

**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, June 7, 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

6-4-04

**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**

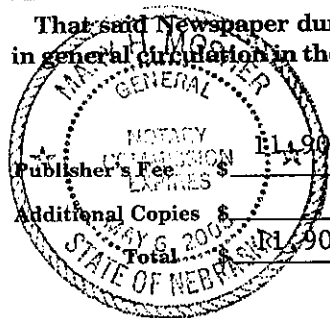
being duly sworn, deposes and says that she is

**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 \_\_\_\_\_

June 4, 2004

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



*Lynda K. Henningsen*  
Subscribed in my presence and sworn to before

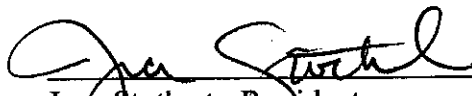
me this 4th day of  
June 2004

*Lynda K. Henningsen*  
Notary Public in and for Douglas County,  
State of Nebraska

**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

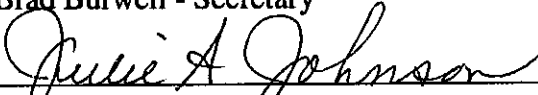
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on June 7, 2004, at Don Stroh Administrative Center  
5606 South 147th Street

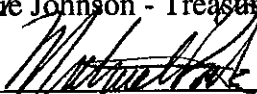
Dated this 7th day of June, 2004.

  
\_\_\_\_\_  
Jean Stothert - President

  
\_\_\_\_\_  
Linda Poole - Vice President

  
\_\_\_\_\_  
Brad Burwell - Secretary

  
\_\_\_\_\_  
Julie Johnson - Treasurer

  
\_\_\_\_\_  
Mike Pate, Member

  
\_\_\_\_\_  
Mike Kennedy, Member

BOARD OF EDUCATION MEETING - JUNE 7, 2004

NAME:

REPRESENTING:

Sharon Millsap	Ed Services
Brad + Laura Melsert + Martha	visitor
Edgie Place	Food Service
Kandy & Judi Prootny	
Ed & Jeri Prootny	
Brad Millard	WEST High Track
Don Bohney	
Susie Wooster	Ed Services
Steve Jechel	West HS.
Kim Rinnington	South High Soccer
Sylvia + Grant Hanson	Boy Scout Troop #430
Mary Kok-DiMay	
Jack, Nick & Grace Buss	<del>BSJ</del>
Stephen Mannino	Millard South.
Craig & Julie Holy	Millard South
Chris Eischeid	Millard North
Mark Sheppard	



*BOARD OF EDUCATION*  
MEETING



*JUNE 7, 2004*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
JUNE 7, 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 – May 17, 2004
  - \*2. Approval of Bills
  - \*3. Receive the Treasurer's Report and Plan on File
- F. Information Items
  - 1. Showcase: Spring Sports and Middle School National Academic Recognition
  - 2. Superintendent's Report
  - 3. Board Comments/Announcement
- G. Unfinished Business
  - 1. Approval of Policy 7310 – Technology – Internet Safety – Filtering
- H. New Business
  - 1. Approval of K-5 Language Arts Program
  - 2. Approval of Rule 1100.4 – Community - Notice of Non-Discrimination
  - 3. First Reading of Policy 4100 – Personnel - Recruitment, Selection, and Non-Discrimination
  - 4. First Reading of Policy 5010 – Pupil Services – Non-Discrimination
  - 5. Approval of Rule 5450.1 – Pupil Services – Student Attire and Grooming
  - 6. Approval of Rule 5510.1 – Pupil Services – Freedom of Expression
  - 7. First Reading of Policy 6002 – Curriculum, Instruction and Assessment – Non-Discrimination
  - 8. Approval of Rule 7310.1 – Technology – Internet Safety - Filtering
  - 9. Approval of Lease with CSM for Warehouse Space
  - 10. Award Elementary Copy Machines Contract
  - 11. Appointment of GRN (Government Relations Network) Representative
  - 12. Approval of Administrator(s) for Hire
  - 13. Approval of Personnel Action(s): Leave of Absence, Rescission of Leave of Absences, Resignations, Amendment to Continuing Contracts, and New Hires
  - 14. Negotiations (Executive Session)
  - 15. Approval of Administrative Salaries
  - 16. Approval of Professional/Technical Salaries
  - 17. Approval of Food Service Salaries

I. Reports

1. Enrollment Report
2. Trainers
3. Cody Mathematics - Curriculum Change

J. Future Agenda Items/Board Calendar.

1. Board of Education Meeting on Monday, June, 21, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, July 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, August 2, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Committee of the Whole Meeting on Monday, August 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, August 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

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

L. Adjournment

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

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
JUNE 7, 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 – May 17, 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. Showcase: Spring Sports and Middle School National Academic Recognition
- F.2. Superintendent's Report
- F.3. Board Comments/Announcements
- G.1. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Policy 7310 – Technology - Internet Safety – Filtering. (See enclosure.)
- H.1. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve the Elementary K-5 Language Arts Program. (See enclosure.)
- H.2. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 1100.4 – Community – Notice of Non-Discrimination. (See enclosure.)
- H.3. First Reading of Policy 4100 – Personnel – Recruitment, Selection, and Non-Discrimination. (See enclosure.)
- H.4. First Reading of Policy 5010 – Pupil Services – Non-Discrimination. (See enclosure.)
- H.5. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 5450.1 – Pupil Services – Student Attire and Grooming. (See enclosure.)

Administrative Memorandum

June 7, 2004

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- H.6. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 5510.1 – Pupil Services – Freedom of Expression. (See enclosure.)
- H.7. First Reading of Policy 6002 – Curriculum, Instruction, and Assessment – Non-Discrimination. (See enclosure.)
- H.8. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve. Rule 7310.1 – Technology – Internet Safety – Filtering. (See enclosure.)
- H.9. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve the Lease with Connectivity Solutions Manufacturing for Warehouse Space, and that the Associate Superintendent for General Administration be authorized and directed to execute the contract. (See enclosure.)
- H.10. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, (1) that the three-year lease contract for 24 copy machines be awarded to Bishop Business Equipment, (2) that the Associate Superintendent for General Administration be authorized and directed to negotiation and execute the contract with such vendor, and (3) that the terms and conditions of such contract be consistent with the vendor’s proposal of May 11, 2004. (See enclosure.)
- H.11. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve the appointment of Julie Johnson as the representative to the NASB Government Relations Network. (See enclosure.)
- H.12. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Administrators for Hire: Carrie Novoty-Buss, Assistant Principal at Ackerman Elementary; Matt Rega, Assistant Principal at Montclair Elementary, Colleen Beckwith Assistant Principal at Rohwer Elementary and Wheeler Elementary. (See enclosure.)
- H.13. Motion by, \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Personnel Actions: Leave of Absence, Rescission of Leave of Absences, Resignations, Amendment to Continuing Contracts, and New Hires. (See enclosure.)
- H.14. Negotiations (Executive Session)
- H.15. Approval of Administrative Salaries
- H.16. Approval of Professional/Technical Salaries
- H.17. Approval of Food Service Salaries

I. Reports

1. Enrollment Report
2. Trainers
3. Cody Mathematics – Curriculum Change



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

1. Board of Education Meeting on Monday, June, 21, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
2. Board of Education Meeting on Monday, July 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Board of Education Meeting on Monday, August 2, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Committee of the Whole Meeting on Monday, August 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, August 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

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

**L. Adjournment**

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

## SCHOOL DISTRICT NO 17

Enclosure E.1.  
June 7, 2004

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, May 17, 2004 Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on May 14, 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 6:30 p.m. Jean Stothert opened the hearing on Rule 6750.1 – Curriculum, Instruction and Assessment – Student Fees. Board members present were Jean Stothert, Brad Burwell, Julie Johnson, Mike Pate and Linda Poole. Absent: Mike Kennedy.

There were no questions asked about Rule 6750.1 – Curriculum, Instruction and Assessment – Student Fees.

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

Mrs. Stothert opened the hearing on Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access and Rule 6800.1 – Curriculum, Instruction, and Assessment – Parental Access.

Present were Brad Burwell, Linda Poole, Jean Stothert, Mike Pate, and Julie Johnson. Absent: Mike Kennedy.

There were no questions from the public.

Mrs. Stothert adjourned the meeting.

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 members present were: Jean Stothert, Linda Poole, Brad Burwell, Mike Pate, and Julie Johnson. Absent at the time of roll call was Mike Kennedy. Mr. Kennedy arrived a short time later.

**Comments from the Public:**

One parent addressed the issue of student fees and the concern for a loss of quality in regards to the band program.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education Minutes of May 3, 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.

Linda Poole summarized the Committee of the Whole meeting that was held on Monday, May 10, 2004. The agenda for that evening consisted of a demonstration of parental access to Grade Book, a discussion on building needs and budget.

Showcase highlighted students who received state recognition in the National Foreign Language Exam; NATG Poster Competition; One Act Play; Business; Speech; Forensics, Journalism, VICA, DECA, Debate, WordMasters; Math Olympiad; National Geography Olympiad Challenge; Destination Imagination, Culinary Awards, and Young Producers Contest.

#### Superintendent's Report:

1. There will be a staff input session, on the budget, will be on May 25, 2004 at 4:30 p.m. and the public will be at 7 p.m. on June 1, 2004.
2. There will be only one board meeting in July, which will be July 12, 2004 at 7 p.m.
3. Last day of school is May 28, 2004, which will be one-half day. Graduation is May 30, 2004, and will leave from the Stroh Center at 12:00 noon and will return around 10:00 p.m.

#### COMMENTS FROM THE BOARD:

Julie Johnson congratulated to those students who made the Metro All-Academic Team.

Mike Pate reported on the Hall of Fame Banquet that was held last Friday, May 7, 2004. It was a success, and the entertainment received a lot of positive feedback. He said there were about 530 people attending the function, which is another indication of its success.

Mr. Pate reminded all in attendance about the Millard Public Schools Foundation Golf outing on Monday, June 14, 2004, at the Players Club at Deer Creek Golf Course. This function is open to the public, so he encouraged everyone to participate either by play or being a sponsor.

Mr. Pate said he had the opportunity to speak to the Northwest Rotary. He discussed the current statistics of Millard to try and let them know what the district is facing. He found it interesting in speaking to the public, and seeing how little people know about the district, the budget, etc.

Mr. Pate encouraged board members to talk before various community groups to inform them of what the district is facing.

Linda Poole congratulated all of the students for their accomplishments. She said as everyone can see Millard has a very talented, dedicated and high achieving student body. She also congratulated the student athletes participating in spring sports, soccer and track in state meets.

Mrs. Poole indicated she would be attending Honors Night at Russell Middle School for 8<sup>th</sup> graders on Tuesday evening.

Brad Burwell reported that he and Linda Poole are members of the Americanism Committee and they met with Judy Porter, Rosemary Barta, and several teachers. They looked at social studies textbooks to make sure they meet all the requirements of the curriculum.

Brad Burwell thanked Tonya Dykstra, at Sandoz, for inviting him to read to her second grade class. Once he started they didn't want him to leave.

Mr. Burwell said it was a pleasure to go to Hall of Fame Banquet to see all of the students and teachers receive their awards. Mr. Burwell also praised their support of the Millard Public Schools.

Mr. Burwell thanked Mike Pate, as President of the Board for the Millard Public Schools Foundation. He has taken a lot of responsibility for the last couple of years and he wanted to publicly thank him for his leadership.

Mike Kennedy, as a first time attendee at the Hall of Fame Banquet, he said it was a joy to see the students receive their scholarships and to see the teachers receive their grants to further along their program. He also thanked Mike Pate for his leadership on the Foundation Board.

Mr. Kennedy said he toured Black Elk and thanked Kevin Chick, principal at Black Elk, for taking him around the building. It is nice to see what the teachers do with the facilities they have at the building.

Jean Stothert said she had an invitation from Millard West, for all board members, to attend their music awards night, which was the same time as the Board meeting. Mrs. Stothert sent regrets from the board.

Mrs. Stothert said she received an invitation from the Nebraska Association of School Boards in regards to a new government relation's network, which is called GRN. This representative will receive important information on local, state, and federal levels. They, NASB, are asking for someone to be appointed. They hope this representative will represent the district at the Area Membership meeting, the legislative issues conference, and the district's voting delegate at the Delegate at the State Education Conference.

Mrs. Stothert said she been to the PTO meeting at Aldrich, Bryan, and Norris. She will be attending Disney this week.

Mrs. Stothert also said she will be attending the Millard Learning Center graduation ceremony.

Mrs. Stothert said she is interested in attending the National Federation of Urban Suburban School District Conference.

Julia Beckwith, student representative from Millard North High School, Janet Baack, student representative from Millard West, and Stephanie Schmid, student representative from Millard South High School, gave their reports on academic and athletic activities occurring at their respective schools.

Mrs. Stothert presented the student representatives with a plaque and her thanks for the girls representing their schools on the board.

Julie Johnson provided the final reading of Policy 5146 – Pupil Services – Student Accident Insurance. Motion by Julie Johnson, seconded by Linda Poole, to approve Policy 5146 – Pupil Services – Student Accident Insurance. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve the 2004 Graduates from Millard North, Millard South, and Millard West High Schools. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to approve the high school calendars for the 2004-2005 school year. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to reaffirm Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve Rule 6750.1 – Curriculum, Instruction, and Assessment – Student Fees. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to reaffirm Policy 6800 – Curriculum, Instruction, and Assessment – Parental Access. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Brad Burwell, to approve Rule 6800.1 – Curriculum, Instruction and Assessment – Parental Access. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to delete Job Description 2100.15 – Director of Food Service and Transportation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Rule 4110.2 – Personnel – Personnel Records Retention and Disposition. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the first reading of Policy 7310 – Technology – Internet Safety – Filtering. This policy will be on the next board agenda for approval.

Motion by Julie Johnson, seconded by Mike Pate, that the parking lot contract for Ezra Millard Elementary School be awarded to U.S. Asphalt in the amount of \$143,755.07 with such amount including the base bid and Alternate #1. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Brad Burwell, to approve Personnel Actions: Resignations: Angelique Gunderson, Elizabeth Sullivan, Donald Holt, Robyn Heyde, Lynn Perry, Molly Harris, Jill Anderson, Kari Ruma, Tia Peterchuck, Jennifer Geary, Nancy Marron, Debbie Hansen, Sarah LaVelle; Leave of Absence: Anne Parker, Marlo Chandler, Elizabeth Reisbig, and Maja Caldwell; Rescission of Leave of Absence: Stacey Mielke; Amendment to Contracts: Cali Watton, Kari Jorth, Amy Bollinger, Jessica Kunz, Lori Graves, Garry Banning, and Trish Scalise, Local Option Substitutes for Hire: Susan Koch, Susan Mann, Diane Krogh, Rebecca Maschka, Patricia Selzle, and Diana Tabor, and New Hires: Theresa Carroll, Janine Ellis, Maria Messer, Megan Panzer, Russell Eusterwiemann, Tracy Harrington, Lynn Ramert, Karen Timm, Carol Floth, Conni Charles, Kelly Krambeck, Desirae Smith, Jessica Jesseritz, and Jeff Keasling. Upon roll call vote, all members voted aye. Motion carried.

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

Reports given included. A Summer Reading Report., and an Update on *No Child Left Behind (NCLB)*.

Future Agenda Items/Board Calendar: Graduation will be held on Sunday May 30, 2004 at 1:00 p.m. for Millard South High School, at 4:00 p.m. for Millard West High School, and 7:00 p.m. for Millard North High School. All graduation ceremonies will be held at the Omaha Civic Auditorium. On Tuesday, June 1, 2004, there will be a Community Input Session on the Budget, 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, June 7, 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, June 21, 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, July 12, 2004 at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, August 2, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Committee of the Whole Meeting will be held on Monday, August 9, 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, August 16, 2004, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

#### Public Comments:

One district patron asked the board to provide transportation for her daughter to attend Norris Elementary.

A band booster from Millard North High School asked that the board, parents, and administrators from the Millard Public Schools work together in keeping the fine arts program a quality program.

Board of Education Meeting

May 17, 2004

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At 8:58 p.m. a motion by Linda Poole, seconded by Brad Burwell to go into Executive Session for land acquisition and negotiations. Upon on roll call vote, all members voted aye. Motion carried.

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

Jean Stothert adjourned the meeting.

  
\_\_\_\_\_  
SECRETARY

**Millard Public Schools**  
**June 7, 2004**



**Millard Public Schools**

Check Register for 6/2/04 - 6/2/04

Date: 6/2/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
219846	6/2/04	133818	CONNECTIVITY SOLUTIONS	100,767.00
<b>Total for SPECIAL BUILDING</b>				<b>100,767.00</b>
<b>Report Total</b>				<b>100,767.00</b>

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
219182	6/7/04	133736	NOVA L COTTLE	186.09
219183	6/7/04	131632	AC AWARDS INC	635.00
219184	6/7/04	010298	ACCU CUT SYSTEMS	1,084.00
219185	6/7/04	010300	ACCURATE LOCKSMITHS, INC	116.40
219186	6/7/04	133536	ACTIVE COMMUNITY TREATMENTS INC	2,512.44
219187	6/7/04	130455	ADAMS & SULLIVAN	1,710.00
219188	6/7/04	132402	HEIDI L ADAMS	39.32
219189	6/7/04	010455	ADVANCED NETWORK TECHNOLOGIES	1,080.00
219190	6/7/04	010808	AIR-SIDE COMPONENTS, INC.	81.00
219191	6/7/04	108351	AIRGAS NORTH CENTRAL INC	109.77
219192	6/7/04	010917	ALBERTSONS 2203	52.05
219193	6/7/04	131952	ALEGENT HEALTH IMMANUEL MED CTR	7,092.00
219194	6/7/04	011051	ALL MAKES OFFICE EQUIPMENT	4,422.00
219201	6/7/04	011185	ALLIED OIL & SUPPLY, INC.	189.19
219202	6/7/04	109079	ALLTEL CORPORATION	1,692.82
219203	6/7/04	133506	ALPHA G CONSULTING LLC	500.00
219204	6/7/04	107651	AMAZON.COM INC	29.95
219206	6/7/04	099597	AMERICAN GUIDANCE SERVICE INC	860.07
219207	6/7/04	130704	AMERICAN PLASTIC	54.77
219208	6/7/04	133174	AMERICAN SECURITY SERVICES INC	234.00
219209	6/7/04	133766	AMERICAN STAINLESS STEEL CORP	84.00
219210	6/7/04	012480	AMERICAN TIME & SIGNAL COMPANY	417.75
219211	6/7/04	102430	AMI GROUP INC	2,382.50
219212	6/7/04	133369	AMS DISTRIBUTORS INC	214.50
219213	6/7/04	133578	SHERRI M ANDERSEN	77.04
219214	6/7/04	010112	ANDERSON ELECTRIC	125.00
219215	6/7/04	133769	JUNE R ANDERSON	10.00
219216	6/7/04	130469	SUSAN J ANGLEMYER	42.79
219217	6/7/04	012980	APPLAUSE LEARNING RESOURCES	37.45
219218	6/7/04	012989	APPLE COMPUTER, INC.	5,452.00
219219	6/7/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	126.38
219220	6/7/04	106436	AQUA-CHEM INC	930.75

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
219221	6/7/04	133770	DIANE ARAUJO	22.07
219222	6/7/04	102150	ARMAND HAMMER UNITED WORLD COLLEGE	5,984.00
219223	6/7/04	108047	ARR-BOONE BROTHERS ROOFING	270.00
219224	6/7/04	013210	GOTCHA COVERED ENTERPRISES	100.00
219225	6/7/04	132214	ARTS FOR ALL	3,876.95
219226	6/7/04	013496	ASCD	821.75
219227	6/7/04	012507	AT&T	177.57
219228	6/7/04	101611	ATLAS AUTO BODY	876.07
219229	6/7/04	010083	ATS MOBILE TELEPHONE CO INC	590.70
219230	6/7/04	013511	ATTAINMENT COMPANY, INC.	43.00
219231	6/7/04	010090	AUDIOVISUAL INC	357.00
219232	6/7/04	102237	AUTO STATION	1,954.06
219234	6/7/04	108092	APW/AUTO VALUE	823.79
219235	6/7/04	130335	AWARDS & ENGRAVING BY ZICCARDIS INC	32.00
219236	6/7/04	015805	B & R ERECTORS INC	675.00
219237	6/7/04	109852	BAER SUPPLY	923.35
219238	6/7/04	133160	MARYAM BAERDE	55.44
219241	6/7/04	132405	BAG 'N SAVE	2,184.84
219244	6/7/04	101536	NANCY BALLARD	36.72
219245	6/7/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	111.90
219246	6/7/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	2,387.58
219247	6/7/04	132608	BARNES DISTRIBUTION	608.47
219248	6/7/04	133353	JULIE A BARTHOLOMEW	47.88
219250	6/7/04	131148	VIRGINIA C BAYE	33.29
219251	6/7/04	101062	BENNINGTON IMPLEMENT INC	197.58
219252	6/7/04	108395	GLORIA D BENSCOTER	223.43
219255	6/7/04	072250	BG PETERSON COMPANY	54.00
219256	6/7/04	133803	NATALIE J BIEBER	15.12
219257	6/7/04	019111	BISHOP BUSINESS EQUIPMENT	6,103.40
219258	6/7/04	133364	DEWALT INC	101.20
219259	6/7/04	019138	JON T BLOOMQUIST	70.12
219260	6/7/04	130899	KIMBERLY M BOLAN	144.36

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219261	6/7/04	132829	BOLCHAZY CARDUCCI PUBLISHERS INC	84.18
219262	6/7/04	101364	BOOKWORM	2,072.14
219263	6/7/04	100056	BORDERS BOOKS & MUSIC	101.50
219267	6/7/04	019559	BOUND TO STAY BOUND BOOKS INC	6,777.45
219268	6/7/04	019835	BOYS TOWN NATIONAL	1,423.91
219269	6/7/04	133731	DAVID R BRANDT	101.36
219270	6/7/04	019858	PEGGY A BRENDEL	28.00
219271	6/7/04	106892	BRIEFINGS PUBLISHING GROUP	17.50
219272	6/7/04	130346	BROCK ENTERPRISES INC.	402.75
219273	6/7/04	020050	BRODART CO.	120.74
219275	6/7/04	020255	G.W.BROWN	719.00
219276	6/7/04	131479	BROWNSTONE PUBLISHERS, INC.	197.00
219277	6/7/04	020550	BUREAU OF EDUCATION & RESEARCH	351.75
219278	6/7/04	020578	RONALD G. BURMOOD	200.00
219279	6/7/04	132910	CHARLES J BURNEY	399.24
219280	6/7/04	130460	KELLY L BUSCHER	294.84
219281	6/7/04	099431	BUSINESS MEDIA INC	3,050.75
219282	6/7/04	020802	TERRY L BUTLER	25.34
219284	6/7/04	131619	C E SUNDBERG CO	19.55
219285	6/7/04	133817	JOAN T CAHALAN	650.00
219286	6/7/04	133475	CENTER FOR APPLIED LINGUISTICS	741.00
219287	6/7/04	133793	MAJA M CALDWELL	12.84
219288	6/7/04	023831	CALLOWAY HOUSE INC	382.85
219289	6/7/04	108354	CAMP FIRE USA	175.00
219290	6/7/04	132772	TONI L CARAGIULO	15.16
219291	6/7/04	133246	RALPH CAREY	160.44
219292	6/7/04	054237	CARL JARL LOCKSMITHS	18.00
219293	6/7/04	023925	CARLEX INC	69.65
219294	6/7/04	023967	CARLSON SYSTEMS	36.20
219295	6/7/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	438.88
219296	6/7/04	024067	CARSON DELLOSA PUBLISHING	42.99
219297	6/7/04	133508	AMERICAN FUTURE SYSTEMS INC	164.00

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219298	6/7/04	024260	CENTER TROPHY COMPANY	3,055.25
219300	6/7/04	106711	LORRAINE R CHAMBERS	46.08
219301	6/7/04	102753	CHAMPS-ELYSEES, INC.	175.00
219302	6/7/04	106851	CHILDREN'S HOME HEALTHCARE	3,300.00
219303	6/7/04	097900	CHILDSWORK CHILDSPLAY LLC	165.70
219304	6/7/04	025080	CHRISTOPHER GORDON PUB INC	43.95
219305	6/7/04	131336	CITIZENS BANK	1,602.66
219306	6/7/04	132581	CLARITUS	55.95
219307	6/7/04	099222	CLASSROOMDIRECT.COM	44.25
219308	6/7/04	066006	JANET S CLURE	95.76
219311	6/7/04	108093	COMFORT PRODUCTS DISTRIBUTING	35.51
219312	6/7/04	103038	COMMITTEE FOR CHILDREN	148.73
219313	6/7/04	133816	KATHLEEN CONRAD	157.32
219314	6/7/04	026057	CONTROL MASTERS INC	3,995.10
219315	6/7/04	132720	CONTROLTEMP INC	497.96
219316	6/7/04	131824	REBECCA Y COOK	39.54
219317	6/7/04	026450	COREY MCKENZIE COMPANY	86.36
219318	6/7/04	130848	SHELLEY K CORRY	49.00
219320	6/7/04	026660	WILLIAM J CRAWFORD	112.68
219321	6/7/04	102664	CREATIVE COMMUNICATIONS INC	46.35
219322	6/7/04	133754	CRESS MANUFACTURING COMPANY INC	537.50
219323	6/7/04	099957	CRYSTAL SPRINGS BOOKS	171.30
219324	6/7/04	106893	CULLIGAN WATER CONDITIONING	43.12
219325	6/7/04	027300	CUMMINS GREAT PLAINS DIESEL	2,018.29
219327	6/7/04	132409	TED CZERNIAK	22.44
219328	6/7/04	130731	D & D COMMUNICATIONS	595.97
219329	6/7/04	032061	D & D LASER	227.05
219330	6/7/04	132671	JEAN T DAIGLE	107.75
219331	6/7/04	131003	DAILY RECORD	49.40
219332	6/7/04	032140	DALTILE CORPORATION	445.44
219333	6/7/04	133771	KATRINA L DANIELS	12.83
219334	6/7/04	032497	CHERYL R DECKER	80.28

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219336	6/7/04	107469	DEFFENBAUGH INDUSTRIES	9,099.73
219337	6/7/04	099249	DELTA EDUCATION LLC	307.06
219338	6/7/04	133780	DELTA FOREMOST CHEMICAL CORP	586.00
219339	6/7/04	032680	DELTA SYSTEMS COMPANY, INC.	756.77
219340	6/7/04	032700	DELUXE CATERING INC	208.50
219341	6/7/04	032800	DEMCO INC	339.76
219342	6/7/04	032872	DENNIS SUPPLY COMPANY	1,150.65
219343	6/7/04	102435	DIAMOND VOGEL PAINTS	682.17
219344	6/7/04	099220	DICK BLICK	1,001.52
219345	6/7/04	132750	JOHN D DICKEY	68.64
219346	6/7/04	033466	DIDAX INC	65.94
219347	6/7/04	033473	DIETZE MUSIC HOUSE INC	5,497.10
219348	6/7/04	133610	DINAH MIGHT ADVENTURES LP	72.60
219349	6/7/04	132749	DINN BROS INC	101.91
219350	6/7/04	099552	DISCOUNT SCHOOL SUPPLY	709.46
219352	6/7/04	100560	DISNEY EDUCATIONAL PRODUCTIONS	975.30
219354	6/7/04	133268	DOCUMENT FINISHING RESOURCES	1,645.00
219356	6/7/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	11,283.08
219357	6/7/04	099628	DRAMATIC PUBLISHING	76.89
219358	6/7/04	099556	DRAMATISTS PLAY SERVICE, INC.	90.00
219359	6/7/04	034109	DRUMMOND AMERICAN CORPORATION	1,188.86
219360	6/7/04	034134	SUSAN A DUNNING	20.08
219361	6/7/04	133679	MICHAEL DURAND	189.28
219363	6/7/04	131740	EAGLE SOFTWARE INC.,	14,800.00
219364	6/7/04	036520	EASTERN NE HUMAN SERVICES AGENCY	53,676.00
219365	6/7/04	101894	EDUCATIONAL INNOVATIONS, INC.	10.90
219366	6/7/04	099281	EDUCATIONAL MEDIA CORPORATION	58.70
219367	6/7/04	037419	EDUCATIONAL RESOURCES INC	51.95
219369	6/7/04	037525	EDUCATIONAL SERVICE UNIT #3	24,987.15
219370	6/7/04	037525	EDUCATIONAL SERVICE UNIT #3	402.50
219372	6/7/04	100586	EDUCATIONAL THEATRE ASSOC	420.00
219374	6/7/04	132892	PAMELA S EHLI	153.51

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219375	6/7/04	107682	EILEEN'S COLOSSAL COOKIES	20.75
219376	6/7/04	132935	CHRIS EISCHEID	356.04
219378	6/7/04	038100	ELECTRIC FIXTURE & SUPPLY	7,539.06
219379	6/7/04	038120	ELECTRIC MACHINERY SALES & SVC	451.19
219380	6/7/04	038140	ELECTRONIC SOUND INC.	2,095.78
219381	6/7/04	102286	ELECTRONIX EXPRESS	73.70
219382	6/7/04	038217	WARREN K ELTISTE	406.76
219383	6/7/04	132066	ENGINEERED CONTROLS INC.	58.26
219384	6/7/04	038431	ROBERT W. ERLANDSON	215.00
219385	6/7/04	035610	ETA/CUISENAIRE	65.73
219386	6/7/04	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	731.10
219388	6/7/04	038475	EXCEL ELECTRIC INC	667.74
219389	6/7/04	099320	EYE ON EDUCATION	303.50
219390	6/7/04	106735	JOHN T FABRY	256.60
219391	6/7/04	106949	LUCY FALCON	50.00
219392	6/7/04	040450	FEDERAL EXPRESS	1,067.67
219393	6/7/04	133565	STEVE FELICI	79.08
219395	6/7/04	040537	FERGUSON ENTERPRISES INC	1,787.82
219396	6/7/04	106956	FERRELLGAS	31.84
219397	6/7/04	109069	ELIZABETH A FIALA	135.00
219398	6/7/04	040919	FISHER SCIENTIFIC	26.14
219399	6/7/04	041086	FLINN SCIENTIFIC INC	257.06
219400	6/7/04	133815	DENNIS F FLOOD	595.12
219401	6/7/04	106714	LADONNA V FLOOD	329.05
219402	6/7/04	131555	FLOORS INC	92.00
219403	6/7/04	041098	FOLLETT EDUCATIONAL SERVICES	1,587.00
219404	6/7/04	041100	FOLLETT LIBRARY RESOURCES	3,697.38
219405	6/7/04	107364	FONTENELLE NATURE ASSOC	17.50
219407	6/7/04	102935	FREEDOM SCIENTIFIC BLV GROUP	135.00
219408	6/7/04	041543	AMY J FRIEDMAN	83.00
219409	6/7/04	133772	RYNETTE L FRIESEN	10.00
219410	6/7/04	131494	FULL CIRCLE IMAGE	7,498.50

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219411	6/7/04	042000	FUREY HEATING-AIR CONDITIONING INC	3,276.00
219412	6/7/04	131710	PARTICK T GEARY	118.30
219413	6/7/04	044050	GENERAL BINDING CORPORATION	892.37
219414	6/7/04	130343	DAVID L. GERARD	1,425.00
219415	6/7/04	132848	JAMES E GILIN	122.52
219416	6/7/04	106660	GLASSMASTERS, INC.	1,833.20
219417	6/7/04	044641	VICTORIA L GLESMANN	87.84
219418	6/7/04	044675	SYSTEMAX INC	187.65
219419	6/7/04	108133	JACQUELINE L GOLDHORN	47.80
219420	6/7/04	133794	SUE GOLLEHON	23.51
219421	6/7/04	010670	GOODWIN TUCKER GROUP	167.08
219422	6/7/04	043609	GP DIRECT	1,262.79
219423	6/7/04	099641	SANDY REIMERS	185.25
219424	6/7/04	099888	GRAYBAR ELECTRIC COMPANY INC	308.11
219425	6/7/04	132794	TOLEDO PHYSICAL ED SUPPLY CO	252.18
219427	6/7/04	047800	HAMMOND & STEPHENS	101.54
219428	6/7/04	101931	HANCOCK FABRICS	188.03
219429	6/7/04	131720	SANDRA L HANSEN	89.73
219430	6/7/04	047846	DIANE F HANSLER	41.04
219431	6/7/04	047853	HAPPY CAB COMPANY INC	23,293.95
219432	6/7/04	133487	HARCOURT ASSESSMENT INC	1,434.22
219434	6/7/04	047855	HARCOURT INC	121,786.39
219435	6/7/04	106932	KATHRYN HAUSWALD	75.88
219436	6/7/04	048475	HEARTLAND FOUNDATION	11,140.70
219437	6/7/04	108273	MARGARET HEBENSTREIT PT	536.04
219438	6/7/04	048517	GREENWOOD PUBLISHING GROUP INC	20.13
219439	6/7/04	102842	HELGET GAS PRODUCTS INC	30.00
219441	6/7/04	101881	HENRY DOORLY ZOO	72.25
219442	6/7/04	132423	HEWLETT PACKARD CO	16,158.00
219443	6/7/04	048710	HIGHSMITH COMPANY INC	102.17
219444	6/7/04	045329	HMS BROWN BAGGERS	168.68
219445	6/7/04	048940	HOBBY LOBBY	87.25



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219447	6/7/04	133692	ROBERT HOESSEL	120.96
219450	6/7/04	133722	HOPE INC	71.50
219451	6/7/04	132592	WILLIAM SPRAGUE, JR.	3,674.26
219452	6/7/04	108153	CHRISTOPHER M HUGHES	350.67
219453	6/7/04	049723	HUMAN RELATIONS MEDIA	305.09
219454	6/7/04	101032	HUSKER MIDWEST PRINTING	545.90
219455	6/7/04	049851	HY-VEE FOOD STORE (132ND ST.)	643.47
219456	6/7/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	315.86
219458	6/7/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	46.43
219459	6/7/04	131495	INSECT LORE	59.90
219460	6/7/04	101783	INTERACT	163.90
219462	6/7/04	107281	INTERNATIONAL CATERING INC	3,280.00
219463	6/7/04	102958	INTERSTATE ALL BATTERY CENTER	299.08
219464	6/7/04	052370	INTERSTATE ELECTRIC SUPPLY CO	4,874.51
219465	6/7/04	131180	IOWA NEBRASKA SALES, INC.	199.63
219466	6/7/04	133423	IRON MOUNTAIN SECURE SHREDDING	385.20
219467	6/7/04	092791	J. WESTON WALCH PUBLISHING	238.14
219468	6/7/04	101991	J.A. SEXAUER	1,237.10
219469	6/7/04	100928	J.W. PEPPER & SON INC.	61.68
219470	6/7/04	133037	JENSEN TIRE COMPANY	1,150.47
219472	6/7/04	054500	JOHNSON HARDWARE COMPANY	77.87
219473	6/7/04	054489	HUGH P JOHNSON	196.92
219474	6/7/04	054492	JIMMIE L JOHNSON	100.00
219476	6/7/04	054630	JOHNSTONE SUPPLY	305.67
219477	6/7/04	054768	JUDAH CASTER COMPANY	658.02
219479	6/7/04	056111	K MART STORE #7493	99.41
219480	6/7/04	132965	K-LOG INC	317.00
219481	6/7/04	133738	KAMAN INDUSTRIAL TECHNOLOGIES	13.14
219482	6/7/04	108182	KANSAS CITY LIFE INSURANCE CO	3,132.00
219483	6/7/04	056240	EDMUND J KAZMIERSKI	194.83
219484	6/7/04	132265	CATHERINE A KEISER	116.64
219485	6/7/04	109848	KERI KENNON	794.54

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219486	6/7/04	056724	KINKO'S	55.65
219487	6/7/04	131263	ROBERT W. KISLER	470.22
219488	6/7/04	133774	LORETTA KLUG	14.94
219489	6/7/04	056865	PHILIP E KOCH	160.00
219490	6/7/04	106582	KOHL'S PHARMACY & HOMECARE INC	112.80
219491	6/7/04	107010	EUNICE A KOKRDA	40.64
219492	6/7/04	056905	DEBORAH S KOLC	114.00
219493	6/7/04	131049	HOLLY KOOPMANS	182.37
219495	6/7/04	133773	THERESE M KRAMER	6.76
219496	6/7/04	132266	DAWN M KRONAIZL	7.20
219497	6/7/04	057681	JILL A KRUEGER	26.87
219498	6/7/04	058740	LAB SAFETY SUPPLY INC	43.77
219501	6/7/04	058755	LIDLAW TRANSIT INC	165,197.60
219502	6/7/04	058757	LAKELAND ENGINEERING EQUIPMENT CO.	50.00
219503	6/7/04	099217	LAKESHORE LEARNING MATERIALS	1,382.14
219505	6/7/04	132339	VOLKER LANGEHEINE	135.00
219506	6/7/04	058791	LANGENSCHIEDT PUBLISHERS INC	38.60
219507	6/7/04	132679	MATT LANGLEY	3,301.05
219508	6/7/04	102491	LARUE DISTRIBUTING INC	350.34
219509	6/7/04	131498	MOJO RIZIN' INC	124.90
219510	6/7/04	109816	JILL C LAVENE	149.26
219511	6/7/04	101212	LEARNING EXPRESS	49.34
219512	6/7/04	130792	LEARNING RESOURCES	72.75
219513	6/7/04	059150	LEARNING SERVICES	56.95
219514	6/7/04	106403	LESCO	681.80
219515	6/7/04	059337	LIBRARY CORPORATION	730.00
219516	6/7/04	059360	LIBRARY STORE INC	68.94
219517	6/7/04	059380	LIBRARY VIDEO COMPANY	428.35
219519	6/7/04	059470	LIEN TERMITE & PEST CONTROL INC	1,458.00
219520	6/7/04	133801	STEFFANY E LINBO	17.28
219521	6/7/04	131472	LINES OF COMMUNICATION	1,176.15
219522	6/7/04	059577	LINGUISYSTEMS, INC.	25.95

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219523	6/7/04	059560	LINWELD INC	877.75
219524	6/7/04	131970	LITHIA FORD OF OMAHA	10.37
219525	6/7/04	099965	LOVE AND LOGIC INSTITUTE INC	156.95
219526	6/7/04	060111	LOVELESS MACHINE & GRINDING	120.10
219527	6/7/04	131397	LOWE'S HOME CENTERS INC	455.76
219528	6/7/04	057770	LRP PUBLICATIONS INC	157.00
219529	6/7/04	133804	JONATHAN A LUCHT	246.60
219530	6/7/04	060155	LYMAN-RICHEY CORPORATION	1,031.77
219531	6/7/04	131586	LYMM CONSTRUCTION CO.	828.00
219532	6/7/04	063574	W H TALBOTT INC	581.72
219533	6/7/04	063582	MARY A MAGSTADT	89.28
219534	6/7/04	063800	MANGELSEN'S	18.25
219535	6/7/04	063920	MARCO PRODUCTS INC	153.22
219536	6/7/04	133034	MARGARITE GOODENOW	1,132.40
219539	6/7/04	108052	MAX I WALKER	2,144.38
219541	6/7/04	131019	RICHARD MCCOLLOM	22.44
219542	6/7/04	100944	MCDONALD & ASSOCIATES INC	3,180.65
219543	6/7/04	063349	MCGRAW-HILL COMPANIES	11,633.62
219544	6/7/04	099781	MCQUEENY LOCK COMPANY	114.30
219545	6/7/04	064260	MECHANICAL SALES INC.	856.83
219546	6/7/04	102560	MEDCO COMPANY	22.50
219547	6/7/04	064413	MENARDS INC	691.13
219548	6/7/04	101889	MEP SCHOOL DIVISION	140.70
219549	6/7/04	F03009	MESSAGING ARCHITECTS	28,684.00
219550	6/7/04	064600	METAL DOORS & HARDWARE COMPANY INC	5,024.00
219551	6/7/04	133403	AMERICAN NATIONAL BANK	2,700.18
219555	6/7/04	064800	METRO UTILITIES DISTRICT OF OMAHA	54,321.89
219556	6/7/04	064820	MICROFILM IMAGING SYSTEM INC	5,365.00
219558	6/7/04	132807	MONTESSORI EDUCATIONAL CENTERS INC	275.00
219560	6/7/04	102870	MIDLAND COMPUTER INC	9,117.84
219561	6/7/04	648477	MIDLANDS MESSENGER SERVICE INC	181.50
219562	6/7/04	101068	MIDWEST BOX COMPANY	983.00

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219563	6/7/04	034166	MIDWEST CONCEPTS CORPORATION	1,845.00
219564	6/7/04	010412	MIDWEST DISTRIBUTING CORP.	63.63
219565	6/7/04	064950	MIDWEST METAL WORKS INC	478.80
219566	6/7/04	065233	MIDWEST TURF & IRRIGATION INC	1,561.83
219567	6/7/04	065300	MILLARD DRYWALL SERVICES, INC.	262.59
219568	6/7/04	065400	MILLARD LUMBER INC	446.60
219569	6/7/04	099585	MILLARD MANUFACTURING COMPANY	134.80
219570	6/7/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	50.40
219573	6/7/04	065350	MILLARD TRUE VALUE HARDWARE	342.76
219574	6/7/04	131328	MILLER ELECTRIC COMPANY	1,029.00
219575	6/7/04	065709	SHARRON A MILLSAP	159.22
219576	6/7/04	099352	MINNESOTA CLAY CO	266.09
219577	6/7/04	065810	MIRACLE RECREATION	323.38
219578	6/7/04	130605	SHERYL K MOELLER	9.90
219579	6/7/04	133810	ASHLEY M MOHAR	128.19
219580	6/7/04	066010	MONEY HANDLING MACHINES, INC.	89.00
219581	6/7/04	066014	MONROE SYSTEM FOR BUSINESS	328.13
219582	6/7/04	133808	BARBARA G MOORE	23.90
219583	6/7/04	066105	STEVE MOORE	45.11
219584	6/7/04	066490	JANIS R MULLINS	100.98
219585	6/7/04	063115	MULTI-HEALTH SYSTEMS	121.00
219586	6/7/04	133712	MURPHY TRACTOR & EQUIPMENT CO	427.67
219587	6/7/04	066510	DANIEL M MURPHY	22.20
219588	6/7/04	066580	MUSIC IN MOTION INC	326.79
219589	6/7/04	132203	SUSAN K MUSSELMANN	11.99
219590	6/7/04	067000	NASCO	311.32
219591	6/7/04	133814	NATIONAL CENTER FOR ED RESEARCH	7,750.00
219592	6/7/04	106499	NATIONAL CENTER FOR YOUTH ISSUES	35.90
219593	6/7/04	067865	NATIONAL PROFESSIONAL	43.95
219594	6/7/04	132854	NATIONAL SAFETY COUNCIL	874.60
219595	6/7/04	108416	WILLIAM B NATTERMANN	93.24
219596	6/7/04	130548	NCS PEARSON INC	118.66

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219597	6/7/04	068334	NEBRASKA AIR FILTER INC	3,273.34
219598	6/7/04	068334	NEBRASKA AIR FILTER INC	93.89
219599	6/7/04	131014	NEBRASKA CAREER INFO SYSTEM	30.00
219600	6/7/04	068415	NEBRASKA COUNCIL OF SCHOOL	205.00
219601	6/7/04	068445	NEBRASKA FURNITURE MART INC	1,903.70
219602	6/7/04	068466	NEBRASKA PRINTING CENTER	677.22
219603	6/7/04	068684	NEBRASKA SCIENTIFIC	241.59
219604	6/7/04	131476	NEBRASKA TURF PRODUCTS	814.80
219605	6/7/04	068954	NEFF COMPANY	250.88
219606	6/7/04	069060	ROBIN K NELSON	78.48
219608	6/7/04	100216	NETA	4,400.00
219609	6/7/04	102830	NEW VISIONS	42.50
219610	6/7/04	130054	NEW YORK GRAPHIC SOCIETY	123.03
219611	6/7/04	109843	NEXTEL PARTNERS INC	890.25
219612	6/7/04	109843	NEXTEL PARTNERS INC	703.90
219613	6/7/04	109843	NEXTEL PARTNERS INC	670.62
219614	6/7/04	109843	NEXTEL PARTNERS INC	798.74
219615	6/7/04	133254	LANDON T NGUYEN	75.60
219616	6/7/04	132576	THUONG T NGUYEN	27.20
219618	6/7/04	069574	LINDA J NICKOS	119.56
219619	6/7/04	055399	JACQUELINE L NIELSEN	12.83
219620	6/7/04	069675	NOBBIES	398.48
219621	6/7/04	069689	NOGG CHEMICAL & PAPER	306.73
219622	6/7/04	069741	DAVID M NOODELL	15.35
219623	6/7/04	099567	NOVELL INC	43,650.00
219624	6/7/04	069945	NUTS & BOLTS INC	245.51
219625	6/7/04	099235	NYSTROM	562.00
219628	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	8,472.21
219629	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	51.35
219630	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	80.31
219632	6/7/04	070245	OHARCO DISTRIBUTORS	1,993.98
219633	6/7/04	099658	OMAHA CHILDRENS MUSEUM	66.00

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219634	6/7/04	099932	OMAHA RUBBER STAMP	95.56
219635	6/7/04	071024	OMAHA TRACTOR, INCORPORATED	180.66
219636	6/7/04	071039	OMAHA WINDUSTRIAL CO.	364.75
219637	6/7/04	071040	OMAHA WINNELSON COMPANY	289.86
219638	6/7/04	071053	OMAHA WORLD HERALD (EDUC)	284.60
219639	6/7/04	071050	OMAHA WORLD HERALD CO	486.26
219640	6/7/04	107815	ON LINE IMAGING SERVICES LLC	2,986.78
219641	6/7/04	071138	ORIENTAL TRADING COMPANY	47.40
219642	6/7/04	133324	OPTRONIC TECHNOLOGIES INC	176.35
219643	6/7/04	107193	OTIS ELEVATOR COMPANY	413.34
219644	6/7/04	071190	OVERHEAD DOOR COMPANY OMAHA	21.30
219645	6/7/04	102485	PAPER DIRECT INC	103.91
219646	6/7/04	071550	DAVID L CRAIG	74.63
219647	6/7/04	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	2,100.00
219648	6/7/04	132006	ANDREA L PARSONS	153.36
219649	6/7/04	133169	NCH CORPORATION	637.11
219650	6/7/04	133787	REBECCA J PASCO	500.00
219651	6/7/04	108098	ANGELO D PASSARELLI	608.07
219652	6/7/04	020175	PAUL H BROOKES PUBLISHING CO	523.71
219653	6/7/04	071771	LT NEIL P. PAULISON	2,200.00
219654	6/7/04	071891	PAYFLEX SYSTEMS USA, INC.	4,955.10
219655	6/7/04	071305	PBS VIDEO	518.05
219656	6/7/04	102699	PEARSON EDUCATION	14,118.46
219657	6/7/04	109027	PEARSON EDUCATION	1,613.87
219658	6/7/04	099302	PEGLER-SYSCO FOOD SERVICE CO	244.70
219659	6/7/04	130737	PELLETS	90.50
219661	6/7/04	072200	PERFECTION LEARNING CORP.	861.84
219662	6/7/04	133775	SONJA PETERS	143.75
219663	6/7/04	133157	TODD PHILLIPS	367.86
219664	6/7/04	072490	PICKETT ENTERPRISES	55.80
219665	6/7/04	130721	MARY J PILLE	133.38
219666	6/7/04	072760	PITSCO INC	52.90

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219667	6/7/04	108071	PITTSBURGH PAINT-5508	180.05
219668	6/7/04	133621	MORE THAN ONE INC	195.27
219669	6/7/04	107710	LYNNE M. POPP A.E.T.	240.00
219670	6/7/04	073011	JUDITH E PORTER	154.67
219671	6/7/04	131835	PRAIRIE MECHANICAL CORP	2,948.61
219672	6/7/04	132337	PRE-OWNED ELECTRONICS, INC.	234.56
219673	6/7/04	073231	PRECISION INDUSTRIES, INC.	107.74
219674	6/7/04	073231	PRECISION INDUSTRIES, INC.	77.38
219676	6/7/04	132975	PRIORITY TRAINING & CONSULTING INC	9,450.00
219677	6/7/04	073427	PRO-ED INC	107.80
219678	6/7/04	108265	PROCARE3 INC.	334.14
219679	6/7/04	133783	PROFESSIONAL BUSINESS PRODUCTS INC	129.90
219680	6/7/04	101270	PROJECT WISDOM INC	340.55
219681	6/7/04	107657	PROTEC SYSTEMS LLC	120.00
219683	6/7/04	073040	PSI GROUP-OMAHA	10,000.00
219684	6/7/04	077750	QUILL CORP	28.92
219685	6/7/04	090673	QWEST	25,119.15
219686	6/7/04	090673	QWEST	44.73
219687	6/7/04	090673	QWEST	5,136.49
219688	6/7/04	133097	R.R.BOWKER LLC	729.00
219689	6/7/04	132533	RACHEL & ASSOCIATES	673.87
219690	6/7/04	106214	BRUCE BRIAN RADIL	280.00
219691	6/7/04	099219	RADIOSHACK	106.58
219692	6/7/04	078170	RAINBOW PRESS INC	263.86
219693	6/7/04	078250	RALSTON PUBLIC SCHOOLS	37,728.00
219694	6/7/04	108176	AMY K RANGELOFF	12.83
219695	6/7/04	078420	RAWSON & SONS ROOFING, INC.	10,235.00
219697	6/7/04	100642	REALLY GOOD STUFF INC	180.58
219698	6/7/04	078670	REAMS SPRINKLER SUPPLY COMPANY INC	412.16
219699	6/7/04	132808	REBECCA SNYDER SPEECH SERVICES	2,540.00
219700	6/7/04	078674	RECORDED BOOKS LLC	72.40
219704	6/7/04	099940	RENAISSANCE LEARNING INC.	33.54

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219705	6/7/04	102436	RENTAL SERVICE CORPORATION	923.75
219706	6/7/04	079106	PATRICIA W RHODES	83.00
219707	6/7/04	133305	LISA G RICHARDSON	69.55
219709	6/7/04	131227	RIVERDEEP/THE LEARNING COMPANY	2,920.00
219710	6/7/04	099555	RIVERSIDE PUBLISHING COMPANY	144.54
219711	6/7/04	132574	RK DIGITAL	1,517.44
219712	6/7/04	079310	ROCKBROOK CAMERA CENTER	3,983.35
219713	6/7/04	132097	SHIRLEY J ROOKER	8.54
219714	6/7/04	079440	ROSENBAUM ELECTRIC INC	1,926.15
219715	6/7/04	084660	RS STOVER COMPANY	1,323.00
219716	6/7/04	107539	RUTH & MUELLER LLC	5,600.00
219717	6/7/04	130477	KATHRYN I RYAN	202.61
219719	6/7/04	101101	SAFETY KLEEN SYSTEMS INC	180.90
219720	6/7/04	081491	SAGE PUBLICATIONS, INC.	482.21
219721	6/7/04	081495	LEONARD E SAGENBRECHT	63.00
219723	6/7/04	041500	SAMUEL FRENCH INC	130.00
219724	6/7/04	081674	JULIE A SANDENE	223.92
219725	6/7/04	081800	SAX ARTS & CRAFTS INC	784.69
219726	6/7/04	107819	CYNTHIA E SCHAVE	36.10
219728	6/7/04	081891	SCHMITT MUSIC CENTER	16,360.90
219729	6/7/04	099640	SCHOLASTIC BOOK FAIRS	100.00
219730	6/7/04	082100	SCHOLASTIC INC	29.97
219731	6/7/04	082200	SCHOOL HEALTH CORPORATION	394.17
219732	6/7/04	130526	SCHOOL MEDIA ASSOCIATES LLC	898.88
219733	6/7/04	082350	SCHOOL SPECIALTY INC	37.11
219734	6/7/04	099808	SCHOOLMASTERS	77.88
219736	6/7/04	082395	CLAUDIA K SCHULTE	39.05
219737	6/7/04	082475	SCIENCE KIT & BOREAL LABORATORIES	747.65
219738	6/7/04	099442	SEARS	219.99
219739	6/7/04	082910	SECURITY EQUIPMENT INC	2,943.43
219741	6/7/04	133498	SHARED MOBILITY COACH INC	1,543.50
219742	6/7/04	083175	SHEPPARD'S BUSINESS INTERIORS	259.00



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219743	6/7/04	130645	SHERWIN-WILLIAMS	3,843.19
219744	6/7/04	132941	LAURA A SHIPLER	34.56
219745	6/7/04	133575	SIGN SOLUTIONS INC	90.00
219746	6/7/04	083400	SIMPLEXGRINNELL	2,003.80
219748	6/7/04	107093	CHARLENE S SNYDER	1,125.47
219749	6/7/04	083950	SOCIAL STUDIES SCHOOL SERVICE	219.80
219750	6/7/04	133656	SOFT TOUCH	7,017.00
219751	6/7/04	102264	SOFTWARE PLUS	864.50
219752	6/7/04	109793	LINCOLN OFFICE EQUIPMENT	214.91
219753	6/7/04	130722	LYON FINANCIAL SERVICES	1,473.05
219754	6/7/04	102666	SOUTH DAKOTA TEACHER JOB FAIR	175.00
219755	6/7/04	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	787.20
219756	6/7/04	100421	SOUTH/SOUTHWEST YMCA	64.00
219757	6/7/04	133569	SALLY D SPENCER	44.56
219758	6/7/04	084326	SPORTIME	179.52
219759	6/7/04	099780	SPSS, INC.	635.00
219760	6/7/04	109836	AMY ST. AMOUR	697.32
219761	6/7/04	084415	STANDARD STATIONERY SUPPLY CO	1,373.40
219762	6/7/04	084550	STEPHENSON SCHOOL SUPPLY CO.	12.99
219763	6/7/04	084618	STETSON BUILDING PRODUCTS INC	20.40
219764	6/7/04	132785	JAIME SUAREZ-DELGADO	106.92
219765	6/7/04	084689	SULLIVAN SEWER SERVICE INC	590.00
219766	6/7/04	084781	SUMMIT LEARNING	29.75
219767	6/7/04	132400	SUN TURF INC	277.18
219768	6/7/04	133230	GLOBAL VIDEO LLC	233.88
219769	6/7/04	084905	SUNDANCE PUBLISHING LLC	105.05
219770	6/7/04	084907	SUNDERLAND BROTHERS COMPANY	155.14
219771	6/7/04	084930	SUPER DUPER INC	383.65
219772	6/7/04	102869	SUPER SAVER #20	872.36
219773	6/7/04	133778	JULIE A SWANSON	337.50
219774	6/7/04	088654	TARGET	575.96
219775	6/7/04	088654	TARGET	157.37

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219776	6/7/04	088660	LINDA TAUSZ	5.64
219778	6/7/04	101393	TEACHER'S VIDEO COMPANY	212.50
219779	6/7/04	088709	AMERICAN EAGLE	846.12
219780	6/7/04	088830	TED'S MOWER SALES & SERVICE INC	347.87
219781	6/7/04	106697	LINDA A TERRY	13.43
219782	6/7/04	133303	TESOL PUBLICATIONS	235.06
219783	6/7/04	089130	THACKER ELECTRIC	136.24
219784	6/7/04	107959	NANCY C THORNBLAD	328.68
219785	6/7/04	132140	TILT GOLF	144.00
219786	6/7/04	130763	BARBARA J TOEWS	22.44
219787	6/7/04	101910	TOOL CRIB	424.27
219789	6/7/04	131560	KATHLEEN K TORRES	10.65
219790	6/7/04	131446	TOSHIBA AMERICA INFO SYS INC	96.00
219791	6/7/04	108055	TRADE WELL PALLET INC	1,275.00
219792	6/7/04	107719	KIMBERLY P TRISLER	73.08
219793	6/7/04	106493	TRITZ PLUMBING, INC.	742.29
219794	6/7/04	131819	JEAN R UBBELOHDE	68.83
219795	6/7/04	090678	UNISOURCE	4,983.53
219796	6/7/04	090214	UNITED ELECTRIC SUPPLY CO INC	868.76
219797	6/7/04	090242	UNITED PARCEL SERVICE	186.76
219798	6/7/04	090250	UNITED SEEDS INC.	2,580.00
219799	6/7/04	100096	UNIVERSITY OF NE AT LINCOLN	238.00
219800	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	129.00
219801	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	200.00
219802	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	129.00
219803	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	129.00
219804	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	129.00
219805	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	129.00
219806	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	246.00
219807	6/7/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	230.00
219808	6/7/04	068878	UNIVERSITY OF NEBRASKA-LINCOLN	1,161.00
219809	6/7/04	068878	UNIVERSITY OF NEBRASKA-LINCOLN	65.00

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219810	6/7/04	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	140.62
219811	6/7/04	106173	UTA HALEE GIRLS VILLAGE	3,179.44
219812	6/7/04	091040	VALENTINOS INC	112.93
219813	6/7/04	083340	VERNE SIMMONDS COMPANY	88.64
219814	6/7/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	55.00
219815	6/7/04	092600	VOSS ELECTRIC CO	506.88
219816	6/7/04	092789	WALDINGER CORPORATION	597.84
219817	6/7/04	092790	GARY H WALDRON	24.84
219818	6/7/04	092834	WALKER TIRE INC	81.63
219819	6/7/04	093008	BARBARA N WALLER	23.95
219820	6/7/04	131112	LINDA WALTERS	271.27
219821	6/7/04	093650	WARD'S NATURAL SCIENCE EST INC	434.42
219822	6/7/04	093765	WATER ENGINEERING, INC.	1,850.00
219824	6/7/04	093978	BECKY S WEGNER	131.76
219825	6/7/04	010698	WESCO DISTRIBUTION INC	77.68
219826	6/7/04	094174	WEST MUSIC COMPANY	1,058.48
219827	6/7/04	094350	WESTERN PSYCHOLOGICAL SERVICES	85.20
219828	6/7/04	105619	WESTERN TRAILER LEASING INC	200.00
219829	6/7/04	094245	WESTLAKE ACE HARDWARE INC	297.84
219830	6/7/04	094245	WESTLAKE ACE HARDWARE INC	19.98
219831	6/7/04	094650	WESTSIDE COMMUNITY SCHOOLS	606.50
219833	6/7/04	089577	WHITE CAP CONSTRUCTION SUPPLY	266.03
219834	6/7/04	102785	WILLIAM V MACGILL & CO	130.70
219835	6/7/04	109073	CRAIG J WOLF	125.64
219836	6/7/04	130716	SUSAN J WOOSTER	142.36
219837	6/7/04	095371	WORLD ALMANAC EDUCATION	212.92
219838	6/7/04	107149	MONICA R WORMINGTON	133.22
219839	6/7/04	095491	GLEN E WRAGGE	298.94
219841	6/7/04	044950	WW GRAINGER INC	1,388.99
219842	6/7/04	101370	XEROX CORPORATION (ORDERS)	176.00
219843	6/7/04	131201	JUANITA YEAGER	111.78
219844	6/7/04	096200	YOUNG & WHITE	22,988.09

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219845	6/7/04	101717	YOUTHLIGHT INC.	56.85
<b>Total for GENERAL FUND</b>				<b>1,132,773.32</b>
219202	6/7/04	109079	ALLTEL CORPORATION	-596.65
219243	6/7/04	017670	BALCON	11,001.00
219254	6/7/04	133480	BERINGER CIACCIO DENNELL MABREY	19,605.00
219314	6/7/04	026057	CONTROL MASTERS INC	10,808.00
219319	6/7/04	131506	CP RECOVERY	1,557.50
219353	6/7/04	107232	DLR GROUP INC	2,388.65
219362	6/7/04	133806	E&A CONSULTING GROUP INC	5,885.00
219442	6/7/04	132423	HEWLETT PACKARD CO	99,738.00
219504	6/7/04	058775	LAMP RYNEARSON ASSOCIATES INC.	1,955.62
219611	6/7/04	109843	NEXTEL PARTNERS INC	-354.94
219695	6/7/04	078420	RAWSON & SONS ROOFING, INC.	19,184.00
219714	6/7/04	079440	ROSENBAUM ELECTRIC INC	798.07
219727	6/7/04	081880	SCHEMMER ASSOCIATES INC	18,653.27
<b>Total for SPECIAL BUILDING</b>				<b>190,622.52</b>
219195	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	2,132.25
219196	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	1,725.00
219197	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	1,579.32
219198	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	3,712.50
219199	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	4,088.25
219200	6/7/04	133658	ALLIANCE COUNSELING CENTER LLP	3,158.64
219205	6/7/04	133030	AMERICAN EDUCATIONAL PRODUCTS LLC	246.89
219218	6/7/04	012989	APPLE COMPUTER, INC.	179.94
219265	6/7/04	133791	WENDY P BOUKAL	92.64
219266	6/7/04	102793	DENNIS SCHUETT	123.50
219277	6/7/04	020550	BUREAU OF EDUCATION & RESEARCH	596.00
219295	6/7/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	153.63
219299	6/7/04	103073	CENTURION TECHNOLOGIES INC	440.95
219309	6/7/04	025455	COLLEGE BOARD	101.20
219310	6/7/04	025455	COLLEGE BOARD	290.00

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
219317	6/7/04	026450	COREY MCKENZIE COMPANY	31.85
219334	6/7/04	032497	CHERYL R DECKER	35.00
219351	6/7/04	101330	DISCOVERY CHANNEL SCHOOL	636.17
219365	6/7/04	101894	EDUCATIONAL INNOVATIONS, INC.	296.89
219369	6/7/04	037525	EDUCATIONAL SERVICE UNIT #3	880.00
219371	6/7/04	131551	EDUCATIONAL SERVICE UNIT #7	625.00
219373	6/7/04	037900	DELTA EDUCATION LLC	46.10
219403	6/7/04	041098	FOLLETT EDUCATIONAL SERVICES	1,773.40
219406	6/7/04	100307	FOOD SERVICES OF AMERICA	179.68
219440	6/7/04	133812	CLAUDETTE HENRICHSEN	66.60
219441	6/7/04	101881	HENRY DOORLY ZOO	360.00
219442	6/7/04	132423	HEWLETT PACKARD CO	20,884.00
219446	6/7/04	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	925.52
219448	6/7/04	099759	HOLIDAY INN OF KEARNEY	751.00
219461	6/7/04	102451	INTERNATIONAL BACCALAUREATE	8,180.00
219467	6/7/04	092791	J. WESTON WALCH PUBLISHING	203.50
219486	6/7/04	056724	KINKO'S	553.52
219494	6/7/04	055039	KRISTI J KOZAK	6.00
219501	6/7/04	058755	LIDLAW TRANSIT INC	1,560.43
219521	6/7/04	131472	LINES OF COMMUNICATION	-889.38
219540	6/7/04	133809	MARY M MCCABE	30.00
219557	6/7/04	132599	MID AMERICA COMPANY	679.00
219560	6/7/04	102870	MIDLAND COMPUTER INC	429.39
219571	6/7/04	132961	MILLARD SPRINKLER INC	2,399.00
219590	6/7/04	067000	NASCO	56.68
219628	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	708.49
219631	6/7/04	107192	OH-K FAST PRINT	720.18
219656	6/7/04	102699	PEARSON EDUCATION	5,263.42
219657	6/7/04	109027	PEARSON EDUCATION	1,000.86
219660	6/7/04	107783	HEIDI T PENKE	69.51
219682	6/7/04	073650	PRUFROCK PRESS INC	58.75
219696	6/7/04	133811	HEATHER M REAL	61.53

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
219708	6/7/04	133790	JOANNA D RIIIBE	1,000.00
219711	6/7/04	132574	RK DIGITAL	1,012.50
219712	6/7/04	079310	ROCKBROOK CAMERA CENTER	646.40
219730	6/7/04	082100	SCHOLASTIC INC	237.40
219777	6/7/04	109041	TEACHER'S DISCOVERY (FOREIGNL)	638.37
219788	6/7/04	130735	TOPS LEARNING SYSTEMS	103.50
219814	6/7/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	2,322.93
219821	6/7/04	093650	WARD'S NATURAL SCIENCE EST INC	126.51
219829	6/7/04	094245	WESTLAKE ACE HARDWARE INC	64.71
219832	6/7/04	094650	WESTSIDE COMMUNITY SCHOOLS	1,007.79
<b>Total for GRANT FUND</b>				<b>74,362.91</b>
219442	6/7/04	132423	HEWLETT PACKARD CO	24,156.32
219560	6/7/04	102870	MIDLAND COMPUTER INC	273.16
219568	6/7/04	065400	MILLARD LUMBER INC	156.88
219675	6/7/04	133745	PRIMEX WIRELESS INC	7,549.80
219823	6/7/04	093772	WATKINS CONCRETE BLOCK CO. INC.	9.08
<b>Total for DEPRECIATION</b>				<b>32,145.24</b>
219355	6/7/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	295,840.23
<b>Total for INTERLOCAL FUND</b>				<b>295,840.23</b>
219184	6/7/04	010298	ACCU CUT SYSTEMS	-60.00
219202	6/7/04	109079	ALLTEL CORPORATION	12.63
219242	6/7/04	132765	KYLE BAINBRIDGE	96.00
219249	6/7/04	133359	TERA BASS	306.00
219264	6/7/04	133708	ALEX BOROUSKI	88.00
219274	6/7/04	133710	ANTHONY BRODERICK	96.00
219283	6/7/04	133706	BRADLEY BYMAN	32.00
219326	6/7/04	133792	JEANNE CUNNINGHAM	202.50
219387	6/7/04	133709	CASSIE EVEANS	96.00
219406	6/7/04	100307	FOOD SERVICES OF AMERICA	640.95
219426	6/7/04	130666	BERIT HALLBERG	40.00
219442	6/7/04	132423	HEWLETT PACKARD CO	792.00

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
219443	6/7/04	048710	HIGHSMITH COMPANY INC	72.50
219449	6/7/04	132761	ASHLEY HOLTHAUS	64.00
219457	6/7/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	11.44
219471	6/7/04	133707	AMY JIA	96.00
219475	6/7/04	132990	ANNA JOHNSTON	96.00
219478	6/7/04	133795	KAYLA JURGENS	186.00
219499	6/7/04	130524	LACIE LIMITED	297.56
219537	6/7/04	132764	ELIZABETH MARTY	96.00
219538	6/7/04	133797	TED MATHEWS	105.00
219558	6/7/04	132807	MONTESSORI EDUCATIONAL CENTERS INC	175.00
219560	6/7/04	102870	MIDLAND COMPUTER INC	697.35
219574	6/7/04	131328	MILLER ELECTRIC COMPANY	1,118.00
219601	6/7/04	068445	NEBRASKA FURNITURE MART INC	139.95
219604	6/7/04	131476	NEBRASKA TURF PRODUCTS	118.00
219617	6/7/04	131573	ERIC NICHOLS	32.00
219628	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	58.25
219632	6/7/04	070245	OHARCO DISTRIBUTORS	30.08
219685	6/7/04	090673	QWEST	150.00
219701	6/7/04	133711	TAYLOR REDDING	96.00
219702	6/7/04	108015	STEPHANIE REED	80.00
219703	6/7/04	108467	KRISTIN REITZ	64.00
219704	6/7/04	099940	RENAISSANCE LEARNING INC.	51.60
219712	6/7/04	079310	ROCKBROOK CAMERA CENTER	2,504.90
219718	6/7/04	079685	S & W FENCE COMPANY	3,615.00
219722	6/7/04	108469	ANGELA SAKARIS	32.00
219730	6/7/04	082100	SCHOLASTIC INC	228.14
219733	6/7/04	082350	SCHOOL SPECIALTY INC	28.75
219735	6/7/04	133798	KARA SCHOREIT	186.00
219740	6/7/04	133265	SCOTT SHAFFER	96.00
219747	6/7/04	133799	ASHLEY SMITH	282.00
219752	6/7/04	109793	LINCOLN OFFICE EQUIPMENT	25.30
219829	6/7/04	094245	WESTLAKE ACE HARDWARE INC	47.52

