

## MILLARD PUBLIC SCHOOLS

### BOARD MEETING NOTICE

A Board Committee of the Whole meeting will be held on Monday, November 14, 2005, at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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 Vice-President before the meeting begins.

#### A G E N D A

1. 2006 Summer Projects
2. Middle School Schedule Changes
3. Technology Update
4. Substance Abuse Policy

**Enclosure E.4.**  
**November 21, 2005**

Minutes  
Committee of the Whole  
November 14, 2005

The members of the Board of Education met for a Committee Meeting on Monday, November 14, 2005 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda items include: 2006 Summer Projects, Middle School Schedule Changes, Technology Update and Substance Abuse Policy.

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

ABSENT: Mike Kennedy

Others in attendance were Keith Lutz, Ken Fossen, Mark Feldhausen, Judy Porter, Kirby Eltiste, Craig Whaley, Kraig Lofquist, and other administrators.

A consumer science teacher expressed her concern on the proposed changes in the middle school schedule, because she believes it will be difficult to cut a nine week class to six weeks, and this would reduce the time to get to know the students.

Ed Rockwell reviewed the multiple summer projects that would be disruptive if scheduled during the regular school year. Usually, each year \$3 million is allotted for summer projects. The projects will involve paving, track repair, irrigation, storage building, roofs, doors/frames/ flooring, fire alarm, HVAC, plumbing, and painting at the various buildings. Projects were prioritized by the Special Projects Committee.

Ken Fossen reviewed several issues in regards to the remodeling of Ackerman Elementary School. Some of the options discussed were quite extensive and expensive, so the board was in agreement that they would need some time to consider all of the options.

Judy Porter reported on the proposed changes to the middle school schedule as set out in the Strategic Plan in Action Plan 5-12 #5, which states: "Develop a proposal for a PreK-12 world language program." The recommendations are in line with the district middle school philosophies and practices. These changes would allow for foreign language to begin earlier, health class would become a full class in the 6<sup>th</sup> grade, and the changes would allow integration of computer applications to core classes as well as in a stand-alone class. The downside of the proposal would cut nine week exploratory classes down to six week classes, and changes in staffing would occur. The middle school principals are in agreement with the proposed changes to the middle school schedule.

Mark Feldhausen reported on the 3Com Urban Challenge Grant the district received in 2004. After using this for six months it was determined that it will not provide the broadband network system that is needed for the Millard Public Schools. As of November 7, 2005 a Request for Proposal was released to address the proposed Wide Area Network and telephone solutions for the Millard Public Schools. This will be brought back to the board for approval in December.

During the discussion and review of the materials on the substance abuse topic, board members stressed how important it is to not only educate the students, but to educate the parents on the warning signs of students who use steroids, and what those side effects could be after years of abuse with steroids.

A teacher stated her concerns for the proposed changes in the middle level schedule, and she presented a list of questions that have been raised by special area teachers in regards to the proposed changes.

  
\_\_\_\_\_  
CHAIRMAN

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

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Summer Projects 2006

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Summer Projects 2006 – Roofing, paving, HVAC, etc. projects to be undertaken during the summer of 2006.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** Each summer the District undertakes multiple projects that cannot reasonably be accomplished during the regular school year. We try to limit the total budget for summer projects to about \$3 million per year.

Attached is information outlining the projects that surfaced as the highest priorities. There were, of course, numerous other projects that had merit. These remain on the list for future work.

Unless directed to do otherwise, we will proceed with the design and bidding procedures related to the proposed projects. When the bids have been received, we will be returning to the board for awarding of the contracts.

**OPTIONS AND ALTERNATIVES:** Do no projects. Do other projects.

**RECOMMENDATION:** It is recommended that the summer projects proceed as proposed.

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** Immediate

**RESPONSIBLE PERSON:** Ken Fossen, Ed Rockwell, and Kim Thompson

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

# SUMMER PROJECTS 2006

Millard Public Schools

Project Management

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Board of Education Committee Meeting  
November 14, 2005

**Building Fund Project Requests  
for  
Summer 2006**

# SUMMER PROJECTS 2006

Millard Public Schools

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Projects requested were reviewed and prioritized by the district's Special Projects Committee on October 17, 2005

# SUMMER PROJECTS 2006

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- Paving: Rohwer, Sandoz, RMS/WHS Sidewalks
- Track: BMS
- Irrigation: NHS, SHS, WHS
- Storage Bldg: Buell Turf Equip / SHS Track Equip
- Roofs: CMS Phase I-06, NMS Phase III of III
- Doors/Frames: Cottonwood, Harvey Oaks,  
Hitchcock, AMS, NHS
- Flooring: Ezra, Neihardt, Willowdale, KMS
- Fire Alarm: Morton
- HVAC: Cottonwood, AMS, Rockwell Phase II of II
- Plumbing: AMS
- Painting: Gyms at Bryan & Cather

# SUMMER PROJECTS 2006

Millard Public Schools

Project Management

Discipline	Sub Group	Location	Project Description	Priority Ranking	Estimated Project Cost (Incl Fees & Testing)
<b>Civil</b>	<i>Athletics</i>	Beadle M S	Running track: Remove & recondition remaining asphalt surface, re-stripe	19	21,645
	<i>Irrigation</i>	High Schools (all)	Irrigation systems: Remote monitoring and management	16	50,310
	<i>Paving</i>	Rohwer	Replace 3,690 SF paving & curb at main drive, rout and seal all joints	15	49,916
		Sandoz	Remove and replace paving at HS playground, dock & west drive/parking	13	255,353
		Russell M S	Construct 900 LF of 6' public sidewalk along Q Street	3	76,858
	West H S	Construct 5,250 LF of 6' public sidewalk along Q St, 176th Ave, 180th St	4	200,937	
				<b>Estimated sub-total CIVIL costs</b>	<b>655,019</b>
<b>Architectural</b>	<i>Athletics</i>	Buell Stadium	Construct storage building for turf maintenance and SHS track equipment	na	277,306
	<i>Doors-Windows</i>	Multiple Locations	Replace rusted window frames, door frames and doors	9	150,000
	<i>Flooring</i>	Ezra	Carpeting: Replace throughout building	8	107,402
		Kiewit M S	Vinyl floor tile: Replace w/carpet in all corridors, repair tile in cafeteria	17	120,590
		Neihardt	Carpeting: Replace throughout building	18	154,131
		Willowdale	Carpeting: Replace throughout building	20	103,467
	<i>Painting</i>	Bryan	Repaint CMU walls in gym floor to ceiling, block graphics	12	5,265
		Cather	Repaint CMU walls in gym floor to ceiling, block graphics	11	5,265
	<i>Roofing</i>	Central M S	Re-roof: Phase I-06 of multiple (cost from low bid 3-9-05)	2	538,200
		North M S	Re-roof: Phase III of III (cost from low bid 3-9-05)	1	319,900
				<b>Estimated sub-total ARCHITECTURAL costs</b>	<b>1,781,526</b>
<b>Mechanical</b>	<i>Plumbing</i>	Andersen M S	Wash fountains (6): Replace with solid-surface at all student restrooms	6	25,740
	<i>HVAC</i>	Andersen M S	Install de-humidification equipment at roof top make-up air units	10	435,240
		Cottonwood	Convert roof top units from pneumatic to DDC	7	29,250
		Rockwell	Heat pumps, controls and piping improvements Phase II of II (HP's included)	5	159,237
				<b>Estimated sub-total MECHANICAL costs</b>	<b>649,467</b>
<b>Electrical</b>	<i>Fire Alarm</i>	Morton	Replace all fire detection and notification devices throughout building	14	28,665
					<b>Estimated sub-total ELECTRICAL costs</b>
				<b>Estimated sub-total 2006 construction costs</b>	<b>3,114,677</b>
				<b>10% Contingency</b>	<b>311,468</b>
				<b>Estimated total 2006 project requests</b>	<b>\$3,426,145</b>



# SUMMER PROJECTS 2006

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## Rohwer Paving



# SUMMER PROJECTS 2006

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## Sandoz Paving





# SUMMER PROJECTS 2006

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## RMS Sidewalks



## WHS Sidewalks





# SUMMER PROJECTS 2006

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## BMS Track Renovation



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## **Irrigation Management NHS, SHS, WHS**

Connects local, independent irrigation controls to the computers of centrally-based managers through existing network and energy management systems

### Benefits

- Provides full remote control of significant irrigation systems by district-level managers
- Reduces water consumption
- Ensures district-wide continuity for irrigation practices, quantities, start/stop times, etc.





# SUMMER PROJECTS 2006

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## Magnitude of Existing MPS Roofs

- 2.6 million sq. ft. (i.e., 58 football fields)
- 130,000 sq. ft./yr (20-year avg. life)
- \$ 1.43 million/yr. budget (Bldg. Fund)
  
- New roof area to be added through 2008:
  - 253,096 sq. ft.  
(5.6 additional football fields)
  
- Existing roofs currently beyond 21 yrs:
  - 16 Elementary Schools
  - 2 Middle Schools
  - 2 High Schools
  - 1 Support Services Center



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## New Methods Developed for MPS Roofing:

- Roofing Solutions, Inc. (RSI) of Kansas City was hired to develop specifications and manage the planning and construction of all district roof projects
- New performance-based specifications promote open competition among a number of pre-approved roof material manufacturers and local sub-contractors, while delivering high-quality, cost-effective roof systems
- Elementary 24 was the first project to utilize these new methods
- RSI has recommended Bahr, Vermeer, Haecker (BVH) of Omaha as their choice of architectural firms to prepare plans and bid documents
- In tandem with the BVH contract administrator, RSI will provide an on-site inspector to verify compliance of roof construction operations
- RSI can provide infra-red scanning as-needed, to locate problem issues both pre and post-construction



# SUMMER PROJECTS 2006

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## CMS Re-roof Phase I-06





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## NMS Re-roof Phase III of III





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## Hollow Metal Frames: Multiple Locations



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## Ezra Carpet Replacement





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## Neihardt Carpet Replacement



# SUMMER PROJECTS 2006

Millard Public Schools

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## Willowdale Carpet Replacement





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## KMS Flooring Replacement



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## Morton Fire Alarm System Replacement

- Most components of the system are original to the 1974 building
- Reliability of the system is uncertain
- Requests for repairs are numerous and frequent
- Troubleshooting and repairs are difficult and expensive
- System is incompatible with modern replacement components



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## Cottonwood Digital Control for HVAC

- Provides modern digital control of roof units
- Enables remote control within energy management system
- Will improve ventilation control
- Will improve temperature control
- Will improve comfort levels for students and staff
- Reduce outages and emergency repairs
- Will improve energy efficiency

# SUMMER PROJECTS 2006

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## Rockwell HVAC Improvements Phase II of II

- Phase I was completed in summer 2005
- Replaces original heat pumps remaining from 1977
- Replaces sagging, obsolete PVC loop piping
- Improves ventilation
- Improves temperature control
- Reduce outages and emergency repairs
- Improves energy efficiency
- Helps to prevent mold growth

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## AMS Dehumidification for Outside Air

- 1986 Original equipment does not condition outside air
- Project provides cooling for outside ventilation air at roof units
- Humid outside air creates comfort and humidity issues
- Rooms below-grade require higher-quality ventilation
- Conditions are worst when outside air is cool and humid
- Humidity control is essential to prevent mold growth

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## AMS Hand Wash Fountain Replacement



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## Repaint Gym Walls

**Bryan**



**Cather**



# SUMMER PROJECTS 2006

Millard Public Schools

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## Cost Summary

Civil Projects	655,019
Architectural Projects	1,781,526
Mechanical Projects	649,467
Electrical Projects	28,665
10% Contingency	<u>311,468</u>
Total Capital Requests	\$3,426,145



Discipline	Sub Group	Location	Project Description	Priority Ranking	Estimated Project Cost
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			<b>Estimated total 2006 project requests</b>		<b>\$3,426,145</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Ackerman Remodeling Issues

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Ackerman Remodeling Issues – Issues with regard to design and construction plans at Ackerman Elementary School

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:**

We are facing two types of issues in our plans to remodel Ackerman Elementary School. The first issue is related to the design. In order to do the substantial remodel consistent with the current building codes, we will need to create a storm shelter. This expense was not included in the original cost estimates. The cost of the storm shelter will range from \$200,000 - \$400,000 depending on how we approach the issue.

The second issue is construction related. More specifically, the issue is: “Do we go to the expense of incurring significant additional costs in order to get the project done during summers only?” If we don’t want to incur the added expense (or if is not possible to do the project during summers only), “What do we do with the Ackerman students during the time of construction?”

Attached is a one-page summary of the design and construction alternatives. At the present time, the construction committee is of the opinion that the best alternatives are Option 3 (\$400,000) under the design issue and also Option 3 (use Elementary #25) under the construction issue.

**OPTIONS AND ALTERNATIVES:** See attached information.

**RECOMMENDATION:** See Design Issue Option 3 and Construction Issue Option 3.

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** Immediate

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

**SUPERINTENDENT’S APPROVAL:** \_\_\_\_\_



## ACKERMAN ISSUES

### Design

Because the remodeling project is so substantial, we will need to bring to building to current building code requirements. The code will require us to create a storm shelter (about 3,600 sq. ft.) either by adding on to the building or by reinforcing locations in the current building.

1. Remove the roof and reinforce certain classrooms.  
Cost: Add \$200,000 ±
2. Build adjoining storm shelter (open space)  
Cost: Add \$300,000 ±  
Note: Can't use for storage. Need room for students.
3. Build Adjoining storm shelter with furnished classrooms  
Cost: Add \$400,000 ±  
Note: BD could remain at Ackerman
4. Apply for a waiver of the storm shelter requirement  
Cost: Minimal  
Q: Will waiver be approved? Probably not.  
Q: Will parents support waiver? Probably not.

### Construction

The project cannot be completed in one summer (9-10 weeks). We may be able to accomplish it in two summers but this will cost more. There is also a secondary issue related to the location of 500-600 students during the construction process if not done during the summer.

1. Two-summer projects w/ premium pay  
Cost: Add \$250,000 ±  
Note: Will need to keep HVAC, fire alarms, plumbing, and data systems operational.
2. Continuous project – Move Ackerman to other buildings  
Cost: Add \$200,000 ± (for buses)  
Note: Need 28 rooms for all students or 14 rooms for half
3. Continuous project – Build Elem. #25 early and move there  
Cost: Add \$200,000 ± (for buses)  
Note: If Ackerman stays at #25 for full year add another \$200k. Will also have issues with #25 being ready and Neighborhood students wanting to go there ASAP.
4. Continuous project – Install portables  
Cost: Add \$1.0 million ± (5 new units and 4 old ones)  
Note: Would move ½ of students into portables as needed

## **AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Report on Status of Proposed Changes to the Middle School Schedule

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** Education Services

**TITLE AND BRIEF DESCRIPTION:** Changes in Middle School Scheduling

**ACTION DESIRED:** INFORMATION ONLY

**BACKGROUND:** It has been about 20 years since the framework of middle school scheduling was conceptualized and put into place in Millard. The framework of the schedule has dictated the length of courses and the exclusion or modification of other offerings that could be implemented at the middle school.

As world language, Family Consumer Science, and Computer Application teachers entered the curriculum phase process to consider updated curriculum and delivery for the future, a discussion and proposal evolved about change to the middle school schedule framework.

In addition, consideration for the recommendations of Action Plan 5-12 #5 “Develop a proposal for a PreK-12 world languages program” and proposed changes to Rule 10 were discussed and considered. These changes address at least the beginning of moving language exposure to earlier grades. The world languages offering would also expand opportunity for all students to take Level I world languages.

The schedule change proposals also allow for Health to be offered as a stand-alone class in grade 6 – this course is currently integrated into several subject areas.

Research tells us that using technology in the learning setting is the most effective way to assure application of technology in learning. The proposed schedule allows for the integration of computer applications to core classes as well as in a stand-alone setting.

Changes in staffing needs would occur. Additional world language teachers would be needed and a reduction of some exploratory/elective teachers is recommended. In order to hire adequate quality staff, adoption of the proposed scheduling framework is recommended before December college graduation dates.

Middle school principals recommend that the new schedule be adopted for implementation in 2006-2007. Recommendations are in line with the district middle school philosophies and practices.

**OPTIONS AND ALTERNATIVES:** To phase the change of schedule in three or more buildings at a time.

**TIMELINE:** To take effect in the 2006-2007 school year.

**RESPONSIBLE PERSON(S):** Dr. Judy Porter, Dr. Gary Barta, Phil Koch, Dr. Jim Sutfin, Jeff Alfrey, Brian Begley, Nancy Johnston

**ASSOCIATE SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

## **Middle School Scheduling Change**

It has been about 20 years since the framework of middle school scheduling was conceptualized and put into place in Millard. The framework of the schedule has dictated the length of courses and the exclusion or modification of other offerings that could be implemented at the middle school.

As world language teachers begin the curriculum process and as computer application teachers consider the best delivery system for technology, a discussion and proposal has evolved from discussion about change to the middle school schedule framework.

The schedule would allow for

1. The introduction of world language at an earlier age. This concept is supported by interest as expressed in Action Plan 5-12, by principals and in the world language core committee. There is a proposal in Rule 10 to move world language instruction into earlier grades. It would allow our focus on “world class” to expose students to world languages earlier.
2. Allowing computer technology support and instruction in the instructional setting. Research supports this concept as the best way for students to learn to use and to use technology as part of “doing business”.
3. Sixth grade Health being offered as a stand-alone course. Currently the required concepts of Health (required by Rule 10) are integrated into different core curriculums. There is support for removing these elements from the variety of subject areas currently used to allow more time for core curriculum delivery.

Principals believe that the following evaluation elements would show us the following results:

- ELO achievement will go up in courses that have lost Health in 6<sup>th</sup> grade core subjects.
- More students will take world language at high school or potentially will take more levels of world language at the high school.
- Students will have equal time per each required exploratory class.
- Life Skills may improve as a result of Health concentration in a stand-alone 6<sup>th</sup> grade class.
- Changes in the world language survey course would allow more cultural focus and could improve SS ELO or Terra Nova test scores.
- Students will show more proficiency and ability to use technology in the broad learning setting.
- There will be parent support for offering world language at a younger age.
- A broader group of students will be able to take Level I world language and will have a choice to select the language they wish to become involved in learning.

Challenges

- Reduction in length of exploratory class time causes exploratory teachers concern. We will need to work with them to determine the change in curriculum for their courses.
- World language teachers will need to reconceptualize how world language is taught in the middle school.

- Principals will have to determine how we can provide an opportunity for new students arriving in 8<sup>th</sup> grade to be able to start a world language.
- Staffing changes will occur.
- It will be necessary to recruit and hire more world language teachers or increase the number of traveling world language teachers.

## Timeline

Spring 2003	<ul style="list-style-type: none"> <li>Initial discussions about making “room” in the middle level schedule for new courses in world languages, health and computer applications as those areas enter Phase I in the MEP curriculum phase cycle.</li> </ul>
School Year 2004-05	<ul style="list-style-type: none"> <li>Principals and middle level schedulers met to discuss scenarios for curriculum delivery with a new schedule: Expand world language opportunities from 8<sup>th</sup> grade to include 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, 6<sup>th</sup> grade Health as a stand-alone subject; integrating computer applications into core instruction for student support in using technology for learning.</li> </ul>
September 2004	<ul style="list-style-type: none"> <li>Foreign Language Core Committee recommended offering foreign language in sixth and seventh grades</li> </ul>
Spring 2005	<ul style="list-style-type: none"> <li>Principals initiated preliminary discussion with, and sought input from special area teachers about possible schedule changes.</li> </ul>
June 2005	<ul style="list-style-type: none"> <li>Initial report to the Board about the discussion and proposals</li> </ul>
Spring and Fall 2005	<ul style="list-style-type: none"> <li>Most School Improvement Team (SIT) committees were introduced to plan and input was shared</li> </ul>
September 2005	<ul style="list-style-type: none"> <li>Principals finalized their schedule change proposal recommendation</li> </ul>
October 6 and November 2, 2005	<ul style="list-style-type: none"> <li>Meetings with representative teachers affected by proposed change, MEP facilitators of those subject areas, principals and other representatives</li> <li>Representatives shared information and sought input from their building principals and other affected staff</li> <li>Group came to consensus to move forward with the plan</li> </ul>
November 2005	<ul style="list-style-type: none"> <li>Committee meeting report to the Board as to final schedule change proposal</li> </ul>
Plan to move forward	<ul style="list-style-type: none"> <li>Board approval of the proposed schedule</li> <li>Develop and implement communication plan internally and externally</li> <li>Begin to address staffing needs for the future</li> <li>Curriculum facilitators meet with teachers in affected subject areas to adapt curriculum for a new delivery format and new courses</li> <li>Implement schedule as approved in 2006-07</li> </ul>

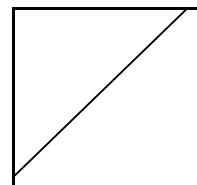
## MIDDLE SCHOOL SCHEDULE STAFF REPRESENTATIVES

<b>Attendees</b>
Jeff Alfrey, Principal, Andersen Middle School
Nancy Armitage, Kiewit Middle School, Vocal Music
Gary Barta, Principal, North Middle School
Rosemary Barta, MEP Facilitator, CSMI
Danna Becerra, Andersen Middle School, Art
Brian Begley, Principal, Russell Middle School
Don Bosworth, Russell Middle School, Computer
Wendy Brennan, Central Middle School, German
Martha Bruckner, Assoc. Superintendent for Ed Services, DSAC
George Conrad, Director Human Resources, DSAC
Monica Cox, Central Middle School, Vocal Music
Mike Daubert, Kiewit Middle School, PE
Clara Hoover, MEP Facilitator, CSMI
Nancy Johnston, Principal, Beadle Middle School
Phil Koch, Principal, Kiewit Middle School
Tony Levy, MEA President
Sheryl Moeller, Beadle Middle School, FCS
Diane Mynster, Andersen Middle School, PE
Susan Pierson, Kiewit Middle School, Art
Judy Porter, Director of Secondary Ed, DSAC
Dave Robinson, Russell Middle School, IT
Joan Rogert, Andersen Middle School, Foreign Language
Jeannene Rossitto, North Middle School, Health
George Sefzik, North Middle School, IT
Linda Shirck, MEP Facilitator, CSMI
Bradley Slominsky, Beadle Middle School, Computer
John Southworth, Asst. Principal, Beadle Middle School
Jim Sutfin, Principal, Central Middle School
Barb Waller, MEP Facilitator, CSMI
Tom Wise, Facilitator/Consultant

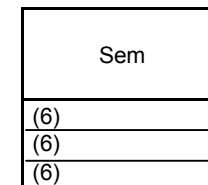
	1	2	3	4	5	6 MYP	6 Regular	7 MYP	7 Regular	8
<b>6th Grade</b>										
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE French, Spanish, or German Survey (30 days each)	PE French, Spanish, or German Survey (30 days each)	Music (9)	Art (6)	Guided Study
								Comp App (9)	Music (6)	Band
								Health (6)	FCS (6)	Vocal
								Art (6)	Health (6)	Orchestra
						IT (6)	Comp App (6)			

	1	2	3	4	5	6	7 MYP	7 Regular	8
<b>7th Grade</b>									
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE World Lang. Sem I or ELO or Literacy	Art (9)	Art (6)	Guided Study
							IT or Comp App (9)	Music (6)	Band
							Health (6)	FCS (6)	Vocal
							FCS (6)	Health (6)	Orchestra
						Music (6)	Comp App (6)		

	1	2	3	4	5	6	7	8
<b>8th Grade</b>								
Computer App Integrated in all	English	Social Studies	Math	Science	World Lang 2006-2007 Level I 2007-2008 & beyond - Sem. II or Literacy	Band or Orchestra or Guided Study	Elective (6)	Elective (6)
							Elective (6)	Elective (6)
							Elective (6)	Know Your Self (6)
							Elective (6)	PE
					Elective (6)			



= every other day



= time frame noted in weeks



**IMPLICATIONS OF CHANGE FOR MIDDLE LEVEL STAFFING**

**Assume that GSP will include Choral Music at all Schools**

	<b>Projected Staff Needs with 8<sup>th</sup> Grade/ 6-Week Electives</b>	<b>Total Needs</b>	<b><i>Possible</i> Reductions or Reassignments</b>	<b>With Retirement, Reassignment or Attrition</b>
<b>AMS</b>	+2 World Language Teachers (Spanish) -1 Art, -1 Industrial Tech	+2	-1 Art -1 IT; possible retirement -2	0
<b>BMS</b>	+1.5 Spanish, +.5 French -1 Industrial Tech	+2	Probable cut; IT Student Teacher -1	+1
<b>CMS</b>	+3 World Language Teachers -1 Art -1 IT -1 FCS +.25 Vocal Music *CMS needs 2.5 additional world language teachers for the traditional program and an additional .5 for the dilemma created by Montessori	+3.25	-1 Art -1 IT -1 FCS possible retirement -3	+2.5
<b>KMS</b>	+ 2 World Language	+2	--	+2
<b>NMS</b>	+1 Spanish, +.25 German, +.25 French +.5 vocal music	+2	--	+2
<b>RMS</b>	+1 Spanish, +.5 Music, -.5 FCS, -1 Art, -1 IT	+1.5	-1 IT -1 Art -5 FCS -2.5	-1
	<b>Total</b>	+12.75	-8.5	+4.25

**Blue – Reassign**

**Orange – possible real reduction**

## **Millard Middle Schools** **Middle School Philosophy**

The purpose of the Millard Middle Schools is to meet the intellectual, social, ethical, emotional, and physical needs of 11-14 year old students through programs and instructional practices that are academically and developmentally appropriate and include essential elements of instruction, management, and curriculum.

The essential elements of middle level instruction, management, and curriculum are:

- High academic expectations
- Interdisciplinary teams
- Exploratory offerings
- Inclusionary practices
- Student advisement
- Developmentally appropriate instructional practices
- Climate conducive to learning

Operational parameters for the middle schools include:

- Common team planning
- Schedule conducive to multiple options for students
- Developmentally appropriate co-curricular program
- Team leadership and team structure
- Effective transition in, through, and out of middle grades
- Partnership of students, home, staff, and community

## Millard Middle Schools Essential Elements

### **High Academic Expectations**

The middle school academic program will promote scholarship through curriculum, instruction, and assessment practices designed to challenge each student to reach his/her potential. Students are provided the necessary support and opportunities for success.

### **Interdisciplinary Teams**

Interdisciplinary teams offer an organizational structure that helps support student achievement through professional collaboration and communication, mutual reinforcement of student behaviors, flexible scheduling, and the development of differentiated curriculum that meets student learning needs.

### **Exploratory Offerings**

Students are exposed to a variety of success oriented interactive activities and experiences related to adopted curriculum, athletics, community service, and student interests. Exposure to a variety of activities will help students develop an understanding of and excel in their areas of strengths and interests.

### **Inclusionary Practices**

Inclusionary practices ensure success for all students in academic, physical, social, and service activities. Programmatic decisions for all students will be made based upon current best practices and relevant assessment and evaluation.

### Student Advisement

The advisement program is designed to establish a close working relationship between each student and at least one teacher, counselor, or administrator in the building. The Millard Public Schools life skills are an integral part of the advisory program.

### **Developmentally Appropriate Instructional Practices**

The instructional practices used by teachers will meet the emotional, cognitive, social, and physical needs of preadolescent learners. Learning activities that are varied, motivating and actively engage students will be practiced by all teachers.

### **Climate Conducive to Learning**

The school creates a personalized environment that supports each student's intellectual, ethical, emotional, social, and physical development, characterized by stable, close, and mutually respectful relationships.

# **Millard Middle Schools Operational Parameters**

## **Common Team Planning**

Each team of teachers shares a scheduled planning period allowing them to meet to discuss student needs, coordinate instruction among disciplines, and plan team activities.

## **Schedule Conducive to Multiple Options for Students**

Many scheduling options are available to teachers because team teachers share the same group of students. Therefore, teachers are able to address student needs through scheduling. Examples may include:

- Most classes may be scheduled next to each other during the school day - this creates a block of team classes.
- Teams may flex the time frame in which they offer classes; i.e. English may decide to take 20 minutes for a spelling test while science uses over an hour to conduct a lab.
- The regular manner in which classes are offered may be rearranged; i.e. only math and science one day and only English/Social Studies/Reading the next.
- The opportunity for interdisciplinary approaches is more easily available - interdisciplinary instruction helps students more readily see connections in learning and curriculum.

Within this framework, district and state standards are accomplished.

## **Co-Curricular Program**

Co-curricular activities for middle level students are designed with student age, ability, and maturity as important considerations. All activities, including athletics, music, and club offerings, provide for maximum participation with an appropriate level of competitiveness for this age of student.

## **Team Leadership and Team Structure**

**Team Leadership** – Team leaders are responsible for channeling the energy and resources of team members into productive problem solving and planning for instruction. They should provide a structure within which issues can be discussed and decisions made, keep the agenda on positive track, and hold team members accountable for their assigned responsibilities.

**Team Structure** – Interdisciplinary teams may include teachers of English, math, science and social studies for a designated grade. In addition, each team should have a guidance counselor, team leader, and resource teacher. A daily team planning time supports effective teaming practices.

## **Effective Transition In, Through, and Out of Middle Grades**

Transition, the movement of a student from a familiar, supportive environment to one that is unknown often causes anxiety and can decrease school achievement during the transition period. The middle grades program must support students during the significant transitions from elementary to middle, through middle school, and from middle to high school. Utilization of effective communication at each grade level will aid in the understanding of others' concerns, philosophies and objectives.

## **Partnership of Students, Home, Staff, and Community**

The school develops alliances with families to enhance and support the well-being of their children. It involves families as partners in their children's education, keeping them informed, involving them in their children's learning, and assuring participation in decision-making.

**MIDDLE LEVEL LANGUAGE OPPORTUNITIES: COMPARISON WITH OTHER DISTRICTS**

	<b>Millard: Current</b>	<b>Millard: Proposed</b>	<b>OPS (most schools)</b>	<b>OPS Beveridge Global Studies Magnet</b>
<b>Sixth Grade</b>	No world language courses offered.	All students take Survey (30 days each: French, German, Spanish). Alternate days.	No world language courses offered. (Marrs offers Spanish in grades 5-8.)	No world language courses offered.
<b>Seventh Grade</b>	No world language courses offered.	All students may begin French I, German I, or Spanish I (offered on alternate days throughout the school year).	No world language courses offered. (Marrs offers Spanish in grades 5-8.)	Students may take a full year of French, German or Spanish. Courses meet every day.
<b>Eighth Grade</b>	Most students take Survey (9 weeks each: French, German, Spanish). Identified students take French I, German I or Spanish I (equivalent to first year course offered in high school).	All students may continue French I, German I, or Spanish I (offered every day throughout the school year). Students who complete the seventh and eighth grade level I course will be prepared for level II in ninth grade.	<b>All schools offer Spanish. Some offer French. Courses meet every day.</b>	Continuation: Students may take a full year of French, German or Spanish. Courses meet every day. Most students who complete the two years are prepared for second year language in ninth grade.

	<b>Westside *</b>	<b>Bellevue</b>	<b>Ralston</b>	<b>Papillion-LaVista</b>
<b>Sixth Grade</b>	N/A (MS=grades 7-8 only)	N/A (MS=grades 7-8 only)	N/A (MS=grades 7-8 only)	N/A (MS=7 & 8)
<b>Seventh Grade</b>	Students may take French, German or Spanish. Courses meet every day.	All students take a semester Survey course (6 weeks each: French, German, Spanish)	No world language courses offered.	No middle school language program

	<b>Elkhorn</b>		<b>Lincoln</b>	<b>Blue Valley #</b>
<b>Sixth Grade</b>	Currently- Language exposure experience in middle school. Proposed – when students have 5 years of elementary language reach 6 <sup>th</sup> grade (probably next year) they will have a more intense language exposure in a survey class. Alternate days of language (Spanish, French and Japanese) and PE		Students take Spanish for 6 weeks.	Required: All students take either French or Spanish every other day, all year.
<b>Seventh Grade</b>	Proposed-7 <sup>th</sup> grade begin semester 1 of Level 1 Foreign language exposure. Alternate days of language (either French or Spanish) and PE..		Students take French for 9 weeks.	Required: All students take either French or Spanish every other day, all year.
<b>Eighth Grade</b>	Proposed—8 <sup>th</sup> grade have alternate days of 2 <sup>nd</sup> semester of level 1 of French or Spanish, alternating with PE.		Students may take Spanish I or French I, equivalent to the first year high school course.	Approximately half the students continue with French or Spanish and are prepared to enter an accelerated level II course in ninth grade.

	<b>Cherry Creek Falcon Creek %</b>	<b>New Trier (IL) Feeder Schools: Wilmette Jr. High &amp; Washburne Jr. High</b>	<b>Adlai Stevenson (IL) Feeder Schools: @ Twin Groves Jr. High (grades 6-8) Daniel Wright Jr. High (grades 5-8)</b>
<b>Sixth Grade</b>	Most students take an exploratory class (French, German and Spanish). Some may begin a full-year course in French, German or Spanish.	N/A (school=grades 7-8 only in both schools)	No world language courses offered.
<b>Seventh Grade</b>	Students may begin a full-year course in French, German or Spanish. Courses meet daily.	Most feeder schools offer French and Spanish. Wilmette also offers German. Some schools offer Latin. These level I courses are offered over two years. The courses are taught every day and open to any student.	DW: Offers French and Spanish to recommended students. These level I courses are taught over two years and meet every day. TG: Most students take French and Spanish. These level I courses are taught over two years and meet every day. Spanish uses IA and IB books. French will not be taught after this year because of low enrollments.
<b>Eighth Grade</b>	Continuation of full-year course in French, German or Spanish. Most students who complete these courses are prepared for level II in ninth grade. Courses meet daily.	Continuation of level I courses. At the end of two years, students are prepared for level II in ninth grade.	DW: Continuation of level I courses. Students who complete these courses are ready for level II in high school. TG: Continuation of level I courses. Students take a test in January. If they don't pass, they repeat level I in high school. If they pass, they are recommended for regular or accelerated level II course in high school. BOTH: If ninth grade students pass level II, they get credit for having taken 2 years of the language (same language all 3 years).

\* Westside offers Spanish to all elementary students with 4-6 grade students participating in two 30-minute classes each week.

# Blue Valley middle schools offer "continuing" language courses building on the K-5 language program.

% Curriculum varies among the eleven Cherry Creek middle schools.

& Wilmette students start Spanish in first grade.

@ Adlai Stevenson feeder schools vary in the world language programs they offer. There are at least four feeder schools.

Information from:

*Foreign Language Enrollments in Public Secondary Schools, Fall 2000*

American Council on the Teaching of Foreign Languages, May 2002

Languages Offered, Grades 9-12

Spanish	4,057,608
French	1,075,425
German	283,301
Latin	177,447
Spanish/Native Speakers	127,551
Italian	64,098
Japanese	50,884
Russian	10,612
Chinese	5,003
Native American	3,297
Greek	866
Hebrew	707
Arabic	426
Cantonese	301
Korean	202
Portuguese	145
Haitian-Cr.	118
Polish	115

Other information from Internet:

Mandarin Chinese taught:

Sidwell Friends (private school in Washington, DC) (Chelsea Clinton was a student there.)

Mesa Public Schools (Mesa, AZ) (starting fall 2005)

Needham High School (Needham, MA) (offers French, Mandarin, Latin and Spanish)

Many schools, some Chinese focus high schools, in California, offer Mandarin Chinese.

“World Class High Schools”

Adlai Stevenson High School (Chicago, Illinois, suburb)

French (5 levels, plus accelerated)

German (5 levels, plus accelerated)

Spanish (5 levels, plus accelerated, both AP literature and AP language)

Latin (3 levels)

Hebrew (4 levels, plus accelerated)



New Trier High School (Chicago, Illinois, suburb)

- Spanish (5 levels)
- Chinese (4 levels)
- French (5 levels)
- German (5 levels)
- Hebrew (5 levels)
- Japanese (5 levels)
- Latin (5 levels)

Township High School District 214 (Illinois—suburban Chicago)

John Hersey High School

- French (5 levels)
- German (5 levels)
- Spanish (5 levels)
- Italian (2 levels)

Prospect High School

- French (5 levels)
- Spanish (5 levels)
- Italian (4 levels)

Rolling Meadows High School

- French (4 levels)
- Spanish (5 levels)
- Conversational Spanish (2 levels)
- Spanish for Spanish Speakers
- Italian (5 levels)

Elk Grove High School

- French (5 levels)
- Spanish (5 levels)
- Italian (4 levels)
- Japanese (4 levels)

William Fremd High School (Palatine, IL)

- French (4 levels, culminating in AP)
- German (4 levels, culminating in AP)
- Spanish (4 levels, culminating in AP)
- Students take level 1 language over two years in junior high and begin high school by taking level 2 language.

Cherry Creek High School (Denver, CO, suburb)

- French (5 levels, plus accelerated, AP language and AP literature)
- German (5 levels, plus accelerated, plus 5<sup>th</sup> year other than AP)
- Latin (4 levels, plus accelerated)
- Russian (4 levels)
- Spanish (5 levels, plus accelerated, AP language and AP literature)
- Chinese (4 levels)

Blue Valley North High School (Kansas suburb of Kansas City)

French (4 levels)

German (4 levels)

Latin (4 levels)

Spanish (5 levels)

Blue Valley Northwest High School (Kansas suburb of Kansas City)

French

German

Spanish

Rancho Bernardo High School (Poway USD, near San Diego) (recommended by Linda KK)

French (5 levels)

German (5 levels)

Spanish (5 levels)

Filipino (2 levels) (large Filipino population)

Omaha South High School

French (5 levels)

German (5 levels)

Spanish (5 levels, plus AP, and Spanish for native speakers)

Valley High School (West Des Moines, Iowa)

French (5 levels)

German (4 levels)

Japanese (3 levels)

Latin (4 levels)

Spanish (5 levels)

Eastridge High School (Gainesville, FL) (Newsweek Top 1,000 High Schools)

French

Spanish

(no other information online)

Indian Hill High School (Cincinnati, OH) (Newsweek Top 1,000 High Schools)

French (5 levels)

Latin (5 levels)

Spanish (5 levels)

## Strategic Plan 5 – 12

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

Specific Result: Increase the number of national and international learning opportunities and test measures for students.

5. Develop a proposal for pre K-12 world languages program

### Rule 10

#### Elementary

004.02B World Languages. By the 2007-08 school year: the curriculum includes introductory experiences in world languages. This may include integrating international themes in other subject areas: the use of school, community, and international resources; and/or specific instruction in other languages.

#### Middle

004.03A Middle Grades Instructional Program. Beginning at least in grade 7, the program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs. Middle schools having grades 5 or 6 may provide either the elementary reading program described in regulations 004.02A or the middle grades program described in regulation 004.03A for those two grades.

004.03A1 Reading...

004.03A2 Language Arts...

004.03A4 Social Studies...

004.03A5 Science...

004.03A6 Health...

004.03A7 Art...

004.03A8 Music...

004.03A9 Physical Education...

004.03A10 World Languages. By the 2007-08 school year, the curriculum includes exploratory experiences for communicating in one or more languages other than English: knowledge and understanding of other cultures: and developing insight into the nature of language and culture.

004.03A11 Career education

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Wide Area Network for Data, Video, Voice, and New Telephone System

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** Technology Division

**TITLE AND BRIEF DESCRIPTION:** Wide Area Network for Data, Video, Voice, and  
New Telephone System

**ACTION DESIRED:** Discussion and Review

**BACKGROUND:** See attached report

**STRATEGIC PLAN REFERENCE:**

**RESPONSIBLE PERSON:** Mark Feldhausen

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

# Wide Area Network (WAN) for Data, Video, Voice, and New Telephone System

## Background

In January 2004, the Millard Public Schools was the recipient of a 3Com Urban Challenge Grant valued at \$100,000. The purpose of this grant was to provide wireless data communications connections (equipment) for twelve buildings. The intent was that should this technology prove viable, then the project would be expanded to other buildings using similar wireless technology. Such was the assumption as late as last winter just prior to the bond election. In fact, in the Technology Report to the Board of Education of March 14, 2005, it was reported that one of the major goals of the 2005-2006 school year was to implement a wireless, district-owned, wide area network. After six months of using this technology it has become clear that this wireless Wide Area Network (WAN) will not provide the robust, broadband network needed by the Millard Public Schools.

## Issues Limiting a Wireless WAN

The 3Com equipment, acquired from the grant, and used to establish the wireless WAN, represents point-to-point 2.4 GHz radio technology. During the last six months of implementation, we have experienced a number of issues that have resulted in our belief that the wireless WAN should not be used by the District as a long-term solution for data, video, and voice networking between sites. The reasons for this conclusion include:

1. Equipment Reliability—multiple outages of the radio equipment have been experienced to the extent that we have yet to have all radio-dependent data communications links operational at the same time. Outages have resulted for many reasons including lightening strikes.
2. Interference—Increased use of 2.4 GHz based technologies in local neighborhoods have resulted in significant interference. This reduces the available bandwidth and limits the reliability of the connection. Interference comes from wireless telephones, home wireless networking equipment, household appliances, and commercial networking equipment. Licensed, rather than unlicensed radios, have been reviewed, but the licenses increase yearly costs and still provide no guarantee of an interference free connection. (Note: 3Com has provided on-site engineers on three separate occasions to evaluate this situation. Recommendations have not eliminated the problem.) Wireless systems that are 5.4 – 5.8 Ghz based are anticipated to experience similar interference issues over time.
3. Bandwidth—This 54 Mbps system was originally touted to provide transmission capacity ranging from 20 to 25 Mbps per site. Our experience has been that, at best, it provides between 8 and 12 Mbps. Although this is better than the T-1 lines (1.544 Mbps) it is insufficient for data, video, and voice, including telephone, traffic.
4. Distance and Topology—Buildings, such as Disney and Hitchcock, that were originally identified for the use of this technology have proved to be either too distant from the communication aggregation point or their topology has limited the site-to-site requirements. Buildings that lie in valleys or are surrounded by trees, where growth over time, will interfere with data transmission signals are not suited to wireless WAN technology use.
5. Redundancy—Wireless technology does nothing to address the issue of redundancy, or lack thereof. In fact, this is a problem throughout the current point-to-point WAN structure of the Millard Public Schools. Should a radio go down or a T-1 or existing fiber line be cut, there is no fall-back or structured alternative paths for data communications.

## Bandwidth Needs

Reliance upon the MPS Wide Area Network continues to grow as the District utilizes technology to manage the District and support teaching and learning. An analysis of bandwidth requirements for a variety of existing services demonstrates that the current system of T-1 data communications (1.544 Mbps) lines found at elementary and middle schools and the 100 Mbps fiber lines at the high schools are either seriously taxed or will be in the near future.

Examples of how the WAN is (and could be) used include, but are not limited to:

1. Access to in-house library services (media inventory system, e.g. Dynix/Horizon) and on-line subscriptions to multiple databases for research
2. Instructional and Assessment Web Services at Elementary and Secondary
3. Use of Pentamation and SIMS at ESU#3
4. Use of Infinite Campus and GroupWise (email) within the District but across the WAN
5. General Internet usage
6. Telephone services (VoIP) at CSMI, North Middle School, and Reader Elementary
7. On-line video services from NDE and NET (not currently used due to network limitations)

An evaluation of these activities indicates that a minimum of 20 – 25 Mbps are needed at an elementary school of average size, 35-40 Mbps at a middle school, and between 50-65 Mbps at a high school.

## Current Telephone Services

The District's current ISDN/Centrex telephone system has been in place since 1993. Presently, it is thirty-year-old technology. Service providers are recommending that this technology be replaced whenever possible. Because of its age and the existence of newer technologies, this telephone system cannot be competitively bid. In addition, each service requested, such as caller ID, call forwarding, voicemail, etc. has an associated monthly cost.

The District has in place over 1,600 telephone numbers. Although the Centrex system is to provide four digit dialing, it has never been applicable to Hitchcock and Disney. And as new buildings are built, the District's ability to provide ISDN service is limited based on location.

## Current Data and Telephone Service Costs

Current Service	Est. Yearly Cost
Qwest T-1 Data Lines	\$70,000.00
Qwest Telephone Services*	\$297,000.00
Galaxy/Dark Fiber 100 Mbps	\$56,000.00
<b>Total</b>	<b>\$423,000.00</b>

\*This does not include long distance, directory assistance/listings, nor repair, maintenance, and equipment costs.

## Proposed WAN and Telephone Solutions

On Monday, November 7, 2005, the MPS Technology Division released a Request For Proposals (RFP) structured to address the following:

1. A redesigned, redundant Wide Area Network capable of providing requested bandwidth in a range of 25 Mbps/Elementary School, 50 Mbps/Middle School, and 100-1000 Mbps/High School.

2. PRI and Analog Line Services for Voice over Internet Protocol Telephone (VoIP) system.
3. VoIP Equipment

The RFP meets E-Rate requirements and timelines for eligible discounts. The RFP is structured so that vendors may respond to one or more of the three requested areas. The RFP was structured in this fashion to maximize coordinated efforts and anticipated economy of scale. The RFP was subject to legal review before it was released.

The intent is to bring recommendations for contract approval to the Board of Education on December 19, 2005, with implementation beginning March 1, 2006, and completed by the end of summer, August 1, 2006.

### **Projected Costs**

Projected costs for WAN and telephone services that constitute monthly recurring charges are difficult to calculate. Based upon existing information the District's costs could include:

<b>Proposed Services</b>	<b>Est. Yearly Cost</b>
<b>Galaxy/Dark Fiber 100 Mbps</b>	<b>\$56,000.00</b>
<b>7 PRI's (2/hs &amp; 1 DSAC)</b>	<b>\$42,000.00</b>
<b>Est. 142 Analog Telephone Lines</b>	<b>\$51,120.00</b>
<b>Est. New Data, Video, Voice Lines (inc. possible build-out)</b>	<b>\$432,000.00</b>
<b>Total</b>	<b>\$581,120.00</b>

VoIP Equipment will be paid by Bond monies and is estimated between \$600,000 and \$900,000.

Although the proposed project includes a cost increase of approximately \$158,120, a 37% increase. This is inclusive of network services and capacity increases of 230% and anticipated build-out (construction) and equipment requirements.

Finally, just as the District is dependent on gas, water, electricity, and fuel to operate its buildings and provide services so to is it increasing its use of data and communication services. As such, its current system, the Wide Area Network, needs to be thoroughly over hauled and upgraded in order to provide for a growing, world-class district.

# Steroid Use and Abuse

## A Review of the Literature



# Steroid Use

## Monitoring the Future

U.S. Department of Health

National Institute on Drug Abuse

Anabolic Steroid Use by Students

2004 National Survey Statistics

	<u>8<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>12<sup>th</sup></u>
Ever Used	1.9%	2.4%	3.4%
Used in the Past Year	1.1%	1.5%	2.5%
Used in the Past Month	0.5%	0.8%	1.6%

## Comparison to Past Years of Steroid Use

### Monitoring the Future Survey 1999

	<u>8<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>12<sup>th</sup></u>
Ever Used	2.7%	2.7%	2.9%
Used in the Past Year	1.7%	1.7%	1.8%
Used in the Past Month	0.7%	0.9%	0.9%

### Monitoring the Future Survey 1991

	<u>8<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>12<sup>th</sup></u>
Ever Used	1.9%	1.8%	2.1%
Used in the Past Year	1.0%	1.1%	1.4%
Used in the Past Month	0.4%	0.6%	0.8%

# Drug & Steroid Education in Millard Public Schools

## **Instruction related to anabolic steroids.**

### **7th Grade Healthy Lifestyles (9 week course)**

#### **Chemical Misuse/Abuse Unit (6 days)**

Consequences of chemical abuse

Introduction to pressures

Social pressures to use drugs

Resisting internal and external pressures to use drugs

Practice resistance Skills

Smoking cessation

Benefits of not using drugs

### **High School Everyday Living (18 week course)**

#### **Codependence/addictions/chemical use & abuse Unit (15 days)**

Recognize characteristics of codependency

Explain effects of commonly used drugs

Understand factors in making responsible decisions regarding chemical use

Identify impact of roles people play in codependent families

Instruction includes a video on the physical and psychological affects of steroids.

- As an example at the high schools, in the Human Physiology class at Millard West, steroids are discussed in relation to homeostasis and negative feedback loops in muscular units. Alteration of hormones, the negative effects to males and females, and the increased risk of cancer are also presented to students.

# Information About Steroids and Supplements

# What are Steroids?

- Anabolic steroids that athletes use are synthetic modifications of testosterone, a hormone produced by the human body.
- In the Controlled Substances Act of 1991, Congress defined anabolic steroids as any drug or hormonal substance, chemically or pharmacologically related to testosterone (other than estrogens, progestins, and corticosteroids) that promotes muscle growth.
- Testosterone has two main effects on the body:
  1. the anabolic effects--- to promote muscle building
  2. the androgenic effects--- are responsible for male traits (facial hair, deeper voice, etc.)
- The anabolic steroids used by athletes are designed to maximize the anabolic effects and minimize the androgenic effects.

# Steroids- Legal or Illegal

- Anabolic steroids are illegal unless a doctor has prescribed their use for medical reasons.
- Many athletes are using steroids at higher doses than are prescribed for medical reasons.
- Most of the sports organizations have prohibited the use of anabolic steroids to enhance performance.
- NCAA athletes found to have used steroids or other illegal substances lose one year of eligibility.



# Steroidal Supplements

- Supplements can be purchased legally in the U.S. without a prescription.
- They are often referred to as “dietary supplements” and are taken because the user believes they will produce anabolic effects.
- Little is known about the side effects of such supplements or whether their use alone promotes muscle growth.

# Comparisons Between Drugs and Dietary Supplements- DSHEA

- Drug labels and package inserts must mention adverse effects.
- Drug companies are required to report to the FDA any reports of product-related adverse effects received from any source.
- Drugs must be reviewed and approved by the FDA before they are marketed to consumers.
- Drugs must be tested for safety before they are marketed to consumers
- Supplement makers are not required to have safety warnings on their labels, even for products with known serious hazards.
- Supplement makers are not required to report adverse effects they might receive.
- Supplements are not subject to review or approval by the FDA prior to marketing.
- Supplements can be marketed without testing for safety.

# Examples of Drugs and Supplements Banned by the NCAA

- DHEA
- Andro
- Ephedrine (ephedra, ma huang)
- