ACKNOWLEDGMENT OF RECEIPT

OF NOTICE OF MEETING

The unders	signed members of th	e Board of Education	of Millard, Distric	et #U17, Omaha,
Nebraska, hereby	acknowledge receipt	of advance notice of	a meeting of said B	Board of
Education and the	agenda for such mee	ting held at	7:00	<u>P.M.</u> on
	October 4,	2004, at _	Don Stroh Adn	ninistrative Center
5606 South 14	7th Street			
Dated this	4th	day of	October	, 2004.
	(Jan S	Torla I	
	Je	an Stothert - Presider		
	T	inda Poole – Vice Pre	Poole	
	7	ma T Pure	Sident	
	В	rad Burwell - Secreta	Johnson	
	Ju	Johnson - Treason	er	
	$\overline{\mathbf{M}}$	like Pate, Member		
	· 	Lelin	2	PROPERTY AND ADDRESS OF THE PROPERTY A
	M	like Kennedy, Membe	ér	
	<u>-</u>	arah Fech – Millard N	Lorth High	
	(Primary 10 4	Parlaux	
	-(E	lise Devaux – Millard	South High	
		Relsta G. Ol	dansf	
	č	helsea Adams – Milla	ard West High	

BOARD OF EDUCATION MEETING - OCTOBER 4, 2004

NAME:	PRESENTING:	
Steven Behrens		
Susan Marlato	MUHS	
Matt Matousele.		
100M /DAG		
Zach Smith		
Matthe kat		
Den Bedine		
mike Kaspar	55C	
Kyle Ellivan	MWHS	
Hlex Castro	MWHE	
Narco Sy	MWITS	
aaren Standolish	mults	
(Novien Hombsen	MW45	

BOARD OF EDUCATION MEETING – OCTOBER 4, 2004

<u>NAME:</u>	PRESENTING:
Angie Mercier	
glise Dellar	
David Chase	
Kis McMahon	164 Scort (roop 429
Ryan McMahan	
Elman Richardson	
JAKe Silverberg	
Marc W Justin Keains	
Justin Keains	
Chris O'TOO'	
Pur Blue	
Kily Kohling	
Riby Robbing Jack Brady 1(1/ Lepe tersen)	
Vallation of a s	
Malanna	
71. 1. Jan Murphy	
Dicke Harm	
Sach auct	
Marin Velon	
Shell Evelneen	
Amanda Borsh	
Sam Brutter	

BOARD OF EDUCATION MEETING - OCTOBER 4, 2004

NAME:	PRESENTING:
Cyp A Francis	
Synda Virin	· · · · · · · · · · · · · · · · · · ·
Mike Jervey	·
Carglelly	· · · · · · · · · · · · · · · · · · ·
Kristin Jerry	
Sandy Begley	·
Just Perrone	
Therew Standish	
Delua Ostore	
Sardy Ralya	
Thurs your	
Robert Sombin	
Canddelo	
Matt Sherrand	
Graham Shomald	
Lindson Sheppard Lindson Hubbard	·
Adam Smith	
Lindsay Hubband	
Karen Richter	
Mayla Rollot	
Savan Maiesa	
Hann Black	

BOARD OF EDUCATION MEETING - OCTOBER 4, 2004

<u>NAME:</u>	<u>PRESENTING:</u>
Prichelle Goder	
NICOLE (NVISTENSEN	
Sason Gulbrandson	
Derex Field	7
Pachel Osborne	
Steph Schmed	
Amanda bhhsoh	
Robert Vetter	Troop 429 Boy Scouts
Sene Stone	(1) 11 /2 7
Cutis Wilkins	
Tony Lzvy	MER
Sara Andrews	
Drew Dotle	
Morgen Josele	
Josh Kroez	
Brian Bodak	
Sindra K. Brown	
Sur Steaks Mera	
formt. for	
Bigan Johns	
low son	MWHS
Life things	MUHS
Lyndsy Vill	CHWM

NOTICE OF MEETING SCHOOL DISTRICT NO. 17

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, October 4, 2004 at 5606 South 147th Street, Omaha, Nebraska. There will be a condemnation hearing at 6:30 p.m. There will be an Executive Session at 6:35 p.m. to discuss litigation and land acquisition.

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

10-1-04

THE DAILY RECORD OF OMAHA

RONALD A. HENNINGSEN, Publisher PROOF OF PUBLICATION

UNITED STATES OF AMERICA,

The State of Nebraska, District of Nebraska, County of Douglas, City of Omaha,

ss

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

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,	_				
October	r 1, 2004				
in general circulation in the C	g that time was regularly published and ounty of Douglas, and State of Nebraska. Subscribed in my presence and sworn to before me this 1st day of October 04 Notary Public in and for Douglas County,				

LAWRENCE W. DOWD P.O. Box 129 Columbus, NE 68602-0129

JEFFREY B. FARNAM 220 North 89th Street, Suite 201 Omaha, NE 68114

Owners of Record, and to any and all other persons having any right, title or interest in the land owned by the above-named individuals, which is located generally Southeast of 168th & Giles Road, in Sarpy County, Nebraska, de-

Road, in Sarpy County, Nebraska, described as follows:
PROPOSED LOT 312, MERIDIAN PARK
A TRACT OF LAND LOCATED IN
TAX LOT 3, A TAX LOT LOCATED IN
THE NW1/4 OF SECTION 22, TOWNSHIP 14 NORTH, RANGE 11 EAST OF
THE 6TH P.M., SARPY COUNTY, NEBRASKA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:
COMMENCING AT THE NORTH-

DUANE J. DOWD 8109 Hickory Street Omaha, NE 68124

YOUNG & WHITE LAW OFFICES 8742 FREDERICK STREET P.O. BOX 241358 OMAHA, NEBRASKA 68124-5358 NOTICE OF CONDEMNATION OF PRIVATE PROPERTY FOR PUBLIC USE TO:

> MICHAEL A. HUBER 1305 S. 84th Street Omaha, NE 68124

DUANE J. DOWD, TRUSTEE 8109 Hickory Street Omaha, NE 68124

GRAND PRIX, INC. Attn: Jeffrey B. Farnam 220 North 89th Street, Suite 201 Omaha, NE 681,4

On October 4, 2004, a public hearing will be held on the proposed acquisition of 10 acres, more or less, of the above described real estate, so as to provide an elementary school building site. The interest to be acquired is a fee simple absolute, and the compensation for the acquisition will be the fair market value of the property. The above-described public hearing regarding acquisition for private property for public use, will be held at the Millard School District's Board of Education office, Don Stroh Administration Building, 5606 N. 147th Street, Omaha, Nebraska, and will begin at 6:30 p.m. 11807964-9/1-15

BRASIA, MORE PARTICULARLY DESCRIBED AS FOLLOWS:
COMMENCING AT THE NORTHWEST CORNER OF SAID SECTION 22,
SAID POINT ALSO BEING THE NORTHWEST CORNER OF SAID TAX LOT 3;
THENCE S02°34'03"E (ASSUMED
BEARING) ALONG THE WEST LINE OF
SAID SECTION 22, SAID LINE ALSO BEING THE WEST LINE OF SAID TAX LOT
3, A DISTANCE OF 1417.86 FEET;
THENCE N87°25'27"E, DISTANCE OF
562.90 FEET TO THE POINT OF BEGINNING; THENCE N02°34'03"W, A DISTANCE OF 234.04 FEET; THENCE
N38°55'48"E, A DISTANCE OF 749.77
FEET; THENCE N02°37'38"W, A DISTANCE OF 22.61 FEET; THENCE
N87°22'22"E, A DISTANCE OF 115.00
FEET; THENCE S02°37'38"E, A DISTANCE OF 58.17 FEET; THENCE
SOUTHEASTERLY ON A CURVE TO
THE LEFT WITH A RADIUS OF 175.00
FEET, A DISTANCE OF 231.94 FEET,
SAID CURVE HAVING A LONG CHORD
WHICH BEADS \$200°36'48"E A DIS-SAID CURVE HAVING A LONG CHORD SAID CURVE HAVING A LONG CHORD WHICH BEARS \$40°35'48"E, A DISTANCE OF 215.33 FEET; THENCE S78°33'58"E, A DISTANCE OF 130.39 FEET; THENCE SOUTHWESTERLY ON A CURVE TO THE RIGHT WITH A RADIUS OF 267.55 FEET, A DISTANCE OF 145.12 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS \$26°58'22"W, A DISTANCE OF 143.35 FEET; THENCE \$42°30'42"W, A DISTANCE OF 254.57 FEET; THENCE SOUTHERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 585.00 FEET. LEFT WITH A RADIUS OF 585.00 FEET, A DISTANCE OF 421.08 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S21°53'28"W, A DISTANCE OF 412.05 FEET; THENCE S01°16'15"W, A DISTANCE OF 8.27 FEET; THENCE SOUTHWESTERLY ON A CURVE TO THE FETT. A CURVE TO THE LEFT WITH A RADI-US OF 690.21 FEET, A DISTANCE OF 170.65 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS S82°06'43"W, A DISTANCE OF 170.22 FEET, THENCE SOUTHWESTERLY ON A CURVE TO THE LEFT WITH A RADI-US OF 392.82 FEET, A DISTANCE OF 28.16 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS LONG CHORD WHICH BEARS S72°58′29″W, A DISTANCE OF 28.16 FEET; THENCE EASTERLY ON A CURVE TO THE LEFT WITH A RADIUS OF 231.35 FEET, A DISTANCE OF 282.00 FEET, SAID CURVE HAVING A LONG CHORD WHICH BEARS N57°38′52″W, A DISTANCE OF 264.86 FEET; THENCE S87°25′57″W, A DISTANCE OF 34.99 FEET TO THE POINT OF BEGINNING OF BEGINNING.

SAID TRACT OF LAND CONTAINS AN AREA OF 424,362 FEET OR 9.742 ACRES, MORE OR LESS

The Douglas County School District No. 17 of the State of Nebraska a.k.a., the Millard School District intends to acquire such property through its powers of eminent domain as authorized by Neb. Rev. Stat. §79-1095 (Reissue 1995).

Proof Of Publication

State of Nebraska } ss.
County ofSarpy
Dixie Cavner, being first duly (name)
sworn, deposes and sayssheis the (he or she)
PublisherofBellevue Leader
(position) (name of publication)
aweeklylegal newspaper having a bona (weekly, daily, etc.)
fided circulation of more than 300 copies published in
Bellevue, (name of town)
Nebraska.; and said newspaper has been published for at
least 52 consecutive weeks prior to publication of attached
notice: that said publication is of general circulation: that
attached notices was published
September 18,15,2004
Soptember 18,15,2004 (dates) (signature)
Subscribed to in my presence
and sworn to before me this

Notáry Public

ら…day of ハ

Publication Fee \$..



Bellevue Leader Newspaper

PO Box 1219, Bellevue, NE 68005 legals@ bellevneleader.com

(402) 733-7300 ext. 100 Fax (402) 733-9116

If a change needs to be made, please call our office by 9:00 AM on Mondays

This is proof of copy of Legal Notice

Published on

After first run as requested. A Notarized

Proof of Publication will follow after th

last publication.

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LAWRENCE W. DOWD P.O. Box 129 Columbus, NE 68602-0129

JEFFREY B. FARNAM 220 North 89th Street, Suite 201 Omaha, NE 68114

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TAX LOT 33: A TAX LOT LOCATED IN

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SCRIBED AS FOLLOWS:

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The Douglas County S

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October 4, 2004

Date: 9/27/0		Check Register for 10/4/04 - 10/4/04	Public Schoo	Millard 1	
	Amount	Vendor Name	Vendor No	Date	Check Number
	16.20	A & D TECHNICAL SUPPLY CO INC	010040	10/4/04	225197
	136.37	A.A. HORWATH AND SONS	130990	10/4/04	225198
	49.50	NUTIFAFA ABALEKPOK	134108	10/4/04	225199
	21.96	ABC SCHOOL SUPPLY COMPANY	010037	10/4/04	225200
	77.83	ABILITATIONS	130403	10/4/04	225201
	5,554.00	ABOLINS	133967	10/4/04	225202
	158.90	ACADEMIC COMMUNICATION ASSOC INC	010275	10/4/04	225203
	, 201.40	ACCESS ELEVATOR INC.	109853	10/4/04	225204
	1,547.00	ACCU CUT SYSTEMS	010298	10/4/04	225205
	502.93	ACCURATE LOCKSMITHS, INC	010300	10/4/04	225206
	98.00	ACTION BATTERIES UNLIMITED INC	010383	10/4/04	225207
	216.65	ADAMS BOOK COMPANY INC	010390	10/4/04	225208
	58.76	ADVANCED AUDIO TECHNOLOGY INC	101875	10/4/04	225209
	62.54	AIMS EDUCATION FOUNDATION	010570	10/4/04	225210
	296.00	AIR-SIDE COMPONENTS, INC.	010808	10/4/04	225211
	12.01	AIRGAS NORTH CENTRAL INC	108351	10/4/04	225217
	143.75	AKSARBEN PIPE & SEWER CLEANING LLC	133620	10/4/04	225213
	33.00	FRANCE ALBANESI	010884	10/4/04	225214
	20.10	MARJORIE E ALFIERI	108394	10/4/04	225215
	15.00	JEFFREY S ALFREY	010946	10/4/04	225216
	3,413.50	ALL MAKES OFFICE EQUIPMENT	011051	10/4/04	225217
	2,472.25	ALLIANCE PUBLISHING & MARKETING	131888	10/4/04	225218
	3,115.00	ALLIED CONSTRUCTION SERVICES	011180	10/4/04	225219
	1,314.22	ALLTEL CORPORATION	109079	10/4/04	225220
	759.72	AMAZON.COM INC	107651	10/4/04	225221
	5,462.25	AMERICAN GUIDANCE SERVICE INC	099597	10/4/04	225222
	160.00	AMERICAN PLASTIC	130704	10/4/04	225223
	50.00	AMERICAN RED CROSS HEARTLAND	012450	10/4/04	225224
	837.00	AMERICAN SECURITY SERVICES INC	133174	10/4/04	225225
	133.40	AMERICAN TIME & SIGNAL COMPANY	012480	10/4/04	225226
	87.75	CURTIS A ANDERSON	012876	10/4/04	225228
	54.07	MARTHA A ANDERSON	134041	10/4/04	225229

	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225230	10/4/04	012989	APPLE COMPUTER, INC.	778.00	
225231	10/4/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	154.28	
225232	10/4/04	106436	AQUA-CHEM INC	393.60	
225233	10/4/04	013105	ARBOR SCIENTIFIC	167.05	
225234	10/4/04	133188	ARCHER PETROLEUM INC	120.00	
225236	10/4/04	130999	NANCY E ARMITAGE	37.08	
225237	10/4/04	013209	ART STUDIO CLAY COMPANY	2,059.45	
225238	10/4/04	102840	ASSOCIATED FIRE PROTECTION	435.06	
225239	10/4/04	012507	AT&T	228.22	
225240	10/4/04	010083	ATS MOBILE TELEPHONE CO INC	621.42	
225241	10/4/04	010090	AUDIOVISUAL INC	3,364.00	
225242	10/4/04	102237	AUTO STATION	1,784.05	
225243	10/4/04	108092	APW/AUTO VALUE	641.92	
225244	10/4/04	067004	AVATECH SOLUTIONS	705.00	
225246	10/4/04	133160	MARYAM BAERDE	49.50	
225247	10/4/04	132405	BAG 'N SAVE	32.60	
225249	10/4/04	017900	BARCO MUNICIPAL PRODUCTS, INC.	145.80	
225250	10/4/04	132274	TIMOTHY D BARNER	23.93	
225251	10/4/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	513.55	
225252	10/4/04	132608	BARNES DISTRIBUTION	575.76	
225253	10/4/04	017877	CYNTHIA L BARR-MCNAIR	105.64	
225254	10/4/04	017925	GARY BARTA	59.12	
225255	10/4/04	017926	ROSEMARY W BARTA	147.49	
225256	10/4/04	107979	LORI A BARTELS	164.18	
225257	10/4/04	099749	BAUDVILLE INC	87.95	
225258	10/4/04	102281	BEACON GRAPHIC SYSTEMS	340.76	
225259	10/4/04	018240	CAROL A BEATY	194.12	
225260	10/4/04	018280	JEANINE C BEAUDIN	30.00	
225261	10/4/04	134069	COLLEEN K BECKWITH	106.88	
225264	10/4/04	108395	GLORIA D BENSCOTER	15.40	
225265	10/4/04	018650	PAMELA R BERKI	106.88	
225267	10/4/04	072250	BG PETERSON COMPANY	266.53	

	Millard	Public Schoo	Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225268	10/4/04	019111	BISHOP BUSINESS EQUIPMENT	11,014.33	
225269	10/4/04	132291	BLOCK ELECTRICAL CONTRACTING	1,422.00	
225270	10/4/04	130899	KIMBERLY M BOLAN	80.25	
225271	10/4/04	100056	BORDERS BOOKS & MUSIC	38.28	
225272	10/4/04	019559	BOUND TO STAY BOUND BOOKS INC	1,038.16	
225273	10/4/04	132775	JENNIFER A BOWES	75.00	
225274	10/4/04	134094	MICHAEL BOWKER	168.49	
225275	10/4/04	019835	BOYS TOWN NATIONAL	2,169.73	
225276	10/4/04	019852	BRACKERS GOOD EARTH CLAYS INC	3,956.00	
225277	10/4/04	019858	PEGGY A BRENDEL	38.63	
225278	10/4/04	132273	WENDY M BRENNAN	20.93	
225279	10/4/04	019861	BRIGGS, INC.	1.47	
225280	10/4/04	020255	G.W.BROWN	350.00	
225281	10/4/04	133824	NANCY A BROWN	13.13	
225282	10/4/04	131995	M. MARTHA BRUCKNER	196.86	
225283	10/4/04	020270	NANCY J BRUGGER	18.00	
225284	10/4/04	130820	DAVID J BUCKLEY	3.74	
225285	10/4/04	020439	BUILDERS SUPPLY COMPANY INC	1,245.60	
225286	10/4/04	020550	BUREAU OF EDUCATION & RESEARCH	175.00	
225288	10/4/04	099431	BUSINESS MEDIA INC	2,154.00	
225289	10/4/04	131619	C E SUNDBERG CO	17.35	
225290	10/4/04	134015	CAMILLES SIDEWALK CAFE	21.75	
225292	10/4/04	106806	ELIZABETH J CAREY	60.86	
225293	10/4/04	054237	CARL JARL LOCKSMITHS	52.80	
225294	10/4/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	954.40	
225295	10/4/04	024067	CARSON DELLOSA PUBLISHING	5.98	
225296	10/4/04	131158	CURTIS R CASE	162.25	
225297	10/4/04	024260	CENTER TROPHY COMPANY	234.00	
225297	10/4/04	134043	MALCOLM K. CHAI	142.50	
225299	10/4/04	109138	CHARACTER COUNTS COALITION	50.85	
225300	10/4/04	131024	CHARTHOUSE LEARNING	175.00	
225301	10/4/04	132271	ERIK P CHAUSSEE	46.65	

Taring San

	Millard	Public Schoo	Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225302	10/4/04	024652	CHILDCRAFT EDUCATION CORP	3,444.86	
225303	10/4/04	106251	CHILDRENS HEALTH MARKET INC	4,688.75	
225304	10/4/04	133999	CHRISTOPHER LEE PUBLICATIONS INC	305.11	
225306	10/4/04	131336	CITIZENS BANK	1,602.66	
225307	10/4/04	132581	CLARITUS	304.04	
225308	10/4/04	132697	CLASSROOM PRODUCTS	633.15	
225309	10/4/04	099222	CLASSROOMDIRECT.COM	355.25	
225310	10/4/04	025222	DEBI CLATTERBUCK	12.83	
225311	10/4/04	025235	DALE CLAUSEN	135.38	
225312	10/4/04	025250	CLEARVUE/EAV INC	438.70	
225313	10/4/04	131135	PATRICIA A CLIFTON	25.69	
225314	10/4/04	025455	COLLEGE BOARD	175.97	
225315	10/4/04	022701	SHARON R COMISAR-LANGDON	156.11	
225316	10/4/04	025562	COMMERCIAL FLOORING SYSTEMS INC	2,428.80	
225317	10/4/04	130646	COMMONWEALTH ELECTRIC	950.00	
225318	10/4/04	102072	COMPUSA STORES LP	42.25	
225320	10/4/04	025830	GEORGE R CONRAD	20.25	
225321	10/4/04	099792	CONSOLIDATED ELECTRICAL	122.86	
225324	10/4/04	026057	CONTROL MASTERS INC	4,958.30	
225326	10/4/04	130848	SHELLEY K CORRY	15.00	
225327	10/4/04	100300	CREATIVE TEACHING PRESS INC	21.74	
225328	10/4/04	026970	CRESCENT ELECTRIC SUPPLY CO	437.79	
225329	10/4/04	132845	JODI L CRITSER	24.85	
225330	10/4/04	099957	CRYSTAL SPRINGS BOOKS	60.80	
225331	10/4/04	027240	CUBS DISTRIBUTING INC	82.63	•
225332	10/4/04	130900	CHERYL L CUSTARD	45.38	
225333	10/4/04	130731	D & D COMMUNICATIONS	47.00	
225334	10/4/04	032061	D & D LASER	74.25	
225335	10/4/04	101026	D & H DISTRIBUTING	849.66	
225336	10/4/04	132671	JEAN T DAIGLE	39.71	
225337	10/4/04	131003	DAILY RECORD	176.50	
225338	10/4/04	134054	DAVIS EQUIPMENT CORP	829.91	

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	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225339	10/4/04	032490	DECA IMAGES	229.00	
225340	10/4/04	106713	ANDREW S DEFREECE	175.50	
225342	10/4/04	099249	DELTA EDUCATION LLC	418.43	
225343	10/4/04	032680	DELTA SYSTEMS COMPANY, INC.	69.75	
225344	10/4/04	032800	DEMCO INC	1,197.21	
225345	10/4/04	032872	DENNIS SUPPLY COMPANY	627.58	
225346	10/4/04	133009	ROBERTA E DEREMER	18.15	
225347	10/4/04	102435	DIAMOND VOGEL PAINTS	148.00	
225348	10/4/04	099220	DICK BLICK	235.79	
225349	10/4/04	132750	JOHN D DICKEY	48.75	
225350	10/4/04	033473	DIETZE MUSIC HOUSE INC	2,361.05	
225352	10/4/04	131797	DIRECT ADVANTAGE	54.31	
225353	10/4/04	134066	SARAH DOBEL	75.00	
225354	10/4/04	033720	DOMINIE PRESS INC	24.45	
225355	10/4/04	134086	AMBER J DOOLITTLE	19.99	
225356	10/4/04	130648	DOSTALS CONST. CO. INC.	1,355.00	
225358	10/4/04	034109	DRUMMOND AMERICAN CORPORATION	1,459.24	
225359	10/4/04	034120	DULTMEIER SALES LLC	112.63	
225360	10/4/04	132930	E R MOORE CO	17,930.85	
225361	10/4/04	036652	EBSCO SUBSCRIPTION SERVICES	165.00	
225363	10/4/04	036830	EDUCATION WEEK	156.00	
225364	10/4/04	037525	EDUCATIONAL SERVICE UNIT #3	4,895.18	
225367	10/4/04	038100	ELECTRIC FIXTURE & SUPPLY	2,184.81	
225368	10/4/04	108082	ELECTRONIC CONTRACTING COMPANY	328.00	
225369	10/4/04	038140	ELECTRONIC SOUND INC.	1,451.50	
225370	10/4/04	038217	WARREN K ELTISTE	226.75	
225371	10/4/04	035579	EMC/PARADIGM PUBLISHING	361.51	
225372	10/4/04	035610	ETA/CUISENAIRE	261.25	
225373	10/4/04	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	104.93	
225375	10/4/04	038475	EXCEL ELECTRIC INC	1,276.75	
225376	10/4/04	099320	EYE ON EDUCATION	303.53	
225377	10/4/04	106735	JOHN T FABRY	83.25	

	Millard	Public School	Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225378	10/4/04	131136	STEPHANIE A FATEMI	36.75	
225379	10/4/04	040450	FEDERAL EXPRESS	48.50	•
225380	10/4/04	040537	FERGUSON ENTERPRISES INC	834.11	v.
225381	10/4/04	106956	FERRELLGAS	10.01	
225382	10/4/04	109069	ELIZABETH A FIALA	90.00	
225383	10/4/04	040830	FILMS FOR THE HUMANITIES & SCIENCES	532.02	
225384	10/4/04	132793	FINNEY COMPANY INC	530.04	
225385	10/4/04	040902	FIRST NATIONAL BANK TRUST DEPT	500.00	
225386	10/4/04	109855	SHANNON M FISCHER	72.19	
225387	10/4/04	040919	FISHER SCIENTIFIC	101.65	
225388	10/4/04	041086	FLINN SCIENTIFIC INC	513.27	
225389	10/4/04	131555	FLOORS INC	2,525.00	
225390	10/4/04	134044	CAROL S. FLOTH	81.00	
225392	10/4/04	041146	KENNETH J FOSSEN	47.63	
225393	10/4/04	134070	HEATHER M FOSTER	663.53	
225394	10/4/04	041463	FREE SPIRIT PUBLISHING INC	201.75	
225395	10/4/04	132321	MICHAEL R FREY	48.00	
225396	10/4/04	041543	AMY J FRIEDMAN	228.26	
225397	10/4/04	133351	STEPHANIE S FRITSON	34.58	
225398	10/4/04	134097	KELLEY L GAFFNEY	17.50	
225400	10/4/04	106894	TAMMY GEBHART	56.63	
225401	10/4/04	044050	GENERAL BINDING CORPORATION	391.72	
225402	10/4/04	043606	GENERAL ELECTRIC COMPANY	66.92	
225403	10/4/04	133886	CHERYL V GERACE	17.11	
225404	10/4/04	044565	GINGHER, INC.	39.00	
225405	10/4/04	106660	GLASSMASTERS, INC.	373.98	
225406	10/4/04	044891	GOPHER/PLAY WITH A PURPOSE	5,550.40	
225407	10/4/04	044896	KAREN A GORDON	75.41	
225408	10/4/04	109815	JENNIFER L GOWIN-HUSSEY	36.00	
225409	10/4/04	043609	GP DIRECT	784.59	
225411	10/4/04	044965	KATHERINE A GRAY	72.00	
225412	10/4/04	099888	GRAYBAR ELECTRIC COMPANY INC	1,389.42	

	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
ck Number	Date	Vendor No	Vendor Name	Amount	
225413	10/4/04	099260	GREAT IDEAS FOR TEACHING INC	37.95	
225414	10/4/04	107771	KEVIN M GREVE	86.44	
225415	10/4/04	010256	GRUNWALD MECHANICAL CONTRACTORS INC	150.73	
225416	10/4/04	045310	KATHLEEN A GUINANE	13.50	
225417	10/4/04	132938	GUSTAVE A LARSON COMPANY	161.18	
225418	10/4/04	132781	LORI A HALLER	160.00	
225419	10/4/04	107933	JEFF D HALLSTROM	100.88	
225420	10/4/04	047800	HAMMOND & STEPHENS	17.75	
225421	10/4/04	101931	HANCOCK FABRICS	86.61	
225423	10/4/04	047846	DIANE F HANSLER	149.13	
225425	10/4/04	047853	HAPPY CAB COMPANY INC	15,655.85	
225426	10/4/04	133487	HARCOURT ASSESSMENT INC	62.25	
225433	10/4/04	047855	HARCOURT INC	186,405.94	
225434	10/4/04	101030	HEARLIHY COMPANY	265.09	
225435	10/4/04	108273	MARGARET HEBENSTREIT PT	103.13	
225436	10/4/04	131713	DEBRA A HERICKS	29.29	
225437	10/4/04	107700	HERTZ EQUIPMENT RENTAL	1,337.70	
225438	10/4/04	133186	JENNIFER HERZOG	60.00	
225439	10/4/04	132423	HEWLETT PACKARD CO	3,675.80	
225440	10/4/04	134042	MARIA H HICKS	18.00	
225441	10/4/04	048710	HIGHSMITH COMPANY INC	21.82	
225442	10/4/04	048786	HILLYARD INC	133.32	
225443	10/4/04	048840	SUZANNE J HINMAN	23.25	
225444	10/4/04	048845	CAMILLE H HINZ	89.81	
225445	10/4/04	134085	STEPHANIE A HIRSCH	25.01	
225446 225446	10/4/04	048940	HOB-LOB LIMITED PARTNERSHIP	252.45	
225440 225447	10/4/04	133692	ROBERT HOESSEL	72.00	
225447 225448	10/4/04	049075	HOLIDAY INN OF OMAHA-CENTRAL	6,216.18	
225446 225449	10/4/04	106801	CLARA G HOOVER	21.83	
225449 225450	10/4/04	132872	HOPE FOUNDATION INC	34.93	
22545U 225451	10/4/04	132592	WILLIAM SPRAGUE, JR.	492.85	
225451 225452	10/4/04	095520	LINDA D HORTON	492.65 47.25	

	Millard	Public Schoo	OF NO Vendor Name Amount 0440 HOSIER REFRIGERATION SUPPLY INC 369.21 0650 HOUGHTON MIFFLIN COMPANY 1,065.23 0531 TERRY P HOULTON 48.38 0558 HOUSTON MONTESSORI CENTER 362.52 0849 HOW STUFF WORKS EXPRESS 99.00 1533 DIANE F HOWARD 58.31 1305 THERESA J HOWATT 35.63 1059 JEAN HUEY HSU 36.00 1059 JEAN HUEY HSU 36.00 1053 CHRISTOPHER M HUGHES 65.33 1051 HY-VEE FOOD STORE (132ND ST.) 847.27 1050 HY-VEE FOOD STORE (OAKVIEW DR) 129.08 10397 HY-VEE FOOD STORE (WELCH PLAZA) 737.45 10575 THERESA A ILIFF 12.75 1010 IMMI 140.86 1495 INSECT LORE 87.70 12826 INSTRUCTIVISION 4,812.75 1295 INTERSTATE ALL BATTERY CENTER 56.82 10370 INTERSTATE ELECTRIC SUPPLY CO 1,290.36<		
Check Number	Date	Vendor No			
225453	10/4/04	049440	HOSIER REFRIGERATION SUPPLY INC		
225454	10/4/04	049650	HOUGHTON MIFFLIN COMPANY	•	
225455	10/4/04	132531	TERRY P HOULTON		
225456	10/4/04	101558	HOUSTON MONTESSORI CENTER		
225457	10/4/04	133849	HOW STUFF WORKS EXPRESS		
225459	10/4/04	101533	DIANE F HOWARD		
225460	10/4/04	131305	THERESA J HOWATT		
225461	10/4/04	134059	JEAN HUEY HSU	36.00	
225462	10/4/04	108153	CHRISTOPHER M HUGHES	65.33	
225465	10/4/04	049851	HY-VEE FOOD STORE (132ND ST.)	847.27	
225466	10/4/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	129.08	
225467	10/4/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	737.45	
225468	10/4/04	051575	THERESA A ILIFF	12.75	
225469	10/4/04	134010	IMMI	140.86	
225470	10/4/04	131495	INSECT LORE	87.70	
225471	10/4/04	102826	INSTRUCTIVISION	4,812.75	
225472	10/4/04	132091	INTEGRIS METALS INC	369.60	
225474	10/4/04	102958	INTERSTATE ALL BATTERY CENTER	56.82	
225475	10/4/04	052370	INTERSTATE ELECTRIC SUPPLY CO	1,290.36	
225476	10/4/04	103110	INTERSTATE MUSIC SUPPLY	512.56	
225477	10/4/04	133749	INVEST CONFERENCE	75.00	
225478	10/4/04	092791	J. WESTON WALCH PUBLISHING	25.45	
225479	10/4/04	101991	J.A. SEXAUER	1,247.96	
225481	10/4/04	100928	J.W. PEPPER & SON INC.	4,840.10	
225482	10/4/04	131157	CHRISTINE A JANOVEC-POEHLMAN	101.29	•
225483	10/4/04	054240	HANNELORE W JASA	33.38	· ·
225484	10/4/04	133037	JENSEN TIRE COMPANY	161.13	
225486	10/4/04	133979	JEO CONSULTING GROUP INC	1,468.50	
225487	10/4/04	134068	JOHN B SIMRELL	10.90	
225488	10/4/04	132735	DAVE JOEKEL	72.21	
225489	10/4/04	054448	STEVEN K JOEKEL	193.50	
225490	10/4/04	107039	SHARON KIM H JOHANSEN	13.13	

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Check Number	Date	Vendor No	Vendor Name	Amount	
225491	10/4/04	131367	AMANDA J JOHNSON	175.53	
225492	10/4/04	054500	JOHNSON HARDWARE COMPANY	78.78	
225493	10/4/04	054489	HUGH P JOHNSON	34.50	v.
225494	10/4/04	107053	JULIE A. JOHNSON	76.34	
225495	10/4/04	107905	MELINDA C JOHNSON	63.79	
225496	10/4/04	059573	NANCY A JOHNSTON	12.38	
225497	10/4/04	054630	JOHNSTONE SUPPLY	264.93	
225498	10/4/04	020316	ALINE R JONES	56.90	
225499	10/4/04	134060	DAN JONES	48.14	
225502	10/4/04	054768	JUDAH CASTER COMPANY	103.60	
225505	10/4/04	056182	KAGAN PUBLISHING	31.00	
225506	10/4/04	101224	KAPCO	163.24	
225507	10/4/04	056215	KAPLAN EARLY LEARNING CO	92.34	
225508	10/4/04	134074	TONI A KEATHLEY	29.98	
225509	10/4/04	132272	SUSAN L KELLEY	25.00	
225510	10/4/04	056276	KELVIN ELECTRONICS	1,244.10	
225511	10/4/04	056724	KINKO'S	210.25	
225512	10/4/04	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	85.00	
225515	10/4/04	056770	BETTY H KLESITZ	75.38	
225516	10/4/04	056865	PHILIP E KOCH	139.75	
225517	10/4/04	056911	BONNIE G KOLOWSKI	11.25	
225518	10/4/04	056913	RICHARD L KOLOWSKI	142.50	
225519	10/4/04	134084	JENNIFER L KOLTERMAN	45.00	
225520	10/4/04	131821	MARY E KOUBA	37.22	
225522	10/4/04	057683	JANET F KRUGER	81.73	
225523	10/4/04	057740	CHARON M KUPFER	10.50	
225524	10/4/04	134076	LAURIE L KVOLS	148.92	
225525	10/4/04	058755	LAIDLAW TRANSIT INC	152,680.99	
225526	10/4/04	099217	LAKESHORE LEARNING MATERIALS	1,343.42	
225528	10/4/04	132840	WILLIAM F LAMSON	28.13	
225529	10/4/04	132813	RUSSELL W LANE JR	48.14	
225530	10/4/04	058800	LANOHA NURSERIES, INC.	4,089.95	

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Check Number	Date	Vendor No	Vendor Name	Amount	
225531	10/4/04	121124	LORENE M LARSEN	21.75	
225532	10/4/04	102491	LARUE DISTRIBUTING INC	124.26	
225533	10/4/04	109816	JILL C LAVENE	102.75	
225534	10/4/04	059100	JEFFREY SCHRANK	186.00	
225535	10/4/04	106469	LEGO DACTA-PITSCO LLC	298.19	
225536	10/4/04	059240	LENNOX INDUSTRIES INC	1,464.75	
225538	10/4/04	132200	MYRA LEZANIC	12.83	
225539	10/4/04	059380	LIBRARY VIDEO COMPANY	55.85	
225540	10/4/04	059470	LIEN TERMITE & PEST CONTROL INC	410.00	
225542	10/4/04	059577	LINGUISYSTEMS, INC.	507.59	
225543	10/4/04	131922	DANYA A LINNEMAN	25.30	
225544	10/4/04	059560	LINWELD INC	505.60	
225545	10/4/04	102706	LIVE OAK MEDIA	160.70	
225546	10/4/04	102981	LMI	212.74	
225547	10/4/04	133758	KRAIG J LOFQUIST	35.92	
225548	10/4/04	059866	STACY L LONGACRE	60.00	
225549	10/4/04	131141	JON T LOPEZ	190.50	
225550	10/4/04	134061	PABLO LOPEZ	54.00	
225551	10/4/04	059900	JANICE A LORENZEN	47.25	
225552	10/4/04	060100	LOVELAND LAWNS	212.50	
225553	10/4/04	057770	LRP PUBLICATIONS INC	77.90	
225554	10/4/04	134114	CURTIS A LUBBERS	63.43	
225555	10/4/04	133804	JONATHAN A LUCHT	13.50	
225556	10/4/04	060125	LUCKS MUSIC LIBRARY INC	143.95	
225557	10/4/04	131586	LYMM CONSTRUCTION CO.	3,638.00	•
225558	10/4/04	133975	MACROMEDIA INC	1,078.56	
225559	10/4/04	063800	MANGELSEN'S	192.92	
225560	10/4/04	063918	MUSIC SUCCESS CONCEPTS	804.95	
225561	10/4/04	101272	MARI INC.	175.34	
225562	10/4/04	133505	SUSAN N MARLATT	24.75	
225563	10/4/04	134008	MASON CREST PUBLISHING	504.73	
225564	10/4/04	099328	MATHEMATICAL OLYMPIADS	85.00	

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Check Number	Date	Vendor No	Vendor Name	Amount	
225565	10/4/04	108052	MAX I WALKER	904.96	
225566	10/4/04	107399	MADONNA J MCARDLE	12.00	
225567	10/4/04	130481	GERALDINE L MCCLENNY	17.25	
225568	10/4/04	100944	MCDONALD & ASSOCIATES INC	37.95	
225570	10/4/04	063349	MCGRAW-HILL COMPANIES	8,813.78	
225571	10/4/04	099781	MCQUEENY LOCK COMPANY	1,861.60	
225572	10/4/04	064260	MECHANICAL SALES INC.	1,125.71	
225573	10/4/04	102560	MEDCO COMPANY	1,058.64	
225574	10/4/04	109842	DONNA J MEHLIN	52.77	
225575	10/4/04	064413	MENARDS INC	23.73	
225576	10/4/04	106393	WALTER B MERTZ	97.56	
225577	10/4/04	064600	METAL DOORS & HARDWARE COMPANY INC	6.00	
225579	10/4/04	133403	AMERICAN NATIONAL BANK	2,700.18	
225583	10/4/04	064800	METRO UTILITIES DISTRICT OF OMAHA	33,890.42	
225585	10/4/04	102466	WYMAN L MARTINEK	109,681.00	
225587	10/4/04	102870	MIDLAND COMPUTER INC	62,394.42	
225588	10/4/04	132404	MIDLAND EQUIPMENT	58.74	
225589	10/4/04	648477	MIDLANDS MESSENGER SERVICE INC	107.25	
225590	10/4/04	064950	MIDWEST METAL WORKS INC	96.70	
225591	10/4/04	131020	MIDWEST MINOR MEDICAL, P.C.	195.00	•
225592	10/4/04	065233	MIDWEST TURF & IRRIGATION INC	1,314.88	
225593	10/4/04	065326	MIDWEST WOODWORKERS, INC.	7.61	
225594	10/4/04	065300	MILLARD DRYWALL SERVICES, INC.	47.07	
225595	10/4/04	065400	MILLARD LUMBER INC	815.81	
225596	10/4/04	099585	MILLARD MANUFACTURING COMPANY	121.50	
225597	10/4/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	97.60	
225598	10/4/04	065350	MILLARD TRUE VALUE HARDWARE	224.77	
225599	10/4/04	065555	MILLER EDUCATIONAL MATERIALS INC	85.47	
225600	10/4/04	131328	MILLER ELECTRIC COMPANY	1,066.86	
225601	10/4/04	132412	SANDRA R MILLER	225.14	
225602	10/4/04	065316	GLENN L MILLERD	84.90	
225603	10/4/04	065709	SHARRON A MILLSAP	65.59	

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225604	10/4/04	065810	MIRACLE RECREATION	374.45	
225605	10/4/04	065895	MODERN SCHOOL SUPPLIES INC	363.39	
225606	10/4/04	065950	MODERN SOUND PICTURES, INC.	3,500.00	a de la companya de
225608	10/4/04	133962	LINDA K MOHLMAN	16.13	
225609	10/4/04	131498	MOJO RIZIN' INC	704.84	
225611	10/4/04	066083	KAREN F MONTGOMERY	51.49	
225612	10/4/04	066105	STEVE MOORE	820.98	
225613	10/4/04	066137	JUNE E MORRISSEY	51.00	
225614	10/4/04	132774	SHERI L MOSBY	160.00	
225615	10/4/04	134095	RYAN MOSLEY	24.07	
225616	10/4/04	130923	MOUNTAIN HOME BIOLOGICAL	58.70	
225617	10/4/04	133945	MOUNTAIN PLAINS RRC USU	1,125.00	
225618	10/4/04	063150	MSC INDUSTRIAL SUPPLY CO	129.59	
225619	10/4/04	131553	MANDY N MULLER	100.00	
225620	10/4/04	063115	MULTI-HEALTH SYSTEMS	672.10	
225621	10/4/04	102728	UNIVERSITY OF NE MED CENTER	192.00	
225623	10/4/04	134083	DANIEL J MURPHY	34.88	
225625	10/4/04	066580	MUSIC IN MOTION INC	1,053.09	
225626	10/4/04	067000	NASCO	1,559.37	
225627	10/4/04	130959	NATIONAL ACADEMIES PRESS	308.90	
225628	10/4/04	067659	NATIONAL COUNCIL FOR THE	47.00	
225629	10/4/04	099637	NATIONAL CURRENT EVENTS LEAGUE	100.00	
225630	10/4/04	067688	NATIONAL EDUCATIONAL SERVICE LLC	264.61	
225631	10/4/04	130353	NATIONAL INSTITUTE FOR SCHOOL	5,000.00	
225632	10/4/04	099638	NATIONAL LANGUAGE ARTS OLYMPIAD	185.00	
225633	10/4/04	132854	NATIONAL SAFETY COUNCIL	720.00	
225634	10/4/04	067996	JOHN C NOWELL	375.00	
225635	10/4/04	068027	NATIONAL SCIENCE OLYMPIAD	185.00	
225636	10/4/04	068280	JOHN R NATTERMANN	21.30	
225637	10/4/04	108416	WILLIAM B NATTERMANN	99.00	
225638	10/4/04	130548	NCS PEARSON INC	216.00	
225639	10/4/04	066671	NCTM	668.53	

	Millard	Public School	Check Register for 10/4/04 - 10/4/04		Date: 9/27/0
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225640	10/4/04	130723	NE.ASSOC. OF MIDDLE LEVEL EDUCATORS	160.00	
225641	10/4/04	068334	NEBRASKA AIR FILTER INC	1,526.26	
225642	10/4/04	068415	NEBRASKA COUNCIL OF SCHOOL	220.00	
225643	10/4/04	133989	NEBRASKA STATE SAFETY & LABOR	75.00	
225644	10/4/04	068445	NEBRASKA FURNITURE MART INC	1,347.80	
225645	10/4/04	107973	NEBRASKA PNEUMATICS INC	22.00	
225646	10/4/04	068466	NEBRASKA PRINTING CENTER	612.26	
225647	10/4/04	068684	NEBRASKA SCIENTIFIC	102.25	
225648	10/4/04	131476	NEBRASKA TURF PRODUCTS	130.00	
225649	10/4/04	068801	NEBRASKA WORKFORCE DEVELOPMENT	2,820.00	
225650	10/4/04	068951	MICHAEL L NEEMANN	40.50	
225651	10/4/04	131550	NANCY G NELSON	197.00	
225652	10/4/04	099737	NEWS BOWL	289.00	
225653	10/4/04	099374	NEWSWEEK INC	764.64	
225654	10/4/04	069099	CAROL C NEWTON	56.25	
225655	10/4/04	069561	LYNNE NEWVILLE	61.50	
225656	10/4/04	109843	NEXTEL PARTNERS INC	4,562.36	
225657	10/4/04	109843	NEXTEL PARTNERS INC	33.00	
225658	10/4/04	109843	NEXTEL PARTNERS INC	70.00	
225659	10/4/04	133254	LANDON T NGUYEN	45.00	
225660	10/4/04	055399	JACQUELINE L NIELSEN	51.30	
225661	10/4/04	069675	NOBBIES INC	75.63	
225662	10/4/04	069689	NOGG CHEMICAL & PAPER	222.85	
225663	10/4/04	130667	CARRIE L NOVOTNY-BUSS	28.88	
225664	10/4/04	131265	JILL M NUISMER	85.88	
225665	10/4/04	069945	NUTS & BOLTS INC	256.41	
225666	10/4/04	107127	CHARICE K NYFFELER	15.75	
225667	10/4/04	099235	NYSTROM	469.56	
225668	10/4/04	070250	O'KEEFE ELEVATOR COMPANY, INC.	132.00	
225669	10/4/04	133368	KELLY R O'TOOLE	64.80	
225670	10/4/04	131582	ODEYS INC	198.00	
225672	10/4/04	050042	ANNE M OETH	73,85	

	Millard	Public Schoo	Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225673	10/4/04	132444	OFFICE DEPOT	128.12	
225678	10/4/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	9,207.64	
225679	10/4/04	101147	OFFICE MAX #521	63.77	
225680	10/4/04	070245	OHARCO DISTRIBUTORS	2,236.85	
225681	10/4/04	070850	OMAHA SLINGS INC	59.50	
225683	10/4/04	071024	OMAHA TRACTOR, INCORPORATED	1,250.30	
225684	10/4/04	071025	OMAHA TRUCK CENTER INC	189.54	
225685	10/4/04	071039	OMAHA WINDUSTRIAL CO.	583.95	
225686	10/4/04	071053	OMAHA WORLD HERALD (EDUC)	2,675.16	
225687	10/4/04	071050	OMAHA WORLD HERALD CO	739.19	
225688	10/4/04	071236	KIMBERLY OWENS	96.19	
225689	10/4/04	132443	OZANAM/BIST	750.00	
225690	10/4/04	071515	PAINTIN PLACE CERAMICS INC	492.41	*
225691	10/4/04	133169	NCH CORPORATION	137.81	
225692	10/4/04	099244	PASCO SCIENTIFIC	332.00	
225693	10/4/04	108098	ANGELO D PASSARELLI	237.96	
225694	10/4/04	071850	PAXTON PATTERSON	578.20	
225695	10/4/04	071891	PAYFLEX SYSTEMS USA, INC.	5,256.80	
225696	10/4/04	071947	PAULA A PEAL	209.38	
225697	10/4/04	109027	PEARSON EDUCATION	5,959.88	
225698	10/4/04	099302	PEGLER-SYSCO FOOD SERVICE CO	300.75	
225699	10/4/04	130737	PELLETS	66.00	
225700	10/4/04	109831	JANET PELSTER	50.25	
225701	10/4/04	107783	HEIDI T PENKE	172.70	
225701	10/4/04	133150	PENSKE TRUCK LEASING	1,226.15	
225702	10/4/04	072140	PEOPLES PUBLISHING GROUP, INC.	97.90	
225704	10/4/04	072200	PERFECTION LEARNING CORP.	227.92	
225704	10/4/04	072382	SHEILA M PHELPS	16.15	
225707	10/4/04	072400	PHI DELTA KAPPA	32.90	
225707	10/4/04	072463	PHOENIX LEARNING RESOURCES	91.42	
225708	10/4/04	134082	LORI J PICK	34.13	
225709	10/4/04	072516	MARK R PILKINGTON	39.75	

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225711	10/4/04	130721	MARY J PILLE	100.55	
225712	10/4/04	072760	PITSCO INC	1,133.50	
225713	10/4/04	108071	PITTSBURGH PAINT-5508	252.63	
225714	10/4/04	133621	MORE THAN ONE INC	167.68	
225715	10/4/04	072785	PLANK ROAD PUBLISHING INC	244.40	
225716	10/4/04	073011	JUDITH E PORTER	60.51	
225718	10/4/04	131835	PRAIRIE MECHANICAL CORP	3,529.11	
225719	10/4/04	132337	PRE-OWNED ELECTRONICS, INC.	868.57	
225720	10/4/04	073231	PRECISION INDUSTRIES, INC.	387.57	
225721	10/4/04	133128	PREMIER SCHOOL AGENDAS INC	1,951.90	
225722	10/4/04	106755	GAYLE A PRESTON	17.00	
225723	10/4/04	101892	PRIDE HOME SERVICES INC.	352.00	
225725	10/4/04	073427	PRO-ED INC	61.60	
225726	10/4/04	073495	PROFESSIONAL AUDIOLOGY AND	80.00	
225727	10/4/04	073610	PROGRESS PUBLICATIONS	630.00	
225728	10/4/04	073650	PRUFROCK PRESS INC	35.85	
225729	10/4/04	073040	PSI GROUP-OMAHA	10,000.00	
225731	10/4/04	133983	QUIA CORPORATION	245.00	
225732	10/4/04	077750	QUILL CORP	113.61	
225733	10/4/04	090673	QWEST	24,445.88	
225734	10/4/04	106214	BRUCE BRIAN RADIL	1,160.00	
225735	10/4/04	099219	RADIOSHACK CORP (PICKUP ONLY)	166.35	
225736	10/4/04	131705	KELLY L RANDELS	21.91	
225738	10/4/04	078420	RAWSON & SONS ROOFING, INC.	15,750.00	
225739	10/4/04	103030	RAYMOND GEDDES	54.15	
225741	10/4/04	134073	CARLA M REAL	77.88	
225742	10/4/04	100642	REALLY GOOD STUFF INC	238.43	
225743	10/4/04	078670	REAMS SPRINKLER SUPPLY COMPANY INC	49.48	
225744	10/4/04	133191	MATTHEW K REGA	22.50	
225746	10/4/04	099940	RENAISSANCE LEARNING INC.	1,391.95	
225747	10/4/04	100813	RESOURCES FOR READING	83.38	
225748	10/4/04	079106	PATRICIA W RHODES	12.38	

	Millard	Public Schoo	Check Register for 10/4/04 - 10/4/04		Date: 9/27/0
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225749	10/4/04	132095	CHARLOTTE A RIEWER	245.93	
225750	10/4/04	133990	RNJ EDUCATIONAL	101.49	
225752	10/4/04	079295	DALE H ROBINSON	66.38	
225753	10/4/04	079310	ROCKBROOK CAMERA CENTER	3,830.65	
225754	10/4/04	134081	EILEEN A RONCI	55.50	
225755	10/4/04	079440	ROSENBAUM ELECTRIC INC	1,064.76	
225756	10/4/04	130477	KATHRYN I RYAN	80.63	
225757	10/4/04	101166	S & S WORLDWIDE INC	213.99	
225758	10/4/04	132780	JENNIFER N SACHAU	160.00	
225759	10/4/04	081491	SAGE PUBLICATIONS, INC.	335.90	
225760	10/4/04	081495	LEONARD E SAGENBRECHT	169.00	
225761	10/4/04	081496	CHERYL A SAKER	66.26	
225762	10/4/04	081674	JULIE A SANDENE	18.00	
225764	10/4/04	081695	SARGENT WELCH	20,828.09	
225765	10/4/04	081725	KIMBERLEY K SAUM-MILLS	49.31	
225766	10/4/04	081800	SAX ARTS & CRAFTS INC	6,568.93	
225767	10/4/04	106432	KELLI J SCHINSTOCK	30.94	
225768	10/4/04	134080	MARION S SCHINZEL	31.50	
225769	10/4/04	107631	PATRICK E SCHMIDT JR.	68.63	
225770	10/4/04	099640	SCHOLASTIC BOOK FAIRS	99.75	
225771	10/4/04	082100	SCHOLASTIC INC	842.63	
225772	10/4/04	082140	SCHOLASTIC MAGAZINES	1,176.23	
225773	10/4/04	101165	SCHOOL MATE	250.00	
225774	10/4/04	130526	SCHOOL MEDIA ASSOCIATES LLC	1,717.42	
225776	10/4/04	082350	SCHOOL SPECIALTY INC	3,534.50	
225777	10/4/04	099808	SCHOOLMASTERS	103.24	
225778	10/4/04	082395	CLAUDIA K SCHULTE	84.75	
225779	10/4/04	134115	JULIE L SCHULTE	20.24	
225780	10/4/04	131209	BRETT SCHULTZ	75.00	
225781	10/4/04	082460	MARK M SCHULTZE	11.81	
225782	10/4/04	106807	JEAN M SCHUMACHER	22.50	
225783	10/4/04	134079	MARGARET E SCHWARTZ	10.50	

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Check Number	Date	Vendor No	Vendor Name	Amount 679.95	
225784	10/4/04	082475	SCIENCE KIT & BOREAL LABORATORIES	14.00	
225785	10/4/04	134098	TRACY M SCOTT	66.86	
225786	10/4/04	082905	KIMBERLY A SECORA	2,758.43	
225787	10/4/04	082910	SECURITY EQUIPMENT INC	71.25	
225788	10/4/04	082941	KELLY M SELTING		
225789	10/4/04	133498	SHARED MOBILITY COACH INC	1,105.00	
225790	10/4/04	109800	AMY L SHATTUCK	32.25	
225791	10/4/04	134078	JOCELYN M SHEPHERD	10.43	
225793	10/4/04	109830	MATTHEW V SHEPPARD	135.75	
225794	10/4/04	130645	SHERWIN-WILLIAMS	742.25 99.05	
225795	10/4/04	083188	SHIFFLER EQUIPMENT SALES, INC.	30.68	
225796	10/4/04	083190	LINDA S SHIRCK	49.50	
225797	10/4/04	134064	FARIDA SIDIQI	43.93	
225798	10/4/04	083310	SIGMA ALDRICH INC	43.93 596.00	
225799	10/4/04	083400	SIMPLEXGRINNELL		
225801	10/4/04	132108	SKATELAND	98.00	
225802	10/4/04	134071	SHERI R SLOSSON	100.00	
225804	10/4/04	107093	CHARLENE S SNYDER	112.31	
225805	10/4/04	134113	JULIE K SNYDER	20.95	
225806	10/4/04	083950	SOCIAL STUDIES SCHOOL SERVICE	123.18	
225807	10/4/04	102264	SOFTWARE PLUS	6,818.34	
225808	10/4/04	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	206.60	
225809	10/4/04	133954	SOUTH SIDE PLUMBING LLC	141.25	
225810	10/4/04	131714	JOHN D SOUTHWORTH	188.48	
225811	10/4/04	131707	SPECIALIZED PRODUCTS, INC.	96.30	
225813	10/4/04	084326	SPORTIME	70.02	
225814	10/4/04	084352	SPRAY EQUIPMENT & SERVICE	177.82	
225815	10/4/04	084360	CANDACE W SPURZEM	160.50	
225816	10/4/04	081480	ST PAUL PROPERTY AND	26.00	
225817	10/4/04	109836	AMY ST. AMOUR	70.50	
225818	10/4/04	134112	SUKI STAMP	96.28	
225819	10/4/04	084415	STANDARD STATIONERY SUPPLY CO	68.16	•

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	Amount	Vendor Name	Vendor No	Date	Check Number
	164.91	AMY STENGER	130239	10/4/04	225823
	203.78	STEPHENSON SCHOOL SUPPLY CO.	084550	10/4/04	225824
	136.33	STEPHENSON SCHOOL SUPPLY CO.	100217	10/4/04	225825
	50.50	STICKS, INC.	134017	10/4/04	225826
	18.56	CYNTHIA F STIGGE	084630	10/4/04	225827
	622.01	JEAN STOTHERT	106606	10/4/04	225828
	523.25	SUE A. KRATOCHVIL	107258	10/4/04	225829
	1,148.50	SULLIVAN SEWER SERVICE INC	084689	10/4/04	225830
	20.63	VICKIE A SULLIVAN	106793	10/4/04	225831
	1,525.54	SUMMIT LEARNING	084781	10/4/04	225832
	145.54	GLOBAL VIDEO LLC	133230	10/4/04	225833
	537.12	SUNDANCE PUBLISHING LLC	084905	10/4/04	225834
	218.08	SUNDERLAND BROTHERS COMPANY	084907	10/4/04	225835
	360.05	SUPER DUPER INC	084930	10/4/04	225836
	1,252.91	SUPER SAVER #20	102869	10/4/04	225837
	275.00	SUPERIOR SHINE	134001	10/4/04	225838
	20.97	SUPERIOR SPA & POOL	084956	10/4/04	225839
	835.44	TARGET	088654	10/4/04	225840
	384.48	TASA	130127	10/4/04	225841
	34.23	LINDA TAUSZ	088660	10/4/04	225842
	49.40	TEACHER CREATED MATERIALS	088680	10/4/04	225843
	184.35	AMERICAN EAGLE COMPANY INC	109041	10/4/04	225844
	967.11	TEACHER'S VIDEO COMPANY	101393	10/4/04	225845
	466.06	AMERICAN EAGLE COMPANY INC	088709	10/4/04	225846
	239.50	SANDRA LABELLE	133842	10/4/04	225848
	67.64	LINDA A TERRY	106697	10/4/04	225849
	201.25	THERMO KING CHRISTENSEN	107094	10/4/04	225850
	36.75	JONATHON C THOMPSON	131159	10/4/04	225851
	300.66	THOMSON LEARNING	051572	10/4/04	225851
	210.94	NANCY C THORNBLAD	107959	10/4/04	225852
	70.28	A. GERALD TIEGER	089318	10/4/04	225854
	131.25	GREGORY E TIEMANN	132493	10/4/04	225855

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225856	10/4/04	099272	TIME FOR KIDS	473.31	
225857	10/4/04	089577	TOOL HOSPITAL	64.32	
225858	10/4/04	101470	TOYS R US	197.88	
225860	10/4/04	134065	PHIEN VAN TRAN	13.50	
225861	10/4/04	134107	XUAN TRAN-VILLARREAL	58.65	
225862	10/4/04	101301	TREND ENTERPRISES INC	24.43	
225863	10/4/04	101242	TRI SUPPLY COMPANY	21.00	
225864	10/4/04	089765	TRI-V TOOL & MFG. CO.	120.00	
225865	10/4/04	106493	TRITZ PLUMBING, INC.	2,520.57	
225866	10/4/04	132268	LYNNE A TRUMAN	32.63	
225867	10/4/04	131819	JEAN R UBBELOHDE	120.38	
225869	10/4/04	102846	ULTIMATE OFFICE INC	213.96	
225870	10/4/04	134055	ULTIMATE SYMBOL INC	53.00	
225871	10/4/04	090678	UNISOURCE	8,229.63	
225872	10/4/04	090214	UNITED ELECTRIC SUPPLY CO INC	435.77	
225873	10/4/04	133435	UNIVERSAL INFORMATION SRV	41.50	
225875	10/4/04	106173	UTA HALEE GIRLS VILLAGE	3,034.92	
225876	10/4/04	091040	VALENTINOS INC	132.65	
225877	10/4/04	132896	MARK ROTNER	22,694.39	
225878	10/4/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	588.36	
225879	10/4/04	092323	VIRCO MANUFACTURING CORP	12,162.83	
225880	10/4/04	130676	VISITING NURSES HEALTH SERVICES	768.00	
225881	10/4/04	092834	WALKER TIRE INC	625.05	
225882	10/4/04	099379	WALL STREET JOURNAL	99.00	
225883	10/4/04	092990	CYNTHIA A WALLACE	27.30	
225884	10/4/04	093008	BARBARA N WALLER	41.72	
225885	10/4/04	131112	LINDA WALTERS	16.28	
225886	10/4/04	093650	WARD'S NATURAL SCIENCE EST INC	5,299.90	
225887	10/4/04	093765	WATER ENGINEERING, INC.	1,850.00	
225888	10/4/04	093772	WATKINS CONCRETE BLOCK CO. INC.	117.00	
225889	10/4/04	109810	BETHANY B WATSON	45.00	
225890	10/4/04	108045	WEATHERCRAFT ENTERPRISES, INC.	1,080.00	

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225891	10/4/04	130269	MELISSA L WEAVER	52.88
225892	10/4/04	093978	BECKY S WEGNER	88.38
225893	10/4/04	094130	WENGER CORPORATION	510.00
225895	10/4/04	094174	WEST MUSIC COMPANY	1,309.17
225896	10/4/04	107563	CAROL M WEST	81.00
225897	10/4/04	105619	WESTERN TRAILER LEASING INC	200.00
225899	10/4/04	094245	WESTLAKE ACE HARDWARE INC	690.51
225900	10/4/04	092637	WGBH BOSTON VIDEO	111.90
225902	10/4/04	133061	JACKIE L WHISENHUNT	169.88
225903	10/4/04	094751	DEBBY A WHITAKER	83.25
225904	10/4/04	133663	WHITE CAP CONSTRUCTION SUPPLY	60.00
225905	10/4/04	133991	WHITMAN COLLEGE	154.00
225906	10/4/04	134072	ROBIN L WIAR	10.00
225907	10/4/04	134075	REBECCA L WILLIAMS	39.59
225908	10/4/04	095258	THOMAS C WISE	11.25
225909	10/4/04	109073	CRAIG J WOLF	173.64
225910	10/4/04	095355	WOODWORKERS SUPPLY, INC.	253.88
225911	10/4/04	130716	SUSAN J WOOSTER	172.31
225912	10/4/04	095371	WORLD ALMANAC EDUCATION	193.55
225913	10/4/04	107149	MONICA R WORMINGTON	48.38
225914	10/4/04	095491	GLEN E WRAGGE	148.31
225915	10/4/04	134077	JAYME M WRATCHFORD	36.08
225916	10/4/04	044950	WW GRAINGER INC	111.96
225917	10/4/04	101370	XEROX CORPORATION (ORDERS)	200.00
225918	10/4/04	131201	JUANITA YEAGER	21.00
225919	10/4/04	096200	YOUNG & WHITE	14,391.20
225920	10/4/04	101717	YOUTHLIGHT INC.	507.04
225921	10/4/04	099212	ZANER BLOSER INC	83.90
			Total for GENERAL FUND	1,062,025.97
225227	10/4/04	102430	AMI GROUP INC	470.00
225235	10/4/04	102729	ARID RESOURCES INC	525.00
225248	10/4/04	017670	BALCON	766.50

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225288	10/4/04	099431	BUSINESS MEDIA INC	7,096.00	
225317	10/4/04	130646	COMMONWEALTH ELECTRIC	360.00	
225319	10/4/04	025689	COMPUTER CABLE CONNECTION INC	782.59	
225324	10/4/04	026057	CONTROL MASTERS INC	20,286.00	
225362	10/4/04	132827	EDDY CONTRACTING	18,963.00	
225366	10/4/04	131533	EHRHART GRIFFIN & ASSOCIATES	1,448.00	
225375	10/4/04	038475	EXCEL ELECTRIC INC	1,665.00	
225511	10/4/04	056724	KINKO'S	10.00	
225527	10/4/04	058775	LAMP RYNEARSON ASSOCIATES INC.	358.13	
225541	10/4/04	131472	LINES OF COMMUNICATION	1,722.19	
225578	10/4/04	102139	METAL LOGOS AND MORE	926.00	
225587	10/4/04	102870	MIDLAND COMPUTER INC	1,579.51	
225717	10/4/04	073210	PRAIRIE CONSTRUCTION COMPANY	9,700.00	
225738	10/4/04	078420	RAWSON & SONS ROOFING, INC.	4,425.00	
225792	10/4/04	083175	SHEPPARD'S BUSINESS INTERIORS	24,934.24	
225803	10/4/04	083753	SMITH SYSTEM MANUFACTURING CO INC	925.00	
225868	10/4/04	131839	ULEMAN IRRIGATION	1,360.00	
225874	10/4/04	090406	US ASPHALT COMPANY	109,350.90	
225879	10/4/04	092323	VIRCO MANUFACTURING CORP	304.13	
225899	10/4/04	094245	WESTLAKE ACE HARDWARE INC	319.88	
			Total for SPECIAL BUILDING	208,277.07	
225220	10/4/04	109079	ALLTEL CORPORATION	64.85	
225251	10/4/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	23.16	
225266	10/4/04	130683	BEYOND PLAY	648.36	
225309	10/4/04	099222	CLASSROOMDIRECT.COM	28.92	
225314	10/4/04	025455	COLLEGE BOARD	297.00	
225365	10/4/04	132892	PAMELA S EHLY	160.21	
225372	10/4/04	035610	ETA/CUISENAIRE	39.05	
225391	10/4/04	100307	FOOD SERVICES OF AMERICA	1,202.85	
225406	10/4/04	044891	GOPHER/PLAY WITH A PURPOSE	11,830.92	
225433	10/4/04	047855	HARCOURT INC	5,358.07	
225463	10/4/04	049715	HUMAN KINETICS	2,160.20	

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	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04		Date: 9/27/
eck Number	Date	Vendor No	Vendor Name	Amount	
225464	10/4/04	132878	HY-VEE (97TH & Q)	56.00	
225485	10/4/04	133135	MARK JENSEN	229.00	
225500	10/4/04	134088	DAVID JOPP	200.00	
225521	10/4/04	134089	BRADLEY KRACI	340.00	
225526	10/4/04	099217	LAKESHORE LEARNING MATERIALS	-104.70	
225537	10/4/04	133137	PAULA A LENZ	1,070.00	
225564	10/4/04	099328	MATHEMATICAL OLYMPIADS	85.00	
225570	10/4/04	063349	MCGRAW-HILL COMPANIES	167.00	
225584	10/4/04	133138	MARY MEYER	990.00	
225607	10/4/04	108137	DEBORAH K MOENNING	29.89	
225610	10/4/04	066078	MONTESSORI SERVICES	82.00	
225617	10/4/04	133945	MOUNTAIN PLAINS RRC USU	125.00	
225671	10/4/04	134096	ODYSSEY TOYS	37.70	
225678	10/4/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	90.84	
225682	10/4/04	071023	OMAHA THEATER COMPANY FOR	36.00	
225697	10/4/04	109027	PEARSON EDUCATION	3,137.68	
225740	10/4/04	102006	READING MANIPULATIVE	1,694.52	
225745	10/4/04	078958	REMEDIA PUBLICATIONS	218.39	
225751	10/4/04	010544	ROBERTS DAIRY COMPANY	20.55	
225840	10/4/04	088654	TARGET	108.45	
225847	10/4/04	088805	TEACHING RESOURCE CENTER LLC	46.09	
225878	10/4/04	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	5,869.62	
225879	10/4/04	092323	VIRCO MANUFACTURING CORP	695.19	
225901	10/4/04	134027	DAN A WHIPKEY	2,100.00	
			Total for GRANT FUND	39,137.81	
225230	10/4/04	012989	APPLE COMPUTER, INC.	348.00	
225245	10/4/04	016295	BADGER BODY & TRUCK EQUIPMENT CO	9,462.00	
225287	10/4/04	133375	BUSINESS INTERIORS GROUP	1,810.00	
225305	10/4/04	025110	ELY CHURCHICH	3,442.00	
225374	10/4/04	133602	EWALD, INCORPORATED	18,500.00	
225433	10/4/04	047855	HARCOURT INC	50,442.90	
225439	10/4/04	132423	HEWLETT PACKARD CO	2,813.00	

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	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04		Date: 9/27/04
Check Number	Date	Vendor No	Vendor Name	Amount	
225541	10/4/04	131472	LINES OF COMMUNICATION	5,179.20	
225587	10/4/04	102870	MIDLAND COMPUTER INC	774.84	
225644	10/4/04	068445	NEBRASKA FURNITURE MART INC	111.98	<i>y</i>
225683	10/4/04	071024	OMAHA TRACTOR, INCORPORATED	24,325.00	
225724	10/4/04	133745	PRIMEX WIRELESS INC	10,939.90	
225807	10/4/04	102264	SOFTWARE PLUS	711.84	
225879	10/4/04	092323	VIRCO MANUFACTURING CORP	4,668.85	•
			Total for DEPRECIATION	133,529.51	
225357	10/4/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	351,639.42	
			Total for INTERLOCAL FUND	351,639.42	
225220	10/4/04	109079	ALLTEL CORPORATION	12.63	
225230	10/4/04	012989	APPLE COMPUTER, INC.	1,477.00	
225262	10/4/04	132123	AMANDA C BENAK	64.00	
225263	10/4/04	101062	BENNINGTON IMPLEMENT INC	189.17	
225288	10/4/04	099431	BUSINESS MEDIA INC	1,416.00	
225291	10/4/04	132982	ANNA CAMPBELL	64.00	
225309	10/4/04	099222	CLASSROOMDIRECT.COM	314.12	
225325	10/4/04	132170	CORMACI CONSTRUCTION INC.	1,570.00	
225333	10/4/04	130731	D & D COMMUNICATIONS	400.50	
225341	10/4/04	132744	BREANNA DEGEORGE	64.00	
225344	10/4/04	032800	DEMCO INC	478.16	
225351	10/4/04	133939	RYAN ROBERT WILLIAM DINNING	28.00	,
225356	10/4/04	130648	DOSTALS CONST. CO. INC.	17,750.00	
225362	10/4/04	132827	EDDY CONTRACTING	3,706.00	•
225399	10/4/04	132981	ASHLEY GARYN	64.00	
225410	10/4/04	108163	FARRAH GRANT	80.00	
225422	10/4/04	133866	KAYLEE HANSEN	28.00	
225441	10/4/04	048710	HIGHSMITH COMPANY INC	74.52	
225458	10/4/04	133194	ALICIA HOWARD	64.00	
225473	10/4/04	051843	INTEGRITY HARDWOODS	806.54	
225481	10/4/04	100928	J.W. PEPPER & SON INC.	596.99	

	Millard	Public Schoo	Ols Check Register for 10/4/04 - 10/4/04	
Check Number	Date	Vendor No	Vendor Name	Amount
225501	10/4/04	132834	MANDY JORGENSEN	64.00
225503	10/4/04	131629	MAX KAETER	81.00
225504	10/4/04	132329	SOPHIE KAETER	64.00
225513	10/4/04	133279	COLLEEN KLAIBER	32.00
225514	10/4/04	132358	DAWN KLAIBER	56.00
225526	10/4/04	099217	LAKESHORE LEARNING MATERIALS	220.80
225598	10/4/04	065350	MILLARD TRUE VALUE HARDWARE	5.83
225622	10/4/04	134099	CAITLIN MURPHY	28.00
225624	10/4/04	130934	MEGHAN A. MURPHY	90.00
225678	10/4/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	228.12
225705	10/4/04	134067	LIZ PFLUG	64.00
225712	10/4/04	072760	PITSCO INC	419.81
225730	10/4/04	132122	TARA QUANDT	64.00
225733	10/4/04	090673	QWEST	150.00
225800	10/4/04	133628	EMILY SIROTKIN	56.00
225812	10/4/04	084240	SPEECH BIN	50.00
225820	10/4/04	132328	KAYLA STAUFFER	56.00
225821	10/4/04	132984	MARIAH STAUFFER	64.00
225822	10/4/04	109821	SETH STAUFFER	64.00
225859	10/4/04	108055	TRADE WELL PALLET INC	645.00
225879	10/4/04	092323	VIRCO MANUFACTURING CORP	132.99
225894	10/4/04	094129	NICHOLAS LEE WENNSTEDT	80.00
225922	10/4/04	133928	ZONGKERS CUSTOM WOODS INC	1,552.50
			Total for ACTIVITY FUND	33,515.68
			Report Total	1,828,125.46

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	Millard	Public Schoo	Check Register for 9/23/04 - 9/23/04		Dat
Check Number	Date	Vendor No	Vendor Name	Amount	
224775	9/23/04	134102	LINDSEY L BAILEY	246.20	
224776	9/23/04	107454	CHRISTOPHER COLLING	120.00	
224777	9/23/04	026800	CREATIVE EDUCATIONAL SERVICES	105.00	
224778	9/23/04	134103	HYATT REGENCY	297.96	
224779	9/23/04	134109	IRONWOOD GOLF & COUNTRY CLUB	249.50	
224781	9/23/04	134100	MISSOURI VALLEY SCHOOL PERSONNEL	390.00	
224782	9/23/04	099533	NACAC	235.00	
224783	9/23/04	099533	NACAC	235.00	
224784	9/23/04	067801	NATIONAL MIDDLE SCHOOL ASSOC	955.00	
224785	9/23/04	107732	BRIAN L NELSON	360.00	
224786	9/23/04	133021	NRA HOSPITALITY ED FOUNDATION	42.00	
224787	9/23/04	067014	NSCSS	255.00	
224788	9/23/04	134101	OMAHA DIOCESE NCFL	30.00	
224791	9/23/04	081630	SAM'S CLUB DIRECT	1,911.37	
224793	9/23/04	133208	JILL TOMSON	11.32	
224794	9/23/04	107354	STEPHEN W. VENTEICHER	115.00	
224795	9/23/04	095674	XEROX CORPORATION (LEASES)	16,559.02	
224796	9/23/04	026950	CREIGHTON UNIVERSITY	60.00	
224797	9/23/04	100630	NEBRASKA HIGH SCHOOL PRESS ASSOC	268.00	
			Total for GENERAL FUND	22,445.37	
224789	9/23/04	073011	JUDITH E PORTER	198.03	
224790	9/23/04	132218	READ ALOUD NEBRASKA	40.00	
224792	9/23/04	101378	STAFF DEVELOPMENT FOR EDUCATORS	435.00	
			Total for GRANT FUND	673.03	
224780	9/23/04	134104	MARK MANGOLD	750.00	
			Total for ACTIVITY FUND	750.00	
224780	9/23/04	134104	MARK MANGOLD	-30.00	
			Total for	-30.00	
			Report Total	23,838.40	

	Millard	Public Schools	Check Register for 9/23/04 - 9/23/04		Date: 9/23/0
Check Number 18510 18511	Date 9/23/04 9/23/04		Vendor Name EDUCATIONAL SERVICE UNIT #3 MILLARD PUBLIC SCHOOLS SUMMER	Amount 149.90 133.60	
			Total for FOOD SERVICE	283.50	×
			Report Tot	al 283.50	

	Millard	Public Schoo	Check Register for 9/16/04 - 9/16/04		
Check Number	Date	Vendor No	Vendor Name	Amount	
224741	9/16/04	012067	AMERICAN MATHEMATICS COMPETITIONS	162.00	
224742	9/16/04	012590	AMSTERDAM PRINTING & LITHO	127.58	
224743	9/16/04	134052	BVNW BAND	250.00	
224744	9/16/04	134049	DAWN M CHIZEK	40.00	
224745	9/16/04	025830	GEORGE R CONRAD	298.63	
224746	9/16/04	101549	DATATEAM SYSTEMS INC	6,778.20	
224747	9/16/04	033901	DOUGLAS COUNTY TREASURER	55.75	
224748	9/16/04	038217	WARREN K ELTISTE	137.00	
224749	9/16/04	133919	FILTER SHOP INC	592.00	
224751	9/16/04	101931	HANCOCK FABRICS	55.00	
224753	9/16/04	131397	LOWE'S HOME CENTERS INC	20.41	
224754	9/16/04	060153	KEITH W LUTZ	150.00	
224755	9/16/04	130949	MIDWEST REGIONAL MIDDLE LEVEL	1,330.00	
224756	9/16/04	066105	STEVE MOORE	187.75	
224757	9/16/04	107416	NATIONAL GEOGRAPHIC SOCIETY	50.00	
224758	9/16/04	067801	NATIONAL MIDDLE SCHOOL ASSOC	555.00	
224759	9/16/04	107732	BRIAN L NELSON	480.00	
224760	9/16/04	109843	NEXTEL PARTNERS INC	3,766.13	
224761	9/16/04	132625	NSCTA	46.00	
224762	9/16/04	134051	OMAHA SYMPHONY	390.00	
224764	9/16/04	108098	ANGELO D PASSARELLI	344.55	
224765	9/16/04	134050	PETTY CASH/ROHWER ELEMENTARY	150.00	
224766	9/16/04	072899	LINDA POOLE	200.00	
224767	9/16/04	131835	PRAIRIE MECHANICAL CORP	16,081.35	
224769	9/16/04	078170	RAINBOW PRESS INC	3,425.32	
224770	9/16/04	081630	SAM'S CLUB DIRECT	199.40	
224771	9/16/04	106606	JEAN STOTHERT	200.00	
			Total for GENERAL FUND	36,072.07	
224760	9/16/04	109843	NEXTEL PARTNERS INC	-19.74	
			Total for SPECIAL BUILDING	-19.74	
224746	9/16/04	101549	DATATEAM SYSTEMS INC	28.53	

	Millard	Public School	S Check Register for 9/16/04 - 9/16/04		Date: 9/16
Check Number 224750	Date 9/16/04	Vendor No 100307	Vendor Name FOOD SERVICES OF AMERICA	Amount 519.99	
224752	9/16/04	058755	LAIDLAW TRANSIT INC	183.72	
224763	9/16/04	071023	OMAHA THEATER COMPANY FOR	210.00	
224768	9/16/04	134056	JOHN PRICE	100.00	
224772	9/16/04	068840	UNIVERSITY OF NE. AT OMAHA	99.00	
224773	9/16/04	091040	VALENTINOS INC	341.13	
			Total for ACTIVITY FUND	1,482.37	
			Report Total	37,534.70	

Hot Lunch Fund	Millard	Public Schools	Check Register for 10/4/04 - 10/4/04		Date: 9/27/0
Check Number 18512 18513 18514 18515	Date 10/4/04 10/4/04 10/4/04 10/4/04	064950 109843	Vendor Name ALLTEL CORPORATION MIDWEST METAL WORKS INC NEXTEL PARTNERS INC OFFICE DEPOT BUS. SVCS. DIV.	Amount 71.20 15.00 202.12 469.98	e e e e e e e e e e e e e e e e e e e
			Total for FOOD SERVICE	758.30	
			Report Total	758.30	



BOARD OF EDUCATIONMEETING

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OCTOBER 4, 2004

BOARD OF EDUCATION MILLARD PUBLIC SCHOOLS OMAHA, NEBRASKA

BUSINESS MEETING 7:00 P.M.

DON STROH ADMINISTRATION CENTER 5606 SOUTH 147TH STREET OCTOBER 4, 2004

6:30 p.m. Condemnation Hearing6:35 p.m. Litigation (Executive Session)Land Acquisition (Executive Session)

AGENDA

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters
 - *1. Approval of Board of Education Minutes September 20, 2004
 - *2. Approval of Bills
 - *3. Receive the Treasurer's Report and Plan on File
- F. Information Items
 - 1. Employees of the Month
 - 2. Superintendent's Report
 - 3. Board Comments/Announcement
 - 4. Report from Student Representatives
- G. Unfinished Business
- H. New Business
 - First Reading of Policy 3642 Support Services Construction Procedures Contracts
 - 2. First Reading of Policy 3645 Support Services Construction Procedures Change Orders
 - 3. First Reading of Policy 3646 Support Services Construction Procedures Closing
 - 4. Approval of Board of Education Legislative Resolutions
 - 5. Personnel Actions: Leave of Absence, Local Option Substitute Teacher for Hire, and New Hires

Agenda October 4, 2004 Page 2

I. Reports

- 1. Enrollment Report
- 2. International Baccalaureate Evaluation
- 3. Middle School Alternative Program Evaluation
- 4. September, 2004 Lot Count
- 5. Dual Enrollment Peru State College and UNO
- 6. Advanced Placement Report
- 7. Calendar Parameters Discussion

J. Future Agenda Items/Board Calendar.

- 1. NASB Area Membership Meeting on Wednesday, October 6, 2004 at 5:30 p.m. at Offutt Air Force Base
- 2. Board of Education Meeting on Monday, October 18, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 3. Board of Education Meeting on Monday, November 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 4. Committee of the Whole Meeting on Monday, November 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 5. Board of Education Meeting on Monday, November 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 6. NASB/NASA State Education Conference on November 17-19, 2004 at the Holiday Inn Central
- 7. Board of Education Meeting on Monday, December 6, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 8. Committee of the Whole Meeting on Monday, December 13, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 9. Board of Education Meeting on Monday, December 20, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- K. Public Comments This is the proper time for public questions and comments on <u>any topic</u>. 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 OCTOBER 4, 2004

ADMINISTRATIVE MEMORANDUM

_	n. Condemnation Hearing n. Litigation (Executive Session) Lang Acquisition (Executive Session)
A. Call	to Order
B. Pled	ge of Allegiance
C. Roll	Call
com	lic Comments on agenda items - This is the proper time for public questions and ments on agenda items only. Please make sure a request form is given to the Board ident prior to the meeting.
*E.1.	Motion by, seconded by,, to approve the Board of Education Minutes – September 20, 2004. (See enclosure.)
*E.2.	Motion by, seconded by, to approve the bills. (See Enclosures.)
*E.3.	Motion by, seconded by,, to receive the Treasurer's Report and place on File. (See enclosure.)
F.1.	Employees of the Month
F.2.	Superintendent's Report
F.3.	Board Comments/Announcements
F.4.	Report from Student Representative
H.1.	First Reading of Policy 3642 – Support Services – Construction – Procedures - Contracts. (See enclosure.)
H.2.	First Reading of Policy 3645 – Support Services – Construction – Procedures – Change Orders. (See enclosure.)
H.3	First Reading of Policy 3646 – Support Services – Construction – Procedures – Closing. (See enclosure.)
H.4.	Motion by, seconded by, to approve the Board of Education's Legislative Resolutions. (See enclosure.)

H.5. Motion by ______, seconded by ______, to approve Personnel Actions: Leave of Absence, Local Option Substitute Teacher for Hire, and New Hire(s). (See enclosure.)

I. Reports

- 1. Enrollment Report
- 2. International Baccalaureate Evaluation
- 3. Middle School Alternative Program Evaluation
- 4. September, 2004 Lot Counts
- 5. Dual Enrollment Peru State College and UNO
- 6. Advanced Placement Report
- 7. Calendar Parameters Discussion

J. Future Agenda Items/Board Calendar

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- 8. Committee of the Whole Meeting on Monday, December 13, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- 9. Board of Education Meeting on Monday, December 20, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- K. Public Comments This is the proper time for public questions and comments on <u>any topic</u>. 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.

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SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 6:30 p.m., Tuesday, September 20, 2004, at the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Daily Record on September 17, 2004; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 7:00 p.m. Jean Stothert called the meeting to order and asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present

Three individuals expressed their concerns of the quality and quantity of the school lunches.

Mike Kennedy arrived at 7:10 p.m.

Motion by Mike Kennedy, seconded by Brad Burwell, to approve the Board of Education Minutes of Monday, September 7, 2004, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Superintendent's Report:

- 1. The PTO Parent Advisory meeting will be held on Tuesday, September 21, 2004. The school board is part of the agenda, in addition to growth issues.
- 2. There will be an Open House at the Technology Department on Tuesday, September 28, 2004 from 3:30 to 5:00 p.m.
- 3. Last weeks Committee meeting was cancelled because of two board members being absent and the trainer had a death in the family. There will be a need to reschedule in October or November, and it has been suggested to take three board members at a time for the training on the laptop computers.

Board of Education Minutes September 20, 2004 Page 2

- 4. Before the Calendar Committee begins the board will be asked for any parameters they may have for the committee to follow. The calendar will come up for approval by February 1, 2005.
- 5. Marge Welch has been recognized by MetLife as the principal of the year for the State of Nebraska. She will be at the October 18th meeting to receive her award.

Comments from the Board:

Brad Burwell, Julie Johnson and Linda Poole said they would be attending the PTO Advisory meeting on Tuesday, September 21, 2004.

Mike Kennedy reported he had met with two community members, and one was in regards to the overcrowding at Black Elk Elementary and the other one expressed their appreciation for their taxes not increasing.

Jean Stothert said she had talked to several community members who wanted to have the board agendas available for the school newsletter.

Jean Stothert said she attend the Metropolitan Area Boards of Education meeting last week at ESU #3. A speaker from the State of Nebraska talked about demographics. The next meeting the topic of discussion will be how superintendents are evaluated.

Mrs. Stothert will be speaking and presenting awards at Honors Night at Millard South High School on Tuesday, September 21, 2004, so she will not be at the PTO Advisory meeting.

Mrs. Stothert read a letter from a custodian at Ackerman thanking the board for approving the contract.

Motion by Linda Poole, seconded by Brad Burwell, to adopt the Master Plan Concept Element statements as guiding principles. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, that approval be given to the proposed extension and amendments to the Food Service Management Contract between the District and ARAMARK Educational Services, Inc. as submitted for FYE05 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such extension and amendments. Upon roll call vote, all members voted ave. Motion carried.

Board of Education Minutes September 20, 2004 Page 3

Board members requested to have a progress report in sixty days on the concerns that were expressed by community members and the Board of Education on the food service program.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Rule 8230.1 – Internal Board Policies – Remuneration and Reimbursements. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Personnel Actions: Resignation: David Haar; Amendment to Continuing Contracts: Mary Lusajo, Rebecca Dewispelare, Ingrid Weland, and Pamela Sorrell; and New Hires: Rebecca Goscha, Alicia Bragg, and Brett Meyer. Upon roll call vote, all members voted aye. Motion carried.

Reports given: A Multicultural Report, the Exiting Senior Survey Report – Class of 2004; a Graduate Follow Up Survey – Class of 2003, and a Quarterly Strategic Planning Update.

Future Agenda Items/Board Calendar: Board of Education Meeting will be held on Monday, October 4, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The NASB Area Membership Meeting will be held on Wednesday, October 6, 2004 at 5:30 p.m. at Offutt Air Force Base. A Board of Education Meeting will be held on Monday, October 18, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, November 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, November 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, November 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Comments from the Public: One community member expressed concerns as to what is in Millard's Strategic Plan and what the cost will be to implement the plans.

A legislative candidate introduced himself and told the board why he was a candidate for the legislature and what his priorities will be if elected.

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Jean Stothert adjourned the meeting.

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

September 29, 2004

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for October are Linda Terry, fifth grade teacher at Cottonwood Elementary and Carol Soukup, ten-month secretary at Millard North High School.

AF:sp


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### **AGENDA SUMMARY SHEET**

AGENDA ITEM:	Policy 3642: Support Service – Construction – Procedures – Contracts
MEETING DATE:	October 4, 2004 (First Reading) October 18, 2004 (Second Reading)
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Policy 3642: Support Service – Construction – Procedures – Contracts – The consolidation, updating, and condensation of various policies related to construction contracts.
ACTION DESIRED:	Approval x Discussion Information Only
BACKGROUND:	Policy 3642 is a combination of changes related to numbering changes of policies, consolidation of related policies, deletions of unnecessary policies, and updating of remaining policies.
	Copies of the following are attached:
	1. Policy 3642 (which is new)
	2. Policies and Rules 7420, 7421, 7421.1, 7423, 7440, 7450, and 7453 (which are proposed to be deleted upon adoption of the new policy)
	3. A list of the standard contract forms available through the American Institute of Architects (AIA)
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that Policy 3642 Support Services – Construction – Procedures – Contracts be approved as submitted (after second reading) and that the following Policies and Rules be deleted: 7418, 7420, 7421, 7421.1, 7423, 7440, 7450, and 7453.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate.
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S APPROVAL:	LA L

### **Support Services - Construction**

#### Procedures - Contracts

3642

The District shall use the appropriate standard contract forms published by the American Institute of Architects (AIA) for its construction projects. Such forms may be amended in whole or in part upon recommendation of legal counsel.

Such contracts shall provide: (1) that the contractor provide a certificate of insurance with coverage determined appropriate by the District, (2) that no tobacco products may be used in District facilities or on grounds owned, leased, or operated by the District, and, (3) that all workers will wear District-provided security badges as directed by the District.

Related Polices & Rules: 1347P, 1247R1, 4172P

Adopted: October 18, 2004

Millard Public Schools Omaha, Nebraska

Supervision	7450
General responsibility for supervision of construction projects shall resupplemented by personnel from the central office representing specific to	•
Policy Adopted: February 4, 1974	Millard Public Schools

#### Protection and Guarantees, Contractor's Liability Insurance

7440

During the term of the contract, the contractor shall maintain such insurance as will protect him from claims as set forth below which may arise out of or result from the contractor—s operations under the contract, whether such operations be by himself or by any subcontractor or by anyone directly or indirectly employed by any of them, or by anyone for whose acts any of them may be held liable:

- 1. for claims arising under any Workmen-s Compensation, Employer-s Liability or similar employee benefit acts;
- 2. for claims for damages because of bodily injury, sickness, disease or death of any person or persons other than his employees, and for claims because of damage to or destruction or property of others resulting therefrom, including loss of use thereof.

Policy Adopted: February 4, 1974

Revised:

Omaha, NE

Signing of Documents	7423
All contracts and/or agreements shall be executed by both parties, witnessed and seal a option, may require legal review.	ffixed as required. The Board, at its
Policy Adopted: February 4, 1974	Millard Public Schools
Revised:	Omaha, NE

### Construction

Smoking and Use of Tobacco	7421
Effective January 1, 1994, no tobacco products may be used in facilities or on the grounds of	of the Millard Public Schools.
Related Policies and Rules: 1347, 1347.1; 4172, 4172.1	
Policy Adopted: December 20, 1993	Millard Public Schools
	Omaha, Nebraska

Contracts	7420
Contract forms shall be prepared by the administrative staff and be approved by the Board of Eddesigned in accordance with the state law as to format, terminology, and methods of execution	
Policy Adopted: June 4, 1974 Revised:	Millard Public Schools Omaha, NE

Awarding Contracts	7418
Recommendations for the awarding of contracts shall be initiated by the Assistant Superintendent for Business shall recommend by contract awardinal recommendations to the Board of Education.	he Assistant Superintendent for Business. The d to the Superintendent who, in turn, shall make
Policy Adopted: June 4, 1974 Revised:	Millard Public Schools Omaha, NE

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Member ID: ⊕ Architect
⊕ Password: ⊕ Emerging

AIA Home :: AIA Contract Documents Families :: Synopses by Family

### **Documents Synopses by Family**

The documents listed in this Synopses are organized according to their family, a system of classification that refers to the type of project or project delivery method. Click on a family name to jump directly to that family's synopses.

Print this page

- > Conventional (A201™) Family
- → Small Project Family
- > CM Adviser Family
- > CM Constructor Family
- > Interiors Family
- ⇒ Design/Build Family
- International Family
- > Contract Administration and Project Management Forms

### Conventional (A201) Family [ back to top ]

### A101™-1997 Standard Form of Agreement Between Owner and Contractor where the Basis of Payment is a Stipulated Sum

This is a standard form of agreement between owner and contractor for use where the basis of payment is a stipulated sum (fixed price). The A101™-1997 document adopts by reference and is designed for use with A201™-1997, General Conditions of the Contract for Construction, thus providing an integrated pair of legal documents. When used together, they are appropriate for most projects. For projects of limited scope, however, use of A107™-1997 might be considered.

#### A107™-1997 Abbreviated Standard Form of Agreement Between Owner and Contractor for Construction Projects of Limited Scope Where the Basis of Payment is a Stipulated Sum

A107-1997 is intended for use where the basis of payment is a stipulated sum (fixed price). The document contains abbreviated general conditions derived from A201-1997 and is appropriate for construction projects of limited scope not requiring the complexity and length of the combination of documents A101™-1997 and A201™-1997, General Conditions of the Contract for Construction. A107™ is appropriate for use when the owner and contractor have established a prior working relationship (e.g., a previous project of like or similar nature), or where the project is relatively simple in detail or short in duration.

## A111™-1997 Standard Form of Agreement Between Owner and Contractor Where the Basis of Payment is the Cost of the Work Plus a Fee with a Negotiated Guaranteed Maximum Price

This standard form of agreement between owner and contractor is appropriate for use on most projects requiring a negotiated guaranteed

#### **Contract Documents**

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#### **Upcoming Events**

Learning from Lower Manhattan

September 17 - 19

CAE Fall 2004
Conference: The 21st
Century "Academical
Village" -- Living and
Learning Together
September 26 - 28

National Trust for Historic Preservation Conference

September 28 - 3

DOCOMOMO:
Documentation and
Preservation of Building
Sites and
Neighborhoods of the
Modern Movement
September 29 - 2

International Practice Issues: Cross-Cultural Partnerships October 2 - 2 maximum price, when the basis of payment to the contractor is the cost of the work plus a fee. All1 $^{\text{\tiny M}}$  adopts by reference and is intended for use with A201 $^{\text{\tiny M}}$ -1997, General Conditions of the Contract for Construction, thus providing an integrated pair of legal documents.

## A114™-2001 Standard Form of Agreement Between Owner and Contractor Where the Basis of Payment is the Cost of the Work Plus a Fee without a Guaranteed Maximum Price

The A114™-2001 is appropriate for use on projects when the basis of payment to the contractor is the cost of the work plus a fee,and the cost is not fully known when construction begins. A114? adopts by reference and is intended for use with A201™-1997, General Conditions of the Contract for Construction, thus providing an integrated pair of legal documents.

#### A201™-1997 General Conditions of the Contract for Construction

The General Conditions are an integral part of the contract for construction. They set forth the rights, responsibilities, and relationships of the owner, contractor, and architect. Though not a party to the contract for construction between owner and contractor, the architect does participate in the preparation of the contract documents and performs certain construction phase duties and responsibilities described in detail in the general conditions. A201™ is typically adopted by reference in certain other AIA documents, such as owner-architect agreements, owner-contractor agreements, and contractor-subcontractor agreements. Thus, it is often called the "keystone" document.

Since conditions vary by locality and by project, supplementary conditions are usually added to amend or supplement portions of the General Conditions as required by the individual project. Review the model language provided in A511 $^{\text{m}}$ -1999, Guide for Supplementary Conditions, as a guide for creating supplementary conditions for A201 $^{\text{m}}$ .

### A201™SC-1999 Federal Supplementary Conditions of the Contract for Construction

A201™SC-1999 is intended for use on certain federally assisted construction projects. For such projects, A201™SC adapts A201™-1997 by providing (1) necessary modifications of the General Conditions, (2) additional conditions, and (3) insurance requirements for federally assisted construction projects.

### A401 $^{\text{TM}}$ -1997 Standard Form of Agreement Between Contractor and Subcontractor

This document is intended for use in establishing the contractual relationship between the contractor and subcontractor. It spells out the responsibilities of both parties and lists their respective obligations, which are written to parallel A201 $^{\text{TM}}$ , General Conditions of the Contract for Construction. Blank spaces are provided where the parties can supplement the details of their agreement. A401 $^{\text{TM}}$  may be modified for use as an agreement between the subcontractor and a sub-subcontractor.

#### **A511™-2001** Guide for Supplementary Conditions

The A511™-2001 is a guide for modifying and supplementing A201™-1997, General Conditions of the Contract for Construction. It provides model language with explanatory notes to assist users in adapting A201™ to local circumstances. Although A201™ is considered the keystone in the legal framework of the construction contract, as a standard document it cannot cover all the particulars of a specific project. Thus, A511™ is intended as an aid to users of A201™ in modifying A201™ or developing supplementary conditions. Excerpting of the model text is permitted by the AIA under a limited license for reproduction granted for drafting the supplementary conditions of a particular project.

#### A701™-1997 Instructions to Bidders

This document is used when competitive bids are to be solicited for construction of the project. Coordinated with A201™-1997 and its related documents, A701™ contains instructions on procedures, including bonding requirements for bidders to follow in preparing and submitting their bids. Specific instructions or special requirements, such as the amount and type of

bonding, are to be attached to A701™ as supplementary conditions.

### B141™-1997 Standard Form of Agreement Between Owner and Architect with Standard Form of Architect's Services

B141^m-1997 is a flexible contracting package that allows architects to offer a broad range of services to clients spanning the life of a project, from conception to completion and beyond. It is structured in a two-part format consisting of Part One, an agreement form, Standard Form of Agreement. Part One contains initial information, terms and conditions, and compensation details. Part Two, Standard Form of Architect's Services: Design and Contract Administration, defines the architect's traditional scope of services. The separation of the scope of services from the owner-architect agreement allows users the freedom to append alternative scopes of services. The AIA intends to publish additional scopes of services for use with the B141^m Part One agreement.

# B144TMARCH-CM-1993 Standard Form of Amendment to the Agreement Between Owner and Architect Where the Architect Provides Construction Management Services as an Adviser to the Owner

B144 $^{\rm m}$ ARCH-CM-1993 is an amendment to B141 $^{\rm m}$ -1997 for use in circumstances where the architect agrees to provide the owner with a package of construction management services to expand upon, blend with, and supplement the architect's design and construction administration services described in B141 $^{\rm m}$ .

#### B151™-1997 Abbreviated Standard Form of Agreement Between Owner and Architect

B151 $^{\text{m}}$ -1997 is a one part standard form of agreement between Owner and Architect intended for use on construction projects of limited scope where the complexity and detail of B141 $^{\text{m}}$ -1997 are not required, and where services are based on five phases: Schematic Design, Design Development, Construction Documents, Bidding and Negotiation, and Construction. This document may be used with a variety of compensation methods, including percentage of Construction Cost, multiple of Direct Personnel Expense, and stipulated sum. B151 $^{\text{m}}$  is intended to be used in conjunction with A201 $^{\text{m}}$ -1997, General Conditions of the Contract for Construction.

### B163™-1993 Standard Form of Agreement Between Owner and Architect for Designated Services

B163™-1993 is the most comprehensive AIA owner-architect agreement. This three-part document contains a thorough list of 83 possible services divided among nine phases, covering pre-design through supplemental services. This detailed classification allows the architect to estimate more accurately the time and personnel costs required for a particular project. Owner and architect benefit from the ability to establish clearly the scope of services required for the project as responsibilities and compensation issues are negotiated and defined. The architect's compensation may be calculated on a time/cost basis through use of the worksheet provided in the instructions to B163™.