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
<b>Total for ACTIVITY FUND</b>				<b>13,222.42</b>
<b>Report Total</b>				<b>1,738,966.64</b>



**Millard Public Schools**

Check Register for 5/27/04 - 5/27/04

Date: 5/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
219154	5/27/04	011651	AMERICAN EXPRESS	981.57
219155	5/27/04	017625	BAKER'S SUPERMARKET	52.76
219158	5/27/04	019858	PEGGY A BRENDEL	323.68
219159	5/27/04	107454	CHRISTOPHER COLLING	120.00
219160	5/27/04	106894	TAMMY GEBHART	17.00
219161	5/27/04	132092	ANN M GREDYS	103.00
219162	5/27/04	132634	MARK W HAWKINS	555.00
219166	5/27/04	059791	LIVING VOICES	1,647.00
219167	5/27/04	109022	NEBRASKA DISTRICT NFL	52.50
219168	5/27/04	133805	NEBRASKA RETIREMENT SYSTEMS	24.00
219169	5/27/04	107732	BRIAN L NELSON	470.00
219171	5/27/04	133760	ELIZABETH A PERRY	35.96
219172	5/27/04	109845	CHRISTINA PREUSS	76.89
219175	5/27/04	081630	SAM'S CLUB DIRECT	361.26
219176	5/27/04	081480	ST PAUL PROPERTY AND	619.00
219177	5/27/04	107286	TRAVELERS - COMMERCIAL LINES	23,792.00
219178	5/27/04	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	0.00
219179	5/27/04	131112	LINDA WALTERS	103.83
219180	5/27/04	012459	TED WEIR	473.50

**Total for GENERAL FUND 29,808.95**

219153	5/27/04	133045	A & J CONSTRUCTION	4,000.00
219156	5/27/04	109095	JULIE B BARNES	12.50
219157	5/27/04	131401	TYLER J. BERZINA	507.80
219163	5/27/04	131157	CHRISTINE A JANOVEC-POEHLMAN	348.58
219164	5/27/04	020316	ALINE R JONES	77.56
219165	5/27/04	132397	AIMEE L LIMONGI	48.79
219170	5/27/04	055403	NORINE A NIEMAN	215.26
219173	5/27/04	133807	DONALD REED	210.00
219174	5/27/04	132649	PEGGY A REINECKE	1,950.00

**Total for GRANT FUND 7,370.49**

219153	5/27/04	133045	A & J CONSTRUCTION	4,461.00
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**Millard Public Schools**

Check Register for 5/27/04 - 5/27/04

Date: 5/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
<b>Total for DEPRECIATION</b>				<b>4,461.00</b>
219153	5/27/04	133045	A & J CONSTRUCTION	5,156.00
219166	5/27/04	059791	LIVING VOICES	1,583.00
<b>Total for ACTIVITY FUND</b>				<b>6,739.00</b>
<b>Report Total</b>				<b>48,379.44</b>

**Millard Public Schools**

Check Register for 5/26/04 - 5/26/05

Date: 5/26/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
219152	5/26/04	133802	SECURITY LAND TITLE & ESCROW CO	577.50
<b>Total for SPECIAL BUILDING</b>				<b>577.50</b>
<b>Report Total</b>				<b>577.50</b>

**Millard Public Schools**

Check Register for 5/25/04 - 5/25/04

Date: 5/25/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
219151	5/25/04	131616	FIRST NATIONAL BANK OF OMAHA	80,800.16
<b>Total for SPECIAL BUILDING</b>				<b>80,800.16</b>
<b>Report Total</b>				<b>80,800.16</b>

**Millard Public Schools**

Check Register for 5/20/04 - 5/20/04

Date: 5/21/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
218723	5/20/04	133786	SKYLINE ELEMENTARY	220.00
<b>Total for GENERAL FUND</b>				<b>220.00</b>
<b>Report Total</b>				<b>220.00</b>

**Millard Public Schools**

Check Register for 5/20/04 - 5/20/04

Date: 5/20/04

Check Number	Date	Vendor No	Vendor Name	Amount
218716	5/20/04	107454	CHRISTOPHER COLLING	120.00
218718	5/20/04	133767	AARON KIRKLAND	405.00
218719	5/20/04	131311	MERIDIAN	50.00
218720	5/20/04	133784	MARY D MORRISSEY	21.97
218721	5/20/04	107732	BRIAN L NELSON	480.00
<b>Total for GENERAL FUND</b>				<b>1,076.97</b>
218717	5/20/04	133751	ELISKA MORSEL GREENSPOON	360.00
<b>Total for GRANT FUND</b>				<b>360.00</b>
218722	5/20/04	106973	RITA PASKOWITZ	500.00
<b>Total for ACTIVITY FUND</b>				<b>500.00</b>
<b>Report Total</b>				<b>1,936.97</b>

**Millard Public Schools**

Check Register for 5/13/04 - 5/13/04

Date: 5/13/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
218684	5/13/04	109079	ALLTEL CORPORATION	130.67
218685	5/13/04	012450	AMERICAN RED CROSS HEARTLAND	38.00
218686	5/13/04	107454	CHRISTOPHER COLLING	120.00
218688	5/13/04	058755	LIDLAW TRANSIT INC	125,572.21
218689	5/13/04	065541	MAHONEY STATE PARK	64.00
218691	5/13/04	099928	NATIONAL FORENSIC LEAGUE	109.00
218692	5/13/04	107732	BRIAN L NELSON	240.00
218693	5/13/04	102485	PAPER DIRECT INC	390.81
218694	5/13/04	081630	SAM'S CLUB DIRECT	145.00
218695	5/13/04	090630	US POSTMASTER	185.00
218696	5/13/04	133224	JEFF WARNOCK	100.00
<b>Total for GENERAL FUND</b>				<b>127,094.69</b>
218687	5/13/04	032800	DEMCO INC	120.00
218688	5/13/04	058755	LIDLAW TRANSIT INC	682.04
218690	5/13/04	064801	NANCY MEYER	750.00
218694	5/13/04	081630	SAM'S CLUB DIRECT	15.00
<b>Total for GRANT FUND</b>				<b>1,567.04</b>
<b>Report Total</b>				<b>128,661.73</b>

Hot Lunch Fund

**Millard Public Schools**

Check Register for 6/7/04 - 6/7/04

Date: 6/1/04

Check Number	Date	Vendor No	Vendor Name	Amount
18388	6/7/04	109079	ALLTEL CORPORATION	71.16
18389	6/7/04	133698	BELSON OUTDOORS INC	2,274.76
18390	6/7/04	106893	CULLIGAN WATER CONDITIONING	58.38
18391	6/7/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	239.60
18392	6/7/04	131610	PB&J MARKETING COOPERATIVE INC	152.00
18393	6/7/04	102846	ULTIMATE OFFICE INC	107.42
<b>Total for FOOD SERVICE</b>				<b>2,903.32</b>
<b>Report Total</b>				<b>2,903.32</b>



**Hot Lunch Fund Millard Public Schools**

Check Register for 5/20/04 - 5/20/04

Date: 5/20/04

Check Number	Date	Vendor No	Vendor Name	Amount
18385	5/20/04	065438	MILLARD NORTH HIGH SCHOOL	5,106.46
18386	5/20/04	065440	MILLARD SOUTH HIGH SCHOOL	4,682.69
18387	5/20/04	065443	MILLARD WEST HIGH SCHOOL	6,610.85
<b>Total for FOOD SERVICE</b>				<b>16,400.00</b>
<b>Report Total</b>				<b>16,400.00</b>

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Policy 7310

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Technology

**TITLE AND BRIEF DESCRIPTION:** Policy 7310—Renumbering and review of Policy 1103—Internet Safety: Filtering

**ACTION DESIRED:** Second Reading and Approval of Policy 7310

**BACKGROUND:** Proposed Policy 7310 is a renumbering of current Policy 1103. There are no proposed language changes to the Policy or rule. This policy and the accompanying rule are necessary for compliance with the Children's Internet Protection Act (CIPA) and to maintain E-Rate eligibility.

**RECOMMENDATIONS:** Approve Policy 7310

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Assistant Superintendent of Technology

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_  
(Signature)

**BOARD ACTION:**

**Community Relations Technology**

**Internet Safety: Filtering**

**1103-7310**

The District shall install and enforce the operation of a technology protection measure that protects against Internet access for both adults and minors to visual depictions that are obscene, child pornography, and, with respect to use of computers by minors, harmful to minors. The District shall certify, to the appropriate agencies, that it has adopted policies and rules commensurate thereto, including the monitoring of online activities by minors. The District shall certify, to the appropriate agencies, that it has adopted and implemented an internet safety policy to address other issues, such as the unauthorized access by minors online, the safety and security of minors when using electronic mail, chat rooms, and other forms of communication.

Legal References: P.L. No. 106-554. Children's Internet Protection Act

Related Policies & Rules: 5800 & 5800.1  
4157 & 4157.1

Approved: 4/16/01  
Revised: 6/07/04

MILLARD PUBLIC SCHOOLS  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:**

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** K-5 Language Arts Framework

The K-5 Language Arts Framework is being presented for approval. The attached Framework complies with Policy 6130. Included in the framework is the Philosophy Statement, Belief Statements, Research Based of National Reading Panel, Essential Learner Outcomes and level enablers, materials list, district and course assessments with Grades 3-5 Table of Specifications for ELO and compliance assessments, differentiation and classroom management.

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

**BACKGROUND:** The Elementary K-5 Language Arts Committee of 45 members, teachers, specialists, parents, and administrators have completed Phases I & II of the Curriculum Cycle. They have reviewed the research and the recommendations of the National Reading Panel. They identified specific criteria of a scientifically researched based reading program to evaluate seven published programs. Three programs were selected for a field study during second semester of 2003-04 school year. 84 teachers were involved in the field study. The committee with additional field study teachers met on April 19 to review the results of surveys and student data. The unanimous selection was the Harcourt Trophies Language Arts Program.

**OPTIONS AND ALTERNATIVES CONSIDERED:** Houghton Mifflin and Scott Foresman

**RECOMMENDATIONS:** Recommend approval of the K-5 Language Arts Framework

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Delay implementation

**TIMELINE:** Implementation August 2004

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

**ASSOCIATE SUPERINTENDENT'S SIGNATURE:** Martha Bruckner

**SUPERINTENDENT'S APPROVAL:** [Signature]

**BOARD ACTION:**

**LANGUAGE ARTS FRAMEWORK**

**ELEMENTARY K-5**

**June 7, 2004**

## Language Arts K-5 Framework

**April 19, 2004 – Recommendation of Harcourt Trophies Adoption by:**

### **Language Arts Phase I & II Committee**

Mary Jo Thomas-Abbott	Jan Frank-Ackerman
Dorothy Carrera-Montclair	Kari Jorth-Disney
Denise Parker-Wheeler	Shelley McCabe-Cody
Judy Nance-Morton	Ruth Ehler-Cather
Joyce Clark-Norris	Nicole Dolezal-Cody
Jerri Wesley-Rockwell	Corrine Holmquist-Holling Heights
Tonya Dykstra-Sandoz	Kim Miller-Bryan
Chris Wilcoxon-Neihardt	Lisa Ward-Hitchcock
Cathy Kozak-Cody	Gail Harck-Cottonwood
Shari Johnson-Black Elk	Carol Latka-Harvey Oaks
Joyce Pawlenty-Wheeler	Cathy Greenwald-Willowdale
Mary Ehlers-Beadle	Jackie Polacek-Wheeler
Amy Stenger-Rohwer	Helen Lykke-Wisler-Ezra
Libby Engelbart-Morton	Cindy Niebur-Rockwell
Suzanne Hinman-Morton	Ellen Miller-Montclair
Aimee Limongi-Morton	Barbara Rothenburg-Bryan
Ryan Clark-Rockwell	Candy Jones-Norris
Liz Olsen-Secondary LA MEP	Megin Schulte – Morton
Leanne Manely – Cody	Mary Nebe – Black Elk
Linda Ridgway - Montclair	

### **Additional Participants in Program Preview/Selection**

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

### **Facilitators**

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

## **Language Arts Framework** (Policy 6130)

### **District 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. (2004)

### **Language Arts Philosophy Statement K-5:**

Language is the cohesive element in a global society that empowers learners to gain knowledge and insight into the world around them. It gives learners the tools to look beyond their own community and into the windows and communities of the world beyond their reach both past and present. Reading, writing, speaking, and listening are thinking processes inextricably related to lifelong learning. Through language arts, students experience pleasure and gain insights into their own lives and the lives of others.

### **Belief Statements K-5:**

- Literacy is power.
- Integrated literacy instruction is relevant and meaningful.
- Success occurs for children when instruction is developmentally appropriate and when a variety of learning styles and rates are addressed.
- The language arts are inter-related and key to all content areas.
- Daily reading and writing are done for a variety of purposes.
- Assessments are diverse and on-going.
- Parents, teachers, and children are partners in literacy learning.

### **Language Arts Philosophy Statement 6-12:**

Language is a major cohesive element in society; therefore, literacy is power. Reading, writing, speaking and listening are thinking processes inextricably related to lifelong learning. Through language arts, students gain insights and abilities which enable them to reflect and communicate appropriately and effectively.

### **Belief Statements 6-12:**

- Thomas Jefferson said democracy can exist only within an educated and enlightened public. We believe that an essential way to develop an educated and enlightened public is through language arts.
- Individuality should be fostered and preserved.
- Only through the integration of language arts with other disciplines will students become literate.
- In a rapidly changing society, learning and literacy are essential, life-long processes.
- Thinking and problem-solving skills are developed by experiencing literature.
- Learning that occurs during reading, writing, and speaking is just as important as any end product.

## **National Reading Panel – Reading for Kindergarten through Grade Three:**

The National Reading Panel issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The Panel was charged with reviewing research in reading instruction and identifying methods that consistently relate to reading success. After reviewing more than 100,000 studies the Panel identified five areas critical to learning to read. The five essential components to reading identified by the National Reading Panel:

**1 – Phonemic Awareness** is the ability to notice, think about, and work with the individual sounds in spoken words. Before children learn to read print, they need to become aware of how the sounds in words work. They must understand that words are made up of speech sounds or phonemes.

- Phonemic awareness is important because it improves children’s word reading and reading comprehension; it helps children learn to spell.
- Phonemic awareness can be developed through a number of activities, including asking children to identify phonemes; categorize phonemes; blend phonemes to form words; segment words into phonemes; delete or add phonemes to form new words; and substitute phonemes to make new words.
- Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet and when instruction focuses on only one or two rather than several types of phoneme manipulation.

**2 – Phonics** instruction teaches children the relationship between the letters of written language and the individual sounds of spoken language. It teaches children to use these relationships to read and write words.

- Phonics instruction is important because it leads to an understanding of the alphabetic principle, the systematic and predictable relationships between written letters and spoken sounds.
- Programs of phonics instruction are effective when they are
  - \*systematic – the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.
  - \*explicit – the programs provide teachers with precise directions for the teaching of these relationships.
- Effective phonics programs provide ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.
- Systematic and explicit phonics instruction significantly improves children’s word recognition, spelling, and reading comprehension; and is most effective when it begins in kindergarten or first grade.

**3 – Vocabulary** refers to the words we must know to communicate effectively. Vocabulary can be described as oral or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print.



- Vocabulary is important because beginning readers use their oral vocabulary to make sense of the words they see in print and readers must know what most of the words mean before they can understand what they are reading.
- Vocabulary can be developed
  - \*indirectly when students engage daily in oral language, listen to adults read to them and read extensively on their own.
  - \*directly when students are explicitly taught both individual words and word learning strategies.

**4 – Fluency** is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.

- Fluency is important because it frees students to understand what they read.
- Reading fluency can be developed by modeling fluent reading and by having students engage in repeated oral reading.
- Monitoring student progress in reading fluency is useful in evaluating instruction and setting instructional goals and can be motivating to students.

**5 – Text Comprehension** is the reason reading. Comprehension is defined as “intentional thinking during which meaning is constructed through interaction between text and reader.”

- Text comprehension is purposeful and active.
- Text comprehension can be developed through comprehension strategies.
- Text comprehension strategies can be taught through explicit instruction, cooperative learning, and by helping readers use strategies flexibly and in combination.

## **District Essential Learner Outcomes**

### **District Essential Learner Outcomes K-12 for Literacy and Communication:**

- 1 - Demonstrate competencies in reading to understand and evaluate a variety of texts.
- 2 – Demonstrate competencies in writing in a variety of modes.
- 3 – Demonstrate appropriate speaking and listening skills for a variety of settings.

### **K-5 Literacy and Communication Standards:**

#### **1 - Demonstrate competencies in reading to understand and evaluate a variety of texts.**

- 1.1 Students will use decoding/word analysis strategies to identify and read words.
- 1.2 Students will use vocabulary strategies correctly.
- 1.3 Students will use strategies within the reading process to construct meaning.
- 1.4 Students will use knowledge of text and story structure to construct meaning.
- 1.5 Students will apply research and study skill strategies to obtain and evaluate information.

#### **2 – Demonstrate competencies in writing in a variety of modes.**

- 2.1 Students will use the writing process to draft, revise, edit and publish written work in a variety of modes.
- 2.2 Students will use correct grammar usage and mechanics in their writing.
- 2.3 Students will use the six writing traits in their writing.
- 2.4 Students will use spelling strategies correctly in written work.
- 2.5 Students will use correct handwriting skills on written work.

#### **3 – Demonstrate appropriate speaking and listening skills for a variety of settings.**

- 3.1 Students will use strategies within the speaking process to communicate meaning.
- 3.2 Students will gain information or complete tasks by applying listening skills.

### **Level Enablers/Articulation K-5**

Appendix A

### **Primary Source Materials – Harcourt**

Appendix B

## Assessments – District Wide & Course

### Essential Learner Outcome/Compliance/Sequence Assessments – District Wide

	K	1	2	3	4	5
Phonemic Awareness						
Phonics		ELO	Sequence		ELO	
Vocabulary			Sequence		ELO	
Comprehension		ELO	Sequence	Compliance	ELO	Compliance
Analytical Writing		Personal response	descriptive	persuasive	narrative	descriptive

### Course Assessment Available

	K	1	2	3	4	5
Phonemic Awareness	x	x				
Phonics/Word Analysis	x	x	x	x	x	x
Vocabulary	x	x	x	x	x	x
Fluency	x	x	x	x	x	x
Comprehension	x	x	x	x	x	x
Grammar		x	x	x	x	x

### Assessment is integral to instruction

By choosing the appropriate assessment tools and methods, you can find out where your students are instructionally and plan accordingly. Knowing how well a student can use literacy skills such as reading, writing, listening, and speaking is vital to effective instruction.

- Assessment is the process of collecting information in order to make instructional decisions about students.
- Assessment systematically informs instruction and helps teachers differentiate instruction.
- Assessments for monitoring progress should be used to determine ongoing priorities for instruction.
- Student progress needs to be communicated to parents and guardians on a regular basis.

### Assessments available with the program

1. Placement & Diagnostic Assessments provide an overview of specific diagnostic information about prerequisite skills.
2. Reading and Language Skills Assessment pretests are used to determine whether students need additional instruction and practice in phonics, comprehension skills, vocabulary, writing, and writing conventions.
3. Diagnostic Checks at points of use for immediate assessment of understanding, with follow-up for additional support activities.
4. Ongoing assessment to assess and model the use of reading strategies.
5. Intervention Assessments
6. Performance Assessments
7. End-of-selection Tests to monitor students' comprehension of each selection.
8. Holistic Assessment that uses authentic, theme-related passages and provides a more global, holistic evaluation of students' reading and writing ability.
9. Oral Reading Fluency Assessment that monitors accuracy and rate.

## Appendix C – Table of Specifications – ELO/Compliance Assessments

## **Reaching All Learners**

Students come to school with diverse experiences and language backgrounds. Teachers, who are charged with providing universal access to high quality instruction, require specially designed plans and materials to help all students meet or exceed grade level standards.

Curriculum and instruction must be carefully planned to provide for students who need varying levels of intervention and challenge. Students require additional instruction, practice, and extension at different times and in different degrees. Some students need occasional reteaching and slight modifications in pacing, while others are at greater risk and require more intensive intervention. Research shows that students with learning difficulties need more review and practice to perform a new task automatically. Instruction should cumulatively integrate simpler or previously learned tasks with newer, more complex activities. Research shows the following:

- Reading difficulties can stem from inaccuracy in identifying words.
- Intervention should be geared toward a student's level of reading development.
- Diagnostic testing results should show what students know and what they need to know, frequent assessment is critical.
- Instruction should be direct and explicit.

Curriculum and instruction must be structured to meet the needs of English-language learners. Widely ranging levels of English proficiency in mainstream classrooms present special challenges and opportunities for teachers. Depending on their level of English acquisition and their grade placement, English-language learners need varying degrees of additional support in areas such as oral language, English phonology, vocabulary, background information, and the academic language of school.

Students who already meet or exceed grade-level expectations need opportunities for enrichment or acceleration. They need to be challenged by vocabulary extension study and exposure to sophisticated literature in a variety of genres. Students may also be encouraged to carry out investigations that extend their learning. Such activities should promote sustained investigative skills: raising questions, researching answers, and organizing information. Several research studies have shown the importance of setting high standards for advanced learners. An instructional program that clearly provides for differentiation at a variety of levels can be the tool teachers need to provide universal access to high-level standards.

### ***Trophies* provides differentiated instruction at a variety of levels:**

The program was designed to accommodate a diverse student population, with tiers of differentiation for different needs. *Diagnostic Checks*, with brief activities, are positioned at point of use within each lesson in the *Teacher's Edition* so that specific needs of students can be identified and addressed. Additional *Support Activities*, tied closely to the lessons, are provided for further differentiation. The three types of activities address below-level readers, advanced students and English-language learners. *Alternative Teaching Strategies* are provided for students who perform below level on the *Reading and Language Skills Assessments*. The *Library Books Collections* and the *Books for All Learners* also provide students at all levels with a wealth of reading opportunities in a variety of genres. The *Intervention Resource Kit* and the *English-Language Learners Resource Kit* are available for students with greater needs. Both kits align closely with the core program, provide rigorous daily lessons, and provide abundant cumulative, spiraled practice. For below-level readers, the *Intervention Resource Kit* preteaches and reteaches the same skills and concepts that are taught in the core program. The *English-*

*Language Learners Resource Kit* builds background, vocabulary and concepts, academic language, comprehension, and language arts. Finally, to guide teachers in making instructional decisions, **Trophies** provides a complete assessment program, with instruments for entry-level assessment, monitoring of progress, and summative assessments.

### **Classroom Management**

Differentiating instruction helps to engage all students in instructional-level activities. Grouping strategies are important for addressing diverse needs, but grouping must never be treated as an aim in itself. Flexible grouping can help ensure that all students meet instructional goals, and it can be effective in helping students participate and contribute in a learning environment. Grouping should be temporary, varying according to individual students' progress and interests and should allow time for students to function independently and be responsible for their own work. The types of instruction that are most successful in the major grouping patterns include:

Whole group direct instruction

- Sharing Literature
- Developing concepts
- Providing modeling
- Presenting new knowledge

Small group

- Developing skills
- Practicing processes
- Collaborating on projects
- Providing challenge activities
- Independent reading – guided reading

**Trophies** provides an abundance of productive materials and ideas for independent and small-group work to keep students engaged in meaningful experiences while the teacher is providing instruction to other students in small groups. *Managing the Classroom* sections provide instructions in arranging the classroom with centers or stations using a Work Board with center icons to help organize routines and schedules, and tracking student progress. *Classroom Management and Reading and Writing Routines* provide suggestions for individual, whole-group, and small-group activities. *Cross-Curricular Centers and Stations* with pacing suggestions to regulate student participation. Lesson specific *Workboards* to help teacher manage groups and individuals simultaneously. *Books for All Learners* to allow students to read independently at their own level. Practice pages for students with diverse skills and language backgrounds. *Theme Projects* for extended group work, *Comprehension Cards*, *Library Books Collections*, and other resources to facilitate group and independent reading.

**Trophies** helps teachers manage their instructional pathways for classrooms with diverse learners? *Diagnostic Checks* help to customize activities at point of use, *Additional Support Activities* reinforce, reteach, and extend key concepts in every lesson; *Intervention Resource Kits* and *English-Language Learners Resource Kits* provide more intensive instruction; and *Alternative Teaching Strategies* provides additional options to modify instruction.

## **Appendix D – Response to Final Evaluation by Field Study Participants**

Appendix A  
Level Enablers  
K-5 Articulation

# LITERACY AND COMMUNICATION SKILLS

## 1 Demonstrate competencies in reading to understand and evaluate a variety of texts.

	K	1	2	3	4	5
1.1 Decode Word Analysis	<p><b>Phonemic Awareness in Oral Language</b></p> <ul style="list-style-type: none"> <li>Identifies &amp; produces rhyming words</li> <li>Applies phonemic manipulation of letters sounds by – tracking isolated phonemes; blending vowel/consonants; separate words into beginning &amp; ending sounds; distinguish orally stated 1-syllable words; counts the number of sounds &amp; syllables in words;</li> <li>Tracks auditorily each word in a sentence; each syllable in a word, each sound in a word</li> </ul> <p><b>Phonetic Knowledge in Reading</b></p> <ul style="list-style-type: none"> <li>Recognizes and names upper &amp; lower case letters</li> <li>Matches consonant and vowel sounds to appropriate letters</li> <li>Understands that as letters in words change, so do the sounds</li> <li>Reads one-syllable and high frequency words</li> </ul>	<p><b>Phonemic Awareness in Oral Language</b></p> <ul style="list-style-type: none"> <li>Identifies &amp; produces rhyming words</li> <li>Applies phonemic manipulation of letters &amp; sounds in words – identify, isolate &amp; match phonemes; blending; orally segment phonemes in word; add/delete phonemes to make new words</li> <li>Generates sounds of syllables; segments words into phonemes; substitutes initial/final phonemes and vowel sounds</li> </ul> <p><b>Phonetic Knowledge in Reading</b></p> <ul style="list-style-type: none"> <li>Applies phonetics skills when decoding vowel sounds - short &amp; long vowel sounds; variant vowel sounds; r controlled vowels</li> <li>Applies phonetic skills using initial &amp; final digraph &amp; blending sounds; final diphthong sounds; inflectional endings to base words</li> <li>Applies decoding skills to read compound words; contractions</li> <li>Applies knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Applies phonetics skills when decoding vowel sounds - short &amp; long vowel sounds; variant vowel sounds; r controlled vowels; vowel patterns, vowel diphthongs</li> <li>Applies phonetic skills consonant blends, consonant-vowel digraphs, irregular plurals</li> <li>Identifies and uses prefixes, suffixes, affixes</li> <li>Decodes multi-syllable words to read unfamiliar words and construct their meaning</li> <li>Identifies and uses compound words, homophones, antonyms, synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Applies phonetic skills and patterns when decoding words</li> <li>Identifies and uses prefixes, suffixes, affixes/root words, inflectional endings</li> <li>Decodes multi-syllabic words to read unfamiliar words and construct their meanings, first syllables</li> <li>Identifies and uses compound words, homophones, antonyms, synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Applies phonetic skills and patterns when decoding words</li> <li>Identifies and uses prefixes, suffixes, affixes/root words, inflectional endings</li> <li>Decodes multi-syllabic words to read unfamiliar words and construct their meanings</li> <li>Identifies and uses compound words, homophones, antonyms, synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Applies phonetic skills and patterns when decoding words</li> <li>Identifies and uses prefixes, suffixes, affixes/root words, inflectional endings</li> <li>Decodes multi-syllabic words to read unfamiliar words and construct their meanings</li> <li>Identifies and uses compound words, homophones, antonyms, synonyms</li> </ul>

		of suffixes -er, -est				
1.2 Vocab	<ul style="list-style-type: none"> <li>Recognizes environmental print</li> <li>Identifies and sorts common words in basic categories</li> <li>Describes common objects and events in general and specific language</li> <li>Uses vocabulary words from stories and content</li> </ul>	<ul style="list-style-type: none"> <li>Identifies concept vocabulary</li> <li>Recognizes &amp; reads high frequency words</li> <li>Identifies, reads, and uses weekly vocabulary words in context</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads, and uses weekly vocabulary in story, context, specific to a content</li> <li>Uses word structure clues to read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads, and uses weekly vocabulary in story, context, specific to a content</li> <li>Uses word structure clues to read unfamiliar words and determine meaning – multi-meaning, prefixes, suffixes, affixes/root words homophones, homograph, synonyms, antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads, and uses weekly vocabulary in story, context, specific to a content</li> <li>Uses word structure clues to read unfamiliar words and determine meaning– multi-meaning, prefixes, suffixes, affixes/root words homophones, homograph, synonyms, antonyms, connotations</li> </ul>	<ul style="list-style-type: none"> <li>Identifies, reads, and uses weekly vocabulary in story, context, specific to a content</li> <li>Uses word structure clues to read unfamiliar words and determine meaning– multi-meaning, prefixes, suffixes, affixes/root words homophones, homograph, synonyms, antonyms, connotations</li> </ul>
1.3 Reading Process – skills & strategies	<ul style="list-style-type: none"> <li>Connects prior experiences to text</li> <li>Uses reading strategies – decoding/phonics, word bits &amp; parts, pictures clues to confirm meaning, makes predictions, retells sequence of events, creates mental images</li> <li>Identifies a stories problem and solution</li> <li>Identifies main idea and details</li> <li>Makes inferences based on text information</li> <li>Reads random letters of the alphabet fluently, accurately, quickly</li> </ul>	<ul style="list-style-type: none"> <li>Relates pictures to text</li> <li>Connects prior knowledge to text</li> <li>Applies comprehension skills – sequence of events; main idea &amp; detail; draw conclusions, make &amp; confirm predictions; use picture clues; creates mental images; cause &amp; effect; classify &amp; categorize, summarizes, retells, information/details</li> <li>Uses reading strategies – decoding/phonics, word bits &amp; parts, self-corrects, reads ahead, rereads aloud, picture clues</li> </ul>	<ul style="list-style-type: none"> <li>Uses prior knowledge to make and confirm predictions</li> <li>Applies comprehension skills – main idea &amp; details, create mental images, context clues, draw conclusions, compare &amp; contrast, sequence of events, cause &amp; effect, make inferences, summarize</li> <li>Uses reading strategies – decoding/phonics, word bits &amp; parts, self-corrects, reads ahead, rereads aloud, picture clues to confirm meaning, makes &amp; confirms predictions, sequences events/summarize,</li> </ul>	<ul style="list-style-type: none"> <li>Applies comprehension skills – make predictions, main idea &amp; detail, draw conclusions, make inferences, compare &amp; contrast, make inferences, summarize, retell</li> <li>Uses reading strategies – decoding/phonics, make &amp; confirm predictions, create mental images, self-question, summarize, read ahead, reread to clarify, use context to confirm meaning, use text structure &amp; format, adjust reading rate</li> <li>Responds to text – expresses personal</li> </ul>	<ul style="list-style-type: none"> <li>Applies comprehension skills – make predictions, main idea &amp; detail, draw conclusions, make inferences, fact &amp; opinion, cause &amp; effect, summarize, retell</li> <li>Uses reading strategies – decoding/phonics, make &amp; confirm predictions, create mental images, self-question, summarize, read ahead, reread to clarify, use context to confirm meaning, use text structure &amp; format, adjust reading rate</li> <li>Responds to text – expresses personal</li> </ul>	<ul style="list-style-type: none"> <li>Applies comprehension skills – make predictions, main idea &amp; detail, draw conclusions, make inferences, summarize, retell, paraphrases</li> <li>Uses reading strategies – decoding/phonics, make &amp; confirm predictions, create mental images, self-question, summarize, read ahead, reread to clarify, use context to confirm meaning, use text structure &amp; format, adjust reading rate</li> <li>Responds to text – expresses personal</li> </ul>



