid will increase by \$100 million in 2004-05 based upon the calculation of need using the target per pupil foundation aid, at-risk pupil aid, English language learner aid and aid for a credentialed teacher credit. The calculation of need does not include an inflation adjustment as required in the bill. Whatever inflation factor is decided upon will increase this estimate.

Section 10 establishes The Cost of an Adequate Education Panel which is to meet periodically. The panel is to contract to conduct a calculation of the cost of an adequate education and can recommend adjustments to the target per pupil foundation, at risk and English language learner amounts and the highly credentialed teacher credit. A study shall be contracted for every five years beginning in 2007-08. The annual costs of the panel will vary depending upon the number of members on the panel and whether a contract is established with an outside entity. A fiscal impact of \$5,000 to \$65,000 per year is estimated.

Sections 15 and 16 allow schools to exceed the allowable growth rate by the specific dollar amount to fund the local system's formula need. Section 1 allows the levy limit to be exceeded to provide financing for the exceptions to the allowable growth rate. These provisions allow school systems to increase spending with property tax dollars by the amount that is spent above the allowed growth rate in 2003-04. Under the current formula, this will increase state aid two years later (2005-06) when the increased expenditures are included in the calculation of adjusted general fund operating expenditures, so these provisions will increase the amount of state aid required until the new formula is phased-in. After the new formula is implemented, increased spending by schools will not increase the state aid provided two years later.

AGENDA SUMMARY SHEET

AGENDA ITEM: Board Initiatives

MEETING DATE: January 12, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Board Initiatives

ACTION DESIRED: Information Only

BACKGROUND: Quarterly review on the progress of board initiatives.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Information Only


STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



**MILLARD PUBLIC SCHOOLS
BOARD OF EDUCATION INITIATIVES
2003-2004**

1. The board will preserve and enhance its relationship with local, state, and federal elected officials while continuing to communicate key legislative positions to the community, emphasizing the importance of the community's voice in influencing legislative positions and the elections of locals, state, and federal officials.
2. The board will review and if necessary, develop new or amend existing policies regarding appropriate infusion of technology into the curriculum with the desired results to improve student achievement.
3. The board will develop standards against which they will evaluate themselves.
4. The board will communicate the "State of the District" to its publics.

AGENDA SUMMARY SHEET

AGENDA ITEM: Update on Status of Senior Class and ELO Mastery

Meeting Date: 1/12/04

Department: Planning & Evaluation

Title and Brief Description: The purpose of this report is to update the board on the status of the class of 2004, especially with regard to mastery of the high school ELO assessments.

Action Desired: Approval ___ Discussion x Information Only ___

Background: The senior class of 2004 is the first group that must achieve mastery on all five of the high school ELO assessments (and attain 225 credits). As of this writing, 33 students have not achieved mastery on all the required assessments. Many of these students have not attained the cutscore because they have not taken the assessment. The percentages (of these 33 seniors), by content area, who have not taken the assessments are: in reading, 67% (2 of 3); in math, 6% (1 of 16); in writing, 55% (5 of 9); in social studies, 36% (5 of 14); and in science 45% (5 of 11). The table following the narrative shows the expected numbers, the numbers of students actually showing up and taking the tests, and the mastery numbers.

Options/Alternatives Considered: N.A.

Recommendations: Beginning this year, the number of high school re-testing opportunities has been increased substantially. At North, South, and West these opportunities have also been moved outside the school day, so as to avoid pulling students from class for testing (at the MLC, the testing is still within the school day). The 2003-04 schedule is: August, 2003 (before school started) for new students; October, 2003 for new students and students needing re-testing; and December, 2003 for new students and students who need re-testing. Two more occasions are scheduled for spring semester (mid-spring and late spring) and a summer school re-testing occasion is also scheduled.

In order for a current senior to graduate in May, 2004, he or she will need to take the required assessment (and achieve the cutscore) on one of the two remaining testing occasions prior to May. Slightly more than one-fifth of the 33 students (7 of 33) appear to be headed for a fifth year (or summer school, etc.), even if they achieve mastery on all ELOs, because of the credit requirements. About one-half of the 33 students (16 students) are

receiving Special Education services and may, if recommended by the IEP team, and if approved in central office, receive the slightly modified diploma reflecting approval via lowered cutscore.

**Strategic Plan
Reference:**

Strategic objectives and the district mission.

**Implications of
Adoption/Rejection:**

N.A.

