

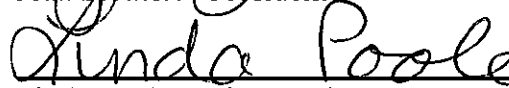
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

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 March 1st 2004, at Don Stroh Administrative Center 5606 South 147th Street.

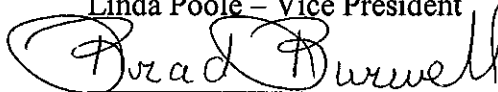
Dated this 1st day of March, 2004.



Jean Stothert - President



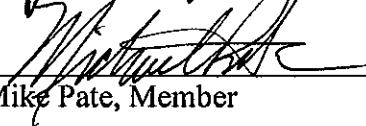
Linda Poole - Vice President



Brad Burwell - Secretary

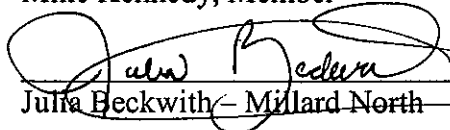


Julie Johnson - Treasurer



Mike Pate, Member

Mike Kennedy, Member



Julia Beckwith - Millard North



Stacey Schmid - Millard South



Janet Baack - Millard West

**NOTICE OF MEETING  
SCHOOL DISTRICT NO. 17**

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, March 1, 2004** at 5606 South 147th Street, Omaha, Nebraska.

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

BRAD R. BURWELL,  
Secretary

2-27-04

**THE DAILY RECORD  
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher  
PROOF OF PUBLICATION**

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

**LYNDA K. HENNINGSEN**

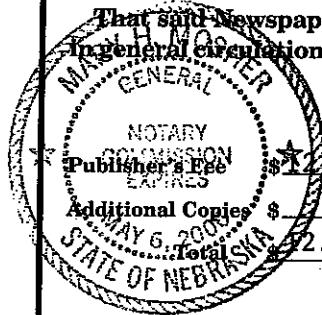
being duly sworn, deposes and says that she is

**ASSOCIATE PUBLISHER**

of **THE DAILY RECORD**, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in **THE DAILY RECORD**, of Omaha, on \_\_\_\_\_

February 27, 2004

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



Publisher's Fee \$12.50  
Additional Copies \$ \_\_\_\_\_  
Total \$2.50

*Lynda K. Henningsen*  
Subscribed in my presence and sworn to before  
me this 27th day of  
February 20 04

Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING - MARCH 1, 2004

NAME:

REPRESENTING:

Jennifer Hussey	Hitchcock
Cheryl Haukik	Hitchcock
Jenna Richter	North High
Monica Gop	Helland Central
Kim DeWitt	MST
Jon Lopez	MST
Lee Brickner	Piscuit
Jody Lindquist	Beagle
John Freeman	Russell MS
Lana Grace	MNMS
Tony Levy	MEA
Rinda Shrich	MEP
Landra Drummond	MST
Suzy Renke	High Alumni
Dede Barr	Hitchcock
John Ward	Hitchcock
Julie Snudler	Hitchcock
R. Saunders	Hitchcock
Aun Kinnaird	Hitchcock
Elissa	Russell
Barb Sheppard	B.EM
Polly Rasmussen	MS Alumni Association

**BOARD OF EDUCATION MEETING - MARCH 1, 2004**

**NAME:**

**REPRESENTING:**

Alex Schuman

Johnson

Mel Oliva

Millow Business Assoc.

Barb Starnes

Hitchcock

Paul Noel

Hitchcock

Janie Burry Rhoads

Hitchcock

*(Empty lined area for additional entries)*



*BOARD OF EDUCATION*  
MEETING



*MARCH 1, 2004*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
MARCH 1, 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. Approval of Board of Education Minutes – February 16, 2004
  - \*2. Approval of Bills
  - \*3. Receive the Treasurer’s Report and Plan on File
- F. Information Items
  - 1. Employees of the Month
  - 2. Showcase: Gold Key Art Awards and All State Middle School Musicians
  - 3. Superintendent’s Report
  - 4. Board Comments/Announcement
  - 5. Report from Student Representatives
- G. Unfinished Business
- H. New Business
  - 1. Approval of District Strategic Plan
  - 2. First Reading of Policy 3642– Business - Occupying
  - 3. First Reading of Policy 3643 – Business - Naming Facilities
  - 4. First Reading of Policy 3644 – Business – Dedication Plaques
  - 5. Reaffirm Rule 4400.3 – Personnel – Horizontal Advancement – Teachers and Nurses
  - 6. Administrator for Hire
  - 7. Approval of Personnel Action(s): Resignation and Voluntary Early Separation Program
  - 8. Land Acquisition (Executive Session)
  - 9. Negotiations (Executive Session)
- I. Reports
  - 1. Enrollment Report
  - 2. Legislative Update

3. Millard Public Schools Foundation – Alumni Association Report

J. Future Agenda Items/Board Calendar.

1. Teacher Recognition Day Breakfast on Tuesday, March 2, 2004 at 7:30 a.m. at the Holiday Inn Central
2. Special Board of Education Meeting on Tuesday, March 2, 2004 at 12:15 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Committee of the Whole Meeting on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Board of Education Meeting on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Town Hall Meeting on Monday, March 22, 2004 at 7 p.m. at Millard West High School
6. Board of Education Meeting on Monday, April 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
7. Committee of the Whole Meeting on Monday, April 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. Board of Education Meeting on Monday, April 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
9. Town Hall Meeting on Monday, April 26, 2004 at Millard North 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  
MARCH 1, 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. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes – February 16, 2004. (See enclosure.)
- \*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See Enclosures.)
- \*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and place on File. (See enclosure.)
- F.1. Employees of the Month
- F.2. Showcase: Gold Key Art Awards and All State Middle School Musicians
- F.3. Superintendent's Report
- F.4. Board Comments/Announcements
- F.5. Report from Student Representative
- H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the District Strategic Plan. (See enclosure.)
- H.2. First Reading of Policy 3642 – Business – Occupying (See enclosure.)
- H.3. First Reading of Policy 3643 – Business – Naming Facilities (See enclosure.)
- H.4. First Reading of Policy 3644 – Business – Dedication Plaques (See enclosure.)
- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 4400.3 Personnel – Horizontal Advancement – Teachers and Nurses. (See enclosure.)



Administrative Memorandum

March 1, 2004

Page 2

- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve administrator for hire: Kim Saum-Mills, Director of Staff Development. (See enclosure.)
- H.7. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Action(s): Resignation and Voluntary Early Separation Program. (See enclosure.)
- H.8. Land Acquisition (Executive Session)
- H.9. Negotiations (Executive Session)

I. Reports

1. Enrollment Report
2. Legislative Update
3. Millard Public Schools Foundation – Alumni Association Report

J. Future Agenda Items/Board Calendar

1. Teacher Recognition Day Breakfast on Tuesday, March 2, 2004 at 7:30 a.m. at the Holiday Inn Central
  2. Special Board of Education Meeting on Tuesday, March 2, 2004 at 12:15 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  3. Committee of the Whole Meeting on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  4. Board of Education Meeting on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  5. Town Hall Meeting on Monday, March 22, 2004 at 7 p.m. at Millard West High School
  6. Board of Education Meeting on Monday, April 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  7. Committee of the Whole Meeting on Monday, April 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  8. Board of Education Meeting on Monday, April 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  9. Town Hall Meeting on Monday, April 26, 2004 at Millard North 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, February 16, 2004 Don Stroh Administration Center, 5606 South 147<sup>th</sup> 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 Daily Record on February 13, 2004; 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 Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes of February 9, 2004, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

### Superintendent's Report:

1. Last week was parent/teacher conference, today is President's Day, and we will return to school tomorrow.
2. Wednesday, February 18, 2004 will be the retired teacher luncheon at 12:00 noon at the Don Stroh Administration Center. The strategic plan will be presented and an update on building issues.
3. Mayor Mike Fahey will be at Bryan Elementary on Tuesday to receive a plaque in regards to the partnership with Omaha in receiving a \$100,000 technology grant.
4. The first Town Hall meeting will be held at Millard South High School on Monday, February 23, 2004 at 7 p.m. Presented to the board was a draft of the strategic plan and the slides, which will be shown as to where the money comes from and where it goes.
5. Strategic Plan will be on the agenda for approval at the March 1, 2004 Board of Education meeting.
6. March 2, 2004 is the Teacher Recognition Day breakfast, which will be held at the Holiday Inn Central.

7. The Committee of the Whole meeting will be held on Monday, March 8, 2004. Topics to be discussed will be preschool and pre-budget.

COMMENTS FROM THE BOARD:

Mike Pate provided information from the Federal Relations Network Conference to be duplicated for the other board members.

Brad Burwell reported he attend the Business Advisory meeting last Friday, February 13, 2004.

Mr. Burwell provided all board members with a rough draft of a new board self-assessment document. Linda, Julie and Brad looked at other assessments and incorporated the best from each one. He asked all board members to review it and provide feedback to him, or one of the other members of the committee.

Jean Stothert thanked the members of the committee for taking the assignment to develop a new board evaluation document.

Mrs. Stothert reported she attended the Metropolitan Area Boards of Education meeting, which was hosted by Millard at ESU #3. She thanked Mark Feldhausen for his presentation on the SIMS parent access. Another topics discussed was legislation.

Mrs. Stothert said she would be attending the PTO meeting at Harvey Oaks Elementary on Tuesday, February 24, 2004. She invited the other board members to attend too.

Motion by Linda Poole, seconded by Brad Burwell, to approve the Science Framework. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the annual revision of the District Safety and Security Procedures. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to enter into collective bargaining with EPAM for the 2004-05 school year and appoint Steve Moore and Kirby Eltiste to represent the district in the collective bargaining sessions.

Motion by Mike Pate, seconded by Julie Johnson, that the current calendar will be revised as follows: February 6 (the fifth snow day) will not be made up. The sixth snow day (if occurring before March 12) will be made up on March 12 with students. If necessary, snow days #7 and #8 would be made up on June 1 and 2, respectively. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Linda Poole, to approve Personnel Actions: Resignations: Michelle Connaghan, Dan McLaughlin, and Sarah Schau; Leaves of Absence: Susan Hertzler and Kael Sagheer; and Voluntary Early Separation: Ed Kazmierski, Kathy Englert, Judy Citta, David McElroy, Elaine Hill, and Dan Troshynski. Upon roll call vote, all members voted aye. Motion carried.

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

Reports included: Competitive Grants, a Legislative Update, and an Annual Revision of District Emergency Management Procedures.

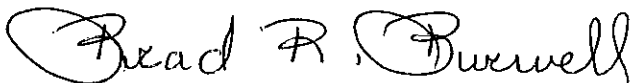
Future Agenda Items/Board Calendar. A Town Hall Meeting will be held on Monday, February 23, 2004 at Millard South High School at 7 p.m. A Board of Education Meeting will be held on Monday, March 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Teacher Recognition Day, will be held on Tuesday, March 2, 2004 at the Holiday Inn Central, at 7:30 a.m. A special board of education meeting will be held at 12:15 p.m. on Tuesday, March 2, 2004. A Committee of the Whole Meeting will be held on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Town Hall Meeting will be held on Monday, March 22, 2004 at 7 p.m. at Millard West High School. A Board of Education Meeting will be held on Monday, April 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Committee of the Whole Meeting will be held on Monday, April 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, April 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Town Hall Meeting will be held on Monday, April 26, 2004 at Millard North High School at 7 p.m.

At 7:53 p.m. a motion by Mike Kennedy, seconded by Brad Burwell to go into Executive Session for land acquisition and the attorney evaluation. Upon on roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Brad Burwell, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Motion by seconded by Mike Kennedy, seconded by Brad Burwell, to approve the firm of Young and White to represent the Millard Public Schools. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert adjourned the meeting.



SECRETARY

**Millard Public Schools**  
March 1, 2004

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213719	3/1/04	101140	100% EDUCATIONAL VIDEOS	298.65
213721	3/1/04	010275	ACADEMIC COMMUNICATION ASSOC INC	103.40
213722	3/1/04	010298	ACCU CUT SYSTEMS	60.95
213723	3/1/04	010003	ACT INC	10,643.00
213724	3/1/04	133536	ACTIVE COMMUNITY TREATMENTS INC	2,033.88
213725	3/1/04	108296	PAT SHARKEY	357.75
213726	3/1/04	010808	AIR-SIDE COMPONENTS, INC.	603.00
213727	3/1/04	010809	AIRCAD INC	169.00
213728	3/1/04	010888	ALBERTSONS 2201	1,203.81
213729	3/1/04	011051	ALL MAKES OFFICE EQUIPMENT	888.00
213730	3/1/04	131888	ALLIANCE PUBLISHING & MARKETING	94.00
213731	3/1/04	109079	ALLTEL CORPORATION	1,421.47
213732	3/1/04	107651	AMAZON.COM INC	42.00
213733	3/1/04	133030	AMERICAN EDUCATIONAL PRODUCTS LLC	87.45
213734	3/1/04	099597	AMERICAN GUIDANCE SERVICE INC	357.33
213735	3/1/04	012064	AMERICAN MAIL SERVICE INC.	338.79
213736	3/1/04	012450	AMERICAN RED CROSS HEARTLAND	635.00
213737	3/1/04	101779	AMERICAN SCHOOL COUNSELOR ASSOC	30.00
213738	3/1/04	101779	AMERICAN SCHOOL COUNSELOR ASSOC	67.01
213739	3/1/04	012480	AMERICAN TIME & SIGNAL COMPANY	101.35
213741	3/1/04	012989	APPLE COMPUTER, INC.	2,593.10
213742	3/1/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	187.82
213743	3/1/04	013496	ASCD	1,821.30
213744	3/1/04	013496	ASCD	79.00
213745	3/1/04	013226	ASI MODULEX	254.54
213746	3/1/04	102840	ASSOCIATED FIRE PROTECTION	201.00
213747	3/1/04	012507	AT&T	204.68
213748	3/1/04	101611	ATLAS AUTO BODY	760.03
213749	3/1/04	100014	ATLAS PEN & PENCIL CORPORATION	124.87
213750	3/1/04	010083	ATS MOBILE TELEPHONE CO INC	286.18
213751	3/1/04	010083	ATS MOBILE TELEPHONE CO INC	325.87
213752	3/1/04	F03014	AUTHENTIK	379.00

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213753	3/1/04	133031	AUTISM RESOURCE NETWORK	343.20
213754	3/1/04	102237	AUTO STATION	3,605.12
213756	3/1/04	108092	APW/AUTO VALUE	1,121.20
213758	3/1/04	016295	BADGER BODY & TRUCK EQUIPMENT CO	1,143.45
213759	3/1/04	109852	BAER SUPPLY	474.62
213760	3/1/04	133160	MARYAM BAERDE	67.32
213761	3/1/04	132405	BAG 'N SAVE	768.69
213762	3/1/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	434.96
213763	3/1/04	103104	BARCO PRODUCTS CO	41.64
213764	3/1/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	223.02
213765	3/1/04	017926	ROSEMARY W BARTA	184.68
213766	3/1/04	133353	JULIE A BARTHOLOMEW	34.56
213767	3/1/04	099749	BAUDVILLE INC	50.93
213768	3/1/04	018240	CAROL A BEATY	84.24
213769	3/1/04	101062	BENNINGTON IMPLEMENT INC	1,581.58
213771	3/1/04	072250	BG PETERSON COMPANY	48.40
213772	3/1/04	132475	BIO CORPORATION	512.03
213773	3/1/04	019111	BISHOP BUSINESS EQUIPMENT	97.00
213774	3/1/04	019138	JON T BLOOMQUIST	169.12
213775	3/1/04	130899	KIMBERLY M BOLAN	149.76
213776	3/1/04	019559	BOUND TO STAY BOUND BOOKS INC	5,745.74
213777	3/1/04	132775	JENNIFER A BOWES	259.56
213778	3/1/04	019835	BOYS TOWN NATIONAL	6,514.17
213779	3/1/04	102256	BRAIN STORE	199.47
213780	3/1/04	132273	WENDY M BRENNAN	118.30
213781	3/1/04	107768	CHARLEEN J BRUGGEMAN	506.55
213782	3/1/04	133463	ANGELA BRUMMER	23.66
213783	3/1/04	020550	BUREAU OF EDUCATION & RESEARCH	159.00
213784	3/1/04	099431	BUSINESS MEDIA INC	180.90
213785	3/1/04	131619	C E SUNDBERG CO	11.25
213787	3/1/04	023831	CALLOWAY HOUSE INC	126.05
213788	3/1/04	106806	ELIZABETH J CAREY	155.59

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213789	3/1/04	054237	CARL JARL LOCKSMITHS	57.70
213790	3/1/04	131158	CURTIS R CASE	73.81
213791	3/1/04	133472	CENTER FOR TEACHING AND LEARNING	645.00
213792	3/1/04	024425	CENTRAL STATES INDUSTRIAL SUPPLY	52.37
213793	3/1/04	103073	CENTURION TECHNOLOGIES INC	730.50
213794	3/1/04	132206	CERTIFIED LABORATORIES	192.75
213795	3/1/04	132271	ERIK P CHAUSSEE	174.60
213796	3/1/04	106836	KEVIN J CHICK	49.00
213797	3/1/04	106851	CHILDREN'S HOME HEALTHCARE	2,694.60
213798	3/1/04	097900	CHILDSWORK CHILDSPLAY LLC	393.74
213799	3/1/04	131336	CITIZENS BANK	1,602.66
213800	3/1/04	131715	CLARION HOTEL	161.98
213801	3/1/04	099222	CLASSROOMDIRECT.COM	140.39
213802	3/1/04	131135	PATRICIA A CLIFTON	99.61
213803	3/1/04	025455	COLLEGE BOARD	120.00
213804	3/1/04	022701	SHARON R COMISAR-LANGDON	191.26
213805	3/1/04	026057	CONTROL MASTERS INC	4,363.89
213806	3/1/04	102238	COTTMAN TRANSMISSION	2,209.00
213807	3/1/04	024157	COUNCIL FOR EXCEPTIONAL CHILDREN	267.00
213809	3/1/04	133478	CREATIVE LEARNING PRESS INC	43.90
213810	3/1/04	099957	CRYSTAL SPRINGS BOOKS	114.60
213811	3/1/04	027240	CUBS DISTRIBUTING INC	146.28
213812	3/1/04	106893	CULLIGAN WATER CONDITIONING	58.00
213813	3/1/04	027300	CUMMINS GREAT PLAINS DIESEL	57.51
213815	3/1/04	132409	TED CZERNIAK	14.36
213816	3/1/04	130731	D & D COMMUNICATIONS	445.00
213817	3/1/04	032061	D & D LASER	155.00
213818	3/1/04	132671	JEAN T DAIGLE	65.48
213819	3/1/04	131003	DAILY RECORD	35.70
213820	3/1/04	032140	DALTILE CORPORATION	53.21
213823	3/1/04	107469	DEFFENBAUGH INDUSTRIES	8,862.73
213824	3/1/04	099249	DELTA EDUCATION LLC	497.92



**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213825	3/1/04	032700	DELUXE CATERING INC	595.65
213826	3/1/04	032800	DEMCO INC	1,090.80
213827	3/1/04	032872	DENNIS SUPPLY COMPANY	662.66
213828	3/1/04	133551	DES MOINES REGISTER	624.30
213829	3/1/04	130685	DIAMOND VOGEL PAINT CENTER	240.00
213830	3/1/04	099220	DICK BLICK	1,404.35
213831	3/1/04	033473	DIETZE MUSIC HOUSE INC	1,645.37
213832	3/1/04	130486	LINDA L DIZONA	60.97
213833	3/1/04	033720	DOMINIE PRESS INC	360.80
213835	3/1/04	133130	DOUGLAS SARPY 4H OFFICE	90.00
213836	3/1/04	036520	EASTERN NE HUMAN SERVICES AGENCY	19,152.00
213837	3/1/04	101894	EDUCATIONAL INNOVATIONS, INC.	20.90
213839	3/1/04	037525	EDUCATIONAL SERVICE UNIT #3	3,027.98
213840	3/1/04	132689	EDUPRESS INC	155.64
213841	3/1/04	101277	EFFECTIVE COMMUNICATION SKILLS INC	500.00
213842	3/1/04	107682	EILEEN'S COLOSSAL COOKIES	45.50
213844	3/1/04	038100	ELECTRIC FIXTURE & SUPPLY	8,252.42
213845	3/1/04	038120	ELECTRIC MACHINERY SALES & SVC	157.30
213846	3/1/04	038140	ELECTRONIC SOUND INC.	3,968.81
213847	3/1/04	038252	ENERGY CONTROLS, INC.	32.61
213848	3/1/04	035610	ETA/CUISENAIRE	74.42
213849	3/1/04	038468	EVERBIND	254.61
213850	3/1/04	038475	EXCEL ELECTRIC INC	500.97
213851	3/1/04	099320	EYE ON EDUCATION	69.90
213852	3/1/04	106949	LUCY FALCON	28.63
213853	3/1/04	040377	ROGER R FARR	194.12
213854	3/1/04	040450	FEDERAL EXPRESS	11.76
213855	3/1/04	040470	MARK W FELDHAUSEN	271.39
213856	3/1/04	133565	STEVE FELICI	105.68
213857	3/1/04	040537	FERGUSON ENTERPRISES INC	2,524.76
213858	3/1/04	133553	LINDSAY FERGUSON	47.32
213859	3/1/04	106956	FERRELLGAS	41.48

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213860	3/1/04	133269	SHANNON RENEE FICKEL	430.00
213861	3/1/04	040830	FILMS FOR THE HUMANITIES	107.90
213862	3/1/04	132202	PHIL FITZWATER	406.00
213863	3/1/04	041086	FLINN SCIENTIFIC INC	1,995.31
213864	3/1/04	106714	LADONNA V FLOOD	549.57
213865	3/1/04	131555	FLOORS INC	722.00
213866	3/1/04	041100	FOLLETT LIBRARY RESOURCES	15,789.62
213868	3/1/04	041146	KENNETH J FOSSEN	175.00
213869	3/1/04	041453	FREDS HEATING & AIR CONDITIONING	35.00
213870	3/1/04	041543	AMY J FRIEDMAN	30.00
213871	3/1/04	133351	STEPHANIE S FRITSON	130.18
213872	3/1/04	132586	DIANNE L FULTON	22.25
213873	3/1/04	042000	FUREY HEATING-AIR CONDITIONING INC	2,965.25
213874	3/1/04	042025	FUTURE HORIZONS INC	144.90
213875	3/1/04	107025	GALAXY CABLEVISION	1,230.08
213876	3/1/04	132665	IRMA GARCIA	125.28
213877	3/1/04	108300	MICHELE L GEHRINGER	1,044.00
213878	3/1/04	133574	NANCY M GILMORE	69.74
213879	3/1/04	106660	GLASSMASTERS, INC.	1,090.65
213880	3/1/04	044891	GOPHER/PLAY WITH A PURPOSE	775.00
213881	3/1/04	044896	KAREN A GORDON	358.68
213882	3/1/04	133570	KAREN GOUGHNOUR	105.68
213883	3/1/04	132152	GOVCONNECTION INC	324.62
213884	3/1/04	109815	JENNIFER L GOWIN-HUSSEY	133.56
213885	3/1/04	043609	GP DIRECT	1,241.91
213886	3/1/04	132146	GRAEVE GARRELTS DENHAM & BRUCE, LLC	3,000.00
213887	3/1/04	133543	GRANTSMANSHIP CENTER	250.00
213888	3/1/04	044965	KATHERINE A GRAY	344.88
213889	3/1/04	107933	JEFF D HALLSTROM	138.96
213890	3/1/04	133426	ADAM HAMILTON	47.32
213891	3/1/04	131067	HANDWRITING WITHOUT TEARS	256.74
213892	3/1/04	101334	HARBOR FREIGHT TOOLS	80.26

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213893	3/1/04	133487	HARCOURT ASSESSMENT INC	550.65
213894	3/1/04	047855	HARCOURT INC	2,771.77
213895	3/1/04	047880	MERLE D HARDING	500.00
213896	3/1/04	131356	AARON HARPER	150.00
213897	3/1/04	056820	HARRY A KOCH COMPANY	9,062.50
213898	3/1/04	048475	HEARTLAND FOUNDATION	6,091.78
213899	3/1/04	048517	GREENWOOD PUBLISHING GROUP INC	94.64
213901	3/1/04	132423	HEWLETT PACKARD CO	1,709.00
213902	3/1/04	133352	ROBYN D HEYDE	154.23
213904	3/1/04	045329	HMS BROWN BAGGERS	257.96
213906	3/1/04	133554	KARL G. HOCKENBERRY	23.01
213907	3/1/04	049320	HONEYMAN RENT ALL	49.00
213908	3/1/04	132592	WILLIAM SPRAGUE, JR.	326.50
213909	3/1/04	049440	HOSIER REFRIGERATION SUPPLY INC	31.95
213910	3/1/04	131462	MATHEW B. HOSTETTER	47.32
213911	3/1/04	049450	HOTSY EQUIPMENT COMPANY	89.94
213912	3/1/04	049600	HOUCHEN BINDERY LTD	379.50
213913	3/1/04	049650	HOUGHTON MIFFLIN COMPANY	62.29
213914	3/1/04	049749	HUSKER DOOR INC	98.00
213915	3/1/04	101032	HUSKER MIDWEST PRINTING	291.61
213916	3/1/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	398.37
213917	3/1/04	051617	INCENTIVES FOR LEARNING INC	52.75
213918	3/1/04	133528	INDUSTRIAL PLATING INC	82.00
213920	3/1/04	052150	INTERNATIONAL READING ASSOC	61.00
213921	3/1/04	102958	INTERSTATE ALL BATTERY CENTER	28.66
213922	3/1/04	052370	INTERSTATE ELECTRIC SUPPLY CO	122.77
213924	3/1/04	100928	J.W. PEPPER & SON INC.	346.98
213925	3/1/04	131139	DOROTHY L JACOBI	231.48
213926	3/1/04	130259	JAGUAR EDUCATIONAL	140.92
213927	3/1/04	133562	DARYL D JAHN	169.99
213928	3/1/04	054223	MICHAEL JANIS	200.00
213929	3/1/04	131157	CHRISTINE A JANOVEC-POEHLMAN	122.33

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

Check Number	Date	Vendor No	Vendor Name	Amount
213930	3/1/04	054240	HANELORE W JASA	88.56
213931	3/1/04	133037	JENSEN TIRE COMPANY	467.95
213932	3/1/04	054420	JIMS DODGE COUNTRY LLC	25.45
213933	3/1/04	107039	SHARON KIM H JOHANSEN	41.40
213934	3/1/04	054500	JOHNSON HARDWARE COMPANY	574.49
213935	3/1/04	054489	HUGH P JOHNSON	132.12
213936	3/1/04	054481	JERRILL B JOHNSON	131.08
213937	3/1/04	054492	JIMMIE L JOHNSON	100.00
213938	3/1/04	054630	JOHNSTONE SUPPLY	840.13
213939	3/1/04	054768	JUDAH CASTER COMPANY	7.00
213940	3/1/04	101641	KAR PRODUCTS	802.06
213941	3/1/04	133563	CECELIA A KASTENS	16.04
213942	3/1/04	056240	EDMUND J KAZMIERSKI	152.06
213943	3/1/04	056275	KEL-WELCO DISTRIBUTING, INC.	606.25
213944	3/1/04	056278	JEANNE M KELLEY	50.76
213945	3/1/04	132676	DENNIS F KIMBERLIN	455.00
213946	3/1/04	056724	KINKO'S	74.25
213947	3/1/04	133556	JANICE M KLOKE	63.79
213948	3/1/04	056865	PHILIP E KOCH	117.72
213949	3/1/04	106582	KOHL'S PHARMACY & HOMECARE INC	33.57
213950	3/1/04	132266	DAWN M KRONAIZL	8.64
213951	3/1/04	056995	KAY KRONHOLM	200.00
213952	3/1/04	057683	JANET F KRUGER	6.00
213953	3/1/04	109033	AMANDA J KUNES	215.64
213954	3/1/04	058755	LAIDLAW TRANSIT INC	132,288.89
213955	3/1/04	058757	LAKELAND ENGINEERING EQUIPMENT CO.	99.84
213956	3/1/04	099217	LAKESHORE LEARNING MATERIALS	430.73
213957	3/1/04	058861	LARRY'S BOILER SERVICE, INC.	120.00
213958	3/1/04	131498	MOJO RIZIN' INC	121.67
213959	3/1/04	109816	JILL C LAVENE	92.23
213960	3/1/04	100732	LAWNSMITH & CO INC	2,476.00
213961	3/1/04	130326	LEARNING LINKS	99.88

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213962	3/1/04	130792	LEARNING RESOURCES	19.90
213963	3/1/04	106469	LEGO DACTA-PITSCO LLC	393.26
213964	3/1/04	133552	PAMELA L LEHAN	47.16
213965	3/1/04	059300	CAROL A LEWIS	13.68
213966	3/1/04	132200	MYRA LEZANIC	17.44
213967	3/1/04	059380	LIBRARY VIDEO COMPANY	191.65
213968	3/1/04	133573	RICHARD LIEBERMAN	2,317.00
213969	3/1/04	059470	LIEN TERMITE & PEST CONTROL INC	217.00
213970	3/1/04	099395	LINCOLN PUBLIC SCHOOLS	23,919.00
213972	3/1/04	059577	LINGUISYSTEMS, INC.	31.90
213973	3/1/04	059560	LINWELD INC	253.73
213974	3/1/04	103094	LMC SOURCE	1,480.95
213975	3/1/04	060111	LOVELESS MACHINE & GRINDING	105.00
213976	3/1/04	131397	LOWE'S HOME CENTERS INC	670.44
213977	3/1/04	060155	LYMAN-RICHEY CORPORATION	1,363.77
213978	3/1/04	062945	M-B COMPANIES INC	1,553.99
213979	3/1/04	131832	DEANNA S MAHER	7.91
213980	3/1/04	063781	MALECKI MUSIC	1,705.74
213981	3/1/04	133561	CHRISTINE A MARVIN	350.00
213982	3/1/04	102274	MATH TEACHERS PRESS INC	70.95
213983	3/1/04	108052	MAX I WALKER	986.64
213985	3/1/04	132893	TAMARA R MCCANN	84.60
213986	3/1/04	100944	MCDONALD & ASSOCIATES INC	180.95
213987	3/1/04	063349	MCGRAW-HILL COMPANIES	2,719.54
213988	3/1/04	131270	MICHAEL MCKENZIE	100.00
213989	3/1/04	099781	MCQUEENY LOCK COMPANY	1,726.21
213990	3/1/04	133515	LYLE E MEAD	134.64
213991	3/1/04	064260	MECHANICAL SALES INC.	241.28
213992	3/1/04	063097	MENC	39.00
213993	3/1/04	F03009	MESSAGING ARCHITECTS	6,380.00
213994	3/1/04	064600	METAL DOORS & HARDWARE COMPANY INC	2,233.00
213995	3/1/04	133403	AMERICAN NATIONAL BANK	2,700.18

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
213996	3/1/04	108304	METRO MEDICAL TRANSPORTATION	500.00
213999	3/1/04	064800	METRO UTILITIES DISTRICT OF OMAHA	152,856.93
214001	3/1/04	102870	MIDLAND COMPUTER INC	1,353.22
214002	3/1/04	132404	MIDLAND EQUIPMENT	2,403.09
214003	3/1/04	648477	MIDLANDS MESSENGER SERVICE INC	173.95
214004	3/1/04	064950	MIDWEST METAL WORKS INC	150.00
214006	3/1/04	065233	MIDWEST TURF & IRRIGATION INC	314.39
214007	3/1/04	065300	MILLARD DRYWALL SERVICES, INC.	260.36
214008	3/1/04	107812	MILLARD FAMILY EYECARE PC	45.00
214009	3/1/04	065400	MILLARD LUMBER INC	362.30
214010	3/1/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	31.20
214011	3/1/04	065350	MILLARD TRUE VALUE HARDWARE	185.69
214012	3/1/04	065350	MILLARD TRUE VALUE HARDWARE	10.97
214013	3/1/04	065316	GLENN L MILLERD	108.14
214014	3/1/04	065709	SHARRON A MILLSAP	115.63
214015	3/1/04	065895	MODERN SCHOOL SUPPLIES INC	369.02
214016	3/1/04	065950	MODERN SOUND PICTURES, INC.	236.00
214017	3/1/04	133489	WENDY MOLLE	30.00
214018	3/1/04	066083	KAREN F. MONTGOMERY	64.48
214019	3/1/04	063150	MSC INDUSTRIAL SUPPLY CO	102.71
214020	3/1/04	131395	DARREN D MYERS	336.96
214021	3/1/04	066996	NAPA/GENUINE PARTS COMPANY	65.91
214022	3/1/04	067000	NASCO	1,837.47
214023	3/1/04	130548	NCS PEARSON INC	741.44
214024	3/1/04	068334	NEBRASKA AIR FILTER INC	2,162.77
214025	3/1/04	068343	NEBRASKA ASSOC OF SCHOOL BOARDS	9,670.00
214026	3/1/04	068415	NEBRASKA COUNCIL OF SCHOOL	125.00
214028	3/1/04	068466	NEBRASKA PRINTING CENTER	957.58
214029	3/1/04	068737	NEBRASKA SPEECH LANGUAGE & HEARING	50.00
214030	3/1/04	102590	NEBRASKA STATE READING ASSOC	170.00
214031	3/1/04	131476	NEBRASKA TURF PRODUCTS	532.00
214032	3/1/04	133410	SEAN NELSON	70.00

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
214033	3/1/04	109843	NEXTEL PARTNERS INC	882.88
214034	3/1/04	109843	NEXTEL PARTNERS INC	772.97
214035	3/1/04	109843	NEXTEL PARTNERS INC	456.69
214036	3/1/04	109843	NEXTEL PARTNERS INC	798.00
214037	3/1/04	107777	BRUCE J NOBLE	10.55
214038	3/1/04	069689	NOGG CHEMICAL & PAPER	687.81
214039	3/1/04	106877	NORTH CENTRAL ASSOCIATION-NDE	450.00
214041	3/1/04	010345	NSTA CONVENTION	290.00
214042	3/1/04	131265	JILL M NUISMER	195.12
214043	3/1/04	069945	NUTS & BOLTS INC	65.15
214044	3/1/04	099235	NYSTROM	1,019.71
214047	3/1/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	7,425.57
214048	3/1/04	099625	OFFICE SYSTEMS DIVISION, INC.	69.44
214049	3/1/04	070245	OHARCO DISTRIBUTORS	294.26
214050	3/1/04	070473	ELIZABETH A OLSON	186.76
214051	3/1/04	099658	OMAHA CHILDRENS MUSEUM	114.00
214052	3/1/04	071025	OMAHA TRUCK CENTER INC	564.13
214053	3/1/04	071039	OMAHA WINDUSTRIAL CO.	130.05
214054	3/1/04	071050	OMAHA WORLD HERALD CO	1,068.72
214055	3/1/04	071138	ORIENTAL TRADING COMPANY	172.70
214056	3/1/04	107193	OTIS ELEVATOR COMPANY	1,704.23
214057	3/1/04	071190	OVERHEAD DOOR COMPANY OMAHA	305.50
214058	3/1/04	132443	OZANAM/BIST	2,085.00
214059	3/1/04	071515	PAINTIN PLACE CERAMICS INC	60.80
214060	3/1/04	133183	LUPE PANTOJA	25.40
214061	3/1/04	132006	ANDREA L PARSONS	234.32
214062	3/1/04	133169	NCH CORPORATION	167.36
214063	3/1/04	071753	MIKE PATE	924.34
214064	3/1/04	071891	PAYFLEX SYSTEMS USA, INC.	4,899.00
214065	3/1/04	071305	PBS VIDEO	250.75
214066	3/1/04	102699	PEARSON EDUCATION	2,514.89
214067	3/1/04	109831	JANET PELSTER	141.12

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
214068	3/1/04	072200	PERFECTION LEARNING CORP.	97.20
214069	3/1/04	106967	PHILFLEET ADVANTAGE	7,590.82
214071	3/1/04	108071	PITTSBURGH PAINT-5508	86.95
214072	3/1/04	130332	SHARON L POISEL	348.21
214073	3/1/04	133571	SCOTT POLAND	1,674.00
214074	3/1/04	073010	PORTER TRUSTIN CARLSON	160.00
214075	3/1/04	073011	JUDITH E PORTER	85.87
214076	3/1/04	133241	POSPICHAL CONSTRUCTION INC	2,730.00
214077	3/1/04	131835	PRAIRIE MECHANICAL CORP	160.00
214078	3/1/04	073231	PRECISION INDUSTRIES, INC.	448.59
214079	3/1/04	072349	PREMIER AGENDAS, INC.	370.00
214080	3/1/04	102199	PRIORITY ONE FITNESS	4,318.00
214081	3/1/04	073495	PROFESSIONAL AUDIOLOGY AND	42.00
214082	3/1/04	102888	PROFESSIONAL VIDEO SUPPLY INC	891.73
214083	3/1/04	073610	PROGRESS PUBLICATIONS	184.27
214084	3/1/04	107657	PROTEC SYSTEMS LLC	357.00
214085	3/1/04	073650	PRUFROCK PRESS INC	78.80
214086	3/1/04	073040	PSI GROUP-OMAHA	10,000.00
214087	3/1/04	090673	QWEST	25,272.78
214088	3/1/04	090673	QWEST	44.70
214089	3/1/04	090673	QWEST	5,136.49
214090	3/1/04	099219	RADIOSHACK	31.27
214091	3/1/04	099777	RADIOSHACK	29.99
214092	3/1/04	078420	RAWSON & SONS ROOFING, INC.	19,760.00
214093	3/1/04	106725	RD FITNESS SERVICE	366.75
214094	3/1/04	102949	READING HELPER INC.	29.70
214096	3/1/04	132808	REBECCA SNYDER SPEECH SERVICES	1,450.00
214097	3/1/04	078674	RECORDED BOOKS LLC	261.92
214098	3/1/04	133191	MATTHEW K REGA	163.32
214099	3/1/04	102249	RELIABLE OFFICE SUPPLIES	41.93
214100	3/1/04	078958	REMEDIA PUBLICATIONS	43.87
214101	3/1/04	078967	RENTAL CITY	28.36



**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
214102	3/1/04	133374	HILARY J RHOTEN	180.00
214103	3/1/04	106295	GREGORY RICE	152.64
214105	3/1/04	132095	CHARLOTTE A RIEWER	541.44
214107	3/1/04	079190	RIGBY EDUCATION	1,262.15
214108	3/1/04	099555	RIVERSIDE PUBLISHING COMPANY	361.54
214109	3/1/04	131376	ROBERT BROOKE & ASSOCIATES, INC.	142.78
214111	3/1/04	133557	STEVE ROBERTS	331.24
214112	3/1/04	133566	ROCHESTER PUBLIC SCHOOLS	296.58
214113	3/1/04	079310	ROCKBROOK CAMERA CENTER	1,019.91
214114	3/1/04	079440	ROSENBAUM ELECTRIC INC	5,744.12
214115	3/1/04	133445	RICHARD ROSENTHAL	320.00
214116	3/1/04	133572	RURAL METRO MEDICAL SERVICES	204.00
214117	3/1/04	081491	SAGE PUBLICATIONS, INC.	61.05
214119	3/1/04	099640	SCHOLASTIC BOOK FAIRS	44.62
214120	3/1/04	082100	SCHOLASTIC INC	643.27
214121	3/1/04	082140	SCHOLASTIC MAGAZINES	241.65
214122	3/1/04	082200	SCHOOL HEALTH CORPORATION	1,791.33
214123	3/1/04	082350	SCHOOL SPECIALTY INC	63.07
214125	3/1/04	082396	CURT H SCHULTE	104.04
214126	3/1/04	082475	SCIENCE KIT & BOREAL LABORATORIES	132.80
214127	3/1/04	082905	KIMBERLY A SECORA	126.68
214128	3/1/04	082910	SECURITY EQUIPMENT INC	4,383.43
214129	3/1/04	082941	KELLY M SELTING	270.72
214130	3/1/04	130645	SHERWIN-WILLIAMS	514.81
214131	3/1/04	083188	SHIFFLER EQUIPMENT SALES, INC.	42.74
214132	3/1/04	131979	SIECUS PUBLICATIONS	49.00
214133	3/1/04	083400	SIMPLEXGRINNELL	1,518.00
214135	3/1/04	101476	SODEXHO MARRIOTT INC	83,908.92
214136	3/1/04	102264	SOFTWARE PLUS	2,074.60
214137	3/1/04	109793	LINCOLN OFFICE EQUIPMENT	186.13
214138	3/1/04	130722	LYON FINANCIAL SERVICES	585.66
214139	3/1/04	131714	JOHN D SOUTHWORTH	49.00

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
214140	3/1/04	133569	SALLY D SPENCER	16.30
214141	3/1/04	084326	SPORTIME	218.23
214142	3/1/04	102142	SPORTS ILLUSTRATED	27.72
214143	3/1/04	084352	SPRAY EQUIPMENT & SERVICE	98.40
214144	3/1/04	108324	STAFF DEVELOPMENT FOR ED.	155.00
214145	3/1/04	101378	STAFF DEVELOPMENT FOR EDUCATORS	620.00
214146	3/1/04	084415	STANDARD STATIONERY SUPPLY CO	36.60
214147	3/1/04	084550	STEPHENSON SCHOOL SUPPLY CO.	18.02
214148	3/1/04	133476	STEPS TO LITERACY	330.74
214149	3/1/04	132785	JAIME SUAREZ-DELGADO	132.75
214150	3/1/04	084689	SULLIVAN SEWER SERVICE INC	1,361.50
214151	3/1/04	133258	CHADWICK A SULLIVAN	94.64
214152	3/1/04	106793	VICKIE A SULLIVAN	51.41
214153	3/1/04	084781	SUMMIT LEARNING	88.88
214154	3/1/04	132400	SUN TURF INC	369.68
214155	3/1/04	133230	GLOBAL VIDEO LLC	87.94
214156	3/1/04	084907	SUNDERLAND BROTHERS COMPANY	305.04
214157	3/1/04	084930	SUPER DUPER INC	75.88
214158	3/1/04	102869	SUPER SAVER #20	313.43
214159	3/1/04	084959	JAMES V SUTFIN	116.10
214160	3/1/04	088654	TARGET	459.95
214161	3/1/04	101393	TEACHER'S VIDEO COMPANY	44.68
214162	3/1/04	088830	TED'S MOWER SALES & SERVICE INC	15.00
214163	3/1/04	089130	THACKER ELECTRIC	59.50
214164	3/1/04	107094	THERMO KING CHRISTENSEN	328.69
214165	3/1/04	131159	JONATHON C THOMPSON	123.12
214166	3/1/04	089318	A. GERALD TIEGER	104.33
214167	3/1/04	132140	TILT GOLF	70.00
214168	3/1/04	131446	TOSHIBA AMERICA INFO SYS INC	6,589.00
214169	3/1/04	089574	TOTAL MARKETING INC	130.00
214170	3/1/04	133482	DUC TRAN	24.50
214171	3/1/04	101301	TREND ENTERPRISES INC	40.11

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
214172	3/1/04	131819	JEAN R UBBELOHDE	817.56
214173	3/1/04	133346	DAN UHING	23,640.00
214174	3/1/04	102846	ULTIMATE OFFICE INC	56.35
214175	3/1/04	090678	UNISOURCE	3,351.50
214176	3/1/04	090214	UNITED ELECTRIC SUPPLY CO INC	667.22
214177	3/1/04	099338	UNITED STATES CHECKBOOK CO.	1,075.52
214178	3/1/04	133322	UNIVERSAL RESTORATION INC	3,455.00
214179	3/1/04	090900	UNIVERSITY PUB, INC.	2,967.25
214180	3/1/04	090973	UPSTART	197.83
214181	3/1/04	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	163.75
214182	3/1/04	106173	UTA HALEE GIRLS VILLAGE	2,023.28
214183	3/1/04	091040	VALENTINOS INC	387.33
214184	3/1/04	083340	VERNE SIMMONDS COMPANY	215.00
214185	3/1/04	092323	VIRCO MANUFACTURING CORP	2,184.74
214186	3/1/04	092600	VOSS ELECTRIC CO	353.28
214187	3/1/04	092936	BARBARA A WAGNER	190.00
214188	3/1/04	092834	WALKER TIRE INC	261.34
214189	3/1/04	130925	WALL MOUNTAIN COMPANY INC.	81.85
214190	3/1/04	131112	LINDA WALTERS	91.37
214191	3/1/04	093650	WARD'S NATURAL SCIENCE EST INC	87.27
214192	3/1/04	130696	WASECA LEARNING ENVIORNMENT	438.90
214193	3/1/04	093765	WATER ENGINEERING, INC.	1,850.00
214194	3/1/04	133344	BRIAN KORTH	13,000.00
214195	3/1/04	130269	MELISSA L WEAVER	385.92
214196	3/1/04	094130	WENGER CORPORATION	472.00
214197	3/1/04	131451	WEST CENTER CIVIC CLUB	150.00
214198	3/1/04	094174	WEST MUSIC COMPANY	136.40
214199	3/1/04	131499	WESTERN BOWL LLC	94.00
214200	3/1/04	105619	WESTERN TRAILER LEASING INC	200.00
214201	3/1/04	094245	WESTLAKE ACE HARDWARE INC	208.09
214202	3/1/04	094630	WESTONE LABORATORIES	25.75
214203	3/1/04	094650	WESTSIDE COMMUNITY SCHOOLS	606.50

# Millard Public Schools

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

Check Number	Date	Vendor No	Vendor Name	Amount
214204	3/1/04	133350	BILL TINGEY	990.00
214205	3/1/04	094751	DEBBY A WHITAKER	320.04
214206	3/1/04	108481	DEBORAH A WILLIAMS	25.31
214207	3/1/04	095157	JOAN C WILSON	46.40
214208	3/1/04	132638	WINDSOR INDUSTRIES	360.81
214209	3/1/04	095173	WINGERT JONES MUSIC INC.	136.57
214210	3/1/04	095258	THOMAS C WISE	171.72
214211	3/1/04	132890	RICHARD E WITT	5,041.68
214212	3/1/04	095371	WORLD ALMANAC EDUCATION	702.85
214213	3/1/04	095376	WORLD BOOK INC	445.00
214214	3/1/04	107149	MONICA R WORMINGTON	16.85
214215	3/1/04	109043	WORTHINGTON DIRECT HOLDINGS	153.95
214216	3/1/04	044950	WW GRAINGER INC	445.43
214217	3/1/04	095674	XEROX CORPORATION (LEASES)	150.00
214218	3/1/04	109818	MARION YOUNG	181.44
214219	3/1/04	108383	ZACHARY ZAISS	70.00

<b>Total for GENERAL FUND</b>				<b>851,478.65</b>
-------------------------------	--	--	--	-------------------

213731	3/1/04	109079	ALLTEL CORPORATION	-596.65
213740	3/1/04	102430	AMI GROUP INC	447.50
213770	3/1/04	133480	BERINGER CIACCIO DENNELL MABREY	2,847.00
213808	3/1/04	131506	CP RECOVERY	1,622.50
213850	3/1/04	038475	EXCEL ELECTRIC INC	1,420.19
213901	3/1/04	132423	HEWLETT PACKARD CO	139.00
214001	3/1/04	102870	MIDLAND COMPUTER INC	386.41
214033	3/1/04	109843	NEXTEL PARTNERS INC	-382.23
214076	3/1/04	133241	POSPICHAL CONSTRUCTION INC	19,622.52
214106	3/1/04	106416	RIFE CONSTRUCTION, INC.	15,806.00
214118	3/1/04	081880	SCHEMMER ASSOCIATES INC	1,162.50

<b>Total for SPECIAL BUILDING</b>				<b>42,474.74</b>
-----------------------------------	--	--	--	------------------

213757	3/1/04	072090	AW PELLER AND ASSOCIATES INC	114.33
213786	3/1/04	133475	CENTER FOR APPLIED LINGUISTICS	158.00

# Millard Public Schools

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

Check Number	Date	Vendor No	Vendor Name	Amount
213814	3/1/04	027345	CURRICULUM ASSOCIATES, INC.	97.90
213839	3/1/04	037525	EDUCATIONAL SERVICE UNIT #3	90.00
213848	3/1/04	035610	ETA/CUISENAIRE	527.67
213867	3/1/04	100307	FOOD SERVICES OF AMERICA	54.59
213901	3/1/04	132423	HEWLETT PACKARD CO	9,569.00
213903	3/1/04	048710	HIGHSMITH COMPANY INC	159.91
213923	3/1/04	132627	IPARADIGMS LLC	3,730.60
213954	3/1/04	058755	LIDLAW TRANSIT INC	275.60
213962	3/1/04	130792	LEARNING RESOURCES	52.75
213963	3/1/04	106469	LEGO DACTA-PITSCO LLC	1,393.53
213971	3/1/04	131472	LINES OF COMMUNICATION	1,000.77
213984	3/1/04	107123	SUSAN P MCADAM	166.76
213987	3/1/04	063349	MCGRAW-HILL COMPANIES	67.49
214005	3/1/04	064980	MIDWEST SOUND & LIGHTING INC	1,544.01
214022	3/1/04	067000	NASCO	128.92
214027	3/1/04	068400	NEBRASKA COUNCIL ON ECON ED/SMG	154.00
214054	3/1/04	071050	OMAHA WORLD HERALD CO	10,470.76
214070	3/1/04	072500	PIECES OF LEARNING	49.35
214104	3/1/04	133365	BRENDA A RIDDER	41.58
214120	3/1/04	082100	SCHOLASTIC INC	158.38
214124	3/1/04	082378	SCHRIER FORD	220.00
214134	3/1/04	131609	SMALL AXE EDUCATIONAL	219.00
214145	3/1/04	101378	STAFF DEVELOPMENT FOR EDUCATORS	310.00
214183	3/1/04	091040	VALENTINOS INC	97.95
<b>Total for GRANT FUND</b>				<b>30,852.85</b>
213745	3/1/04	013226	ASI MODULEX	7,374.50
213919	3/1/04	101435	INNOVATIVE LABORATORY SYSTEMS INC	8,300.00
214091	3/1/04	099777	RADIOSHACK	108.91
<b>Total for DEPRECIATION</b>				<b>15,783.41</b>
213834	3/1/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	273,957.37
214000	3/1/04	064621	METROPOLITAN OMAHA EDUCATIONAL	92,500.00

**Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

Check Number	Date	Vendor No	Vendor Name	Amount
<b>Total for INTERLOCAL FUND</b>				<b>366,457.37</b>
213720	3/1/04	132731	JOY LABELS	65.00
213731	3/1/04	109079	ALLTEL CORPORATION	12.48
213762	3/1/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	44.95
213821	3/1/04	101549	DATATEAM SYSTEMS INC	132.72
213867	3/1/04	100307	FOOD SERVICES OF AMERICA	1,136.33
213900	3/1/04	133555	R DOUGLAS HELVERING	50.00
213905	3/1/04	048940	HOBBY LOBBY	105.02
213913	3/1/04	049650	HOUGHTON MIFFLIN COMPANY	157.52
213919	3/1/04	101435	INNOVATIVE LABORATORY SYSTEMS INC	492.00
213924	3/1/04	100928	J.W. PEPPER & SON INC.	141.99
213956	3/1/04	099217	LAKESHORE LEARNING MATERIALS	382.54
213962	3/1/04	130792	LEARNING RESOURCES	61.75
213976	3/1/04	131397	LOWE'S HOME CENTERS INC	147.99
214040	3/1/04	133283	PAMELA M NOVOTNY-BALDWIN	5.65
214047	3/1/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	196.35
214087	3/1/04	090673	QWEST	150.00
214095	3/1/04	100642	REALLY GOOD STUFF INC	105.11
214107	3/1/04	079190	RIGBY EDUCATION	306.29
214110	3/1/04	010544	ROBERTS DAIRY COMPANY	26.16
214113	3/1/04	079310	ROCKBROOK CAMERA CENTER	352.25
214174	3/1/04	102846	ULTIMATE OFFICE INC	291.81
214185	3/1/04	092323	VIRCO MANUFACTURING CORP	1,909.00
214196	3/1/04	094130	WENGER CORPORATION	1,340.00
<b>Total for ACTIVITY FUND</b>				<b>7,612.91</b>
213968	3/1/04	133573	RICHARD LIEBERMAN	-80.00
214073	3/1/04	133571	SCOTT POLAND	-40.00
<b>Total for</b>				<b>-120.00</b>
<b>Report Total</b>				<b>1,314,539.93</b>

**Millard Public Schools**

Check Register for 2/19/04 - 2/19/04

Date: 2/19/04

Check Number	Date	Vendor No	Vendor Name	Amount
213702	2/19/04	133564	ASPE	159.00
213703	2/19/04	107454	CHRISTOPHER COLLING	120.00
213704	2/19/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	5.00
213706	2/19/04	037525	EDUCATIONAL SERVICE UNIT #3	275.00
213707	2/19/04	133567	EGGER PUBLISHING	139.00
213708	2/19/04	058875	KELLY A LATIMER-BRIGGS	80.00
213709	2/19/04	100058	LINCOLN EAST HIGH SCHOOL	303.00
213710	2/19/04	100058	LINCOLN EAST HIGH SCHOOL	105.00
213712	2/19/04	067150	NATIONAL ASSOCIATION OF	155.00
213713	2/19/04	067150	NATIONAL ASSOCIATION OF	155.00
213714	2/19/04	108325	NEBRASKA STATE BANDMASTERS ASSOC	90.00
213715	2/19/04	108325	NEBRASKA STATE BANDMASTERS ASSOC	100.00
213716	2/19/04	068393	NEBRASKA STATE PATROL	70.00
213717	2/19/04	107732	BRIAN L NELSON	120.00
213718	2/19/04	131446	TOSHIBA AMERICA INFO SYS INC	2,755.00
<b>Total for GENERAL FUND</b>				<b>4,631.00</b>
213705	2/19/04	037525	EDUCATIONAL SERVICE UNIT #3	180.00
213711	2/19/04	064801	NANCY MEYER	750.00
<b>Total for GRANT FUND</b>				<b>930.00</b>
<b>Report Total</b>				<b>5,561.00</b>

**Millard Public Schools**

Check Register for 2/13/04 - 2/13/04

Date: 2/13/04

Check Number	Date	Vendor No	Vendor Name	Amount
213701	2/13/04	133548	KELSEY WEIGEL	65.00
<b>Total for ACTIVITY FUND</b>				<b>65.00</b>
<b>Report Total</b>				<b>65.00</b>



# Millard Public Schools

Check Register for 2/12/04 - 2/12/04

Date: 2/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
213326	2/12/04	132809	AMERICAN COUNSELING ASSOCIATION	400.00
213327	2/12/04	107540	BRIAN F BEGLEY	61.85
213328	2/12/04	132467	BELLEVUE EAST JAZZ FESTIVAL	100.00
213329	2/12/04	131352	ELKHORN HIGH SCHOOL	298.00
213332	2/12/04	132321	MICHAEL R FREY	182.88
213336	2/12/04	133423	IRON MOUNTAIN SECURE SHREDDING	246.60
213337	2/12/04	132735	DAVE JOEKEL	70.98
213338	2/12/04	056770	BETTY H KLESITZ	79.38
213340	2/12/04	107034	MALCOLM HIGH SCHOOL	120.00
213341	2/12/04	100204	MARIAN HIGH SCHOOL	462.00
213342	2/12/04	100204	MARIAN HIGH SCHOOL	105.00
213343	2/12/04	065438	MILLARD NORTH HIGH SCHOOL	120.00
213344	2/12/04	065438	MILLARD NORTH HIGH SCHOOL	60.00
213347	2/12/04	068280	JOHN R NATTERMANN	37.80
213348	2/12/04	108180	NEBRASKA HUMANITIES COUNCIL	150.00
213349	2/12/04	068393	NEBRASKA STATE PATROL	40.00
213350	2/12/04	107732	BRIAN L NELSON	360.00
213351	2/12/04	107127	CHARICE K NYFFELER	169.14
213352	2/12/04	108114	PETTY CASH/NEIHARDT ELEM.	50.00
213353	2/12/04	130721	MARY J PILLE	82.80
213354	2/12/04	132267	KIMBERLY S RANNELS	35.90
213355	2/12/04	081725	KIMBERLEY K SAUM-MILLS	104.76
213357	2/12/04	132268	LYNNE A TRUMAN	93.24
213358	2/12/04	093008	BARBARA N WALLER	150.58
213360	2/12/04	109073	CRAIG J WOLF	107.64
213362	2/12/04	130716	SUSAN J WOOSTER	57.24
<b>Total for GENERAL FUND</b>				<b>3,745.79</b>
213330	2/12/04	133547	AMY EMERSON	60.00
213331	2/12/04	133500	FAX GILBERT PRODUCTIONS INC	425.00
213333	2/12/04	133315	SYLVIA ELAINE GUSTIN	120.00
213334	2/12/04	133426	ADAM HAMILTON	70.98
213335	2/12/04	133546	AMANDA HUISEBUS	100.00

**Millard Public Schools**

Check Register for 2/12/04 - 2/12/04

Date: 2/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
213339	2/12/04	130575	JAYNE MACHOLAN	75.00
213345	2/12/04	133343	MARY LORRAINE MILLER	130.00
213346	2/12/04	133316	TAMMY JUNE NARDUCCI	120.00
213356	2/12/04	133544	KATIE TRENKLE	100.00
213359	2/12/04	132119	WILMA E WEIGEL	65.00
213361	2/12/04	133545	LESLIE WONG	65.00

<b>Total for ACTIVITY FUND</b>	<b>1,330.98</b>
--------------------------------	-----------------

<b>Report Total</b>	<b>5,076.77</b>
---------------------	-----------------

**Hot Lunch Fund Millard Public Schools**

Check Register for 3/1/04 - 3/1/04

Date: 2/23/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
18211	3/1/04	109079	ALLTEL CORPORATION	75.34
18212	3/1/04	102870	MIDLAND COMPUTER INC	167.45
18213	3/1/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	354.97
18214	3/1/04	130332	SHARON L POISEL	1,247.76
18215	3/1/04	132337	PRE-OWNED ELECTRONICS, INC.	79.77
<b>Total for FOOD SERVICE</b>				<b>1,925.29</b>
<b>Report Total</b>				<b>1,925.29</b>

**Hot Lunch Fund Millard Public Schools**

Check Register for 2/16/04 - 2/16/04

Date: 2/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
18210	2/16/04	133116	BRANDON WARBELTON	44.80
<b>Total for FOOD SERVICE</b>				<b>44.80</b>
<b>Report Total</b>				<b>44.80</b>

Enclosure F.1.  
March 1, 2004



---

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

February 25, 2004

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for March are Sandra Drummond, language arts teacher at Millard South High School and Cheryl Houfek, general/resource paraprofessional at Hitchcock Elementary School.

AF:sp

4.

---

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**

**Enclosure H.1.  
March 1, 2004**

**AGENDA ITEM:** Approval of the New Strategic Plan

**MEETING DATE:** March 1, 2004

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:** Approval of the new Strategic Plan

**ACTION DESIRED:** APPROVAL XX DISCUSSION \_\_\_\_\_ INFORMATION ONLY \_\_\_\_\_

**BACKGROUND:**

The New Strategic Plan was developed at planning sessions in August 2003 and February 2004.

Action Teams met from October until February to develop action plans for each of the eight new strategies.

The planning team reconvened in February and accepted 55 of the 62 plans that were presented. Some of the plans were modified for clarity. The new strategic plan is now ready for board approval.

The next steps after approval is to develop budgets for the plans slated for implementation. Allocation of the resources for these plans will be completed through the program budgeting process.

**OPTIONS AND ALTERNATIVES CONSIDERED:**

**RECOMMENDATION:** Approval

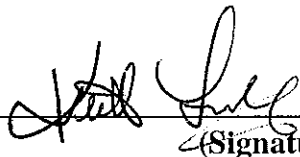
**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIMELINE:**

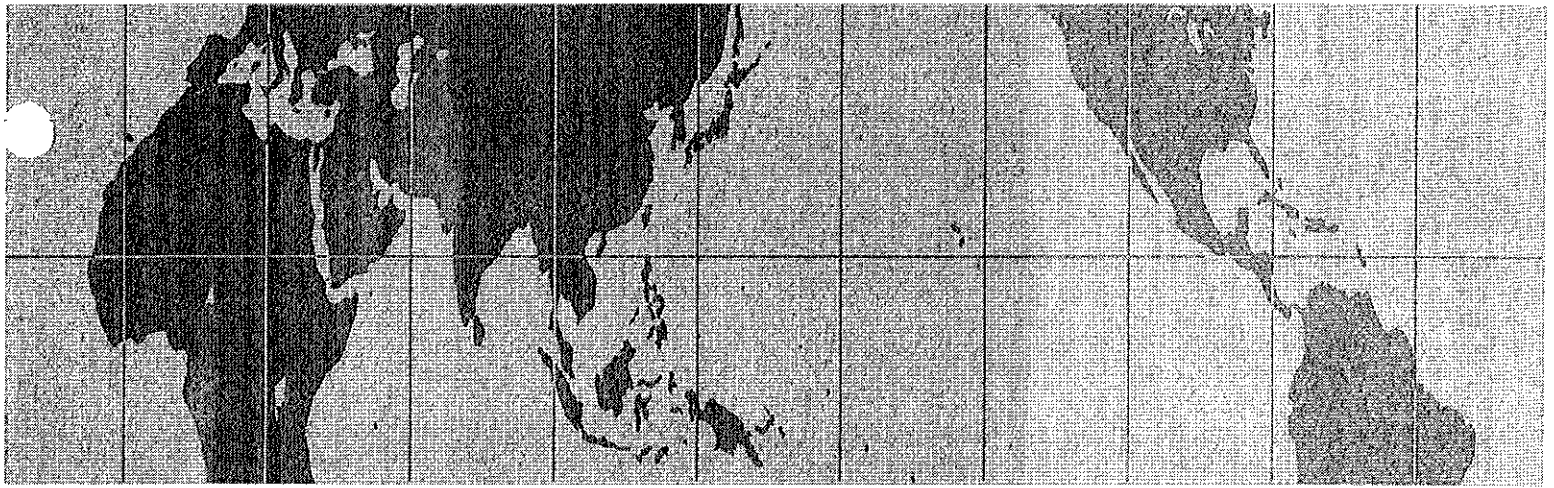
**RESPONSIBLE PERSON:** Angelo Passarelli

**SUPERINTENDENT'S APPROVAL:** \_\_\_\_\_

  
(Signature)

5.

**BOARD ACTION:**



*Proud to be*

**millard**

**PUBLIC SCHOOLS**

[www.mpsomaha.org](http://www.mpsomaha.org)

**STRATEGIC PLAN**

**2004**

A "world-class" school district.