		<p>to confirm meaning, makes &amp; confirms predictions, sequences events/summarize, creates mental images, makes inferences</p> <ul style="list-style-type: none"> <li>• Responds to text – expresses personal opinion; makes judgments based on details and prior experiences; makes comparisons across text</li> <li>• Read &amp; reread a passage to build fluency rate – accurately, quickly, with rhythm &amp; tone of spoken language; phrasing, emphasis &amp; pausing when appropriate</li> </ul>	<p>creates mental images, makes inferences</p> <ul style="list-style-type: none"> <li>• Responds to text – expresses personal opinion; makes judgments based on details and prior experiences; makes comparisons across text</li> <li>• Read &amp; reread a passage to build fluency rate – accurately, quickly, with rhythm &amp; tone of spoken language; phrasing, emphasis &amp; pausing when appropriate</li> </ul>	<p>opinion; makes judgments based on details and prior experiences; makes comparisons across text</p> <ul style="list-style-type: none"> <li>• Read &amp; reread a passage to build fluency rate – accurately, quickly, with rhythm &amp; intonation; phrasing, emphasis &amp; pausing when appropriate</li> </ul>	<p>opinion; makes judgments based on details and prior experiences; makes comparisons across text</p> <ul style="list-style-type: none"> <li>• Read &amp; reread a passage to build fluency rate – accurately, quickly, with rhythm &amp; intonation; phrasing, emphasis &amp; pausing when appropriate</li> </ul>	<p>opinion; makes judgments based on details and prior experiences; makes comparisons across text</p> <ul style="list-style-type: none"> <li>• Read &amp; reread a passage to build fluency rate – accurately, quickly, with rhythm &amp; intonation; phrasing, emphasis &amp; pausing when appropriate</li> </ul>
<p>1.4 Text and story structure – literary analysis</p>	<ul style="list-style-type: none"> <li>• Recognizes words follow left to right, line by line, top to bottom</li> <li>• Identifies front &amp; back cover, title page</li> <li>• Understands that printed materials provide information</li> <li>• Distinguishes letters from words</li> <li>• Recognizes sentences in print are made up of separate words</li> <li>• Identifies characters, setting, important events</li> <li>• Asks and answers questions about essential text elements</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies text patterns &amp; features</li> <li>• Identifies character traits &amp; changes over time</li> <li>• Recognizes different genre; fantasy vs reality; fact vs. fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies authors purpose for story</li> <li>• Applies knowledge of problem-solution, character traits, events, settings, plot</li> <li>• Recognizes different genre – narrative elements; fact, fiction, nonfiction and informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies authors purpose for story</li> <li>• Identifies text in first/third person</li> <li>• Applies knowledge of narrative elements – character traits, setting, events, plot, problem conflict resolution</li> <li>• Recognizes different genre – poetry, fiction, nonfiction, informational text, realistic &amp; historical fiction, fantasy</li> <li>• Understands dialogue, figurative language, personification, similes, metaphors</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies authors perspective, first/third person</li> <li>• Applies knowledge of narrative elements - character traits, events, settings, plot, problem conflict resolution</li> <li>• Recognizes different genre – poetry, fiction, nonfiction, informational text, realistic &amp; historical fiction, fantasy</li> <li>• Understands dialogue, figurative language, personification, similes, metaphors, analogies,</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies authors perspective, first/third person</li> <li>• Applies knowledge of narrative elements - character traits, events, settings, plot, mood, tone, theme, problem conflict resolution, point of view</li> <li>• Recognizes different genre – poetry, fiction, nonfiction, informational text, realistic &amp; historical fiction, fantasy</li> <li>• Understands dialogue, figurative</li> </ul>

	<ul style="list-style-type: none"> <li>Recognizes different genre; fantasy vs reality</li> <li>Responds to text – makes judgments about characters; draws conclusions</li> </ul>				hyperbole, idioms	language, personification, similes, metaphors, analogies, imagery, hyperbole, idioms
1.5 Research and study skills		<ul style="list-style-type: none"> <li>Arranges words in alphabetical order</li> <li>Sorts information into categories</li> <li>Reads a selection &amp; answers questions</li> <li>Practices test taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Locates and uses information in texts</li> <li>Reads charts, diagrams, maps</li> <li>Practices test taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Uses reference resources to locate information – dictionary, thesaurus, charts, graphs, maps, electronic sources</li> <li>Uses text organization to access information – captions, headings, subheadings, book parts</li> <li>Practices test taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Uses reference resources to locate information – dictionary, thesaurus, charts, graphs, maps, electronic sources</li> <li>Uses text organization to access information – captions, headings, subheadings, book parts</li> <li>Practices test taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>Uses reference resources to locate information – dictionary, thesaurus, charts, graphs, maps, electronic sources</li> <li>Uses text organization to access information – captions, headings, subheadings, book parts</li> <li>Practices test taking strategies</li> </ul>

## 2 Demonstrate competencies in writing in a variety of modes.

	K	1	2	3	4	5
2.1 writing process	<ul style="list-style-type: none"> <li>Writes and draws about experiences, stories, people, objects and events</li> <li>Writes about selected topics</li> <li>Writes to a personal response prompt using a complete sentence</li> <li>Uses pre-phonetic knowledge, sounds of letters and knowledge of letter names to spell independently</li> </ul>	<ul style="list-style-type: none"> <li>Uses 5-step process – prewrite; draft; respond &amp; revise- begin editing marks; proofread; publish</li> <li>Applies sounds &amp; letters to independent writing</li> <li>Writes to a prompt; uses complete sentences; use two or three facts</li> <li>Writes in a variety of modes – personal response, narrative, descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Uses 5-step process – prewrite; draft; respond &amp; revise – editing marks; proofread; publish</li> <li>Writes to a prompt</li> <li>Writes in a variety of modes for specific purposes – narrative, descriptive, persuasive, expository</li> </ul>	<ul style="list-style-type: none"> <li>Uses 5-step process – prewrite; draft; respond &amp; revise – editing marks; proofread; publish</li> <li>Writes to a prompt</li> <li>Writes in a variety of modes for specific purposes – narrative, descriptive, persuasive, expository, expressive</li> </ul>	<ul style="list-style-type: none"> <li>Uses 5-step process – prewrite; draft; respond &amp; revise- editing marks; proofread; publish</li> <li>Writes to a prompt</li> <li>Writes in a variety of modes for specific purposes – narrative, descriptive, persuasive, expository, expressive</li> </ul>	<ul style="list-style-type: none"> <li>Uses 5-step process – prewrite; draft; respond &amp; revise – editing marks; proofread; publish</li> <li>Writes to a prompt</li> <li>Writes in a variety of modes for specific purposes – narrative, descriptive, persuasive, expository, expressive</li> </ul>
2.2 Grammar	<ul style="list-style-type: none"> <li>Uses capital letters at beginning of sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentence knowledge to write sentences – word</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentence knowledge to write sentences –</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentence knowledge to write- statements,</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentence knowledge to write- statements,</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentence knowledge to write- statements,</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses period at end of sentences</li> </ul>	<p>order</p> <ul style="list-style-type: none"> <li>• Uses correct capitalization (begin sentence, special name, title &amp; place) and punctuation (end mark; period in special title)</li> <li>• Applies knowledge of nouns – singular &amp; plural; people &amp; places; animals &amp; things; pronouns; verbs – present tense; past tense; subject-verb agreement</li> <li>• Identifies, reads &amp; interprets contractions</li> </ul>	<p>statements, questions, commands, exclamations</p> <ul style="list-style-type: none"> <li>• Uses correct capitalization (begin sentence, date, holiday, abbreviation) and punctuation (end mark, comma, quotation mark, apostrophe)</li> <li>• Applies knowledge of parts of speech – nouns, proper nouns, singular/plural nouns, possessive nouns, pronouns, present &amp; past tense verbs, subject/verb agreement, words that tell how many &amp; compare</li> <li>• Applies knowledge of contractions</li> </ul>	<p>questions, commands, exclamations</p> <ul style="list-style-type: none"> <li>• Uses correct capitalization (begin sentence, title, address, abbreviation, proper noun) and punctuation (end mark, comma, quotation, apostrophe)</li> <li>• Applies knowledge of parts of speech – subject/predicate, singular-plural-possessive nouns &amp; pronouns, compound sentences, subject/object pronouns, common/proper nouns, compound subject &amp; predicate, adjectives, verbs, articles, adverbs</li> <li>• Applies knowledge of contractions, abbreviations</li> </ul>	<p>questions, commands, exclamations</p> <ul style="list-style-type: none"> <li>• Uses correct capitalization (title, abbreviation, proper noun) and punctuation (comma, quotation, apostrophe, parentheses, colon)</li> <li>• Applies knowledge of parts of speech – subject/predicate, singular-plural-possessive nouns &amp; pronouns, compound sentences, subject/object pronouns, common/proper nouns, compound subject &amp; predicate, adjectives, verbs, articles, adverbs, prepositional phrases</li> <li>• Applies knowledge of contractions, abbreviations, negatives</li> </ul>	<p>questions, commands, exclamations</p> <ul style="list-style-type: none"> <li>• Uses correct capitalization (title, proper nouns) and punctuation (comma, quotation, apostrophe, parentheses, colon)</li> <li>• Applies knowledge of parts of speech – singular-plural-possessive nouns &amp; pronouns, compound &amp; complex sentences, subject/object pronouns, common/proper nouns, compound subject &amp; predicate, adjectives, verbs tenses, articles, adverbs, prepositional phrases</li> <li>• Applies knowledge of contractions, abbreviations, negatives</li> </ul>
2.3 writing traits	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Topic is evident in pictures or writing</li> <li>• Ideas relate to topic in pictures or writing</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Shares personal experiences in pictures or writing</li> <li>• Creates voice with color, line, and</li> </ul>	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Clearly focused topic sentence</li> <li>• Details support the topic</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Writing shows personality of the writer</li> <li>• Uses colorful words</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses phonics to</li> </ul>	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Topic sentence clearly states main idea</li> <li>• Supporting details tell more about a topic</li> <li>• Paragraph describes something in detail</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Words of speaker sounds natural or appropriate</li> <li>• Uses colorful and</li> </ul>	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Topic clearly stated &amp; summed up</li> <li>• Clear focus and supporting details</li> <li>• Main idea supported by body paragraph</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• Writing is personal &amp; natural</li> <li>• Words express</li> </ul>	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Writing is completely focused on the topic and has a clear purpose</li> <li>• Specific interesting details relate to the topic</li> <li>• All paragraphs relate to the topic</li> </ul> <p>Voice</p> <ul style="list-style-type: none"> <li>• words express the</li> </ul>	<p>Focus Ideas/Content</p> <ul style="list-style-type: none"> <li>• Writing is completely developed and focused on the topic and maintains a clear purpose</li> <li>• Specific interesting details that develop the topic</li> <li>• All paragraphs</li> </ul>

	<p>shape in pictures or writing</p> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses phonics to encode words</li> <li>• Uses correct capitalization and punctuation to write sentences (see grammar continuum)</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Story has logical sequence</li> <li>• Story has beginning &amp; end</li> </ul>	<p>encode words</p> <ul style="list-style-type: none"> <li>• Uses correct grammar &amp; punctuation to write sentences (see grammar continuum)</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Writing has logical sequence</li> <li>• Writing has beginning, middle end</li> </ul>	<p>interesting words</p> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, &amp; punctuation to write sentences and paragraphs (see grammar continuum)</li> </ul> <p>Effective Sentences</p> <ul style="list-style-type: none"> <li>• Writes sentences that vary in length &amp; type</li> <li>• Uses transitions to help hold the paragraph together</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Has beginning, middle, end</li> <li>• Paragraph groups together ideas in a logical sequence</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Uses descriptive words &amp; phrases</li> <li>• Uses sensory words, colorful words, exact words</li> </ul>	<p>writers feelings</p> <ul style="list-style-type: none"> <li>• Uses vivid language &amp; details</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, &amp; punctuation to write sentences and paragraphs (see grammar continuum)</li> </ul> <p>Effective Sentences</p> <ul style="list-style-type: none"> <li>• Transitional words help the sentences flow together</li> <li>• Sentences vary in length &amp; structure</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Paragraphs begin with topic sentence</li> <li>• Supporting sentences in paragraph presented in logical order</li> <li>• First paragraph introduces, middle paragraph adds details, end paragraph sums it up</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Uses vivid language to create mental images</li> <li>• Uses colorful descriptions and sensory words to enhance meaning</li> </ul>	<p>emotions of the writer</p> <ul style="list-style-type: none"> <li>• writers view point is clear</li> <li>• Uses vivid details to express personal voice</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, &amp; punctuation to write sentences and paragraphs (see grammar continuum)</li> </ul> <p>Effective Sentences</p> <ul style="list-style-type: none"> <li>• Transition words/phrases help sentences flow together</li> <li>• Sentences vary in length, structure &amp; complexity</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Each important idea has its own paragraph</li> <li>• Supporting ideas &amp; details are presented in logical order</li> <li>• First paragraph introduces, middle paragraph adds details, end paragraph sums it up</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Uses vivid details to create mental images</li> <li>• Uses colorful descriptive phrases and sensory words to enhance meaning</li> </ul>	<p>expand the topic</p> <p>Voice</p> <ul style="list-style-type: none"> <li>• Writers view point is clear</li> <li>• Writing expresses personal feeling and interest in the topic</li> <li>• Uses creative &amp; original phrases &amp; expressions</li> </ul> <p>Conventions</p> <ul style="list-style-type: none"> <li>• Uses correct grammar, spelling, &amp; punctuation to write sentences and paragraphs (see grammar continuum)</li> </ul> <p>Effective Sentences</p> <ul style="list-style-type: none"> <li>• Sentences vary in length &amp; complexity</li> <li>• Sentences vary in structure &amp; uses effective transitions</li> </ul> <p>Organization</p> <ul style="list-style-type: none"> <li>• Topic sentence and main points presented in logical order</li> <li>• Opening paragraph introduces topic, middle paragraph gives important details, concluding paragraph states main idea</li> </ul> <p>Word Choice</p> <ul style="list-style-type: none"> <li>• Uses vivid description words to create mental images</li> <li>• Words convey the intended message in interesting, precise, and</li> </ul>
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						natural way
2.4 spelling	<ul style="list-style-type: none"> <li>Writes CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Applies phonetic skills to spell decodable words – blends sounds into words; short vowel sounds; short vowel patterns; inflections; blends; digraphs</li> <li>Spells high frequency words; weekly word lists</li> </ul>	<ul style="list-style-type: none"> <li>Spells decodable words using spelling patterns – short &amp; long vowels, inflectional endings, abbreviations, consonant &amp; vowel diphthongs and digraphs, suffixes, prefixes, multi-syllable words</li> <li>Spells high frequency words; weekly word lists</li> </ul>	<ul style="list-style-type: none"> <li>Spells decodable words using spelling patterns – short &amp; long vowels, r controlled vowels, consonant &amp; vowel diphthongs and digraphs, blends, homophones, suffixes, prefixes, multi-syllabic words, abbreviations, contractions, compound words, possessives, plurals</li> <li>Spells high frequency words; weekly word lists</li> </ul>	<ul style="list-style-type: none"> <li>Spells decodable words using spelling patterns – short &amp; long vowels, r controlled vowels, consonant &amp; vowel diphthongs and digraphs, blends, homophones, suffixes, prefixes, multi-syllabic words, abbreviations, contractions, compound words, possessives, plurals</li> <li>Spells high frequency words; weekly word lists</li> </ul>	<ul style="list-style-type: none"> <li>Spells decodable words using spelling patterns – short &amp; long vowels, r controlled vowels, consonant &amp; vowel diphthongs and digraphs, blends, homophones, suffixes, prefixes, multi-syllabic words, abbreviations, contractions, compound words, possessives, plurals</li> <li>Spells high frequency words; weekly word lists</li> </ul>
2.5 handwriting	<ul style="list-style-type: none"> <li>Writes from left to right, top to bottom</li> <li>Writes using proper letter form and spacing</li> <li>Writes upper &amp; lowercase letters</li> <li>Gains control of pencil grip, paper position, beginning strokes, posture, letter formation, appropriate size, and spacing</li> </ul>	<ul style="list-style-type: none"> <li>Uses proper spacing between letters &amp; words</li> <li>Forms capital &amp; lower case letters correctly</li> <li>Prints legibly</li> </ul>	<ul style="list-style-type: none"> <li>Applies correct formation of letters and use of word spacing to writing</li> <li>Prints legibly</li> </ul>	<ul style="list-style-type: none"> <li>Applies correct formation of letters and use of word spacing to cursive writing</li> <li>Writes legibly</li> </ul>	<ul style="list-style-type: none"> <li>Applies correct formation of letters and use of word spacing to cursive writing</li> <li>Writes legibly</li> </ul>	<ul style="list-style-type: none"> <li>Applies correct formation of letters and use of word spacing to cursive writing</li> <li>Writes legibly</li> </ul>

### 3 Demonstrate appropriate speaking and listening skills for a variety of settings.

	K	1	2	3	4	5
3.1 speaking	<ul style="list-style-type: none"> <li>Describes people, places, things, locations, actions</li> <li>Recognizes and uses complete, coherent sentences</li> </ul>	<ul style="list-style-type: none"> <li>Participates in class discussion</li> <li>Speaks in complete coherent sentences</li> <li>Speaks to topic</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in loud, clear, appropriate voice</li> <li>Speaks using notes and maintaining eye contact</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in loud, clear, appropriate voice</li> <li>Speaks using presentation strategies - notes</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in loud, clear, appropriate voice</li> <li>Speaks using presentation strategies - notes</li> </ul>	<ul style="list-style-type: none"> <li>Speaks in loud, clear, appropriate voice</li> <li>Speaks using presentation strategies - notes</li> </ul>

	<ul style="list-style-type: none"> <li>• Recites short poems &amp; rhymes</li> <li>• Acts out a story</li> <li>• Relates experiences or story in logical sequence</li> </ul>			and maintaining eye contact, graphic aids, verbal/nonverbal techniques, gestures	and maintaining eye contact, graphic aids, verbal/nonverbal techniques, pacing, volume, clear diction, movements & gestures	and maintaining eye contact, graphic aids, verbal/nonverbal techniques, pacing, volume, clear diction, movements & gestures
3.2 listening	<ul style="list-style-type: none"> <li>• Understands and follows 1 &amp; 2-step directions</li> <li>• Listens for a purpose</li> <li>• Listens attentively to speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to story &amp; retells main event, character, &amp; details</li> <li>• Listens attentively to speaker</li> <li>• Asks appropriate questions after listening to speaker or viewing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to make connections across text</li> <li>• Listens for a purpose and to follow directions</li> <li>• Listens attentively to speaker</li> <li>• Asks appropriate questions after listening to speaker or viewing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to make connections across text</li> <li>• Applies listening skills to follow 2 &amp; 3 step directions, enjoyment, gain information, evaluate, create mental images, formulate questions, retell, paraphrase</li> <li>• Listens attentively to speaker</li> <li>• Asks appropriate questions after listening to speaker or viewing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to make connections across text</li> <li>• Applies listening skills for a specific purpose - to follow directions, enjoyment, gain information, evaluate, create mental images, formulate questions, retell, paraphrase, state opinion</li> <li>• Listens attentively to speaker</li> <li>• Asks appropriate questions after listening to speaker or viewing a presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to make connections across text</li> <li>• Applies listening skills for a specific purpose - to follow directions, enjoyment, gain information, evaluate, create mental images, formulate questions, retell, paraphrase, state opinion</li> <li>• Listens attentively to speaker</li> <li>• Asks appropriate questions after listening to speaker or viewing a presentation</li> </ul>

**Appendix B**  
**Primary Source Materials**  
**Harcourt**

**Trophies 2005, Kindergarten**  
**Millard Public School District**



**Harcourt**  
**School Publishers**

Description	ISBN	Per Classrm
<b>Kindergarten Program</b>	0-15- 340066-8	
Teacher Edition, Vol. 1	0-15- 339732-2	1
Teacher Edition, Vol. 2	0-15- 339733-0	1
Teacher Edition, Vol. 3	0-15- 339734-9	1
Independent Readers Collection (35 Books)	0-15- 325468-8	6
Big Book Collection (14 titles)	0-15- 332129-6	1
Big Book Audiotext Collection	0-15- 325453-x	1
Kindergarten Library Collection (24 Titles)	0-15- 332131-8	1
Little Book Collection (1 ea of 14 titles)	0-15- 332130-x	1
Pre-decodable/Decodable Books, Take-Home	0-15- 325442-4	1
Pre-decodable/Decodable Books Collection	0-15- 323766-x	6
Tactile Letter Cards (pkg 5)	0-15- 314476-9	1
Alphabet Cards	0-15- 309023-5	1
Big Alphabet Cards	0-15- 313425-9	1
Letters and Sounds Place Mats (pkg 5)	0-15- 315007-6	1
Big Book of Rhymes and Songs	0-15- 325401-7	1
Read-Aloud Anthology	0-15- 313420-8	1
Music CD	0-15- 326466-7	1
Picture and Word Cards	0-15- 313426-7	1
Teacher's Resource Book	0-15- 326467-5	1
Letter and Sound Charts (pkg 5)	0-15- 313428-3	1
Assessment Handbook	0-15- 325776-8	1
High Frequency Word Cards	0-15- 326469-1	1
Phonics Practice Book	0-15- 325777-6	1
Phonics Practice Book Copying Masters	0-15- 325778-4	1
Oo-pples and Boo-noo-noos (book & cassette)	0-15- 325786-5	1
Letter and Sound Sentence Strips	0-15- 315005-X	1
Magnetic Letters	0-15- 309030-8	1
Practice Book Collections	0-15- 325080-1	1



**Trophies 2005, Grade 1**  
**Millard Public School District**



Description	ISBN	Per Csrtn
<b>Student Editions</b>		
1-1, <i>Guess Who?</i>	0-15- 339776-4	20-25
1-2, <i>Catch a Dream</i>	0-15- 339777-2	20-25
1-3, <i>Here and There</i>	0-15- 339778-0	20-25
1-4, <i>Time Together</i>	0-15- 339779-9	20-25
1-5, <i>Gather Around</i>	0-15- 3397810	20-25
Audiotext Collection	0-15- 326171-4	1
<b>Teacher Editions</b>		
1-1, <i>Guess Who?</i>	0-15- 339736-5	1
1-2, <i>Catch a Dream</i>	0-15- 339737-3	1
1-3, <i>Here and There</i>	0-15- 339738-1	1
1-4, <i>Time Together</i>	0-15- 339739-X	1
1-5, <i>Gather Around</i>	0-15- 339740-3	1
<b>Big Books</b>		
Big Book Collection (12 titles)	0-15- 327354-2	1
Big Book Audiotext Collection	0-15- 332558-5	1
Little Book Collection	0-15- 329515-5	1
Big Book of Rhymes	0-15- 3255021	1
Grade 1 Decodable Book Collection, 34 books	0-15- 323767-8	6
Decodable Book, Take-Home Version	0-15- 326714-3	1
Oo-pples and Boo-noo-noos	0-15- 325786-5	1
Phonics Practice Book BLM (p/u)	0-15- 320909-7	1
<b>Teacher's Support Package</b>		
<b>0-15- 334325-7</b>		
* Practice Book, Volume 1	0-15- 323504-7	1
* Practice Book, Volume 2	0-15- 323505-5	1
* Practice Book, Volume 1, TE	0-15- 323507-1	1
* Practice Book, Volume 2, TE	0-15- 323508-X	1
* Spelling Practice Book	0-15- 323498-9	1
* Spelling Practice Book, TE	0-15- 323550-0	1
* Language Handbook	0-15- 325063-1	20-25
* Language Handbook, TE	0-15- 326160-9	1
* Challenge Copying Masters	0-15- 323509-8	1
* Extra Support Copying Masters	0-15- 323506-3	1
Teaching Transparencies	0-15- 325069-0	1
Teaching Transparencies For Language arts	0-15- 334086-X	1
Read-Aloud Anthology	0-15- 312776-7	1
Letter and Word Cards	0-15- 326169-2	1
Picture Cards	0-15- 313556-5	1
Word Builder Holder (pkg. Of 5)	0-15- 309024-3	1
Word Builder Cards (pkg of 5)	0-15- 315000-9	1
Tactile Letter Cards	0-15- 314476-9	1
Grammar Jingles Primary CD Gr 1-2	0-15- 3202645	1
Grammar Jingles Primary Copy Masters	0-15- 3220457	1
<b>Assessment Support Package</b>		
<b>0-15- 335192-6</b>		
Reading & Language Skills Assessment, TE	0-15- 324961-7	1
Holistic Assessment, TE	0-15- 325159-X	1
<b>Guided Reading Options</b>		
Library Book Collection, 1 each of 12 titles	0-15- 329240-7	6
Library Book Teacher's Guide	0-15- 326181-1	1
English-Language Learners Bk Coll. (34 Titles)	0-15- 325504-8	6
Below Level Book Collection (34 Titles)	0-15- 325510-2	6
On-Level Book Collection (34 Titles)	0-15- 325516-1	6
Advanced Level Book Collection (34 Titles)	0-15- 325522-6	6
Teacher Guide/Bks for All Learners	0-15- 335746-0	1

**Trophies 2005, Grade 2**  
**Millard Public School District**



Description	ISBN	Per Classrm
<b>Student Edition</b>		
2-1, <i>Just for You</i>	0-15- 339782-9	20-25
2-2, <i>Banner Days</i>	0-15- 339783-7	20-25
Audiotext Collection	0-15- 325075-5	1
<b>Theme Teacher Edition</b>		
Theme 2-1	0-15- 339742-X	1
Theme 2-2	0-15- 339743-8	1
Theme 2-3	0-15- 339744-6	1
Theme 2-4	0-15- 339745-4	1
Theme 2-5	0-15- 339746-2	1
Theme 2-6	0-15- 339747-0	1
<b>Trophies Phonics Support</b>		
Big Book of Rhymes	0-15- 325503-X	1
Phonics Practice Book Copying Masters (p/u)	0-15- 320910-0	1
<b>Decodable Books</b>		
Grade 2 Collection, 20 Books	0-15- 323768-6	6
Decodable Books, Take-Home Version	0-15- 326768-2	1
<b>Teacher Support Package</b>		
	<b>0-15- 334332-X</b>	
* Practice Books, 2-1	0-15- 323510-1	1
* Practice Books, 2-2	0-15- 323511-X	1
* Practice Books, 2-1, TE	0-15- 323513-6	1
* Practice Books, 2-2, TE	0-15- 323514-4	1
* Spelling Practice Book	0-15- 323499-7	1
* Spelling Practice Book, TE	0-15- 323551-9	1
* Language Handbook	0-15- 325064-X	20-25
* Language Handbook, Answer Key	0-15- 326161-7	1
* Challenge Copying Masters	0-15- 323515-2	1
* Extra Support Copying Masters	0-15- 323512-8	1
Teaching Transparencies	0-15- 325070-4	1
Teaching Transparencies For Language Arts	0-15- 334087-8	1
Grammar Jingles Primary CD	0-15- 3202645	1
Grammar Jingles Copying Masters(primary)	0-15- 322045-7	1
Intervention Game Boards, Grds 2-3	0-15- 326238-9	1
<b>Assessment Support Package</b>		
	0-15- 335193-4	
* Reading and Language Skills Assessment, TE	0-15- 324962-5	1
* Holistic Reading Assessment TE	0-15- 325160-3	1
<b>Guided Reading Options</b>		
Library Book Collection, 1 each of 12 titles	0-15- 329241-5	6
Library Books Teacher's Guide	0-15- 326182-X	1
English-Language Learners Collections (30 titles)	0-15- 325505-6	6
Below Level Book Collection (30 titles)	0-15- 325511-0	6
On-Level Book Collection (30 titles)	0-15- 325517-X	6
Advanced Level Book Collection (30 titles)	0-15- 325523-4	6
Teacher Guide/Books for All Learners	0-15- 335747-9	1

**Trophies 2005, Grade 3**

**Millard Public School District**



**Harcourt  
School Publishers**

Description	ISBN	Per Classrm
<b>Student Editions</b>		
3-1, <i>Changing Patterns</i>	0-15- 339784-5	20-25
3-2, <i>On Your Mark</i>	0-15- 339786-1	20-25
Audiotext Collection	0-15- 325076-3	1
<b>Theme Teacher Editions</b>		
Theme 3-1	0-15- 339749-7	1
Theme 3-2	0-15- 339750-0	1
Theme 3-3	0-15- 339751-9	1
Theme 3-4	0-15- 339752-7	1
Theme 3-5	0-15- 339753-5	1
Theme 3-6	0-15- 339754-3	1
<b>Teacher's Support Package</b>		
	<b>0-15- 334339-7</b>	
* Practice Books, 3-1	0-15- 323516-0	1
* Practice Books, 3-2	0-15- 323517-9	1
* Practice Books, 3-1, TE	0-15- 323519-5	1
* Practice Books, 3-2, TE	0-15- 323520-9	1
* Spelling Practice Book	0-15- 323500-4	1
* Spelling Practice Book, TE	0-15- 323552-7	1
* Language Handbook	0-15- 325065-8	20-25
* Language Handbook, TE	0-15- 326162-5	1
* Challenge Copying Masters	0-15- 323521-7	1
* Extra Support Copying Masters	0-15- 323518-7	1
Teaching Transparencies	0-15- 325071-2	1
Teaching Transparencies For Language Arts	0-15- 334088-6	1
Grammar Jingles Grds 3-5	0-15- 3202653	1
Grammar Jingles G 3-5 Copy Masters	0-15- 322046-5	1
Phonics Practice Book Copying Masters, Int.	0-15- 320911-9	1
<b>Assessment Support Package</b>		
	0-15- 335194-2	
* Reading & Language Skills Assessment TE	0-15- 324963-3	1
* Holistic Assessment TE	0-15- 325161-1	1
<b>Guided Reading Options</b>		
Library Book Collection (1 each of 12 titles)	0-15- 329242-3	6
Library Books Teacher's Guide	0-15- 326183-8	1
English-Language Learners Collection (30 titles)	0-15- 325506-4	6
Below Level Book Collection (30 titles)	0-15- 325512-9	6
On-Level Book Collection (30 titles)	0-15- 325518-8	6
Advanced Level Book Collection (30 titles)	0-15- 325524-2	6
Teacher Guide/Book for All Learners	0-15- 335748-7	1

**Trophies 2005, Grade 4**  
**Millard Public School District**



**Harcourt  
 School Publishers**

Description	ISBN	Per Classrm
<b>Student Edition</b>		
Grade 4, <i>Lead the Way</i>	0-15- 339787-X	20-25
Audiotext Collection	0-15- 325077-1	1
<b>Theme Teacher Editions</b>		
Theme 4-1	0-15- 339756-X	1
Theme 4-2	0-15- 339757-8	1
Theme 4-3	0-15- 339758-6	1
Theme 4-4	0-15- 339759-4	1
Theme 4-5	0-15- 339760-8	1
Theme 4-6	0-15- 339761-6	1
<b>Teacher's Support Package</b>		
* Practice Book	0-15- 323522-5	1
* Practice Book TE	0-15- 323524-1	1
* Spelling Practice Book	0-15- 323501-2	1
* Spelling Practice Book, TE	0-15- 323553-5	1
* Language Handbook	0-15- 325066-6	20-25
* Language Handbook, TE	0-15- 326163-3	1
* Challenge Copying Masters	0-15- 323525-X	1
* Extra Support Copying Masters	0-15- 323523-3	1
Teaching Transparencies	0-15- 325072-0	1
Teaching Transparencies For Language Arts	0-15- 334089-4	1
English-Language Learners Copying Masters	0-15- 325060-7	1
Grammar Jingles Grds 3-5	0-15- 320265-3	1
Grammar Jingles Grds 3-5, Copy Masters	0-15- 322046-5	1
<b>Assessment Support Package</b>		
* Reading & Language Skills Assessment TE	0-15- 324964-1	1
* Holistic Reading Assessment TE	0-15- 325162-X	1
<b>Guided Reading Options</b>		
Library Book Collection, 1 each of 12 titles	0-15- 329245-8	6
Library Books Teacher's Guide	0-15- 326184-6	1
English-Language Learners Collections (30 titles)	0-15- 325507-2	6
Below Level Book Collection (30 titles)	0-15- 325513-7	6
On-Level Book Collection (30 titles)	0-15- 325519-6	6
Advanced Level Book Collection (30 titles)	0-15- 325525-0	6
Teacher Guide/Books for All Learners	0-15- 335749-5	1

Trophies 2005, Grade 5		Harcourt		
Millard Public School District		School Publishers		
Description		ISBN		Per Classrm
<b>Student Edition</b>				
	Grade 5, <i>Distant Voyages</i>	0-15-	339788-8	20-25
	Audiotext Collection	0-15-	325078-X	1
<b>Theme Teacher Editions</b>				
	Theme 5-1	0-15-	339763-2	1
	Theme 5-2	0-15-	339764-0	1
	Theme 5-3	0-15-	339765-9	1
	Theme 5-4	0-15-	339766-7	1
	Theme 5-5	0-15-	339767-5	1
	Theme 5-6	0-15-	339768-3	1
<b>Teacher Student Support Package</b>		<b>0-15-</b>	<b>334353-2</b>	
*	Practice Book	0-15-	323526-8	1
*	Practice Book TE	0-15-	323528-4	1
*	Spelling Practice Book	0-15-	323502-0	1
*	Spelling Practice Book, TE	0-15-	323554-3	1
*	Language Handbook	0-15-	325067-4	20-25
*	Language Handbook, TE	0-15-	326164-1	1
*	Challenge Copying Masters	0-15-	323529-2	1
*	Extra Support Copying Masters	0-15-	323527-6	1
	Teaching Transparencies	0-15-	325073-9	1
	Teaching Transparencies For Language Arts	0-15-	334090-8	1
	English-Language Learners Copying Masters	0-15-	325061-5	1
	Grammar Jingles Grds 3-5	0-15-	322046-5	1
<b>Teacher Assessment Package</b>		0-15-	335198-5	
*	Reading & Skills Assessment TE	0-15-	324965-X	1
*	Holistic Reading Assessment TE	0-15-	325163-8	1
<b>Guided Reading Options</b>				
	Library Book Collection, 1 each of 12 titles	0-15-	329247-4	6
	Library Books Teacher's Guide	0-15-	326185-4	1
	English-Language Learners Coll. (30 titles)	0-15-	325508-0	6
	Below Level Book Collection (30 titles)	0-15-	325514-5	6
	On-Level Book Collection (30 titles)	0-15-	325520-X	6
	Advanced Level Book Collection (30 titles)	0-15-	325526-9	6
	Teacher Guide/Books for All Learners	0-15-	335750-9	1