Part One of the document deals with variables typical of many owner-architect agreements, such as compensation and scope of services. The scope of services is delimited through use of a matrix that allows the parties to designate their agreed-upon services and responsibilities. Part Two contains detailed descriptions of the specific services found in Part One's matrix. Part Three contains general descriptions of the parties' duties and responsibilities. The list of services for B163™ has been expanded beyond those of any of its predecessor documents through inclusion of construction management and interiors services.

### B181 $^{\text{TM}}$ -1994 Standard Form of Agreement Between Owner and Architect for Housing Services

This document, developed with the assistance of the U.S. Department of Housing and Urban Development and other federal housing agencies, is primarily intended for use in multiunit housing design.  $B181^m$  requires that the owner (and not the architect) furnish cost-estimating services.  $B181^m$  is

coordinated with and adopts by reference A201 $^{
m m-}$ -1997, General Conditions of the Contract for Construction.

## B188™-1996 Standard Form of Agreement Between Owner and Architect for Limited Architectural Services for Housing Projects

B188™-1996 is intended for use in situations where the architect will provide limited architectural services for a development housing project. It anticipates that the owner will have extensive control over the management of the project, acting in a capacity similar to that of a developer or speculative builder of a housing project. As a result, the owner or consultants retained by the owner will likely provide the engineering services, specify the brand names of materials and equipment, and administer payments to contractors, among other project responsibilities. B188™ is not coordinated for use with any other AIA standard form documents.

### B352™-2000 Duties, Responsibilities and Limitations of Authority of the Architect's Project Representative

When and if the owner wants additional project representation at the construction site on a full- or part-time basis, B141™-1997 and other AIA owner-architect agreements reference B352™ to establish the project representative's duties, responsibilities, and limitations of authority. The project representative is employed and supervised by the architect. B352™ is coordinated for use with both B141™ and B163™-1993, as well as A201™-1997.

### B511™-2001 Guide for Amendments to AIA Owner-Architect Agreements

The model provisions in this guide may be used to amend most of the AIA's owner-architect agreements. Many of the provisions in B511™ require special care in their application. Some provisions, such as a limitation of liability clause, further define or limit the scope of services and responsibilities. Other provisions introduce a different approach to a project, such as fast-track construction. In all cases, these provisions were chosen for this model document because they deal with circumstances that are not typically included in the AIA's standard documents.

### B727™-1988 Standard Form of Agreement Between Owner and Architect for Special Services

B727™-1988 is the most flexible of the AIA owner-architect agreements, in that the description of services is left entirely to the ingenuity of the parties. Otherwise, the terms and conditions are similar to those found in B151™-1997. B727™-1988 is often used for planning, feasibility studies, and other services (such as construction administration) that do not follow the phasing sequence of services set forth in B151™-1997 and other AIA documents. If construction administration services are to be provided, care must be taken to coordinate B727™ with the appropriate general conditions of the contract for construction.

### C141TM-1997 Standard Form of Agreement Between Architect and Consultant

C141™-1997 is a standard form of agreement between the architect and the consultant providing services to the architect. This document may be used with a variety of compensation methods, including multiple of direct personnel expense and stipulated sum. C141™ assumes and references a preexisting Owner-Architect agreement known as the Prime Agreement. B141™-1997, B141™CMa-1992, B151™-1997, and B163™-1993 are the documents most frequently used to establish the Prime Agreement.

### C142 $^{\text{TM}}$ -1997 Abbreviated Standard Form of Agreement Between Architect and Consultant

C142^m-1997 is an abbreviated standard form of agreement between architect and consultant. It is intended for use by consultants providing services to architects on projects where the complexity and detail of C141^m-1997, Standard Form of Agreement Between Architect and Consultant, are not required. This document may be used with a variety of compensation methods, including multiple of direct personnel expense and stipulated sum.

C142 $^{\rm m}$  is intended to be used with B141 $^{\rm m}$ -1997, Standard Form of Agreement Between Owner and Architect. Alternatively, B151 $^{\rm m}$ -1997, Abbreviated Standard Form of Agreement Between Owner and Architect, may be used.

### C727™-1992 Standard Form of Agreement Between Architect and Consultant for Special Services

This is a standard form of agreement between architect and consultant for special services, and is intended for use when other C-Series documents are inappropriate. It is often used for planning, feasibility studies, post-occupancy studies, and other services that require specialized descriptions.

#### **C801™-1993 Joint Venture Agreement for Professional Services**

This document is intended to be used by two or more parties to provide for their mutual rights and obligations in forming a joint venture. It is intended that the joint venture, once established, will enter into an agreement with the owner to provide professional services. The parties may be all architects, all engineers, a combination of architects and engineers, or another combination of professionals. The document provides a choice between two methods of joint venture operation. The "Division of Compensation" method assumes that services provided and the compensation received will be divided among the parties in the proportions agreed to at the outset of the project. Each party's profitability is then dependent on individual performance of preassigned tasks and is not directly tied to that of the other parties. The "Division of Profit and Loss" method is based on each party performing work and billing the joint venture at cost plus a nominal amount for overhead. The ultimate profit or loss of the joint venture is divided between or among the parties at completion of the project, based on their respective interests.

Small Project Family [ back to top ]

# A105™-1993 Standard Form of Agreement Between Owner and Contractor for a Small Project, and A205™-1993 General Conditions of the Contract for Construction of a Small Project

A105^m-1993 and A205^m-1993 are intended to be used together. Sold only as a set with a common instruction sheet, the two documents have been developed for use when payment to the Contractor is based on a stipulated sum (fixed price) and when the project is modest in size and brief in duration. A105^m, A205^m, and B155^m-1993, Standard Form of Agreement Between Owner and Architect for a Small Project, comprise the Small Projects family of documents. These documents are written for use as a set. Although A105^m, A205^m, and B155^m share some similarities with other documents, the Small Projects documents should NOT be used in tandem with other document families without careful side-by-side comparison of contents.

A205 $^{\rm TM}$  is considered the keystone document of the Small Projects family, since it is specifically adopted by separate reference into both the A105 $^{\rm TM}$  and the B155 $^{\rm TM}$ . The A205 $^{\rm TM}$  is a vital document, in that it is used to allocate proper legal responsibilities among the parties, while providing both a common ground and a means of coordination within the Small Projects family. The 205 $^{\rm TM}$  is a condensed document that omits arbitration and other alternative disputes resolution (ADR) provisions. ADR provisions may be included in A105 $^{\rm TM}$  under Article 6, "Other Terms and Conditions".

### B155TM-1993 Standard Form of Agreement Between Owner and Architect for a Small Project

B155™-1993 is a standard form of agreement between owner and architect intended for use on a Small Project that is modest in size and brief in duration. B155™, A105™-1993, Standard Form of Agreement Between Owner and Contractor for a Small Project, and A205™, General Conditions of the Contract for Construction of a Small Project, comprise the Small Projects family of documents. These documents are specifically coordinated for use as a set. B155™ adopts the A205™ document by reference as it pertains to the architect's responsibilities in administration of the construction contract between owner and contractor. Although A105™, A205™, and B155™ may

share some similarities with other AIA documents, the Small Project documents should NOT be used with other AIA document families without careful side-by-side comparison of contents.

CM Adviser Family [ back to top ]

# A101™CMa-1992 Standard Form of Agreement Between Owner and Contractor where the basis of payment is a Stipulated Sum, Construction Manager-Adviser Edition

A101™CMa-1992 is a standard form of agreement between owner and contractor for use on projects where the basis of payment is a stipulated sum (fixed price), and where, in addition to the contractor and the architect, a construction manager assists the owner in an advisory capacity during design and construction. The document has been prepared for use with A201™CMa-1992, General Conditions of the Contract for Construction,Construction Manager-Adviser Edition. This integrated set of documents is appropriate for use on projects where the Construction Manager only serves in the capacity of an adviser to the owner, rather than as constructor (the latter relationship being represented in documents A121™CMc-1991 and A131™CMc-1991). A101™CMa-1992 is suitable for projects where the cost of construction has been predetermined, either by bidding or by negotiation.

# A201™CMa-1992 General Conditions of the Contract for Construction, Construction Manager-Adviser Edition

A201™CMa-1992 is an adaptation of A201™-1997 and was developed for use in projects where a fourth player, a construction manager, has been added to the team of owner, architect, and contractor. Under A201™CMa, the construction manager serves as an independent adviser to the owner, who enters into multiple contracts with prime trade contractors. A major difference between A201™ and A201™CMa is evident in Article 2, Administration of the Contract. A201™CMa, Article 2 sets forth the construction phase duties and responsibilities of both the architect and the construction manager-adviser.

Caution: It is important that A201™CMa not be used in combination with agreements where the construction manager takes on the role of constructor, gives the owner a guaranteed maximum price, or contracts directly with those who supply labor and materials for the project.

# A511™CMa-1993 Guide for Supplementary Conditions, Construction Manager-Adviser Edition

Similar to A511 $^{\text{m}}$ -2001, the A511 $^{\text{m}}$ CMa-1993 document is a guide to model provisions for supplementing the general conditions A201 $^{\text{m}}$ CMa-1992. A511 $^{\text{m}}$ CMa should only be employed, as should A201 $^{\text{m}}$ CMa, on projects where the construction manager is serving in the capacity of adviser to the owner (as represented by the CMa document designation), and not in situations where the Construction Manager is also the constructor (CMc document-based relationships).

Like A511 m , this document contains suggested language for supplementary conditions, along with notes on appropriate usage. However, many important distinctions are made to ensure consistency with other construction manageradviser documents.

**Caution:** If CMc documents are to be used, do not use A511™CMa or A201™CMa. Instead, A511™ should serve as a guide for modifying A201 General Conditions.

# B141™CMa-1992 Standard Form of Agreement Between Owner and Architect, Construction Manager-Adviser Edition

The B141™CMa-1992 is a standard form of agreement between owner and architect for use on building projects where construction management services are to be provided under a separate contract with the owner. It is coordinated with B801™CMa-1992, an owner-construction manager-adviser agreement where the construction manager is an independent, professional adviser to the owner throughout the course of the project. Both B141™CMa and B801™CMa are based on the premise that one or more separate

construction contractors will also contract with the owner. The owner-contractor agreement is jointly administered by the architect and the construction manager under A201™CMa-1997, General Conditions of the Contract for Construction, Construction Manager-Adviser Edition.

# B801™CMa-1992 Standard Form of Agreement Between Owner and Construction Manager

This standard form of agreement is intended for use on projects where construction management services are assumed by a single entity who is separate and independent from the architect and the contractor, and who acts solely as an adviser (CMa) to the owner throughout the course of the project.

B801™CMa is coordinated for use with B141™CMa-1992, Standard Form of Agreement Between Owner and Architect, Construction Manager-Adviser Edition. Both B801™CMa and B141™CMa are based on the premise that there will be a separate, and possibly multiple, construction contractor(s) whose contracts with the owner will be jointly administered by the architect and the construction manager under A201™CMa-1997. B801™CMa is not coordinated with and should not be used with documents where the construction manager acts as the constructor for the project, such as A121™CMc-1991 or A131™CMc-1991.

# G701™CMa-1992 Change Order, Construction Manager-Adviser Edition

G701 $^{\rm m}$ CMa-1992 is for implementing changes in the Work agreed to by the owner, contractor, construction manager adviser, and architect. Execution of a completed G701 $^{\rm m}$ -2000 indicates agreement upon all the terms of the change, including any changes in the Contract Sum (or Guaranteed Maximum Price) and Contract Time. It provides space for the signatures of the owner, contractor, construction manager adviser, and architect, and for a complete description of the change. The major difference between G701 $^{\rm m}$ CMa and G701 $^{\rm m}$  is that the signature of the construction manager adviser, along with those of the owner, architect, and contractor, is required to validate the change order.

# G702™CMa-1992 Application and Certificate for Payment, Construction Manager-Adviser Edition

G702™CMa-1992 serves the same purposes as G702™-1992 except that this document expands responsibility for certification of payment to include both the architect and the construction manager. Similarly, both the architect and the construction manager may certify a different amount than that applied for, with each initialing the figures that have been changed and providing written explanation(s) accordingly. The standard form G703™ Continuation Sheet is appropriate for use with G702™CMa.

# G704™CMa-1992 Certificate of Substantial Completion, Construction Manager-Adviser Edition

G704™CMa-1992 serves the same purpose as G704™ except that this document expands responsibility for certification of substantial completion to include both the architect and the construction manager.

## G714™CMa-1992 Construction Change Directive, Construction Manager-Adviser Edition

G714 $^{\rm m}$ CMa-1992 serves the same purpose as G714 $^{\rm m}$ -2001 except that this document expands responsibility for certification of substantial completion to include both the architect and the construction manager.

# G722™CMa-1992 Project Application and Project Certificate for Payment, Construction Manager-Adviser Edition, and G723™CMa-1992 Project Application Summary, Construction Manager-Adviser Edition

G722™CMa-1992, Project Application and Project Certificate for Payment, Construction Manager-Adviser Edition, is to be used in conjunction with G723™CMa-1992, Project Application Summary. These documents are designed to be used on a project where a construction manager is employed as an adviser to the owner, but not as a constructor, and where multiple

contractors have separate, direct agreements with the owner. Each contractor submits separate G702™CMa-1992 and G703™CMa, payment application forms to the construction manager-adviser, who collects and compiles them to complete G723™CMa. G723™CMa serves as a summary of the contractors' applications with totals being transferred to the G722™CMa-1992. The construction manager-adviser can then sign the G722™CMa, have it notarized, and submit it along with the G723™CMa (to which all of the separate contractors' G702™CMa forms are attached) to the architect. Both the architect and the construction manager must certify the payment amount.

CM Constructor Family [ back to top ]

# A121™CMc-2003 Standard Form of Agreement Between Owner and Construction Manager Where the Construction Manager is also the Constructor (AGC Document 565)

This document represents the collaborative efforts of The American Institute of Architects and The Associated General Contractors of America. AIA designates this document as A121™CMc-1991 and AGC designates it as AGC 565. A121™CMc is intended for use on projects where a construction manager, in addition to serving as adviser to the owner, assumes financial responsibility for construction of the project. The construction manager provides the owner with a guaranteed maximum price proposal, which the owner may accept, reject, or negotiate. Upon the owner's acceptance of the proposal by execution of an amendment, the construction manager becomes contractually bound to provide labor and materials for the project. The document divides the construction manager's services into two phases: the preconstruction phase and the construction phase, portions of which may proceed concurrently in order to fast track the process. A121™CMc is coordinated for use with A201™-1997, General Conditions of the Contract for Construction, and B151™-1997, Standard Form of Agreement Between Owner and Architect. Check Section 9 of B511™-2001, Guide to Amendments to Owner-Architect Agreement for guidance in this regard.

**Caution:** To avoid confusion and ambiguity, do not use this construction management document with any other AIA or AGC construction management document.

# A131™CMc-2003 Standard Form of Agreement Between Owner and Construction Manager Where the Construction Manager is also the Constructor and Where the Basis of Payment is the Cost Plus a Fee and there is no Guarantee of Cost (AGC Document 566)

Similar to A121™CMc-1991, this CM-constructor agreement is also intended for use when the owner seeks a construction manager who will take on responsibility for providing the means and methods of construction. However, in A131CMc™ the construction manager does not provide a Guaranteed Maximum Price (GMP). A131™CMc employs the cost-plus-a-fee method, wherein the owner can monitor cost through periodic review of a control estimate, which is revised as the project proceeds. The A201™-1997 General Conditions apply, although it is modified (in part) by the A131™CMc agreement.

**Caution:** To avoid confusion and ambiguity, do not use this construction management document with any other AIA or AGC construction management document.

Interiors Family [ back to top ]

# A175™ID-2003 Standard Form of Agreement Between Owner and Vendor for Furniture, Furnishings and Equipment where the basis of payment is a Stipulated Sum

A175™ID-2003 is intended for use as the contract between owner and vendor for Furniture, Furnishings and Equipment (FF&E) where the basis of payment is a stipulated sum (fixed price) agreed to at the time of contracting.
A175™ID adopts by reference and is intended for use with A275™ID-2003, General Conditions of the Contract for Furniture, Furnishings, and Equipment. It may be used in any arrangement between the owner and the contractor

where the cost of FF&E has been determined in advance, either through bidding or negotiation.

# A275™ID-2003 General Conditions of the Contract for Furniture, Furnishings, and Equipment

A275™ID-2003 provides general conditions for the A175™, Standard Form Agreement between Owner and Vendor for Furniture, Furnishings and Equipment. A275™ID sets forth the duties of the owner, architect, and vendor, just as the A201™-1997, General Conditions of the Contract for Construction does for construction projects. Because the Uniform Commercial Code (UCC) governs the sale of goods and has been adopted in virtually every jurisdiction, A275™ has been drafted to recognize the commercial standards set forth in Article 2 of the UCC, and uses certain standard UCC terms and definitions.

# A775™ID-2003 Invitation and Instructions for Quotation for Furniture, Furnishings and Equipment

A775™ID-2003 provides (1) the Invitation for Quotation for Furniture, Furnishings and Equipment (FF&E) and (2) Instructions for Quotation for Furniture, Furnishings and Equipment. These two documents define the owner's requirements for a vendor to provide a complete quotation for the Work.

# B171™ID-2003 Standard Form of Agreement Between Owner and Architect for Architectural Interior Design Services

B171™ID-2003 is a standard form of agreement intended for use as the contract between the owner and architect for design services related to Furniture, Furnishings and Equipment (FF&E) as well as to architectural interior design. B171™ID-2003 divides the Architect's services into eight phases: Programming, Pre-lease Analysis and Feasibility Services, Schematic Design, Design Development, Contract Documents, Bidding and Quotation, Construction Contract Administration, and FF&E Contract Administration.

B171™ID-2003 is a new document based in part on the previous B171?-1990, Standard Form of Agreement for Interior Design Service. B171™ID-2003 is intended for use in conjunction with A275™ID-2003, General Conditions of the Contract for

Furniture, Furnishings and Equipment, and A201 m -1997, General Conditions of the Contract for Construction, both of which it incorporates by reference.

# B175™ID-2003 Standard Form of Agreement Between Owner and Architect for Furniture, Furnishings and Equipment Design Services B175™ID-2003 is a standard form of agreement intended for use as the contract between the owner and architect for design services related solely to Furniture, Furnishings and Equipment (FF&E). B175™ID-2003 divides the Architect's services into six phases: Programming, Schematic Design, Design Development, Contract Documents, Quotation, and FF&E Contract

B175 $^{\mathrm{m}}$ ID-2003 is intended for use in conjunction with A275 $^{\mathrm{m}}$ ID-2003, General Conditions of the Contract for Furniture, Furnishings and Equipment, which it incorporates by reference.

Design/Build Family [ back to top ]

Administration.

# A191™DB-1996 Standard Form of Agreement Between Owner and Design/Builder

Two agreements for use in sequence by an owner contracting with one entity serving as a single point of responsibility

for both design and construction services. The first covers preliminary design and budgeting services, while the second deals with final design and construction. Although it is anticipated that an owner and a design/builder entering into the first agreement will later enter into the second, the parties are not obligated to do so and may conclude their relationship after the terms of the first agreement have been fulfilled.

### A491™DB-1996 Standard Form of Agreement Between

### Design/Builder and Contractor

Two agreements for use in sequence by a design/builder and a construction contractor. The first agreement covers management consulting services to be provided during the preliminary design and budgeting phase of the project, while the second covers construction. It is presumed that the design/builder has contracted with an owner to provide design and construction services under the agreements contained in A191-1996.

# B901™DB-1996 Standard Form of Agreement Between Design/Builder and Architect

Two agreements for use in sequence by a design/builder and an architect, the first covering preliminary design and the second covering final design. It is presumed that the design/builder has previously contracted with an owner to provide design and construction services under the agreements contained in A191-1996.

International Family [ back to top ]

# B611™INT-2002 Standard Form of Agreement Between Client and Consultant for use where the Project is located outside the United States

B611™INT-2002 is designed to assist U.S. architects involved in projects based in foreign countries, where the U.S. architect is hired on a consulting basis for design services and the owner will retain a local architect in the foreign country. The document is intended to clarify the assumptions, roles, responsibilities, and obligations of the parties; to provide a clear, narrative description of services; and to facilitate, strengthen, and maintain the working and contractual relationship between the parties. Because of foreign practices, the term Owner has been replaced with Client throughout the document. Also, since it is assumed that the U.S. architect is not licensed to practice architecture in the foreign country where the project is located, the term Consultant is used throughout the document to refer to the U.S. architect.

# B621™INT-2002 Abbreviated Standard Form of Agreement Between Client and Consultant for use where the Project is located outside the United States

B621™INT-2002 is an abbreviated version of B611™INT-2002, Standard Form of Agreement between Client and Consultant. The document is designed to assist U.S. architects involved in projects based in foreign countries where the U.S. architect is hired on a consulting basis for design services and a local architect will be retained. The document is intended to clarify the assumptions, roles, responsibilities, and obligations of the parties; to provide a clear, narrative description of services; and to facilitate, strengthen, and maintain the working and contractual relationship between the parties. Because of foreign practices, the term Owner has been replaced with Client throughout the document. Also, since it is assumed that the U.S. architect is not licensed to practice architecture in the foreign country where the project is located, the term Consultant is used throughout the document to refer to the U.S. architect.

Contract Administration and Project Management Forms [ back to top ]

### A305™-1986 Contractor's Qualification Statement

An owner preparing to request bids or to award a contract for a construction project often requires a means of verifying the background, references, and financial stability of any contractor being considered. These factors, along with the time frame for construction, are important for an owner to investigate. Using A305 $^{\rm m}$ , the contractor may provide a sworn, notarized statement and appropriate attachments to elaborate on important aspects of the contractor's qualifications.

### A310™-1970 Bid Bond

This simple, one-page form establishes the maximum penal amount that may be due to the owner if the selected bidder fails to execute the contract and provide any required performance and payment bonds.

### A312™-1984 Performance Bond and Payment Bond

This form incorporates two bonds: one covering the contractor's performance, and the other covering the contractor's obligations to pay subcontractors and others for material and labor. In addition, A312™ obligates the surety to act responsively to the owner's requests for discussions aimed at anticipating or preventing a contractor's default.

### B431™-1993 Architect's Qualification Statement

B431 $^{
m m}$  is a standardized outline form on which the architect may enter information that a client may wish to review before selecting the architect. The owner may use B431 $^{
m m}$  as part of a Request for Proposal or as a final check on the architect's credentials. Under some circumstances, B431 $^{
m m}$  may be attached to the owner-architect agreement to show, as for example, the team of professionals and consultants expected to be employed on the project.

### D101™-1995 Methods of Calculating Areas and Volumes of Buildings

This document establishes definitions for methods of calculating the architectural area and volume of buildings. D101™-1995 also covers interstitial space and office, retail, and residential areas.

### D200™-1995 Project Checklist

The project checklist is a convenient listing of tasks a practitioner may perform on a given project. This checklist will assist the architect in recognizing required tasks and in locating the data necessary to fulfill assigned responsibilities. By providing space for notes on actions taken, assignment of tasks, and time frames for completion, D200™-1995 may also serve as a permanent record of the owner's, contractor's, and architect's actions and decisions.

### G601™-1994 Request for Proposal-Land Survey

G601™-1994 allows owners to request proposals from a number of surveyors based on information deemed necessary by the owner and architect. G601™ allows owners to create a Request for Proposal through checking appropriate boxes and filling in project specifics, thus avoiding the costs associated with requesting unnecessary information. G601™ may be executed to form the agreement between the owner and the land surveyor once an understanding is reached.

### G602™-1993 Request for Proposal-Geotechnical Services

Similar in structure and format to  $G601^{\text{TM}}-1994$ ,  $G602^{\text{TM}}-1993$  can form the agreement between the owner and the geotechnical engineer. It allows the owner to tailor the proposal request to address the specific needs of the project. In consultation with the architect, the owner establishes the parameters of service required and evaluates submissions based on criteria such as time, cost, and overall responsiveness to the terms set forth in the Request for Proposal. When an acceptable submission is selected, the owner signs the document in triplicate, returning one copy to the engineer and one to the architect, thus forming the agreement between owner and geotechnical engineer.

# G605™-2000 Notification of Amendment to the Professional Services Agreement

G605 $^{\rm m}$ -2000 is intended to be used by an architect when notifying an owner of a proposed amendment to most of the AIA's owner-architect agreements, such as B141 $^{\rm m}$ -1997 and B151 $^{\rm m}$ -1997.

**G606**TM**-2000** Amendment to the Professional Services Agreement G606TM-2000 is intended to be used by an architect when amending the professional services provisions in most of the AIA's owner-architect agreements, such as B141TM-1997 or B151TM-1997.

**G607**TM**-2000** Amendment to the Consultant Services Agreement G607TM-2000 is intended to be used by an architect or consultant when amending the professional services provisions in most of the AIA's architect-consultant agreements, such as C141TM-1997 or C142TM-1997.

G612™-2001 Owner's Instructions to the Architect Regarding the Construction Contract, Insurance and Bonds, and Bidding Procedures G612™-2001 is a questionnaire, drafted to elicit information from the owner regarding the nature of the construction contract. G612™ is divided into three parts. Part A relates to contracts, Part B relates to insurance and bonds, and Part C deals with bidding procedures. The order of the parts follows the project's chronological sequence to match the points in time when the information will be needed. Because many of the items relating to the contract will have some bearing on the development of construction documents, it is important to place Part A in the owner's hands at the earliest possible phase of the project. The owner's responses to Part A will lead to a selection of the appropriate delivery method and contract forms, including the general conditions. Part B naturally follows after selection of the general conditions because insurance and bonding information is dependent upon the type of general conditions chosen. Answers to Part C will follow as the contract documents are further developed.

### G701™-2000 Change Order

G701™-2000 is for implementing changes in the Work agreed to by the owner, contractor, and architect. Execution of a completed G701™ indicates agreement upon all the terms of the change, including any changes in the Contract Sum (or Guaranteed Maximum Price) and Contract Time. The form provides space for the signatures of the owner, architect, and contractor, and for a complete description of the change.

# G702™-1992 Application and Certificate for Payment, and G703™-1992 Continuation Sheet

These documents provide convenient and complete forms on which the contractor can apply for payment and the architect can certify that payment is due. The forms require the contractor to show the status of the contract sum to date, including the total dollar amount of the work completed and stored to date, the amount of retainage (if any), the total of previous payments, a summary of change orders, and the amount of current payment requested. G703™-1992, Continuation Sheet, breaks the contract sum into portions of the work in accordance with a schedule of values prepared by the contractor as required by the general conditions. (Note: The AIA does not publish a standard schedule of values form.) G702™-1992 serves as both the contractor's application and the architect's certification. Its use can expedite payment and reduce the possibility of error. If the application is properly completed and acceptable to the architect, the architect's signature certifies to the owner that a payment in the amount indicated is due to the contractor. The form also allows the architect to certify an amount different than the amount applied for, with explanation provided by the architect.

### G704™-2000 Certificate of Substantial Completion

G704 $^{\text{TM}}$ -2000 is a standard form for recording the date of substantial completion of the work or a designated portion thereof. The contractor prepares a list of items to be completed or corrected, and the architect verifies and amends this list. If the architect finds that the work is substantially complete, the form is prepared for acceptance by the contractor and the owner, and the list of items to be completed or corrected is attached. In G704 $^{\text{TM}}$ , the parties agree on the time allowed for completion or correction of the items, the date when the owner will occupy the work or designated portion thereof, and a description of responsibilities for maintenance, heat, utilities, and insurance.

### G706™-1994 Contractor's Affidavit of Payment of Debts and Claims The contractor submits this affidavit with the final request for payment

The contractor submits this affidavit with the final request for payment, stating that all payrolls, bills for materials and equipment, and other indebtedness connected with the work for which the owner might be responsible has been paid or otherwise satisfied. G706™-1994 requires the contractor to list any indebtedness or known claims in connection with the construction contract that have not been paid or otherwise satisfied. The contractor may also be required to furnish a lien bond or indemnity bond to protect the owner with respect to each exception.

### G706A™-1994 Contractor's Affidavit of Release of Liens

 $G706A^{m}$ -1994 supports  $G706^{m}$ -1994 in the event that the owner requires a sworn statement of the contractor stating that

all releases or waivers of liens have been received. In such event, it is normal for the contractor to submit  $G706^{\rm TM}$  and  $G706A^{\rm TM}$  along with attached releases or waivers of liens for the contractor, all subcontractors, and others who may have lien rights against the owner's property. The contractor is required to list any exceptions to the sworn statement provided in  $G706A^{\rm TM}$ , and may be required to furnish to the owner a lien bond or indemnity bond to protect the owner with respect to such exceptions.

### G707™-1994 Consent of Surety to Final Payment

This document is intended for use as a companion to G706™, Contractor's Affidavit of Payment of Debts and Claims, on construction projects where the contractor is required to furnish a bond. By obtaining the surety's approval of final payment to the contractor and its agreement that final payment will not relieve the surety of any of its obligations, the owner may preserve its rights under the bond.

# G707A™-1994 Consent of Surety to Final Reduction in or Partial Release of Retainage

This is a standard form for use when a surety company is involved and the owner-contractor agreement contains a clause whereby retainage is reduced during the course of the construction project. When duly executed, G707A^{M-1994} assures the owner that such reduction or partial release of retainage does not relieve the surety of its obligations.

### G709™-2001 Work Changes Proposal Request

This form is used to obtain price quotations required in the negotiation of change orders. G709^m-2001 is not a change order or a direction to proceed with the work. It is simply a request to the contractor for information related to a proposed change in the construction contract. G709^m provides a clear and concise means of initiating the process for changes in the work.

### G710™-1992 Architect's Supplemental Instructions

This form is used by the architect to issue additional instructions or interpretations or to order minor changes in the work. It is intended to assist the architect in performing its obligations as interpreter of the contract documents in accordance with the owner-architect agreement and the general conditions.  $G710^{m}-1992$  should not be used to change the contract sum or contract time. It is intended to help the architect perform the functions described in Section 2.6.13 of  $B141^{m}-1997$ , with respect to minor changes not involving adjustment in the Contract Sum or Contract Time. Such minor changes are authorized under Paragraph 7.4 of  $A201^{m}-1997$ .

If the contractor believes that a change in Contract Sum or Contract Time is involved, different documents should be used. Depending on the circumstances, the appropriate document may be  $G709^{\text{TM}}-2001$ , *Proposal Request*;  $G714^{\text{TM}}-2001$ , *Construction Change Directive*; or  $G701^{\text{TM}}-2000$ , *Change Order*.

If an architect's project representative will be involved in the use of this document, it may be helpful to review B352, *Duties*, *Responsibilities and Limitations of Authority of the Architect's Project Representative*, to coordinate and verify relationships and responsibilities among the parties.

### G711™-1992 Architect's Field Report

The architect's project representative can use this standard form to maintain a concise record of site visits or, in the case of a full-time project representative, a daily log of construction activities.

### G712™-1972 Shop Drawing and Sample Record

This is a standard form by which the architect can log and monitor shop drawings and samples. The form allows the architect to document receipt of the contractor's submittals, subsequent referrals of the submittals to the architect's consultants, action taken, and the date returned to the contractor.

 $G712^{TM}$ -1972 can also serve as a permanent record of the chronology of the submittal process.

### G714™-2001 Construction Change Directive

G714 $^{\rm m}$ -2001 is a directive for changes in the Work for use where the owner and contractor have not reached an agreement on proposed changes in the Contract Sum or Contract Time. G714 $^{\rm m}$  was developed as a directive for changes in the work which, if not expeditiously implemented, might delay the project. Upon receipt of a completed G714 $^{\rm m}$ , the contractor must promptly proceed with the change in the work described therein.

# G715™-1991 Supplemental Attachment for Acord Certificate of Insurance 25-S (7/90)

This document is intended for use in adopting ACORD Form 25-S to certify the coverage required of contractors under A201 $^{\text{TM}}$ -1997, General Conditions of the Contract for Construction. Since the Acord certificate does not have space to show all the coverages required in A201 $^{\text{TM}}$ , the Supplemental Attachment form should be completed, signed by the Contractor's insurance representative, and attached to the Acord certificate.

### G804™-2001 Register of Bid Documents

G804 $^{\text{TM}}$ -2001 serves as a log for bid documents while they are in the possession of contractors, subcontractors, and suppliers during the bidding process. The form allows tracking by bidder of documents issued, deposits received, and documents and deposits returned. G804 $^{\text{TM}}$  is particularly useful as a single point of reference when parties interested in the project call for information during the bidding process.

### G805™-2001 List of Subcontractors

 $G805^{\text{TM}}$ -2001 is a form for listing subcontractors and others proposed to be employed on a project as required by the bidding documents. It is to be filled out by the contractor and returned to the architect for submission to the owner.

### **G806™-2001** Project Parameters Worksheet

 $G806^{m}$ -2001 is an administrative form intended to help maintain a single standard list of project parameters including project objectives, owner's program, project delivery method, legal parameters, and financial parameters.

### G807™-2001 Project Team Directory

G807 $^{\mathrm{m}}$ -2001 is used as a single point of reference for basic information about project team members including the owner, architect's consultants, contractor, and other entities. G807 $^{\mathrm{m}}$  differs from AIA Document G808?-2001, *Project Data*, which contains only data about the project and project site

G807 $^{\rm TM}$  should be carefully checked against the owner-architect agreement so that specific requirements as to personnel representing the owner and those involved with the architect in providing services are in conformance with the agreement.

# G808™2001 Project Data and G808?A Construction Classification Worksheet

G808™-2001 is used for recording information about approvals and zoning and building code issues gathered in the course of providing professional services. G808™ should be completed piece by piece as a project progresses and periodically reviewed to ensure information relevance. The attached worksheet, G808™A, Construction Classification Worksheet, can be used to supplement the G808™. G808A™ can help a design team work through the range of code compliance combinations available before choosing a final compliance strategy.

### G809™2001 Project Abstract

G809[™]-2001 establishes a brief, uniform description of project data to be used in the tabulation of architect marketing information and firm statistics. The intent is to provide a single sheet summary where information can be

sorted, compiled, and summarized to present a firm's experience. Information compiled in G809 can support planning for similar projects and answer questions pertaining to past work.

### G810™2001 Transmittal Letter

G810 $^{\mathrm{m}}$ -2001 allows for the orderly flow of information between parties involved in the design and construction phase of a project. It serves as a written record of the exchange of project information and acts as a checklist reminding the sender to tell the recipient what exactly is being sent, how the material is being sent, and why it is being sent.

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### **AGENDA SUMMARY SHEET**

AGENDA ITEM:	Policy 3645: Support Services – Construction – Procedures – Change Orders
MEETING DATE:	October 4, 2004 (First Reading) October 18, 2004 (Second Reading)
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Policy 3645: Support Services – Construction – Procedures – Change Orders – The approval of the amendment and renumbering of the policy.
ACTION DESIRED:	Approval x Discussion Information Only
BACKGROUND:	Policy 3645 (attached) reflects two revisions:
	1. The old policy (7419) has been renumbered.
	2. The revised policy (3645) clarifies that the change order procedures apply to the major construction projects (e.g., roof replacements, track rebuilds, new building construction) that are "board approved" – as opposed to the minor projects (e.g., adding shelving and/or casework in storage areas, separation walls and doors required by the fire marshal, routine PTA or booster club projects, etc.) that are "administration approved." [Note: Minor projects often are communicated to the board, but the projects are not included in the quarterly construction updates presented at board meetings.]
	Also attached is proposed Rule 3645.1 which will be presented after the second reading of Policy 3645. The language in Rule 3645.1 was amended to be consistent with the policy. In addition, the reporting time was revised from "30 days" to "90 days." [Note: When the Rule was first adopted, the District was engaged in multiple projects totally over \$89 million and had a construction management firm making reports monthly to the board. Now, with fewer (and less extensive) projects, the construction reports to the board are scheduled on a quarterly basis.]
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that Policy 3645 Support Services – Construction – Procedures – Change Orders be approved (after second reading) as submitted.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate.
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S	Val

APPROVAL:

### ConstructionSupport Services -- Construction

3645<del>7419</del>

### Change Orders Procedures - Change Orders

When the board-approved plans and specifications of contracts for construction, remodeling, or renovation of District facilities are amended by change order, the change order shall be issued in accordance with the contracts to which the District is a party and shall be in accordance with the rules, regulations, and standards established by the Board of Education.

The rules, regulations, and standards shall provide the Board of Education with timely knowledge of the change orders and ensure that any expenditure of District funds will be pursuant to Board of Education approval.

Related Policies & Rules: 7419R13645R1

Adopted: May 18, 1998 Revised: October 18, 2004 Millard Public Schools

Omaha, NE

### Change Orders Procedures - Change Orders

The following procedures shall be followed with respect to the administration of <u>board-approved</u> construction, renovation, and remodeling of capital improvements of the District (hereinafter referred to as "construction.")

### A. Definitions:

For purposes of this Rule, the following definitions shall apply:

- 1. "Superintendent's Construction Review Committee" shall mean a committee established by the superintendent to receive construction reports and other communications from the owner's representative(s) and to make decisions under the provisions of this Rule on construction related matters.
- 2. "Time is of the Essence" shall mean that time is a material condition in a construction contract and delay in the performance of the contract could disrupt the orderly progress of the construction, affect the operations of the District, or affect the cost of construction.
- 3. "Owner's Representative(s)" shall mean the construction manager(s), architect(s), engineer(s) or consultant(s) employed by the district to assist with the construction.

### B. Incorporation of Rule Into Contracts and Agreements:

All contracts or agreements between the District and the construction manager(s), architect(s), engineer(s), or consultant(s) shall incorporate this Rule.

### C. Change Orders Changing Cost of Construction \$10,000 or Less:

- 1. Change Orders either increasing or decreasing the contract amount by \$10,000 or less may be approved by the Superintendent or his/her designee upon the recommendation of the owner's representative(s) having the duty and responsibility to make the recommendation to the District.
- 2. The Change Order shall not require prior approval of the Board of Education but shall be reported to the Board of Education at one of its regularly scheduled meetings or special meetings within thirty-ninety days of such approval.

# D. Change Orders Increasing or Decreasing the Cost of Construction in an Amount Exceeding \$10,000:

1. Where Time Is of the Essence:

Where time is of the essence, proposed Change Orders may be approved by the Superintendent or his/her designee without prior presentation to the Board of Education if:

a. The owner's representative(s) with the responsibility of submitting recommendations for Change Orders to the District determines that time is of the essence and that the decision on the Change Order cannot reasonably be delayed for submission to and consideration by the Board of Education, and submits its determination in writing to the Superintendent, and

- b. The Superintendent or his/her designee determines that time is of the essence and that a decision in the Change Order cannot reasonably be delayed for submission to and consideration by the Board of Education prior to the approval of the Change Order, and
- c. Both the owner's representative(s) and the Superintendent or his/her designee agree that the Change Order is reasonable and necessary, and
- d. In the event the superintendent or his/her designee, in consultation with the Superintendent's Construction Review Committee and the owner's representative(s) are of the opinion that the proposed cost, scope, or effect of the Change Order is not reasonable or beneficial to the district, the contractor may be directed to proceed with the change proposed subject to a determination of cost at a later date.

Change Orders under this subparagraph shall be reported to the Board of Education at one of its regularly scheduled or special meetings within thirty ninety days of the approval of the Change Order by the Superintendent or his/her designee.

### 2. Where Time Is Not of the Essence:

Change Orders where time is not of the essence shall be submitted to the Board of Education for consideration, approval, or rejection at a regularly scheduled or special meeting of the Board of Education in such form as the Board may require.

### E. Material Changes:

Notwithstanding any other provisions of this Rule, no Change Order may be approved which materially changes the scope of a construction project without prior approval of the Board of Education.

### F. Execution of Documents:

Change Order documents may be executed by the Superintendent or his/her designee, and, the Associate Superintendent for General Administration is designated to so act on behalf of the superintendent.

Adopted: May 18, 1998 Revised: October 18, 2004 Millard Public Schools Omaha, NE

### **AGENDA SUMMARY SHEET**

AGENDA ITEM:	Policy 3646: Support Service – Construction – Procedures - Closing
MEETING DATE:	October 4, 2004 (First Reading) October 18, 2004 (Second Reading)
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Policy 3646: Support Service – Construction – Procedures – Closing – A new policy to address issues related to the closing out of construction projects.
ACTION DESIRED:	Approval x Discussion Information Only
BACKGROUND:	Policy 3646 (attached) is a new policy that addresses the "closing out" of construction projects. The new policy is intended to replace Policies 7460, 7520, and 7540 (which were adopted in 1974).
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that (after second reading) Policy 3646 be adopted as submitted and that the following policies be deleted: 7460, 7520, and 7540.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate.
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S	

APPROVAL:

### **Procedures – Closing**

The administration shall report to the board of education when a board-approved project reaches "substantial completion." Thereafter, the project may be closed out and final payments made to contractors when the following conditions are met:

- 1. <u>Each contractor has satisfactorily addressed all "punch list" items remaining at the time of substantial completion.</u>
- 2. Each contractor has provided satisfactory "as built" drawings to the District or its architect.
- 3. Each contractor has provided warranty certificates, operations and maintenance manuals, and all other required documents related to the project.
- 4. Each contractor has provided the required training to District personnel and has met all other requirements for the project.

<u>Upon closing, all documents and other information related to the project shall be organized, maintained, and preserved in the District's construction records.</u>

Policy Adopted: October 18, 2004 Millard Public Schools
Omaha, Nebraska

### **New Construction**

# Adequate records shall be maintained by the Board representative, architect and/or engineer, of all new construction as an aid to administration and as a history for maintenance purposes. Standard forms, reports and all forms of correspondence shall be utilized to achieve this purpose. Policy Adopted: February, 4, 1974 Millard Public Schools Revised: Omaha, NE

### **New Construction**

# Completed projects shall be inspected by appropriate school district personnel in accordance with the contract for architectural services. Recommendations shall be made for the acceptance of the building to the Board by the Assistant Superintendent for Business. Policy Adopted: February 4, 1974 Millard Public Schools Omaha, NE

### **New Construction**

## Assembling and Preserving Important Documents

7540

All documents pertaining to the planning and construction of the facility shall be preserved in the Office of the Assistant Superintendent for Business. ?As Built≅ plans shall be filed with the Assistant Superintendent for Business and a copy retained. Subsequent changes to any buildings shall be entered on the original plans and filed with the Assistant Superintendent of Business.

Policy Adopted: February 4, 1974
Revised:

Millard Public Schools

Omaha, NE

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AGENDA ITEM: Board of Education Legislative Resolutions
MEETING DATE: October 4, 2004
<b>DEPARTMENT:</b> Office of the Superintendent
TITLE AND BRIEF DESCRIPTION:
Board of Education Legislative Resolutions
ACTION DESIRED: APPROVAL XX DISCUSSION INFORMATION ONLY
<b>BACKGROUND:</b> Each year the Board takes a position on Legislative Resolutions. This year we are proposing to delete resolution.
Our current resolutions will cover known priorities coming from the Education Committee of the Legislature.
OPTIONS AND ALTERNATIVES CONSIDERED: None
RECOMMENDATION: Approve the resolutions for 2005.
STRATEGIC PLAN REFERENCE:
IMPLICATIONS OF ADOPTION OR REJECTION:
TIMELINE:
RESPONSIBLE PERSON: Angelo Passarelli
SUPERINTENDENT'S APPROVAL: (Signature)
BOARD ACTION:

## Millard Public Schools Board of Education Legislative Resolutions - 2005

Draft

- 1. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program. The funding should reflect an equitable distribution of state revenue (2001).
- 2. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund (2001).
- 3. Federal and state governments should never impose un-funded mandates (2001).
- 4. Local boards of education are accountable to their community for making decisions regarding the educational program and are in the best position to make decisions on curriculum, management and funding (2001).
- 5. Financial decisions on lids and levies are best made at a local level where elected officials are most accountable to the community (2001).
- 6. State appropriations should increase in order to offset the reductions in revenue at a local level caused by student fees legislation (2001).
- 7. School finance studies should focus on adequacy of funding (2002).
- 8. Additional state funding should follow any new requirements for new or revised assessments (2002).
- 9. A legislative solution is the most effective way to resolve the issues that are represented in the current finance litigation (2003).
- 10. A separate ESU system should be established to serve students in the Millard Public Schools (2003).
- 11. Consolidation of the metropolitan school districts would not be in the best interest of student achievement or efficiency (2003).
- 12. State funding should be sufficient to keep teacher's salaries regionally competitive (2003).

### **AGENDA SUMMARY SHEET**

MEETING DATE:

October 4, 2004

**DEPARTMENT:** 

**Human Resources** 

ACTION DESIRED:

Approval

BACKGROUND:

Personnel items: (1) New Hires and (2) Leave of Absence

**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;

### TEACHERS RECOMMENDED FOR HIRE

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

- 1. Nicole Hagan Step 1, BA University of University of Nebraska at Omaha. Montessori Teacher at Montclair Elementary School (Short-term).
- 2. Kelly Lawrence Step 4, BA Northwest Missouri State University. Sped Resource Teacher at South High School (50%). Previous experience: St. Louis Park, MN (2000/01); Papillion/LaVista, NE (2001/03).

### LEAVE OF ABSENCE REQUESTS

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

1. Theresa Howatt – Speech Language Pathologist. She is requesting a leave for the 2004/05 school year for family reasons.

### **AGENDA SUMMARY SHEET**

Agenda Item:	Local Option Substitute Teacher for Hire
Meeting Date:	October 4 th , 2004
Department:	Human Resources
Title & Brief Description:	Recommendation to Hire a Local Option Substitute Teacher
Action Desired:	Approval to hire the following person as a Local Option Substitute Teacher:
	Diane Krogh - Ms. Krogh is a paraeducator at Harvey Oaks Elementary.
Background:	The Nebraska State Board of Education has approved the use of "Local Option" substitute teachers. A Local Option substitute must have completed at least 60 hours of college including one course in teacher education. The Local Option substitute must be approved for hire as a substitute teacher by the local board of education. Once approved by the local board the candidate must apply to the Nebraska Department of Education, Office of Teacher Certification, for a Local Option Substitute Teaching Certificate. The certificate is valid for up to 40 substitute teaching days per school year in the District requesting the certificate.
Options And Alternatives:	Continue to use substitute teachers who have at least a bachelor's degree in teacher education, and are certified to teach or substitute teach in Nebraska. When a shortage exists, combine classes or have teachers give up planning time or supervision to cover classes.
Recommendation:	Approval of this Local Option Substitute Teacher
Strategic Plan Reference:	
Implications Of Adoption/Rejection:	
Timeline:	

Asst. Superintendent Approval:

George Conrad

Superintendent Approval:

Responsible Person:

### **BOARD OF EDUCATION MEETING - OCTOBER 4, 2004**

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### **BOARD OF EDUCATION MEETING - OCTOBER 4, 2004**

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Enclosure I.1.

# **Total Enrollment**

		William Lubile General									Dictordic 1.11.				
								Total Enrollment Self		Oc Current	tober	4, 2004 Official 9/03			
Elementary		Κ	4	2	3	4	5	Cont	Total	Change	Change	Enrollment			
	(0=:4\					4	78	Cont							
Abbott	(3 unit)	60	74	84	65	78		40	439	0	-23	462			
Ackerman	(4 unit)	100	96	118	100	103	99	13	629	5	49	580			
Aldrich	(3 unit)	66	62	52	59	65	51		355	1	5	350			
Black Elk	(3 unit)	97	85	102	99	111	85		579	-5	1	578			
Bryan	(3 unit)	58	59	49	66	60	64		356	0	-16	372			
Cather	(3 unit)	66	78	63	78	75	74		434	2	-16	450			
Cody	(2 unit)	37	36	39	35	15	28	28	218	-2	-6	224			
Cottonwood	(3 unit)	72	51	42	53	64	72		354	3	39	315			
Disney	(3 unit)	53	46	50	38	52	53	15	307	1	21	286			
Ezra Millard	(3 unit)	72	81	67	70	70	72	11	443	0	27	416			
Harvey Oaks	(2 unit)	42	44	39	39	49	44		257	2	4	253			
Hitchcock	(2 unit)	38	38	32	39	26	38		211	0	1	210			
Holling Heights	(3 unit)	71	54	57	45	52	53		332	2	12	320			
Montclair	(4 unit)	87	98	77	98	90	74		524	-6	-26	550			
Morton	(3 unit)	43	58	60	69	65	41	25	361	4	0	361			
Neihardt	(4 unit)	91	94	97	98	92	109		581	3	-8	589			
Norris	(3 unit)	59	62	52	43	49	30	20	315	-1	7	308			
Rockwell	(3 unit)	62	43	51	54	46	48	23	327	-1	-8	335			
Rohwer	(3 unit)	109	103	116	95	104	84	15	626	-5	142	484			
Sandoz	(3 unit)	46	53	44	53	41	49		286	-1	-19	305			
Wheeler	(3 unit)	102	112	97	109	85	85	28	618	-4	54	564			
Willowdale	(3 unit)	59	71	59	70	68	71		398	-4	1	397			
Totals		1490	1498	1447	1475	1460	1402	178	8950	-6	241	8709			

Secondary									Self		Current	YTD	Official 9/03
occonduty	6	7	8						Cont	Total	Change	Change	Enrollment
Andersen MS	243	254	247						10	744	3	-16	760
Beadle MS	219	210	229						17	658	-2	67	591
Central MS	244	256	287						14	787	-2	-78	865
Kiewit MS	290	311	352						9	953	-1	-39	992
North MS	197	214	185						27	596	5	-36	632
Russell MS	261	282	241						5	784	-2	-16	800
MS Alternative	0	10	6							16	-1	2	14
Totals	1454	1537	1547						82	4538	0	-116	4654
				9	10	11	12				West .		
North HS				620	581	576	632		21	2409	1	127	2282
South HS				559	517	500	438		13	2014	10	101	1913
West HS				529	473	461	430		19	1893	2	117	1776
Millard Learning C	enter			. 0	0	28	65			93	-10	0	93
Totals				1708	1571	1565	1565		53	6409	3	345	6064
Preschool			l	Presci	nool SI	PED		Contracted SPED		42	0	11	31
Disney		16	1	Cody			57	Young Adult Program		33	0	-6	39
Cody Neihardt		9 33		Sando	_		59 29	Total District K-12		19972	-3	475	19497
Rockwell		32		Contra			3	Total District PreK-12		20502	NA.	494	20008
Bryan		33		Infants			76	Total District Flore 12		20002			20000
Holling Hghts		26		Total	·		224						
Morton		35	ŀ	- Ottai									
Norris		17											
Montessori - Mont	clair	75											
Montessori - Norris		30											
Total		306	i										
			,										

			Enro	lment 200	04-05		
19900   19700   19497   19500   19300   19100   18900   18700   18500   Sep-03	19975 3rd day - 2004	19972 Sep-04			1	1	+

9/26/2003	
Elementary	8709
Middle Sch	4654
High Sch	6064
Contracted	31
Young Adult	39
Total	19497
9/24/2004	
Elementary	8950
Middle Sch	4538
High Sch	6409
Contracted	42
Young Adult	33
Total	19972
Current Chg	-3
YTD Change	475

Elementary		Classroom En	rollment							Class
	K 1 2	3 4	5		Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Size W/out SPED
Abbott	20 19 20 21 18 21 19 19 20	21 26 22 26 22 26	26 26 26							
Total Students Total Teachers Classroom Avg	18 23 60 74 84 3.0 4 4 20.0 18.5 21.0	65 78 3 3 21.7 26.0	78 3 26.0			439 20.0 22	0	-23	462	439 20.0 22
Classicom Avg	K 1 2	3 4	5		Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	22)
Ackerman	21 24 24 19 24 24 21 23 23 20 25 24 19 23	25 26 25 26 25 26 25 25	25 25		6 7					
Total Students Total Teachers Classroom Avg	100 96 118 5.0 4 5 20.0 24.0 23.7	100 103 4 4 25.0 25.8	99 4 24.8		13 2 6.5	629 28.0 22	5	49	580	616 26.0 24
	K 1 2	3 4	5			Total	Current Change	YTD Change	Official 9/03 Enrollment	
Aldrich	23 20 26 22 21 26 21 21	19 21 20 22 20 22	25 26							
Total Students Total Teachers Classroom Avg	66 62 52 3 3 2 22.0 20.7 26.0	59 65 3.00 3 19.7 21.7	51 2 25.5			355 16.00 22	1	5	350	355 16 22
	K 1 2	3 4	5			Total	Current Change	YTD Change	Official 9/03 Enrollment	
Black Elk	22 22 19 20 22 21 17 22 20 18 19 20 20 22	23 23 26 22 23 22 27 22 22	21							
Total Students Total Teachers Classroom Avg	97 85 102 5.0 4 5 19.4 21.3 20.4	99 111 4 5 24.8 22.2	85 4 21.3			579 27 21	-5	1	578	579 27 21
	K 1 2	3 4	5			Total	Current Change	YTD Change	Official 9/03 Enrollment	
Bryan	19 19 17 20 20 16 19 20 16	22 20 21 20 23 20								
Total Students Total Teachers Classroom Avg	58 59 49 3 3 3 19.3 19.7 16.3	66 60 3 3 22.0 20.0	3			356 18 20	0	-16	372	356 18 20
Cather	K 1 2-3 18 15 15 14 8	3 4 20 27	5 14 14	C-K C-1 C-2 C-3 24 24 24 25 24 25 24 25	C-4 C-5 24 23 24 23	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers	18 29 23 1 2 1	20 27 1 1	28 2	48 49 48 50 2 2 2 2	48 46 2 2	434 20	2	-16	450	434 20.0
Classroom Avg	18.0 14.5 23	20 27			24.0 23.0	22		VTD	Official 0/02	22
Cody	K 1 2 19 12 19 18 13 20 11	3 4 17 15 18	5 14 14		Self Cont 11 17	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers Classroom Avg	37 36 39 2 3 2 18.5 12.0 19.5	35 15 2 1 17.5 15.0	2		28 2 14.0	218 14 16	-2	-6	224	190 12 16
	K 1 2	3 4	5			Total	Current Change	YTD Change	Official 9/03 Enrollment	
Cottonwood	19 26 22 18 25 20 18	27 21 26 22 21	23 25					<b>-</b>		
Total Students Total Teachers Classroom Avg	17 72 51 42 4.00 2 2 18.0 25.5 21.0	53 64 2 3 26.5 21.3	3			354 16 22	3	39	315	354 16 22

Disney	18	24	18	3	4 27	5				-		Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
	19 16		15 17	18	25	26		*******				8					
Total Students Total Teachers Classroom Avg	53 3.0 17.7 2	2	50 3 6.7	38 2 19.0	52 2 26.0	53 2 26.5	_					15 2 7.5	307 16.0 19	1	21	286	292 14 21
Harvey Oaks	K 21 21	22	19 20	3 19 20	4 24 25	5 22 22					. "		Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers Classroom Avg	42 2.0 21.0 2	2	39 2 9.5	39 2 19.5	49 2 24.5	44 2 22.0							257 12.0 21	2	4	253	257 12 21
Hitchcock	K 19 19	20	2 16 16	3 19 20	4 26	5 17 21						T	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers Classroom Avg	38 2.0 19.0 1	2	32 2 6.0	39 2 19.5	26 1 26.0	38 2 19.0							211 11.0 19	0	1	210	211 11 19
Holling Heights		1 2 18	2 19 20	3 22 23	4 27 25	5 27 26							Total	Current Change	YTD Change	Official 9/03 Enrollment	]
Total Students Total Teachers Classroom Avg	71 3.0 23.7 1	54 3	57 3 9.0	45 2 22.5	52 2.5 20.8	53 2.5 21.2					-		332 16.0 21	2	12	320	332 16 21
Ezra Millard	K 23 25	20	2 23 23	3 24 23	4 23 23	5 24 24						Self Cont 6 5	Total	Current Change	YTD Change	Official 9/03 Enrollment	]
Total Students Total Teachers Classroom Avg	72 3.00 24.0	20 21 81 4	67 3 2.3	70 3 23.3	70 3 23.3	72 3 24.0						11 2 6	443 21 21	0	27	416	432 19 23
Montclair		1 2 23	2 18 18	3 24 24	4 24 22	5 18 17	M-K 14 16	M1-3 23 23	M4-5 20 21			Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	]
T-1-1-01							19	24 25 25 23	21 21				504				
Total Students Total Teachers Classroom Avg	38 2 19.0 2	2	36 2 8.0	48 2 24.0	46 2 23.0	35 2 17.5	49 2 24.5	143 6 23.8	83 4 20.8				524 24 22	-6	-26	550	524 24 22
Morton	21 22	19 20	2 21 20 19	3 23 23 23	22 22 21	5 22 19						Self Cont 11 14	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers Classroom Avg	43 2 21.5	58 3	60 3 0.0	69 3 23.0	65 3 21.7	41 2 20.5						25 2 12.5	361 18 20	4	0	361	336 16.0 21
Neihardt	23 23 23 23 22	23 24 24	2 20 19 19 20	3 25 23 25 25	4 24 24 22 22	5 22 23 21 21							Total	Current Change	YTD Change	Official 9/03 Enrollment	
Total Students Total Teachers Classroom Avg	91 4.0	94 4	97 5 9.4	98 4 24.5	92 4 23.0	22 109 5 21.8							581 26.0 22	3	-8	589	581 26.0 22

	ĸ	11	2	3	4	5		M1-2	Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	Class Size Size W/out SPED
Norris	19 17	22 24	15 16	22 21	26 23	16 14	11 12	18 19	9 11					
Total Students Total Teachers	36 2.0	46	31 2	43 2	49 2	30 2	23 1.00	37 2	20 2	315 17.0	-1	7	308	295 15
Classroom Avg			15.5	21.5	24.5	15.0	23.0	18.5	Self	19	Current	YTD	Official 9/03	20
Rockwell	21 20 21	22 21	17 18 16	3 17 19 18	24 22	5 24 24			Cont 10 6 7	Total	Change	Change	Enrollment	
Total Students Total Teachers Classroom Avg	62 3.0 20.7	43 2 21.5	51 3 17.0	54 3 18.0	46 2 23.0	48 2 24.0			23 3 7.7	327 18.0 18	-2	-8	335	304 15.0 20
	K	1	2	3	4	5			Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Rohwer	22 16 22 24 25	19 23 22 23 16	26 25 26 15 24	26 16 26 27	23 22 23 21 15	24 23 22 15			8 7					
Total Students Total Teachers Classroom Avg	109 5.0 21.8	103 5 20.6	116 5 23.2	95 4 23.8	104 5 20.8	84 4 21.0			15 2 7.5	626 30.0 21	-5	142	484	611 28 22
Sandoz	K 23	1 18	22	3	20	5			Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
	23	17 18	22	18 17	21	25						7-2-		
Total Students Total Teachers Classroom Avg	46 2 23.0	53 3 17.7	44 2 22.0	53 3 17.7	41 2 20.5	49 2 24.5				286 14 20	-1	-19	305	286 14 20
	к	1	2	3	4	5			Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	1
Wheeler	20 22 21 19 20	24 23 24 24 17	21 19 20 18 19	23 22 23 18 23	18 24 22 21	22 23 22 18			13 15					
Total Students Total Teachers Classroom Avg	102 5	112 5 22.4	97 5 19.4	109 5 21.8	85 4 21.3	85 4 21.3			28 2 14.0	618 30 21	-4	54	564	590 28 21
Oldest dem 7 kg	К	1	2	3	4	5	•		Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	
Willowdale	21 18 20	24 24 23	20 20 19	23 23 24	23 23 22	24 24 23								
Total Students Total Teachers Classroom Avg	59 3.0 19.7	71 3 23.7	59 3 19.7	70 3 23.3	68 3 22.7	71 3 23.7				398 18.0 22	-3	1	397	398 18
Elementary Totals Grade	ĸ	1	2	3	4	5			Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	22
Students Teachers Classroom Avg	72.0	1498 72.0 20.8	1447 73.5 19.7	1475 66.5 22.2	1460 64.5 22.6	1402 64.5 21.7			178 19.0 9.4	8950 432.0 21	-6	241	8709	8772 413.0
A	6	7	8						Self Cont	Total	Current Change	YTD Change	Official 9/03 Enrollment	21]
Andersen MS Beadle MS Central MS Kiewit MS	243 219 244 290	254 210 256 311	247 229 287 352						10 17 14 9	744 658 787 953	3 -2 -2 -1	-16 67 -78 -39	760 591 865 992	
North MS Russell MS MS Alternative	197 261 0	214 282 10	185 241 6						27 5	596 784 16	5 -2 -1	-36 -16 2	632 800 14	
Totals			1547	9	10	11	12		82	4538	0	-116	4654	
North HS South HS				620 559	581 517	576 500	632 438		21 13	2409 2014	1 10	127 101	2282 1913	
West HS Millard Learning Cent	ter			529 0	473 0	461 28	430 65		19	1893 93	2 -9	117 0	1776 93	
Totals				1708	1571	1565	1565	Contracted SPED	53	6409 42	4 0	345 11	6064 31	]
								Young Adult Program  Total District Enrollment		32 1 <b>9971</b>	-1 -3	-7 <b>474</b>	39 <b>19497</b>	

### AGENDA SUMMARY SHEET

Enclosure I.2. October 4, 2004

**AGENDA ITEM:** 

**IB Program Evaluation** 

**Meeting Date:** 

October 4, 2004

**Department:** 

Planning and Evaluation

Title and Brief

**Description:** 

This program evaluation is required by policy (regarding minimagnets and pilot programs), for the first 5 years of the program. This is the second year of the IB evaluation.

**Action Desired:** 

Approval ____ Discussion _x __ Information Only ____

Background:

Last year's evaluation included survey results, numbers of participants, and a limited amount of test data. This year there were 18 seniors who were eligible for the diploma and 15 were successful in achieving the IB diploma. Test scores showed that on a majority of measures, Millard students scored higher than the

international means.

**Options/Alternatives** 

Considered:

N.A.

**Recommendations:** 

While there are additional costs associated with the program, it appears to be achieving its goals, and students are benefiting; all 18 candidates received college scholarships, averaging more than \$49,000 per student.

Strategic Plan Reference:

To meet the "world class' mission of the district.

Implications of

Adoption/Rejection:

N.A.

Timeline:

Use the results for program planning in 2004-05 and years beyond.

Responsible

**Persons:** 

John Crawford & Sharon Freeman for the evaluation; Rick

Workheiser and others for the program.

Superintendent's Signature:

# International Baccalaureate Mini-Magnet Year 2 Program Evaluation

### **Introduction and Purpose**

As required by board policy and strategic plan parameters, the office of Planning and Evaluation carries out 5-year evaluations of all mini-magnet programs. The 2003-2004 school year was the second year of implementation for the International Baccalaureate (IB) mini-magnet at Millard North High School, and the data in this report come from this school year.

The following, from the Millard North IB web page, presents background on IB.

### An Introduction to the International Baccalaureate Program

In 1965 the International Baccalaureate (IB) Office was established at Geneva as a foundation under Swiss law. The IB Diploma program is recognized as the most academically rigorous high school program in the world. Since 1967, the IB program has grown to 1182 authorized IB world schools in over 101 countries. Working in three official languages (English, French, and Spanish), the IB program enjoys the respect and support of many governments, colleges and universities.

The IB Program is a rigorous pre-university course of study, which meets the needs of the highly motivated secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country or educational system. It provides students of different linguistic, cultural, and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

All IB Diploma candidates are required to engage in the study of modern languages, sciences, mathematics, and humanities in the final two years of their secondary schooling. This program is a deliberate compromise between the preference for specialization in some countries and the emphasis on breadth often preferred in others. The intent is that students should learn how to analyze; how to reach considered conclusions about people, their languages and literature, their ways in society, and the scientific forces of the environment

Significant numbers of IB Diploma holders both from within and outside North America have gained admission to prestigious universities such as Harvard, Yale, Princeton, Brown, Stanford, McGill, Toronto, MIT, Michigan, Wisconsin, Bryn Mawr and other prominent institutions. Students are often accorded advanced standing and college credit based on their IB work.

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### **Participation**

The International Baccalaureate program at Millard North is a two-year diploma program that allows students to self-select into and out of the program. Seventh and eighth graders scoring at or above the 85th percentile on the TerraNova are sent informational letters about the IB program. However, there are no rigid criteria for entry into the program, nor does the school drop students from the program if their performance is not at a certain level. The diploma program focuses on students completing all requirements to receive the IB diploma. (Requirements include 6 subject exams, a Theory of Knowledge course, an extended essay, and a Creativity, Action, and Service (CAS) requirement. CAS includes activities such as arts, sports, and service projects.) This is in contrast to IB certificate programs in which students take IB courses and exams with the aim of receiving a certificate for the successful completion of each exam, much like Advanced Placement (AP) courses and exams.

In 2003-2004, the second year of actual IB classes at Millard North, there were 18 seniors, or "diploma candidates" in the IB program. This was a decrease of 5 students from the 23 juniors, or "anticipated candidates", in 2002-2003. As of early fall 2004 there are 22 seniors (diploma candidates) and 25 juniors (anticipated candidates) in the IB program at Millard North, as well as 46 sophomores and 63 freshmen who are considered pre-IB students. This is summarized in the table below.