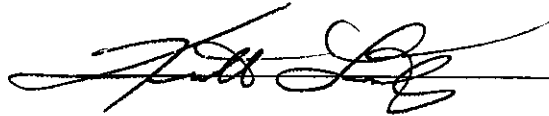
Timeline:

School administration and staff are quite engaged with the students this report addresses. We will continue to work to get as many as possible in a position to graduate in May, 2004. Students need to show up for the scheduled testing occasions.

**Responsible
Persons:**

John Crawford for report and testing; other administrators for monitoring students and for remediation.

Superintendent's Signature:



Summary of Status Check on Current Seniors

MLC

At the MLC, there is only one student classified as a senior who has not achieved mastery in all of his or her ELO-tested content areas. Math is the only area in which this student has not attained the cutscore. The student is currently receiving Special Education services. As of December, 2003, the student has only 100 credits, so will not be eligible for graduation in May of 2004 because of the 225 credit requirement.

North High

There are 7 students at North High who are seniors and who have not demonstrated mastery on all the ELOs. One student has taken only one of the assessments (in math, and he or she did achieve mastery in that one content area). Another student has achieved mastery in writing, science and social studies; this student qualifies for Special Education services. Another Special Education student has been determined to have achieved mastery via the "lowered cutscore" process for reading comprehension; he or she has not attained the standard cutscore in any of the other content areas. One of the 7 students has achieved mastery in 4 of 4 areas in which he or she has tested; this student has not taken the writing assessment. Another Special Education student received a "lowered cutscore" designation of mastery in math, has attained the cutscore in writing, reading and science, but not in social studies. One other student who receives Special Education services has mastered 4 of 5 content areas – all but math. A regular-education student has attained the cutscore in 3 of 5 areas, but not in science and social studies. Of the 7 North High students, there is one who may have difficulty reaching the 225 credit requirement (has 145 credits as of December).

South High

There are 20 students at South who are seniors who have not achieved mastery on all the ELO assessments. Four students have attained the cutscore on the assessments that they have taken, but have not taken all assessments. Two Special Education students have been determined to have achieved mastery via the "lowered cutscore" process in at least 1 of the 5 areas. Across all 20 students, math (with 10 non-masters) and social studies (with 10 non-masters) are the areas with the higher numbers of students not attaining the cutscore; 1 of the 10 instances in math, and 3 of the 10 instances in social studies were due to students not taking the assessment. Reading comprehension showed the fewest students not achieving mastery – only one – because that student did not take the assessment. In writing, only 5 students have not demonstrated mastery (3 of 5 due to not taking the assessment), and in science, 8 students have not attained the cutscore, with 3 on that list because they have not taken the assessment. Of the seniors on the South list, 5 appear to be in a position to have some difficulty in attaining the 225 credits. Of the 20, a total of 7 are receiving Special Education services.

West High

There are 5 students at West who are seniors and who have not achieved mastery on all ELO assessments. One of the 5 students has attained the cutscore in all areas in which he or she has tested, but has not yet taken the science and social studies assessments. None of the students at West have scored below the cutscore in reading; two were below in math, one was below in writing, 3 were below in social studies, and 1 was below in science. Four of the 5 West students are receiving Special Education services. None of the students at West have yet received the designation of mastery via the "lowered cutscore" process. Assuming that they all take and pass a full load of classes, none of the students on the West list appear to be having difficulty achieving the 225 credits.

2003-2004 Attendance and Percent Mastery for HS ELO Testing Based on SIMS Information

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August																				
Reading				AWA - did not test in August				Math				Science				Social Studies				
Grade	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery
10	28	22	20	90.91%																
11	27	23	21	91.90%																
12	9	9	8	88.89%																
October																				
December																				
Reading																				
AWA				Math				Science				Social Studies								
Grade	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery
10	131	105	62	59.05%																
11	61	40	23	57.50%	136	83	76	91.57%	182	121	72	59.50%	66	42	35	83.33%	70	52	38	73.08%
12	30	25	20	80.00%	51	35	34	97.14%	77	65	40	61.54%								
December																				
Reading																				
AWA				Math				Science				Social Studies								
Grade	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery	Expected	Tested	Mastered	% Mastery
10	78	37	22	59.46%	1	1	1	100.00%	96	53	24	45.28%								
11	34	13	4	30.77%	44	22	13	59.09%	32	23	16	69.57%	20	12	9	75.00%	22	13	8	61.54%
12	9	7	7	100.00%	12	6	4	66.67%												