# Trophies 2005, Assessment

READ Teachers in each building



Harcourt  
School Publishers

Description	ISBN	Qty. Charge			
Decoding/Word Recognition Assessment 1	0-15- 337423-3	1			
Oral Reading Fluency Assessment 1-6	0-15- 340967-3	1			
Placement & Diagnostic Assessments 1	0-15- 326177-3	1			
Decod/Word Recognition Assessment K	0-15- 340340-3	1			
Decod/Word Recognition Assessment 2	0-15- 340341-1	1			
Placement & Diagnostic Assessments 2	0-15- 326178-1	1			
Placement & Diagnostic Assessments 3	0-15- 326179-x	1			
Intervention Resource Kit Grade K	0-15- 326225-7	1			
Intervention Resource Kit Grade 1	0-15- 326226-5	1			
* Below-Level Books Collections	0-15- 325510-2				
Intervention Resource Kit Grade 2	0-15- 326227-3	1			
* Intervention Reader, Sounds of Sunshin	0-15- 325339-8	5			
Intervention Resource Kit Grade 3	0-15- 326228-1	1			
* Intervention Reader, Bright Surprises	0-15- 325340-1	5			
Intervention Resource Kit Grade 4	0-15- 326229-X	1			
* Intervention Reader, Moving Ahead - RE	0-15- 325341-X	5			
Intervention Resource Kit Grade 5	0-15- 326230-3	1			
* Intervention Reader, Take Flight	0-15- 325342-8	5			
Staff Development Guide (K-6)	0-15- 312768-6	1			
Teaching Phonemic Awareness	015338367	1			
Teaching Phonics Gr K	1.53E+08	1			
Teaching Phonics Gr 1	1.53E+08	1			
Teaching Phonics Gr 2-6	1.53E+08	1			
Teaching Fluency	1.53E+08	1			
Teaching Vocabulary Gr K-2	1.53E+08	1			
Teaching Vocabulary Gr 3-6	1.53E+08	1			
Teaching Text Comprehension Gr K-1	1.53E+08	1			
Teaching Text Comprehension Gr 2-6	1.53E+08	1			
Assessment to Inform Instruction	1.53E+08	1			

Appendix C

Table of Specifications

Grades 3-5 Assessments

**Grade 3 Table of Specifications  
LITERACY AND COMMUNICATION SKILLS**

<b>Outcome – Standards</b>	<b>Percent</b>	<b>Items</b>
<b>1 Demonstrate competencies in reading to understand and evaluate a variety of texts.</b>		
1.1 Student will use decoding/word analysis strategies to identify and read words.	10%	Identify two word parts that make up a compound word Identify first syllable of a word
1.2 Student will use vocabulary strategies correctly.	10%	Use prefixes and suffixes to determine or clarify word meaning Use context clues to determine the meaning of the word
1.3 Student will use strategies within the reading process to construct meaning.	30%	Make predictions – use information from a reading to make a prediction Draw conclusions – use information from a reading to form or support a conclusion Main idea/details – identify the main idea and supporting details in a passage Compare & contrast (not across text) – recognize & analyze text presented in a compare/contrast format  Selection Genre Magazine article Fiction Non-fiction Realistic-fiction
1.4 Student will use knowledge of text and story structure to construct meaning.	20%	Narrative elements – identify setting, character, problem/conflict/resolution, events in a reading selection
1.5 Student will apply research and study skill strategies to obtain and evaluate information.	5%	Use guide words in a dictionary to locate words Use graphs & charts to interpret information
<b>2 Demonstrate competencies in writing in a variety of modes.</b>		
2.1 Student will use the writing process to draft, revise, edit and publish written work in a variety of modes.		AWA
2.2 Student will use correct grammar usage and mechanics in their writing.	15%	Identify simple sentence Use end punctuation mark – period, question mark, exclamation mark Identify common/proper nouns Identify singular/plural pronouns Identify adjectives - how many, what kind
2.3 Student will use the six writing traits in their writing.		AWA
2.4 Student will use spelling strategies correctly in written work.		AWA
2.5 Student will use correct handwriting skills on written work.		AWA



<b>3 Demonstrate appropriate speaking and listening skills for a variety of settings.</b>		
3.1 Student will use strategies within the speaking process to communicate meaning.	5%	Identify presentation strategies – eye contact, volume
3.2 Student will gain information or complete tasks by applying listening skills.	5%	Listens to follow 2 to 3 step directions

**Grade 4 Table of Specifications  
LITERACY AND COMMUNICATION SKILLS**

<b>Outcome – Standards</b>	<b>Percent</b>	<b>Items</b>
<b>1 Demonstrate competencies in reading to understand and evaluate a variety of texts.</b>		
1.1 Student will use decoding/word analysis strategies to identify and read words.	10%	Identify two word parts that make up a compound word Identify inflectional endings
1.2 Student will use vocabulary strategies correctly.	10%	Use prefixes, suffixes, and roots to determine or clarify word meaning Use context to determine word meaning of antonyms/synonyms
1.3 Student will use strategies within the reading process to construct meaning.	30%	Distinguish between fact & opinion Identify the main idea and supporting details in a passage Recognize a summary of a passage Identify cause & effect relationships in a text  Selections Genre Historical fiction Folktale Expository nonfiction Biography
1.4 Student will use knowledge of text and story structure to construct meaning.	20%	Narrative elements – identify setting, character traits, events, problem/conflict/resolution in a reading selection
1.5 Student will apply research and study skill strategies to obtain and evaluate information.	5%	Use graphs & maps to interpret information Use reference sources to locate information
<b>2 Demonstrate competencies in writing in a variety of modes.</b>		
2.1 Student will use the writing process to draft, revise, edit and publish written work in a variety of modes.		AWA
2.2 Student will use correct grammar usage and mechanics in their writing.	15%	Identify compound sentence Use quotation marks Identify possessive noun/pronoun Identify adjectives that compare Identify past & present verb tense
2.3 Student will use the six writing traits in their writing.		AWA
2.4 Student will use spelling strategies correctly in written work.		AWA
2.5 Student will use correct handwriting skills on written work.		AWA

<b>3 Demonstrate appropriate speaking and listening skills for a variety of settings.</b>		
3.1 Student will use strategies within the speaking process to communicate meaning.	5%	Identifies presentation strategies – graphic aids, movement
3.2 Student will gain information or complete tasks by applying listening skills.	5%	Identify appropriate questions after listening to a speaker

**Grade 5 Table of Specifications  
LITERACY AND COMMUNICATION SKILLS**

<b>Outcome – Standards</b>	<b>Percent</b>	<b>Items</b>
<b>1 Demonstrate competencies in reading to understand and evaluate a variety of texts.</b>		
1.1 Student will use decoding/word analysis strategies to identify and read words.	5%	Use context to determine the meaning of homophones
1.2 Student will use vocabulary strategies correctly.	10%	Use context clues to determine meaning of multiple meaning words Use root words to determine or clarify word meaning Discriminate shade of meaning in related words (connotation)
1.3 Student will use strategies within the reading process to construct meaning.	30%	Recognize a paraphrase of a passage Make inferences – use information from a reading to make an inference Recognize a summary of a passage Make judgments – use information from a reading to make a judgment  Selection Genre Historical fiction Informational Realistic fiction Expository nonfiction
1.4 Student will use knowledge of text and story structure to construct meaning.	20%	Narrative elements – identify character traits, plot, mood, point-of-view in a reading selection
1.5 Student will apply research and study skill strategies to obtain and evaluate information.	10%	Identify how to select a word from a thesaurus Use graphs and charts to interpret information Use reference sources to locate information
<b>2 Demonstrate competencies in writing in a variety of modes.</b>		
2.1 Student will use the writing process to draft, revise, edit and publish written work in a variety of modes.		AWA Assessment
2.2 Student will use correct grammar usage and mechanics in their writing.	15%	Identify complex sentence Use comma for lists, address Identify adjective, adverb Identify main & helping verb Identify prepositions
2.3 Student will use the six writing traits in their writing.		AWA Assessment
2.4 Student will use spelling strategies correctly in written work.		AWA Assessment
2.5 Student will use correct handwriting skills on written work.		AWA Assessment

<b>3 Demonstrate appropriate speaking and listening skills for a variety of settings.</b>		
3.1 Student will use strategies within the speaking process to communicate meaning.	5%	Identify presentation strategies – use of notes, pacing
3.2 Student will gain information or complete tasks by applying listening skills.	5%	Identify the purpose for listening to a specific presentation

Appendix D

Response to Final Evaluation

By Field Study Participants







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

## Response to Final Evaluation by Field Study Participants

<b>5 NRP Strands</b>	<b>Harcourt</b>	<b>Houghton</b>	<b>Scott</b>
<b>Phonemic Awareness</b>			
Skill identification	100%	30%	56%
Direct instruction	86%	20%	48%
Embedded lesson design	86%	20%	40%
<b>Phonics/Word Analysis</b>			
Direct instruction	92%	48%	56%
Guided practice/independent work	92%	48%	40%
Sequence	80%	56%	64%
<b>Vocabulary</b>			
Strategies taught directly	100%	48%	64%
Practiced in a variety of ways	100%	56%	48%
Build on prior knowledge	93%	48%	56%
Meets needs of all learners	100%	56%	64%
<b>Fluency</b>			
Strategies for increase in fluency rate	86%	56%	48%
Assessment for oral reading fluency	86%	48%	43%
<b>Comprehension</b>			
Strategies directly taught	86%	72%	56%
Strategies and skills taught	86%	64%	48%
Oral listening comprehension	80%	72%	56%

### Overall Ranking Field Study Final Evaluations - 5 Strands

<b>Harcourt</b>	<b>90.2%</b>	<b>1</b>
Houghton	40.1%	3
Scott	52.4%	2

### Other Components

	<b>Harcourt</b>	<b>Houghton</b>	<b>Scott</b>
<b>Language Skills/Grammar</b>			
Skills sequentially taught	63%	24%	32%
Skills practiced, editing	63%	16%	40%
Language books available	70%	24%	16%
<b>Intervention</b>			
Strategies to support struggling readers	93%	64%	64%
<b>Thinking Skills</b>			
Critical thinking	70%	48%	48%
Higher level skills	86%	56%	40%

### Overall Ranking Other Components by Field Study

<b>Harcourt</b>	<b>74.2%</b>	<b>1</b>
Houghton	38.6%	3
Scott	40.0%	2

## April 19 – Six Group Final Evaluation and Consensus Ranking

### Phonemic Awareness

	G1	G2	G3	G4	G5	G6	Ave.
Harcourt	1	1	1	1	1	1	<b>1</b>
Houghton	2	3	2	3	3	3	2.6
Scott	3	2	3	2	2	2	2.3

### Phonic

	G1	G2	G3	G4	G5	G6	Ave.
Harcourt	1	1	2	1	1	1	<b>1.1</b>
Houghton	2	3	3	3	3	3	2.8
Scott	3	2	1	2	2	2	2

### Fluency

	G1	G2	G3	G4	G5	G6	Ave.
Harcourt	2	2	2	2	2	1	1.8
Houghton	1	1	1	3	1	2	<b>1.5</b>
Scott	3	3	3	1	3	3	2.6

### Vocabulary

	G1	G2	G3	G4	G5	G6	Ave.
Harcourt	1	1	1	2	1	1	<b>1.1</b>
Houghton	3	3	3	3	3	3	3
Scott	2	2	2	1	2	2	1.8

### Comprehension

	G1	G2	G3	G4	G5	G6	Ave.
Harcourt	1	2	2	3	3	2	2.1
Houghton	3	3	1	1	2	3	2.1
Scott	2	1	3	2	1	1	<b>1.6</b>

### Overall Ranking for April 19 – 5 Strands

Harcourt	<b>1.42</b>	<b>1</b>
Houghton	2.40	3
Scott	2.06	2

**Other Areas**

	<b>Harcourt</b>	<b>Houghton</b>	<b>Scott</b>
Guided Reading	<b>1</b>	2	3
Writing	<b>1</b>	2	3
Spelling	2	3	<b>1</b>
Grammar	<b>1</b>	3	2
Intervention	<b>1</b>	2	3
ELL	<b>1</b>	2	3
Standards	<b>1</b>	2	3
Technology	<b>1</b>	2	3
Staff Development	<b>1</b>	3	2
Service	<b>1</b>	3	2
Materials/Costs	<b>1</b>	3	2
	<b>1.09</b>	2.45	2.45

**Overall Ranking for April 19 – Other Areas**

<b>Harcourt</b>	<b>1.09</b>	<b>1</b>
Houghton	2.45	2.5
Scott	2.45	2.5

	<b>Harcourt</b>	<b>Houghton</b>	<b>Scott</b>
<b>Overall 5 Strands-Field Study</b>	<b>1</b>	3	2
<b>Overall Other Areas-Field Study</b>	<b>1</b>	3	2
<b>Overall 5 Strand-April 19</b>	<b>1</b>	3	2
<b>Overall Other Areas-April 19</b>	<b>1</b>	2.5	2.5
	<b>1</b>	<b>2.9</b>	<b>2.1</b>

### Harcourt Comments:

Excellent intervention materials = 3.0

Rating for K-2 Intervention = 3.0+

K = 2.8, handwriting not integrated

Gr 1 = 3.0 in all categories

Gr 1 = all 3.0 except 2 in traits, speaking & listening. I think the test was good, but very long. Suggest to not do story during test week. Assessment very similar to what we test our 1<sup>st</sup> graders on ELO, except not writing portion. Concerned about durability of guided reading books. I continue to enjoy the program. I love that they keep reviewing phonics & grammar skills the week or two after they are taught. Some kids need the extra time to let skills sink in. I use daily language sentences suggested in the weekly planner. It matches perfectly to the skills you are teaching that week.

Gr 2 = 2.8 overall, handwriting not integrated. I am really impressed by vocab. Students are using vocab & gaining better comprehension of words – very cool! Last week I started g.r. I had a hard time getting my students into levels, but it went well and am anxious to see how it goes. My students are really excelling with vocab. They are also becoming more vocal & expressive with oral comp. I enjoy sharing literature. They are really getting into the poems! End of selection test was difficult for my low students. End of 1<sup>st</sup> theme, used writing rubric and examples from holistic assessment book, kids really did well, their narratives were better than prior writing. G.R. groups were fun and kids enjoyed the non-fiction selections. 1 group did further research on their book in the library – cool!

Gr. 2 = 2.85, spelling is very challenging. Sequence of stories about summer in Jan see odd. Lots of books, lots of writing, grammar activities to get in. I enjoy & so do kids the guided reading books.

### SURVEYS: mid Feb-mid March

#### Houghton Comments:

K = 2.5, 1 for materials match the maturity & developmental level of the students, large group activities appropriate. I really like the g.r. books.

Gr. 1 = 2.6, 1 for cultural connections.

Gr. 1 = 2.1, 1 for variety of strategies & activities to support phonemic awareness, phonics, enough practice activities, need more grammar. There are not enough phonics practices sheets and I have to find supplements. Fluency and leveled readers are great. I think there should be more phonics practice sheets and a daily grammar practice sheets that covers 1 skill per week. Spelling is integrated.

Gr. 1 = 2.5, 1 for themes correlate to other content, variety of strategies & activities to support phonemic awareness, phonics. Staff development will be important to understand program. Differentiated activities for specific groups is not strong.

Gr.2 = 2.5, spelling is to easy.

Gr. 2 = 2.6, spelling is to easy. Assessment test theme skills, but to score the unit test there was a lot of page turning, it was not sequential with the rubric.

Gr. 2 = 2.7, 1 for 6 traits, spelling needs to be more challenging for higher ability students. Parents are please with the way students need to apply what they learn. I like the strategies to figure out unknown words, has dictionary strategies. Parents are not using parent letter suggestions. Students must apply what the lesson is about. Writing introduces pieces before it introduces the whole trait, more than what we had in the past.

Gr. 3 = 3.0, great books.

#### Scott Comments:

K = 2.1, 1 for suggestions for classroom management/grouping, variety of materials for independent and instructional levels. I wish there were more literature books read to the children each week.

K = 2.6

K = 2.9, students love the charts. I like the Family Times. Reading words in poem is good for my readers. It seemed very overwhelming at first.

K = 2.9, I continue to enjoy using. This or Harcourt are best.

Gr. 1 = 2.8, I've notice a lot of the same themes as in Scholastic. My kids enjoy the activities and stories.

Gr. 1 = 2.1, 1 for parent communication, themes correlate with other content, classroom management/grouping suggestions, staff development, spelling, handwriting. Spelling component of this program was not appropriate for the needs of the children.

Gr. 1 = 2.8, I have not used many of the suggestions, not sure what kind of cultural connections needed. I do like the program.

Gr. 2 = 2.1, 1 for theme correlations with other content, variety of reading genre, spelling/handwriting/6 traits/modes not integrated.

Gr 2 = 2.1, 1 for variety of writing activities, writing process, 6 traits, modes of writing. I don't like level C guided reading, vocab charts are small

Gr. 3 = 2.5

Gr. 3 = 2.6, would like to have set C.G.R., spelling is not differentiated, found other words for high students. Did not use writing because

**Harcourt continued:**

Gr 2 = 2.8

Gr. 3 = 2.7

Gr 4 = 2.7, 1 for enough practice activities for students to learn specific skills, grammar integrated in the program, non-fiction text included, comprehension are multiple choice questions. Vocabulary is a strength.

Gr 4 = 2.8, 1 for not enough practice activities for students, guided reading not developed for a variety of levels, comprehension activities not appropriate for student needs.

Gr 4 = 2.9, Theme 5 is excellent. This unit was excellent resource and created a great segue into informational writing using main idea and details. It also provided sufficient instruction for note-taking. Very impressed with this unit. Spiral effect – I like way this program introduces a skill or strategy and then in a story or two revisits the skill. It is a great opportunity for them to then practice and apply what they have learned. Different levels of questions provided in guided reading. Comprehension strategies spiral – excellent.

Gr 4 = 2.6, 1 for variety of writing activities, spelling integrated, 6 traits included.

Gr 5 = 3.0, spelling book does not have a glossary, some spelling activities are to easy, will soft covers on spelling & language books hold up.

Gr. 5 = 2.95, I enjoy the program, you need to pick and choose activities. Language handbooks could be beefed up.

Gr. 5 = 3.0, excellent, love this program.

**Houghton continued:**

Gr. 3 = 2.6, 1 for prerequisite skills identified, variety of different assessment materials, variety of rubrics. Spelling needs more differentiated activities. I like end of theme comparison and wrap up. I like end of unit genre study.

Gr. 3 = 2.1, 1 for provide differentiation, parent communication, variety of writing activities, all assessment items, cultural connections, differentiated activities, handwriting, writing process, 6 traits, modes of writing, study skills, speaking, listening. No strong program.

Gr. 4 = 2.6

Gr. 5 = 2.7, Love end of unit tests, easy to score, spelling to easy.

Gr. 5 = 2.2. Only evaluated 1 week.

**Scott continued:**

it did not correlate to preparing for AWA. Modes would have to be strong in 2<sup>nd</sup>.

Gr. 4 = 3.0

Gr. 4 = 2.6, 1 for variety of rubrics.

Gr. 4 = 2.6

Gr. 4/5 = 3

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Rule 1100.4, Notice of Non-Discrimination

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Communications

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** Information Only \_\_\_\_\_ Approval  X

**BACKGROUND:** A recent memorandum from the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations.

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected, our policies will not have consistent non-discrimination statements.

**TIMELINE:**

**RESPONSIBLE PERSON(S):** Amy Friedman

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_  
(Signature)

**BOARD ACTION:**

**Community**

**Notice of Nondiscrimination**

**1100.4**

Annual public notification of the Notice of Nondiscrimination shall be made through placement in student and employee handbooks, board policies, newsletters, bulletins, job applications, course offering handbooks, postings, websites, and in other communications required for Title IX, Title VI, and Section 504.

The Notice of Nondiscrimination shall read as follows:

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in admission or access to, or treatment of employment, in its programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 895-8200. The Superintendent may delegate this responsibility as needed.

Related Policies and Rules: 1100, 4100, 4155.1, 5010, 5450.1, 5510.1, 6002

Rule Approved: \_\_\_\_\_, 2004

Millard Public Schools  
Omaha, NE



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** First reading of Policy 4100, Recruitment, Selection, and Non-Discrimination.

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** First Reading

**BACKGROUND:** Recent recommendations by the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

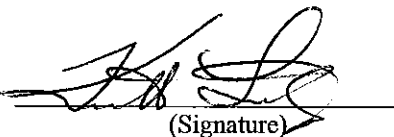
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected clarification will not be added.

**TIMELINE:**

**RESPONSIBLE PERSON(S):** Steve Moore

**SUPERINTENDENT APPROVAL:**

  
(Signature)

**BOARD ACTION:**

## Personnel

### Recruitment, Selection, and Non-Discrimination

4100

The District will employ the best qualified applicant for each position. ~~It is the policy of the Millard Public Schools not to unlawfully discriminate on the basis of sex, disability, race, color, national or ethnic origin, religion, age or marital status in its employment practices.~~

~~It is the policy of the Millard Public Schools not to unlawfully discriminate on the basis of sex in any of its educational programs, activities or employment policies as required by Title IX of the Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Assistant Superintendent for Human Resources, Don Stroh Administration Center, 5606 So. 147 St., Omaha, NE 68137 (402) 895-8200. The District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in admission or access to, or treatment of employment, in its programs and activities.~~

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 895-8200. The Superintendent may delegate this responsibility as needed.

~~The District will not discriminate against a qualified individual with a disability in regard to job applications, hiring, advancement, discharge, compensation, training, or other terms, conditions, or privileges of employment. The District will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability unless to do so would impose an undue hardship.~~

The District may make pre-employment inquiries into the ability of an applicant to perform job related functions. The District will make reasonable accommodations to the known physical or mental limitations of an otherwise qualified individual with a disability unless to do so would impose an undue hardship. Medical examinations will be required by the District if required by law or applicable regulation or if the inquiry comports with all applicable laws. Applicants will be notified that any job offer is contingent upon a post-offer search for criminal records of the candidate; and, if found, a review of such records.

The District will not make inquiry either orally or through the use of any pre-employment questionnaire or application for the purpose of unlawfully discriminating in the hiring or promotion of any applicant on the basis of ~~sex, disability, race, color, religion, national, or ethnic origin, religion, age, or marital status~~ gender, marital status, disability, or age.

There will be no discrimination by school officials against any employee because of membership or activity in an employee organization.

Where required by law or deemed essential by the District, District employees will be duly licensed and/or certified, or will hold a lawful permit.

The District will not enter into an employment contract with a certificated employee who is already under contract with another school district within Nebraska covering a part or all of the same time of performance as the contract with such other district.

A Millard Board of Education member will not be an employee of the District.

Legal Reference: Nebraska Fair Employment Practice Act (Neb. Rev. Stat. §48-1101 et seq.);  
Neb. Rev. Stat. §79-544; 79-896; 79-820; 79-801; 79-802; 48-901 to 48-912  
Age Discrimination in Employment Act;  
Title VII Civil Rights Act;  
Rehabilitation Act 1973 and Rehabilitation Act Amendments;  
Title IX of the Education Amendments of 1972;  
The Americans With Disabilities Act of 1990

Equal Employment Opportunity Act  
Nebraska Equal Opportunity in Education Act (Neb. Rev. Stat. §79-2,114 to 79-2,124)

Related Rules: 4100R1, 4100R2, 4100R3

Policy Adopted: February 25 1980

Revised: March 16, 1992; December 21, 1998; \_\_\_\_\_, \_\_\_\_\_, 20004

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** First reading of Policy 5010, Non-Discrimination.

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** First Reading

**BACKGROUND:** Recent recommendations by the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

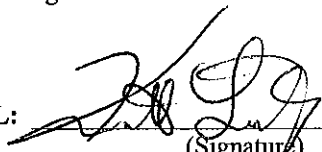
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected clarification will not be added.

**TIMELINE:**

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

**SUPERINTENDENT APPROVAL:**

  
(Signature)

**BOARD ACTION:**

## **Pupil Services**

### **Non-Discrimination**

**5010**

~~The District does not discriminate against students on the basis of race, color, religion, national origin, gender, disability, or age. The District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age in admission or access to, or treatment of employment, in its programs and activities.~~

The following person has been designated to handle inquiries regarding the nondiscrimination policies: Superintendent of Schools, 5606 South 147<sup>th</sup> Street, Omaha, NE 68137 (402) 895-8200. The Superintendent may delegate this responsibility as needed.

Through its nondiscrimination policy, the District will provide equal opportunity to participate fully in educational programs and activities.

Legal References: Title VI of the Civil Rights Act of 1964  
Title IX of the Education Amendments of 1972  
Section 504 of the Rehabilitation Act of 1973  
Age Discrimination Act of 1975  
Nebraska Equal Opportunity in Education Act

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Rule 5450.1, Student Attire and Grooming.

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** Information Only \_\_\_\_\_ Approval  X

**BACKGROUND:** A recent memorandum from the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations.

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

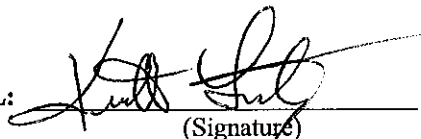
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected, our policies will not have consistent non-discrimination statements.

**TIMELINE:**

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

**SUPERINTENDENT APPROVAL:**

  
(Signature)

**BOARD ACTION:**

## Pupil Services

### Student Attire and Grooming

5450.1

- I. Prohibited Attire and Grooming. Students are required to avoid attire or grooming that disrupts or interferes with the educational process. Attire or grooming which contains the following expressions or which has the following effects is prohibited and will subject the student to disciplinary proceedings:
  - A. Vulgar or obscene. Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
  - B. Defamatory. Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
  - C. Invasion of privacy of others. Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
  - D. Criticism of school officials or advocacy of violation of District Policies or Rules. Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
  - E. Discriminatory. Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, marital status, disability, or age.
  - F. Substantial interruption or material interference with the educational process. Such expressions are prohibited when there is evidence which supports a reasonable judgment that a substantial disruption of or material interference with the normal operation of the school or school activities will occur, or injury or damage to persons or property may result if permitted. In order for an expression to be disruptive or hazardous, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in the educational process would result if the expression were allowed to occur.
  - G. Highly controversial. Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially interrupt or materially interfere with the educational process.
  - H. Sexual harassment. The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.
- II. Health or Safety Risk. Student attire or grooming which creates a health or safety risk to the student or others is prohibited. Students refusing to immediately change attire or grooming which creates a health or safety risk to the student or others will subject the student to disciplinary proceedings.

III. Request for Hearing. Any student who believes that the District has unfairly deprived the student of the student's freedom of expression by the District's refusal to permit the wearing of a certain style of attire or grooming may request a review of the perceived deprivation. The complaining student requesting a hearing must follow the procedures set forth in District Rule 5510.1.

Related Rules: 5400.1  
5420.1  
5510.1



**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval of Rule 5510.1, Freedom of Expression.

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** Information Only \_\_\_\_\_ Approval  X

**BACKGROUND:** A recent memorandum from the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations.

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

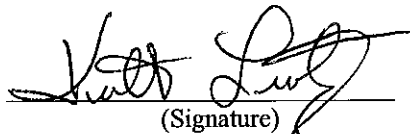
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected, our policies will not have consistent non-discrimination statements.

**TIMELINE:**

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

**SUPERINTENDENT APPROVAL:**

  
(Signature)

**BOARD ACTION:**

**Freedom of Expression**

- I. **Prohibited Expressions.** Students have the right to freely express their opinions and ideas under the First Amendment. This right, however, is not unlimited, and students are prohibited from using the following types of expression:
  - A. **Vulgar or obscene.** Vulgar or obscene expressions are those which the average person, applying contemporary community standards, would find that when taken as a whole, appeal to prurient interests; or, the expressions depict or describe in a patently offensive way sexual conduct in a manner prohibited by applicable law; or, the expressions, taken as a whole, lack serious literary, artistic, political, or scientific value.
  - B. **Defamatory.** Expressions shall be considered defamatory when they include libelous falsehoods about individuals. In order to be defamatory, the libelous falsehood must be made with actual malice; that is, with the knowledge that it is false or with reckless disregard of whether or not it is false.
  - C. **Invasion of privacy of others.** Invasion of privacy includes exploitation of an individual's personality; providing information of an individual's private affairs with which the public has no legitimate concern; or wrongful intrusion into an individual's private activities in a manner that can cause mental suffering, shame, or humiliation to a person of ordinary sensibilities.
  - D. **Criticism of school officials or advocacy of violation of District Policies or Rules.** Such expressions are prohibited to the extent that there is evidence that supports a reasonable judgment that substantial disruption of or material interference with the normal operation of the school or school activities will result, as provided in Section I (F) below.
  - E. **Discriminatory.** Expressions which attack or promote discrimination against groups or individuals on the basis of race, color, religion, national origin, gender, martial status, disability, or age.
  - F. **Substantial disruption or material interference with the educational process.** Such expressions are prohibited when there is evidence which supports a reasonable judgment that a substantial disruption of or material interference with the normal operation of the school or school activities will occur, or injury or damage to persons or property may result if permitted. In order for an expression to be disruptive or an interference, there must exist clear and specific facts upon which it would be reasonable to conclude that a clear and present likelihood of an immediate and substantial disruption in or material interference with the educational process would result if the expression were allowed to occur.
  - G. **Highly controversial.** Expressions that are highly controversial and advance or advocate a certain viewpoint or lifestyle which has an inflammatory effect. An indication of whether something is controversial is whether the topic would reasonably offend some groups or would be shocking to teachers, parents, and/or students. To be prohibited under this subsection, the expression must substantially disrupt or materially interfere with the educational process.
  - H. **Sexual harassment.** The expression violates District Rule 5420.1 or constitutes prohibited sexual harassment.
- II. **Buttons, Badges, and Armbands.** It will be a violation of this Rule if expressions prohibited under the preceding Section I of this Rule are contained on buttons, badges, armbands, or clothing, or are in some other manner displayed by a student or student group.

- III. Bulletin Boards, Distribution of Printed Material, and Circulation of Petitions. It will be a violation of this Rule if expressions prohibited under Section I of this Rule are contained on a bulletin board, printed material, poster, e-mail, class assignment, or any other written or electronic medium.
- IV. Request for Hearing. Any student or student group believing that the District has unfairly abridged the student's or student group's freedom of expression, may request a review of the perceived abridgement. The following procedures shall be followed by the student or student group and the District:
- A. The student or student group shall make a written request to the school principal or principal's designee. The written request will include the expression that the student or student group believes is being abridged.
  - B. The principal or principal's designee shall schedule a meeting within five (5) school days of receipt of the written request. The meeting will consist of the principal or principal's designee, the student or representative of the student group and, if desired by the student or student group, the student's or student group's representative's parent.
  - C. Within two (2) school days of the meeting, the principal or principal's designee shall make a written determination of whether or not the student or student group's freedom of expression has been unfairly abridged. The written determination shall be mailed to the student or student group's representative's home address.
  - D. If the student or student group is dissatisfied with the principal's or principal's designee's determination, the student or student group may appeal the determination by making a written appeal to the Superintendent within five (5) school days of receipt of the principal's or principal's designee's determination. The appeal shall consist of the following:
    1. The student's or student group's written request to the principal;
    2. The principal's or principal's designee's written determination; and
    3. A statement of why the student or student group believes that the determination of the principal or principal's designee is in error.
  - E. The Superintendent or Superintendent's designee may schedule a meeting with the student or a representative of the student group if the Superintendent or Superintendent's designee deems it necessary or desirable. Within five (5) school days of receipt of the appeal, the Superintendent or Superintendent's designee shall make a written disposition of the appeal. The written disposition shall be mailed to the student's or student group's representative's home address.
  - F. If the student or student group is dissatisfied with the Superintendent's or Superintendent's designee's determination, the student or student group may appeal the determination by making a written appeal to the District's Board by delivering a written appeal to the Board Secretary within five (5) school days of receipt of the Superintendent or Superintendent's designee's written disposition. The written appeal shall consist of the following:
    1. The appeal documents delivered to the Superintendent; and
    2. The Superintendent's or Superintendent's designee's written disposition.
  - G. The Board will schedule the matter for a hearing at either the next regularly scheduled Board meeting, or the meeting following the next regularly scheduled Board meeting unless the parties agree to an alternative date.
  - H. The Board hearing will permit both the student or student group and the administration to present evidence and argument in a manner designed to enable both parties to fully disclose their position.

- I. Within five (5) school days of the Board hearing, the Board will render a written decision of the appeal. The written decision shall be mailed to the home address of the student or the student group's representative. The decision of the Board shall be final.

Related Rules: 5400.1  
5420.1  
5450.1  
5520.1  
6151.1

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** First reading of policy 6002, Non-Discrimination.

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Revisions are being made to all non-discrimination statements in the District to make them consistent. These changes are consistent with recent Office of Civil Rights recommendations.

**ACTION DESIRED:** First Reading

**BACKGROUND:** A recent memorandum from the Office of Civil Rights recommended wording for non-discrimination statements. This policy is one in a series of policies to be changed to reflect the new recommendations.

**OPTIONS AND ALTERNATIVE CONSIDERED:**

**RECOMMENDATIONS:** Adoption of proposed rule.

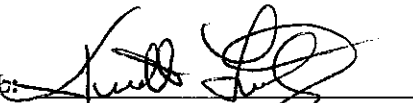
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** If rejected, our policies will not have consistent non-discrimination statements.

**TIMELINE:**

**RESPONSIBLE PERSON(S):** Dr. Martha Bruckner

**SUPERINTENDENT APPROVAL:**

  
(Signature)

**BOARD ACTION:**

**Curriculum, Instruction, and Assessment**

**Nondiscrimination**

**6002**

The Millard School District shall not discriminate with regard to race, color, religion, national ~~or ethnic~~-origin, ~~sex~~gender, marital status, age, or disability in the access to, benefits of, or participation in employment, educational programs or activities.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Rule 7310.1

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Technology

**TITLE AND BRIEF DESCRIPTION:** Rule 7310.1—Renumbering and review of Rule 1103.1—Internet Safety: Filtering

**ACTION DESIRED:** Approval of Rule 7310.1

**BACKGROUND:** Proposed Rule 7310.1 is a renumbering of current Rule 1103.1. There are no proposed language changes to the Rule. This Rule is necessary for compliance with the Children's Internet Protection Act (CIPA) and to maintain E-Rate eligibility.

**RECOMMENDATIONS:** Approve Rule 7310.1

**TIMELINE:** Immediate

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Assistant Superintendent of Technology

**SUPERINTENDENT APPROVAL:**

  
\_\_\_\_\_  
(Signature)

**BOARD ACTION:**

## **Community Relations-Technology**

### **Internet Safety: Filtering**

**1103.1 7310.1**

- I. **Internet Technology Protection.** The District will provide for or contract for services that provide for the technology protection measure as required by law. The technology protection measure will filter sites containing visual depictions that are obscene, child pornography, and with respect to computer use by minors, harmful to minors.
- II. **Definitions.**
  - A. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
    1. Obscene, as that term is defined in 18 U.S.C. § 1460;
    2. Child pornography, as that term is defined in 18 U.S.C. § 2256 ; or
    3. Harmful to minors.
  - B. The term "harmful to minors" means any picture, image or graphic image file, or other visual depiction that:
    1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
    3. Taken as a whole, lacks serious literary, artistic, political, or scientific values as to minors.
  - C. The term "minor" means an individual who has not attained the age of 17.
  - D. The term "sexual act" or "sexual contact" have the meanings given such terms in 18 U.S.C. § 2246.
- III. **Monitoring Student Use.** The building principal, principal's designee, or appropriate supervisor or teacher will be responsible for monitoring student usage of the Internet to ensure compliance with this and related District policies and rules.
- IV. **Disabling Internet Filtering**
  - A. Requests to disable the technology protection measure shall be made to the Executive Director for Technology who shall review said requests and Internet sites to ensure that the content is not a violation of the Children's Internet Protection Act.
  - B. The Superintendent or designee is authorized to disable the technology protection measure so as to enable access for bona fide research or other lawful purposes.
- V. **Privacy.** While complying with the provisions of the Children's Internet Protection Act, all reasonable steps shall be taken to ensure that the use of the Internet shall not abridge the right of privacy of students or staff as provided by law including, but not limited to, the Family Educational Rights and Privacy Act (FERPA).

Approved: 4/16/01  
Revised: 6/07/04

MILLARD PUBLIC SCHOOLS  
Omaha, NE



**AGENDA SUMMARY SHEET**

**Enclosure H.9.  
June 7, 2004**

**AGENDA ITEM: Lease with Connectivity Solutions Manufacturing**

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Office of the Superintendent

**TITLE AND BRIEF DESCRIPTION:**

This is the lease for the warehouse space at Connectivity Solutions Manufacturing.

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

**BACKGROUND:**

We have been working to negotiate a lease with Connectivity Solutions Manufacturing (CSM, formerly Avaya) for warehouse space. We are now ready to approve the lease for that space. We are leasing approximately 5,000 sq ft of space on the east end of the main building. We plan to take possession of the space in July.

**OPTIONS AND ALTERNATIVES CONSIDERED:**

Build or lease space in another location.

**RECOMMENDATION:**

**It is recommended that we approve the lease with Connectivity Solutions Manufacturing for warehouse space and that the Associate Superintendent for General Administration be authorized and directed to execute the contract.**

**STRATEGIC PLAN REFERENCE:**

Strategy 2 plan 7

**IMPLICATIONS OF ADOPTION OR REJECTION:**

If we do not approve this lease we will have continue to explore options for leasing or building space to take care of our warehouse needs.

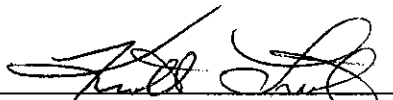
**TIMELINE:**

Immediate

**RESPONSIBLE PERSON:**

Angelo Passarelli

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

  
(Signature)

**BOARD ACTION:**

## LEASE AGREEMENT

(Warehouse Space)

**THIS LEASE AGREEMENT** is made and entered into as of the \_\_\_\_\_ day of \_\_\_\_\_, 2004, by and between **CONNECTIVITY SOLUTIONS MANUFACTURING, INC.**, a Delaware corporation (“**Landlord**”) and **SCHOOL DISTRICT NO. 17 OF DOUGLAS COUNTY, NEBRASKA** (“**Tenant**”).

### Preliminary Statement

Landlord is the owner of that building that is part of its campus located on 120<sup>th</sup> Street and I Street in Omaha, Douglas County, Nebraska, which building is more particularly described on **Exhibit A** attached hereto and incorporated herein by reference (the “**Building**”). The portion of the Building, containing approximately 5,000 square feet, marked by cross-hatching on **Exhibit A** attached hereto is herein called the “**Premises**.”

Tenant desires to lease the Premises from Landlord upon the terms and conditions specified in this Lease Agreement (the “**Lease**”).

### Lease

**NOW, THEREFORE**, for valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Landlord and Tenant do hereby agree as follows:

- 1. Premises.** Landlord leases to Tenant and Tenant leases from Landlord the Premises.
- 2. Term.** The term of this Lease (the “**Term**”) shall begin on the 1st day of July, 2004 (the “**Commencement Date**”), and shall end at midnight on the 30th day of June, 2009.
- 3. Extensions.** Provided Tenant is not in default hereunder, Tenant shall have three (3) options (each option being conditioned upon proper exercise and fulfillment of all prior options) to extend the Term, each option to provide for a successive extension period of one (1) year. All extension periods shall be on the same terms and conditions set forth herein, with Monthly Rent to continue at the rate, as escalated, provided in Section 6 below, except that in no event shall Monthly Rent be less than \$1250.00 per month during an extension period. All references in this Lease to the Term shall be deemed to include the initial Term of this Lease set forth in Section 2 above, together with any extensions of the Term pursuant to the extension options set forth above, unless the context clearly indicates a different meaning. Each option of the Tenant to extend the Term shall be exercised by written notice to Landlord not less than ninety (90) days nor more than one hundred eighty (180) days prior to the expiration of the initial Term or the current extension period, as applicable. If Tenant fails to give timely notice of exercise of any extension option, such option and any other remaining options shall lapse and be void.

4. **Services.** Provided that Tenant is not in default under this Lease, Landlord shall supply to the Premises, during normal business hours, subject to interruptions beyond the reasonable control of Landlord, the following services at Landlord's expense: electricity, heat and air-conditioning, city water and sewer from the regular Building fixtures for drinking, lavatory and toilet purposes only, trash removal in accordance with Landlord's normal practices, common area and parking lot maintenance, lawn and shrubbery care, roof and structural repairs (except for damage caused by Tenant or its employees, agents, contractors or employees, which Tenant shall repair upon request by Landlord). Tenant is responsible for general maintenance and repairs. Subject to compliance with Landlord's security requirements, Tenant may have access to tornado shelter, and use 2 reserved and 10 first come-first served parking spaces.

Tenant shall make its own arrangements for, and pay for, all other services, if any, needed or desired by Tenant that Landlord is not obligated to provide, as set forth above. Landlord shall not be liable for any interruption of or failure to supply the services it is to supply under this Section 4, but Landlord shall use commercially reasonable and diligent efforts to cure any such interruption or failure that is within Landlord's control. Landlord shall have the right to allow its security personnel to enter the Premises, and Tenant shall at all times comply with Landlord's security-related rules and requirements, provided that Tenant shall be solely responsible for the safety and security of Tenant's personnel and property.

5. **Possession.** Landlord shall deliver possession of the Premises "as is" to Tenant on the Commencement Date. Landlord shall provide the Tenant with pallet racking subject to availability from Landlord's existing inventory for the duration of the lease as identified in Exhibit B. Pallet racking shall remain the property of the Landlord and shall be returned to the Landlord at the end of the term without damage except for ordinary wear and tear.

Tenant acknowledges that it has inspected the Premises, and Tenant's taking possession shall constitute acceptance of the Premises "as is".

6. **Rent.** Tenant shall pay to Landlord as monthly rent the sum of 1250.00 per month in advance on the first day of each month, commencing on the Commencement Date and continuing throughout the Term (such monthly rent, as adjusted and increased pursuant to the terms of this Lease, is referenced herein as "**Monthly Rent**"). Monthly Rent shall be increased annually, on each anniversary of the Commencement Date, to reflect fifty percent (50%) of the increases in the Consumer Price Index For All Urban Consumers, All Items [1982-84 = 100] published by the United States Department of Labor, Bureau of Labor Statistics, U.S. City Average. During any extension of the Term under Section 3 above, Monthly Rent is subject to further increase as provided in Section 3 above. Landlord shall compute such increases and notify Tenant of them in writing.

Monthly Rent and all other rent and charges due to Landlord hereunder, shall be paid to Landlord at the address to which notices to Landlord are given as set forth in Section 24 below without setoff or deduction for any reason. Monthly Rent for any partial month shall be prorated on a daily basis and on the basis of the number of days in any month for which rent is prorated. All Monthly Rent, and other rent and charges, not paid when due rent shall bear interest at the rate of 12 percent per annum from the date due until the date paid.

**7. Repair and Maintenance.** Except for Landlord's obligations under Section 4 above, Tenant shall, at its own expense, maintain in good condition the interior of the Premises. Tenant shall not be required to maintain or repair the Building structure or Building systems located inside or outside the Premises unless damaged by Tenant or its employees, agents, contractors or invitees (in which event Tenant shall make the necessary repairs). Tenant, at its expense, shall make any modifications of the Premises required to comply with applicable legal requirements. Tenant shall surrender the Premises to Landlord at the expiration of the Term or the earlier termination of this Lease in as good condition as they were when received, normal wear and tear excepted.

**8. Alterations.** Tenant shall have no right to make structural alterations in or to the Premises, or alterations to the exterior of the Building or the grounds outside of the Building included in the Premises, except with the prior written consent of Landlord, in Landlord's sole discretion. Tenant may make alterations in the interior of the Premises in accordance with the terms of this Section 8 with the prior written consent of Landlord, consent not to be unreasonably withheld.

Any such alterations (including without limitation all planning and permitting) shall be at Tenant's expense and shall not reduce the value of the Premises. In connection with any work by Tenant in or at the Premises, Tenant agrees that Tenant and its employees, agents, contractors and suppliers will obey reasonable rules and regulations established by Landlord, work in harmony with Landlord and its employees, agents, contractors and suppliers, and not interfere with the use and operation of properties adjacent to the Premises. Tenant agrees that entry and work in or at the Premises by Tenant and its employees, agents, contractors and suppliers shall be governed by all of the terms, covenants, conditions and provisions of this Lease, including without limitation Tenant's indemnification agreements and agreements to maintain insurance coverage. In addition to the insurance coverage otherwise required under this Lease, at all times during work in or at the Premises by Tenant or its contractors, Tenant shall maintain or cause to be maintained Builder's Risk Completed Value fire and extended coverage insurance covering the Premises in form and amounts satisfactory to Landlord (with insurance certificate delivered to and approved by Landlord in advance of any work, and with Landlord named as loss payee). Tenant further agrees that Landlord shall not be liable in any way for injury, loss or damage which may occur to any of Tenant's work or installations, or to any personal property, all of which shall be at Tenant's sole risk, and Tenant hereby waives any and all such liability of Landlord.

Tenant shall obtain the prior written approval of Landlord of all plans for any work in or at the Premises before commencing work, and shall cause the Premises to be improved in accordance with the plans as approved by Landlord. Tenant or Tenant's contractors shall file all required drawings, plans and specifications with, pay all required fees to and obtain all necessary permits and certificates from governmental authorities with jurisdiction over such work. All contractors must be approved in writing by Landlord, approval not to be unreasonably withheld, and must maintain insurance coverage as required by Landlord. Tenant shall indemnify, defend and hold harmless Landlord, and its agents, employees, successors and assigns, from and against all claims, damages, losses, costs and liabilities of any kind, nature and description (including without limitation reasonable attorneys' fees and costs) which may arise out of or in any way be connected with any such work.

Tenant shall keep the Premises free and clear of any lien or claim of lien arising out of any work occurring, or allegedly occurring, by, through or under Tenant, and shall immediately pay and discharge any such lien or claim of lien that is filed.

All trade fixtures and furnishings installed in the Premises by and at the expense of Tenant may be removed by Tenant at any time prior to expiration of the Term or earlier termination of this Lease, provided that Tenant is not in default hereunder, and provided that such removal will not damage the Premises. Tenant agrees that it will promptly repair any damage caused by such removal. Any such property of Tenant not so removed within five (5) days after the expiration of the Term or the earlier termination of this Lease shall, at Landlord's option, become the property of Landlord, or shall be removed by Tenant, at Tenant's expense, on demand. Tenant's obligations under this Section shall survive the termination of this Lease or expiration of the Term.

**9. Taxes.** Tenant shall pay all taxes, assessments, and other charges of any nature whatsoever (collectively the "Taxes") that are levied or assessed against or on its property and operations in or at the Premises during the Term.

**10. Damage by Casualty or Fire.** If the improvements that are part of the Premises are totally or partially damaged or destroyed by fire or other casualty, however caused, or by any other cause or happening, then Tenant shall promptly give written notice of the damage or destruction to Landlord, and Landlord may terminate this Lease by notice to Tenant within thirty (30) days after such damage. Upon any such termination, Landlord shall be entitled to receive all insurance proceeds payable with respect to the Premises (other than any proceeds payable solely with respect to the personal property and trade fixtures of Tenant under a policy maintained by Tenant). If this Lease is not terminated upon such damage, Landlord shall repair the Building to the extent necessary to allow Tenant to resume occupancy, Tenant shall repair and replace its property, and Monthly Rent shall abate until Landlord substantially completes its repair work.

In the event that the Premises is damaged or destroyed through no fault of Tenant, or its employees, agents, contractors or invitees, to the extent that the Tenant is not able to occupy the Premises for a period of more than sixty (60) days, the Tenant may terminate this Lease by written notice to Landlord at any time prior to the date that Landlord completes repair work, and upon any such termination, all future obligations under the Lease shall cease.

**11. Insurance.** Throughout the Term, Tenant at its sole cost shall maintain the following insurance coverage.

(A) A policy of ISO Special Form Property Insurance covering its business personal property, trade fixtures and improvements in or at the Premises, providing protection to the extent of one hundred percent (100%) of the replacement cost of such property and improvements, with waiver of subrogation in favor of Landlord (Tenant hereby waiving any claims against Landlord covered by such insurance).

(B) Commercial General Liability Insurance (current ISO form or its equivalent) in the amount of at least One Million and No/100 Dollars (\$1,000,000.00) per occurrence, with a

General Aggregate limit per location of at least Two Million and No/100 Dollars (\$2,000,000.00), and Umbrella Liability coverage in the amount of at least Four Million and No/100 Dollars (\$4,000,000.00). Such insurance shall be on an occurrence basis with respect to the business carried on in or from the Premises and Tenant's use and occupancy of the Premises. Tenant further agrees that such insurance shall contain fire and extended coverage legal liability insurance. Tenant's insurance shall be primary and noncontributory with regard to the Premises and Tenant's operations.

(C) Statutory Workers' Compensation Insurance and Employer's Liability Insurance with minimum limits of at least \$500,000/\$500,000/\$500,000, with waiver of subrogation in favor of Landlord (Tenant hereby waiving any claims against Landlord covered by such insurance).

(D) Business Auto Liability Insurance which insures against bodily injury and property damage claims arising out of the ownership, maintenance or use of "any auto." A minimum of \$1,000,000 combined single limit shall apply.

Each policy of insurance required to be maintained by Tenant pursuant to this Section shall be placed with insurance companies admitted to do business in the state in which the Premises is located and carrying a current rating of at least A-IX in Best's Insurance Guide, and shall contain an endorsement requiring thirty (30) days' written notice from the insurance company to Landlord prior to any cancellation or reduction in coverage of the policy. Each policy of insurance required by subsection (B) above shall name Landlord as additional insured. Prior to the commencement of the Term, and annually thereafter (or otherwise upon request of Landlord), Tenant shall deliver to Landlord certificates of insurance evidencing the policies of insurance required by this Section, together with satisfactory evidence of proof of payment of premiums.

Notwithstanding anything to the contrary, Landlord shall not be responsible or liable to Tenant or any other party for any damage incurred by Tenant or any other loss or liability to the extent covered by insurance required to be obtained and maintained by Tenant under this Lease (whether or not such insurance is actually obtained or maintained) and the proceeds of such other insurance as is obtained and maintained by Tenant. Tenant shall provide Landlord with confirmation that waivers of subrogation have been effected by its insurers for the benefit of Landlord, such confirmation and waivers to be in form satisfactory to Landlord.

Notwithstanding anything to the contrary, Tenant shall not be responsible or liable to Landlord for any damage incurred by Landlord or any other loss or liability to the extent covered by insurance maintained by Landlord covering the Building or Premises.

**12. Taking for Public Use.** If the whole of the Premises shall be taken for any public or any quasi-public use under any statute or by right of eminent domain, or by purchase in lieu thereof, then this Lease shall automatically terminate as of the date that title shall be taken. If any part of the Premises or the Building, or associated common areas needed for their use, shall be so taken, then each of Landlord and Tenant shall have the right to terminate this Lease on thirty (30) days written notice to the other, which shall be given within thirty (30) days after the date of such taking. In the event that this Lease shall terminate or be terminated, Monthly Rent

shall be pro rated to the termination date. If this Lease is not terminated, Monthly Rent shall not be reduced or abated.

All compensation awarded or paid upon a total or partial taking of the Premises shall belong to and be the property of Landlord without any participation by Tenant, provided that nothing contained herein shall be construed to preclude Tenant from prosecuting a separate claim directly against the condemning authority for moving expenses or loss of business as long as such claim does not diminish or otherwise adversely affect Landlord's award.

**13. Indemnity and Waiver.** Tenant shall protect, indemnify, defend and save harmless the Landlord from and against any and all claims, demands, liabilities, actions, losses, liens, costs and expenses of any nature whatsoever (including without limitation attorneys' fees) in any manner growing out, related to or arising from (i) Tenant's use and occupancy of the Premises, (ii) any injury, death or property damage occurring in or about the Premises, and (iii) any breach of or default under this Lease by Tenant, provided that Tenant shall not be required to indemnify Landlord for any matter to the extent caused solely by Landlord's willful misconduct or gross negligence.

Tenant hereby releases and waives all claims against Landlord, its agents and employees, for injury (including death) or damage to person, property or business sustained in or about the Premises by Tenant, its agents or employees.

**14. Default.** The occurrence of any one of the following shall constitute a default by Tenant:

- (a) Failure to pay Monthly Rent, or any other rent or charge, when due;
- (b) Abandonment or vacation of the Premises (it being agreed that absence from the Premises for sixty (60) consecutive days or the removal of substantially all of Tenant's possessions will create a conclusive presumption of abandonment); or
- (c) Failure to perform any other provision of this Lease if the failure to perform is not cured within ten (10) days after notice thereof has been given to Tenant.

**15. Landlord's Remedies.** Landlord shall have the following remedies if Tenant defaults. These remedies are not exclusive; they are cumulative in addition to any remedies now or later allowed by law or in equity.

- (a) Landlord shall have the right to terminate Tenant's right of possession of the Premises without terminating this Lease, and as long as Landlord does not terminate this Lease, collect Monthly Rent and all other rent and charges when due. Tenant shall surrender possession of the Premises to Landlord on demand, and Landlord shall have the right to enter the Premises without notice to vacate (any right to which is hereby waived by Tenant) and relet them, using such reasonable force as may be necessary (including without limitation changing any or all locks on the Premises), all without being liable to Tenant or any other party. Reletting may be for a period shorter or longer than the remaining Term. Tenant shall pay to Landlord the Monthly Rent and all other rent and charges due under this Lease when due, less any rent Landlord receives from reletting. No act by Landlord allowed by this subsection or surrender of

possession of the Premises by Tenant shall terminate this Lease unless Landlord notifies Tenant in writing that Landlord elects to terminate this Lease.

(b) Landlord shall, at any time, have the right to terminate this Lease without notice to vacate (any right to which is hereby waived by Tenant), and if Landlord has not previously terminated Tenant's right to possession of the Premises, Landlord may terminate Tenant's right to possession of the Premises and reenter the Premises as described in subsection (a) above. No act by Landlord other than the giving notice of termination to Tenant in writing shall terminate this Lease. Landlord shall have the right to recover from Tenant all amounts of Monthly Rent and all other rent and charges then due or thereafter accruing, and such other damages as are caused by Tenant's default.

In addition to the foregoing, Tenant shall pay, on demand, all cost and expenses, including reasonable attorneys' fees, incurred by Landlord in enforcing Tenant's obligations under this Lease.

**16. Assignment and Subletting.** Tenant shall not sell, assign, pledge or hypothecate this Lease or sublet the Premises or any part thereof without the prior written consent of Landlord, in Landlord's sole discretion. An assignment shall be considered to include a change in the majority ownership or control of Tenant, and any change in control of Tenant without prior written approval from Landlord shall be deemed a violation of the foregoing provision unless Landlord consents thereto in writing. Consent by Landlord to one assignment, subletting or other transfer shall not destroy or operate as a waiver of the prohibitions contained in this Section as to future assignments, subleases or other transfers, and all such later assignments, subleases or transfers shall be made only with Landlord's prior written consent. In the event any assignment or other transfer of this Lease, or subletting of the Premises or any part thereof, is made by Tenant, whether or not the same is consented to by Landlord, Tenant shall remain liable to Landlord for payment of all Monthly Rent and other rent and charges hereunder, and for the faithful performance of all of the other terms and covenants of this Lease to the same extent as if this Lease had not been assigned, transferred or the Premises sublet.

**17. Quiet Enjoyment.** So long as Tenant is not in default under this Lease, Tenant shall be entitled to enjoyment of the Premises without disturbance by any party claiming by or through Landlord, subject to the terms of this Lease.

**18. Right of Entry.** Landlord and its authorized representatives shall have the right to enter the Premises at all reasonable times upon reasonable notice (except in emergencies, when notice shall not be required) to inspect the Premises, and to exhibit the Premises to prospective tenants during the last six (6) months of the Term.

**19. Use Clause/Compliance by Tenant with Legal Requirements.** Tenant shall use the Premises only for warehouse purposes.

Tenant shall obey and comply with all laws, rules, regulations, ordinances and other legal requirements at all time during the Term. Tenant shall not cause or permit a nuisance to exist on or about the Premises, and shall at all times maintain the Premises in clean and attractive condition, properly dispose of all trash, refrain from burning anything on or about the Premises,



refrain from engaging in any dangerous, illegal or immoral activities on or about the Premises and obey such other reasonable rules that Landlord may issue from time to time regarding Tenant's use of the Premises.

**20. Hazardous Materials.** Tenant shall not use, generate, manufacture, produce, store, release, discharge or dispose of on, in, at or under the Premises, or transport to or from the Premises, any Hazardous Materials (as defined below), or allow any other person or entity to do so. Tenant shall comply with all local, state and federal laws, ordinances and regulations relating to Hazardous Materials on, in, under or about the Premises.

Tenant shall promptly notify Landlord should Tenant receive notice of, or otherwise become aware of, any: (a) pending or threatened environmental regulatory action against Tenant or the Premises; (b) claims made or threatened by any third party relating to any loss or injury resulting from any Hazardous Material; or (c) release or discharge, or threatened release or discharge, of any Hazardous Material in, on, under or about the Premises.

Tenant agrees to indemnify, defend and hold harmless Landlord from and against any and all liabilities, claims, demands, costs and expenses of every kind and nature (including reasonable attorneys' fees) directly or indirectly attributable to Tenant's failure to comply with this Section, including, without limitation: (a) all consequential damages; and (b) the costs of any required or necessary repair, cleanup or other response action. The indemnity contained in this Section shall survive the termination or expiration of this Lease.

As used in this Section, the term "**Hazardous Materials**" shall mean any substance which is dangerous or harmful or potentially dangerous or harmful to human health or the environment, including but not limited to petroleum products and any substance designated as a "hazardous substance," "hazardous waste," "hazardous material," "toxic substance," or "pollutant" under any law or regulation.

**21. Limitation on Liability.** Tenant shall look solely to the estate and interest of Landlord in the Premises for the collection of any judgment requiring the payment of money by Landlord for default or breach by Landlord under this Lease. Landlord shall be released from any further liability under this Lease upon a sale of the Premises by Landlord.

**22. Automatic Subordination.** This Lease is and shall be subordinate to any mortgage or deed of trust granted by Landlord and encumbering the Premises that is now of record or recorded after the date of this Lease. Tenant agrees to execute and deliver such further instruments subordinating this Lease to the lien of any such mortgage or deed of trust as may be requested by Landlord from time to time. In the event of the foreclosure of any such mortgage or deed of trust, or any transfer by a deed in lieu of foreclosure, Tenant shall attorn to and recognize such mortgagee or purchaser in foreclosure or otherwise as Tenant's Landlord under this Lease. This Lease shall survive any transfer, conveyance or foreclosure and shall be binding on any successor to the rights of the Landlord, provided that such successor or transferee shall not be liable for any default under this Lease that occurs or commences prior to the date of the transfer, conveyance or foreclosure.

**23. Waiver.** The waiver by Landlord of any breach of any covenant or agreement herein contained shall not be a waiver of any other default concerning the same or any other covenant or agreement herein contained. The receipt and acceptance by Landlord of delinquent or partial rent shall not constitute a waiver of that or any other default.

**24. Notice.** Any notice that either party desires or is required to give the other party shall be in writing and shall be deemed to have been sufficiently given if either served personally or sent by prepaid, registered or certified mail, addressed to the other party at the address set forth below:

Landlord: Connectivity Solutions Manufacturing, Inc.  
P.O. Box 37000  
Omaha, Nebraska 68137  
Attention: Ray Swartz

with a copy to: Robinson, Bradshaw & Hinson, P.A.  
101 North Tryon Street, Suite 1900  
Charlotte, North Carolina 28246  
Attention: Chris Loeb

Tenant: Kenneth J. Fossen  
Associate Superintendent  
Millard Public School  
5606 S. 147<sup>th</sup> St.  
Omaha, NE 68137

with copy to: Duncan A. Young  
Young and White  
8742 Frederick St.  
Omaha, NE 68124

Notwithstanding the foregoing, any notice by Landlord shall also be effective if it is delivered to, or posted at the Premises. Either party may change its address by notifying the other party of the change of address in the foregoing manner.

**25. Applicable Law.** This Lease shall be governed by the laws of the State of Nebraska.

**26. Joint and Several Obligation.** This Lease Agreement and all of the covenants and conditions set forth herein, including, but not limited to, the obligation to pay Monthly Rent and other rent and charges, shall be the joint and several obligations of all parties designated herein as Tenant.

**27. Integration and Binding Effect.** The entire agreement, intent and understanding between Landlord and Tenant is contained in the provisions of this Lease, and any stipulations, representations, promises or agreements, written or oral, made prior to or contemporaneously with this Lease shall have no legal or equitable effect or consequence unless reduced to writing herein. The terms "**Landlord**" and "**Tenant**" and all pronouns relating thereto shall be deemed

to mean and include corporations, partnerships, other entities and individuals as may fit the context, and the masculine gender shall be deemed to include the feminine and the neuter, and the singular number the plural.

**29. Brokers.** Tenant represents that Tenant has not dealt with any real estate broker, salesperson, or finder in connection with this Lease, and no such person initiated or participated in the negotiation of this Lease, or showed the Premises to Tenant. Tenant agrees to indemnify and hold harmless Landlord and its agents and employees from and against any and all liabilities and claims for commissions and fees arising out of a breach of the foregoing representation. Landlord shall not be responsible for the payment of a commission to any broker in connection with this Lease.

**30. Estoppel Certificates.** Tenant shall from time to time, upon not less than ten (10) days' prior written request by Landlord, deliver to Landlord a statement in writing certifying: (1) that this Lease is unmodified and in full force and effect or, if there have been modifications, that this Lease, as modified, is in full force and effect; (2) the amount of Monthly Rent then payable under this Lease and the date to which rent has been paid; (3) that Landlord is not in default under this Lease or any work letter agreement, or, if in default, a detailed description of such default(s); (4) that Tenant is or is not in possession of the Premises, as the case may be; and (5) such other information as may be requested.

**IN WITNESS WHEREOF**, the parties have caused this Lease to be executed as of the day and year first above written.

**LANDLORD:**

**CONNECTIVITY SOLUTIONS MANUFACTURING,  
INC.**

By: \_\_\_\_\_  
Name:  
Title:

**TENANT:**

**SCHOOL DISTRICT NO. 17 OF DOUGLAS  
COUNTY, NEBRASKA**

By: \_\_\_\_\_  
Name:  
Title

**[To be Added: Exhibits A - B]**

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Award of Lease Contract for Elementary Copy Machines

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Business, Technology, and Support Services

**TITLE & BRIEF DESCRIPTION:** Award of Lease Contract for Elementary Copy Machines – The awarding the contract for the leasing of copy machines for the elementary schools (22), technology (1), and support services (1). An additional machine will be added when Elementary #23 is opened.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** The District's lease agreement for elementary copy machines is expiring. A request for information (RFI) was issued to multiple manufacturers earlier this year. From the responses to the RFI and from review of machines proposed, the field was narrowed to three vendors. A Request for Proposals (RFP) was then issued to these three vendors. The responses received from the vendors on May 11<sup>th</sup> was as follows:

<u>Description</u>	<u>Bishops</u>	<u>Imagistics</u>	<u>Xerox</u>
Lease Price (per mo.)	\$ 9,181.37	\$ 8,041.60	\$29,331.00
Service (per copy)	<u>0.0048</u>	<u>0.0050</u>	<u>Included</u>
Est. Cost/Month	\$19,818.13	\$19,121.86	\$29,331.00

In addition to the dollar amounts noted above, other information was received from the vendors. Still further, the proposed machines received a "test drive" by school personnel. This additional information is attached.

Based upon all the information available, the selection committee is recommending Bishops Business Equipment's proposal with the Toshiba 810 copy machine. The lease would be for three years. [Note: This cost would be less than our expiring leases with Xerox.]

**OPTIONS AND ALTERNATIVES:** Another vendor could be selected.

**RECOMMENDATION:** It is recommended (1) that the three-year lease contract for 24 copy machines be awarded to Bishop Business Equipment, (2) that the Associate Superintendent for General Administration be authorized and directed to negotiation and execute the contract with such vendor, and (3) that the terms and conditions of such contract be consistent with the vendor's proposal of May 11, 2004.

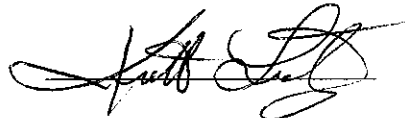
**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** If we do not enter into another lease, we will not have copy machines in place for the fall of 2004.

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, (Assoc. Supt. Gen. Admin.), Mark Feldhausen (Asst. Supt. for Technology), Dan Quinn (Director for Support Services), Ed Rockwell (Purchasing and Projects Manager), and Liz Fiala (Purchasing Agent).

**SUPERINTENDENT'S APPROVAL:**



	BISHOPS		IMAGISTICS		XEROX	
PRICING						
Purchase	\$ 275,441.04	\$ 275,441.04	\$ 241,248.00	\$ 241,248.00	\$ 599,000.00	\$ 599,000.00
ea	\$ 11,476.71		\$ 10,052.00		\$ 24,958.33	
Service	\$ 0.0048		\$ 0.0050		\$ 0.0068	
2,216,000	\$ 10,636.80	\$ 10,636.80	\$ 11,080.00	\$ 11,080.00	\$ 15,095.00	\$ 15,095.00
TOTALS		<b>\$286,077.8400</b>		<b>\$252,328.0000</b>		<b>\$ 614,095.00</b>
Lease Price	\$ 9,181.37	\$ 9,181.37	\$ 8,041.60	\$ 8,041.60	\$ 29,331.00	
service	\$ 0.0048		\$ 0.0050		included	
	\$ 10,636.80	\$ 10,636.80	\$ 11,080.00	\$ 11,080.00	???????	
TOTALS		<b>\$ 19,818.1700</b>		<b>\$ 19,121.6000</b>		<b>\$ 29,331.00</b>
Cost per copy	\$ 0.0089432		\$ 0.008629		\$ 0.0132	
	\$ 19,818.13		\$ 19,121.86		\$ 29,251.20	
		<b>\$ 19,818.13</b>		<b>\$ 19,121.86</b>		<b>\$ 29,251.20</b>

	BISHOPS	IMAGISTICS	XEROX
Questions			
Are at least 80% of your service staff certified by the manufacturer on all digital devices offered to the district on this program?	YES	NO	YES
Are at least 2 of the providers service staff certified by the manufacturer to support network-printing issues?	YES	YES	YES
Certifications	2 weeks factory in CA	4 days Omaha	*Xerox Certified
Parts and Supply warehouse inventory?	\$500,000	\$20,000	\$ 500,000.00
Can you provide a service tech within the two hour time frame requested?	YES	YES	NO
Can a loaner machine be provided within 2 business days?	YES	YES	Depends
How many service technicians will be assigned to MPS account?	2	1	1*
Can you meet our training needs?	YES	YES	YES*
Discuss how long it would take to install all machines at all locations?	2 days	3 days	2 weeks
Will you charge for after hours service requests? (Such as a state-wide contest on occasion)	NO	YES	YES
R&D	2.6 billion		658 patents
References	J.P., Childrens Hospital, Gallup	Omaha does not have these machines	alegent health

	BISHOPS	IMAGISTICS	XEROX
Other Questions Proposed in Testing			
End User Comments			
User Friendly:	Yes	Yes #2	No
Training	Excellent	Choppy	No
Noise Level	Smooth	Clunky	Very Clunky and loud
Print Jobs	Very Smooth	One touch	Errors in reports
Scanning	Easy to use	Some what difficult	Worked
Set up of machine	Very Smooth	Took 2 days	Not Friendly

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Appointment of Government Relations Network Representative to NASB

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Board of Education

**TITLE AND BRIEF DESCRIPTION:**

**ACTION DESIRED:** Approval

**BACKGROUND:**

**OPTIONS/ALTERNATIVE CONSIDERATIONS:**

**RECOMMENDATIONS:** To appoint Julie Johnson as the Government Relations Network Representative to NASB

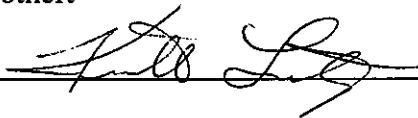
**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:**

**PERSONS RESPONSIBLE:** Jean Stothert

**SUPERINTENDENT'S APPROVAL:**

  
\_\_\_\_\_



**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant Elementary Principal, Ackerman Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in Millard's job postings and Careerlink. Fourteen applications were received (thirteen from within the district and one from outside the district.) The applications were reviewed by Dr. Eltiste and Martha Nielsen. Martha Nielsen "pre-interviewed" applicants in order to reduce the number of final interviews. Five applicants from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Angelo Passarelli, Jeanine Beaudin, Dr. George Conrad, Martha Nielsen, Pam Vanderloo (Teacher), Lauri Cork (Teacher), Jackie Clarke (Teacher), Paula Ebert (Parent), and Michele Madsen (Secretary). I am recommending the following individual for the position.


**Carrie Novoty-Buss** Recommended for Assistant Elementary Principal at Ackerman Elementary School. Carrie has taught Resource at Neihardt Elementary 1996-1999, Resource at Rohwer Elementary 1999-2001, Grade 4 at Morton Elementary 2001-2003, and Grade 5 2003-2004.

**Education:** Bachelor's Degree in Elementary and Special Education, May 1996. She is currently completing coursework on her Masters in Educational Administration.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:** 

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant Elementary Principal, Montclair Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in Millard's job postings. Ten applications were received from within the District. The applications were reviewed by Dr. Eltiste and Kara Hutton. Kara "pre-interviewed" all applicants in order to reduce the number of final interviews. Six applicants from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Angelo Passarelli, Jeanine Beaudin, Dr. George Conrad, Kara Hutton, Linda Ridgway (Teacher), Alicia Feist (Teacher), Renae Scarlett-Johnson (Parent). I am recommending the following individual for the position:

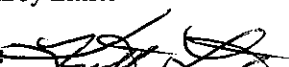
**Matt Rega** Recommended for Assistant Elementary Principal at Montclair Elementary School. Matt has been an administrative intern at Montclair for the 2003/04 school year. Prior to that Matt taught third grade at Wheeler Elementary (2002/03) fourth and fifth grade at Aldrich Elementary (1998/2002) and second grade at Sterling Park Elementary in Casselberry, FL (1997/98).

**EDUCATION:** Bachelor's Degree in Elementary Education from Dana College in Blair, NE in 1996. Master's Degree in Education Administration from the University of Nebraska in Omaha in 2001.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:** 

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant Elementary Principal, Rohwer/Wheeler Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in Millard's job postings. Nine applications were received from within the District. The applications were reviewed by Dr. Eltiste, Brad Sullivan, and Andy DeFreece. Brad & Andy "pre-interviewed" all applicants in order to reduce the number of final interviews. Five applicants from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Angelo Passarelli, Jeanine Beaudin, Dr. George Conrad, Brad Sullivan, Andy DeFreece, Courtney Northrup (Teacher), Maureen Strain (Teacher), Jane Petersen (Teacher), Jonna Childers-Hanson (Teacher), Joyce Pawlenty (Teacher), Eric Bremers (Parent). I am recommending the following individual for the position:

**Colleen Beckwith** Recommended for Assistant Elementary Principal at Rohwer/Wheeler Elementary Schools. Colleen has been an Instructional Facilitator at Rohwer Elementary for the 2003/04 school year. Prior to that she taught first grade at Rohwer Elementary (1999/2003) and fourth grade at Aldrich Elementary (1998/99).

**EDUCATION:** Bachelor's Degree in Elementary Education from the University of Nebraska at Omaha in 1997. Master's Degree in Reading from the University of Nebraska at Omaha in 2001. Completing a Master's Degree in Administration and Supervision from the University of Nebraska at Omaha in July 2004.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:** 

AGENDA SUMMARY SHEET

MEETING DATE: June 7, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires (2) Resignations, (3) Contract Amendment, (4) Leave of Absence, and (5) Rescission

OPTIONS & ALTERNATIVES: NA

RECOMMENDATION: Approval

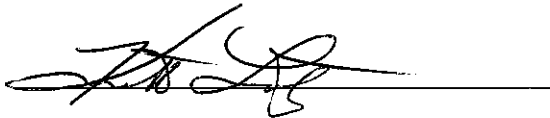
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION  
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:

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

June 7, 2004

### **LEAVE OF ABSENCE REQUESTS**

**Recommend: the following extended leave without pay requests be approved:**

1. Ann Cox – Third grade teacher at Aldrich Elementary School. She is requesting a leave of absence for the 2004/05 school year for family reasons.
2. Angela Lanoha – First grade teacher at Willowdale Elementary School. She is requesting a leave of absence for the 2004/05 school year for family reasons.
3. Stephanie Schade – Kindergarten teacher at Neihardt Elementary School. She is requesting a leave of absence for the 2004/05 school year for family reasons.

June 7, 2004

**RESCISSION OF LEAVES OF ABSENCE**

**Recommend: the following leaves of absence be rescinded:**

1. Kimberly Kidder requested a leave of absence for the 2004/05 school year. She would like to rescind this request to take a half time job share position at Andersen Middle School.
2. Amy Johnson requested a leave of absence for the 2004/05 school year. She would like to rescind this request and return to an elementary position.

June 7, 2004

**AMENDMENT TO CONTINUING CONTRACTS**

**Recommend: amendment to the following contracts:**

1. Jennifer Bahe – Grade 2 teacher at Norris Elementary School. Amend contract from 60% to 100% for the 2004/05 school year.
2. Patricia Staudenmaier – Kindergarten teacher at Norris Elementary School. Amend contract from 50% to 100% for the 2004/05 school year.

June 7, 2004

## RESIGNATIONS

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

1. Kelly Zezulak – PE teacher at Kiewit Middle School. She is resigning for personal reasons. Resignation is effective at the end of the 2003/04 school year.
2. Heidi Mills – Sped Resource teacher at Montclair Elementary School. She is resigning due to relocation. Resignation is effective at the end of the 2003/04 school year.
3. Tracy Skretta – Sped Resource teacher at Central Middle School. She is resigning to take another job in education. Resignation is effective at the end of the 2003/04 school year.
4. Sara Rogers – Fourth grade teacher at Bryan Elementary School. She is resigning due to relocation. Resignation is effective at the end of the 2003/04 school year.
5. Richard Olson – Math teacher at South High School. He is resigning to take another job in education. Resignation is effective at the end of the 2003/04 school year.
6. Megan Jensen – Third grade teacher at Ackerman Elementary School. She is resigning due to relocation. Resignation is effective at the end of the 2003/04 school year.
7. Julie Honan – Speech Language Pathologist at Ezra Elementary School. She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
8. Jaime Reinert – Second grade teacher at Black Elk Elementary School. She is resigning due to relocation. Resignation is effective at the end of the 2003/04 school year.
9. Jennifer Mytty – Kindergarten teacher at Bryan Elementary School. She is resigning due to family responsibilities. Resignation is effective at the end of the 2003/04 school year.



June 7, 2004

### TEACHERS RECOMMENDED FOR HIRE

**Recommend: the following teachers be hired for the 2004-05 school year:**

1. Sharon VanWinkle – Step 6, BA – University of Nebraska at Lincoln. Health Teacher at Russell Middle School. Previous experience: Millard Public Schools.
2. Valerie Wentworth – Step 6, MA – University of Nebraska at Omaha. Science Teacher at West High School (50%). Previous experience: Millard Public Schools.
3. Tod Ulrey – Step 7, BA – Ball State University, Muncie, IN. Math Teacher at West High School. Previous experience: Westfield Washington Schools, IN (2000/04); Patrick Henry High School, VA (1998/2000); Thomas Dale High School, VA (1996-1998).
4. Jonathan Lucht – Step 7, BA – University of North Dakota. Instrumental Teacher at Central Middle School. Previous experience: Grand Forks, ND (1995-2003); Virginia, MN (1989-1993); Stephen, MN (1986-1989).
5. Carmen Helvey – Step 1, BA – University of Nebraska at Lincoln. Family Consumer Science at West High School (50%).
6. Lloyd Hoshaw – Step 7, MA – University of Nebraska at Omaha. Language Arts at West High School. Previous experience: Fairfield, CA (2002/04); Millard Public Schools (1999/2002); Papillion-LaVista Schools (1998/99).
7. Lisa Nickel – Step 2, BA – Hastings College, Hastings, NE. Language Arts at Beadle Middle School. Previous experience: Hutchinson, KS (2003/04).
8. Monica Kissel – Step 6, MA – Creighton University. Science Teacher at North High School. Previous experience: Omaha Public Schools (1999/2004).
9. Katie Bennett – Step 1, BA – Iowa State University, Ames, IA. New Frontier Teacher at South High School.
10. Eric Engstrom – Step 2, BA – Doane College. Vocal Music Teacher (Short-Term) at Aldrich Elementary School. Previous experience: Lincoln Public Schools.
11. Lindsey Bailey – Step 1, BA – Peru State College. Third Grade Teacher at Wheeler Elementary School.
12. Michelle Slaughter – Step 7, BA – Washburn University, Topeka, KS. First Grade Teacher (Short-Term) at Ezra Elementary. Previous experience: Topeka, KS (1999/2004); Wakefield, NE (1998/99).
13. Maureen McMahon – Step 1, BA – University of Nebraska at Omaha. First Grade Teacher (Short-Term) at Aldrich Elementary.
14. Tammy Wolfe – Step 5, BA – University of Nebraska at Lincoln. Third Grade Teacher at Bryan Elementary. Previous experience: Lincoln Public Schools (2000/04).

15. Carrie Boomgaarden – Step 1, BA – University of Kansas, Lawrence, KS. Vocal Music Teacher at Beadle Middle School.
16. Patty Throne – Step 7, BA – Nebraska Wesleyan University, Lincoln, NE. Third Grade Teacher at Wheeler Elementary. Previous experience: Nebraska City, NE (2002/04); McCartney School District 17, Nebraska City, NE (1996/2002).
17. Jayme Wratchford – Step 4, BA+24 – Texas Lutheran University, Sequin, TX. Sped Vision Impaired Teacher. Previous experience: Pasadena, TX (2000/04).
18. Brett Meyer – Step 1, BA – University of Nebraska at Omaha. Social Studies Teacher (Short-Term) at West High School.
19. Meg Schwartz – Step 1, BA+36 – University of Nebraska at Lincoln. Speech Pathologist at Ezra Millard Elementary.
20. Susan Baysinger – Step 1, BA+24 – University of Nebraska at Omaha. Speech Pathologist at Central Middle School.
21. Tiffany Bose – Step 1, BA – University of Nebraska at Lincoln. Math Teacher at North Middle School.
22. Beth Stillwell – Step 11, MA+15 – Kent State, Kent, OH. Math Teacher at Kiewit Middle School. Previous experience: Logan, Ohio (1997/2003); Nelsonville, OH (1991/97).
23. Melissa Wolfslayer – Step 7, BA – Indiana University of PA. Sped Resource Teacher at South High School. Previous experience: Memphis, TN (1995/99); Upper Marlboro, MD (1987/93); Rock Hill, SC (1986/87); Hollidaysburg, PA (1983/86).
24. Nicole Carter – Step 1, BA – Buena Vista University. Fourth Grade Teacher at Aldrich Elementary.
25. Mary Robertson – Step 1, BA – University of Nebraska at Omaha. Health Teacher at Beadle Middle School.
26. Tessa Adams – Step 3, BA – University of Nebraska at Lincoln. Language Arts Teacher at South High School. Previous experience: Pierce, NE (2002/04).
27. Kathleen Hamm – Step 7, BA – Loras College, Dubuque, IA. Language Arts Teacher at West High School. Previous experience: Armonk, NY (2003/04); Iowa City, IA (1990/2002); Dubuque, IA (1985/90).
28. Leslieanne Kortefay – Step 1, BA – University of Nebraska at Lincoln. Third Grade Teacher at Disney Elementary.
29. Jennifer Kolterman – Step 1, BA – Nebraska Wesleyan University at Lincoln. Vocal Music Teacher at Harvey Oaks Elementary and Black Elk Elementary.
30. David Fritson – Step 1, BA – University of Nebraska at Omaha. Second Grade Teacher at Disney Elementary.
31. Dodie Warren – Step 7, BA – University of Nebraska at Lincoln. Core Teacher at Cather Elementary. Previous experience: Omaha Public Schools (1986/1992).
32. Judy Brown – Step 1, BA – University of Nebraska at Omaha. Fifth Grade Teacher at Ackerman Elementary.

33. Laura Burchett – Step 5, BA – Buena Vista University, Council Bluffs. First Grade Teacher at Wheeler Elementary. Previous experience: St. Vincent DePaul, Omaha, NE (1999/2003).
34. Heather Roberts – Step 9, BA+24 – Peru State. Fourth Grade Teacher at Ezra Elementary. Previous experience: Millard Public Schools (1990/98).
35. Linda Donohue – Step 1, BA – University of Nebraska at Omaha. Art Teacher (50%) at Rohwer Elementary.
36. Amy Icardi – Step 1, BA – Peru State. Fourth Grade Teacher (Short-Term) at Hitchcock Elementary.
37. Larry Rathbun – Step 7, BA – Chadron State College. Instrumental Music Teacher at North High School. Previous experience: Columbus, NE (1997/2004); David City, NE (1995/1997); Franklin, NE (1988/1995); Herington, KS (1983/1986); Albion, NE (1981/1983).

**The following individual was employed with Millard Public Schools during the 2003/04 school year on a short term contract. He is being offered another short term contract for the 2004/05 school year.**

1. Brett Kelly – Step 3, BA – University of Nebraska at Omaha. Social Studies Teacher at South High School.

**The following individuals were employed with Millard Public Schools during the 2003/04 school year on a short term contract. They are now being offered regular contracts for the 2004/05 school year.**

1. Dellyn Feighner – Step 7, BA+36 – Peru State College. Counselor at West High School.
2. Anne Morgan – Step 2, BA – Grove City College, Grove City, PA. Science Teacher at South High School.

**The following individual was a CADRE teacher with Millard Public Schools during the 2003/04 school year. She is now being offered a regular contract for the 2004/05 school year.**

1. Nichole Deal – Step 2, BA – Hastings College. Science Teacher at Russell Middle School.

H.15

**AGENDA SUMMARY SHEET**

**Agenda Item:** Salary Program for Administrators 2004-05  
**Meeting Date:** June 7, 2004  
**Department:** Human Resources

**Title & Brief Description:** The Superintendent held meetings with representatives of the various administrative pay groups for the purpose of discussing salary and benefits for the 2004-05 school year. These discussions have resulted in the recommending the following changes:


- a) The 1.0 index base salary of each position shall increase by 2.5%. Each administrator's index shall increase according to the salary placement and advancement table (0.03, 0.02, 0.01, or 0) based upon performance.
- b) The District Health Plan is modified effective 1/1/2005. Annual individual in-network deductible will increase from \$100 to \$250. Prescription drug co-pay will increase from \$5/20/25 to \$10/25/40.
- c) Total compensation for salaries and benefits will increase by \$285,828.

**Action Desired:** Approval

**Background:**

**Options And Alternatives:** Further discussions with administrators.

**Responsible Person:** Steve Moore, Keith Lutz

**Superintendent's Approval:** 

## SALARY PROGRAM FOR ADMINISTRATORS 2004-05

### A. POSITIONS

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

### B. SALARY RANGES

Position	Minimum 1.00	Maximum 1.35
1 Elementary Assistant Principal	\$52,887	\$71,397
2 Certificated Coordinator	\$57,647	\$77,823
3 Non-Certificated Coordinator/Adm. Asst.	\$58,736	\$79,294
4 Millard Learning Center Principal	\$68,180	\$92,043
5 Middle School Assistant Principal	\$58,755	\$79,319
6 High School Assistant Principal	\$62,635	\$84,557
7 Elementary Principal	\$63,995	\$86,393
8 Middle School Principal	\$71,307	\$96,264
9 Director	\$71,307	\$96,264
10 High School Principal	\$75,365	\$101,743
11 Executive Director	\$75,833	\$102,375

### C. SALARY PLACEMENT AND ADVANCEMENT

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

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

### D. EDUCATIONAL SPECIALIST DEGREE & PROFESSIONAL GROWTH

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

E. ADMINISTRATOR BENEFITS:

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

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

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

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

3. Term Life insurance: \$100,000 with the option to purchase additional coverage.

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

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

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

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

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

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

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

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

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

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

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

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

<b>Table 1</b>					
Position 2003-04	1.00	1.09	1.18	1.27	1.35
1 Elementary Assistant Principal	\$51,597	\$56,241	\$60,884	\$65,528	\$69,656
2 Certificated Coordinator	\$56,241	\$61,303	\$66,364	\$71,426	\$75,925
3 Non-Certificated Coordinator/Manager	\$57,303	\$62,460	\$67,618	\$72,775	\$77,359
4 Principal Alternative Educ	\$66,517	\$72,504	\$78,490	\$84,477	\$89,798
5 Middle School Assistant Principal	\$57,322	\$62,481	\$67,640	\$72,799	\$77,385
6 High School Assistant Principal	\$61,107	\$66,607	\$72,106	\$77,606	\$82,494
7 Elementary Principal	\$62,434	\$68,053	\$73,672	\$79,291	\$84,286
8 Middle School Principal	\$69,568	\$75,829	\$82,090	\$88,351	\$93,917
9 Director	\$69,568	\$75,829	\$82,090	\$88,351	\$93,917
10 High School Principal	\$73,527	\$80,144	\$86,762	\$93,379	\$99,261
11 Executive Director	\$73,983	\$80,641	\$87,300	\$93,958	\$99,877

Base Salary % of Increase for 2004-05                      2.50%

<b>Table 2</b>					
Position 2004-05	1.00	1.09	1.18	1.27	1.35
1 Elementary Assistant Principal	\$52,887	\$57,647	\$62,407	\$67,166	\$71,397
2 Certificated Coordinator	\$57,647	\$62,835	\$68,023	\$73,212	\$77,823
3 Non-Certificated Coordinator/Manager	\$58,736	\$64,022	\$69,308	\$74,595	\$79,294
4 Principal Alternative Educ	\$68,180	\$74,316	\$80,452	\$86,589	\$92,043
5 Middle School Assistant Principal	\$58,755	\$64,043	\$69,331	\$74,619	\$79,319
6 High School Assistant Principal	\$62,635	\$68,272	\$73,909	\$79,546	\$84,557
7 Elementary Principal	\$63,995	\$69,755	\$75,514	\$81,274	\$86,393
8 Middle School Principal	\$71,307	\$77,725	\$84,142	\$90,560	\$96,264
9 Director	\$71,307	\$77,725	\$84,142	\$90,560	\$96,264
10 High School Principal	\$75,365	\$82,148	\$88,931	\$95,714	\$101,743
11 Executive Director	\$75,833	\$82,658	\$89,483	\$96,308	\$102,375

<b>Table 3</b>					
Index Increase for 2004-05	1.00	1.09	1.18	1.27	1.35
Far Exceeds Expectations	0.03	0.02	0.02	0.02	0
Meets or Exceeds Expectations	0.02	0.01	0.01	0.01	0
Approaches Expectations	0	0	0	0	0
Unsatisfactory	0	0	0	0	0

<b>Table 4</b>					
Tax Sheltered Annuity [403(b)]	2003-04		2004-05		
	Year	% of Salary	Year	% of Salary	
Years 1-4	1	1%	1	1.00%	
Years 5-9	5	2%	5	2.00%	
Years 10-14	10	3%	10	3.00%	
Years 15-19	15	4%	15	4.00%	
Years 20 +	20	5%	20	5.00%	



TOTAL COST PROJECTION

**ADMINISTRATOR COMPENSATION**

	2003-04	2004-05	Change	2003-04	2004-05	Change	%		
Schedule Salaries				\$5,835,276	\$6,033,621	\$198,345	3.4%		
Longevity Pay (403(b))				\$165,815	\$183,235	\$17,420	10.5%		
Total Salaries				\$6,001,091	\$6,216,856	\$215,765	3.6%		
Average Salaries		78 FTE		\$76,937	\$79,703	\$2,766	3.6%		
Required Benefits									
NSERS	0.073225	0.073225	0	\$439,430	\$455,229	\$15,799	3.6%		
FICA	0.0765	0.0765	0	\$459,083	\$475,589	\$16,506	3.6%		
Workers Comp	0.00214	0.00214	0	\$12,842	\$13,304	\$462	3.6%		
Total Required Benefits				\$911,356	\$944,123	\$32,767	3.6%		
Average Required Benefits				\$11,684	\$12,104	\$420	3.6%		
Required Benefits as a percentage of Total Compensation				11.9%	11.9%				
Insurance Benefits (Annual Costs)									
		1.09 dental							
		1.063 health							
Single Health	16	16	\$3,450.00	\$3,667.35	\$217.35	\$55,200	\$58,678	\$3,478	6.3%
Family Health	49	49	\$9,453.12	\$10,048.67	\$595.55	\$463,203	\$492,385	\$29,182	6.3%
Cash Option + Sgl Ins	10	10	\$1,888.80	\$1,888.80	\$0.00	\$18,888	\$18,888	\$0	0.0%
Cash Option no Insurance	13	13	\$3,903.36	\$3,903.36	\$0.00	\$50,744	\$50,744	\$0	0.0%
Cash Option FICA						\$5,327	\$5,327	\$0	0.0%
Single Dental	23	23	\$250.56	\$273.11	\$22.55	\$5,763	\$6,282	\$519	9.0%
Family Dental	43	43	\$250.56	\$273.11	\$22.55	\$10,774	\$11,744	\$970	9.0%
Term Life \$100,000	78	78	\$96.00	\$96.00	\$0.00	\$7,488	\$7,488	\$0	0.0%
L.T.D. (Employee Paid)	78	78	0	0	0	\$0	\$0	\$0	
Total Insurance						\$617,386	\$651,534	\$34,148	5.5%
Average Insurance						\$7,915	\$8,353	\$438	5.5%
Insurance as a percentage of Total Compensation						8.1%	8.2%		
Other Benefits									
Dues/Physical	78	78	\$700	\$700	\$0.00	\$54,600	\$54,600	\$0	0.0%
Sick Leave Reimbursement Rate			\$100	\$100		\$51,450	\$51,450	\$0	0.0%
Tuition Reimbursement @\$125/hr, max 6 hrs.						\$11,250	\$11,250	\$0	0.0%
Total Benefits						\$1,646,042	\$1,712,957	\$66,915	4.1%
Average Benefits						\$21,103	\$21,961	\$858	4.1%
<b>Total Salaries and Benefits</b>									
Average Salaries and Benefits						\$7,647,133	\$7,929,813	\$282,680	3.7%
						\$98,040	\$101,664	\$3,624	3.7%

TOTAL COST PROJECTION

ASST SUPT COMPENSATION	2003-04	2004-05	Change	2003-04	2004-05	Change	%		
Schedule Salaries				\$410,562	\$424,932	\$14,370	3.5%		
Longevity Pay (403(b))				\$32,846	\$33,994	\$1,148	3.5%		
Total Salaries				\$443,408	\$458,926	\$15,518	3.5%		
Average Salaries		4 FTE		\$110,852	\$114,732	\$3,880	3.5%		
Required Benefits									
NSERS	0.073225	0.073225	0	\$32,469	\$33,605	\$1,136	3.5%		
FICA	0.0765	0.0765	0	\$33,921	\$35,108	\$1,187	3.5%		
Workers Comp	0.00214	0.00214	0	\$949	\$982	\$33	3.5%		
Total Required Benefits				\$67,338	\$69,695	\$2,357	3.5%		
Average Required Benefits				\$16,835	\$17,424	\$589	3.5%		
Required Benefits as a percentage of Total Compensation				12.1%	12.1%				
Insurance Benefits (Annual Costs)		1.09 dental 1.063 health							
Single Health	0	0	\$3,450.00	\$3,667.35	\$217.35	\$0	\$0	\$0	#DIV/0!
Family Health	4	4	\$9,453.12	\$10,048.67	\$595.55	\$37,812	\$40,195	\$2,382	6.3%
Cash Option + Sgl Ins	0	0	\$1,888.80	\$1,888.80	\$0.00	\$0	\$0	\$0	#DIV/0!
Cash Option no Insurance	0	0	\$3,903.36	\$3,903.36	\$0.00	\$0	\$0	\$0	#DIV/0!
Cash Option FICA						\$0	\$0	\$0	#DIV/0!
Single Dental	0	0	\$250.56	\$273.11	\$22.55	\$0	\$0	\$0	#DIV/0!
Family Dental	4	4	\$250.56	\$273.11	\$22.55	\$1,002	\$1,092	\$90	9.0%
Term Life \$100,000	4	4	\$96.00	\$96.00	\$0.00	\$384	\$384	\$0	0.0%
L.T.D. (Employee Paid)	4	4	0	0	0	\$0	\$0	\$0	
Total Insurance						\$39,199	\$41,671	\$2,472	6.3%
Average Insurance						\$9,800	\$10,418	\$618	6.3%
Insurance as a percentage of Total Compensation				7.0%	7.2%				
Other Benefits									
Dues/Physical	4	4	\$1,000	\$1,000	\$0.00	\$4,000	\$4,000	\$0	0.0%
Sick Leave Reimbursement Rate			\$100	\$100		\$3,000	\$3,000	\$0	0.0%
Tuition Reimbursement @\$125/hr, max 6 hrs.						\$0	\$-	\$0	#DIV/0!
Total Benefits						\$113,537	\$118,366	\$4,829	4.3%
Average Benefits						\$28,384	\$29,591	\$1,207	4.3%
<b>Total Salaries and Benefits</b>						<b>\$556,944</b>	<b>\$577,292</b>	<b>\$20,347</b>	<b>3.7%</b>
Average Salaries and Benefits						\$139,236	\$144,323	\$5,087	3.7%



Administrator Salary Projections for 2004-05

67	Horton	Linda	FRZ	4	9	10	\$85,281	1,225	3%	\$2,558	\$87,839	9	11	\$85,281			3%	\$2,558	\$87,839	\$0	0.0%	\$0	0.0%	\$0	0.00%	-1,225
68	Newton	Carol	Y	4	9	15	\$86,264	1,240	4%	\$3,451	\$89,715	9	16	\$89,134		1,250	4%	\$3,565	\$92,699	\$2,869	3.3%	\$114	3.3%	\$2,983	3.33%	0,010
69	Porter	Judith		4	9	7	\$86,960	1,250	2%	\$1,739	\$88,699	9	8	\$89,847		1,260	2%	\$1,797	\$91,644	\$2,887	3.3%	\$58	3.3%	\$2,945	3.32%	0,010
70	Moore	Steven	Y	3	9	22	\$91,830	1,320	5%	\$4,591	\$96,421	9	23	\$94,838		1,330	5%	\$4,742	\$99,580	\$3,009	3.3%	\$151	3.3%	\$3,160	3.28%	0,010
71	Lopez	Jon		2	10	3	\$93,379	1,270	1%	\$934	\$94,313	10	4	\$96,467		1,280	1%	\$965	\$97,432	\$3,088	3.3%	\$31	3.3%	\$3,119	3.31%	0,010
72	Werkheiser	Rick		4	10	2	\$94,850	1,290	1%	\$948	\$95,798	10	3	\$97,975		1,300	1%	\$960	\$98,955	\$3,125	3.3%	\$32	3.4%	\$3,157	3.30%	0,010
73	Kolowski	Richard	Y	4	10	25	\$98,526	1,340	5%	\$4,926	\$103,452	10	26	\$101,743		1,350	5%	\$5,087	\$106,830	\$3,217	3.3%	\$161	3.3%	\$3,378	3.26%	0,010
74	Crawford	William		4	11	14	\$93,958	1,270	3%	\$2,819	\$96,777	11	15	\$97,066		1,280	4%	\$3,883	\$100,949	\$3,108	3.3%	\$1,064	37.7%	\$4,172	4.31%	0,010
75	Feldhausen	Mark		4	12	11	\$94,760		8%	\$7,581	\$102,341	12	12	\$99,077			8%	\$7,846	\$105,923	\$3,317	3.5%	\$265	3.5%	\$3,582	3.50%	0,000
76	Eltiste	Kirby	Y	4	12	23	\$100,882		8%	\$8,071	\$108,953	12	24	\$104,413			8%	\$8,353	\$112,766	\$3,531	3.5%	\$282	3.5%	\$3,813	3.50%	0,000
77	Bruckner	Martha		4	13	2	\$103,000		8%	\$8,240	\$111,240	13	3	\$106,605			8%	\$8,528	\$115,133	\$3,605	3.5%	\$288	3.5%	\$3,893	3.50%	0,000
78	Fossen	Ken		4	13	8	\$111,919		8%	\$8,954	\$120,873	13	9	\$115,837			8%	\$9,267	\$125,104	\$3,918	3.5%	\$313	3.5%	\$4,231	3.50%	0,000

Asst Superintendents' Salary

LNAME	FNAME	ASC	DEG	POS04	YRS04	CS04	IDX04	TSA%04	TSA\$04	TOT04\$	POS05	YRS05	CS05	FE	DR	IDX05	TSA%05	TSA\$05	TOT05\$	CSINC	CSINC%	TSAINC	TSAINC%	TOTINC	TOTINC%	IDXCHG
													3.50%													
Feldhausen	Mark			4	12	11			\$94,760			12	12					\$ 7,846	\$105,923	\$3,317	3.50%	\$ 265	3.50%	\$ 3,582	3.50%	0
Eltiste	Kirby	Y		4	12	23			\$100,882			12	24					\$ 8,353	\$112,766	\$3,531	3.50%	\$ 282	3.49%	\$ 3,813	3.50%	0
Bruckner	Martha			4	13	2			\$103,000			13	3					\$ 8,528	\$115,133	\$3,605	3.50%	\$ 288	3.50%	\$ 3,893	3.50%	0
Fossen	Ken			4	13	8			\$111,919			13	9					\$ 9,267	\$125,104	\$3,918	3.50%	\$ 313	3.50%	\$ 4,231	3.50%	0
									\$410,562									\$32,846	\$443,408					\$15,518	3.50%	
																			\$33,994	\$458,926						

H-16.

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of Professional/Technical Salary Schedule

**Meeting Date:** June 7, 2004

**Department:** Human Resources

**Title & Brief  
Description:**

The Professional/Technical Salary Schedule applies to a wide variety of positions and approximately 200 employees of the Millard Schools. This group of employees is due for a wage/salary increase for the 2004-05 school year.

Each qualified employee, employed during the 2003-04 school year, will be given a 2.5% wage increase. The attached salary schedule reflects a 1% increase in the minimum rate and 3.5% increase in the maximum rate each position. Wages increases are effective with the September 1 (bi-weekly) and September 10 (monthly) payrolls.

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

**Action Desired:** Approval of 2004-05 Professional/Technical Salary Schedule wage & benefit package congruent to the raises given to other groups of Millard employees.

**Responsible Person:** Steve Moore

**Approval:**

  
\_\_\_\_\_

**Professional/Technical Salary Schedule  
Exempt Employees**

Level	Position Exempt - Salaried	Job Class	Benefit Schedule	Days	Annual Minimum	Annual Maximum	04-05 Min 1.01	04-05 Max 1.035
G	Grant & Volunteer Coordinator	G310	C	228	\$28,272	\$34,930	\$28,555	\$36,153
H	Food Service Supervisor	G810	C	210	\$28,644	\$35,381	\$28,930	\$36,619
	Warehouse Manager	G610	D	261	\$35,600	\$43,973	\$35,956	\$45,512
I	Human Resource Recruiter	G110	D	261	\$39,171	\$48,358	\$39,563	\$50,051
	Purchasing Agent	G620	D	261	\$39,171	\$48,358	\$39,563	\$50,051
J	Family Resource Specialist	G321	A	205	\$33,817	\$41,787	\$34,155	\$43,250
	Food Service Nutrition Supervisor	G820	C	210	\$34,642	\$42,806	\$34,988	\$44,304
	Database Programmer I	NA	C	228	\$37,611	\$46,476	\$37,987	\$48,103
	Network/Desktop Support Specialist I	NA	D	261	\$43,055	\$53,202	\$43,486	\$55,064
	Network Support Specialist I	G421	D	261	\$43,055	\$53,202	\$43,486	\$55,064
	Transportation Manager	G630	D	261	\$43,055	\$53,202	\$43,486	\$55,064
K	School Technology Facilitator I	G431	C	218	\$39,589	\$48,919	\$39,985	\$50,631
	School Technology Facilitator I	NA	C	228	\$41,405	\$51,163	\$41,819	\$52,954
L	Occupational/Physical Therapist (BS & MS)	G35X	C	189	\$37,755	\$46,645	\$38,133	\$48,278
	Community Counselor	G333	C	206	\$41,151	\$50,841	\$41,563	\$52,620
	School Social Worker	G34X	C	206	\$41,151	\$50,841	\$41,563	\$52,620
	School Technology Facilitator II	G44X	C	218	\$43,548	\$53,802	\$43,983	\$55,685
	School Technology Facilitator II	NA	C	228	\$45,545	\$56,270	\$46,000	\$58,239
	Internal Auditor/Special Projects	G510	C	228	\$45,545	\$56,270	\$46,000	\$58,239
	District Accountant	G520	D	261	\$52,137	\$64,415	\$52,658	\$66,670
M	Occupational/Physical Therapist (OTD/DPT)	G35X	C	189	\$41,535	\$51,317	\$41,950	\$53,113
	Database Programmer II	NA	C	228	\$50,105	\$61,907	\$50,606	\$64,074
N	Research Associate	G210	C	228	\$55,085	\$68,053	\$55,636	\$70,435
O	District Instructional Technology Specialist	G411	C	218	\$57,936	\$71,591	\$58,515	\$74,097
	District Systems Analyst	G401	D	261	\$69,363	\$85,712	\$70,057	\$88,712
	Purchasing & Projects Manager	G600	D	261	\$69,363	\$85,712	\$70,057	\$88,712
	Accounting Manager	G500	D	261	\$69,363	\$85,712	\$70,057	\$88,712

**Professional/Technical Wage Scale  
Non-Exempt Employees**

Level	Position Non-Exempt Hourly	Job Class	Benefit Schedule	Days	Hourly		04-05 Min	04-05 Max
					Minimum	Maximum	1.01	1.035
A	Swim Instructors	J93X	A	188	\$9.82	\$12.12	\$9.92	\$12.54
B	TAP Intern	J982	A	94	\$10.59	\$13.09	\$10.70	\$13.55
	Van Driver Student Transportation	J830,J840	B	188	\$10.59	\$13.09	\$10.70	\$13.55
	Warehouse Assistant (part-time)	J670	B	261	\$10.59	\$13.09	\$10.70	\$13.55
	High School Hall Monitor/Security Guard	J71X	B	188	\$10.59	\$13.09	\$10.70	\$13.55
	Census Specialist	J230	B	212	\$10.59	\$13.09	\$10.70	\$13.55
	Support Services Ten-Month Secretary	J640	B	207	\$10.59	\$13.09	\$10.70	\$13.55
	Middle School Ten-Month Secretary	J922	B	207	\$10.59	\$13.09	\$10.70	\$13.55
	High School Ten-Month Secretary	J923	B	212	\$10.59	\$13.09	\$10.70	\$13.55
C	Elementary Principal's Secretary	J921	B	217	\$11.01	\$13.61	\$11.12	\$14.09
D	Accompanist	J943	A	188	\$11.65	\$14.39	\$11.77	\$14.89
	Cataloger	J630	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	High School Accounting Clerk	J913	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	Payroll Assistant	J530	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	Accounts Payable Assistant	J540	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	Middle School Twelve-Month Secretary	J902	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	High School Twelve-Month Secretary	J903	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	Program Secretary	J	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	Coordinator's Secretary		D	261	\$11.65	\$14.39	\$11.77	\$14.89
	District Receptionist	J150	D	261	\$11.65	\$14.39	\$11.77	\$14.89
	District Duplication Clerk	J560	D	261	\$11.65	\$14.39	\$11.77	\$14.89
E	Tech Support Help Desk		D	261	\$12.60	\$15.83	\$12.73	\$16.38
	Employee Relations/Benefits Specialist	J130	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	HR Specialist for Classified Staff	J120	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	Executive Secretary to Associate Superintendent	J500,J300	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	Director's & Executive Director's Secretary	J	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	Payroll Specialist	J520	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	District Accounting Specialist	J510	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	Research Specialist	J210	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	HR Specialist for Certified Staff	J110	D	261	\$12.60	\$15.83	\$12.73	\$16.38
	HR Specialist for Substitute Teachers	J160	D	261	\$12.60	\$15.83	\$12.73	\$16.38
F	School Technology Specialist	J420	C	218	\$14.10	\$17.42	\$14.24	\$18.03
	Food Serv Technology Specialist	J430	C	218	\$14.10	\$17.42	\$14.24	\$18.03
	Executive Secretary to the Superintendent	J010	D	261	\$14.10	\$17.42	\$14.24	\$18.03



**ProfTech Sal Sch 04-05.xls  
Benefits**

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

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

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

**TOTAL COST PROJECTION**

<b>Prof/Tech COMPENSATION</b>	<b>2003-04</b>	<b>2004-05</b>	<b>Change</b>	<b>2003-04</b>	<b>2004-05</b>	<b>Change</b>	<b>%</b>	
Schedule Salaries		1.025 each		\$5,387,343	\$5,522,026.58	\$134,684	2.5%	
Training Incentives				\$0	\$49,225.00	\$49,225		
CCM				\$40,000	\$40,000	\$0		
Total Salaries				\$5,427,343	\$5,611,252	\$183,909	3.4%	
Average Salaries		200 FTE		\$27,137	\$28,056	\$920	3.4%	
Required Benefits								
NSERS	0.073225	0.073225	0	\$397,417	\$410,884	\$13,467	3.4%	
FICA	0.0765	0.0765	0	\$415,192	\$429,261	\$14,069	3.4%	
Workers Comp	0.00214	0.00214	0	\$11,615	\$12,008	\$394	3.4%	
Total Required Benefits				\$824,223	\$852,153	\$27,929	3.4%	
Average Required Benefits				\$4,121	\$4,261	\$140	3.4%	
Required Benefits as a percentage of Total Compensation				11.4%	11.3%			
Insurance Benefits (Annual Costs)			1.09 dental 1.063 health					
Single Health	71	71		\$3,672.00	\$3,903.34	\$231.34	6.3%	
Family Health	60	60		\$10,056.00	\$10,689.53	\$633.53	6.3%	
Cash Option + Sgl Ins	5	5		\$1,888.80	\$1,888.80	\$0.00	0.0%	
Cash Option no Insurance	17	17		\$3,903.36	\$3,903.36	\$0.00	0.0%	
Cash Option FICA					\$5,799	\$5,799	\$0	0.0%
Single Dental	103	103		\$273.12	\$297.70	\$24.58	9.0%	
\$50,000 Term Life	191	191		\$48.00	\$48.00	\$0.00	0.0%	
L.T.D.	188	188		0.0032	0.0032	0		
Total Insurance					\$1,000,339	\$1,057,896	\$57,557	5.8%
Average Insurance					\$5,002	\$5,289	\$288	5.8%
Insurance as a percentage of Total Compensation					13.8%	14.1%		
Other Benefits								
Sick Leave Reimbursement Rate				\$60	\$60			
Leave Buyout @ Retirement(55&10yrs or 20yrs+)				\$60	\$60			
Total Benefits					\$1,824,562	\$1,910,048	\$85,486	4.7%
Average Benefits					\$9,123	\$9,550	\$427	4.7%
<b>Total Salaries and Benefits</b>					<b>\$7,251,905</b>	<b>\$7,521,300</b>	<b>\$269,395</b>	<b>3.7%</b>
Average Salaries and Benefits					\$36,260	\$37,606	\$1,347	3.7%

**AGENDA SUMMARY SHEET**

**Agenda Item:** Food Service Wages

**Meeting Date:** June 7, 2004

**Department:** Human Resources

**Title & Brief Description:** Food Service Wages for 2004-05

**Action Desired:** Approval

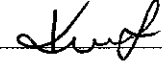
**Background:** Food Service employees are not represented by an employee organization. Steve Moore and Jim Stillwell have reviewed pay rates for these employees in other districts, the food service budget, and rates of pay for other Millard employee groups.

**Recommendation:** Recommend the following changes to the Food Service wage and benefit package:  
(a) Wage increases from \$0.19 to \$0.84 per hour (see attached wage schedule) for those employed during 2002-03. The average increase will be \$0.47 per hour. New pay rates are effective with the September 1, 2004 payroll.  
(b) Wage for beginning food service helpers increases from \$9.20 to \$9.29

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

The total budget for this package, 3.7%.

**Responsible Person:** Steve Moore

**Approval:**  \_\_\_\_\_

**MILLARD PUBLIC SCHOOLS  
EMPLOYMENT PROVISIONS  
Food Service 2004-05**

**WAGES**

<u>Group</u>		<u>Hourly Rate</u>
Manager	A high school	\$14.43
	A1 middle school	\$13.52
	A2 elementary full-prep	\$12.61
	A3 elementary satellite	\$12.23

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

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

Dept. Head	B	\$11.38
Cook	B1	\$11.24
Baker	B2	\$11.17
Helper	C 1 <sup>st</sup> year	\$9.29
	C1 years 2-5	\$9.57
	C2 after 5 years	\$10.22

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

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

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

Substitute Food Service Employees are paid the rate of \$9.05 per hour.

Uniform Allowance: \$75 per person per year.

**PAID LEAVE**

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

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

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

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

## **HOLIDAYS**

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

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

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

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

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

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

## **HOURS OF WORK**

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

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

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

## **RETIREMENT SYSTEM**

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

## **INSURANCE**

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

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

## **RESIGNATION**

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

## **SUBSTITUTES and ABSENCE REPORTING**

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

## **DRESS AND GROOMING**

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

## **EVALUATION**

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

GROUP	Wage Increase 2003-04			Wage 1 Satellite or 2nd or more 2004-05			Sec. Sch Helper Special Resp.	Nebr. FS Certification	Longevity Yrs 11-15	Longevity Yrs 16-20	Longevity Yrs 21-25	Longevity Yrs 26+	Longevity Uniform					
<b>MANAGERS</b>			2%															
A h.s.	\$	14.15	\$	0.28	\$	14.43	\$	0.15	\$	0.10	\$	0.25	\$	0.45	\$	0.70	75.00	
A1 mid.	\$	13.25	\$	0.27	\$	13.52	\$	0.15	\$	0.10	\$	0.25	\$	0.45	\$	0.70		
A2 elem. full prep.	\$	12.36	\$	0.25	\$	12.61	\$	0.15	\$	0.10	\$	0.25	\$	0.45	\$	0.70		
A3 elem. satellite	\$	11.99	\$	0.24	\$	12.23	\$	0.15	\$	0.10	\$	0.25	\$	0.45	\$	0.70		
<b>COOK/BAKER</b>																		
B departhead	\$	11.16	\$	0.22	\$	11.38			\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
B1 cook	\$	11.02	\$	0.22	\$	11.24			\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
B2 baker	\$	10.95	\$	0.22	\$	11.17			\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
<b>HELPERS</b>																		
C under 1yr	\$	9.20	\$	0.09	\$	9.29	\$	0.10	\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
C1 2- 5 yrs.	\$	9.38	\$	0.19	\$	9.57	\$	0.10	\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
C2 after 5 yrs.	\$	10.02	\$	0.20	\$	10.22	\$	0.10	\$	0.10	\$	0.10	\$	0.25	\$	0.45	\$	0.70
<b>Substitutes</b>	\$	8.96	\$	0.09	\$	9.05												

TOTAL COST PROJECTION FOOD SERVICE

	2003-04	2004-05	Change	2003-04	2004-05	Change	%		
Employees	160	160	0						
Hours Per Day	953	953	0						
Days per Year	185	185	0						
Schedule Wages	\$10.31	\$10.52	\$0.21	\$1,817,705	\$1,854,729	\$37,024	2.0%		
Step Increase	25x.18x5.5x185+31x.64x5.5x185			\$0	\$24,766	\$24,766			
Longevity Stipend				\$11,235	\$12,235	\$1,000	8.9%		
NE Food Service Certification				\$0	\$1,000	\$1,000			
CCM 1	\$200	\$200	0	\$32,000	\$32,000	\$0	0.0%		
Other		0		\$0	\$0	\$0			
<b>Total Salaries</b>			<b>\$0.36</b>	<b>\$1,860,940</b>	<b>\$1,924,730</b>	<b>\$63,790</b>	<b>3.4%</b>		
Average	5.96 hrs/day			\$11,631	\$12,030	\$399	3.4%		
	176,305 total hrs/yr								
<b>Required Benefits</b>									
NSERS	0.073225	0.073225	0	\$136,267	\$140,938	\$4,671	3.4%		
FICA	0.0765	0.0765	0	\$142,362	\$147,242	\$4,880	3.4%		
Workers Comp	0.00214	0.00214	0	\$3,982	\$4,119	\$137	3.4%		
<b>Total Required Benefits</b>	<b>0.151865</b>			<b>\$282,612</b>	<b>\$292,299</b>	<b>\$9,687</b>	<b>3.4%</b>		
Average Required Benefits				\$1,766	\$1,827	\$61	3.4%		
Required Benefits as a percentage of Total Compensation				12.4%	12.3%				
<b>Insurance Benefits</b>									
				1.090 dental					
				1.063 health					
Single Health	20	21	\$1,836.00	\$1,951.67	\$115.67	\$36,720	\$40,985	\$4,265	11.6%
Family Health	15	15	\$5,028.00	\$5,344.76	\$316.76	\$75,420	\$80,171	\$4,751	6.3%
Single Dental	21	21	\$136.56	\$148.85	\$12.29	\$2,868	\$3,126	\$258	9.0%
Family Dental	22	22	\$136.56	\$148.85	\$12.29	\$3,004	\$3,275	\$270	9.0%
\$50,000 Term Life	159	159	\$48.00	\$48.00	\$0.00	\$7,632	\$7,632	\$0	
<b>Total Insurance</b>				<b>\$125,644</b>	<b>\$135,189</b>	<b>\$9,545</b>	<b>7.6%</b>		
Average Insurance				\$785	\$845	\$60	7.6%		
Insurance as a percentage of Total Compensation				5.5%	5.7%				
<b>Sick Leave Buyback</b>			<b>\$60</b>	<b>\$60</b>	<b>\$6,538</b>	<b>\$8,000</b>	<b>\$1,462</b>	<b>22.4%</b>	
<b>Uniform Allowance</b>	<b>160</b>	<b>160</b>	<b>\$75</b>	<b>\$75</b>	<b>\$12,000</b>	<b>\$12,000</b>	<b>\$0</b>	<b>0.0%</b>	
<b>Total Benefits</b>				<b>\$426,794</b>	<b>\$447,488</b>	<b>\$20,694</b>	<b>4.8%</b>		
Average Benefits				\$2,667	\$2,797	\$129	4.8%		
<b>Total Salaries and Benefits</b>				<b>\$2,287,733</b>	<b>\$2,372,218</b>	<b>\$84,484</b>	<b>3.7%</b>		
Average Salaries and Benefits				\$14,298	\$14,826	\$528	3.7%		
	avg hrs/day			\$12.98	\$13.46	\$0.48			
	5.96								
	Tot Hrs/Yr	176,305	Avg per Hr						



June 7, 2004

Elementary	K	1	2	3	4	5	Self	Current	YTD	Official 9/03	
							Cont	Total	Change	Change	Enrollment
Abbott (3 unit)	76	88	67	75	77	77		460	-3	-2	462
Ackerman (4 unit)	92	116	101	94	97	83	15	598	1	18	580
Aldrich (3 unit)	61	50	55	65	50	64		345	-1	-5	350
Black Elk (3 unit)	90	103	91	112	89	95		580	1	2	578
Bryan (3 unit)	64	52	74	60	63	71		384	-1	12	372
Cather (3 unit)	88	61	79	79	79	66		452	1	2	450
Cody (2 unit)	41	44	40	20	29	29	23	226	1	2	224
Cottonwood (3 unit)	46	39	47	62	67	58		319	1	4	315
Disney (3 unit)	40	53	41	54	56	38	12	294	1	8	286
Ezra Millard (3 unit)	80	62	66	68	70	58	13	417	-1	1	416
Harvey Oaks (2 unit)	46	38	39	45	45	50		263	0	10	253
Hitchcock (2 unit)	40	32	37	28	37	36		210	-1	0	210
Holling Heights (3 unit)	55	60	50	55	48	60		328	2	8	320
Montclair (4 unit)	114	79	102	89	86	67	7	544	2	-6	550
Morton (3 unit)	52	59	64	62	42	72	20	371	3	10	361
Neihardt (4 unit)	94	104	93	90	106	92		579	-5	-10	589
Norris (3 unit)	63	56	39	45	33	39	21	296	-1	-12	308
Rockwell (3 unit)	49	58	52	53	48	57	25	342	-3	7	335
Rohwer (3 unit)	82	96	82	86	79	72	10	507	-3	23	484
Sandoz (3 unit)	49	46	56	48	49	62		310	1	5	305
Wheeler (3 unit)	115	93	111	75	78	81	25	578	-3	14	564
Willowdale (3 unit)	67	53	68	69	67	79		403	4	6	397
<b>Totals</b>	<b>1504</b>	<b>1442</b>	<b>1454</b>	<b>1434</b>	<b>1395</b>	<b>1406</b>	<b>171</b>	<b>8806</b>	<b>-4</b>	<b>97</b>	<b>8709</b>

Secondary	6	7	8	Self	Current	YTD	Official 9/03	
				Cont	Total	Change	Change	Enrollment
Andersen MS	248	244	282	9	774	1	14	760
Beadle MS	184	226	185	15	595	0	4	591
Central MS	261	287	312	17	860	1	-5	865
Kiewit MS	295	359	333	9	987	-1	-5	992
North MS	215	186	227	23	628	2	-4	632
Russell MS	278	239	289	8	806	2	6	800
MS Alternative	10	3	12		25	-2	11	14
<b>Totals</b>	<b>1491</b>	<b>1544</b>	<b>1640</b>	<b>81</b>	<b>4675</b>	<b>3</b>	<b>21</b>	<b>4654</b>

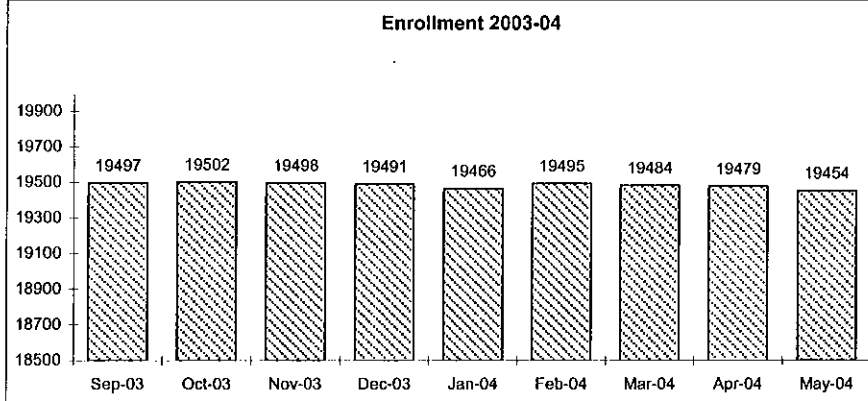
	9	10	11	12	Self	Current	YTD	Official 9/03	
					Cont	Total	Change	Change	Enrollment
North HS	563	565	605	491	23	2224	-14	-58	2282
South HS	499	507	437	419	17	1862	-4	-51	1913
West HS	458	460	440	372	13	1730	-4	-46	1776
Millard Learning Center	0	1	24	49		74	-2	-19	93
<b>Totals</b>	<b>1520</b>	<b>1533</b>	<b>1506</b>	<b>1331</b>	<b>53</b>	<b>5890</b>	<b>-24</b>	<b>-174</b>	<b>6064</b>

Preschool	
Disney	32
Cody	16
Neihardt	69
Rockwell	48
Bryan	29
Holling Hghts	25
Morton	25
Montessori - Montclair	50
Montessori - Norris	30
<b>Total</b>	<b>324</b>

Preschool SPED	
Cody	74
Rohwer	44
Sandoz	30
Wheeler	36
Contracted	2
Infants	115
<b>Total</b>	<b>301</b>

Contracted SPED	42	0	11	31
Young Adult Program	41	0	2	39
<b>Total District K-12</b>	<b>19454</b>	<b>-25</b>	<b>-43</b>	<b>19497</b>
<b>Total District PreK-12</b>	<b>20079</b>	<b>-15</b>	<b>71</b>	<b>20008</b>

High school enrollments reflect mid-term graduates: North High = 32, South High = 25, West High = 41, MLC = 18



9/26/2003	
Elementary	8709
Middle Sch	4654
High Sch	6064
Contracted	31
Young Adult	39
<b>Total</b>	<b>19497</b>
5/20/2004	
Elementary	8806
Middle Sch	4675
High Sch	5890
Contracted	42
Young Adult	41
<b>Total</b>	<b>19454</b>
Current Chg	-25
YTD Change	-43

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	18	23	23	24	21	21	23						
	19	22	21	26	21	22							
	20	22	23	25	22	24							
	19	21											
Total Students	76	88	67	75	64	67	23		460	-3	-2	462	460
Total Teachers	4.0	4	3	3	3	3	1		21.0				21.0
Classroom Avg	19.0	22.0	22.3	25.0	21.3	22.3	23.0		22				22

Elementary	Classroom Enrollment								Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
	K	1	2	3	2-3	4	5	4-5						
Ackerman	23	23	26	24	22	21	24	21	8					
	23	23	24	24	25	22	24		7					
	23	23	26	24		23	24							
	23	23				21								
	24													
Total Students	92	116	76	72	47	87	72	21	15	598	1	18	580	583
Total Teachers	4.0	5	3	3	2	4	3	1	2	27.0				25.0
Classroom Avg	23.0	23.2	25.3	24.0	23.5	21.8	24.0	21.0	7.5	22				23

Elementary	Classroom Enrollment					Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
	K	1	2	3	4						5
Aldrich	21	25	19	22	25	22					
	20	25	19	22	25	22					
	20		17	21		20					
Total Students	61	50	55	65	50	64		-1	-5	350	345
Total Teachers	3	2	3	3.00	2	3				16.00	16
Classroom Avg	20.3	25.0	18.3	21.7	25.0	21.3				22	22

Elementary	Classroom Enrollment					Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
	K	1	2	3	4						5
Black Elk	21	19	22	23	23	22					
	24	21	23	22	22	24					
	23	21	23	22	24	25					
	22	22	23	23	20	24					
	20			22							
Total Students	90	103	91	112	89	95		1	2	578	580
Total Teachers	4.0	5	4	5	4	4				26	26
Classroom Avg	22.5	20.6	22.8	22.4	22.3	23.8				22	22

Elementary	Classroom Enrollment					Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
	K	1	2	3	4						5
Bryan	22	18	25	20	20	24					
	20	17	24	20	22	24					
	22	17	25	20	21	23					
Total Students	64	52	74	60	63	71		-1	12	372	384
Total Teachers	3	3	3	3	3	3				18	18
Classroom Avg	21.3	17.3	24.7	20.0	21.0	23.7				21	21

Elementary	Classroom Enrollment										Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED		
	K	1	2	3	4	5	C-K	C-1	C-2	C-3						C-4	C-5
Cather	21	13	15	28	16	26	24	24	24	25	24	20					
	19		16		15		24	24	24	26	24	20					
Total Students	40	13	31	28	31	26	48	48	48	51	48	40		1	2	450	452
Total Teachers	2	1	2	1	2	1	2	2	2	2	2	2					21.0
Classroom Avg	20.0	13.0	15.5	28.0	15.5	26.0	24.0	24.0	24.0	25.5	24.0	20.0					22

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
Cody	21	15	19	20	14	14	8					
	20	13	21		15	15	7					
		16					8					
Total Students	41	44	40	20	29	29	23		1	2	224	203
Total Teachers	2	3	2	1	2	2	3				15	12
Classroom Avg	20.5	14.7	20.0	20.0	14.5	14.5	7.7				15	17

Elementary	Classroom Enrollment					Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED	
	K	1	2	3	4						5
Cottonwood	23	20	23	21	22	20					
	23	19	24	21	23	18					
				20	22	20					
Total Students	46	39	47	62	67	58		1	4	315	319
Total Teachers	2	2	2	3	3	3				15	15
Classroom Avg	23.0	19.5	23.5	20.7	22.3	19.3				21	21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Disney	20	17	21	18	28	19	6					
	20	17	20	18	28	19	6					
		19		18								
Total Students	40	53	41	54	56	38	12	294	1	8	286	282
Total Teachers	2.0	3	2	3	2	2	2	16.0				14
Classroom Avg	20.0	17.7	20.5	18.0	28.0	19.0	6.0	18				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Harvey Oaks	23	18	19	23	22	26					
	23	20	20	22	23	24					
Total Students	46	38	39	45	45	50	263	0	10	253	263
Total Teachers	2.0	2	2	2	2	2	12.0				12
Classroom Avg	23.0	19.0	19.5	22.5	22.5	25.0	22				22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Hitchcock	20	17	18	14	19	18					
	20	15	19	14	18	18					
Total Students	40	32	37	28	37	36	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	18.5	18.0	18				18

	K	1	2	3	4	3-4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Holling Heights	18	21	25	22	19	21	22					
	19	18	25	22	19		20					
	18	21					18					
Total Students	55	60	50	44	38	21	60	328	2	8	320	328
Total Teachers	3.0	3	2	2	2	1	3	16.0				16
Classroom Avg	18.3	20.0	25.0	22.0	19.0	21.0	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
Ezra Millard	20	21	22	23	24	19	8					
	20	20	22	22	23	19	5					
	20	21	22	23	23	20						
	20											
Total Students	80	62	66	68	70	58	13	417	-1	1	416	404
Total Teachers	4.00	3	3	3	3	3	2	21				19
Classroom Avg	20.0	20.7	22.0	22.7	23.3	19.3	7	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 W/out SPED
Montclair	25	18	21	23	22	18	23	24	19	7					
	24	19	24	22	20	18	21	22	18						
							21	24	21						
							24	17							
							25								
							24								
Total Students	49	37	45	45	42	36	65	143	75	7	544	2	-6	550	537
Total Teachers	2	2	2	2	2	2	3	6	4	1	26				25
Classroom Avg	24.5	18.5	22.5	22.5	21.0	18.0	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 W/out SPED
Morton	18	20	21	20	21	24	10					
	18	19	22	21	21	23	10					
	16	20	21	21		25						
Total Students	52	59	64	62	42	72	20	371	3	10	361	351
Total Teachers	3	3	3	3	2	3	2	19				17.0
Classroom Avg	17.3	19.7	21.3	20.7	21.0	24.0	10.0	20				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size W/out SPED
Neihardt	21	20	19	23	22	24					
	18	21	20	24	22	22					
	17	20	18	23	21	23					
	19	22	17	20	20	23					
	19	21	19		21						
Total Students	94	104	93	90	106	92	579	-5	-10	589	579
Total Teachers	5.0	5	5	4	5	4	28.0				28.0
Classroom Avg	18.8	20.8	18.6	22.5	21.2	23.0	21				21

	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	22	16	20	22	17	19	19	24	8					
	22	16	19	23	16	20			7					
									6					
Total Students	44	32	39	45	33	39	19	24	21	296	-1	-12	308	275
Total Teachers	2.0	2	2	2	2	2	1	1	3	17.0				14
Classroom Avg	22.0	16.0	19.5	22.5	16.5	19.5	19.0	24.0	7.0	17				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	25	20	16	17	23	20	12					
	24	19	18	18	25	17	13					
		19	18	18		20						
Total Students	49	58	52	53	48	57	25	342	-3	7	335	317
Total Teachers	2.0	3	3	3	2	3	2	18.0				16.0
Classroom Avg	24.5	19.3	17.3	17.7	24.0	19.0	12.5	19				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Rohwer	21	25	22	18	26	24	4					
	20	23	22	23	27	24	6					
	21	24	16	22	26	24						
	20	24	22	23								
Total Students	82	96	82	86	79	72	10	507	-3	23	484	497
Total Teachers	4.0	4	4	4	3	3	2	24.0				22
Classroom Avg	20.5	24.0	20.5	21.5	26.3	24.0	5.0	21				23

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Sandoz	24	22	19	24	25	20						
	25	24	19	24	24	21						
			18			21						
Total Students	49	46	56	48	49	62		310	1	5	305	310
Total Teachers	2	2	3	2	2	3		14				14
Classroom Avg	24.5	23.0	18.7	24.0	24.5	20.7		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	22	26	22	25	26	28	12					
	23	19	23	25	26	28	13					
	23	24	22	25	26	25						
	25	24	22									
	22		22									
Total Students	115	93	111	75	78	81	25	578	-3	14	564	553
Total Teachers	5	4	5	3	3	3	2	25				23
Classroom Avg	23.0	23.3	22.2	25.0	26.0	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						
	23	19	22	24	23	26						
	23	17	23	22	22	26						
Total Students	67	53	68	69	67	79		403	4	6	397	403
Total Teachers	3.0	3	3	3	3	3		18.0				18
Classroom Avg	22.3	17.7	22.7	23.0	22.3	26.3		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	1442	1454	1434	1395	1406	171	8806	-4	97	8709	8635
Teachers		71.0	71.0	68.0	65.5	63.5	65.0	21.0	425.0				404.0
Classroom Avg		21.2	20.3	21.4	21.9	22.0	21.6	8.1	21				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Andersen MS	248	244	282	9	774	1	14	760	
Beadle MS	184	226	185	15	595	0	4	591	
Central MS	261	287	312	17	860	1	-5	865	
Kiewit MS	295	359	333	9	987	-1	-5	992	
North MS	215	186	227	23	628	2	-4	632	
Russell MS	278	239	289	8	806	2	6	800	
MS Alternative	10	3	12		25	-2	11	14	
Totals	1491	1544	1640	81	4675	3	21	4654	

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
North HS	563	565	605	491	23	2224	-14	-58	2282	
South HS	499	507	437	419	17	1862	-4	-51	1913	
West HS	458	460	440	372	13	1730	-4	-46	1776	
Millard Learning Center	0	1	24	49		74	-2	-19	93	
Totals	1520	1533	1506	1331	53	5890	-24	-174	6064	

Contracted SPED	42	0	11	31
Young Adult Program	41	0	2	39
<b>Total District Enrollment</b>	<b>19454</b>	<b>-25</b>	<b>-43</b>	<b>19497</b>

June 7, 2004

## AGENDA SUMMARY SHEET

**Agenda Item:** Athletic Trainer Report  
**Meeting Date:** June 7, 2004  
**Department:** Human Resources

**Title & Brief Description:** Report on Athletic Trainer Proposals for 2004-05

**Action Desired:** Report Only

**Background:** Prior to 1989, each high school had one athletic trainer. The trainers were teachers who, like coaches, were paid an extra-duty stipend to be an athletic trainer.

In 1989, we had difficulty filling the position of trainer at Millard North. Methodist Hospital came to us with a proposal to provide athletic trainer services. Under their proposal, they would provide the trainer (and pay the trainer hospital rates) and we would pay them the amount we had budgeted for this purpose (\$4,000). The trainer worked less than 1100 hours per year. In 1991, this contract was moved to Immanuel hospital when the trainer moved from Methodist to Immanuel. Also in 1991, Immanuel hired the trainer from Millard South. We continued to pay, \$4,000 per year for each of these schools through 1997. In 1995 Millard West was added to the contract at a cost of \$4,800 per year. Between 1992 and 1997, trainers worked approximately 1200 hours per year.

In 1997, Clarkson was awarded the contract when they proposed providing up to 2400 hours per school per year at a cost to the district of zero dollars (\$0). This contract was transferred to Nebraska Health Systems when Clarkson became part of that system; it was later renamed Nebraska Medical Center.

The Nebraska Medical Center informed us they would no longer be providing athletic trainers to Millard Public Schools at the conclusion of the 2003-04 school year. This was later modified to be a proposal to provide the same services as during the 2003-04 year for a cost to the district of \$61,200. This is a one-year proposal.

**Options And Alternatives:**

Alegent has offered a proposal of their own. Their proposal is to provide each school with \$20,000 for athletic trainer support. Alegent is proposing a 1 to 5 year contract.

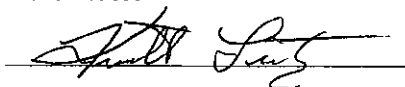
- Each of the proposals provides for a physician to be present at each home football game. There is no charge for this service.
- Each proposal includes a sports medicine coordinator for athletic directors and trainers to contact.
- Each proposal allows the district to select the trainers. We plan on retaining our current trainers regardless of the provider.
- Each proposal provides the district with the discretion to determine the hours of work and total number of work hours for each trainer. However, the financial support provided for by each proposal is fixed. Due to the financial impact on the budget, we are looking at reducing the number of hours of trainer services to 1400 hours per school per year (the minimum number of hours recommended by our athletic directors).
- Each proposal provides reduced rate athletic physicals for our students with some reimbursement to each schools activities account.
- NMC - Friday night sports injury clinic following football games in the doctor's office at a much reduced rate from the emergency room (for injuries not requiring immediate emergency room care). Free of charge consultations with the school's athletic trainer.
- Alegent - Saturday morning sports injury clinic with rapid injury assessment and follow up physician coverage at no charge to the athlete.

**Timeline:** On June 21, a recommendation will be made to the board.

**Responsible Person:** Steve Moore

**Superintendent's**

**Approval:**



**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Cody Mathematics – Curriculum Change

**MEETING DATE:** June 7, 2004

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Cody Mathematics – Curriculum Change

Cody Elementary will be implementing the Harcourt K-5 Mathematics 2004 Edition next year. The Harcourt Mathematics Program instructional strategies correlate to the Harcourt Trophies Language Arts Program that will be implemented K-5 across the district.

**ACTION DESIRED:** Informational X

**BACKGROUND:** Tammy Gebhart, Elementary MEP for Mathematics and Carol Newton, Director of Elementary Education have been working with the Cody Elementary staff for two years on the implementation and monitoring of the Everyday Mathematics Program. During this time staff development sessions related to effective instructional strategies for teaching at-risk students math, implementing guided math practices, identifying critical skills sequence, vocabulary and computation strategies have been conducted utilizing the Everyday Mathematics Program. While teachers worked diligently to implement these strategies, they continued to battle the high mobility rate, compounded by the lack of mathematics foundation and understanding of these new students. For this process to be successful, teachers were spending their math planning time writing curriculum each time a new student arrived, rather than being able to focus on the instructional needs of the students. Recognizing teacher's needs and frustrations as they tried to implement the district curriculum we began the review of several new math programs. The Harcourt Math Program best met the needs of Cody teachers and students. Materials for all levels of students are readily available, the program matches our district outcomes, standards, and enablers, and correlates to the reading and vocabulary instructional strategies embedded in the newly adopted Harcourt Trophies Language Arts Program. The Cody staff had the opportunity to view the program and unanimously agreed to implement the program next year, even though they will also be implementing a new language arts program. Cody is the only School-Wide Title I school in the district based on the high percent of free/reduced lunch students. A School-Side Title I program focuses on all staff and students in the building, not just those who meet a specific criteria. This allows us to purchase the program with Title I funds. Staff development and support will be provided throughout next year or as long as needed. Elementary Mathematics begins the curriculum cycle next year with an adoption expected in the 2006-07 school year.

**RESPONSIBLE PERSON(S):** Dr. Carol Newton

**ASSOCIATE SUPERINTENDENT'S APPROVAL** Martha Bruckner

**SUPERINTENDENT'S APPROVAL:** [Signature]