	IB Enrollment by School Year								
Grade	2001-2002	2002-2003	2003-2004	2004-2005					
9	46	59	45	63					
10	28	48	40	46					
11		23	29	25					
12			18	22					

The  $9^{th}$  grade cohort starting in 2001-2002 retained about 48% into 12th grade, and the  $10^{th}$  grade 2001-2002 cohort retained 64% into the  $12^{th}$  grade year. Cohort retention percentages are averaging 56% across these two cohorts.

### **Test Results**

As part of the requirements to receive the IB diploma, each candidate must complete coursework and tests in 6 subjects during their junior and senior years. The subject tests fall into 2 levels, Standard Level (SL) and Higher Level (HL). Standard Level tests are taken after 1 year of coursework; Higher Level tests follow 2 years of coursework. Millard North had 42 students complete 117 subject tests in May 2004. Results by subject are shown in the following table. May 2003 results are included for comparison.

International Baccal	May 2003 Results						
		#	MNHS	int'i	#	MNHS	Int'i
Subject	Level	Students	Mean	Mean	Students	Mean	Mean
English	<u> </u>						
English	HL	18	4.94	4.87			
Foreign Language							
French	SL	3	4.67	4.99			
German	SL	2	5.00	5.10			
Latin	SL	1	4.00	3.87			
Spanish	SL	12	5.33	4.94			
Individuals and Society							
History of the Americas	HL	13	5.00	4.58			
History	SL	10	6.00	4.86	4	6.25	4.92
Psychology	SL	13	4.54	4.32	9	3.89	4.47
Environmental Sciences							
Biology	HL	9	4.78	4.37			
Chemistry	HL	7	3.14	4.75			
Physics	SL	4	5.75	4.38	5	3.80	4.39
Mathematics							
Mathematical Methods	SL	4	5.00	4.85			
Mathematical Studies	SL	5	6.00	4.58	7	6.00	4.72
Mathematics	HL	8	3.50	4.72			
Electives							
Music Group Performance	SL	5	4.40	4.55	10	5.60	4.77
Music Solo Performance	SL	1	4.00	4.39			-
Visual Arts	HL	1	4.00	4.62			:
Visual Arts	SL	1	4.00	4.36			

Tests are scored from 7 (excellent) to 1 (very poor). The "International Mean" is the mean of all IB students worldwide that tested in May, which is the IB testing date for students in the northern hemisphere. In the May 2004 subject tests, Millard North IB students' average scores were higher than the international averages in 10 of the 18 subject areas examined. More detail on Millard North students' IB subject test scores is shown below.

Millard North IB May 2004 Results								
		<b>Student Count by Score</b>					ore	
Subject	Level	7	6	5	4	3	2	1
English								
English	HL		3	11	4			
Foreign Language								
French	SL			2	1			
German	SL			2				
Latin	SL				1			
Spanish	SL	1	4	5	2			
Individuals and Society								
History of the Americas	HL		2	10		1		
History	SL	3	4	3				
Psychology	SL		3	3	5	2		
Environmental Sciences								
Biology	HL	1	2	1	4	1		
Chemistry	HL				2	4	1	
Physics	SL		3	1				
Mathematics								
Mathematical Methods	SL		1	2	1			
Mathematical Studies	SL		5					
Mathematics	HL			1	2	5		
Electives								
Music Group Performance	SL		1		4			
Music Solo Performance	SL				1			
Visual Arts	HL				1			
Visual Arts	SL				1			
Score Scale: 7-Excellent 6-Very Good 5-Good 4-Satisfactory 3-Mediocre 2-Poor 1-Very Poor								

Additional requirements for the IB diploma include completion of an original research project called the Extended Essay (EE) and a 2-year Theory of Knowledge (TOK) course. These are in addition to the subject tests, and are scored from A (excellent) to E (elementary). A score of D or better must be obtained on either the Extended Essay or Theory of Knowledge for a student to receive the IB diploma. Score distributions are shown for the 18 diploma candidates as well as the percent of students receiving each grade. The most recent international data available are from the May 2003 testing; these are included for comparison.

Millard North IB May 2004 EE and TOK Results					
		Student Count by Score			
Extended Essay	Α	В	C	D	E
	2	1	6	8	1
MNHS May 2004	11.1%	5.6%	33.3%	44.4%	5.6%
Int'i May 2003	13.5%	19.7%	38.0%	24.0%	4.7%
Theory Of Knowledge	Α	В	C	D	E
		1	16	1	
MNHS May 2004	0.0%	5.6%	88.9%	5.6%	0.0%
Int'l May 2003	6.9%	30.0%	41.7%	20.1%	1.3%
Score Scale: A-Excellent B-Good C-Satisfactory D-Mediocre E-Elementary					

Millard North students scoring A, B, or C on the Extended Essay made up 50% of the Millard total, compared with 71.2% in the international data. On the TOK results, 94.5% of the Millard North students received a score of C or better, compared with 78.6% of the international group.

IB diploma candidates must accumulate at least 24 points to be awarded the IB diploma. These points come primarily from the subject tests, with up to 3 possible extra points based on the student's performance on the Extended Essay and Theory of Knowledge. The maximum possible point total is 45. Total diploma point scores for Millard North's first diploma class are shown in the table below.

Millard North May 2004 Total IB Diploma Points		
Diploma points	# Students	
23	1	
26	2	
27	3	
28	3	
29	1	
30	3	
31	3	
36	1	
43	1	

Diploma requirements in addition to the point total are summarized in Appendix A. Of Millard North's 18 diploma candidates, 15 were awarded the IB diploma. Of the 3 students not receiving the diploma, 1 did not have enough total points, 1 received a score of 2 on a Higher Level test, and 1 refused to complete the CAS requirements.

Millard North's IB diploma rate for May 2004 was 83.3%. The most recent international comparison data, from May 2003, show 81.9% of candidates examined receiving the diploma. The May 2003 international data show an average of 32.2 diploma points per student who was

awarded the diploma. Millard North's diploma point average for the 15 students who received the diploma was 30.3.

#### **Costs**

Expenses for the IB program for 2003-2004 are shown in the table below. Expenses in the fees, dues, and contracted services category include annual membership fees paid to the International Baccalaureate Organization (IBO) as well as fees for IB test reports and an online IB curriculum center.

2003-2004 IB Expenditures			
Subs, curriculum writing 14,208.			
Inservice, training, travel	12,097.66		
Fees, dues, contracted services	8,921.00		
Postage, courier service	2,592.69		
Instructional supplies	12,670.62		
Textbooks	1,660.42		
Software & computer equipment	176.26		
	52,327.19		

Estimated costs for the IB coordinator, the Creativity, Action, and Service (CAS) coordinator, and the Extended Essay (EE) coordinator are shown in the following table. These personnel cost estimates use a district average teacher salary and benefits cost of \$56,702 per FTE.

Coordinator	FTE
IB	1.00
CAS	0.29
EE	0.29
Total	1.57
@56,702	89,103.14

Total 2003-2004 expenses for IB were \$141,430. With 47 IB students in 2003-2004, this amounts to \$3,009 per enrolled IB student, not including any differential in costs due to smaller class sizes.

Class size information for IB courses is contained in the following table. Mean spring 2004 class size for the corresponding department at Millard North is included for comparison. Class size for the IB classes is less than the corresponding department average. Overall, IB classes run about 52% of the building average class sizes.

En	Enrollment in IB Courses					
	I .	ollmei ectio	•	Course Mean	Dept. Mean Class Size	
Course Name	1	2	3			
IB 20th Century World History	18	10		14.0	23.60	59%
IB History of the Americas HL	13			13.0	23.60	55%
IB Psychology SL	15			15.0	23.60	64%
IB Theory of Knowledge I	11	21		16.0	23.60	68%
IB Theory of Knowledge II	8	12		10.0	23.60	42%
IB Biology HL - 11	17			17.0	22.10	77%
IB Biology HL - 12	9			9.0	22.10	41%
IB Chemistry HL	7			7.0	22.10	32%
IB/AP Chemistry HL	21	19		20.0	22.10	90%
IB Physics SL	5			5.0	22.10	23%
IB English HL - 11	8	21		14.5	21.40	68%
IB English HL - 12	18			18.0	21.40	84%
IB Math HL I	13			13.0	21.13	62%
IB Math HL II/AP Calculus AB	23	24	16	21.0	21.13	99%
IB Math Methods SL	5			5.0	21.13	24%
IB Math Studies SL	6			6.0	21.13	28%
IB Music SL/IB Music SL - Chorus	3			3.0	40.80	7%
IB Music SL Band/Orchestra	5			5.0	40.80	12%
IB Visual Arts SL/HL 11/HL 12/Pre-IB	11			11.0	20.05	55%
IB/AP French SL	4			4.0	20.75	19%
IB/AP German SL	11			11.0	20.75	53%
IB/AP Latin SL	14			14.0	20.75	67%
IB Spanish SL	13			13.0	20.75	63%
						Avg. = 52%

#### **Summary and Conclusions**

The Millard North International Baccalaureate mini-magnet completed its second year in 2003-2004. The first IB diploma class consisted of 18 diploma candidates; 15 of these students received the IB diploma. Millard North's 83.3% diploma award rate is above the May 2003 international results. Students who do not receive the IB diploma receive certificates for successful completion of IB exams. All 18 of the diploma candidates received college scholarships. Scholarships totaling \$888,358 were accepted by the 18 students for an average of \$49,353 per student.

NMHS IB students performed well on the May 2004 subject tests, with average scores in 10 of the 18 areas examined above the international averages. The school means for History, Physics, and Mathematical Studies were more than 1 point (on a 7 point scale) above the international mean. Elective (music and visual arts) scores for MNHS were lower than the international averages, however, only 1 student was tested in 3 of the 4 subject scores in this area. MNHS average scores in Mathematics HL and Chemistry HL were more than 1 point below the international average; these should be areas of focus for 2004-2005. In May 2003, the first test of Millard North's implementation of the IB curriculum, MNHS students scored below the international mean in 2 of the 5 areas assessed; MNHS students' scores in both areas were above the international mean in May 2004.

Total expenses for IB for 2003-2004 were \$141,430. With 47 IB students enrolled in 2003-2004, this amounts to \$3,009 per IB student. This is a decrease from the per-student cost of \$5,875 in 2002-2003, when only 11th grade students were enrolled in the program. Many of the costs, such as the annual subscription fee and personnel costs for the IB coordinator, do not vary significantly with program enrollment. These costs do not include the additional instructional costs due to (mostly) smaller class sizes. Since the IB classes were, on average, only slightly more than ½ the size of regular classes, the instructional costs (teacher salary and benefits per student) would be nearly twice as high in IB as in the regular North High program.

As the International Baccalaureate mini-magnet program at Millard North High School progresses through its first 5 years, future evaluations will continue to track costs and class sizes. Student participation in and performance on IB tests will be reported, as will the proportion of students who are awarded the IB diploma.

# Appendix A

## GENERAL CONDITIONS FOR THE AWARD OF THE DIPLOMA

#### **Examination Results and Conditions**

Individual subject examinations are graded according to a numerical scale:

1. Very Poor 2. Poor 3. Mediocre 4. Satisfactory 5. Good 6. Very Good 7. Excellent

Theory of Knowledge and the Extended Essay are graded using a letter scale: A. Excellent B. Good C. Satisfactory D. Mediocre E. Elementary N. No Grade

Candidates may receive up to 3 points towards the diploma based on their performance in TOK and the Extended Essay. Points are assigned according to a combined grade matrix.

#### Award of the Diploma

The IB diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met:

- 1. numeric grades have been awarded in all six subjects registered for the diploma
- 2. an approved programme of creativity, action and service (CAS) has been completed
- 3. grades A to E have been awarded for both Theory of Knowledge and an Extended essay, with a grade of at least D in one of them
- 4. there is no grade 1 in any subject
- 5. there is no grade 2 at higher level
- 6. there is no more than one grade 2 at standard level
- 7. overall, there are no more than three grades 3 or below
- 8. at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points t higher level)
- 9. at least 9 points have been gained on standard level subject (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- 10. the final award committee has not judged the candidate to be guilty of malpractice.

### The IB diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met:

- 1. numeric grades have been awarded in all six subjects registered for the diploma
- 2. an approved programme of creativity, action and service (CAS) has been completed
- 3. grades A to E have been awarded for both Theory of Knowledge and an Extended essay, with a grade of at least D in one of them
- 4. there is no grade 1 in any subject
- 5. there is no more than one grade 2 at higher level
- 6. there are no more that two grades 2 at standard level
- 7. overall, there are no more than three grades 3 or below
- 8. at least 11 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 14 points at higher level)
- 9. at least 8 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 5 points at standard level)
- 10. the final award committee has not judged the candidate to be guilty of malpractice.

#### AGENDA SUMMARY SHEET

**AGENDA ITEM:** 

Middle School Alternative Program Evaluation

**Meeting Date:** 

October 4, 2004

Department:

Planning and Evaluation

Title and Brief

**Description:** 

This is the second year that the MSAP has had a systematic program evaluation. This report presents results on Tier I and II, as well as the Tier III program housed at the Central

Middle Annex.

**Action Desired:** 

Approval ____ Discussion <u>x</u> Information Only ____

Background:

Tier I and Tier II services are provided to students who are exhibiting "at risk" behaviors (regarding attendance, behavior infractions, and grades); those services are delivered at the students' assigned schools. The Tier III services (referred to as the MSAP) are provided by enrolling students at the Central Middle Annex.

**Options/Alternatives** 

Considered:

N.A.

**Recommendations:** 

Longitudinal data tracking students before, during, and after the MSAP intervention do not show enduring positive effects of the program. The recommendation is that, as the district examines and develops new programs for at risk youth, the middle level program should be included in that re-design and re-implementation.

Strategic Plan

Reference:

To meet the mission; and strategy 7 and 8.

Implications of

Adoption/Rejection:

N.A.

Timeline:

Use results for program planning, beginning immediately.

Responsible

**Persons:** 

John Crawford

**Superintendent's Signature:** 

#### Middle School Alternative Program, Year 2 Evaluation

The middle school alternative program (MSAP) was started in October of the 2000-01 school year. This is the second program evaluation report on the MSAP. The program is located in the Central Middle School Annex. The program was developed to work with at-risk middle level students in the Millard School district. The program has defined an at-risk student as any student whose progress in school is impeded by:

- Chronic attendance problems.
- Chronic behavioral issues that interfere with his/her or with other students' learning.
- A lack of continuous progress in academic achievement.
- A general lack of academic progress, for which the current educational program is unable to meet these students' needs.

This program was designed to have three "tiers" or parts to the program. The first tier is "Primary" prevention. This tier is involved in preventing problems before they occur by either removing risk factors or strengthening resistance to the risk factors that may lead to school failure. The new counseling frameworks represent a primary prevention strategy that is in use in all the middle schools, to support all students.

The second tier of interventions is designed for students who are at risk, showing early indications of failing in school. The emphasis is on modifying the existing behavior problems and attitudes before they become chronic. The school social worker and behavior interventionist assigned to the middle school at risk program act as consultants to the middle schools to help develop secondary prevention strategies that are individualized for each student having difficulty.

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The third tier of this program is for the most needy students for whom the above-described programs are deemed inappropriate. This is a separate school site for students who require intensive services. This tier of the program is designed to reintegrate students back into their home school when they show improvement. The reintegration plan is developed to meet the needs of each individual student and their home school. Support from the Middle School At Risk Program (Tier III) will continue until the home school supports are in place.

When the program was developed, it was estimated that 125 to 150 students would benefit from further primary and secondary prevention strategies. There were anticipated to be approximately 22 to 30 students who would require a program in a separate site.

Tier I and Tier II Staff

School Social Worker	0.50 FTE
SPED behavior specialist	0.85 FTE

The staff that makes up the MSAP (Tier III) is as follows:

General education teacher	1.0 FTE
General education teacher	1.0 FTE
BD SPED Para	0.81 FTE
BD SPED Para	0.81 FTE
BD SPED Para	0.50 FTE
School Social Worker	0.50 FTE
SPED behavior specialist	0.15 FTE
Building principal	0.35 FTE

#### Tier I and Tier II Students

The following table breaks down the number of students given services in their home school by the social worker and the behavior specialist. The majority of the students were enrolled at Central (27.62%) and Andersen (31.43%) middle. These 105 students are current students in our middle schools, with Millard data for 2003-04. The Social Worker and SPED

behavior specialist also provided services to a small number of our externally contracted students.

#### Students Receiving Services in 2003-04 in Tier I and II

School	N
Central	29
North Middle	17
Andersen	33
Kiewit	16
Russell	6
Beadle	4
Total	105

Grade Level

Grade	N
6th	27
7 th	36
8 th	42
Total	105

**SPED** 

Grade	SPED	N
6th	YES	8
	NO	19
7 th	YES	15
	NO	21
8 th	YES	14
	NO	28

Gender

Gender	N
Females	43
Males	62
Total	105

Free Lunch

Free/Reduced	N
Lunch	
No	57
Yes	48
Total	105

#### 2003-04 Tier III (MSAP) Students

The following demographic data is based on the students who attended and received services at the MSAP (the third tier) for the 2003-04 school year. There were 37 students who attended the MSAP for some length of time during the 2003-2004 school year. The tables below provide demographic information on these students. This is the first year that the MSAP has expanded its services to include 6th grade students. There were twelve sixth grade students served at the MSAP in 2003-04. There were fewer 7th grade students served this year (about 10.80% of the total), compared to prior years. There were seventeen out of the thirty-seven (46%) students at the MSAP who had been identified as Special Education. There were only 9 females enrolled at the MSAP in the 2003-04 school year. The percent of students who qualified for free or reduced price lunch was 40.5% for 2003-04. The percent receiving free/reduced price lunch was 23.3% in 2002-03.

Grade Level

Grade	N	
6th	12	
7th	4	
8th	21	
Total	37	

**SPED** 

Grade	SPED	N
6th	YES	5
	NO	7
7th	YES	2
	NO	2
8th	YES	10
	NO	11

Gender

Gender	N
Females	9
Males	28
Total	37

Free Lunch

Free/Reduced	N
Lunch	
No	22
Yes	15
Total	37

The table below shows the 2003-2004 official monthly enrollment for the MSAP.

MSAP Monthly Official Enrollment 2003-2004

Dinomical 2003 2001		
Aug-03	15	
Sep-03	14	
Oct-03	17	
Nov-03	17	
Dec-03	14	
Jan-04	21	
Feb-04	22	
Mar-04	25	
Apr-04	27	
May-04	25	

The table below shows where the 37 students <u>finished</u> the last day of the 2003-2004 school year. The majority of the students (67.56%) were still enrolled at the MSAP.

Current School	N
MSAP	25
Central	1
Andersen	4
Beadle	1
Alpha Center	1
Transferred (out of District)	5
Total	37

Of the thirty-seven students, six started the year at the MSAP and returned to a middle school to complete the school year; twenty-five students started the year at one of the middle schools and finished the year at the MSAP. There were seven students that started the year at the MSAP (were referred in the 2002-2003 year) and remained at the MSAP for the entire year. The two additional students started the school years at the MSAP, but left the district within a short period of time.

The table below classifies the amount of time the students spent at the MSAP.

Students	Percent of the School Year Spent at MSAP
8	Less than 30%
16	30% to 60%
6	60% to 90%
7	90% to 100%

The data below reflect which school they "should" attend, based on their neighborhood assignment. The majority of these students are from Central and Andersen middle school neighborhoods (29 of 37). As of 08/10/04, fifteen of the twenty-one 8th grade students are enrolled in one of the three Millard high schools. Eight are enrolled in South high, three in North High, and four in West High.

**Assigned School Numbers** 

Assigned School	N
Central	13
North Middle	0
Andersen	16
Kiewit	4
Russell	2
Beadle	2
Total	37

#### **Comparative Data**

This next section will provide comparison data for the following three groups: (1) students assigned to the MSAP (Tier III), (2) students who received Tier I and Tier II services, and (3) the 6th, 7th, and 8th grade students, districtwide. The data that will be provided are the same behaviors that make students eligible for services in the program, including attendance, behavior infractions, and grades.

For the purpose of this evaluation, the average number of days missed is calculated by adding excused and unexcused absences, from the attendance history in SIMs. The data presented in the table below are the average number of absences and tardies for all the 37 students who spent any time during the year at the MSAP. The average is calculated for the entire school year. The table also contains the same information for the students who received services in Tier I & II, and also, for a point of comparison, all the 6th, 7th, and 8th grade students in the district. This information is provided for the purpose of comparing the MSAP students to the other two groups of students. The information provided in the table below indicates that the Tier I & II students were significantly higher on number of days missed, compared to the two other groups. The students at the MSAP were significantly higher on tardies compared to the two other groups (data from the 2003-04 school year).

Student Status	MSAP	Tier I & II	District 6 th , 7 th , & 8 th graders
	(N=37)	(N = 105)	
Average # of days missed per student	16.57	23.12	7.00
Average # of tardies per student	9.30	1.26	0.68

The final table in this section is the average number of infractions for the three groups of students for the 2003-04 school year. On average, each of these 37 Tier III students had 6.57 infractions. The students who received Tier I & II services averaged 5.83 infractions per student and the district averaged less than 1 infraction per student (0.99).

Student Status	MSAP (N = 37)	Tier I & II (N = 105)	District 6 th , 7 th , & 8 th graders
Average # of infractions per student	6.57	5.83	0.99

#### Tier I & II

When comparing the students who were served in Tier I & II to the MSAP students it appeared that some of the Tier I & II students had higher rates of "at-risk" behaviors than some of the students placed at the MSAP. The School Social Worker and SPED behavior specialist were asked to review the list of the 105 Tier I and II students. They were asked to provide a reason regarding why the student was not placed in the MSAP, if they felt the student would have benefited from that level of service. The School Social Worker and SPED behavior specialist indicated that they would have placed 45 of the 105 students at the MSAP, if they could have. The top five reasons why they did not place the student at the MSAP were: transportation (17), parent refused placement (10), space availability (7), SPED in place at home school (7), and building administrator refused (7).

The following table provides all of the "at-risk" behaviors for the 45 students that the School Social Worker and SPED behavior specialist would have placed at the MSAP and the (60) students they did not think needed to be placed at the MSAP. The students they felt did not need to be placed had a higher number of day missed compared to the group they felt needed to be placed. This difference is not statistically significant. The difference in the number of tardies and infractions is statistically significant and is higher for the students they would have placed into the MSAP.

School Year	2003-04	2003-04
Student Status	Recommended for	Not Recommended
	Placement into	for Tier III
	Tier III	Placement
	(N = 45)	(N = 60)
Average # of days missed per student	21.49	24.35
Average # of tardies per student	2.07	0.65
Average # of infractions per student	7.96	4.23

#### 9th Grade Students

In order to attempt to see if the program has any sustained effects beyond 8th grade, the remaining pages of this report will focus on the 2002-2003 8th grade students who received services at the MSAP and than became 9th graders in 2003-04. There were nineteen 8th grade students who attended the MSAP in the 2002-2003 school year. There were 15 out of the 19 students who returned to the Millard High schools as 9th graders in 2003-2004. The following data are based on the performance of these 15 students on the "at-risk" factors analyzed earlier.

Of these 15 students, 10 students were in the South High attendance area and were invited to attend the New Frontier program; 6 of them agreed to attend that program (at South high) and 4 students declined the offer. The five remaining students were not eligible to attend New Frontier. Three of these five students have been identified as SPED (New Frontier does not accept SPED) and the other two students did not live in the South High attendance area.

The following table is based on the 2003-2004 academic year, and is only based on the 15 remaining MSAP students. These 15 students will be compared to the 2003-04 9th grade class. The data will be used to compare the students who received services at the MSAP with the districtwide data, in the year after the students have exited the program.

School Year	2003-04	2003-04
Student Status	9 th Grade (post	District 9 th graders
	MSAP students 15)	Official Sept. #s
Average # of days missed per student	27.43	7.14
Average # of tardies per student	20.13	6.04

The table above indicates that the students who received services at the MSAP as 8th graders continue to have significantly higher "at-risk" attendance indicators when compared to the 9th grade class.

The following table is based on the behavior infractions for the students who completed the MSAP in 2002-2003 and were in 9th grade in 2003-2004. The students who received services at the MSAP have a significantly higher number of infractions compared to the 9th grade class.

School Year	2003-04	2003-04
Student Status	9 th Grade (post MSAP students 15)	District 9 th graders official Sept. #s (N = 1516 - 15)
Average # of infractions per student	11.73	1.02

List of infractions for 9th grade former MSAP students for the 2003-2004 school year

Occurrence	Violation
3	Disparaging Language/Symbolism
24	Disruptive Behavior
11	Dress Code
2	Drugs - Use/Under Influence of
9	Excessively Tardy
2	Failure to Complete Homework
26	Failure to Report
1	Fighting
1	Gambling
20	Insubordination
2	Larceny (Theft)
3	No Student ID (HS Only)
6	Nuisance Items
1	Possession of Medications
2	Profanity and Obscenity
2	Pushing and Shoving
2	Tardy to Class 12 Times
1	Tardy to Class 15 Times
11	Tardy to Class 6 Times
4	Tardy to Class 9 Times
1	Threats - Level One
2	Tobacco - Possession of
1	Tobacco - Use of
8	Truant - All Day
31	Truant from Class

The following table is based on the grades for the students who completed the MSAP in 2002-2003 and were in 9th grade in 2003-2004. The table shows that these students have more Ds or Fs, compared to Cs or better, and they have less than half the percentage of Cs or better, when compared to the 9th grade class.

School year	2003-04	2003-04
Grade level of students	9 th Grade (post MSAP students 15)	District 9 th graders Official Sept. #s
Percentage of Cs or better	41.57	88.00%
Percentage of either Ds or Fs	58.43	12.00%

#### **Case Studies (Six Students)**

The following section may be considered a longitudinal case study. This section will provide Pre-Program, Program, and Post-Program data on six students. There were six students that fit the following criteria: they had been in the MSAP for at least a full year, had been in the district before attending the MSAP, and remained in the district after they left the MSAP. These students were all enrolled in the MSAP for the entire 2002-03 school year as for their eighth grade year. These students were also in the district for the 2003-04 school year as 9th graders. The students have been labeled with the first six letters of the alphabet to conceal their identity. The data provided in this table are the "at-risk" behaviors defined earlier in this report. Students A, B, and C were in the MSAP for a year and a half and their data for the Pre-MSAP only includes one semester (half of a year) of "at-risk" behaviors. Their MSAP data is one and a half years worth of "at-risk" behaviors.

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⋖	Attendance	e e		Grades				Behavior
Student	Absent	Tardy	Student	A, B, C	D&F	Student	Number	Infractions for Each Student
Α*	3	2	Α*	3	9	4	3	Disruptive Behavior & Harassment
æ	3.5	2	<b>.</b>	4	2	В	0	
ပ္	33.5	2	ပ္	3	9	ပ	0	
Ω	26	0	O	4	14	۵	2	Disruptive Behavior, Insubordination, Failure to Report, & Harassment
ш	28	5	Ш	12	9	Ш	-	Harassment
Щ	6.5	3	щ	2	10	ш.	9	Disruptive Behavior, Pushing and Shoving, Truant - All Day, & Tardy to Class 6 Times
Total	100.5	14	Total	33	47	Total	15	
		.A.	"At-Risk" Behaviors that occurred while	haviors th	at occur		students	students attended the MSAP
A	Attendance	e		Grades				Behavior
Student	Absent	Tardy	Student	A, B, C	D&F	Student	Number	Infractions for Each Student
<b>4</b>	11	18	<b>*</b>	2	13	¥	0	
φ	2	49	<b>\$</b>	12	3	В	0	
ပ္	38.5	61	ပ္	15	0	ပ	0	
۵	27	61	۵	-	6	Ω	1	Insubordination
ш	12.5	-	ш	9	<b>,</b>	ш	0	
L	6	9	L	6	က	ட	0	
Total	103	196	Total	49	29	Total	1	
			<b>'</b> "	"At-Risk" Behaviors that occurred Post-MSAP	ehaviors	that occu	irred Pos	t-MSAP
A	Attendance	;e		Grades				Behavior
Student	Absent	Tardy	Student	A, B, C	D&F	Student	Student Number	Infractions for Each Student
۷	8.5	8	A	6	5	A	2	Disruptive Behavior, Excessively Tardy, Larceny (Theft), Dress Code, & Nuisance Items
<b>*</b>	10.5	15	<b>B</b> **	12	4	Ω**	2	Disruptive Behavior
<u>*</u>	83	2	<b>*</b>	0	7	** C	4	Truant - All Day & Truant from Class
۵	74.5	15	۵	0	5	Ω	31	Dress Code, Truant - All Day, Failure to Report, Insubordination, No Student ID, & Failure to Complete HW
<b>*</b> ш	13	15	<b>*</b>	80	7	**	9	Disruptive Behavior, Excessively Tardy, & Failure to Report
ш	13	33	ш	2	12	ш	6	Disruptive Behavior, Failure to Report, Truant from Class, Dress Code, & Tardy to Class 6 Times
Total	202.5	88	Total	31	40	Total	29	

* Students were in their middle school for only a half of the Pre-MSAP school year. They were in MSAP for a year and a half. The data in the tables reflect the situation. The other students were in the MSAP for a year (2002-03).

^{**} Indicates the students that attended the New Frontier Program.

The table above compares these students on three sets of "at-risk" indicators across the three time frames. The attendance measures (absences and tardies) show that the six students were absent for similar numbers of days before and during the program intervention, and then virtually doubled in absences in the post-intervention year. Tardies were relatively low in the pre-data, increased more than 10-fold during the program intervention, and then dropped back to a level that was still about 6 times as high as the pre-data.

Grades showed an improvement (higher percentage of As, Bs, and Cs) from pre-data to the intervention phase, but then returned back to pre-levels when the students were out of the program.

The behavior infractions were relatively low in the pre-intervention phase and then were nearly 4 times as high in the post-program year. There was only 1 behavior code in the computer for the MSAP intervention phase, most likely reflecting more about data entry than about frequency of misbehaviors.

The results provided from this portion of the evaluation do not indicate that there are enduring positive effects of the program. Once the students leave the MSAP the "at-risk" behaviors appear to return to the Pre-MSAP level or higher.

#### **Cost Analysis**

Cost per student

The cost to run the MSAP (the third "tier" of this program) is based on the salaries and benefits for the following FTE positions: General education teacher 2.0 FTE, BD SPED Para 2.12 FTE, School Social Worker 0.50 FTE, SPED behavior specialist 0.15 FTE, and Building principal 0.35 FTE. The total cost to run the MSAP is \$174,128.60 or \$9,341.66 per child (based on ADM for the 2003-04 school year of 18.64).

To have a point of comparison, the average cost per student was calculated for Andersen and Central. The calculation for the cost per student used all of the teacher, para-educator, principal and assistant principal salaries. The cost per student (averaging Central and Andersen) is \$4,527.39 per student. The difference in cost per student at the MSAP, compared to the average at Andersen and Central is \$4,814.27 additional.

The additional cost to run tier I and II is \$73,695.08 or \$701.86 per student (based on serving 105 students) – beyond the regular instructional costs for the students receiving services.

#### **MSAP Tier III Costs**

\$701.86

Teachers/ Social worker/ Behavior specialist/ Administrator	\$152,880.20
Paraprofessional support	\$21,248.60
Total	\$174,128.60
Cost per student	\$9341.66
Tier I and Tier II Costs	
Total, for Social worker and Behavior specialist	\$73,695.08

#### **Summary & Conclusions**

The results presented in this report do not indicate that the MSAP (Tier III) is able to modify significantly the behavior of students who have received services. The program is relatively expensive because of the staff-to-students ratio. Some of the students served as Tier I and II students present a profile which is as much or more "at-risk" as the Tier III students. For a variety of reasons, those Tier I and II students who were most "at-risk" were not given Tier III services. The majority of the exiting MSAP 8th grade students who are in South High attendance area are referred to the New Frontier program to continue receiving services. The program should have to survive a cost-benefit analysis, as specified in the strategic planning parameters.

Based on the two years of data from the MSAP evaluation, the district should also include the MSAP in their new strategic plans for students who are at risk of not successfully completing their K-12 educational career.

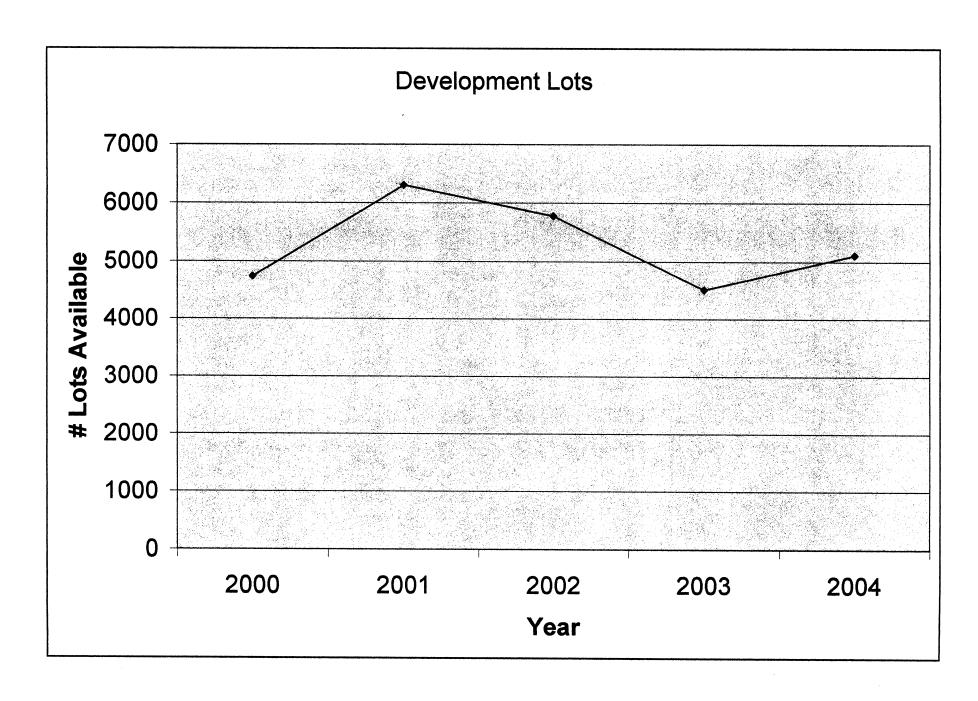
#### **AGENDA SUMMARY SHEET**

AGENDA ITEM:	September, 2004 Lot Counts
Meeting Date:	October 4, 2004
Department:	Planning & Evaluation
Title and Brief Description:	Each fall for the past several years we have conducted "lot counts" in the western part of the district to monitor potential growth.
Action Desired:	Approval Discussion _x Information Only
Background:	Historically, the number of growth lots (# vacant plus # under construction plus # new for sale) ranged from 3000 to 4000. Then, in the last 5 years, that number has increased to the 4,500 to 6,500 range. The current total is 5,116.
Options/Alternatives Considered:	N.A.
Recommendations:	Use these numbers as we consider the need for new schools and/or shifts in school assignments.
Strategic Plan Reference:	Strategy 2.
Implications of Adoption/Rejection:	N.A.
Timeline:	Use data in our Master Plan process this fall and next spring.
Responsible	

John Crawford

Superintendent's Signature:

**Persons:** 



Lot Count 9/04					
	LOTE	IMPED			Potential
SCHOOLS AND SUBDIVISIONS	LOTS AVAIL	UNDER	1 1	Total	Student Growth
SCHOOLS AND SUBDIVISIONS Ackerman	AVAIL	CONST	SALE	Total	Growin
Ouail Hollow	138	27	3	168	6'
Autumn Grove	8		0	40	10
Total for Ackerman	- 0	32		208	83
Black Elk	<b></b>			200	
Millard Park	5	5	0	10	
Vintage Oaks	32		4	36	14
Western Oaks	13	1	1	15	
Total for Black Elk				61	24
Rohwer					
Cattail Creek	106	22	20	148	59
Coyote Run	120	19	6	145	58
The Woodlands	36	17	3	56	22
Hawthorne	58	17	1	76	30
West Bay Woods	93	15	2	110	44
Sugar Creek	172	38	10	220	88
				755	302
Rural Douglas Co & Rural Sarpy Co (Rohwo	er)				
White Hawk - Southwest of 192nd & F	432	17	1	450	180
Oakmont	281	39	4	324	130
West Bay Springs	105	17	0	122	49
Sunridge	205	36	7	248	99
				1144	458
Total for Rohwer, including Rural Douglas &	Rural S	arpy		1899	760
Wheeler					
Falcon Ridge	80	14	3	97	39
Mission Park	37	2	0	39	16
Mission Park South	111	16	1	128	51
Cinnamon Creek So	56	10	3	69	28
Mission Pines	13	2	0	15	6
Total for Wheeler				348	139
Rockwell	1.50	22	20	220	
Millard Park So of RR tracks	173	33	32	238	95
7					
Bryan	124	7		122	
Giles Ridge	124	7	1	132	53
Neihardt					
Stonybrook Place	26	2	0	28	11
Stoffybrook Flace	20		- 0	20	
Holling Heights					
Springhill	450	19	29	498	199
Ohtmenni	400	17	27	770	139
Unassigned					
Cottonwood Creek	92			92	37
Canterberry Crossing	122			122	49
Stonecrest	531			531	212
Harrison Place	522			522	209
Bellbrook	437			437	175
Total Unassigned				1704	682
			Total	5116	2046

Lot Count 9/04	+	<b> </b>			
	LOTS	UNDER			Potential Student
SCHOOLS AND SUBDIVISIONS	AVAIL	CONST	SALE	Total	Growth
Andersen Middle School					
Quail Hollow	138		3	168	2.
Autumn Grove	8		0	40	(
Millard Park So of RR tracks	173	33	32	238	3
Giles Ridge	124	7	1	132	20
Stonybrook Place	26	2	0	28	
Springhill	450	19	29	498	7:
Total for Andersen Middle School	ol			1104	160
Beadle Middle School					N
Millard Park	5	5	0	10	2
Vintage Oaks	32	0	4	36	4
Western Oaks	13	1	1	15	
Cattail Creek	106	22	20	148	22
Coyote Run	120	19	6	145	22
The Woodlands	36	17	3	56	
West Bay Woods	93	15	2	110	17
Falcon Ridge	80	14	3	97	15
Mission Park South	111	16	1	128	19
Cinnamon Creek So	56	10	3	69	10
Mission Pines	13	2	0	15	2
Sugar Creek	172	38	10	220	33
				1049	157
Rural Douglas & Rural Sarpy Co (Beadle)					
White Hawk - Southwest of 192nd & F	432	17	1	450	68
Oakmont	281	39	4	324	49
West Bay Springs	105	17	0	122	18
Sunridge	205	36	7	248	37
				1144	172
Table D. H. ( ) Y. D. ID. I. O.	D 10			2422	
Total for Beadle, including Rural Douglas &	Kurai Sa	rpy		2193	329
Russell Middle School					
Hawthorne	58	17	1	76	11
Mission Park	37	2	0	39	6
Total for Russell Middle Schoo	1			115	17
Unassigned					
Cottonwood Creek	92			92	14
Canterberry Crossing	122			122	18
Stonecrest	531			531	80
Harrison Place	522			522	78
Bellbrook	437			437	66
Total for Unassigned				1704	256
			Γotal	5116	767

Lot Count 9/04					
SCHOOLS AND SUBDIVISIONS	LOTS AVAIL	UNDER CONST	SALE	Total	Potential Student Growth
West High					
Quail Hollow	138	27	3	168	25
Autumn Grove	8	32	0	40	6
Millard Park So of RR tracks	173	33	32	238	36
Giles Ridge	124	7	1	132	20
Millard Park	5	5	0	10	2
Vintage Oaks	32	0	4	36	5
Western Oaks	13	1	1	15	22
Cattail Creek	106	22	20	148	22
Coyote Run	120	19	6	145	22
The Woodlands	36	17	3	56	8
West Bay Woods	93	15	2	110	17
Falcon Ridge	80	14	3	97	15
Mission Park South	111	16	1	128	19
Cinnamon Creek So	56	10	3	69	10
Mission Pines	13	2	0	15	2
Hawthorne	58	17	1	76	11
Mission Park	37	2	0	39	6
Sugar Creek	172	38	10	220	33
		- 50	10	1742	261
Rural Douglas Co & Rural Sarpy Co (West)				1/72	201
White Hawk - Southwest of 192nd & F	432	17	1	450	68
Oakmont	281	39	4	324	49
West Bay Springs	105	17	0	122	18
Sunridge	205	36	7	248	37
Sum rage	203	30		1144	
			-	1144	172
Total for West	High			2886	433
South High					
Stonybrook Place	26	2	0	20	
Springhill	450	19	29	28	4
		19	29	498	75 <b>7</b> 5
Total for Sout	n riign			526	79
Unassigned Coasts					
Cottonwood Creek	92			92	14
Caterberry Crossing	122			122	18
Stonecrest	531			531	80
Harrison Place	522			522	78
Bellbrook	437			437	66
				1704	256
			otal	5116	767

Lot Count Comparison			
	2003	2004	
SUBDIVISIONS	Total	Total	Difference
Quail Hollow	223	168	-55
Autumn Grove	78	40	-38
Millard Park	28	10	-18
Vintage Oaks	53	36	-17
Western Oaks	27	15	-12
West Bay	4	0	-4
Lakeshore	10	0	-10
Cattail Creek	229	148	-81
Coyote Run	294	145	-149
The Woodlands	104	56	-48
Hawthorne	101	76	-25
West Bay Woods	180	110	-70
Sugar Creek	279	220	-59
Baywood	13	0	-13
Dickinson Landing	14	0	-14
White Hawk - Southwest of 192nd & F	451	450	-1
Oakmont	353	324	-29
West Bay Springs	188	122	-66
Sunridge	257	248	-9
Falcon Ridge	119	97	-22
Mission Park	42	39	-3
Mission Park South	145	128	-17
Cinnamon Creek No	6	0	-6
Cinnamon Creek So	94	69	-25
Hickory Ridge	47	0	-47
Mission Pines	40	15	-25
Millard Park So of RR tracks	505	238	-267
Giles Ridge	146	132	-14
Stonybrook Place	36	28	-8
Springhill	613	498	-115
Total	4679	3412	-1267
Cottonwood Creek	0	92	92
Canterberry Crossing	0	122	122
Stonecrest	0	531	531
Harrison Place	0	522	522
Bellbrook	0	437	437
Total	0	1704	1704

#### **AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Dual Enrollment Programs

**MEETING DATE:** October 4, 2004

**DEPARTMENT:** Educational Services

TITLE AND BRIEF DESCRIPTION: Dual Enrollment Programs

**ACTION DESIRED:** INFORMATION ONLY X

**BACKGROUND:** On November 20, 1995, the Millard Public Schools approved participation by the three high schools in the Peru State College Early Entry Program, and on August 11, 2003 Millard Public Schools approved a UNO dual enrollment option. These programs allow students enrolled in selected Advanced Placement courses to take the course for high school credit at the same time as they pay tuition and receive transferable credit through Peru State College or UNO.

**RECOMMENDATIONS:** N/A

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: N/A

**RESPONSIBLE PERSON(S):** Dr. Judy Porter, Susan Marlatt, Dr. Vicki Kaspar, and

Dr. Deb Kolc

ASSOCIATE SUPERINTENDENT'S APPROVAL:

SUPERINTENDENT'S APPROVAL:

**BOARD ACTION:** 

#### **Dual Enrollment**

Students who enroll in Advanced Placement courses do so for many reasons. Some wish the challenge of an AP course; some wish a college course experience before college; some want the opportunity to take the AP exam to determine their preparation level for college; some want college credit while in high school; some want preparation for the AP test exam in hopes of securing a qualifying score which will result in college credit at their receiving college.

The dual enrollment program allows students to take specified AP courses in high school and receive credit for its corresponding course from Peru State College or the University of Nebraska-Omaha. The courses currently being offered in the Millard Public Schools are as follows:

MPS Course College Course

MFS Course	College Course		
AP English (1 st Sem.)	Eng 101 English Composition	3 hrs.	Peru State
AP English (2 nd Sem.)	Eng 202 Appreciation of Literature	3 hrs.	Peru State
AP English (1 st or 2 nd Sem.)	English Literature Eng 2300 Introduction to Literature	3 hrs.	UNO
AP American History (1 st Sem,)	His 113 American History Before 1865	3 hrs.	Peru State
AP American History (2 nd Sem.)	His 114 American History After 1865	3 hrs.	Peru State
AP European History (1 st Sem.)	History 1510	3 hrs.	UNO
AP European History (1 st Sem.)	History 1520	3 hrs.	UNO
AP Calculus AB (1st Sem.)	Math 225 Calculus w/Analytical Geometry I	5 hrs.	Peru State
AP Calculus AB (2 nd Sem.)	Math 226 Calculus w/Analytical Geometry II	5 hrs.	Peru State
AP Calculus BC (1 st Sem.)	Math 1950 Calculus I	5 hrs.	UNO
AP Calculus BC (2 nd Sem.)	Math 1960 Calculus II	5 hrs.	UNO
AP Economics – Macro (2nd Sem.)	Economics 220 Principles of Macro- Economics	3 hrs.	Peru State
AP Psychology (1 st or 2 nd Sem.)	Psychology 121 Introduction to Psychology	3 hrs.	Peru State
AP Psychology (1 st or 2 nd Sem.)	Psychology 1100 Introduction to Psychology I	3 hrs.	UNO

College chairs have reviewed the approved courses. In addition, Millard teachers who have approved transcript qualifications from Peru State or UNO teach the courses approved. Standards for dual enrollment are set by the colleges involved.

Students who enroll as dual enrollment students in the above courses establish a transcript just like another college student, and after high school graduation, they may transfer the credit earned to the college of choice. Accredited colleges and universities generally accept each other's credits.

The cost of the program to the students was \$104.00 per credit hour for Peru State during the 2003-04 academic year and \$200 per course for UNO. Peru State College returns to the school \$10.00 per credit hour generated. UNO pays for the AP exam for students wishing to take the exam and returns \$10.00 per student per course to the district.

#### Peru State Enrollment History –

In the 2001-2002 academic year, 254 students earned 785 credits.

In the 2002-2003 academic year, 271 students earned 821 credits.

In the 2003-2004 academic year, 141 students earned 431 credits

#### UNO Enrollment -

In the 2003-2004 academic year, 356 students earned 1,188 credits.

The two college programs also differ in the amount of interaction between high school instructors and college instructors. Collaboration between teachers and UNO professors has begun. This collaboration has greatly enhanced understanding of programs and credibility of staff on both the college campus and in the high school setting.

#### Enclosure

Enclosed is a copy of the UNO Dual Enrollment Pilot Program Analysis that will go to the UN Board of Regents in October.

### Dual Enrollment Program Credit Hours Calculation

Peru State College		University of Nebraska Omaha					
2003-2004	# students	Cred Hrs	Total Cred	2003-2004	# students	Cred Hrs	Total Cred
AP Eng - 1	48	3	144	AP Eng - 1	0		
AP Eng - 2	11	3	33	AP Eng - 2	67	3	201
AP Calc - 1	3	5	15	AP Calc - 1	40	5	200
AP Calc - 2	1	5	5	AP Calc - 2	20	5	100
AP US Hist - 1	28	3	84				
AP US Hist - 2	26	3	78				
				AP Euro Hist - 1	75	3	225
				AP Euro Hist - 2	62	3	186
AP Econ - 2	5	3	15				
AP Psych - 1	17	3	51	AP Psych - 1	0		
AP Psych - 2	2	3	6	AP Psych - 2	92	3	276
Total	141		431	Total	356		1188
2002-2003	# students	Cred Hrs	Total Cred				
AP Bio - 2	# Students	4	0				
AP 610 - 2 AP Eng - 1	68	3	204				
AP Eng - 1	65	3	195				
	3	5					
AP Calc - 1 AP Calc - 2			15 5				
	1	5	1				
AP US Hist - 1	33	3	99				
AP US Hist - 2		3	81				
AP Econ - 2	5	3	15				
AP Psych - 1	29	3	87				
AP Psych - 2	40	3	120				
Total	271		821				
2001-2002	# students	Cred Hrs	Total Cred				
AP Bio - 2	5	4	20				
AP Eng - 1	56	3	168				
AP Eng - 2	52	3	156				
AP Calc - 1	6	5	30				
AP Calc - 2	3	5	15				
AP US Hist - 1		3	84				
AP US Hist - 2		3	96				
AP Econ - 2	3	3	9				
AP Psych - 1	15	3	45				
AP Psych - 2	54	3	162				
Total	254		785		ξ		

#### University of Nebraska at Omaha Dual Enrollment Pilot Program Analysis Final 1

The Dual Enrollment Pilot was initiated at the request of Millard Public Schools on behalf of the Metropolitan Omaha Educational Consortium (formal partnership between the seven metropolitan area public schools and UNO). The intent was to try and develop strategies that would increase the quality of the dual enrollment process as it currently exists in Nebraska and elsewhere. From the University perspective this was viewed as an opportunity for recruitment of talented students while addressing the State PK-16 Initiative and the Nebraska Department of Education's Essential Education plan.

To improve the general quality of the student experience, UNO and Millard Public Schools instituted a number of enhancements which were believed to support quality improvement. The activities and findings are as follows:

- 1. Courses: Only Advanced Placement (AP) courses were considered for inclusion in the 2003-4 pilot program. AP courses by definition and design are college-level curricula. However, the pilot went beyond this distinction and required UNO departments in the discipline area to approve the course syllabi, content, teaching strategies, and performance measurements before the course could be included in the pilot project.
- **2. Teacher Selection:** Millard teachers who participated in the 2003-4 pilot needed to hold Advanced Placement certification and gained approval of the UNO department in the discipline area as adjunct faculty.
- **3. Student Selection:** Students needed to be AP qualified and received the recommendation of a teacher or administrator to participate in the pilot. Of the 377 students participating in the 2003-4 pilot:
  - a. 48% were eligible for a Regents or UNO Chancellor's scholarship, ACT of 29+ and 26-28 respectively.
  - b. 84% possessed an ACT higher than the mean ACT of entering UNO students (i.e., 23).
  - c. 91% of the students had a GPA equal to or greater than 3.0.
- **4. Enhancements**: Close collaboration between UNO faculty and Millard teachers was required and the following illustrate such:
  - a. Content teams including UNO and Millard teachers met regularly.
  - b. Blackboard was used for course management. UNO provided training.
  - c. Library and lab facilities at UNO were made available.
  - d. Equipment and materials were shared where appropriate.
  - e. UNO participated in guest lecturing.
  - f. AP exams were strongly encouraged and the cost of the exam was paid for by the pilot.

#### **Results**

Table 1. Students with High School G.P.A. =>3.0

Grade	N	%
A+	11	3.2
A	157	45.6
A-	27	7.8
B+	15	4.4
В	94	27.3
B-	6	1.7
C+	6	1.7
C	23	6.7
C-	2	.6
D+	3	.9
Total	344	100.0

The distribution (Table 1.) clearly reflects that a high school GPA of 3.0 or higher is more likely to result in student success as measured by course grades. 88% of these students earned a grade of B or better. Note that three students in this group received D+ grades but have ACT scores of 27, 28, and 30. Motivation is a likely factor in course performance.

Table 2. Students with High School G.P.A. < 3.0

N	%
3	9.1
7	21.2
1	3.0
14	42.4
2	6.1
6	18.2
33	100.0
	7 1 14 2 6

The distribution (Table 2.) illustrates students with a GPA of less than 3.0 tended not to do as well as their peers as measured by course performance. More than two thirds of these students earned grades of C and below.

Table 3. Grade Distribution All Students

	Fall 2003	Spring 2004	Grade	Grade	Cum.
Grade	N	N	Total	%	<u>%</u>
A+	6	5	11	2.9	2.9
Α	38	122	160	42.4	45.3
A-	16	11	27	7.2	52.5
$\mathbf{B}$ +	7	8	15	4.0	56.5
В	24	77	101	26.8	83.3
B-	4	3	7	1.9	85.2
C+	3	3	6	1.6	86.8
C	13	24	37	9.8	96.6
C-	2	2	4	1.1	97.7
D+	1	2	3	.8	98.5
D	1	5	6	1.6	100.0
Total	115	262	377	100	100.0

The distribution (Table 3.) indicates that course grades did discriminate among a group of students for whom high performance would be expected.

Table 4. Students who took the AP Exam

Grade	N	%
A+	6	6.3
Α	49	51.6
A-	12	12.6
$\mathbf{B}$ +	3	3.2
В	19	20.0
B-	2	2.1
C	3	3.2
C-	1	1.1
Total	95	100.0

Table 5. Distribution of AP Scores

Passing Scores N %				
3	30	31.6		
4	16	16.8		
5	3	3.2		
Non-Passir	ng Scores	%		
1	16	16.8		
2	30	31.6		

Table 6. Correlation of AP Score with Course Grade, ACT, High School GPA

95 100.0

#### Students who took the AP exam:

Correlation of AP Score with Course Gra	ide: .329	small significance at .001
Correlation of AP Score with ACT:	.544	small significance at .000
Correlation of AP Score with HS GPA	.114	not significant at .271

Total

Even with strong encouragement to take the AP exam at no cost to the student or family, only 95 students elected this option. The data indicate that the AP exam score did not correlate meaningfully with course grades, GPA, or ACT. The small sample size may be a factor related to these limited relationships. Motivation is also likely a factor in AP exam performance, and is consistent with anecdotal reports.

#### 5. Recommendations

a. The dual enrollment pilot project should be continued to allow for longitudinal data collection. The project has the strong support of UNO and Millard faculty and administration. Parents and students also strongly support the continuation of the pilot and the participation of the University of Nebraska in dual enrollment enhancement. Simply stated, the Nebraska system should be providing leadership in this process.

# **AS OF AUGUST 5, 2004**

University of Nebraska at Omaha
Advanced Placement vs. Dual Credit
Both AP & Dual Are <u>Enrolled Students Only</u> With The <u>Same HS Graduation Date</u>
Dual Credit Taken During HS. AP Credit Taken In HS or College
Note: Not all students have ACT and HS Rank data on SIS

AP Credit	Stu Cnt	ACT	Stu Cnt	HS Rank	Avg. HS Size	Stu Cnt	UNO GPA
2000	67	28.54	64	13.6	281.9	69	3.296
2001	49	28.53	45	20.4	315.1	51	3.297
2002	74	28.00	<b>6</b> 9	15.4	306.9	76	3.471
2003	84	28.14	82	13.2	304.9	86	3.470

Dual Credit	Stu Cnt	ACT	Stu Cnt	HS Rank	Avg. HS Size	Stu Cnt	UNO GPA
2000	212	24.26	204	27.4	212.9	218	3.072
2001	215	23.61	207	29.0	204.3	216	3.096
2002	257	23.97	243	25.6	187.6	259	3.083
2003	248	24.92	243	24.9	187.6	249	3.196

All Other Freshmen	Stu Cnt	ACT	Stu Cnt	HS Rank	Avg. HS Size	Stu Cnt	UNO GPA
2000	1397	21.59	1386	42.2	282.9	1519	2.615
2001	1477	21.89	1479	40.6	294.5	1608	2.743
2002	1434	22.28	1435	40.3	292.1	1524	2.655
2003	1319	22.50	1298	38.8	300.4	1393	2.624

<b>UNO Pilot Dual</b>						Stu	
Enr.	Stu Cnt	ACT	Stu Cnt	HS Rank *	Avg. HS Size	Cnt	UNO GPA
Fall 2003/Spring			STREET, STREET	,			
2004	196 imi	26.14	377 11 4	17.6	442.3	n/a	n/a

^{*}Estimated since not all 03-04 Pilot Participants have graduated.

This table shows that AP students generally are very successful at the university. The UNO dual enrollment pilot group is not unlike the AP data reported in this table with respect to ACT, and it would be likely that they will perform in similar fashion while attending UNO. Dual enrollment data reflect the performance of students who have

transferred this credit to UNO from other institutions, and these students also perform well at UNO. Importantly, this performance is without particular enhancements that have been added to the pilot, so we could expect the pilot students to experience greater success as measured by GPA. Finally, the all other freshman group demonstrated average performance, even though their mean ACT is well below the pilot mean ACT of greater than 26.

- b. Students must have a GPA of 3.0 or higher to participate in the program. According to the data, students with a GPA of below 3.0 were generally less likely to experience success. It should be noted that high school GPA is the single best predictor of college success, which would indicate that the pilot students should enjoy considerable success as they continue their education. Based on the current pilot data, the 3.0 GPA entry requirement would have excluded 9% of the students from participation. If the entry requirement had been set at a 3.1 or 3.2 GPA level it would have excluded 10% and 14% of the students respectively.
- c. All student grades will be officially recorded on their college transcript. However, the students earning below a C will not be able to use this credit to meet their academic major requirements, for general education core requirements (e.g., could not be used to meet the 12 hour requirement in humanities) or any skills prerequisites required by departments such as math placement or English proficiency. This practice would be consistent with UNO's College of Arts and Sciences current transfer policy. Furthermore, it should be noted that if a student takes the AP test and scores a 3 or above for a course in which they earned a D or F, they would receive credit as though they had retaken the course and earned a higher grade. The original grade would remain on the transcript, but would be lined through to indicate subsequent credit. It is the feeling of those involved in the pilot, that this would be a significant motivational factor. Millard Public Schools is also reviewing weighted credit, and it is possible that high school weighted credit may only be earned meeting the same criteria.
- d. Millard Public Schools will require AP testing of all students in three courses during the extended pilot. These data will be used for comparative purposes with previously collected dual enrollment AP test data. Furthermore, all other students would continue to receive strong encouragement to take the AP test which will be provided to all pilot students at no cost.
- e. Data from the continuation of the pilot will be added to the data base for on-going analysis. Additionally, the performance of the students who participated in the 2003-4 pilot and matriculated at UNO will be tracked carefully.

AGENDA ITEM:

Advanced Placement Program Report

**MEETING DATE:** 

October 4, 2004

**DEPARTMENT:** 

**Educational Services** 

TITLE AND BRIEF DESCRIPTION: Advanced Placement Program Report

The three attached reports were compiled by Susan Marlatt at Millard North, Dr. Vicki Kaspar at Millard South, and Dr. Deb Kolc at Millard West. Their reports comprise the program figures for the 2003-2004 school year.

**ACTION DESIRED:** INFORMATION ONLY <u>X</u>

**BACKGROUND:** The Millard Public Schools offered its first Advanced Placement course in 1979. During the 2003-2004 academic year, schools provided sixteen A.P. courses. These included: American History, Biology, Calculus, Chemistry, Computer Science, English (Literature), European History, French, German, Latin, Macro Economics, Music Theory, Physics, Psychology, Spanish, and Statistics. Students also take A.P. tests in areas for which A.P. courses are not currently offered. Examples this past year include: English (Language), Physics C – E & M, and Physics C - Mech. Summarized data from the three attached reports are listed below. The cost of taking a 2004 A.P. exam was \$82.00.

	No	rth Hig	<u>h</u>	S	South High			Vest His	gh	District Totals			
	01-02	02-03	03-04	01-02	02-03	03-04	01-02	02-03	03-04	01-02	02-03	03-04	
Course Enrollment	578	599	593	521	625	557	629	669	809	1728	1893	1959	
Test Enrollment	210	201	204	81	69	99	101	114	120	392	384	423	
No Course/													
<b>Tests Provided</b>	22	26	31	0	0	0	0	0	0	22	26	31	
(not included in numb	oers above	e)		l			1						

**OPTIONS AND ALTERNATIVES CONSIDERED:** There are three district Action Plan teams currently working to address creating an AP culture, providing systematic training and support for AP teachers, and ensuring AP curriculum for all AP courses is aligned with College Board students for Advanced Placement exams.

**RECOMMENDATIONS:** N/A

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

**RESPONSIBLE PERSON:** Dr. J

Dr. Judy Porter

ASSOCIATE SUPERINTENDENT'S APPROVAL:

**SUPERINTENDENT'S APPROVAL:** 

Signature)

**BOARD ACTION:** 

#### Advanced Placement Courses

Advanced Placement Courses follow the curriculum recommendations of the College Board. The course and corresponding test provide for a rigorous, fast paced, college level class. Millard offers 16 Advanced Placement courses. Students may also choose to test in other areas identified by the College Board. We do have some students who choose to take exams even though we do not provide a corresponding course specifically preparing students in those curricular areas. This year students took exams in English (Language), Physics C - E & M, and Physics C - Mech.

#### Advanced Placement Action Plans

2001-02

There are four Action Plans that are addressing Advanced Placement topics. Strategy 5 – We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence. They are:

- 5.4 Create an Advanced Placement Culture
- 5.5 Develop systematic plan for training and support of Advanced Placement teachers
- 5.6 Ensure AP curriculum alignment across all levels with College Board standards for Advanced Placement exams.
- 5.7 Increase student participation in and performance on Advanced Placement exams. Action Plan work this year will address plans 5.4, 5.5, and 5.6. Recommendations for specific actions will come from action teams and staff working in these areas.

#### Student Enrollment in Advanced Placement Courses

Overall there has been an increase in enrollment in Advanced Placement classes by students over the last three years. Students at South and West High School are able to take more classes due to block scheduling.

2003-04

# 900 700 600 500 400 300 200 100

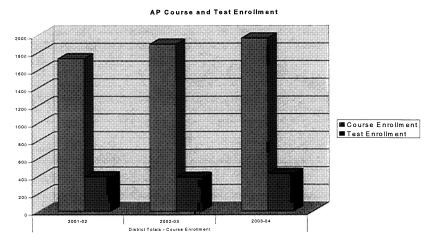
2002-03

Course Enrollment

**AP Course Enrollment** 

#### Student Test Enrollment

Test enrollment has not changed significantly over the last three years. There will be an action plan addressing increasing the number of students testing that will have an impact on these numbers. Test results are noted in the attached reports.



The focus of testing is to provide students the opportunity to take a national test. Students may compare their testing results with students nationally who are taking the same exam.

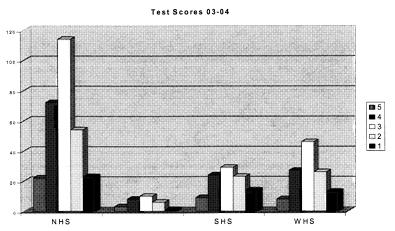
## **Test Scores**

Advanced Placement Examination grades are reported on a five-point scale as follows:

- 5=Extremely well qualified;
- 4=Well qualified;
- 3=Qualified;
- 2=Possibly qualified;
- 1=No recommendation

These grade categories are designed to reflect achievement scores in the AP course that is analogous to performance in a comparable college course. Of the students taking AP exams in Millard in 2003-04, 67% of students testing earned a score of 3, 4, or 5.

In the chart, there are two graphs for NHS – the first graph represents course related testing, the second graph represents scores reflecting testing where there is no course.



AP Program 03-	04							
	NHS En	rollment	SHS En	rollment	WHS En	rollment	Total En	rollment
	Course	Test	Course	Test	Course	Test	Course	Test
American History	62	23	18	0	75	17	155	40
Biology	109	56	63	17	85	7	257	80
Calculus AB	44	13	10	7	91	20	145	40
Calculus BC	23	9	33	7	31	6	87	22
Chemistry	24	13	15	4	43	3	82	20 -
Computer Science	8	5	6	2	12	3	26	10
English Literature	102	7	52	10	66	12	220	29
European History	26	16	57	14	161	23	244	53
French	4	0	11	0	18	0	33	0
German	10	0	7	. 0	11	0	28	0
Latin	14	2	0	0	0	0	14	2
Macro Economics	21	6	16	2	26	0	63	8
Music Theory	0	0	12	0	3	0	15	0
Physics B	19	10	29	5	24	8	72	23
Psychology	51	15	155	9	69	10	275	34
Spanish	38	6	32	1	33	5	103	12
Statistics	38	23	41	21	61	6	140	50
Totals	593	204	557	99	809	120	1959	423
No course offered								
English Language	0	28						
Physics C - E & M	0	1						
Physics C - Mech	0	2						

AP Program 03	-04																											
	NH: Enrollr			NHS Scores		SHS Enrollment SHS Scores E		WH Enrolln	_		WH	S Sc	ores		Tota Enrolln		Total Scores											
	Course	Test	5	4	3	2	1	Course	Test	5	4	3	2	1	Course	Test	5	4	3	2	1	Course	Test	5	4	3	2	1
American History	62	23	2	9	11	1	0	18	0	0	0	0	0	0	75	17	2	4	7	4	0	155	40	4	13	18	5	0
Biology	109	56	4	6	18	22	6	63	17	1	2	9	5	0	85	7	0	3	1	3	0	257	80	5	11	28	30	6
Calculus AB	44	13	0	5	5	2	1	10	7	0	0	2	3	2	91	20	0	1	7	6	6	145	40	0	6	14	11	9
Calculus BC	23	9	2	3	2	1	1	33	7	0	0	3	0	4	31	6	0	2	2	2	0	87	22	2	5	7	3	5
Chemistry	24	13	3	0	2	4	4	15	4	0	0	2	1	1	43	3	0	1	0	2	0	82	20	3	1	4	7	5
Computer Science	8	5	1	2	1	1	0	6	2	0	0	1	0	1	12	3	0	0	1	0	2	26	10	1	2	3	1	3
English Literature	102	7	1	4	0	2	0	52	10	2	5	1	2	0	66	12	1	6	5	0	0	220	29	4	15	6	4	0
European History	26	16	0	1	10	3	2	57	14	0	7	4	3	0	161	23	0	2	10	7	4	244	53	0	10	24	13	6
French	4	0	0	0	0	0	0	11	0	0	0	0	0	0	18	0	0	0	0	0	0	33	0	0	0	0	0	0
German	10	0	0	0	0	0	0	7	0	0	0	0	0	0	11	0	0	0	0	0	0	28	0	0	0	0	0	0
Latin	14	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14	2	0	0	0	0	2
Macro Economics	21	6	2	1	2	0	1	16	2	0	0	0	2	0	26	0	0	0	0	0	0	63	8	2	1	2	2	1
Music Theory	0	0	0	0	0	0	0	12	0	0	0	0	0	0	3	0	0	0	0	0	0	15	0	0	0	0	0	0
Physics B	19	10	1	1	7	1_	0	29	5	0	0	1	1	3	24	8	2	2	4	0	0	72	23	3	3	12	2	3
Psychology	51	15	2	6	7	0	0	155	9	0	0	3	5	1	69	10	1	4	3	2	0	275	34	3	10	13	7	1
Spanish	38	6	0	0	4	2	0	32	1	1	0	0	0	0	33	5	0	0	4	0	1	103	12	1	0	8	2	1
Statistics	38	23	4	9	7	3	0	41	21	5	10	3	1	2	61	6	2	2	2	0	0	140	50	11	21	12	4	2
Totals	593	204	22	47	76	42	17	557	99	9	24	29	23	14	809	120	8	27	46	26	13	1959	423	39	98	151	91	44
No course offered:																												
English Language	0	28	3	8	10	6	1															0	28	3	8	10	6	1
Physics C - E & M	0	1	0	0	0	0	1															0	1	0	0	0	0	1
Physics C - Mech	0	2	0	0	1	0	1															0	2	0	0	1	0	1

# Millard North High School Advanced Placement Program 2003 – 2004 Report

# Prepared by Susan Marlatt, Assistant Principal

Students enrolled in Advanced Placement courses at Millard North High School have the option to take the Advanced Placement Examination in order to receive college credit or advanced placement in corresponding college level course work. During the 2003-2004 school year, Millard North High School had 593 AP course completions. Many students are enrolled in more than one AP course. Records indicate that 148 students took 235 AP exams. The data indicated 71% of the test scores resulted in a 3 or higher.

Advanced Placement Examination grades are reported on a five-point scale as follows:

- 5 = Extremely well qualified;
- 4 = Well qualified;
- 3 = Qualified;
- 2 = Possibly qualified;
- 1 = No recommendation.

These grade categories are designed to reflect achievement in the AP course that is analogous to performance in a comparable college course. The purpose of AP grades is to allow participating colleges and universities to award college credit, advanced placement or both.

Advanced Placement (AP) scores of 4 and 5 are comparable to a college grade of A, and scores of 3 and 2 are comparable to college grades of B and C, respectively. AP score distributions including 2's and 1's indicate that AP courses were made available to an appropriate range of students. (The College Board, 2003, <u>Grading, Interpreting, and Using Advanced Placement Examinations.</u>) Enrollment figures reflect the number of students enrolled at the end of the spring semester 2004.

Additionally, 28 students took an AP exam in the area of English Language, without the benefit of a course specifically designed toward the AP curriculum. AP testing increased most significantly in Calculus AB and Biology. AP Calculus AB enrollment testing went from 1 to 13 with 10 students scoring 3 or better. AP Biology enrollment nearly doubled while testing more than tripled. The 167 scores of three or higher indicate the caliber of instruction already available in the standard curriculum.

Following is a report of the enrollment and test results by specific courses. Data from the previous year is included for comparison.

#### AP BIOLOGY

Course Year: 2002 - 2003 Course Enrollment: 62 Test Enrollment: 17 Course Year: 2003 - 2004 Course Enrollment: 109 Test Enrollment: 56

Results: Results: Score Students Score Students 5 4 5 4 3 6 4 4 3 5 3 18 2 5 2 22 0 6

#### AP CALCULUS (AB)

Course Year: 2002 - 2003 Course Enrollment: 23 Test Enrollment: 1 Course Year: 2003 - 2004 Course Enrollment: 44 Test Enrollment: 13

Results: **Students** Score Students Results: Score 5 0 5 0 4 0 4 5 3 0 3 5 2 2 1 2 0 1 1

## AP CALCULUS (BC)

Course Year: 2002 - 2003 Course Enrollment: 23 Test Enrollment: 18 Course Year: 2003 - 2004 Course Enrollment: 23 Test Enrollment: 9

Results: Score Students Results: Score Students 5 6 5 2 4 2 4 3 3 7 3 2 2 2 2 1 1 1

#### AP CHEMISTRY

Course Year: 2002 - 2003 Course Enrollment: 45 Test Enrollment: 17 Course Year: 2003 - 2004 Course Enrollment: 24 Test Enrollment: 13

<u>Students</u> Results: Results: Score Score Students 5 5 5 3 4 1 4 0 3 2 3 2 5 2 2 4

#### AP COMPUTER (AB)

Course Year: 2002 - 2003 Course Enrollment: Test Enrollment:

Course Year: 2003 - 2004 Course Enrollment: Test Enrollment: 

Students Results: Results: Score Score Students 

#### AP ECONOMICS (Macro)

Course Year: 2002 - 2003 Course Enrollment: Test Enrollment: 

Course Year: 2003 - 2004 Course Enrollment: Test Enrollment: 

Students Results: Results: Score Score Students 

#### AP ENGLISH (Language)

Course Year: 2002 - 2003

Course Enrollment: (no specific AP course)

Test Enrollment:

Course Year: 2003 - 2004

Course Enrollment: (no specific AP course) 

Test Enrollment:

Results: Results: Score Students Score Students 

#### AP ENGLISH (LITERATURE)

Course Year: 2002 - 2003 Course Enrollment: 126 Test Enrollment:

Course Year: 2003 - 2004 Course Enrollment: Test Enrollment:

Results: Score <u>Students</u> Results: <u>Score</u> Students 

#### AP EUROPEAN HISTORY

Course Year:2002 - 2003Course Year:2003 - 2004Course Enrollment:38Course Enrollment:26Test Enrollment:16Test Enrollment:16

Results	<u>Score</u> Stu	<u>dents</u>	Results	<u>Score</u>	Students
	5 0			5	0
	4 4			4	1
	3 9			3	10
	2 3			2	3
	1 0			1	2

#### **AP FRENCH**

Course Year: 2002 - 2003

Course Enrollment: 3

Test Enrollment: 2

Course Year: 2003 - 2004

Course Enrollment: 4

Test Enrollment: 0

Results:	<u>Score</u>	Students	Results:	Score	Students
	5	1		5	0
	4	0		4	0
	3	1		3	0
	2	0		2	0
	1	0		1	0

#### AP GERMAN

Course Year: 2002 - 2003 Course Year: 2003 - 2004 Course Enrollment: 11 Course Enrollment: 10 Test Enrollment: Test Enrollment: 2 0 Results: Score Students Results: Score Students 5 5 4 0 4 0 3 1 0 2 1 2 0 0 1

#### AP GOV. & POLITICS (U.S.)

Course Year: 2002 - 2003 Course Year: 20023- 2004

Course Enrollment: (No specific AP Course)

Course Enrollment: (No specific AP course)

Test Enrollment: 1 Test Enrollment:

Results:	<u>Score</u>	<u>Students</u>	Results:	<u>Score</u>	Students
	5	0		5	0
	4	0		4	0
	3	1		3	0
	2	0		2	0
	1	0		1	0

## **AP LATIN - VERGIL**

## **AP LATIN - LITERATURE**

Course Year: 2002 -	2003
Course Enrollment:	12
Test Enrollment:	1

Course Year: 2003 - 2	2004
Course Enrollment:	14
Test Enrollment:	2

	_	
Results:	<u>Score</u>	<u>Students</u>
	5	0
	4	0
	3	1
	2	0
	1	0

Results:	<u>Score</u>	Students
	5	0
	4	0
	3	0
	2	0
	1	2

#### AP MUSIC THEORY

Course Year: 2002 - 2	003
Course Enrollment:	7
Course Enrollment:	0

Course Year:	2003 - 2004
Course Enrollr	ment: 0
Test Enrollme	nt: 0

Results:	Score	<u>Students</u>
	5	0
	4	0
	3	0
	2	0
	1	0

Results:	<u>Score</u>	Students
	5	0
	4	0
	3	0
	2	0
	1	0

## AP PHYICS B

Course Year: 2002	- 2003
Course Enrollment:	22
Test Enrollment	10

Course Year:	2003 - 2	2004
Course Enrolln	nent:	19
Test Enrollmer	nt:	10

Results:	Score	<u>Students</u>	
	5	4	
	4	5	
	3	0	
	2	1	
	1	0	

Results:	<u>Score</u>	Students
	5	1
	4	1
	3	7
	2	1
	1	0

#### AP PHYICS C - E & M

Course Year:	2002 - 2	2003
Course Enrollr	nent:	0
Test Enrollmen	nt:	0

Course	Year	•:	2003	_	2004
_					

Course Enrollment: (no specific AP course)

Test Enrollment:

Results:	<u>Score</u>	<u>Students</u>	Results:	<u>Score</u>	Students
	5	0		5	0
	4	0		4	0
	3	0		3	0
	2	0		2	0
	1	0		1	1

#### AP PHYICS C - Mech.

Course Year: 2002 - 2003

Course Enrollment: Test Enrollment:

0 0

Course Year: 2003 - 2004

Course Enrollment: (no specific AP course)

Test Enrollment:

Results:

<u>Score</u>	<u>Students</u>
5	0
4	0
3	0
2	0
1	0

Results:

<u>Score</u>	Student
5	0
4	0
3	1
2	0
1	1

#### AP PSYCHOLOGY

Course Year: 2002 - 2003 Course Enrollment: 67 Test Enrollment:

33

Course Year: 2003 - 2004 Course Enrollment: 51 Test Enrollment: 15

Results:

<u>Score</u>	<u>Students</u>
5	0
4	7
3	11
2	11
1	4

Results:

<u>Score</u>	<u>Students</u>
5	2
4	6
3	7
2	0
1	0

#### **AP SPANISH**

Course Year: 2002 - 2003 Course Enrollment: 41 Test Enrollment:

10

Course Year: 2003 - 2004 Course Enrollment: Test Enrollment:

Results:

<u>Score</u>	<u>Students</u>
5	0
4	2
3	3
2	4
1	1

Results:

<u>Score</u>	Students
5	0
4	0
3	4
2	2
1	0

#### **AP STASTICS**

Course Year: 2002 - 2003 Course Enrollment: Course Enrollment:

37 19 Course Year: 2003 - 2004 Course Enrollment: Test Enrollment: 23

Results:

Score	Students
5	4
4	7
3	3
2	5
1	0

Results:

<u>Score</u>	Students
5	4
4	9
3	7
2	3
1	0

## AP U.S. HISTORY

Course Year: 2002 - 2003 Course Year: 2003 - 2004
Course Enrollment: 72 Course Enrollment: 62
Test Enrollment: 22 Test Enrollment: 23

Results:	Score	<u>Students</u>	Results:	Score	Students
	5	1		5	2
	4	10		4	9
	3	4		3	11
	2	5		2	1
	1	2		1	0

#### **WORLD HISTORY**

Course Year: 2002 - 2003

Course Enrollment: : (no specific AP course)

Course Enrollment: 1

Course Year: 2003 - 2004

Course Enrollment: (no specific AP course)

Test Enrollment:

0

Results:	<u>Score</u>	<u>Students</u>	Results:	<u>Score</u>	<u>Students</u>
	5	0		5	0
	4	1		4	0
	3	0		3	0
	2	0		2	0
	1	0		1	0

# ADVANCED PLACEMENT PROGRAM MILLARD SOUTH HIGH SCHOOL 2003-2004 Report

# Prepared by Dr. Vicki Kaspar, Assistant Principal

During the 2003-2004 academic year, Millard South High School had 557 AP student (semester) enrollments in 16 Advanced Placement courses. Records indicate that 57 students took a total of 99 AP exams. During each semester, there were 51 enrollments for Peru State dual credit in various classes, and 161 dual enrollments with UNO. The following data show the enrollment and test results for the past two school years.

# AP American History – Year Course

Course Year: 2002-2003	Course Year: 2003-2004
Course Enrollment: 35	Course Enrollment: 18
Test Enrollment: 4	Test Enrollment: 0

Results:	Score Str	<u>udents</u>	Results:	<u>Score</u>	<b>Students</b>
	5 0	1		5	0
	4 0	1		4	0
	3 0	1		3	0
	2 3			2	0
	1 1			1	0

## AP Biology- Year Course

Course Year: 2002-2	2003	Course Year: 2003-2004
Course Enrollment:	36	Course Enrollment: 63
Test Enrollment:	5	Test Enrollment: 17

Results:	Score Students	Results:	<u>Score</u>	Students
	5 0		5	1
	4 2		4	2
	3 1		3	9
	2 2		2	5
	1 0		1	0

#### AP Calculus (AB) – Year Course

Course Year: 2002-2003	Course Year: 2003-2	2004
Course Enrollment: 17	Course Enrollment:	10
Test Enrollment: 3	Test Enrollment:	7

Results:	<u>Score</u>	Students	Results:	<u>Score</u>	Students
	5	2		5	0
	4	0		4	0
	3	1		3	2
	2	0		2	3
	1	0		1	2

## AP Calculus (BC) - Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 17 Course Enrollment: 33 Test Enrollment: 6 Test Enrollment: 7

Results:	Score	<b>Students</b>	Results:	<u>Score</u>	<b>Students</b>
	5	1		5	0
	4	0		4	0
	3	1		3	3
	2	1		2	0
	1	3		1	4

## AP Chemistry - Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 25 Course Enrollment: 15 Test Enrollment: 3 Test Enrollment: 4

Results:	Score Student	<u>s</u> Results:	<u>Score</u>	Students
	5 0		5	0
	4 0		4	0
	3 1		3	2
	2 0		2	1
	1 1		1	1

# AP Computer Science (A) - Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 4 Course Enrollment: 6 Test Enrollment: 0 Test Enrollment: 2

Results:	Score Stu	<u>idents</u>	Results:	<u>Score</u>	<u>Students</u>
	5 0			5	0
	4 0			4	0
	3 0			3	1
	2 0			2	0
	1 0			1	1

## AP English Literature - Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 60 Course Enrollment: 52 Test Enrollment: 6 Test Enrollment: 10

Results:	Score Students	Results:	Score	<b>Students</b>
	5 0		5	2
	4 4		4	5
	3 2		3	1
	2 0		2	2
	1 0		1	0

AP European History-Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 107 Course Enrollment: 57 Test Enrollment: 18 Test Enrollment: 14

Results	<u>Score</u>	Students	Results	Score	Students
	5	0		5	0
	4	1		4	7
	3	10		3	4
	2	5		2	3
	1	2.		1	0

AP French V-Year Course

Course Year: 2002-2003 Course Year: 2003-2004
Course Enrollment: 13 Course Enrollment: 11
Test Enrollment: 1 Test Enrollment: 0

Results:	<u>Score</u>	<b>Students</b>	Results:	Score	<b>Students</b>
	5	1		5	0
	4	0		4	0
	3	1		3	0
	2	0		2	0
	1	0		1	0

AP German V-Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 10 Course Enrollment: 7 Test Enrollment: 0 Test Enrollment: 0

Results:	Score Students	Results:	Score	<b>Students</b>
	5 0		5	0
	4 0		4	0
	3 0		3	0
	2 0		2	0
	1 0		1	0

**AP Macro Economics – Semester Course** 

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: Course Enrollment: Test Enrollment: 1 Test Enrollment: 2 Score Students Results: Score Students Results: 5 5 1 0 0 4 0 4 3 0 3 0 0 2 2 0 0 1 1

**AP Music Theory-Semester Course** 

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 8 Course Enrollment: 12 Test Enrollment: 1 Test Enrollment: 0

Results:	<u>Score</u>	Students	Results:	Score	Students
	5	0		5	0
	4	0		4	0
	3	1		3	0
	2	0		2	0
	1	0		1	0

AP Physics-Year Course

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 20 Course Enrollment: 29 Test Enrollment: 5

Results:	Score	<b>Students</b>	Results:	<u>Score</u>	Students
	5	0		5	0
	4	0		4	0
	3	0		3	1
	2	0		2	1
	1	0		1	3

AP Psychology-Semester Course

Course Year: 2002-2003 Course Year: 2003-2004
Course Enrollment: 191 Course Enrollment: 155
Test Enrollment: 5 Test Enrollment: 9

Results:	<u>Score</u>	<b>Students</b>	Results:	<u>Score</u>	<b>Students</b>
	5	3		5	0
	4	2		4	0
	3	0		3	3
	2	0		2	5
	1	0		1	1

AP Spanish Language-Year Course

Course Year: 2002-2003 Course Year: 2003-2004
Course Enrollment: 42 Course Enrollment: 32
Test Enrollment: 0 Test Enrollment: 1

Results:	Score Students	Results:	Score	Students
	5 0		5	1
	4 0		4	0
	3 0		3	0
	2 0		2	0
	1 0		1	0

# **AP Statistics- Year Course**

Course Year: 2002-2003 Course Year: 2003-2004 Course Enrollment: 32 Course Enrollment: 41 Test Enrollment: 16 Test Enrollment: 21

Results:	Score S	Students 0	Results:	Score 5	Students
	4	5		4 3	10
	2	2		2	1
	1	2		1	2

# Millard West High School Advanced Placement Program 2003-2004 Report

During the 2003-2004 school year, Millard West students had the opportunity to take fifteen different Advanced Placement Courses with the option to take National College Board Exams, and in some cases, the opportunity to earn dual enrollment credit through Peru State College. Most students are taking these advanced classes because they want to challenge themselves as learners and better prepare themselves for college. Students are also aware that colleges want students who have taken full advantage of the learning opportunities offered to them. Students realize that taking these classes gives them an edge in the admissions process.

Students enrolled in some Advanced Placement Courses at West had the option to earn dual enrollment credits through Peru State or the University of Nebraska at Omaha.

During the 2003-2004 school year, Millard West High School had **809** registrations in 16 different Advanced Placement Courses. Many students are enrolled in more than one AP Course. Records indicate that 78 students took 120 Advanced Placement Exams through the College Board.

Advanced Placement Examination grades are reported on a five-point scale as follows:

- 5 = Extremely well qualified
- 4 = Well qualified
- 3 = Qualified
- 2 = Possibly qualified
- 1 = No recommendation

These grade categories are designed to reflect achievement in the AP courses that is equal to performance in a comparable college course. The purpose of AP grades is to allow participating colleges and universities to award college credit, advanced placement, or both. In general, the AP composite score cut points are set so that the AP grade of 5 is equivalent to the average score for college students earning grades of A. Similarly, the scores for AP grades of 4, 3 and 2 are equivalent to the average scores for student with college grades of B, C and D, respectively.

The following data indicate the overall course enrollment, test enrollment and test results by course. Data from the previous year is included.

# AP European History

Course Year: 2002-2003 Course Enrollment: 142 Test Enrollment: 27

Results:	Score	<b>Students</b>
	5	3
	4	6
	3	14
	2	4
	1	0

#### **AP European History**

Course Year: 2003-2004 Course Enrollment: 161 Test Enrollment: 23 Results Score Studen

TOST EMOTITION.		
<b>Score</b>	<b>Students</b>	
5	0	
4	2	
3	10	
2	7	
1	4	
	<u>Score</u> 5 4 3	

# AP American History

Course Year: 2002-2003 Course Enrollment: 71 Test Enrollment: 14

Results:	<b>Score</b>	<b>Students</b>
	5	1
	4	2
	3	9
	2	2
	1	0

#### **AP American History**

Course Year: 2003-2004 Course Enrollment: 75 Test Enrollment: 17

Results:	<b>Score</b>	<b>Students</b>
	5	2
	4	4
	3	7
	2	4
	1	0

#### **AP Economics**

Course Year: 2002-2003 Course Enrollment: 16 Test Enrollment: 3

Results:	<b>Score</b>	<b>Students</b>
	5	1
	4	2
	3	0
	2	0
	1	0

#### **AP Economics**

Course Year: 2003-2004 Course Enrollment: 26 Test Enrollment: 0

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	0

#### **AP Psychology**

Course Year: 2002-2003 Course Enrollment: 48

Course Li	nomment.	70
Test Enrol	6	
Results:	esults: <u>Score</u>	
	5	2
	4	2
	3	2
	2	0
	1	0

#### AP Psychology

Course Year: 2003-2004 Course Enrollment: Test Enrollment: 10 Results: Score **Students** 5 1 4 4 3 3 2 2 1

## AP English

Course Year: 2002-2003 Course Enrollment: 69 Test Enrollment: 12

Results: Score 5 1 4 5 3 5 2 1 1 0

#### AP English

Course Year: 2003-2004 Course Enrollment: 66 Test Enrollment: 12

Results: Score 5 1 4 6 3 5 2 0 1 0

# **AP Computer Science**

Course Year: 2002-2003 Course Enrollment: 12 Test Enrollment: 6

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	0
	3	4
	2	0
	1	2

# **AP Computer Science**

Course Year: 2003-2004 Course Enrollment: 12 Test Enrollment: 3

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	0
	3	1
	2	0
	1	2

# AP Calculus (BC and AB combined)

Course Year: 2002-2003 Course Enrollment: 61 Test Enrollment: 17

Results:	<b>Score</b>	Students
	5	3
	4	2
	3	9
	2	2
	1	1

#### **AP Calculus AB**

Course Year: 2003-2004 Course Enrollment: 91 Test Enrollment: 20

Results:	<u>Score</u>	<b>Students</b>
	5	0
	4	1
	3	7
	2	6
	1	6

#### AP Calculus BC

Course Year: 2003-2004 Course Enrollment: 31 Test Enrollment: 6

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	2
	3	2
	2	2
	1	0

#### **AP Statistics**

Course Year: 2002-2003 Course Enrollment:

Test Enrollment:

Results:	Score	Students
	5	1
	4	1
	3	0
	2	0
	1	0

## **AP Statistics**

Course Year: 2003-2004 Course Enrollment: 61 Test Enrollment:

Results:	<u>Score</u>	<b>Students</b>
	5	2
	4	2
	3	2
	2	0
	1	0

# AP Spanish (Language)

Course Year: 2002-2003 Course Enrollment:

Test Enrollment:

5

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	1
	3	1
	2	2
	1	1

## AP Spanish (Language)

Course Year: 2003-2004 Course Enrollment: 33 Test Enrollment: 5

Results: <u>Score</u> <u>Students</u> 5 0 4 0 2 0 1 1

#### **AP French**

Course Year: 2002-2003 Course Enrollment: 13

Test Enrollment

1 400		_
Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	0

#### **AP French**

Course Year: 2003-2004 Course Enrollment: 18

Test Enrollment: 0

Results:	<u>Score</u>	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	0

#### AP German

Course Year: 2002-2003 Course Enrollment:

Test Enrollment:

Results:	Score	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	1

#### AP German

Course Year: 2003-2004 Course Enrollment: 11

Test Enrollment:

0

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	0

AP Biology

Course Year: 2002-2003 Course Enrollment 67

Test Enrollment:

7

Results:	<b>Score</b>	<b>Students</b>
	5	0
	4	1
	3	2
	2	3
	1	1

**AP Biology** 

Course Year: 2003-2004 Course Enrollment: 85 Test Enrollment: 7

<u>Score</u>	<b>Students</b>
5	0
4	3
3	1
2	3
1	0
	5 4 3

**AP Chemistry** 

Course Year: 2002-2003 Course Enrollment: 51 Test Enrollment: 6

Test Enrollment:
Results: Score

<b>Score</b>	<b>Students</b>
5	1
4	1
3	3
2	1
1	0

**AP Chemistry** 

Course Year: 2003-2004 Course Enrollment: 43 Test Enrollment: 3

Results: Score 5 0 4 1 3 0 2 2 1 0

**AP Physics** 

Course Year: 2002-2003 Course Enrollment: 12 Test Enrollment: 8

Results:	Score	Students
	5	2
	4	2
	3	4
	2	0
	1	0

**AP Physics** 

Course Year: 2003-2004 Course Enrollment: 24 Test Enrollment: 8

Results:	<b>Score</b>	<b>Students</b>
	5	2
	4	2
	3	4
	2	0
	1	0

**AP Music Theory** 

Course Year: 2002-2003 Course Enrollment: 6 Test Enrollment 0

Results:	Score	<b>Students</b>
	5	0
	4	0
	3	0
	2	0
	1	0

**AP Music Theory** 

Course Year: 2003-2004 Course Enrollment: 3 Test Enrollment: 0

Results:	<u>Score</u>	<b>Students</b>	
	5	0	
	4	0	
	3	0	
	2	0	
	1	0	

# **AGENDA SUMMARY SHEET**

AGENDA ITEM:	Calendar Parameters
MEETING DATE:	October 4, 2004
DEPARTMENT:	Office of the Superintendent
TITLE AND BRIEF	DESCRIPTION: Calendar Parameters
ACTION DESIRED	: APPROVAL DISCUSSION INFORMATION ONLY XX_
BACKGROUND:	
meeting in October ar 18 school representa	ittee has been activated to discuss the parameters for future calendars. We will begin and continue until we have consensus on school calendar parameters. There are 18 parents, tives (about ½ teachers and ½ principals), three central office administrators and one me MEA who will serve on this committee.
I have attached our c since October of 2001	urrent calendar, parameters and a summary of comments I have received on the calendar
OPTIONS AND AL	TERNATIVES CONSIDERED: None
RECOMMENDATI	ON: None
STRATEGIC PLAN	REFERENCE:
IMPLICATIONS O	F ADOPTION OR REJECTION:
TIMELINE:	
RESPONSIBLE PE	RSON: Angelo Passarelli
SUPERINTENDEN'	T'S APPROVAL: (Signature)

**BOARD ACTION:** 

11 12 13 14 15

18 19 20 21 22

25 26 27 28 29



# 2004-05 School Calendar - *Elementary & Middle School

*High school calendars vary and are available at <www.mpsomaha.org>.

AUGUST 12	Aug. 16	First Day for Students	FEBRUARY 17
M T W Th F	_		M $T$ $W$ $Th$ $F$
2 3 4 5 6	Sept. 6	No School - Labor Day	1 2 3 4
9 10 11 12 13			7 8 9 10 11
16 17 18 19 20	Oct. 14	End of First Quarter	14 15 16 17 18
23 24 25 26 27	0 . 15	N. G. L. W. L. W. L.D.	21 22 23 24 25
30 31	Oct. 15	No School - Teacher Work Day	28
SEPTEMBER 21	Oct. 21-22	No School - Conferences	MARCH 18
M T W Th F	Oct. 21-22	140 School - Contelences	M  T  W  Th  F
1 2 3	Nov. 25-26	No School - Thanksgiving Break	1 2 3 4
6 7 8 9 10			7 8 9 10 11
13 14 15 16 17	Dec. 22	First Semester Ends	14 15 16 17 18
20 21 22 23 24			21 22 23 24 25
27 28 29 30	Jan. 4	No School - Teacher Work Day	28 29 30 31
OCTOBER 18	Jan. 5	Second Semester Begins	APRIL 21
M T W Th F	Jan. 3	Second Semester Begins	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
	Jan. 17	No School - Martin Luther King, Jr. Day	
4 5 6 7 8			4 5 6 7 8
11 12 13 14 15	Feb. 17-18	No School - Conferences	11 12 13 14 15
18 19 20 21 22			18 19 20 21 22
25 26 27 28 29	Feb. 21	No School - Presidents' Day	25 26 27 28 29
NOVEMBER 20	Mon 11	End of Third Quarter	<b>MAY</b> 17
$ \begin{array}{c cccc} \mathbf{NOVEMBER} & 20 \\ \hline M & T & W & Th & F \end{array} $	Mar. 11	End of Third Quarter	$ \begin{array}{c ccccccccccccccccccccccccccccccccccc$
$\begin{bmatrix} M & I & W & Ih & F \\ 1 & 2 & 3 & 4 & 5 \end{bmatrix}$	Mar. 14-18	No School - Spring Break	2 3 4 5 6
8 9 10 11 12		1 5	9 10 11 12 13
15 16 17 18 19	May 6	Half-Day for Middle Schools (5th Grade Orientation)	16 17 18 19 20
22 23 24 25 26		•	23 24 25 26 27
29 30	May 30	No School - Memorial Day	30 31
<b>DECEMBER</b> 16	May 31	Last Day of sale at Half Day	JUNE 0
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Way 31	Last Day of school - Half Day	M  T  W  Th  F
1 2 3		This calendar includes four days of school that	1 2 3
6 7 8 9 10		may be used in case of inclement weather. If fewer	6 7 8 9 10
13 14 15 16 17		(or more) days are used, the last day of school	13 14 15 16 17
20 21 22 23 24		will be adjusted accordingly.	20 21 22 23 24
27 28 29 30 31			27 28 29 30
		Quarter Dates/Student Days	[ <del></del> ]
JANUARY 18		Oct. 14 43 days	JULY 0
M $T$ $W$ $Th$ $F$		Dec. 22 44 days  Mar. 11 44 days	M T W Th F
3 4 5 6 7 10 11 12 13 14		May 31 47 days	4 5 6 7 8
10 11 12 13 14		77 days	- 0 / 0

Total

No School for Students

178 days

17 18 19 20 21

24 25 26 27 28

31

#### **Calendar Parameters**

## School will start on the 3rd Monday in August

• This change will help balance semester days.

# Four placeholder days will be noted at the end of the calendar and will be used for the first five snow days that are taken.

• We discussed this issue for some time. We favored having placeholder days in each semester but could not agree on the most effective placement so this parameter stayed the same.

#### There will be two full weeks of vacation at Winter Break.

• Our discussion on this issue centered on the length of this break. The next few years there is an opportunity to shorten this break by adding a few school days prior to the break but our feeling was that full weeks of school are more closely aligned with our Mission. If days are added, shortening this break when possible should be considered.

#### A full week of Spring break will be placed at the end of the third quarter.

• This parameter received a great deal of discussion. In the end it was felt that moving the break to the end of the third quarter was in keeping with our Mission.

# There will be two planning days for staff near the end of the first and third quarter.

• This parameter remains unchanged although some discussion favored having the 3rd quarter day fall on the Friday before Easter.

# The committee recommends adding days to the calendar when it is financially feasible to do so. Calendar days that are added should be incorporated into the body of the existing calendar.

• We discussed the budget implications of adding days but felt that the curriculum and assessment issues can only be addressed by adding days to the calendar. We felt that there should be some dialogue about the 12 non-student days in the teachers' contract and how to reorganize the days for the most effective program of staff development and work preparation.

#### There will be no school for students on Martin Luther King and President's Day

There was a great deal of discussion on this issue. The committee could not reach consensus on this
parameter. We felt there was justification to attend school on these days and learn about the national
figures that are honored on these days.

#### The calendar will have as many full weeks for student learning as possible.

• Our discussion considered five and four-day school weeks as meeting the intent of the Mission.

# Each semester will have a balanced number of days. First semester will end at the winter break.

Our discussion concluded that we should seek to balance the semesters. Starting earlies and allowing
flexibility in our high schools will help balance the semesters and deal with the diverse schedules and
programs that are offered.

# Seniors shall remain in school for the entire school year. We should seek to move graduation to the end of the school year as quickly as the Civic Center schedule allows.

• We felt strongly that seniors should attend the entire school year and that graduation should be scheduled the weekend after school concludes. We should seek this change as soon as we are able to book the Civic Center.

# Summary of Calendar Comments 10/24/01 – 9/24/04 52 calls or contacts

#### We start too early -(21)

Band camp is two weeks earlier than school Start after Labor Day and end before Memorial Day Fewer days off and be out for more of the summer

# Spring break (15)

Need some time around Easter (7)
Break should be at Easter (5)
We should not have school on Good Friday
Spring break is too early
Likes that it coincides with UNO

#### Have the same calendars for all schools (4)

High schools are on different calendars than elementary and middle schools (4)

#### Snow Days (4)

We should know the last day of school (3) Does not like the fact that the last day varies with snow days Snow days should not be made up

#### Miscellaneous

We need more school not less - supports 178 days (2)
Our calendar should match other metro schools (2)
Wants a full two-week Christmas Break with weekends too (2)
Do not start school on August 15 – religious reasons
Parents should get to vote on calendars
Seniors should get out earlier than the other students
Does not like the ½ day on May 31 this year
We go too long