## Strategic Planning Team

August 25-27, 2003

February 5-6, 2004

### Administrators

<i>Susan Anglemeyer</i>	Principal	Sandoz Elementary	895-8345
<i>Martha Bruckner</i>	Associate Superintendent	DSAC	895-8301
<i>John Crawford</i>	Ex. Dir. For Planning and Eval.	DSAC	895-8214
<i>Kirby Eltiste</i>	Asst. Supt., Human Resources	DSAC	895-8213
<i>Mark Feldhausen</i>	Asst. Supt., Technology	Beadle Middle School	894-6285
<i>Ken Fossen</i>	Associate Superintendent	DSAC	895-8211
<i>Amy Friedman</i>	Director of Communications	DSAC	895-8565
<i>Jon Lopez</i>	Principal	Millard South High School	895-8268
<i>Keith Lutz</i>	Superintendent	DSAC	895-8208
<i>Charlene Snyder</i>	Director, Special Education	DSAC	895-8219
<i>Brad Sullivan</i>	Principal	Rohwer Elementary	895-6225
<i>Jim Sutfin</i>	Principal	Central Middle School	895-8225

### School Board Members

<i>Brad Burwell</i>	16531 "L" Street	68135	894-1923
<i>Julie A. Johnson</i>	3993 South 153 Circle	68144	333-2583
<i>Mike Kennedy</i>	16310 Adams Street	68135	707-0431
<i>Mike Pate</i>	15706 Westchester Circle	68118	330-5729
<i>Linda Poole</i>	5054 South 171 Avenue	68135	891-4200
<i>Jean Stothert</i>	5909 South 118 Plaza	68137	896-9899

### Certified Staff

<i>Dave Hemphill</i>	Teacher, Russell Middle	15905 W. Dodge Rd., #2B	68118	895-8500
<i>Tony Levy</i>	President MEA/Teacher	314 South 53 Street	68132	731-0400
<i>Shelley McCabe</i>	IF/READ, Cody Elementary	2511 S. 167 Ave. Cir.	68130	691-1320
<i>Susan Marlatt</i>	Teacher, South High	7401 South 155th Street	68138	895-8268
<i>Denny Owens</i>	Teacher, North High	15718 Drexel Circle	68135	691-1365
<i>Heidi Penke</i>	Teacher, Bryan Elementary	5511 Jackson Street	68106	895-8325

### Community Members

<i>Betsy Belmont</i>	Parent, NHS	1605 North 160 Street	68118	493-6455
<i>Dave Bruce</i>	Parent (Graeve & Associates)	16924 Frances St., Ste 210	68130	330-7008
<i>Janeen Dvorak</i>	Parent, Hitchcock	10298 Washington Dr.	68127	592-1054
<i>Jeff Hanson</i>	Parent (OPPD)	444 S. 16 St Mall, 3E/EP1	68102	636-3755
<i>Tom Wilkinson</i>	Heritage Financial Services	10665 Bedford Ave., Ste 102	68134	558-6860

### Students

<i>Sarah Fech</i>	Student, North High School	15004 Jackson Street	68154	330-8508
<i>Stacy Poppe</i>	Student, West High School	15713 Madison Circle	68135	894-0572

### Internal Facilitator

<i>Angelo Passarelli</i>	Director of Administrative Affairs	DSAC	895-8221
--------------------------	------------------------------------	------	----------

### External Facilitator

<i>Howard Feddema</i>	The Cambridge Group
-----------------------	---------------------



## ***Mission***

The mission of the Millard Public Schools is to guarantee all students learn the academic and life skills necessary for personal success and responsible citizenship in a global society by creating a world-class educational system characterized by innovative and diverse opportunities designed to challenge each student.

## ***Beliefs***

### **We believe:**

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- The future of our democratic society depends upon educated and involved citizens.
- Public education benefits the entire community.
- Schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- Public education is the shared responsibility of all.

## *Parameters*

We will always operate safe, caring environments to ensure student learning.

We will not tolerate any behavior that diminishes the self-worth of any student, staff member, or community member.

Nothing will take precedence over the pre-kindergarten through 12<sup>th</sup> grade education program.

No new program, course, and/or service will be added unless:

- it meets a clearly demonstrated, mission-related need;
- it survives a cost-benefit analysis;
- its impact on other programs/courses/services is addressed;
- adequate staffing, staff development, funding, and facilities are provided;
- it contains an evaluation procedure.

No existing program, course, and/or service will be maintained unless it:

- meets a clearly demonstrated, mission-related need;
- survives a cost-benefit analysis and periodic evaluation.

District-wide performance on standardized achievement tests will always be at or above state and national averages.

We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of student, staff, family and community support.

We will attract, develop, and retain the highest quality staff dedicated to achieving our mission and objectives.

## *Objectives*

All students will meet or exceed District and state standards and overall performance on District and state assessments will improve annually.

Each student will participate in setting and will achieve challenging educational goals tailored to his or her abilities, interests and aspirations.

The percentage of students performing at high levels on measures of national and international educational excellence will increase annually.

All students will make a successful transition from one level of education to the next.

### Strategies (Current)

- (2004) 1. We will address financial challenges facing our district in order for us to achieve our mission and objectives.
- (2004) 2. We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.
- (2004) 3. We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.
- (2004) 4. We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.
- (2004) 5. We will develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.
- (2004) 6. We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.
- (2004) 7. In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.
- (2004) 8. We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.

## Strategies (Implemented)

- (1990) *We will ensure we have facilities necessary to achieve our mission and objectives.*
- (1990) *We will develop and implement plans to ensure the highest quality staff.*
- (1992) *We will design and implement co-curricular programs (clubs and activities) to help us achieve our mission.*
- (1995) *We will develop and implement plans to communicate effectively, both internally and externally, to develop an understanding of the intent of our Strategic Plan and support for its effective implementation.*
- (1996) *We will develop plans, which assure all teachers use effective instructional practices to help all students learn identified outcomes.*
- (1996) *We will investigate, develop, and implement innovative methods to provide the financial resources to achieve our mission and objectives.*
- (1996) *We will complete the process of identifying, developing and implementing the outcomes, standards, and assessments for the Millard Education Program.*
- (1996) *We will develop and implement plans for meaningful business partnerships to support strategic initiatives.*
- (1996) *We will develop and implement an array of diverse opportunities that challenge each student to excel. (Revised 1999, 2001)*
- (1998) *We will develop and implement plans in partnership with our community to assist students who are at risk of not achieving identified learner outcomes. (Revised 1999)*
- (1998) *We will develop and implement plans to use technology to effectively manage the district and help students achieve identified learner outcomes.*
- (1999) *We will develop and implement plans to ensure safety throughout our schools.*
- (2001) *In partnership with the community, we will address the challenges presented by state limitations on expenditures and levies.*

## **Strategy 1**

**We will address financial challenges facing our District in order for us to achieve our mission and objectives.**

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 1  
 DATE: *March 2004*

**STRATEGY:** We will address financial challenges facing our district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Determine the financial support necessary to achieve world-class status.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Develop a network with other school districts that are considered world class.				
2.	Research districts termed world class to determine world-class traits and steps taken to become world class.				
3.	Define world class in relation to MPS.				
4.	Establish network with identified districts and share information/data with districts in the network.				
5.	Evaluate information and share with District.				

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
PLAN NUMBER: 1  
DATE: *March 2004*

**STRATEGY:** We will address financial challenges facing our District in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Determine the financial support necessary to achieve world-class status.*

## *COSTS*

### *Tangible:*

- Finances to support visitations as needed to network schools
- Employee compensation---staff, summer
- Possible membership, consortium and/or association fees
- Time

### *Intangible:*

- Increased work load
- Organizational/cultural change
- Paradigm shift for internal/external community

## *BENEFITS*

### *Tangible:*

- Gathered data
- Benefits and resources associated through network (discounts, financial support, materials)

### *Intangible:*

- Generation of shared ideas
- World-class definition/criteria established
- Career enhancement for MPS employees
- Increased ownership in Millard school system

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 2  
 DATE: *March 2004*

**STRATEGY:** We will address financial challenges facing the district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Develop a team of Community Ambassadors who would educate the Millard Public Schools community of what constitutes a "world class" education and the financial challenges that need to be addressed to reach that status.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify a group of 10-25 individuals to represent diverse populations within the Millard community, such as neighborhood representatives, businesses, churches, MPS staff, service groups, residents without school-age children, and political / legislative representatives to serve as members of the Community Ambassadors.				
2.	Design team-building activities to create a sense of ownership and enthusiasm within the Community Ambassador team.				
3.	Obtain training and information from MPS representatives, regarding a working definition of a "world class" education and the financial challenges that will need to be addressed to reach such standard.				
4.	Develop and implement a broad communication strategy including, but not limited to, a Web presence, email, various print media (neighborhood and city-wide publications), video presentation and direct presentations, advertising and marketing (billboards, radio press releases, media events).				
5.	Regularly evaluate the effectiveness of the materials and the Ambassadors and make changes as necessary.				

15

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 1  
PLAN NUMBER: 2  
DATE: *March 2004*

**STRATEGY:** We will address financial challenges facing the district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Develop a team of Community Ambassadors who would educate the Millard Public Schools community of what constitutes a "world class" education and the financial challenges that need to be addressed to reach that status*

## COSTS

## BENEFITS

### *Tangible:*

- Supplies
- Postage
- Web-site construction
- Advertising
- Hosting events
- Staff to direct the Ambassadors

### *Tangible:*

- Creates a team with a specific responsibility for communication
- Gets the message out; educates our constituents
- Increased funds to support the MPS Strategic Plan
- Higher standardized test scores
- Increased student attainment on ELO standards
- Increased economic development
- Higher property values

### *Intangible:*

- Time
- Possible controversy among constituents
- Anxiety regarding increased taxes
- Mobilization or backlash of anti-school / anti-tax groups

### *Intangible:*

- Greater sense of involvement and ownership
- Higher level of student self-esteem
- Improved morale
- Improved local, regional, national, international, reputation and recognition

# ACTION PLAN

STRATEGY NUMBER: 1  
 PLAN NUMBER: 3  
 DATE: *March 2004*

**STRATEGY:** We will address financial challenges facing the District in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** *Secure corporate sponsorship to fund initiatives necessary to establish a "world-class" school district.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Conduct research at the university level or at private schools on the establishment of "department chairs."				
2.	Identify prospective corporate sponsors.				
3.	Share the vision and specific initiatives for a world-class school district to the business community. <ul style="list-style-type: none"> <li>A. Secure seed money for evaluating our current status.               <ul style="list-style-type: none"> <li>1. Which students will be assessed?</li> <li>2. How will the assessment be conducted?</li> <li>3. Compare the results with other world-class programs.</li> </ul> </li> <li>B. Share the findings with donors.</li> </ul>				
4.	Develop a business plan to establish multi-year funding and support identified initiatives.				
5.	Communicate the stewardship and accountability for the financial resources by establishing an advisory team with representation from corporate sponsors, MPS staff, parents, and/or students.				
6.	Evaluate the effectiveness of the plan and revise yearly as needed.				

17.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
 PLAN NUMBER: 3  
 DATE: March 2004

**STRATEGY:** We will address financial challenges facing the district in order for us to achieve our mission and objectives.

**SPECIFIC RESULT:** Secure corporate sponsorship to fund initiatives necessary to establish a "world-class" school district.

## COSTS

## BENEFITS

### Tangible:

- Time for existing MPS staff (certificated, office, and support)
- Key MPS Staff to communicate our vision to business community
- Assign MPS staff person to develop the business plan
- Assign MPS staff person to communicate with the advisory team
- Assign MPS staff person to evaluate

### Intangible:

- This plan may gain priority over current or previous assigned tasks or it may add to the current workload
- Might raise questions within the current MPS corporate sponsors.
- There might be a 'non-participation' response
- A test on the balance between leadership and ownership of businesses
- Lack of participation or overwhelming response from the business community
- MPS vulnerability to scrutiny from the business community
- Potential uproar if the results portray MPS below average when compared to a world-class system
- Create feelings of uncertainty within the current math and science department staff at MPS

### Tangible:

- Gain understanding on how the other institutions have established department chairs – lessons learned and application to MPS. Evaluate a model for MPS.
- Seek participation from current and other corporate sponsors
- Educate the business community on MPS world-class education vision
- Gather the business community perception of the MPS system
- Gather the business community ideas and solicit participation to establish a math and science chair at MPS
- Influence the current ongoing curriculum process for math and science at joint MPS and business community evaluation of the performance and ability to establish goals
- Continue to earn community confidence
- Apply the best practices and expand the model to other curricular areas

### Intangible:

- Might help in the evaluation of the current or pending 'to do' list
- Foster community ownership
- May evoke participation from the current, inactive, corporate sponsors at MPS
- Demonstrate commitment of MPS administration to become a world-class education system
- Gain additional participation from corporate sponsors

# ACTION PLAN

STRATEGY NUMBER: 1

PLAN NUMBER: 4

DATE: March 2004

**STRATEGY:** We will address financial challenges facing the district in order for us to achieve our mission and objective.

**SPECIFIC RESULT:** *Expand the opportunities for the Millard Public Schools Foundation to support the Millard Public Schools in becoming a world-class educational system.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify programs, activities, or initiatives that would contribute to world-class status.				
2.	Develop a process and procedures for submitting and approving programs and/or activities to support the Millard Public Schools mission.				
3.	Present the proposed activity or program to the Millard Public Schools Foundation for funding.				
4.	Evaluate feedback from the Foundation regarding acceptances or rejections.				

19.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 1  
PLAN NUMBER: 4  
DATE: March 2004

**STRATEGY:** We will address financial challenges facing the district in order for us to achieve our mission and objective.

**SPECIFIC RESULT:** *Expand the opportunities for the Millard Public Schools Foundation to support the Millard Public Schools in becoming a world-class educational system.*

## COSTS

### *Tangible:*

- Funds for:
  - Personnel time
  - Use of office resources
  - Supplies

### *Intangible:*

- Time
- Stress of added workload

## BENEFITS

### *Tangible:*

- Inclusion of additional world-class activities
- Money to fund programs
- Create an avenue for teachers to request programs/activities
- Build relationships with national corporations
- Ease budget constraints

### *Intangible:*

- Partnership with Foundation
- Increase sense of ownership in becoming world class
- Opportunity for students to be part of a world-class school system
- New and unique activities for students
- Higher level of student self-esteem
- Improved morale
- Improved local, regional, national, and international reputation and recognition
- Increase community ownership in Millard Public Schools

## **Strategy 2**

**We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.**

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 1  
 DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Submit Concept Elements (revised as of 10/28/03) to the Board of Education for approval.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Submit the following "Concept Elements" for approval to the Board: <ul style="list-style-type: none"> <li>• Space should be made available for current educational programs and those programs that are specifically called for in the District's strategic plan.</li> <li>• Community needs and interests will drive the placement and implementation of programs that are in the strategic plan.</li> <li>• To the greatest degree possible, the Millard School District will continue to strive to be a "neighborhood school" District. Busing to schools that are <u>not</u> the most proximal to a subdivision will occur only as a result of current or anticipated overcrowding.</li> <li>• The District will make every effort to avoid relocating special education programs, based on the belief that the educational interests of students are best served by consistent placement (i.e., program location does not change from year-to-year). Growth of special education will be planned to reflect placement of programs at sites where the regular education student population is most likely to allow long-term special education placement.</li> <li>• Space should be made available for technology so that the curriculum content is delivered in the most effective manner.</li> <li>• Significant changes in schedules designed to create more capacity within the District would only be undertaken with community support.</li> <li>• We believe that it is important for students/families to have a choice of school to attend within Millard. Within limits established by building capacity, within-District transfers will be allowed (all schools except for those that are closed or capped).</li> </ul>				
2.	Use the above "Concept Elements" as guiding principles for the District's Master Plan.				
3.	Re-assess and evaluate the above "Concept Elements" as necessary - at least once every two years.				

25

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 1  
DATE: *March 2004*

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Submit Concept Elements (revised as of 10/28/03) to the Board of Education for approval.*

## *COSTS*

### *Tangible:*

- No direct, out-of-pocket costs
- Time on Board agenda.

### *Intangible:*

- Subtle constraints, create political costs

## *BENEFITS*

### *Tangible:*

- Creates focus for long-range plans
- Provides direction, creates parameters or guiding principles.

### *Intangible:*

- Guidance to operate building/facilities program



# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 2  
 DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Acquire appropriate facilities for the alternative middle school and high school at-risk programs to accommodate District needs.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Identify potential sites for the high school at-risk program, based on the following assumptions.</p> <ul style="list-style-type: none"> <li>a. Keep separate from alternative middle school program.</li> <li>b. Separate facility – not associated with an existing school.</li> <li>c. Good access, with preference for a commercial storefront or industrial tract-type setting.</li> <li>d. Expandible to meet growth of District – to include recreational space and other program requirements.</li> <li>e. Consider a low enrollment elementary school that would be closed and in (possible) combination with support service department(s).</li> </ul>				
2.	<p>Identify potential sites for the alternative middle school program.</p> <ul style="list-style-type: none"> <li>a. Keep separate from at-risk high school program.</li> <li>b. Use existing site with or without potential expansion of the Central Middle School building, as long as it is physically separate from the main student population.</li> <li>c. Separate facility – not associated with an existing school.</li> <li>d. Good access, with preference for a commercial storefront or industrial tract-type setting.</li> <li>e. Expandible to meet growth of District – to include recreational space and other program requirements.</li> <li>f. Consider a low enrollment school that would be closed and in possible combination with support service department (s).</li> <li>g. Relocate the psychology department to free up more space in Central Middle School.</li> </ul>				
3.	Evaluate cost/benefit of potential sites identified in steps 1 and 2, including determination of location of additional support services with the alternative middle school and at-risk high school programs.				
4.	Relocate the high school and middle school programs to the newly selected sites.				
5.	Dispose of existing Millard Learning Center building.				
6.	Evaluate the effectiveness of the selected sites.				
	<i>Cross-Reference Strategy 8</i>				24.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Acquire appropriate facilities for the alternative middle school and high school at-risk programs to accommodate District needs.*

## COSTS

### *Tangible:*

- Cost of lease/purchase for new high school facility
- Costs of moving psychologists to create more space at annex, for middle school alternative program
- Cost of asbestos abatement and demolition of Millard Learning Center (MLC) (\$360,000)
- Options:
  - To bring MLC facility up to code (minimum requirements): \$214,000
  - To bring MLC facility up to Millard standards: \$1,460,000
  - To lease space for an alternative facility: 20,000 sq. ft. @ \$7/sq.ft./year plus \$40 sq. ft. build-out cost, for a total of \$140,000 per year for seven years and \$800,000 one-time costs

### *Intangible:*

- Additional work inherent in any move

## BENEFITS

### *Tangible:*

- Land at MLC worth \$100,000 to \$150,000 (if vacated)
- Meet needs of more students
- Meet code (not currently meeting fire code)
- If option of not moving the Middle School program is taken, then disruption is avoided and costs are saved

### *Intangible:*

- Better meet the needs of kids

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 3  
 DATE: *March 2004*

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Build schools and/or additions to meet the growth needs in the southwest portion of the District.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Ask engineer/architect to do initial scheme on existing land and preliminary drawing to facilitate new elementary school (immediately).				
2.	Determine/assess need at each level (elementary, middle, high school) for new buildings or additions.				
3.	Meet with developers to discuss needs and to seek their participation in the solution.				
4.	Establish timeline for potential projects.				
5.	Study census data, enrollment trends, survey results in determining priorities for each of the three levels (elementary, middle, high school).				
6.	Determine how potential projects will be funded (building fund, bond issue, donations).				
7.	Acquire land for school sites.				
8.	Develop and implement plan to build new or add to existing schools				
9.	Evaluate plans and needs on a two-year basis.				

*26.*

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Build schools and/or additions to meet the growth needs in the southwest portion of the District.

**COSTS**

**BENEFITS**

*Tangible:*

- Funds to design building
- Acquire additional land, if necessary
- Funds for building and equipment
- Startup costs, including staff
- Move staff
- Per estimates from Schemmer\*:
  - \$1.26 million to convert Rohwer and Wheeler to four-unit buildings
  - \$1.23 million to convert Black Elk to a four-unit building
  - \$6.34 million for new three-unit building
- Costs associated with moving boundaries (notification, etc.)

*Intangible:*

- Community unrest regarding boundary changes to open new school

*Tangible:*

- Space for students
- Less overcrowding
- Fewer portables

*Intangible:*

- Keep concept of neighborhood school
- Improved staff morale with less crowded conditions

27.

\*Estimates in the Schemmer document were increased by 8%, allowing for a two-year, longer construction phase (at 4% per year).

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 4  
 DATE: *March 2004*

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Develop and implement a plan to redesign District boundaries to optimize facility usage.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Refer to the Concept Elements submitted to the Board of Education for approval. After Board approval, begin the process of redesigning District boundaries.</p> <ul style="list-style-type: none"> <li>a. Gather and interpret the current and projected enrollment of each current and/or future District school.</li> <li>b. Analyze the impact of proposed residential developments in the District. Attempt to keep subdivisions assigned to one school.</li> <li>c. Utilize the available technology, i.e. computer modeling software and any other appropriate technology applications.</li> <li>d. Consider impact of grandfather rights, busing requirements, safety issues and effect on individual school communities.</li> <li>e. Solicit feedback from affected groups through surveys and/or town hall meetings with the intention of gaining community support.</li> </ul>				
2.	Identify alternative boundary options.				
3.	Deliver recommendations to the Superintendent and the Board.				
4.	Re-evaluate the adequacy of revised boundaries every two to four years (or as new buildings are opened) to determine effectiveness.				

28.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 4  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Develop and implement a plan to redesign District boundaries to optimize facility usage.

## COSTS

### *Tangible:*

- Possible increase of \$100,000 to \$150,000 in busing costs
- Time for town-hall meetings, interaction with community
- Increased time from Planning/Evaluation office
- Costs associated with moving boundaries (notification, etc.)

### *Intangible:*

- Community unrest, lack of agreement with assignments
- Lack of support for MPS

## BENEFITS

### *Tangible:*

- More efficient buildings (fewer schools with small enrollments)
- Better-balanced enrollments
- Relieve overcrowding in western schools
- Fewer "split" schools as they feed upper grades buildings

### *Intangible:*

- Improved morale in previously low-enrollment schools

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 5  
 DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Acquire space to meet the needs of the District's technology division.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Review facility needs required to accommodate technology.				
2.	Identify available space/sites that will address needs. These may include: <ul style="list-style-type: none"> <li>a. Current underutilized facilities/buildings.</li> <li>b. Leased space.</li> <li>c. Leased-to-own space.</li> <li>d. Purchased space and/or land.</li> <li>e. Existing MPS-owned property.</li> </ul>				
3.	Engage architect to design facility, based upon needs and site options.				
4.	Review additional options and associated costs to determine most cost-effective solutions.				
5.	Implement best solution to address facility and District needs which will meet technology space needs for a minimum of seven years.				
6.	Implement the move.				
7.	Evaluate the success or effectiveness of the move/solution.				

30.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 5  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Acquire space to meet the needs of the District's technology division.

## COSTS

## BENEFITS

**Tangible:**

- To move into a wing of a low enrollment elementary school and remodel/reconfigure:
  - a. Hitchcock = \$414,000
  - b. Disney, north wing = \$399,933
  - c. Disney, west wing = \$481,833
- To add on to current central office:
  - DSAC addition: \$1,493,625
- To build on District-owned land or lease or lease/purchase in Altech Business Park, range:
  - From \$1.5 million to \$5.1 million

**Intangible:**

- Additional work inherent in any move.

**Tangible:**

- Better service to users
- Not threatened with having to move every one-two years
- If a low enrollment school is used, we would be making better use of existing facilities.

**Intangible:**

- More efficient & effective delivery of services
- If a low enrollment school is used, we would be making better use of existing facilities.



# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 6  
 DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Optimize facility usage through implementation of options such as alternative scheduling, grade level consolidation, mini-magnets, centers, special programs and District specialists.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Examine scheduling options for over-capacity schools and generate options for a community survey.				
2.	Survey the communities of high enrollment K-12 schools to determine community support for year-round school, or other alternative scheduling, to reduce class size and maximize facilities use.				
3.	Using survey results, implement year-round school, or other alternate scheduling, based on community support. If support does not exist based on the survey, eliminate year-round school, or other alternate scheduling, as an option to maximize facilities use.				
4.	Utilize low-enrollment schools for MEP facilitators, audiologist, psychologists, OT, PT, etc. by putting them into the available classrooms at one or more of the following schools: Disney, Hitchcock, Sandoz, Cottonwood, Holling Heights.				
5.	Start a magnet program (such as Core Academy) at the above mentioned schools to maximize facilities use. Conduct community surveys as per Concept Element #6.				
6.	Evaluate the extent to which building use is optimized.				

32

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 6  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Optimize facility usage through implementation of options such as alternative scheduling, grade level consolidation, mini-magnets, centers, special programs and district specialists.

## COSTS

### *Tangible:*

- Potential remodeling costs
- Costs for moving staff.
- Costs for survey (\$5,000 to \$10,000)
- Start-up costs, if magnet is initiated

### *Intangible:*

- Adequate office space, long-term placement for staff
- Better utilize buildings, including low enrollment schools

## BENEFITS

### *Tangible:*

- Adequate office space, long-term placement for staff
- Better utilize buildings, including low enrollment schools

### *Intangible:*

- More efficient buildings (drives down per pupil costs)
- Improved morale
- Potential for increased support

# ACTION PLAN

STRATEGY NUMBER: 2  
 PLAN NUMBER: 7  
 DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** Acquire space to accommodate the warehouse, distribution center and related support services to meet the District's immediate and future needs.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Review required facility needs to accommodate warehouse, distribution center, and related services including food services, maintenance and operations, media services, and projects and purchasing.				
2.	Identify available space/sites that will address needs. These may include: <ul style="list-style-type: none"> <li>a. Leased space</li> <li>b. Leased to own space</li> <li>c. Purchased land and/or space</li> <li>d. Existing MPS owned property</li> </ul>				
3.	Engage architect to design facility, based upon needs and site options.				
4.	Review architectural options and associated costs to determine most cost effective solutions.				
5.	Implement best solution to address facility and District needs.				
6.	Repurpose or liquidate existing Support Services Center depending on District needs.				
7.	Evaluate adequacy of solution.				

34.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 2  
PLAN NUMBER: 7  
DATE: March 2004

**STRATEGY:** We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services.

**SPECIFIC RESULT:** *Acquire space to accommodate the warehouse, distribution center and related support services to meet the district's immediate and future needs.*

## COSTS

## BENEFITS

### **Tangible:**

- Facility costs, per Ed Rockwell memo:
  - Options:
    - Lease without District build-out, \$870,000 per year
    - Lease with significant District build-out, \$406,000 per year, with one-time cost of \$1.4 million
    - Purchased buildings: \$3.1 million (net)
    - Expand by relocating part of current facility -- \$1.2 million

### **Intangible:**

- Possible negative perception of spending \$ that are not directly for students

### **Tangible:**

- Improved efficiency
- Ability to deal with surplus, potential for more bulk buying
- Adequate warehouse space
- Improve safety

### **Intangible:**

- Improved efficiency
- Ability to deal with surplus, potential for more bulk buying
- Adequate warehouse space
- Improve safety

## **Strategy 3**

**We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.**

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 1

DATE: March 2004

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement diverse alternative paths to graduation that provide guidance for personal goal setting.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Identify the requirements (number of credits, cut scores, specific course requirements, etc.) that would be set for three or four alternate levels, which would result in such things as differentiated diplomas/endorsements or other forms of recognition.				
2.	Establish the timeline for implementing a system of varying differentiated diplomas/endorsements or other forms of recognition.				
3.	Procure school board approval of the timeline and the differentiated diplomas/endorsements system or other forms of recognition.				
4.	Communicate to staff members, students, parents, and community members about the new system of differentiated diplomas/endorsements or other forms of recognition.				
5.	Develop methods through which the differentiated diploma/endorsement system recognizes students' hard work at the Regent's or honors level, without belittling the efforts of those students who receive a regular diploma/endorsement, a diploma/endorsement with adjustments, or other forms of recognition.				
6.	Implement the system of varying diplomas/endorsements or other forms of recognition.				
7.	Develop temporary processes through which to recognize students for work over and above graduation requirements.				

37.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 3  
PLAN NUMBER: 1  
DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement diverse alternative paths to graduation that provide guidance for personal goal setting.*

### COSTS

### BENEFITS

**Tangible:**

- Time and resources for program development team, include 6 – 10 representatives from each high school, including teachers, counselors and administrators.
- Communications costs – flyers, etc.
- Costs for communication and implementation through the advisement process
- Printing costs for diplomas and other recognition material
- Technology development to create electronic access to student records by designated personnel
- Evaluation costs

**Tangible:**

- Admission to college of choice
- Increased graduation rate
- Improved GPAs
- Retention (fewer dropouts)
- Increase in students taking ACT core curriculum
- Increased participation in AP® tests
- Acceptance into an apprenticeship/vocational programs.
- Potential increase in AP® test scores

**Intangible:**

- Additional time needed to advise students of graduation options through advisement, or alternative process
- Personnel to keep track of various diploma levels, graduation ceremony and distribution
- Resistance to change

**Intangible:**

- Motivation of students to work beyond minimum requirements
- Clearer direction towards chosen career pat.
- Overall increase in post-secondary plans
- Increase student self-esteem

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 2

DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement a system through which students, parents, and teachers are involved in designing individual learning plans for high school students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate and revise advisory systems through which high school faculty members will work with individual students and their parents throughout the students' high school careers.				
2.	Create forms needed to guide the development of individual learning plans for each high school student.				
3.	Establish a process through which students will identify and build on their individual strengths they have.				
4.	Develop a timeline of activities that will occur at each high school grade level as students set and work toward individual learning goals.				
5.	Develop and implement a system through which each high school student will plan for, apply for, and be accepted to post secondary learning opportunities or identify, plan for and begin to implement a specific career plan.				
6.	Evaluate and revise a system through which 8 <sup>th</sup> grade students and their parents and teachers do pre-planning for a student's high school career.				
7.	Utilize district technology to manage and communicate information.				
8.	Evaluate program effectiveness.				

39.

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 3  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement a system through which students, parents, and teachers are involved in designing individual learning plans for high school students.*

## COSTS

### *Tangible:*

- Time and resources for program development team that would consist of department heads from the three high schools, plus counselors and administrators as needed.
- Staff development for all certified staff.
- Printing and supplies needed for implementation, including the Gallup 'StrengthsFinder' or other self-assessment instruments.
- Full time (certified) staff member (possible use of foundation funds)
- Technology development to create electronic access to student records and work by designated personnel.
- Evaluation costs

### *Intangible:*

- Increased time needed for advisement activities.
- Time needed to develop Individual Learning Plan.
- Increased demands on advisors.

## BENEFITS

### *Tangible:*

- A concrete method for students to investigate and commit to post-secondary educational or career options.
- Increased student knowledge of abilities, interests and needs from multiple assessment instruments.
- Coordination of data collected from instruments such as, PLAN, Harrington, O-Shea, NCIS, ACT.

### *Intangible:*

- More meaningful educational experience.
- Increased communication between parents, students and school.
- Optimize implementation of counseling curriculum.
- Increased parental involvement with student.
- Increased student self-esteem.
- Student preparation for goal setting during high school and beyond.

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 3

DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement an optional senior project program through which students could substitute alternative activities for traditional courses.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Review the work of the previous district committee that studied the senior project.				
2.	Visit at least three sites that have a viable senior project program in place, including New Trier High School, and two others.				
3.	Develop procedures and regulations for a senior project that could take place during part of the senior year.				
4.	Communicate specifics about the plan to faculty, students, and parents.				
5.	Pilot senior projects on a limited basis.				
6.	Utilize information about the optional senior projects in developing individual learning plans and effective program delivery (such as elective class, independent study, release time, etc.).				
7.	Evaluate the impact of the projects.				

41

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 3  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** Develop and implement an optional senior project program through which students could substitute alternative activities for traditional courses.

## COSTS

### Tangible:

- Time and resources for program development team representing all three high schools, including teachers, department heads, counselors and administrators as needed.
- Travel for core members of development team to three sites to observe senior project models.
- Implementation costs for communication materials and supplies.
- Technology development to create electronic access to student records and work by designated personnel.
- Evaluation costs

### Intangible:

- Amount of time needed to facilitate the development of student projects, from topic proposals to papers and/or presentations.
- Time and effort overcoming previous biases regarding Senior Project initiative

## BENEFITS

### Tangible:

- Requires student responsibility for active learning.
- Insures opportunity for student to practice essential work and life skills.
- Involves other faculty, administration, business and community leaders in mentoring student learning.
- Teaches goal setting and self-actualization.

### Intangible:

- Students would have an opportunity to connect school-acquired knowledge with a topic of significant personal interest.
- More meaningful educational experience during senior year.
- Increase in student self-esteem.
- Teaches the student the value of investment within the community.

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 4

DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Unify current goal-setting models at the middle school level.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Evaluate existing middle school models for student goal-setting. Identify pros and cons of each model.				
2.	Select and implement the appropriate goal-setting model(s) to be used at each middle school grade level, including activities, the frequency of activities, forms or planners, and timeline, etc.				
3.	Provide appropriate staff development.				
4.	Recommend the appropriate amount of time needed to implement the goal-setting model.				
5.	Utilize district technology to manage and communicate information.				
6.	Evaluate parent, teacher, and student satisfaction with the program. Evaluate the impact of the program on student success or behavior.				43.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 4

DATE: March 2004

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** Unify current goal-setting models at the middle school level.

## COSTS

### *Tangible:*

- Time and resources for program development team, comprised of representatives of all middle schools, including teachers, counselors, administrators as needed.
- Staff development for everyone implementing the goal setting program.
- Technology development to create electronic access to student records and work by designated personnel.
- Evaluation costs.

### *Intangible:*

- Time needed to implement goal-setting program.
- Resistance to change.

## BENEFITS

### *Tangible:*

- Consistent approach to goal setting program in all middle schools.
- Increased knowledge of students' abilities, interests, and needs.

### *Intangible:*

- Experience students have in goal setting and achievement.
- Student experience in goal setting and achievement.
- Student preparation for goal setting during high school.
- Increased student self-esteem.

# ACTION PLAN

STRATEGY NUMBER: 3  
 PLAN NUMBER: 5  
 DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Implement a unified approach to middle school conferences that facilitates goal setting.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate existing middle school models for parent-teacher conferences. Analyze the pros and cons of each model.				
2.	Select and implement the appropriate model(s) to be used at each middle school grade level, including the frequency of conferences and the participants' roles (student, parent, teacher).				
3.	Provide appropriate staff development.				
4.	Investigate how technology can enhance the conference experience.				
5.	Implement the new conference model.				
6.	Evaluate parent, teacher, and student satisfaction with the program.				

45.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 3  
PLAN NUMBER: 5  
DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Implement a unified approach to middle school conferences that facilitates goal setting.*

## COSTS

## BENEFITS

### *Tangible:*

- Time and resources for development team, comprised of representatives of all middle schools, including teachers, counselors, administrators as needed.
- Staff development for everyone implementing the goal setting program.
- Technology costs.
- Evaluation costs.

### *Tangible:*

- Effective approaches to parent teacher conferences.
- Increased parental participation in conferences.

### *Intangible:*

- Resistance to change.
- Preparation and implementation time.

### *Intangible:*

- Increased student self-esteem.
- Increased communication between parent, school and student.
- Increased parental involvement with student.

# ACTION PLAN

STRATEGY NUMBER: 3

PLAN NUMBER: 6

DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement a goal-setting program at the elementary level.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Evaluate existing goal setting models available for the elementary level.				
2.	Select and implement a goal-setting model that supports best practices in goal setting. <ul style="list-style-type: none"> <li>a. Utilize and incorporate existing counseling curriculum</li> <li>b. Set district wide parameters for implementation at primary and intermediate levels that include academic and life skills goals.</li> <li>c. Provide a planner or planning system that facilitates goal attainment.</li> </ul>				
3.	Create an assessment model where student, teacher and parent will evaluate goal achievement.				
4.	Utilize District technology to communicate students' goals and teacher assessments.				
5.	Provide appropriate staff development.				
6.	Evaluate the effectiveness of the goal-setting program.				

47

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 3

PLAN NUMBER: 6

DATE: *March 2004*

**STRATEGY:** We will design a cost-effective and manageable system to help each student participate in setting and achieving challenging educational goals tailored to his or her abilities, interests, and aspirations.

**SPECIFIC RESULT:** *Develop and implement a goal-setting program at the elementary level.*

## COSTS

### *Tangible:*

- Time and resources for development team, comprised of representatives of all elementary schools, including teachers, counselors, administrators as needed.
- Purchase and/or design and print costs for planners.
- Staff development for everyone implementing the goal setting program.
- Technology development to create electronic access to student records and work by designated personnel.
- Evaluation costs.

### *Intangible:*

- Additional time needed for implementation of program.
- Resistance to change.

## BENEFITS

### *Tangible:*

- Student participation in the goal-setting process.
- Student participation in a goal-setting process that is appropriate to their age.
- Increased grades and achievement.

### *Intangible:*

- Increased student self-esteem.
- Increased parental involvement with student.
- Student preparation for goal setting in middle school.
- Increased communication between parent, school and student.

48.

## **Strategy 4**

**We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.**

# ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 1

DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Form a committee of certified staff from all levels that will, for example:</p> <ul style="list-style-type: none"> <li>Review existing data and presentation capabilities of current system.</li> <li>Write research-based guiding questions to drive data collection and analysis</li> <li>Use the guiding questions to determine what data should be collected</li> <li>Determine what presentation format is most useful for certified staff to analyze building data</li> <li>Determine what presentation format is most useful for teachers in planning and instruction</li> </ul>				
2.	Research, evaluate, and acquire software/hardware that will enable data to be analyzed and presented in the format determined by the above committee.				
3.	Train District planning and evaluation staff and ESU technology staff to use the software /hardware.				
4.	Format and analyze the data.				
5.	Set procedures and timelines for dissemination of data to building administrators and/or designated staff.				
6.	<p>Create building plans, written, submitted, and approved annually, for disseminating data to teachers. Plans should include:</p> <ul style="list-style-type: none"> <li>Sharing of data between grade levels</li> <li>Sharing of data between elementary, middle school, and high school</li> <li>Sharing of data between buildings for students transferring within the district</li> </ul>				
7.	Evaluate effectiveness of the process for collecting, analyzing, and disseminating data.				50.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 4  
PLAN NUMBER: 1  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Design and implement a consistent process to collect, analyze, and disseminate student performance data for certified staff.

## COSTS

## BENEFIT

### *Tangible:*

- Costs related to training planning and evaluation and technology staff
- Cost for staff and administration to design building plans. May include:
  - Subs for departments heads
  - Costs for data retreat
  - Administrator completes = no cost
- Cost of software to be purchased or developed

### *Intangible:*

- Committee time for research and development
- Time for teachers and administrators to create building plans
- Time for planning and evaluation staff to research, learn, and implement software
- Increased stress
- Increased workload
- Time for work between buildings

### *Tangible:*

- Increased communication between grade levels and buildings
- Improved learning demonstrated on assessments
- Higher graduation rates
- Data in the hands of teachers in a user-friendly format
- Differentiated instruction through use of data
- More consistent dissemination of student performance data

### *Intangible:*

- Support teachers by providing student performance data
- Improve planning and evaluation staff morale and efficiency with correct software tools
- Relieve frustration because teachers have the data they need
- Ensure planning and evaluation staff has correct software
- Reduction in "ad hoc" data requests

# ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 2

DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Provide training for all certified staff in interpreting student performance data.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Design a consistent and ongoing method of training about collecting and analyzing student performance data.				
2.	Designate a certified staff member in each building to disseminate assessment data and provide support and assistance to teachers.				
3.	Train administrators and designated certified staff member to provide support and assistance to teachers.				
4.	Train staff to collect and analyze student performance data.				
5.	Train teachers and administrators on how to communicate the student performance data to students, parents, and community.				
6.	Evaluate the effectiveness of the training.				

52

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 4  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Provide training for all certified staff in interpreting student performance data.

## COSTS

## BENEFITS

### *Tangible:*

- Costs related to training for administrators and designated certified staff regarding dissemination of data. May include:
  - Administrator workshops
  - Sub days for certified staff
- Costs for staff development opportunities for certified staff regarding collection and analysis of data. May include:
  - Workshops
- Pay for certified staff member in each building who is responsible for providing support for data driven instruction. May include:
  - Reduced teaching load
  - Extended contract position
  - Extra-duty contract position
  - Full-time position

### *Intangible:*

- Increased workload
- Time to plan instruction using data
- Staff development time
- Less choice in how building staff development time is spent
- More complicated lesson planning
- Time to design a training method

### *Tangible:*

- Increased student achievement
- Increased monitoring of performance levels
- Increased knowledge in interpreting student performance data

### *Intangible:*

- Efficient planning
- Effective Instruction
- Shared ownership among staff
- Improved communication among staff, parents, and community

# ACTION PLAN

STRATEGY NUMBER: 4

PLAN NUMBER: 3

DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Utilize data analysis results to drive instruction to improve student performance.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Train certified staff on how to utilize data analysis results to guide instruction.</p> <ul style="list-style-type: none"> <li>Identify research-based strategies that have been proven to be effective in improving student achievement.</li> <li>Implement an action research team approach in order to support certified staff as they seek to modify and adjust instruction.</li> <li>Develop baseline data on instructional strategies currently in use.</li> </ul>				
2.	<p>Designate at least one certified staff member (in addition to an administrator) in each building who is responsible for providing support for data-driven instruction.</p> <ul style="list-style-type: none"> <li>Receive training in effective instructional practices.</li> <li>Work with District personnel to align research-based strategies with content and grade levels.</li> <li>Schedule and provide ongoing consultations with teachers.</li> <li>Monitor and report progress.</li> </ul>				
3.	Provide time for teacher collaboration to implement effective instructional strategies.				
4.	Train administrators on how to evaluate the effectiveness of instructional decisions based on data				
5.	Ensure accountability through action research teams, documentation in lesson plans, and administrators' observations.				
6.	Evaluate the effectiveness of this plan.				

54.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 4  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

**SPECIFIC RESULT:** Utilize data analysis results to drive instruction to improve student performance.

## COSTS

### *Tangible:*

- Costs related to training of administrators certified staff
- Materials to assist with training and/or instructional practices
- Pay for certified staff member in each building who is responsible for providing support for data driven instruction. May include:
  - Reduced teaching load
  - Extended contract position
  - Extra-duty contract position
  - Full-time position
- Costs related to teacher collaboration

### *Intangible:*

- Time involved in design and implementation
- Time involved in training, collaboration with peers, creation of lesson plans, etc.
- Stress and negative attitudes involved with change process
- Less choice in how building staff development time is spent

## BENEFITS

### *Tangible:*

- Increased student achievement
- Data-driven instruction
- Increased use of data
- Process becomes routine
- Increased teaching strategies/activities in both quantity and quality
- Increased differentiation of instruction

### *Intangible:*

- Increased morale due to more effective training
- Increased accountability due to the process
- Better support for teachers
- Better understanding of data analysis
- Pre-planning and planning process is an effective way to bring forward different ideas and practices
- Improved collegiality when professionals talk about curriculum and instruction



## **Strategy 5**

**We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.**

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 1

DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Increase student performance on ACT and/or SAT exams

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Increase the number of students that take the ACT core curriculum.				
2.	Create SAT/ACT preparation courses. Suggestions: <ul style="list-style-type: none"> <li>a.) Offer courses for all students at no charge</li> <li>b.) Offer courses for elective credit</li> <li>c.) Offer courses in the evening at no charge</li> </ul>				
3.	Purchase/provide SAT/ACT computer review programs for students' use				
4.	Have some computers with SAT/ACT software review programs available for students' use				
5.	Provide information to students and parents about how they may purchase review programs for home use				
6.	Evaluate action plan.				

57

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 1  
DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Increase student performance on ACT and/or SAT exams

## COSTS

### Tangible:

- 60 hours of Curriculum Writing for course (20 hours for one person from each building)
- .75 to 3.0 F.T.E. (.25 – 1.0 F.T.E. per high school)
- \$1,000 total for all three high school for computer software (site license for two-nine schools)
- Xeroxing costs
- Personnel time to develop information and send home information
- Mailing costs
- Personnel time for more communication
- Student time

### Intangible:

- Increased teacher stress
- Potential decreased enrollment in some other electives
- Increased stress on nighttime building personnel

## BENEFITS

### Tangible:

- Students scoring better on ACT/SAT
- Students receiving more scholarships based on improved test scores
- More students taking ACT/SAT
- Increased student success during first year of college

### Intangible:

- Increased public confidence
- Increased student self-esteem
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 2

DATE: *March 2004*

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Increase communication about ACT/SAT exams.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a District pamphlet explaining benefits of ACT/SAT. Also include the following: <ul style="list-style-type: none"> <li>a.) course paths and the importance of the ACT core curriculum</li> <li>b.) list of colleges and their SAT/ACT expectations</li> <li>c.) scholarships/honors available</li> <li>d.) resources available to help students succeed on ACT/SAT</li> </ul>				
2.	Ensure all sophomore and junior students receive information about testing, including the schedule, cost, etc.				
3.	Improve communication of appropriate course paths to students, emphasizing the importance of the ACT core curriculum.				
4.	Train counselors on how to better utilize PLAN assessment to help students with course selection and testing.				
5.	Evaluate plan.				59.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Increase communication about ACT and/or SAT exams.

## COSTS

## BENEFITS

### Tangible:

- Copy cost to set up and run copies of pamphlet
- Writing time to create pamphlet
- Time out of juniors' school day to receive information
- Time to train counselors
- Time to create training program on PLAN for counselors
- Time to communicate to all students course paths

### Intangible:

- Increased counselor stress
- Increased student stress
- Increased stress staff

### Tangible:

- Students scores on ACT/SAT exams will increase
- Students receiving more scholarships based on improved test scores
- More students taking ACT/SAT exams
- Increased student success during first year of college

### Intangible:

- Increased public confidence
- Increased student self-esteem
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition

60.

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 3

DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measure of national and international educational excellence.

**SPECIFIC RESULT:** *Develop a systematic plan to train teachers to help prepare students for ACT/SAT exams.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop and implement teacher training to introduce all core area teachers to the teacher preparation materials ( <i>Standards for Transition</i> ).				
2.	Purchase materials for teachers to help students be successful.				
3.	Ensure that all teachers have literacy training across all content areas.				
4.	Train content area teachers in using ACT/SAT preparation materials.				
5.	Examine ACT/SAT exams scores for patterns and make adjustments in teaching strategies and curriculum in order to better prepare students for success on exams.				
6.	Evaluate effectiveness of plans.				
	<i>Cross reference to Strategy 4</i>				6/1.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Develop a systematic plan to train teachers to help prepare students for ACT/SAT exams.*

## COSTS

### Tangible:

- \$5000 for purchase of materials
- Time to write literacy training
- Staff development time to ensure all staff have training on literacy development
- Time to write training program for content area teachers to include skills for ACT/SAT
- Time to train content area teachers

### Intangible:

- Increased teacher stress

## BENEFITS

### Tangible:

- Increased literacy support for all students at all levels
- Students' scores on ACT/SAT will increase
- Students receiving more scholarships based on improved test scores
- More students taking ACT/SAT
- Increased student success during first year of college

### Intangible:

- Increased public confidence
- Increased student self-esteem
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition

62.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 4  
 DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence

**SPECIFIC RESULT:** Create an Advanced Placement (AP<sup>®</sup>) culture

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Communicate to students, parents and staff the expectation that all AP <sup>®</sup> students will take the AP <sup>®</sup> exam				
2.	Create and distribute pamphlet detailing information about benefits of taking, and performing well, on AP <sup>®</sup> exams				
3.	Communicate to counselors and advisors benefits of AP <sup>®</sup> courses and exams and the appropriate course of study which would best help students prepare for AP <sup>®</sup> exams				
4.	Offer AP <sup>®</sup> information nights at high schools <ul style="list-style-type: none"> <li>• Include AP<sup>®</sup> teachers and university staff</li> <li>• Include panel of former students who have benefited from AP<sup>®</sup> classes/exams</li> <li>• Have pamphlet/video available detailing information from college perspective, credits accepted, etc. (e.g. College Board's "Get With the Program")</li> </ul>				
5.	Maintain annual membership in College Board				
6.	Advertise College Board Web sites with all its resources				
7.	Do periodic mailings to keep parents and students informed				
8.	Post AP <sup>®</sup> information on District Web site				
9.	Evaluate the effectiveness of this plan				

63.

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 5  
 PLAN NUMBER: 4  
 DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Create an Advanced Placement (AP<sup>®</sup>) culture.

## COSTS

## BENEFITS

### Tangible:

- Copy cost to set up and run copies of pamphlet
- Writing time to create pamphlet
- Counselor and advisor time to communicate to parents
- Counselor and advisor time to be given more detailed information about AP<sup>®</sup> exams
- Mailing costs
- Time to create and send mailings
- \$1050 membership fees
- Time to put information on Web site and keep information updated
- Time to create video

### Tangible:

- More students taking AP<sup>®</sup> exams
- Students scores on AP<sup>®</sup> exams will increase
- Students enter college with college credit
- Increase student success during first year of college
- Reduced tuition costs for students
- Increased parent communication
- Increased student knowledge about benefits about AP<sup>®</sup> program.
- Increased teacher knowledge about benefits about AP<sup>®</sup> program.
- Increased teacher support of students' taking AP<sup>®</sup> exams.
- Increase participation of higher education faculty in MPS

### Intangible:

- Additional stress on counselors and advisors
- Increased stress on nighttime building personnel
- Increased stress on support staff and teachers
- Increased stress on AP<sup>®</sup> students

### Intangible:

- Increased public confidence
- Increased student self-esteem and confidence
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition
- Increased confidence of university staff in MPS
- Increased teacher confidence and support of AP<sup>®</sup> testing and program of internal staff members.

64.

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 5

DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international excellence.

**SPECIFIC RESULT:** Develop systematic plan for training and support of Advanced Placement (AP®) teachers

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide ongoing training to AP® teachers: <ul style="list-style-type: none"> <li>• Current teachers receive a one-day review course</li> <li>• New AP® teachers (including those new to teaching a specific course) receive a five-day training session, including pay at their per diem rate, if appropriate.</li> <li>• Purchase and provide videos which demonstrate best practices in AP®</li> <li>• Encourage AP® teachers to participate in scoring of AP® exams</li> <li>• Arrange for AP® teachers to visit successful AP® schools</li> <li>• Provide training on how to use College Board on-line resources</li> <li>• Ensure each teacher has a course guide</li> </ul>				
2.	Purchase materials for AP® teachers <ul style="list-style-type: none"> <li>• Resources which will enable teachers to make their students successful</li> <li>• Retired AP® tests</li> <li>• AP® course guides</li> </ul>				
3.	Create an AP® mentor program and ensure each new AP® teacher has an AP trained mentor.				
4.	Offer paid day yearly for collaboration and sharing				
5.	Evaluate effectiveness of plan				

65.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
 PLAN NUMBER: 5  
 DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in and performance on measures of national and international educational excellence.

**SPECIFIC RESULT:** Develop a systematic plan for training and support of Advanced Placement (AP<sup>®</sup>) teachers.

## COSTS

## BENEFITS

### Tangible:

- Tuition fees for one day workshop (\$200-500 per workshop)
- Transportation, food and housing costs to attend workshop
- Per diem pay or substitute pay for teacher attending workshop, if appropriate
- Substitute pay for teachers to visit other programs
- Transportation, food and housing costs to visit other programs
- \$1,500 to purchase videos
- \$5,000 to purchase course guides for all teachers of courses
- Time to create and give training on using on-line resources
- Create training for AP<sup>®</sup> specific mentor program
- Stipend for mentors
- Substitute days for mentors and mentees to work together
- Time for one staff development day per year for AP<sup>®</sup> teachers (either per diem or substitute)
- \$1,000 to purchase retired test materials

### Intangible:

- Additional stress on counselors and advisors
- Increased stress on nighttime building personnel
- Increased stress on AP teachers
- Increased stress on AP students

### Tangible:

- More students taking AP<sup>®</sup> exams
- Student scores on AP<sup>®</sup> exams will increase
- Students entering college with college credit
- Increase student success during first year of college
- Reduced tuition costs for students
- Increased parent communication
- Increased student knowledge about benefits about AP<sup>®</sup> program.
- Increased teacher knowledge about benefits of AP<sup>®</sup> program.
- Increased teacher support of students' taking AP<sup>®</sup> exams
- Increased participation of higher education faculty in MPS

### Intangible:

- Increased public confidence
- Increased student self-esteem and confidence
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition
- Increased confidence of university staff in MPS
- Increased teacher confidence and support of AP testing and program

*lolo.*

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 6

DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and International excellence.

**SPECIFIC RESULT:** Ensure AP<sup>®</sup> curriculum alignment across all levels with College Board standards for Advanced Placement (AP<sup>®</sup>) exams.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Arrange for training in curriculum alignment per College Board for AP<sup>®</sup> exams:</p> <ul style="list-style-type: none"> <li>• e.g. Vertical Teams, Building Success Training, Setting the Cornerstones training</li> <li>• Purchase materials to aid in curriculum alignment.</li> <li>• Develop materials and a training program to train all teachers in higher-level thinking and teaching strategies.</li> <li>• Ensure that all Honors teachers have seen past AP<sup>®</sup> exams and know the format of those exams for their areas.</li> </ul>				
2.	Design a staff development plan over next two-three years to introduce all staff to AP <sup>®</sup> strategies.				
3.	Review and revise AP <sup>®</sup> curriculum guides to ensure alignment to College Board curriculum and tests.				
4.	Examine AP <sup>®</sup> test scores to look for patterns in student performance. Make adjustments in teaching strategies and curriculum (designing backward from exams) in order to better prepare students for success on the exams.				
5.	Work with higher education faculty to support curriculum development and expansion.				
6.	Ensure that all new teachers have literacy training across all content areas.				
7.	Evaluate effectiveness of plan.				

67.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
 PLAN NUMBER: 6  
 DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Ensure AP<sup>®</sup> curriculum alignment across all levels with College Board standards for Advanced Placement (AP<sup>®</sup>) exams.

## COSTS

## BENEFITS

### Tangible:

- Tuition fees for workshop (\$200-500 per workshop)
- Transportation, food and housing costs to attend workshop
- Per diem pay or substitute pay for teacher attending workshop, if appropriate
- \$10,000 to purchase materials
- Time to develop staff development plan
- Writing time to revise curriculum guides
- Staff development time to for new staff literacy training
- Time to examine tests and look for patterns and make suggestions
- Time to train and support teachers in making adjustments on teaching strategies
- Time to work with education faculty

### Intangible:

- Additional stress on teachers
- Increased stress on AP<sup>®</sup> students
- Increased stress on curriculum personnel

### Tangible:

- More students taking AP<sup>®</sup> exams
- Students scoring better on AP<sup>®</sup> exams
- Students entering college with college credit
- Increased student success during first year of college
- Reduced tuition costs for students
- Aligned curriculum
- Increased use of effective teaching strategies
- Increased teacher accountability
- Increased teacher collaboration
- Increased teacher knowledge about requirements of AP<sup>®</sup> exams.
- Increased teacher support of students taking AP<sup>®</sup> exams
- Increased participation of higher education faculty in MPS

### Intangible:

- Increased public confidence
- Increased student self-esteem and confidence
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition
- Increased confidence of university staff in MPS
- Increased confidence and support of AP<sup>®</sup> exams and program of internal staff members.

68.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 7  
 DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international excellence.

**SPECIFIC RESULT:** Increase student participation in and performance on Advanced Placement (AP®) exams.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop incentives for students to take the AP® exams.				
2.	Create a district review packet				
3.	Offer review sessions for AP® exams				
4.	At each high school, purchase and use with students the College Board AP® review program.				
5.	Purchase multiple tape recorders and ear phones so multiple students can take the Foreign Language test at the same time				
6.	Excuse students from daily work requirements of classes they miss due to AP® testing				
7.	Evaluate the effectiveness of this plan				

LA.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 7  
DATE: March 2004

**STRATEGY:** Develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Increase student participation in and performance on Advanced Placement (AP®) exams.

## COSTS

### Tangible:

- Resources for incentives for students
- Time to write district review packet 60 hours (20 hours per high school)
- Pay teachers to teach after school review sessions on non-contract time
- Costs of college board review program (\$3000)
- Costs of tape recorders and ear phones for foreign language tests
- Money for stipends and other teacher incentives
- Students miss regular scheduled class to take tests

### Intangible:

- Additional stress on teachers
- Increased stress on AP® students
- Increased stress on curriculum personnel

## BENEFITS

### Tangible:

- More students taking AP® exams
- Student scores on AP® will increase
- Students entering college with college credit
- Increased student success during first year of college
- Reduced tuition costs for students

### Intangible:

- Increased public confidence
- Increased student self-esteem and confidence
- Increased parent confidence
- Increased positive district recognition
- Increased district national image and recognition
- Increased confidence and support of AP® testing and program of internal staff members.

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 8

DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Increase the number of students participating in International Baccalaureate (IB) Programmes.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Continue to offer International Baccalaureate (IB) Information nights for parents and students <ul style="list-style-type: none"> <li>• Include IB Parent Booster Club</li> <li>• Include IB teachers and current and former students</li> <li>• Include personnel from universities that give recognition to IB students</li> </ul>				
2.	Increase communication on the course path that will best help students have a successful IB experience				
3.	Have a yearly panel of former students who have taken IB exams and received benefits talk to prospective students				
4.	Expand the current list of course offerings to include more standard level IB courses				
5.	Encourage local universities and colleges to grant scholarships and college credits to successful IB students				
6.	Evaluate the effectiveness of the plan.				

Responsible:

71.



# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 8  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Increase the number of students participating in International Baccalaureate (IB) Programmes.

## COSTS

### *Tangible:*

- Possible cost of paying teachers their individual hourly rate to attend information nights.
- Printing cost of any document intended for parents and students to increase communication on the course path.
- Cost of teacher training for new standard level course offerings
- Increase staff FTEs for increased standard level courses.

### *Intangible:*

- Teacher and administrator time to plan, implement, and attend IB information nights.
- Increased labor of paras to print documents intended for parents and students to increase communication on the course path.
- Teacher and administrator time to plan, implement, and attend panel of former students who have taken IB exams.
- Teacher and administrator time to plan, implement, and attend required quarterly meetings.

## BENEFITS

### *Tangible:*

- More course offerings in the IB program.
- Increased number of students in the IB program.

### *Intangible:*

- Increased student knowledge of IB classes.
- Increased public relations with parents due to better communication through information nights.
- Increased public relations with parents due to better communication through the availability of the course path for students.
- Increased public relations with parents due to required quarterly meetings.
- Increased public relations with parents due to yearly panel of former IB students.
- Increased status of the school and the district due to increased number of students participating in the IB program.
- Increased status and public relations of creating a culture of the IB program.

12.

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 9

DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Ensure vertical articulation of all International Baccalaureate (IB) and pre-International Baccalaureate programs.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Incorporate strategies for developing critical thinking skills in students via curriculum development.				
2.	Ensure an early focus on teaching literacy in order to prepare students for later academic success.				
3.	Review annually student performance on IB tests for determining future action. If gaps/weaknesses arise, make adjustments in teaching strategies and curriculum K – 12.				
4.	Encourage additional after-school academic clubs/opportunities: i.e. Stock Market Game, Math Olympiad, Academic Decathlon, Reader's Digest Reading Competition, etc.				
5.	Create time to allow IB and pre-IB teachers to work together on curriculum alignment				
6.	Evaluate the effectiveness of the plan.				
	<i>Cross Reference to Strategy 6</i>				<i>13.</i>

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 9  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Ensure vertical articulation of all International Baccalaureate (IB) and pre-International Baccalaureate programs.*

## COSTS

### *Tangible:*

- Cost of per diem teacher rate or substitute rate for attending training, if appropriate
- Cost of additional clubs/extra duty pay in elementary, middle, and high school.
- Cost of materials and registration fees for clubs, if necessary
- Coordination and cooperation of IB and pre-IB staffs to work on curriculum alignment

### *Intangible:*

- Time and effort.
- Stress of additional training and planning for teachers.
- Time for coordination of test results.
- Organizing efforts.

## BENEFITS

### *Tangible:*

- Improved ability of teachers to teach critical thinking skills
- Improved critical thinking skills in students
- Increased participation in after school clubs opportunities
- Additional opportunities for student participation
- Professional development of staff

### *Intangible:*

- Transfer of strategic/critical thinking skills into classroom.
- Commitment to diverse learning opportunities in MPS.
- Better understanding of student performance data.
- Improved instruction from better understanding of student strengths and weaknesses.

Cross reference to Strategy 6

74.

# ACTION PLAN

STRATEGY NUMBER: 5  
 PLAN NUMBER: 10  
 DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Establish a Middle Years (MYP) International Baccalaureate Organization (IBO) Programme appropriate for the configuration of the Millard Public Schools.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Obtain publications from the IB publications department				
2.	Send teachers from the eight subject groups, a potential 0.5 coordinator, and administrators to MYP introductory workshops.				
3.	Develop a three-year plan for the introduction and implementation of the MYP utilizing IBO MYP guidelines.				
4.	The school submits MYP application form, part A: Application for Candidate Status, and the application fee.				
5.	Appoint a MYP coordinator.				
6.	Provide training for teachers				
7.	Develop curriculum by meeting in vertical and grade level teams				
8.	Compile the MYP application, form Part B				
9.	Begin implementation of Programme in one grade level, with subsequent grade level implementations one per year for each year thereafter				
10.	Host an on-site authorization by IBO delegation				
11.	Create a brochure that describes the Middle Years Programme curriculum emphasizing the benefits to students				
12.	Offer information nights at elementary and middle schools for the community <ul style="list-style-type: none"> <li>• Send information to parents with a brochure</li> <li>• Involve former and current high school students enrolled in the IBO Programme</li> </ul>				
13.	Train counselors and advisors on benefits of the MYP IBO Programme.				
14.	Evaluate the effectiveness of the plan.				75.

Responsible: \_\_\_\_\_

# Cost Benefit Analysis

STRATEGY NUMBER: 5

PLAN NUMBER: 10

DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Establish a Middle Years (MYP) International Baccalaureate Organization (IBO) Programme appropriate for the configuration of the Millard Public Schools.

## COSTS

### *Tangible:*

- Application Fees, Part A and B - \$9000
- Teacher Training – introductory workshops - \$385 each plus airfare and lodging for ten people; three-day training - \$500 plus airfare and lodging
- Production costs for brochure
- Coordinator salary .5 FTE \$25,090
- IB yearly fee - \$2810
- IBO publications: \$300 - \$400
- Two-day evaluation fee the third year after authorization and every five years thereafter - \$3500

### *Intangible:*

- Time and effort
- Challenge of implementation

## BENEFITS

### *Tangible:*

- Professional development of staff
- Feeder program to High School IBO Diploma Program
- Can be a magnet or choice program in school with declining enrollment
- Participation in an internationally recognized program
- Students learn a second language.
- Students learn to communicate in two languages.
- Each student accumulates a portfolio of achievements
- Each student produces an independent personal project.
- Students participate in community service.
- Increased scores on national tests
- Students acquire knowledge of global relevance

### *Intangible:*

- Increased academic rigor
- Inducement for people to want to move into or option into the district
- Increased student awareness of the interrelationships of academic disciplines
- Enhanced district reputation

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 11

DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Establish a Primary Years International Baccalaureate Organization (IBO) Programme (PYP) in at least one Millard Elementary School

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Order publications from the IB publications department.				
2.	Send at least one teacher from each grade level or planning team and one administrator to PYP introductory workshop.				
3.	Develop a three-year plan for the introduction and implementation of the PYP utilizing IBO PYP guidelines.				
4.	The school submits PYP application form, part A: Application for Candidate Status, and the application fee.				
5.	Provide training for teachers.				
6.	Develop curriculum by meeting in vertical and grade level teams.				
7.	Compile the PYP application form, Part B.				
8.	Begin implementation of Programme in one grade level, with subsequent grade level implementations one per year for each year thereafter				
9.	Appoint a PYP coordinator				
10.	Host an on-site visitation by PYP consultants.				
11.	Create a brochure that describes the PYP curriculum emphasizing the benefits to students.				
12.	Offer information nights at elementary schools for the community <ul style="list-style-type: none"> <li>• Send information to parents with a brochure.</li> <li>• Involve former and current high school students enrolled in the IBO Programme.</li> </ul>				
13.	Train counselors and advisors on benefits of the PYP IBO program.				
14.	Host authorization visit by IBO delegation.				77.
15.	Evaluate the effectiveness of the plan.				

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 11  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** Establish a Primary Years International Baccalaureate Organization (IBO) Programme (PYP) in at least one Millard Elementary School.

## COSTS

## BENEFITS

### Tangible:

- Application fees, Part A and B - \$9000
- Teacher training: introductory workshops - \$385 each, plus airfare and lodging for ten people; three-day training - \$500, plus airfare and lodging
- Production costs for brochure
- Coordinator salary .25 - .5 FTE
- IB yearly cost - \$2810
- IBO publications: \$300 - \$400
- Two-day evaluation fee the third year after authorization and every five years thereafter - \$3500
- Advanced teacher training: five days - \$800 each, plus airfare and lodging – for a team of teachers

### Intangible:

- Time and effort
- Challenge of implementation

### Tangible:

- Professional development of staff
- Feeder program to Middle Year IBO and High School IBO Diploma Programmes
- Can be a magnet or choice program in school with declining enrollment
- Participation in an internationally recognized program
- Students learn a second language.
- Students learn to communicate in two languages
- In final year of program, students produce a culminating project.
- Students acquire knowledge of global relevance.
- Students participate in community service.
- Increased scores on national tests

### Intangible:

- Increased academic rigor
- Students become natural inquirers and critical thinkers.
- Students are principled, caring and open-minded.
- Students become well balanced academically.
- Inducement for people to want to move into or option into the district
- Enhanced district reputation

# ACTION PLAN

STRATEGY NUMBER: 5

PLAN NUMBER: 12

DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

**SPECIFIC RESULT:** *Increase the number of national and international learning opportunities and test measures for students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Ensure awareness of a wide spectrum of national and international learning opportunities and the benefits of each for students at all levels.</p> <ul style="list-style-type: none"> <li>• Create and annually update a booklet for students, parents, and staff.</li> <li>• Establish contacts with local organizations, charities, and businesses.</li> <li>• Display in each building, national and international experiences of students and staff.</li> <li>• Host guest speakers and other visitors.</li> </ul>				
2.	<p>Encourage students to participate in national and international programs of excellence at all levels, in addition to IB and AP<sup>®</sup> programs of study.</p> <ul style="list-style-type: none"> <li>• Increase student awareness of exchange programs.</li> <li>• Involve colleges and universities in offering learning opportunities.</li> </ul>				
3.	<p>Increase staff awareness about national and international learning opportunities at all levels in addition to IB and AP<sup>®</sup> programs.</p> <ul style="list-style-type: none"> <li>• Encourage staff to participate in exchange programs.</li> <li>• Create a web page containing links showcasing unique opportunities.</li> </ul>				
4.	<p>Identify national and international measures of performance and increase the number available to students at all levels.</p> <ul style="list-style-type: none"> <li>• Consider PISA, Montessori, School-to-Work, Honors Program, Test of International Measures of Science Skills (TIMSS)</li> <li>• Consider other relevant measures.</li> </ul>				
5.	<p>Develop a proposal for a pre-K-12 world languages program.</p>				
6.	<p>Evaluate the effectiveness of the plan.</p>				

79.

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 5  
PLAN NUMBER: 12  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to increase student participation in, and performance on, measures of national and international excellence.

**SPECIFIC RESULT:** Increase the number of national and international learning opportunities and test measures for students.

## COSTS

### *Tangible:*

- Booklet/pamphlet expenses: time, printing, binding, distribution
- Building display expenses
- Possible fees for guest speakers
- Web page development and maintenance
- Recognition supplies, materials, monetary incentives for staff
- Assessment fees
- Proctoring expenses
- Test materials

### *Intangible:*

- Time and effort
- Organizing efforts
- Non-monetary recognition for students, parents, and staff
- Challenges with implementing programs and assessments

## BENEFITS

### *Tangible:*

- Diverse learning opportunities in MPS for students, parents, and staff
- Improved communication of opportunities
- Visual encouragement
- Publicity for school and community efforts and activities
- Enhanced district reputation for global awareness
- Wider opportunities for student participation
- Collaboration with institutions of higher learning
- Collaboration with and support from outside organizations
- Professional development of staff
- Greater student, parent, and staff participation
- Increased performance on assessment measures

### *Intangible:*

- Commitment to diverse learning opportunities in MPS
- Increased awareness and desire for students to participate
- Increased self-esteem of participants
- Greater community involvement in learning experiences
- Movement to becoming 'world class'
- Development of future global leaders

80.

## **Strategy 6**

**We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.**

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 1  
 DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Implement a structure that informs, welcomes and provides varied experiences to support new students and their families from within the District and outside the District.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Implement a formal Student Induction Program within each elementary, middle and high school building to include:</p> <ul style="list-style-type: none"> <li>• Student buddy/partner to assist with transition of common practices (lunch, recess, lockers, transportation, passes, etc.)</li> <li>• Meet to ensure communication with new students and their families about expectations, extra-curricular activities, time-sensitive information (ACT/SAT testing, upcoming ELO Assessments, upcoming scholarship deadlines, graduation requirements, etc.)</li> <li>• Formal contact between the counselor and new student at predetermined intervals</li> <li>• Create a sense of belonging by providing multiple contacts (students and adults) within two to three weeks</li> </ul>				
2.	<p>Create information packets to be distributed at each level including district information and highlights along with specific building information and features.</p> <ul style="list-style-type: none"> <li>• Registration forms</li> <li>• Academic requirements</li> <li>• Extra curricular opportunities and how to get involved</li> <li>• Various parent groups available – Parent Organization, Booster Clubs, etc.</li> <li>• Community resources</li> </ul>				
3.	<p>Survey both new students and their families within six to eight weeks to determine if their transition needs were met.</p>				

*82*

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 1  
DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Implement a structure that informs, welcomes and provides varied experiences to support new students and their families from within the District and outside the District.*

## COSTS

### *Tangible:*

- Program development time
- Time for interaction
- Production of informational packets
- Survey development

### *Intangible:*

- Time

## BENEFITS

### *Tangible:*

- Students more engaged (as measured by survey)
- Appropriate placement
- Parental support (as measured by survey)
- Reduced responses, interventions, and infractions
- Involvement of PAYBAC Partners

### *Intangible:*

- Sense of belonging
- Improved perceptions
- Reduced frustrations
- Student involvement
- Positive peer interactions / relationships
- Time for interaction

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 2  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the district and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Develop a formal process to determine academic needs of new students moving to our schools from within the district and outside our district.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Ensure all buildings have a written and verbal induction process for new students to include academic: <ul style="list-style-type: none"> <li>• Achievements</li> <li>• Goals</li> <li>• Opportunities</li> <li>• Expectations</li> </ul>				
2.	Provide resources and opportunities for incoming students at each building based on prior and current academic achievement. This may include: <ul style="list-style-type: none"> <li>• Pre-teaching</li> <li>• Re-teaching</li> <li>• Enrichment</li> </ul>				
3.	Evaluate data of new students' perceptions to determine if we are providing adequate resources and opportunities for students to be successful.				
4.	Develop a District template or checklist for review of incoming students.				
5.	Designate a staff member to be responsible for execution of this procedure.				
6.	Evaluate procedures.				

84.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the district and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Develop a formal process to determine academic needs of new students moving to our schools from within the District and outside our District.*

## COSTS

## BENEFITS

### *Tangible:*

- Survey development (as noted in Plan 1)
- Preteaching, reteaching, and enrichment funds

### *Tangible:*

- Formalized plan
- Equitable transition to MPS
- Appropriate placement
- Reduced academic interventions
- Academic success
- Improved positive perceptions (as shown in survey)
- District consistency

### *Intangible:*

- Time

### *Intangible:*

- Reduced student frustration
- Improved morale
- Improved perceptions

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 3  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Implement a collaborative communication process among families, early elementary staff, and District-administered preschool program staff to ensure successful transitions into elementary school.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a timeline of transition events and communication activities that should include but are not limited to: <ul style="list-style-type: none"> <li>• Preschool and early elementary staff will collaborate regarding transitions periodically throughout the year</li> <li>• A check list of kindergarten pre-readiness skills will be distributed in the first quarter of the year before the child enters kindergarten</li> <li>• Kindergarten curriculum and enabler information will be distributed in the first quarter of the year before the child enters kindergarten</li> <li>• Continue current kindergarten roundup activities</li> </ul>				
2.	Monitor the success of children that attend District preschools on the first grade ELO.				
3.	Survey kindergarten teachers about the readiness abilities including social readiness for children who attend District preschools.				

*86.*

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transition into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Implement a collaborative communication process between families; early elementary staff and District-administered preschool programs to ensure successful transitions into elementary school.

## COSTS

## BENEFITS

### *Tangible:*

- Develop readiness checklist
- Develop kindergarten readiness survey
- Production and distribution of readiness checklist, kindergarten curriculum and enablers to prospective kindergarten families in October each year
- Staff time for data retrieval, print report and analysis of the kindergarten readiness survey and first grade ELO data on former District preschool students

### *Tangible:*

- Student readiness for kindergarten and continued success
- Possible decrease in re-teaching costs for students who attended District preschool programs

### *Intangible:*

- Contracted time, before- and after-school, for teachers to share information about student needs and expectations
- Time for teachers to complete the kindergarten readiness survey

### *Intangible:*

- Increased collaboration between preschool and kindergarten teachers
- Improved student readiness would decrease stress
- Continuity of student growth and expectations
- Decreased student social/emotional stress related to the school environment
- Family comfort level with transition will be increased
- Family awareness of expectations in kindergarten
- Increased family support of Millard Public Schools



# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 4  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary

**SPECIFIC RESULT:** *Implement a collaborative communication process among families, early elementary staff, and community-based preschool program staff to ensure successful transitions into elementary school.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	<p>Develop a timeline of transition events and communication activities that should include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Invite community preschool staff to meet with District staff to discuss transitional issues at least two times a year</li> <li>• Provide opportunities for District staff to visit community-based preschools</li> <li>• A check list of kindergarten pre-readiness skills will be distributed to community-based preschool families in the first quarter of the year before the child enters kindergarten</li> <li>• Kindergarten curriculum and enabler information will be distributed to community-based preschool families in the first quarter of the year before the child enters kindergarten</li> <li>• Develop a video to help community-based preschool teachers better prepare children for the transition to kindergarten</li> <li>• Continue current kindergarten roundup activities</li> </ul>				
2.	<p>Survey kindergarten teachers about the readiness abilities, including social readiness for children who attend community-based preschool programs, to better guide future transition discussions.</p>				

88.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 4  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Implement a collaborative communication process between families, early elementary staff and community-based preschool programs to ensure successful transitions into elementary school.

## COSTS

## BENEFITS

### *Tangible:*

- 12 sub days/year for staff to visit community-based preschools during the day (half-day per building)
- Distribution of readiness checklist, kindergarten curriculum and enablers to community-based preschools
- Produce a video and make ten copies for checkout from District office
- Staff time for data retrieval, print report and analysis of the kindergarten readiness survey

### *Tangible:*

- Student readiness for kindergarten and continued success
- Recruitment of new kindergarten students

### *Intangible:*

- Time for teachers to complete the kindergarten readiness survey

### *Intangible:*

- Increased collaboration between preschool and kindergarten teachers
- Improved student readiness would decrease stress
- Decreased student social/emotional stress related to the school environment
- Continuity of student growth and expectations
- Family comfort level with transition will be increased
- Family awareness of expectations in kindergarten
- Community-based preschool awareness of MPS kindergarten expectations
- Improved community perception of District kindergarten program

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 5  
 DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary

**SPECIFIC RESULT:** Develop outreach materials to increase parental awareness and knowledge of developmental milestones, pre-readiness skills and kindergarten expectations.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Distribute information to all patrons via multiple means and at various times to invite families to request more information on areas that could include: <ul style="list-style-type: none"> <li>• District programs</li> <li>• District preschool offerings</li> <li>• Kindergarten curriculum expectations</li> <li>• Parent visits to kindergarten classrooms</li> <li>• Kindergarten pre-readiness skills</li> <li>• Importance of reading</li> <li>• Information on why children start kindergarten at five years old</li> </ul>				
2.	Provide all parents the opportunity to complete a portfolio on their child and return it to the kindergarten teacher (at kindergarten roundup, open house, etc.) Portfolio information could include: <ul style="list-style-type: none"> <li>• Formal and informal educational measures</li> <li>• Current levels of development and functioning</li> <li>• Experiences and activities</li> <li>• Family dynamics information</li> <li>• Child's likes, dislikes, and needs</li> <li>• Work samples</li> </ul>				
3.	Promote summer school classes during kindergarten roundup as an opportunity to transition to the next level.				
4.	Survey kindergarten teachers about the readiness abilities including social readiness for children who did not attend a preschool setting to guide future transitional decisions.				
5.	Survey families that attended District-provided preschool programs to better understand outreach efforts (how did they hear about the program) to increase equal opportunity for all families.				

90.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 5  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Develop outreach materials to increase parental awareness and knowledge of developmental milestones, pre-readiness skills and kindergarten expectations.

**COSTS**

**BENEFITS**

*Tangible:*

- Production and distribution of information related to the scope of birth through kindergarten District programs and services by multiple means and at different times each year
- Distribution of requested information related to District programs and offerings
- Design and produce an annual portfolio
- Collect and analyze District outreach data
- Staff cost of data retrieval, print report and analysis of the kindergarten readiness survey

*Intangible:*

- Time for teachers to complete the kindergarten readiness survey

*Tangible:*

- Student readiness for kindergarten and continued success
- Increased child-find efforts
- Utilization of existing communication resources

*Intangible:*

- Increased collaboration opportunities between parents and District staff
- Improved student readiness would decrease stress
- Increased family comfort level with transition
- Community awareness related to early childhood development and kindergarten expectations
- Improved community awareness of District programs

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 6  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the district and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Provide District orientation and support programs for fifth into sixth grade students that ensure a successful transition to middle school.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Create a building-specific video and brochure to communicate with students and parents the tasks that are new for 6 <sup>th</sup> graders that were not experienced in elementary school (i.e. lockers, lunch choices, independent skill expectations, team concept, homework expectations, etc.)				
2.	Implement and/or maintain a middle level jump-start program specific to each middle school.				
3.	Provide specific opportunities for elementary students to transition successfully into middle school that include but are not limited to: <ul style="list-style-type: none"> <li>• Middle school student representatives, counselors, and administrators visit 5<sup>th</sup> graders at their elementary feeder schools</li> <li>• Peer mentors paired with at-risk 6<sup>th</sup> graders</li> </ul>				
4.	Promote summer school classes as an opportunity to transition to the next level.				
5.	Evaluate the effectiveness of the video, brochure, and support programs through elementary and middle level administrative communications.				

92.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 6  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transition into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Provide District orientation and support programs for fifth into sixth grade students that ensure a successful transition to middle school.

## COSTS

## BENEFITS

### *Tangible:*

- Video and Brochure
  - Planning
  - Writing
  - Production
  - Supplies and materials
- Jump Start Program
  - Planning
  - Instruction (12-16 hours using four staff members)
  - Supplies and materials
  - Mailing

### *Tangible:*

- Improved communication
- Improved student achievement
- Broadened building utilization
- Increased summer school attendance

### *Intangible:*

- Time to prepare and produce video, brochure, summer programs and evaluations
- Increased workload
- Training for middle school representatives

### *Intangible:*

- Increased student confidence
- Increased parental satisfaction
- Greater sense of involvement
- Enhanced skills of middle school student representatives
- Decreased stress
- Improved sense of community

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 7  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the district and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** *Formalize a structure of communication between fifth and sixth grade staff to address curriculum, instruction and student profiles.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Establish visitations between middle school staff and respective feeder elementary school staff (i.e. teachers, administration, counselors).				
2.	Establish curriculum alignment task force consisting of elementary and middle school teachers to address skills progression.				
3.	Implement a consistent district-wide transition form for 5 <sup>th</sup> into 6 <sup>th</sup> grade.				
4.	Design a SIMS-generated individual academic portfolio.				
5.	Insure consistent content, means of transfer, and deadlines for student records moving to middle school.				
6.	Evaluate the effectiveness of the transition plans through elementary and middle level administrative communications.				

94.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 7  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transition into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Formalize a structure of communication between fifth and sixth grade staff to address curriculum, instruction and student profiles.

## COSTS

### Tangible:

- Transition form
  - Planning time
  - Supplies and materials

### Intangible:

- Increased workload
- Time for collaboration

## BENEFITS

### Tangible:

- Improved collaboration
- Curriculum articulation reference
- Improved teacher satisfaction as shown from Effective Schools survey
- Reduced response, interventions and infractions
- Appropriate placement
- Higher student achievement
- Decrease in paper use

### Intangible:

- Increased parental support
- Improved perceptions
- Increased awareness of individual roles
- More efficient means of collaboration
- Reduced frustrations
- Better equipped to meet individual student needs



# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 8  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.

**SPECIFIC RESULT:** *Establish smaller learning communities for high school students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Examine exemplary models of student groupings to determine best practice for establishing smaller learning communities for all 8-12 <sup>th</sup> grade students.				
2.	Implement smaller learning communities based on findings and recommendations.				
3.	Promote summer school classes as an opportunity to transition to the next level.				
4.	Examine data for evidence of effective implementation (ex: PLAN, "Evaluation of High School Experience," one-year and five-year graduate follow-up studies, school climate surveys, referral data).				

96.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 8  
DATE: March 2004

**STRATEGY:** *We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.*

**SPECIFIC RESULT:** *Establish smaller learning communities for high school students.*

## COSTS

### *Tangible:*

- Staff development
- Program development time

### *Intangible:*

- Controversy
- Resistance to change
- Frustration
- Decreased morale

## BENEFITS

### *Tangible:*

- Students more engaged
- Higher student achievement
- Cost savings:
  - Increased attendance
  - Higher graduation rate
  - Higher test scores
  - Less ELO reteaching
  - Fewer drop-outs
- Reduced responses, interventions and infractions

### *Intangible:*

- Improved morale
- Increased support
- Improved perceptions
- Greater sense of student involvement
- Reduced frustrations
- Time for student / staff interaction

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 9  
 DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.

**SPECIFIC RESULT:** Formalize a structure of communication between eighth and ninth grade staff to address curriculum, instruction and student profiles.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Establish visitations between high school staff and respective feeder middle school staff (i.e. teachers, administrators, counselors).				
2.	Establish a curriculum alignment task force consisting of middle school and high school teachers to address skills progression.				
3.	Implement a consistent District-wide transition from 8 <sup>th</sup> into 9 <sup>th</sup> grade.				
4.	Provide on-going post high school planning activities for parents and students.				
5.	Provide staff development addressing social / emotional / intellectual transition issues between 8 <sup>th</sup> and 9 <sup>th</sup> grade.				
6.	Implement a district-wide transition day (or half-day) for 8 <sup>th</sup> to 9 <sup>th</sup> grade orientation.				
7.	Examine data for evidence of effective implementation (ex: PLAN, "Evaluation of High School Experience," one-year and five-year graduate follow-up studies, school climate surveys, referral data)				

98.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 9  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to post-secondary.

**SPECIFIC RESULT:** *Formalize a structure of communication between eighth and ninth grade staff to address curriculum, instruction and student profiles.*

## COSTS

## BENEFITS

### *Tangible:*

- Transition form
  - Planning time
  - Supplies and materials
- Staff development
- Program development time

### *Intangible:*

- Increased workload
- Time for collaboration
- Calendar adjustments

### *Tangible:*

- Improved collaboration
- Curriculum articulation reference
- Improved Effective Schools survey results for teachers and students
- Reduced responses, interventions and infractions
- Appropriate placement
- Higher student achievement
- Appropriate support for staff and students

### *Intangible:*

- Increased support
- Improved perceptions
- Increased awareness of individual roles
- More efficient means of collaboration
- Reduced frustrations
- Greater sense of student involvement

# ACTION PLAN

STRATEGY NUMBER: 6  
 PLAN NUMBER: 10  
 DATE: *March 2004*

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the district and from level to level, preschool to post-secondary.

**SPECIFIC RESULT:** *Ensure high school students make successful transitions to post-secondary experiences, including careers and further education.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Engage families in career education opportunities.				
2.	Modify our one-year and five-year follow-up studies to include data related to career planning.				
<i>Cross Reference to Strategy 3, Action Plan 2</i>					<i>100</i>

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 6  
PLAN NUMBER: 10  
DATE: March 2004

**STRATEGY:** We will develop and implement plans to ensure students make successful transitions into the District and from level to level, preschool to postsecondary.

**SPECIFIC RESULT:** Ensure high school students make successful transitions to post-secondary experiences, including careers and further education.

## COSTS

### *Tangible:*

- District curriculum writing
- FTEs (two-three per high school building = six-nine total)
  - \*If offered as part of 225 graduation requirement
- Instructional materials
- Transportation (field trips/site visits/job shadowing)
- Staff development

### *Intangible:*

- Impact on other course enrollments
- Time for collaboration

## BENEFITS

### *Tangible:*

- Dedicated time and resources for delivery of Guidance Curriculum
- Dedicated time and resources supporting demonstrations of Life Skills
- Course selection by students based on increased self-awareness and career direction
- Less time and money spent by students in early post-secondary years due to uninformed choices
- Increased internships and job shadow experiences for students
- Increased parent involvement in post-secondary planning
- Knowledgeable financial planning for families regarding post-secondary decisions

### *Intangible:*

- Support for teachers in curriculum delivery
- Support for delivery of Guidance Curriculum
- Students better prepared for post-secondary experience
- Improved school-community partnerships
- Improved parent satisfaction in post-secondary planning support
- Reduced student stress

101.

## **Strategy 7**

**In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.**

# ACTION PLAN

STRATEGY NUMBER: 7  
 PLAN NUMBER: 1  
 DATE: *March 2004*

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** *Create communication channels between Millard Public Schools staff and community agencies.*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Expand the community agency fair to acquaint more staff with service providers.				
2.	Create a flow chart that shows connections between community agencies and specific Millard Public School staff liaisons.				
3.	Recruit community agencies to conduct staff in-service training and/or training or programming for students.				
4.	Establish a network with appropriate agencies, such as Health and Human Services and Child Protective Services personnel.				
5.	Inform appropriate staff members about the agency resource lists.				
6.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
7.	Evaluate and revise as needed.				

103

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 1  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Create communication channels between Millard Public Schools staff and community agencies.

## COSTS

## BENEFITS

*Tangible:*

- Cost of reproducing materials and resources for staff.
- Supplies for in-service (materials, postage, food, etc.).

*Tangible:*

- Materials available to staff (flow chart, agency resources list, etc.).
- Written and/or verbal evaluative feedback to assess effectiveness.
- Record of referrals between agencies and schools.
- Increase in number of staff in-services provided by community agencies.

*Intangible:*

- Time of staff member who will make flow chart and research agency resource lists, plan inservices, and develop assessment.
- Increased time and workload for those assessing services.

*Intangible:*

- Better communication between MPS staff and community agencies.
- Useful information for staff.
- Improved programs for Millard students.
- Improved mental health for students.
- Improved relationships between MPS staff and community agencies.

# ACTION PLAN

STRATEGY NUMBER: 7

PLAN NUMBER: 2

DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULTS:** Increase the use of neighborhood schools as centers to provide information and support to families impacted by negative social issues.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide resources and early intervention strategies for at-risk families, support groups, and family resource centers where the need is the greatest.				
2.	Recruit parent volunteers to act as a liaison and assist them in forming a committee to increase family involvement in the school.				
3.	Recruit parent volunteers to organize parenting and life skills classes.				
4.	Develop a family buddy system for new or uninvolved families.				
5.	Provide families with information about community resources available for basic needs (food, clothing, medical, etc.).				
6.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
7.	Evaluate program through number of participants.				

105.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 2  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Increase the use of neighborhood schools as centers to provide information and support to families impacted by negative social issues.

## COSTS

### *Tangible:*

- Copy costs.
- Costs for brochures, handouts, flyers.
- Training materials for parents.
- Possible costs for facilitator of support groups.
- Space for the activities and resources.

### *Intangible:*

- Time of staff members working with parent volunteer to set up committee.
- Time of parent to coordinate parenting/life skill classes.
- Time of staff to develop the assessment.

## BENEFITS

### *Tangible:*

- Printed information available to parents.
- Increased number of parents in school setting.
- Written and/or verbal evaluative feedback about effectiveness of strategy.
- Parent participation record.
- Cost savings in services provided by social services agencies.

### *Intangible:*

- Better communication with parents and families.
- Greater parental awareness of what is happening at school.
- Students will benefit from knowledge acquired by parents.
- Building bonds between home, school, and community.
- Parents become knowledgeable through the use of the center.
- Parents become better equipped to deal with negative social issues.
- Decreased impact of negative social issues to students.
- Decrease in the time spent by staff to address these issues.

106.

# ACTION PLAN

STRATEGY NUMBER: 7  
 PLAN NUMBER: 3  
 DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Improve the effectiveness of the K-12 drug abuse prevention program that encompasses drug education, intervention and a process for referral and treatment that involves students, parents, community, and staff.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Develop a committee comprised of students, parents, community and staff.				
2.	Conduct a district-wide needs assessment.				
3.	Research best practices in drug prevention.				
4.	Ensure effective implementation of programs in all schools.				
5.	Organize a drug prevention student group within each school.				
6.	Provide drug prevention information to community agencies, organizations, and business partners.				
7.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
8.	Evaluate programs.				

107.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Improve the effectiveness of the K-12 drug abuse prevention program that encompasses drug education, intervention and a process for referral and treatment that involves students, parents, community, and staff.

## COSTS

### *Tangible:*

- Materials needed for assessment.
- Cost of materials provided to staff and community members.
- Extra-duty pay for staff member sponsoring club/group.
- Curriculum materials.

### *Intangible:*

- Time of staff to develop assessment, research best practices, and implement the program.
- Time of committee members.
- Resistance to changing existing practices/ programs.

## BENEFITS

### *Tangible:*

- Materials available to staff/community.
- Decline in drug use among students.
- Drug prevention groups in schools.
- Drug prevention program in all schools.
- Written and/or verbal evaluative feedback about effectiveness.
- Better curriculum program cohesiveness.
- Increased participation of students.
- Improved attendance.
- Improved student achievement.
- Decrease in violence.
- Decrease in cost to the juvenile justice system.

### *Intangible:*

- Building bonds between school and community.
- Consistency among staff at all schools.
- Improved staff morale.
- Improved student self-esteem.
- Improved school climate.
- Improved family relationships.

# ACTION PLAN

STRATEGY NUMBER: 7  
 PLAN NUMBER: 4  
 DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Expand school-wide programs for the prevention of student harassment, bullying, and violence to include students, parents, community, and staff.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Analyze current building level data using bullying/violence indicators.				
2.	Develop a consistent bullying/violence prevention program that compliments existing efforts.				
3.	Create links with existing community organizations.				
4.	Provide developmentally appropriate resources to Millard Public Schools early childhood programs on bullying/harassment.				
5.	Encourage student-led violence prevention groups.				
6.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
7.	Compare year-to-year data to evaluate effectiveness.				

109

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 7

PLAN NUMBER: 4

DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** *Expand school-wide programs for the prevention of student harassment, bullying, and violence to include students, parents, community, and staff.*

## COSTS

### *Tangible:*

- Cost of curriculum materials.
- Cost to start student group; extra-duty pay for staff member.
- Copy costs for assessments.
- Cost of contract services.

### *Intangible:*

- Time for staff to analyze current data, develop assessment and attend staff development.
- Stress due to program implementation.

## BENEFITS

### *Tangible:*

- Early childhood materials to schools.
- Student violence prevention groups.
- Increased participation of students.
- Improved use of existing program in the community.
- Better curriculum/program cohesiveness.
- Written and/or evaluative information to assess effectiveness.
- Decrease in student violence.
- Increased attendance.
- Increased student achievement.
- Decrease in cost to the juvenile justice system.

### *Intangible:*

- Consistency among staff at all schools.
- Better communication between the school and community.
- Better staff morale.
- Improved self-esteem.
- Improved school climate.

# ACTION PLAN

STRATEGY NUMBER: 7

PLAN NUMBER: 5

DATE: *March 2004*

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** *Develop proactive, non-punitive, school-wide programs that effectively promote positive student behavior through student recognition.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Research and implement effective school-wide programs for positive student recognition (i.e. the Utah State Sterling Award).				
2.	Provide community service opportunities.				
3.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
4.	Evaluate existing programs.				///

Responsible:



# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 5  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** *Develop proactive, non-punitive, school-wide programs that effectively promote positive student behavior through student recognition.*

## COSTS

## BENEFITS

### *Tangible:*

- Costs of awards, prizes, food, etc. for incentives.
- Cost of curriculum programs.

### *Tangible:*

- More students will become involved in community activities.
- Student attendance will improve.
- Positive public relations for school through student community service activities.
- Written and/or verbal evaluative information to assess program.
- Decrease in number of behavioral referrals to office.
- Improved student achievement.

### *Intangible:*

- Time of staff to research programs.
- Time of staff members at each school to develop an incentive plan.
- Staff resistance to new approaches.

### *Intangible:*

- Student/community relationships develop.
- Positive student involvement will offset negative inclinations.
- Improved school climate.
- Improved student self-esteem.
- Improved staff morale.
- Improved family relationships.
- Students develop a sense of belonging.

# ACTION PLAN

STRATEGY NUMBER: 7  
 PLAN NUMBER: 6  
 DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Identify students with suicidal tendencies and provide immediate intervention strategies.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Examine existing suicide prevention programs to see if any would meet Millard Public Schools needs/criteria and complement existing efforts.				
2.	Educate staff, students, parents, and the community about suicide prevention.				
3.	Contract with agencies and/or individuals to work with students who exhibit suicidal tendencies.				
4.	Enhance current suicide assessment procedures.				
5.	Ensure consistent follow-ups for students referred as suicide risks.				
6.	Provide IIP (Individual Intervention Plan) for students who are assessed at moderate to high risk.				
7.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
8.	Compare the number of suicides each year.				

113.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 6  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Identify students with suicidal tendencies and provide immediate intervention strategies.

## COSTS

### Tangible:

- Cost of contracting with agencies and individuals.
- Cost of programs, in-services, and/or training for suicide prevention.
- Possible cost for purchasing suicide prevention materials.

### Intangible:

- Time of staff to research existing programs.
- Increased workload for staff reworking current assessment procedures.

## BENEFITS

### Tangible:

- Decrease in suicides among Millard Public Schools students.
- Compilation of available materials on suicide prevention.
- Documents/written procedures.
- Written/verbal feedback to assess effectiveness of interventions.
- Save lives of students.

### Intangible:

- Students, staff, parents and community will have a better understanding of suicide prevention.
- Better safeguards in place for suicide prevention.
- Improved staff morale.
- Improved self-esteem.
- Improved school climate.
- Improved family relationships.

# ACTION PLAN

STRATEGY NUMBER: 7  
 PLAN NUMBER: 7  
 DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Educate parents and staff about various mental health issues, including effects of various medications.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Provide information to students, parents, and staff on mental health issues such as eating disorders, bipolar disorder, depression, suicidal tendencies and other social behaviors.				
2.	Provide parent and community education on mental health topics, including effects of various medications.				
3.	Identify students through early intervention efforts.				
4.	Implement an ongoing staff development program that addresses the social issues impacting Millard Public Schools.				
5.	Follow up regularly on identified students.				

115.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 7  
PLAN NUMBER: 7  
DATE: March 2004

**STRATEGY:** In partnership with our community, we will develop and implement plans to offset the social issues that negatively affect student behavior and learning.

**SPECIFIC RESULT:** Educate parents and staff about various mental health issues, including effects of various medications.

## COSTS

## BENEFITS

### *Tangible:*

- Possible cost for speakers.
- Cost for materials.
- Cost of training staff to identify students.
- Curriculum materials.

### *Tangible:*

- Better attendance at school by students affected by mental health issues.
- Students, parents, and staff become more knowledgeable about mental health issues.
- Improved achievement.
- Decrease in behavioral referrals.
- Increase identification of students with mental health issues.

### *Intangible:*

- Time of staff to attend presentations or prepare materials.
- Time of staff to follow up regularly on students.
- Increased workload for counselors/ psychologists.

### *Intangible:*

- Students, parents, staff, and community become more understanding of mental health issues.
- Students' self-esteem improves.
- Improved staff awareness, knowledge, and rapport with students.
- Stigma associated with mental health issues decreases.

1/16.

## **Strategy 8**

**We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.**

# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 1

DATE: *March 2004*

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative learning experiences to motivate and educate elementary students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Administer needs assessment at the school building level to determine levels of student need.				
2.	Identify students who learn in non-traditional ways.				
3.	Implement programs based upon individual building needs assessment.				
4.	Develop and implement innovative learning experiences using technology at the pre-K through 5 <sup>th</sup> grade level.				
5.	Develop and implement summer school for kids who work in non-traditional ways				
6.	Evaluate the effectiveness of existing programs.				

118.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 8  
PLAN NUMBER: 1  
DATE: March 2004

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative learning experiences to motivate and educate elementary students.

## COSTS

### *Tangible:*

- Additional 11 FTEs for full-time counselors at each building (assuming we have 11 FTEs now)
- One FTE elementary social worker to serve all elementary buildings
- Staff development for building focus in meeting needs of non-traditional students
- Costs for additional school-within-schools
  - research and development
  - staff development
  - specific supplies/equipment

### *Intangible:*

- Stress caused from "raising the bar"
- Controversy

## BENEFITS

### *Tangible:*

- Improved student academic success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower costs for reteaching
- Appropriate staff involvement in student interventions (academic and social)
- Meet NCLB standards
- Lower absentee rates
- Fewer referrals to Child Protective Service

### *Intangible:*

- Improved student attitudes about school
- Less staff burn-out with alternative school calendar
- Positive community public relations/greater confidence due to appropriate options for non-traditional learners



# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 2

DATE: *March 2004*

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative school-year calendar options*

#	<i>ACTION STEP (Number each one)</i>	<i>Assigned To:</i>	<i>Starting Date:</i>	<i>Due Date:</i>	<i>Completed Date:</i>
1.	Develop and implement alternative school-year calendar options at chosen sites: <ul style="list-style-type: none"> <li>modified 45/15 or 60/30 plan with intercessions utilizing reteaching and enrichment activities</li> </ul>				
2.	Implement a flexible school-day schedule at chosen sites providing small group sessions for alternative learning at the beginning and end of the school day.				
3.	Evaluate the effectiveness of the programs.				120.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 8  
PLAN NUMBER: 2  
DATE: *March 2004*

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative school-year calendar options.*

## COSTS

### *Tangible:*

- Committee expenses
- Extended contracts for administrators, teachers and support staff

### *Intangible:*

## BENEFITS

### *Tangible:*

- Improved student success
- Education options/alternatives for students and parents
- More efficient use of facilities
- Lower absentee rates
- Consistent learning experiences for students with shorter breaks between learning sessions
- Higher student achievement
- Efficient use of school facilities
- Higher attendance rates (fewer parents pulling out of school for vacations)

### *Intangible:*

- Less staff burn-out
- Positive school climate

# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 3

DATE: March 2004

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative learning experiences to motivate and educate middle school students.

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Administer needs assessment at the school/building level to determine levels of student need. <ul style="list-style-type: none"> <li>Select an appropriate learning styles inventory for students to complete.</li> <li>Learning Styles Inventory</li> <li>Academic Competencies (Terra Nova, HAL)</li> <li>Interest Inventory</li> <li>Social, Emotional, Behavioral Inventory</li> </ul>				
2.	Effectively implement differentiated instruction. <ul style="list-style-type: none"> <li>Modify teacher evaluation system.</li> <li>Develop a post-instruction student assessment for differentiation. This assessment could be completed by each student at the end of each course and used for teacher growth and shared with the evaluator.</li> <li>Match student-learning style with teacher's inventory style.</li> <li>Reteaching strategies.</li> <li>Staff development on addressing learning styles.</li> </ul>				
3.	Provide District summer school program for students who learn in non-traditional ways.				
4.	Modified teaming and/or mini-magnet proposals based upon individual building strengths and interests with focuses to include, but not limited to, foreign language immersion, highly gifted, technology, fine arts, jump-start program, careers, math, and science immersion. <ul style="list-style-type: none"> <li>Restructure middle school teams to match the above action step.</li> </ul>				
5.	Identify software/services (research-based) that will address learning needs of specific populations. <ul style="list-style-type: none"> <li>Provide for adequate funding.</li> <li>Enrichment activities to enhance the curriculum: distance learning, wireless mobile carts, and handheld devices (including tablet PCs).</li> </ul>				
6.	Evaluate the effectiveness of each program at meeting the needs of students.				12/2.

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 8  
PLAN NUMBER: 3  
DATE: March 2004

**STRATEGY:** We will develop and implement innovative approaches to motivate and educate students who learn in a non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative learning experiences to motivate and educate middle school students.*

## COSTS

### *Tangible:*

- Cost of purchasing teaching style inventory.
- Cost of purchasing student learning styles inventory.
- Cost of implementing the "District" Summer School Program. (Cost of FTE personnel)
- Possible increase in staff.
- Increase in technology costs for building/district.

### *Intangible:*

- Time for selecting inventory.
- Additional data analysis and time selecting inventory(s).
- Time to restructure the teacher evaluation system.
- Time to set up program.
- Scheduling/organization nightmare.
- Time technology staff spends on researching.
- Time needed to evaluate program.

## BENEFITS

### *Tangible:*

- Improve or have a positive effect on staff development and/or differentiation.
- Improve student achievement.
- Improve student achievement and increase graduation rate.
- Significant increase in student achievement.
- Increase in the use of technology.
- Evaluation results can be used to improve this strategy.

### *Intangible:*

- Better match between student and teacher.
- Improved learning environment for the student.
- Positive perception of ELOs.
- Significant increase in student morale.
- Increase in student proficiency with technology.

# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 4

DATE: *March 2004*

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative on-campus learning experiences for high school students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self selection, etc.				
2.	<p>Establish building-level committee to investigate the feasibility of non-traditional educational options on campus. These may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Allow for alternative grading options within individual classes.</li> <li>• Night school in the traditional setting.</li> <li>• Creative ideas of staff members who are willing to design and implement an educational dream for students.</li> <li>• Researching innovative techniques being used at other schools of comparable size.</li> <li>• Department help room</li> </ul>				
3.	<p>Research and implement creative ways to support differentiation within each high school building, i.e.</p> <ul style="list-style-type: none"> <li>• Drop-in evaluations by administration.</li> <li>• Use of department heads in the teacher evaluation process.</li> <li>• Develop an end-of-course student assessment regarding differentiation used in the class. This assessment should be used for teacher growth and shared with evaluator.</li> </ul>				
4.	Evaluate the effectiveness of each program.				
	<i>Cross reference to "smaller learning communities" in Strategy 8</i>				<i>124.</i>

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 8

PLAN NUMBER: 4

DATE: March 2004

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** Develop and implement alternative on-campus learning experiences for high school students.

## COSTS

## BENEFITS

### *Tangible:*

- Monies for development of post instruction student assessment.
- Monies to research and visit other schools with exemplary programs that we might want to adopt or modify.

### *Tangible:*

- Increased student achievement
- Lower dropout rate
- Increased graduation

### *Intangible:*

- Time for counselors to develop and implement the high school entry program to inform parents and students about educational options.
- Time for building committees to investigate non-traditional education options for use within the culture of each high school
- Time for teachers to develop "dream" courses

### *Intangible:*

- Non-traditional learners feel that school is making more of an effort to address their learning styles.
- Non-traditional learners feel better about learning which will enhance their feelings of competence

# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 5

DATE: *March 2004*

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative off-campus learning experiences for high school students.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Set guidelines for identifying non-traditional learners. These may include some or all of the following: elementary and middle school records, teacher recommendations, Career Decision Maker results, Terra Nova, PLAN, student self selection, etc.				
2.	Actively recruit students to seek out currently articulated internships, academies, work-study opportunities, and classes in post-secondary institutions as well as online options.				
3.	Create new internships, academies, work-study opportunities and articulations with area post-secondary institutions. Coordinate these with district level persons and school registrars.				
4.	Seek new online options and other technological programs available for student use.				
5.	Educate staff, students and current parents regarding these options and the steps a student must take in order to become a participant.				
6.	Develop a high school entry program that informs incoming parents and students of available choices as juniors and seniors.				
7.	Evaluate the effectiveness of each program.				

Responsible: *126.*

# Cost Benefit Analysis

STRATEGY NUMBER: 8  
PLAN NUMBER: 5  
DATE: March 2004

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement alternative off-campus learning experiences for high school students.*

## COSTS

### *Tangible:*

- FTE for full time coordinator at each high school building for steps 1 – 6
- Room for periodic meetings with students involved in programs outside the school building
- Monies to research and visit other schools with exemplary programs which we might want to adopt or modify

### *Intangible:*

- Time for counselors to develop and implement the high school entry program to inform parents about educational options
- Time for registrars to assess off-campus educational options for credit (could the experience equate to MPS credit)

## BENEFITS

### *Tangible:*

- Increased student achievement
- Lower dropout rate
- Students more bonded to the educational process whether it is on campus or off
- Students better able to transition to jobs, apprenticeships, training programs or other post-secondary institutions

### *Intangible:*

- Non-traditional learners will feel that school as an institution is making more of an effort to address their leaning styles
- Non-traditional learners feel better about learning which will enhance their feelings of competence



# ACTION PLAN

STRATEGY NUMBER: 8

PLAN NUMBER: 6

DATE: March 2004

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement plans to create a small high school.*

#	ACTION STEP (Number each one)	Assigned To:	Starting Date:	Due Date:	Completed Date:
1.	Survey parents and students to determine the level of interest in a small high school within the district.				
2.	Identify specific niches of non-traditional students whose needs could best be met through a small high school.				
3.	Develop a specific profile for a new small high school (mission, vision, student body makeup, curriculum, special programs, calendar, schedule, staff) that encompasses best practices aimed at motivating non-traditional students.				
4.	Identify in detailed specifics how to best leverage the opportunity for personalization that a small school affords.				
5.	Create an innovative activities department that includes traditional and non-traditional opportunities for students to be engaged with and attached to school.				
6.	Brainstorm with colleges and universities about roles that they might play in providing innovative, motivational programming.				
7.	Identify an existing building that could be converted into a small high school.				
8.	Charge an administrator with developing the logistics of opening a new high school.				

128

Responsible:

# Cost Benefit Analysis

STRATEGY NUMBER: 8  
PLAN NUMBER: 6  
DATE: March 2004

**STRATEGY:** We will develop innovative approaches to motivate and educate students who learn in non-traditional ways.

**SPECIFIC RESULT:** *Develop and implement plans to create a small high school.*

## COSTS

## BENEFITS

### *Tangible:*

- Resources needed for conversion of existing building to a high school.
- Additional furniture and equipment.
- Additional certified and classified personnel.
- Increased use of transportation.
- Costs associated with developing innovative programs and accompanying materials.
- Promotion/advertisement of new school.
- Some loss of economies of scale.

### *Intangible:*

- Political cost of converting an existing school to a high school.
- Time and energy associated with a start-up operation.

### *Tangible:*

- Afford students an alternative to attending a large high school.
- Higher degree of student involvement and student participation.
- Increased personalization of educational experience for students.
- Improved student achievement.
- Lower dropout rate.
- Reduced violence and drug abuse.
- Decreased cost per graduate.
- Laboratory environment provides opportunities for innovation.
- Improved ability to focus on individual student educational goals.
- Smaller school size may allow for larger class sizes.

### *Intangible:*

- Smaller, more intimate school climate and culture.
- Creation of a Millard Public Schools presence among small schools in the state and region.
- Increased parent satisfaction.
- Increased ability to be responsive to individual and group needs.

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Policy 3642

**MEETING DATE:** March 1, 2004 & March 15, 2004

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Policy 3642 -- The renumbering and review of current Policy 7500.

**ACTION DESIRED:** Approval  (after second reading) Discussion  Information Only

**BACKGROUND:** Proposed Policy 3642 is a renumbering of current Policy 7500. There are no proposed revisions in the language.

**OPTIONS AND ALTERNATIVES:** n/a

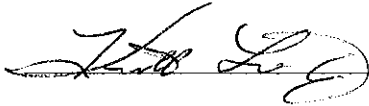
**RECOMMENDATION:** After two readings, it is recommended that Policy 3642 be adopted as presented.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** 

**New Construction Support Services - Construction** |

**Occupying Procedures - Personnel** |

**36427500** |

School personnel may be assigned to a new school in advance of its opening in order to make proper preparation. All such advance assignments shall be subject to the approval of the Board.

Policy Adopted: February, 4, 1974

Revised: March 15, 2004

Millard Public Schools  
Omaha, NE |

13

131.

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Policy 3643

**MEETING DATE:** March 1, 2004 & March 15, 2004

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Policy 3643 – The renumbering and review of current Policy 7551

**ACTION DESIRED:** Approval  x (after two readings)  Discussion  \_\_\_  Information Only

**BACKGROUND:** Current Policy 7551 is being renumbered to become Policy 3643. There are no proposed changes in language.

**OPTIONS AND ALTERNATIVES:** n/a

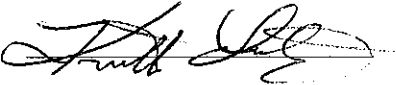
**RECOMMENDATION:** After two readings, it is recommended that Policy 3643 be adopted as presented.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** 

**New Construction Support Services - Construction** |

**Procedures - Naming Facilities**

**36437551** |

Responsibility for naming all schools and portions of existing facilities, indoor and outdoor, rests with the Millard Board of Education.

Policy Adopted: September 17, 1979  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE |

**New Construction Support Services - Construction**

**Procedures - Naming Facilities**

**3643.17551.1**

A committee of the Board, appointed by the Board President, will consider all suggestions offered and will make a recommendation to the Board of Education. The chairperson of the committee shall be appointed by the Board President. The chairperson shall determine the timelines, schedules and name collection procedures for completing the committee's assignment. The committee may solicit names from the community or from members on the committee. In considering names for the facility, the committee shall consider individuals, living or deceased, who have contributed to education, the community, the city, the state, or the country. Consideration may also be given to geography, location of subdivision, former owners of the property on which the building is situated, or major financial contributors to a particular project or the district.

Buildings that may be named include new school buildings, outdoor facilities including stadiums and facilities within the building such as the media center, gymnasium, or auditoriums. Facilities that currently exist will not be rededicated or renamed unless the facility is relocated to a new site or a different purpose is designated for an existing facility. Facilities within existing buildings that are not currently named or dedicated may be named in accordance with this policy.

Related Policies and Rules: 5156 & 5156.1 Student Memorials; and 4600 & 4600.1 Staff Memorials

Rule  
Adopted: July 26, 1999  
Revised: March 15, 2004

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 3644

**MEETING DATE:** March 1, 2004 & March 15, 2004

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Policy 3644 – The review and renumbering of current Policy 7552.

**ACTION DESIRED:** Approval  x (after two readings)  Discussion   Information Only

**BACKGROUND:** Current Policy 7552 is being reviewed and renumbered to Policy 3644. There were no proposed language changes. Rule 3644.1 (current Rule 7552.1) is attached FYI for the first reading and will be proposed for adoption at the second reading. There were some minor word changes made in Rule 3644.1 that did not change the substance of the rule.

**OPTIONS AND ALTERNATIVES:** n/a

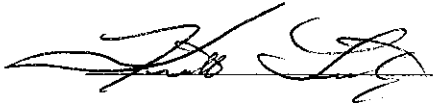
**RECOMMENDATION:** After two readings, it is recommended that Policy 3644 be approved as presented.

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** Immediate

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

**SUPERINTENDENT'S APPROVAL:** 



~~New Construction~~ Support Services - Construction

Procedures - Dedication Plaques

36447552

All major building projects will be identified by a suitable plaque(s) identifying the project, year completed, the names of the board members, superintendent, architectural firm, project manager, general, mechanical and electrical contractors.

Policy Adopted: November 21, 1977  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE

**New Construction Support Services - Construction**

**Procedures - Dedication Plaques -- Listing of Board Members**

**3644.17552.1**

Building plaques shall contain the names of the Officers of the Board of Education at the time the construction contract was awarded will be listed, followed by the names of other Board members. Members who join the Board during construction of the building will shall be included on the list.

Rules Approved: November 7, 1977  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE

AGENDA SUMMARY SHEET

**Agenda Item:** Approval of Rule 4400.3

**Meeting Date:** March 1, 2004

**Department:** Human Resources

**Title and Brief Description:** We are continuing the examination and updating of the policies and rules in the 4000 series.

**Action Desired:** Reaffirm

**Background:** This rule needs to be reviewed since it was last revised in 1997.

**Options/Alternatives Considered:** N/A

**Recommendations:** Reaffirm

**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:** N/A

**Timeline:** We will continue to bring policies and rules from the 4000 series to you.

**Responsible Persons:** Steve Moore

**Assistant Superintendent's Signature:** \_\_\_\_\_

**Superintendent's Signature:** \_\_\_\_\_

## Personnel

### Horizontal Advancement - Teachers and Nurses

4400.3

The following rules apply to certificated employees who are paid according to the Teacher's or Nurse's Salary Schedule:

1. For purposes of determining placement on the salary schedule, all college graduate hours, undergraduate hours and professional growth required to be approved must receive prior approval from the building principal and the personnel office. Staff members who have been accepted into, and are working on, a degree program which has been approved by and is on file in the personnel office do not need to go through the approval process for courses listed in their approved degree program. Application forms for approval of college graduate hours, undergraduate hours and professional growth points are available in the principal's office.
2. Staff members may appeal decisions made pursuant to paragraph 1 immediately above to the Assistant Superintendent for Human Resources.
3. Procedure for placement on the salary schedule:
  - a. Placement on the salary schedule will be determined annually based upon the staff member's status at the commencement of the school year.
  - b. Placement determinations will be based upon the staff member's official college transcript filed with the personnel office. Said transcript must be on file prior to January 10 of the school year in order for courses to be considered in placement on the salary schedule for the current school year.
  - c. Only those courses completed prior to September 1 of the current school year, as evidenced in the official college transcript, will be considered for placement on the salary schedule for the current school year.
  - d. Any payment due as a result of a change in placement on the salary schedule will be evenly divided over the remaining payments for the contract year; provided, however, the transcript must be on file prior to the first of the month in order to be applied towards the paycheck for that month.

Rule Approved: August 23, 1982  
Revised: Nov 17, 1986; Aug 16, 1993; Aug 4, 1997  
Reaffirm: Mar 1, 2004

Millard Public Schools  
Omaha, NE

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** March 1, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Director of Staff Development, Don Stroh Administration Center

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald, on CareerLink and in Millard's job postings. Eleven applications were received (six from outside the district and five from within the district). The applications were reviewed by Dr. Kirby Eltiste, Dr. Martha Bruckner, and Dr. Keith Lutz. Dr. Eltiste & Dr. Bruckner "pre-interviewed" four applicants in order to reduce the number of final interviews. Four applicants (one from outside the district and three from within the district) were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Mark Feldhausen, Dr. Keith Lutz, Dr. Martha Bruckner, Kevin Chick, Charlene Snyder, Roberta Deremer, Dr. Carol Newton, Char Riewer, Sharon Comisar-Langdon, Barb Waller, Jeff Alfrey, Dr. Rick Kolowski . I am recommending the following individual for the position.

**Kim Saum-Mills** Recommended for Director of Staff Development, Don Stroh Administration Center. She is currently Assistant Principal at Millard South High School. Previously she was an English teacher at Fremont Senior High School from 1991-1996.

**Education:** BS Ed - Secondary Education with an endorsement in English/History; MEd Educational Administration; EdD Educational Administration.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:**



**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** March 1, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Elementary Principal, Aldrich Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald, on CareerLink and in Millard's job postings. Thirty-two applications were received (twenty-five from outside the district and seven from within the district). The applications were reviewed by Dr. Kirby Eltiste and Dr. Keith Lutz. Dr. Eltiste & Dr. Lutz "pre-interviewed" eighteen applicants in order to reduce the number of final interviews. Six applicants (three from outside the district and three from within the district) were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Dr. Martha Bruckner, Angelo Passarelli, Susan Kelley, Claudia Schulte, Dr. Roger Farr, Dr. Donna Flood, Dr. George Conrad, Erik Chaussee, Anne Chambers (teacher), Gina Rudloff (teacher), Cindy Magid (parent), and Cathi Huff (parent). I am recommending the following individual for the position.

**Suzanne Melliger** Recommended for Elementary Principal, Aldrich Elementary School. She has served as Principal at Pinewood Elementary with Omaha Public Schools since 1996. She was Assistant Principal with Omaha Public Schools from 1994-1996; and a teacher with Omaha Public Schools from 1984-1994.

**Education:** BS - Elementary Education; MA Educational Administration; Ed Specialist - Educational Administration Superintendent Endorsement. She is currently attending UNO for her doctorate.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:**

March 1, 2004

**AGENDA SUMMARY SHEET**

MEETING DATE: March 1, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Resignation and (2) Voluntary Early Separation

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

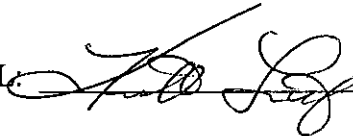
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL



---

March 1, 2004

**RESIGNATIONS**

**Recommend: the following resignations be accepted:**

1. Michael Kimbrel – Math Teacher at Millard West High School. He is resigning to accept an administrative position with Liberty Public Schools in Liberty, MO. Resignation is effective at the end of the 2003/04 school year.

142.



March 1, 2004

## Voluntary Early Separation

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program at the conclusion of the 2003-04 school year:

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Léona Dostal	Grade 5 Teacher	Montclair Elem	23
Carol Holder	Grade 4-5 Teacher	Ackerman Elem	12
Candas Marsicek	Asst Principal	Andersen Mid Sch	33
Gary Neuhaus	Counselor	South High	29
Daniel Quinn	Support Serv Manager	Support Services Center	14
Alice J Howard	Instr Facilitator/READ	Cather Elem	23

The Board previously approved 20 other VESP applications for 2004.

143.

Enclosure I.1.

March 1, 2004

Elementary	K	1	2	3	4	5	Self Cont	Current			Enrollment
								Total	Change	Change	
Abboff (3 unit)	78	88	67	76	76	78		463	0	1	462
Ackerman (4 unit)	89	115	99	93	100	82	12	590	-2	10	580
Aldrich (3 unit)	61	50	56	65	54	63		349	-2	-1	350
Black Elk (3 unit)	90	104	89	112	89	96		580	2	2	578
Bryan (3 unit)	65	54	71	61	63	71		385	7	13	372
Cather (3 unit)	87	62	80	79	79	64		451	2	1	450
Cody (2 unit)	41	44	40	20	27	29	23	224	-1	0	224
Cottonwood (3 unit)	45	40	48	61	67	58		319	0	-4	315
Disney (3 unit)	40	53	42	55	53	39	12	294	2	8	286
Ezra Millard (3 unit)	80	62	66	68	73	58	11	418	0	2	416
Harvey Oaks (2 unit)	46	40	38	47	44	50		265	1	12	253
Hitchcock (2 unit)	40	32	37	28	38	35		210	1	0	210
Holling Heights (3 unit)	54	62	47	54	50	62		329	9	9	320
Montclair (4 unit)	114	80	102	88	86	66	7	543	-4	-7	550
Morton (3 unit)	52	60	61	60	42	70	21	366	5	5	361
Neilhardt (4 unit)	98	104	95	92	104	94		587	2	-2	589
Norris (3 unit)	62	57	40	45	33	39	22	298	-4	-10	308
Rockwell (3 unit)	47	57	52	55	48	56	25	340	3	5	335
Rohwer (3 unit)	83	95	82	84	78	71	10	503	1	19	484
Sandoz (3 unit)	50	46	56	47	50	63		312	0	7	305
Wheeler (3 unit)	116	90	110	76	77	81	25	575	5	11	564
Willowdale (3 unit)	66	51	67	68	66	78		396	1	-1	397
<b>Totals</b>	<b>1504</b>	<b>1446</b>	<b>1445</b>	<b>1434</b>	<b>1397</b>	<b>1403</b>	<b>168</b>	<b>8797</b>	<b>28</b>	<b>88</b>	<b>8709</b>

Secondary	6	7	8	Self Cont	Current			Official 9/03 Enrollment
					Total	Change	Change	
Andersen MS	250	241	280	10	771	2	11	760
Beadle MS	180	225	185	15	590	-1	-1	591
Central MS	261	286	313	17	860	3	-5	865
Kiewit MS	298	360	336	11	994	2	2	992
North MS	211	186	227	23	624	0	-8	632
Russell MS	276	237	290	7	803	1	3	800
MS Alternative	8	4	10		22	1	8	14
<b>Totals</b>	<b>1484</b>	<b>1539</b>	<b>1641</b>	<b>83</b>	<b>4664</b>	<b>8</b>	<b>10</b>	<b>4654</b>

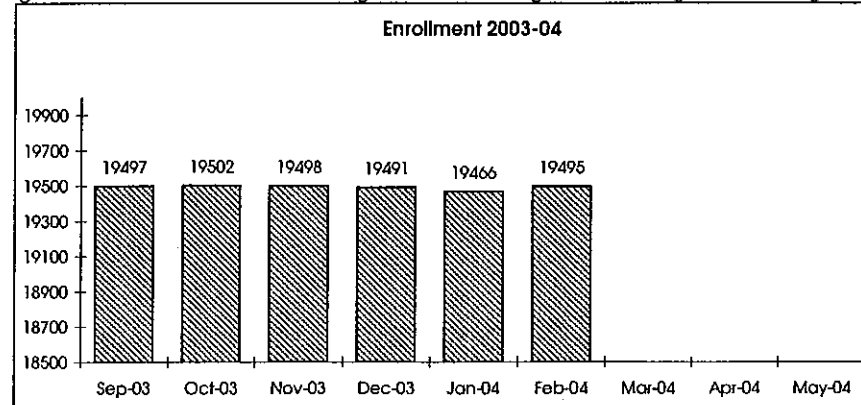
	9	10	11	12	Self Cont	Current			Official 9/03 Enrollment
						Total	Change	Change	
North HS	567	567	612	499	22	2245	1	-37	2282
South HS	500	513	442	424	17	1879	-4	-34	1913
West HS	461	461	441	382	13	1745	-1	-31	1776
Millard Learning Center	0	0	29	57		86	-6	-7	93
<b>Totals</b>	<b>1528</b>	<b>1541</b>	<b>1524</b>	<b>1362</b>	<b>52</b>	<b>5955</b>	<b>-10</b>	<b>-109</b>	<b>6064</b>

Preschool	
Disney	34
Cody	16
Neilhardt	71
Rockwell	49
Bryan	29
Holling Hghts	23
Morton	27
Montessori - Montclair	54
Montessori - Norris	30
<b>Total</b>	<b>333</b>

Preschool SPED	
Cody	75
Rohwer	43
Sandoz	28
Wheeler	36
Contracted	2
Infants	82
<b>Total</b>	<b>266</b>

Contracted SPED	39	3	8	31
Young Adult Program	40	0	1	39
<b>Total District K-12</b>	<b>19495</b>	<b>29</b>	<b>-2</b>	<b>19497</b>
<b>Total District PreK-12</b>	<b>20094</b>	<b>27</b>	<b>86</b>	<b>20008</b>

High school enrollments reflect mid-term graduates: North High = 32, South High = 25, West High = 30, MLC = 18



9/26/2003	
Elementary	8709
Middle Sch	4654
High Sch	6064
Contracted	31
Young Adult	39
<b>Total</b>	<b>19497</b>
2/20/2004	
Elementary	8797
Middle Sch	4664
High Sch	5955
Contracted	39
Young Adult	40
<b>Total</b>	<b>19495</b>
Current Chg	29
YTD Change	-2

1444

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							
Abbott	20	23	23	25	21	22	22							
	19	22	21	26	21	22								
	20	22	23	25	22	24								
	19	21												
Total Students	78	88	67	76	64	68	22		463	0	1	462	463	
Total Teachers	4.0	4	3	3	3	3	1		21.0				21.0	
Classroom Avg	19.5	22.0	22.3	25.3	21.3	22.7	22.0		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	21	23	25	24	22	22	24	21	5					
	22	22	25	23	24	22	24		7					
	23	23	25	24		23	24							
	23	23				22								
		24												
Total Students	89	115	75	71	46	89	72	21	12	590	-2	10	580	578
Total Teachers	4.0	5	3	3	2	4	3	1	2	27.0				25.0
Classroom Avg	22.3	23.0	25.0	23.5	23.0	22.3	24.0	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	21					
	20		18	21		20					
Total Students	61	50	56	65	54	63	349	-2	-1	350	349
Total Teachers	3	2	3	3.00	2	3	16.00				16
Classroom Avg	20.3	25.0	18.7	21.7	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	20	22	23	23	22					
	24	21	23	22	22	25					
	23	21	22	22	23	25					
	22	22	22	23	21	24					
		20		22							
Total Students	90	104	89	112	89	96	580	2	2	578	580
Total Teachers	4.0	5	4	5	4	4	26				26
Classroom Avg	22.5	20.8	22.3	22.4	22.3	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	22	18	24	20	21	24					
	21	18	24	20	21	24					
	22	18	23	21	21	23					
Total Students	65	54	71	61	63	71	385	7	13	372	385
Total Teachers	3	3	3	3	3	3	18				18
Classroom Avg	21.7	18.0	23.7	20.3	21.0	23.7	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	24	20					
	18		16		15		24	24	24	26	24	20					
Total Students	39	14	32	28	31	24	48	48	48	51	48	40	451	2	1	450	451
Total Teachers	2	1	2	1	2	1	2	2	2	2	2	2	21				21.0
Classroom Avg	19.5	14.0	16.0	28.0	15.5	24.0	24.0	24.0	24.0	25.5	24.0	20.0	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Cody	21	15	19	20	13	15	8					
	20	14	21		14	14	7					
		15					8					
Total Students	41	44	40	20	27	29	23	224	-1	0	224	201
Total Teachers	2	3	2	1	2	2	3	15				12
Classroom Avg	20.5	14.7	20.0	20.0	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	25	20	23	18					
				20	22	20					
Total Students	45	40	48	61	67	58	319	0	4	315	319
Total Teachers	2	2	2	3	3	3	15				15
Classroom Avg	22.5	20.0	24.0	20.3	22.3	19.3	21				21

145.

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Disney	19	18	22	18	27	20	6					
	21	16	20	18	26	19	6					
		19		19								
Total Students	40	53	42	55	53	39	12	294	2	8	286	282
Total Teachers	2.0	3	2	3	2	2	2	16.0				14
Classroom Avg	20.0	17.7	21.0	18.3	26.5	19.5	6.0	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
Harvey Oaks	23	20	18	23	22	26						
	23	20	20	24	22	24						
Total Students	46	40	38	47	44	50		265	1	12	253	265
Total Teachers	2.0	2	2	2	2	2		12.0				12
Classroom Avg	23.0	20.0	19.0	23.5	22.0	25.0		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
Hitchcock	20	17	18	14	19	18						
	20	15	19	14	19	17						
Total Students	40	32	37	28	38	35		210	1	0	210	210
Total Teachers	2.0	2	2	2	2	2		12.0				12
Classroom Avg	20.0	16.0	18.5	14.0	19.0	17.5		18				18

	K	1	2	3	4	3-4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
													Size W/out SPED
Holling Heights	17	21	24	22	20	21	21						
	19	20	23	21	20		21						
	18	21					20						
Total Students	54	62	47	43	40	21	62		329	9	9	320	329
Total Teachers	3.0	3	2	2	2	1	3		16.0				16
Classroom Avg	18.0	20.7	23.5	21.5	20.0	21.0	20.7		21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Era Millard	20	21	22	23	25	19	7					
	20	20	22	22	24	19	4					
	20	21	22	23	24	20						
	20											
Total Students	80	62	66	68	73	58	11	418	0	2	416	407
Total Teachers	4.00	3	3	3	3	3	2	21				19
Classroom Avg	20.0	20.7	22.0	22.7	24.3	19.3	6	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
															Size W/out SPED
Montclair	24	19	21	22	22	18	23	24	19	7					
	25	19	24	22	20	17	21	22	19						
							21	24	20						
								24	17						
								25							
								24							
Total Students	49	38	45	44	42	35	65	143	75	7	543	-4	-7	550	536
Total Teachers	2	2	2	2	2	2	3	6	4	1	26				25
Classroom Avg	24.5	19.0	22.5	22.0	21.0	17.5	21.7	23.8	18.8	7.0	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size
												Size W/out SPED
Morton	18	21	20	20	21	24	11					
	18	19	21	20	21	22	10					
	16	20	20	20		24						
Total Students	52	60	61	60	42	70	21	366	5	5	361	345
Total Teachers	3	3	3	3	2	3	2	19				17.0
Classroom Avg	17.3	20.0	20.3	20.0	21.0	23.3	10.5	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
Neilhardt	21	21	19	23	22	24						
	20	21	20	23	22	23						
	18	21	18	23	20	23						
	19	21	18	23	19	24						
	20	20	20		21							
Total Students	98	104	95	92	104	94		587	2	-2	589	587
Total Teachers	5.0	5	5	4	5	4		28.0				28.0
Classroom Avg	19.6	20.8	19.0	23.0	20.8	23.5		21				21

146.

	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	20	22	17	19	20	24	8					
	21	17	20	23	16	20			8					
									6					
Total Students	42	33	40	45	33	39	20	24	22	298	-4	-10	308	276
Total Teachers	2.0	2	2	2	2	2	1	1	3	17.0				14
Classroom Avg	21.0	16.5	20.0	22.5	16.5	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	23	20	12					
	24	18	17	19	25	16	13					
		19	18	18	20							
Total Students	47	57	52	55	48	56	25	340	3	5	335	315
Total Teachers	2.0	3	3	3	2	3	2	18.0				16.0
Classroom Avg	23.5	19.0	17.3	18.3	24.0	18.7	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	22	17	26	23	4					
	21	24	22	22	27	24	6					
	20	24	16	22	25	24						
	21	23	22	23								
Total Students	83	95	82	84	78	71	10	503	1	19	484	493
Total Teachers	4.0	4	4	4	3	3	2	24.0				22
Classroom Avg	20.8	23.8	20.5	21.0	26.0	23.7	5.0	21				22

	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	22	19	24	25	21						
	25	24	19	23	25	21						
			18			21						
Total Students	50	46	56	47	50	63		312	0	7	305	312
Total Teachers	2	2	3	2	2	3		14				14
Classroom Avg	25.0	23.0	18.7	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	24	21	26	25	27	12					
	24	19	23	25	26	28	13					
	23	23	21	25	26	26						
	24	24	22									
	22	23										
Total Students	116	90	110	76	77	81	25	575	5	11	564	550
Total Teachers	5	4	5	3	3	3	2	25				23
Classroom Avg	23.2	22.5	22.0	25.3	25.7	27.0	12.5	23				24

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Willowdale	21	17	23	23	22	27						
	22	17	21	23	22	26						
	23	17	23	22	22	25						
Total Students	66	51	67	68	66	78		396	1	-1	397	396
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	22.0	17.0	22.3	22.7	22.0	26.0		22				22

Elementary Totals	Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Students		1504	1446	1445	1434	1397	1403	168	8797	28	88	8709	8629
Teachers		71.0	71.0	68.0	65.5	63.5	65.0	21.0	425.0				404.0
Classroom Avg		21.2	20.4	21.3	21.9	22.0	21.6	8.0	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment
Andersen MS	250	241	280	10	771	2	11	760
Beadle MS	180	225	185	15	590	-1	-1	591
Central MS	261	286	313	17	860	3	-5	865
Klewit MS	298	360	336	11	994	2	2	992
North MS	211	186	227	23	624	0	-8	632
Russell MS	276	237	290	7	803	1	3	800
MS Alternative	8	4	10		22	1	8	14
Totals	1484	1539	1641	83	4664	8	10	4654

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
North HS		567	567	612	499	22	2245	1	-37	2282
South HS		500	513	442	424	17	1879	-4	-34	1913
West HS		461	461	441	382	13	1745	-1	-31	1776
Millard Learning Center		0	0	29	57		86	-6	-7	93
Totals		1528	1541	1524	1362	52	5955	-10	-109	6064

Contracted SPED 39 3 8 31  
 Young Adult Program 40 0 1 39  
**Total District Enrollment 19495 29 -2 19497**

147.

AGENDA SUMMARY SHEET

Enclosure I.2.  
March 1, 2004

AGENDA ITEM: Legislative Update

MEETING DATE: March 1, 2004

DEPARTMENT: Office of the Superintendent

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

ACTION DESIRED: APPROVAL \_\_\_\_ DISCUSSION \_\_\_\_ INFORMATION ONLY XX

**BACKGROUND:**

The Education Committee met in executive session on Tuesday to discuss the major issues of school finance, consolidation and other reorganization issues. The discussion includes making the \$1.05 levy limit permanent or fixing it for the next three years. It appears that Senator Raikes is close to having the votes to get this bill out of committee. His goal is to have the floor discussion on the issues contained in these bills.

We have been visiting with Senators Redfield and Stuhr about both the truancy bill and the kindergarten entrance bill. These bills are currently joined in LB 868. We are very concerned about the kindergarten enrollment part of LB 868. We have been trying to clarify the financial impact and the educational impact if this bill is successful. The bill made it out of the Education Committee on an 8-0 vote.

We are tracking the following bills very closely:

- LB 32 (authorize storm water management programs with fees required)
- LB 172 (eliminate a requirement for school districts to provide abortion information)
- 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 unfunded mandates relating to elementary and secondary education)
- LB 680 (create and provide duties for the Nebraska Commission for Quality Education)
- LB 698 (revise the funding formula based on the Education Committee study)
- LB 771 (change calculation of state aid under Tax and Educational Opportunities Support Act)
- LB 868 (change provisions relating to truancy)
- LB 934 (change the entrance date for kindergarten from October 15 to August 1)
- LB 1048 (change school district reorganization provisions)
- LB 1105 (provide incentives for school district consolidation)

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 and Board Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL:  \_\_\_\_\_  
(Signature)

BOARD ACTION:

**NINETY-EIGHTH LEGISLATURE**  
**SECOND SESSION**  
*Revised February 25, 2004*

The following represent bills and constitutional amendments introduced during the 2004 Second Session of the 98<sup>h</sup> Legislature that may affect **Millard Public Schools** or education in general. ("New" information will be in **boldface**.) "Hot bills" are shown with a border. Bills that have been passed, indefinitely postponed or withdrawn are listed last.

**"Hot" bills will be in a "hot box."**

**Abbreviations Used for Status of Bills**

HC	Held in Committee	LIV	Line Item Veto
GF	General File	VO	Veto Overridden
SF	Select File	W	Withdrawn
FR	Final Reading	P	Passed
IPP	Indefinitely Postponed	S	Signed
V	Vetoed	*	Senator Priority Bill
/ /	Hearing Date	**	Committee Priority Bill
--LB	Amended into another bill	***	Speaker Priority Bill
CA	Constitutional Amendment	LR	Legislative Resolution

**LR 17CA** (*Schrock*) Constitutional amendment to permit the Legislature to annually appropriate ten percent of the principal of the permanent school fund (Hearing Date 2/10/03)

**NO POSITION**

\***LR 209CA** (*Landis, Vrtiska, Dw. Pedersen, Cudaback*) Constitutional amendment to provide for the distribution of lottery proceeds (Referred to General Affairs Committee 1/12/04) (04)

**NO POSITION**

**LB 32** (*Schrock*) Authorize storm water management programs for certain political subdivisions as prescribed (Referred to Natural Resources Committee 1/10/03) (Priority Bill) (Hearing Date 1/21/03) (GF 3/14/03) (was bracketed until second session)

**OPPOSE**

**LB 58** (*Byars, Synowiecki*) Allow government employees to bring discrimination actions under the Federal Americans with Disabilities Act of 1990 (Referred to Judiciary Committee 1/10/03) (Hearing Date 1/22/03)

**NO POSITION**

**LB 63** (*Preister*) Adopt the School Pesticide Notification Act (Referred to Agriculture Committee 1/10/03) (Hearing Date 2/11/03)

**NO POSITION**

**LB 64** (*Preister*) Adopt the School Integrated Pest Management Act (Referred to Natural Resource Committee 1/10/03) (Hearing Date 2/11/03)

**NO POSITION**

149.

**LB 147** (*D. Pederson*) Change cancellation and ownership provisions for the Nebraska educational savings plan trust (Hearing Date 2/3/03) (Portions/provisions amended into LB 547 on 6/2/03 by Com AM 816)

**NO POSITION**

**LB 152** (*Schimek*) Change residency provisions relating to postsecondary education (Hearing Date 2/3/03)

**NO POSITION**

**LB 172** (*Foley, Erdman, Combs*) Eliminate a requirement for school districts to provide abortion information (Hearing Date 3/4/03) (GF 3/14/03) (Speaker Priority Bill 3/18/03) (Bracketed until second session on 5/22/03) (SF 1/13/04) (FR 2/3/04)

**SUPPORT**

**LB 174** (*Byars*) Provide for opting out of certain limitations on federal food stamp assistance as prescribed (Hearing Date 3/4/03) (GF 3/20/03)

**NO POSITION**

**LB 226** (*Redfield, Dw. Pedersen*) Require a nonunion employee to reimburse a union for legal services requested by such employee (Referred to Business and Labor Committee 1/13/03) Hearing Date 2/3/03) (GF 2/5/03) (Failed to Advance 2/24/03) (Attorney General's Opinion 3/10/03)

**NO POSITION**

**LB 236** (*Maxwell*) Change provisions for withholding personal information on students in public records (Hearing Date 1/29/03 Government, Military and Veterans Affairs Committee) (GF 2/19/03)

**NO POSITION**

**LB 264** (*Raikes*) Change and eliminate provisions relating to educators' certificates and provisions (Hearing Date 3/3/03) (Provisions/portions of LB 264 amended into LB 685 by Com AM1349)

**SUPPORT**

**LB 297** (*Hartnett, Byars*) Change provisions for receipt of specialized developmental disabilities services (Referred to Health and Human Services Committee 1/14/03) (Hearing Date 2/21/03)

**NO POSITION**

**LB 301** (*Preister*) Adopt the Electronic Equipment Recycling Act

Referred to Natural Resources Committee 1/14/03) (Hearing Date 2/19/03) (Speaker Priority Bill 3/18/03) (GF 3/5/03)

**OPPOSE**

**LB 335** (*Kremer*) Change annexation provisions relating to certain Class III school districts (Hearing Date 1/27/03) (Priority bill 3/17/03)

**NO POSITION**

**LB 340** (*Bourne*) Provide for extended contract days and change certain programs and funding relating to teaching (Hearing Date 3/3/03)

**SUPPORT**

**LB 341** (*Bourne*) Adopt the Teacher Tuition Reimbursement Program Act (Review)

(Hearing Date 3/3/03)

**SUPPORT**



**LB 347** (*Quandahl*) Increase the statute of limitations under the Political Subdivisions Tort Claims Act (Referred to Judiciary Committee 1/16/03) (Hearing Date 3/19/03)

**NO POSITION**

**LB 356** (*Stuhr*) Change provisions relating to freeholder petitions (Hearing Date 1/27/03)

**LB 378** (*Bromm*) Provide immunity in actions against a person who provides a job reference (Referred to Judiciary Committee 1/16/03) (Hearing Date 3/19/03)

**LB 379** (*Hartnett*) Change income tax rates (Referred to Revenue Committee 1/16/03) (Hearing Date 2/21/03) (GF 5/5/03) (SF 5/7/03)

**NO POSITION**

**LB 389** (*Johnson, Bromm*) Create the Nebraska Higher Education Board of Regents (Hearing Date 1/28/03)

**NO POSITION**

**LB 391** (*Erdman, Dw. Pedersen*) Change Minority from Nineteen to Eighteen in the Juvenile Code and General Age of Majority Provision (Referred to Judiciary Committee 1/16/03) (Hearing Date 1/30/03)

**LB 392** (*Erdman*) Provide for judicial emancipation of a minor (Referred to Judiciary Committee 1/16/03) (Hearing Date 1/30/03) (GF 3/6/03)

**LB 397** (*Redfield, Mines*) Change the sales tax rate and tax certain services (Referred to Revenue Committee 1/16/03) (Hearing Date 3/6/03)

**NO POSITION**

**LB 398** (*Redfield*) Change the income tax rate and change the tax calculation (Referred to Revenue Committee 1/16/03) (Hearing Date 2/6/03) (IPP 3/10/03)

**NO POSITION**

**LB 435** (*Beutler*) Increase the minimum wage (Referred to Business and Labor Committee 1/21/03) (Hearing Date 3/3/03)

**NO POSITION**

**LB 441** (*Chambers*) Rename the Nebraska Fair Employment Practice Act and prohibit employment discrimination based on sexual orientation (Referred to Business and Labor Committee 1/21/03) (Hearing Date 2/10/03)

**NO POSITION**

**LB 442** (*Erdman*) Change death benefit provisions under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/21/03) (Hearing Date 3/12/03)

**NO POSITION**

**LB 453** (*Aguilar*) Impose sales tax on engineering, architectural, legal, and accounting services (Referred to Revenue Committee 1/21/03) (Hearing Date 2/20/03) (GF 3/10/03) (SF 4/17/03)

**NO POSITION**

**LB 466** (*D. Pederson*) Change provisions relating to educational savings plans (Hearing Date 2/3/03) (Provisions/portions of LB 466 amended into LB 574 by Com AM816)

**NO POSITION**

**LB 482** (*Redfield*) Adopt the In the Line of Duty Dependent Education Act (Hearing Date 2/3/03)

**NO POSITION**

**LB 492** (*Tyson, Janssen, Jensen, et al.*) Provide for community colleges and state colleges under the Nebraska Schools Construction Alternatives Act (Referred to Education Committee 1/21/03; Rereferred to Government, Military and Veterans Affairs Committee 1/22/03) (Hearing Date 2/28/03)

**SUPPORT**

**LB 496** (*Raikes, at the request of the Governor*) Change provisions for property tax assessment (Referred to Revenue Committee 1/22/03) (Hearing Date 1/29/03) (GF 3/6/03)

**NO POSITION**

**LB 544** (*Stuhr*) Change the employee contribution rate under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/23/03) (Hearing Date 3/12/03)

**NO POSITION**

**LB 581** (*Bourne*) Change sales tax provisions relating to services and exemptions (Referred to Revenue Committee 1/23/03) (Hearing Date 3/5/03)

**NO POSITION**

**LB 587** (*Bourne*) Change sales tax provisions relating to services (Referred to Revenue Committee 1/23/03) (Hearing Date 3/5/03)

**NO POSITION**

**LB 642** (*Schrock*) Change levy and budget limits for natural resources districts (Referred to Revenue Committee (Hearing Date 2/26/03) (IPP 3/10/03) Motion for GF printed on 3/12/03)

**SUPPORT**

**LB 651** (*Hartnett*) Disallow certain sales and use tax refunds under the Employment and Investment Growth Act (Referred to Revenue Committee 1/24/03) (Hearing Date 2/12/03)

**NO POSITION**

**LB 658** (*Beutler*) Adopt the Community Scholarship Foundation Program Act (Hearing Date 2/3/03) (Provisions/portions of LB 658 amended into LB 574 by Com AM816)

**NO POSITION**

**LB 660** (*Maxwell, Stuhr, Byars*) Prohibit unfunded mandates relating to elementary and secondary education (Hearing Date 2/10/03)

**SUPPORT**

**LB 680** (*Wehrbein, Baker*) Create and provide duties for the Nebraska Commission for Quality Education (Hearing Date 2/24/03) (Wehrbein Priority Bill 3/12/03)

**NO POSITION**

**LB 686** (*Raikes*) Change provisions relating to disbursement of administrative fines (Referred to Government, Military and Veterans Affairs Committee 1/24/03) (Rereferred to Education Committee 2/4/03) (Hearing Date 3/10/03)

**NO POSITION**

**\*LB 698** (*Education Committee*) Change calculation of state aid pursuant to the Tax Equity and Educational Opportunities Support Act Hearing Date (2/11/03)  
**NO POSITION**

**LB 736** (*Kremer, Baker, Bromm, et al.*) Extend Employment and Investment Growth Act benefits to certain cooperatives (Referred to Revenue Committee 1/24/03) (Hearing Date 2/14/03)  
**NO POSITION**

**LB 771** (*Synowiecki*) Change calculation of state aid under the Tax Equity and Educational Opportunities Support Act Hearing Date (2/11/03)  
**NO POSITION**

**LB 784** (*Janssen*) Adopt the Public Facilities Construction and Finance Act (Referred to Government, Military and Veterans Affairs Committee 1/24/03) (Priority Bill 3/7/03) (Hearing Date 2/28/03) (GF 3/12/03)

*The following are second session bills:*

**LB 815** (*Smith*) Provide for military recruiting on campuses as prescribed (Hearing Date 1/20/04)  
**SUPPORT**

**LB 820** (*Schimek*) Change and provide notice requirements for recall elections

**\*LB 868** (*Redfield, Aguilar, Erdman, et al*) Change provisions relating to truancy (Hearing Date 1/20/04) (GF 2/12/04)  
**OPPOSE**

**LB 870** (*Brown, Bourne, Mines, et al*) Change a voting requirement for municipal county consolidations (Referred to Government, Military and Veterans Affairs Committee 1/8/04) (Hearing Date 1/23/04) (GF 1/27/04) (SF 1/27/04)  
**NO POSITION**

**LB 896** (*Erdman, Synowiecki*) Provide for part-time enrollment and for participation in extracurricular activities by exempt students (Hearing Date 1/27/04)  
**OPPOSE**

**LB 898** (*Schimek*) Change, transfer, and repeal provisions of the Nebraska Political Accountability and Disclosure Act (Referred to Government, Military and Veterans Affairs Committee 1/9/04) (Hearing Date 2/4/04) (GF 2/6/04)  
**NO POSITION**

**LB 904** (*Wehrbein*) Change and eliminate education funding provisions relating to allocation of state lottery funds (Hearing Date 2/23/04)  
**OPPOSE**

**LB 908** (*Baker*) Eliminate special speed limits for school buses (Referred to Transportation and Telecommunications Committee 1/9/04)  
**NO POSITION**

**LB 912** (*Baker*) Reallocate certain motor vehicle registration fees (Referred to Transportation and Telecommunications Committee 1/9/04)

**NO POSITION**

**LB 922** (*Schrock*) Exempt agricultural personal property from tax and change valuation of agricultural land (Referred to Revenue Committee 1/9/04)

**NO POSITION**

**LB 934** (*Stuhr, Connealy, Janssen, Hartnett*) Change provisions relating to kindergarten entrance age (Hearing Date 1/20/04) (GF 2/9/04)

**OPPOSE**

**LB 939** (*Government, Military and Veterans Affairs Committee*) Require certain political subdivisions to report information regarding Interlocal and joint public agency agreements (Referred to Government, Military and Veterans Affairs Committee 1/12/04) (Hearing Date 1/28/04) (GF 1/29/04)

**NO POSITION**

**LB 960** (*Retirement Committee*) Change Public Employees Retirement Board membership (Referred to Nebraska Retirement Systems Committee 1/12/04)

**NO POSITION**

**LB 961** (*Retirement Committee*) Change the manner of mailing a school employee retirement statement (Referred to Nebraska Retirement Systems Committee 1/12/04) (Hearing Date 1/20/04)

**NO POSITION**

**LB 965** (*Price*) Adopt the Successful Schools Foundation Act (Referred to Revenue Committee 1/12/04)

**NO POSITION**

**LB 970** (*Landis*) Change provisions relating to valuation of agricultural land

**LB 971** (*Landis*) Change property tax valuation protest procedures

**LB 972** (*Landis*) Change provisions relating to property assessment abstracts and property assessments

**LB 984** (*Revenue Committee*) Change revenue provisions

**LB 1027** (*Price*) Adopt the Clinical Nurse Specialist Practice Act and change and eliminate provisions relating to advanced nursing practice

**LB 1037** (*Cunningham, Connealy, Stuthman, et al*) Provide funding to schools using biodiesel (Referred to Agriculture Committee 1/14/04) (Hearing Date 1/27/04)

**NO POSITION**

**LB 1048** (*Raikes, Baker, Beutler, et al.*) Change school district reorganization provisions (Referred to Revenue Committee 1/12/04) (Hearing Date 2/3/04)

**LB 1072** (*Stuhr*) Change educational service unit board vacancy provisions

**NO POSITION**

**LB 1080** (*Stuhr*) Prohibit schools from offering employees certain annuity plans (Referred to Nebraska Retirement Systems Committee 1/15/04) (Hearing Date 2/5/04)

**NO POSITION**

**LB 1081** (*Nebraska Retirement Systems Committee*) Change provisions relating to false or fraudulent actions under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/15/04) (Hearing Date 2/5/04)

**SUPPORT**

**LB 1091** (*Speaker Bromm, at the request of the Governor*) Change provisions relating to funds and authorize transfers (Hearing Date 2/2/04)

**LB 1093** (*Raikes, at the request of the Governor*) Change dates relating to calculation of state aid to schools (Hearing Date 1/27/04)

**LB 1097** (*Nebraska Retirement Systems Committee*) Change provisions relating to retirement (Referred to Nebraska Retirement Systems Committee 1/16/04)

**NO POSITION**

**LB 1098** (*Nebraska Retirement Systems Committee*) Change provisions relating to disability and death benefits under the Nebraska State Patrol Retirement Act (Referred to Nebraska Retirement Systems Committee 1/16/04)

**NO POSITION**

**LB 1100** (*Wehrbein*) Change provisions relating to developmental disabilities services

**LB 1104** (*Raikes*) Change provisions relating to unified systems of schools (Hearing Date 1/26/04)

**SUPPORT**

**LB 1105** (*Raikes*) Provide incentives for school district consolidation (Hearing Date 1/26/04)

**SUPPORT**

**LB 1106** (*Raikes*) Change miscellaneous provisions relating to schools (Hearing Date 1/26/04)

**SUPPORT**

**LB 1108** (*Raikes*) Change and eliminate provisions relating to school district reorganization (Hearing Date 1/26/04)

**SUPPORT**

**LB 1115** (*Bourne*) Change Public Employees Retirement Board membership

**LB 1119** (*McDonald, Combs, Jones, et al*) Change provisions relating to approval of Class I school district reorganization plans (Hearing Date 2/3/04)

**LB 1120** (*Quandahl*) Eliminate currency transaction reporting provisions for financial institutions (Hearing Date 2/3/04) (GF 2/18/04)

**NO POSITION**

**LB 1124** (*Price*) Change provisions relating to tuition for wards of the state or a court (Hearing Date 2/23/04)

**NO POSITION**

**LB 1132** (*Nebraska Retirement Systems Committee*) Change school employee retirement provisions (Referred to Nebraska Retirement Systems Committee 1/22/04) (Hearing Date 1/29/04)

**NO POSITION**

**LB 1136** (*Janssen, Foley*) Change levy and budget limits (Referred to Revenue Committee 1/22/04) (Hearing Date 2/6/04)

**LB 1147** (*Bromm*) Change provisions for school permits

**LB 1153** (*Byars*) Change Education Innovation Fund allocations to provide for teacher mentoring (Hearing Date 2/23/04)

**NO POSITION**

**LB 1161** (*Raikes*) Provide for adjustment of state aid to reflect property transfers (Hearing Date 2/2/04) (GF 2/17/04)

**NO POSITION**

**LB 1165** (*Price*) Adopt the Education Facilities Review Commission Act and provide for school bond state aid (Hearing Date 2/2/04)

**NO POSITION**

**LB 1206** (*Brashear*) Provide levy and budget lid exclusion for full-day kindergarten (2/2/04)

**OPPOSE**

**LB 1220** (*Raikes*) Change provisions relating to wards' educational expenses and provide for interim program schools (Hearing Date 2/23/04)

**NO POSITION**

**LB 1221** (*Raikes*) Change Allocation of the Education Innovation Fund (Hearing Date 2/23/04)

**NO POSITION**

**LB 1248** (*Maxwell*) Provide for a system of funding elementary and secondary education as prescribed (Hearing Date 2/2/04)

**NO POSITION**

**LB 1250** (*Bourne*) Prohibit the licensure of certain substance abuse treatment centers

**NO POSITION**

**\* KILLED BILLS \***

**LB 386** (*Hudkins, Wehrbein*) Change risk management pool provisions  
(Referred to Banking, Commerce and Insurance Committee 1/16/03) (Hearing Date 2/25/03)  
**(IPP 2/18/04)**

**LB 1079** (*Schrock*) Change provisions relating to state aid to schools (Hearing Date 1/27/04)(**IPP 2/9/04**)  
**NO POSITION**

**LB 1142** (*Schimek, Aguilar*) Remove before-and-after-school program costs from budget and levy limitations  
(Referred to Revenue Committee 1/22/04) (Hearing Date 2/6/04) (**IPP 2/20/04**)

*Prepared by:*  
**Angelo D. Passarelli**  
**Director of Administrative Affairs**

*Approved by:*  
**Keith W. Lutz**  
**Superintendent of Schools**

AGENDA SUMMARY SHEET

AGENDA ITEM: Recognition of the Millard Public Schools Alumni Association

MEETING DATE: March 1, 2004

DEPARTMENT: Millard Public Schools Foundation

TITLE AND BRIEF DESCRIPTION: Millard Public Schools Alumni Association. The Advisory Board of the Millard Public Schools Alumni Association would like to communicate with the School Board of the Association's planned activities and ask for their formal recognition and support.

ACTION DESIRED: Formal Recognition of the Association by the School Board.

BACKGROUND: As a result of the strategic planning process, the Millard Public Schools Foundation instituted an Alumni Association in the fall of 2003. The Association was developed with three specific goals: 1) to foster connections and nurture relationships between alumni, other interested friends and the Millard Public Schools and the Millard Public Schools Foundation; 2) to organize alumni activities and to assist with Alumni class reunion planning; and 3) to support the Millard Public Schools through human and financial resources. As the organization grows, it is important that all of our constituent groups understand the relevance of the Alumni Association and our ultimate goal of reconnecting Alumni with the Millard Public Schools.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS:

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: If given official recognition, the Alumni Association will have additional credibility that is offered by this governing organization.

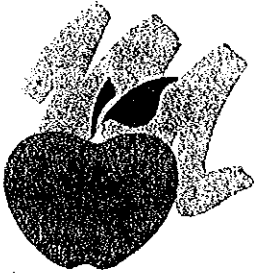
TIME LINE:

PERSONS RESPONSIBLE: Patty Rasmussen, Millard Public Schools Foundation

SUPERINTENDENT'S APPROVAL: \_\_\_\_\_







# Connections

A Publication for Millard Schools' Alumni and Friends sponsored by the Millard Public Schools Foundation

November/December, 2003

## Millard Schools Alumni Association So...what's that all about?

*Ever wonder what happened to those teachers, buddies or sweethearts who made your high school experience an adventure?*

*Do you sentimentally reflect on the past friendships made with other Millard parents building floats, freezing at football games or chaperoning the prom?*

Many Millard School alumni share your desire to re-connect. This inspired the Millard Public Schools Foundation to start an alumni association for you.

Historically, public and private universities and colleges developed alumni groups to keep graduates in touch with each other and their institution. Following their lead, the Millard Alumni Association's main focus is to organize alumni activities, assist with class reunion planning and function as a connection network.

"We're here to tell the Millard story," states Patty Rasmussen, Alumni Director for the Millard Public Schools Foundation. "By providing opportunities for volunteerism and donations, the Association achieves two major goals connecting alumni and friends with the Millard identity and providing support for the Millard Public Schools."

Although there is one Alumni Association, four Chapters--Millard Millard North, Millard South and Millard West High--will connect with their specific community.

For more information on the Millard Public Schools Foundation or the Millard Schools Alumni Association contact by phone at 402.691.1176 or e-mail us at [foundation@mpsomaha.org](mailto:foundation@mpsomaha.org).



## MILLARD SCHOOLS ...

### Preserving the Millard Identity

Drawing a map of the Millard Community is a tricky task these days. Urban expansion has blurred the distinct lines that historically defined Millard. Yet the pride shown and the values shared by those who live or have lived in this now sprawl-

ing suburban community are very distinct. The Millard identity is alive and well, driven by a mix of a resilient school district and a dedicated Foundation.

Growing from an enrollment of 400 to over 19,000 students in less than 40 years, the Millard Schools have played a crucial role in preserving the community's identity. "As the school district grew with the population, so did the sense of connection to 'Millard' even though Millard as a town officially disappeared in the 1970's," states Dr. Keith Lutz, Superintendent of Schools for the Millard District. "As the district grew large enough for multiple schools, the schools became towns unto themselves." The schools serve as community centers bringing together parents, students, and business leaders replacing the bond given by a geographically defined community with a value system that bonds all parties to the area.

Dr. Lutz states, "Each of our high schools is larger by themselves than a large percentage of entire school districts or even towns in the outlying parts of the state. That makes it hard for students, parents and residents to develop a sense of community to a larger identity of something called Millard. Now, through the Millard Public Schools Foundation, we're attempting to address problems that cause such losses of identity. We're working to keep the connections meaningful."

So how do you keep these connections thriving? "The Millard Public Schools Foundation is committed to preserving the Millard identity," states Mike Pate, President of the Millard Public Schools Foundation and member of the Millard Public Schools' Board. "The organization of the Alumni Association is one more strategic step in achieving this goal."

Community is an essential part of life. Preserving the Millard identity and creating a bond with the community are key roles played by the Millard Public Schools and the Millard Public Schools Foundation. Dr. Lutz sums it up best. "Millard may not have been an actual town for over 30 years, but, based on all the ways our parents, students, and alumni are involved with athletic events, theater productions and so many other fund raisers and support groups, you'd have a hard time convincing them it had ever disappeared."

# Membership Application

Yes, I want to join the Millard Schools Alumni Association and show my support for the Millard students and teachers.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email address \_\_\_\_\_

## Membership Type

- I am a graduate of a Millard High School.  
Graduation Year \_\_\_\_\_
- I am a Parent of a Graduate
- I am a friend of the Millard Schools
- I am making this gift in memory/honor of:

Name \_\_\_\_\_

Address \_\_\_\_\_

\*\*Notification of your generosity will be sent to this person.

## Alumni Chapter

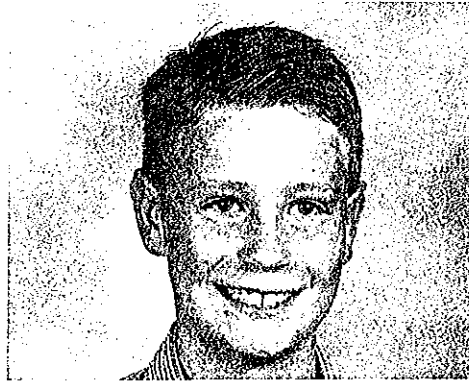
I would like to join the following Alumni Association Chapter:

- |   |   |
|---|---|
| <input type="checkbox"/> Millard High Chapter | <input type="checkbox"/> South High Chapter |
| <input type="checkbox"/> North High Chapter   | <input type="checkbox"/> West High Chapter  |

## Enclosed is my gift:

- \$25 Alumni Association Member
- \$50 Alumni Spirit Member
- \$100 Founding Member
- Other Amount: \_\_\_\_\_

**Return your membership application to:**  
Millard Schools Alumni Association  
C/O Millard Public Schools Foundation  
14755 Grover Street  
Omaha, NE 68144



## Growing Talents

### A Good Soul Continues to Give

At 12, Bryce Gerhardt loved basketball. He loved the game, the competition, being part of the team. But then again, Bryce loved life and lived it to its fullest.

Although basketball was one passion in his short life, Bryce was so much more. As one of his teachers stated, "He made the girls feel beautiful and the guys seem cool." He was a good soul with a ready smile, a good sense of humor and a maturity beyond his years. On March 25, 2000, Bryce died of Long QT Syndrome while playing in a basketball tournament with his team, the Omaha Gladiators. His family sought a way to perpetuate Bryce's dynamic spirit. They contacted the Millard Public Schools Foundation and set up an endowed scholarship in Bryce's memory. Since its creation, Bryce's scholarship has sent 22 middle school students to basketball camps at major universities.

"We are strong believers in new opportunities for kids that help them expand their education and interests. We are all for any program that teaches an elementary, middle school or high school student to be a better athlete, artist, musician, reader, writer, leader, person etc. while they are still young and developing," states Troy Gerhardt, Bryce's father. "We wanted to offer a scholarship for younger kids to help them grow their talents, and interests, plus reward them for their efforts and boost their self esteem. How many middle school kids can say they got a scholarship to the Kansas University or Iowa State University Basketball Camp, thanks to doing well in school and being considerate to others?"

Bryce's scholarship has made a difference for other kids who share his passion for basketball. Last summer, Adam Muehling, now a freshman at Millard North High School, attended the Boys Basketball Camp at the University of Kansas. He states "the camp was great, I learned a lot. I want to play high school ball and want to work hard so I can also play in college. This camp taught me to be a better player."

Elizabeth Henthorn, now a freshman at Millard West High School, attended the Iowa State University Girls Basketball Camp thanks to the Bryce Gerhardt Scholarship and had a similar experience. "It was neat to be on a college campus. I saw that the Iowa State Girls Basketball team were both leaders on the court and in the dorms. Even though I sprained my ankle early in the camp, I learned a lot about shooting drills and college life."

Bryce's spirit lives in the passion Adam and Elizabeth share on and off the court. "We truly believe this is an untapped idea that could be extremely powerful if others should direct their money and effort to it," states Gerhardt. "This program is bringing forth benefits we never expected. Kids are experiencing dorm life, visiting the campus of a major university and beginning to think about college and what school they might like to attend." These are the long term benefits of the Bryce Gerhardt Memorial Scholarship. This scholarship is an investment in younger students, demonstrating how their talents--no matter in what area--make a difference in their lives and the lives of others.

160.



# Connections

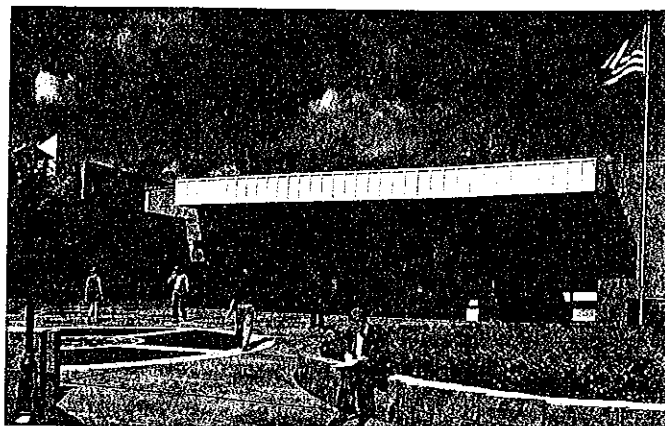
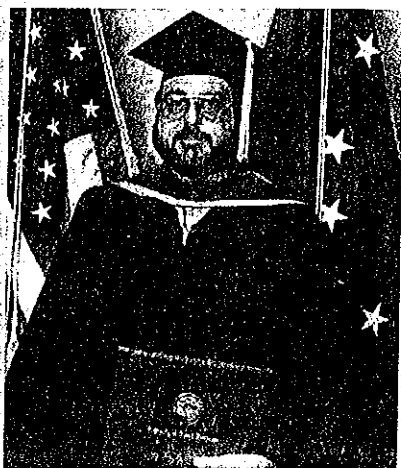
## Alumni News...

### Millard Alum is On Top of the World

Dr. Ed Bargar is truly on top of the world. After graduating from Millard High School in 1973, receiving his B.S. from the University of Nebraska Lincoln in 1977, receiving his M.S. from the University of Alaska in 1996, and serving as an officer in the United States Air Force, Dr. Bargar completed his Ph.D. in Mechanical Engineering specializing in Building and Systems Modeling last May.

Currently, Dr. Bargar serves as an Assistant Professor at the University of Alaska Fairbanks where he does extensive research in engineering. His duties allow him to call North Pole, Alaska home. In addition, he serves on a committee with the University of Michigan which is working on re-engineering the Humvee for the United State Army.

Dr. Bargar is the son of **Harold and Florence Bargar** of Omaha. Congratulations Dr. Bargar!



Architect's Rendering of the Millard South Entry Following Installation of Commemorative Bricks

## Millard South Recognizes Alumni

Entering Millard South High School will take on a new look this

year. A new organization, the Millard South Hall of Fame Association, has taken on the mission of recognizing the contributions and achievements of the school's diverse family of graduates, staff, administration, parents, community, and others who have contributed to the school's rich tradition and continue to inspire its future endeavors. In addition, this group has spearheaded plans to renovate the entry area to Millard South High School.

Each year the Association plans to host an alumni banquet including all graduates, 1938-2003 and beyond, to reconnect their roots and foster MHS's continuing tradition of excellence. Selected Millard/South Graduates will be recognized each fall by inducting them into the Hall of Fame. These inductees will be honored at a fall pre-game banquet and awards ceremony and will be included in a permanent Hall of Fame display located in the front entryway of South High School. Forms will be available to alumni in the spring of 2004 and alumni will be asked to nominate individuals for this honor. Nominees may come from all walks of life and represent a variety of successes.

In an effort to provide an appropriate forum for this recognition program, the Association is offering alumni the opportunity to purchase a piece of the Millard South History, a brick that will be installed in the commemorative courtyard pictured above. Cost of an inscribed brick is \$100 and installation of the first bricks will begin in late spring of 2004.

The Millard Hall of Fame Association committee consists of: John Lammel, chair; Rich Brown, vice chair; Tracy Hancock, secretary; Bill Lind, treasurer; Carol Garcia, Marty Going, Ken Hui, Dave Kahm, Kelly Latimer-Briggs, Jon Lopez, Kyrie Nehls, Kelly Park-Aschwege, Tyler Renken, Larry Ribble, Phyllis Schroeder, Jay Sealer, Nancy Sinnett, Gina St. Cyr, Gene Starmer, Connie Tiller, Barb Wagner, Rob Wennstedt, Chuck Wolatz, Holly Wredt, and Tony Wredt.

If you are interested in being a part of this historical opportunity, please refer to the enclosed brochure or contact Tracy Hancock, [thancock@mpsomaha.org](mailto:thancock@mpsomaha.org) or mail to Tracy at Millard South High School, 14905 Q Street, Omaha, NE 68137.

161.





# Connections

## Mustang Mural Decorates Entry

by Katie Stearns, Millard North Sophomore  
News Editor for the Hoofbeat

If one were to walk into the doors of MN a few years ago, there would have been nothing to see. There would've been plain doors to walk through, and hardly any sign to prove that this school's mascot is the Mustang.

But now, as you walk into the school building one may be stampeded with the 33' by 4' brick mural of mustangs. Depending on where one enters the building, one may also see the circular brick framed flag display, which leads one into the school.

Principal Rick Werkheiser said that the mural creates a new sense of passionate pride throughout the school, and will long be remembered.

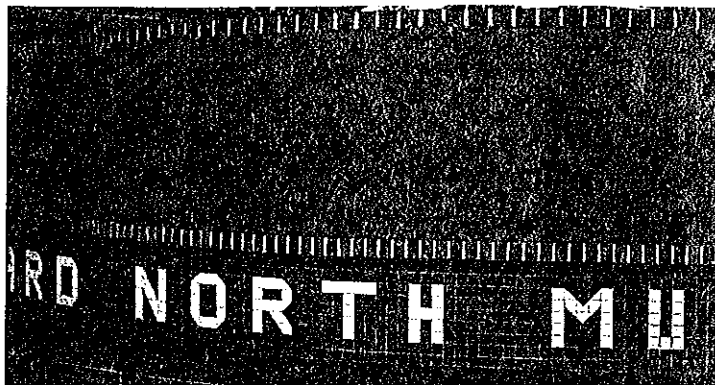
Werkheiser said that he notices that the students are enjoying and appreciating the mural. He also sees the mural adding a sense of school pride and spirit just to see "our powerful and mighty mustang upon the face of the mural."

"The original thinking was to do something out where the seniors last year painted those mustangs. The original plan was to put a sculpture on that wall similar to this. But when we brought the artist up, and were trying to decide a place, she just felt that the semi-circle wall was the perfect place," Werkheiser said.

Susan Horn, the artist behind the design, took about three months to complete the sculptures of the mustangs. They were sculpted out of clay and then fired in a large oven. After that process was completed, Jay Tschetter, the brick mason, took about two weeks to put all of the pieces in place in the commons area during the summer.

It took three years to come up with the \$25,000 dollars to fund this project. Some of the things done to raise money included taking donations. No school district or school funds were used.

Along with the new mural this year, a circular flag display has also been built. It's located right outside the front of the school. Within its base, it holds three flags: the United States flag, the Nebraska flag, and a newly designed MN flag which will be displayed before the semester ends.



## Watch for Mustang Mania!

It's a Mustang Alert! February 21, 2004 the Georgetown Club will be the setting for the Annual Mustang Mania Dinner and Silent and Live Auction.

Last Year, over \$10,000 was raised by the Millard North Parent's Association to fund special projects at North High School.

In the past, dollars raised at this event have provided assistance to the school in a variety of ways including landscaping/beautification projects, educational support materials and scholarships.

For more information on Mustang Mania, contact Beth Wooster at 493-3353.

163.

# Reunion News

## Millard North Class of 1993

Over 130 alumni and guests enjoyed a weekend of reminiscing and catching up August 29, 30th and 31st, 2003. The dinner/dance, which was held at The Georgetown Club, was a lot of fun. A good time was had by all who attended even though the dancing did not start till close to the end of the party. The Saturday morning golf outing was a bust, but the Saturday night social at The Joint was a success. The Class of '93 had run of the place. The Sunday family picnic was very busy even though the weather was dark and gray. Those who attended were either chasing their kids or dodging rain drops. The organizing committee consisted of **Julie (Love) Condon, Bob Correa, Kyle Marler, Derek Strohmman and Wendy Guyett**. Thanks to the success of the raffle, we are sitting pretty good for the next reunion.



Millard  
North Class  
of 1983  
Graduates  
John  
Kinsler and  
Sue Merkel

## Millard North Class of 1983

August 1st and 2nd found the Millard North Class of 1983 taking a step back in time. Organized by a committee consisting of **Walt Mertz, Alana Loper-Riche, Marc LeFebvre, Sue Merkel, Colleen Nelson-Fortenberry, Shelly Ostronic-Holzworth, Janet Jonswold-Taylor, Jill Sharp-Camenzind, Carrie Ziegenbein-Gottsch and Mark Irwin**, the events were a huge success. Friday night was an informal gathering at the Fox and Hound Pub with approximately 100 classmates attending. Saturday night the party continued at Indian Creek Clubhouse for dinner and dancing. Approximately 150 classmates and guests attended. Four special awards were given at this event: **Russ Schultz** was recognized for the most kids--he has 6. **Virginia Brophy-Achman** was given the most changed woman with **Jeff Davis** receiving the most changed man. **Ron Marchant** was applauded for traveling the furthest--he came from Germany for the Reunion. **Walt Mertz**, class president and organizing chair sums it up best. "A good time was had by all! Millard North's reunion was by far much better than Millard South's. How about a joint MN/MS 25 year gathering at the 2008 MN/MS Football game?"



North Class of  
1983, from left to  
right:  
Stacey Bisson-  
Henning, Kerstin  
Treadway-Pung,  
Wendy Ward,  
Carrie Ziegenbein-  
Gottsch and Jill  
Sharp-Camenzind

# Save the Date

Watch for information to come on the following reunions:

Class of 1997 Reunion Contact

Kyle Kimberlin  
(719) 963-5141

stoofjn141@hotmail.com

Hey North class of 1997! I know this is early but I want to let you know that our first-class reunion is coming up in 2007. Keep your eyes open for later messages coming in the Millard Connections Newsletter. Keep in touch with the Foundation, so we have your current address when the event draws near!

# Alumni Updates

Update your classmates on your successes! Complete the information and return this to the address listed below and we'll include your update in our next newsletter.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

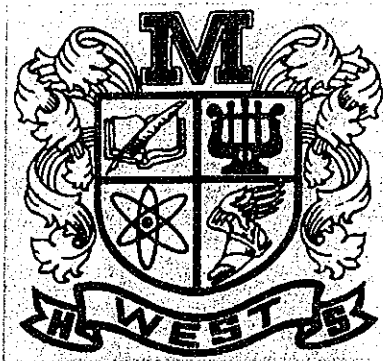
State \_\_\_\_\_ Zip \_\_\_\_\_

Tell us what you've been up to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Return this form to:  
Millard Schools Alumni Association  
C/O Millard Public Schools Foundation  
14755 Grover Street  
Omaha, NE 68144

1164



# Connections

## Stop the Bullying

There are two things most people need to know if they are being bullied. First, they are not alone and second it's not their fault. Kids and adults alike need to practice how to deal with bullies, in all areas of their lives.

Take a few minutes to look at your own interactions with others and/or talk with your kids about bullying.

Listed below are some specific strategies and quick words to help diffuse a bully:

### Specific Strategies

If a bully comes to call, try these:

Don't bully back

Stand up straight

Establish eye contact

Use a clear, strong voice

Respond with a clear comment

Keep it simple

Walk away

### Quick Words

Use these statements if someone wants to try to intimidate you:

"That's one opinion"

"Leave me alone"

"Stop teasing me"

"So?"

"Cool"

"Oh, thanks"

"I know how you see it"

"Thanks for telling me"



## Bully Free is the Way to Be

"At Millard West High School, no one is an outsider. In classes, everyone is welcome, and students treat others the way they want to be treated. Spreading rumors isn't cool, gossip isn't cool, name-calling isn't cool. No one ever deserves to be bullied."

These are the messages taught by two Millard teachers who won't take their retirement seriously. Both Mike Janis and Kay Kronholm have spent a combined 69 years in the classroom, Janis as a music instructor and Kronholm as a first grade instructor and guidance counselor. They know what can go on in the schools and they're working to stop bullying *before* it can become a problem.

"Our goal is to empower kids to take charge. Bullies depend on creating confusion, fear or powerlessness in victims. By making a victim feel helpless, the bully gains control. We want to give the victims the strength to walk away with their head held high," states Janis.

Kronholm continues, "The trouble is, most people keep bullying problems a secret. They're scared to talk about what's happening. They think if they just ignore the situation it will go away. But it won't. They need to talk to their friends or a trusted adult who can help."

Ninth graders at Millard West have benefitted from the No-Bullies program thanks to a grant offered by The Terry Watanabe Charitable Trust. This program is a proactive approach to handling bullies and empowering students. It stresses the power of the individual and how on-lookers can help. "Bringing bullying problems out in the open takes the power and control away from the bully and improves the school's climate," states Janis. Students are taught to diffuse bullying situations through their words and actions. In fact, the student leadership from all grade levels at Millard West will also participate in the program with the goal of serving as role models for all West High students.

"These skills are valuable life skills," states Janis. "There is research out that supports the premise bullying doesn't end on the playground, studies are showing plenty of bullying going on in the corporate boardroom. If we can teach these students skills to handle aggressors now, they'll be equipped to manage bullies in every environment."

Janis and Kronholm have adapted their program for all educational levels and have made a significant impact at the elementary schools as well. If you would like information on bringing the No-Bullies Program to your school or would like to sponsor a school seminar contact Mike Janis at (402)331-0460 or Kay Kronholm at (402)660-6613.







## Meet the new Millard Public Schools Foundation Executive Director

**A leader who believes  
collaboration is the  
foundation for success.**

Gary Steiner is a proven leader with 17 years of fundraising and non-profit management experience. While sharing his talents with the American Red Cross and the Boy Scouts of America, he achieved success by bringing people together in a common vision. No matter whether the organization was dealing with a national tragedy or growing future leaders, Steiner firmly believes collaboration is the key to success.

"In previous positions, I've worked with local nonprofits as well as organizations throughout the region to help them establish and achieve long-term visions and goals. All past successes can be attributed to shared visions and collaboration between board members, other volunteers, paid staff and the overall community," states Steiner.

Most recently, Steiner focused on providing consultation and assistance to local and regional Red Cross organizations, governing boards and management. He is known for his ability to build consensus and motivate people at varying levels to work towards common goals.

When asked what he looks forward to most in his role of Executive Director, Steiner says "It's a truly great opportunity to work with the Foundation to help enhance one of the very best educational systems in The Nation. Enhancements always seem to cost money, and that's an area in which I hope to have an impact. It will be exciting to explore possible projects that add to the quality of the schools but require funding outside traditional sources."

A life long Omaha resident, Gary and his wife Melissa have a two-year-old daughter, Julia and are expecting their second child in March.

## In Memory...

### Wilma L. Upchurch's Legacy Lives On

Wilma Upchurch was a teacher in the Millard Public Schools for thirty years. She saw significant changes, yet fondly remembered the early days. When she began teaching there was only one school building--the Elementary School was on the first floor with the High School on the second floor. Wilma's dedication as an educator made a difference for so many over the years.

Wilma passed away on October 29, 2003 at the age of 94. The family directed memorial funds be sent to the Millard Public Schools Foundation. Even in her passing, Wilma found a way to show her dedication to the Millard Schools and to education. Many thanks to those who sent memorials. Our sincerest sympathies to the family for their loss.

## Save the Date

Mark your calendars for these upcoming events

- |                   |  |
|-------------------|--|
| March 12-14, 2004 | Bryce Gerhardt Memorial Basketball Tournament<br>Russell Middle School<br>Contact Melody Robbins at 330-6961 for information |
| May 7, 2004       | Hall of Fame Banquet<br>Holiday Inn Convention Center<br>Cocktails, 6:30 p.m.<br>Dinner, 7:00 p.m.                           |
| June 14, 2004     | 14th Annual Millard Public Schools Foundation Golf Outing<br>Players Club at Deer Creek                                      |
| June 26, 2004     | Millard Alumni Banquet<br>Location to be announced   |

## Alumni News

### Millard Alumni Banquet Honors Grads

The Millard Alumni Banquet was held June 21, 2003 at Farmer Brown's Steak House in Papillion. Honored were the classes of '38-'43, '48, '53, and '58. Approximately 100 alumni and spouses attended. Master of Ceremonies was Robert Dreesen from the class of '53. Esther Herforth Firkins, also a 1953 graduate gave the invocation. Kathleen Fulton Schroeder, class of 1943, was the guest speaker.

The committee for the 2004 Millard Alumni Banquet will be: Nancy Sinnett, Judy Plambeck and Joyce Kronberg. It will be held June 26, 2004.



Class of 1953

Back Row: Gail Gilliland Godbersen, former teacher, Marilee Plymale Petersen, Lavonne Plambeck Krabbenhoft, Robert Dreesen, Bonnie Hansen Bull, Marguerite Blumer Hansen, Dennis Plambeck, Art Andersen

Seated: Ina Mae Pedersen Thelander, Jo Ann Zimmerman Glasshoff, Gloria Ploog Melotz, Esther Herforth Firkins, Joyce Lueningborg Cockerill, Dorothy Becker Jochim

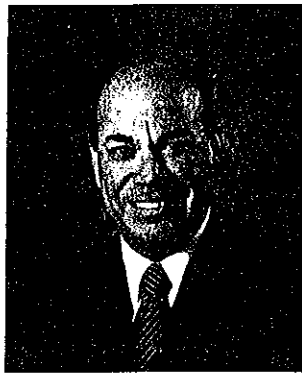
## Millard Public Schools Foundation Board of Directors

Mike Pate, President  
Paul Dietsch, President-Elect  
Amy Friedman, Secretary  
Troy Gerhardt, Treasurer

Todd Clark  
Shirley Demetri  
Tim Harrison  
Tony Levy  
Keith Lutz  
Cathy Nelson  
Pat Rhodes  
John Rohwer  
Joel Schlessinger  
Tom Wilkinson

## Millard Schools Alumni Association Advisory Board

Dave Anderson, '80  
Jeanine Beaudin, '79  
Aaron Bressman, '91  
Todd Clark, '89  
Katrina Daniels, '98  
Todd Graves, '87  
Rich Howdle, '85  
Tom Lammel, '87  
Mel Oliva, '79  
Heidi Penke, '95  
Suzy Renken, '87  
Rena Rumfield, '98



## Alumni Foundations...

On behalf of the Board of Directors for the Millard Public Schools Foundation, I'm pleased to announce the establishment of an Alumni Association program. Through this program we will reach over 30,000 Millard Public School alumni, providing them with a variety of information about their schools, their classmates and the Millard community.

The Millard Schools Alumni Association did not just happen by chance, rather it was developed out of the Foundation's comprehensive strategic planning process. This strategic planning process helped us identify a need to engage our alumni in our works and in return provide them with a forum to stay informed, stay in touch, and stay involved with their high schools.

Beginning with this issue of the Connections newsletter, you will see that we've changed the format quite a bit to provide you with some meaningful information including how to become a member of the Alumni Association. We need, and value your input and sincerely hope that you consider becoming a member and actively participate in one, or some of the various alumni activities in support of your school.

With sincere thanks for your continued support,

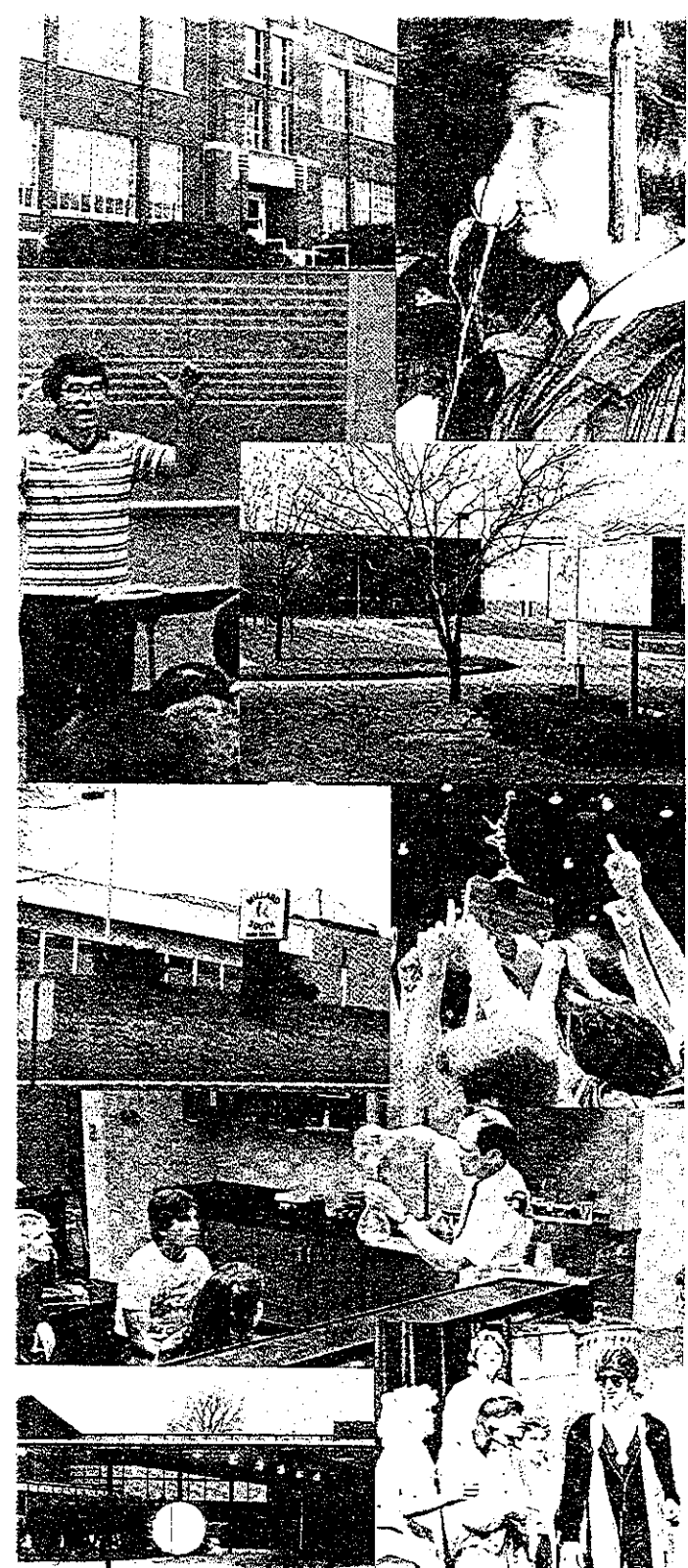
Michael Pate  
President of the Board of Directors  
Millard Public Schools Foundation

Return Service Requested

Millard Schools Alumni Association  
C/O Millard Public Schools Foundation  
14755 Grover Street  
Omaha, NE 68144



Non-Profit Org.  
U.S. Postage  
PAID  
Omaha, NE  
Permit #626

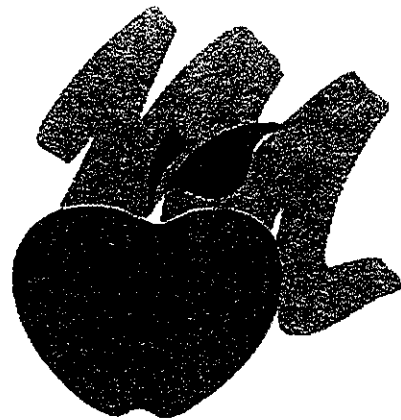


Non-Profit Org.  
 U.S. Postage  
 PAID  
 Omaha, NE  
 Permit #626

Millard Schools Alumni Association  
 C/O Millard Public Schools Foundation  
 14755 Grover Street  
 Omaha, NE 68144



Membership Application



1/69.

M i l l a r d  
 S c h o o l s  
 A l u m n i  
 A s s o c i a t i o n

*Make the  
 Membership  
 Connection...*

*Connections...that's what it's all about!*

*Connections* with the school that helped you become who you are today.

*Connections* with the dedicated teachers, administrators and staff who were convinced you would succeed and kept you on the right track.

*Connections* with the friends who helped you grow, took chances with you, and stood by you through the good and the bad.

*Connections* with your high school community. You received an excellent education in an environment where you knew you could achieve your goals. Support the students, teachers and staff who are following in your footsteps--make the membership connection!

## Why Join?

As a graduate, you want to know what's happening in your school. Alumni Association newsletters and invitations will keep you in the know. Plus you can share information about your successes with your classmates.

Although we have one Alumni Association, four separate Chapters exist--one for Millard, Millard South, Millard North and Millard West High. Each Chapter has its own newsletter with information specific to the school.

So join today. Your membership gives you the specific updates you want and brings an important benefit to your school--*your support.*

## Foundation Facts

Did you know that each year the Millard Public Schools Foundation provides nearly \$215,000 in Classroom grants and scholarships to Millard students and teachers?

In addition, the Foundation supplies over \$210,000 in direct support to the schools providing incentive bonuses for teachers and grant writing services.

Plus--each day nearly 1,800 children attend the before-and-after school program.

## Contact Information

For more information call, email or write:  
Millard Schools Alumni Association  
C/O Millard Public Schools Foundation  
14755 Grover Street  
Omaha, NE 68144  
402.691.1176  
Email: [parasmussen@mpsomaha.org](mailto:parasmussen@mpsomaha.org)

## Membership Application

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City \_\_\_\_\_  
State \_\_\_\_\_  
Zip \_\_\_\_\_ Phone \_\_\_\_\_  
Email address \_\_\_\_\_

### Membership Type

- I am a graduate of a Millard High School:  
Graduation Year \_\_\_\_\_
- I am a Parent of a Graduate
- I am a friend of the Millard Schools
- I am making this gift in memory/honor of:  
Name \_\_\_\_\_

Address \_\_\_\_\_

\*\*Notification of your generosity will be sent to this person.

### Alumni Chapter

I would like to join the following Alumni Association Chapter

- Millard High Chapter  Millard South Chapter  
 Millard North Chapter  Millard West Chapter

*Enclosed is my membership gift:*

- \$25 Alumni Association Member  
 \$50 Alumni Spirit Member  
 \$100 Founding Member  
 Other Amount \$ \_\_\_\_\_

Your gift will be tax deductible to the extent allowed by law.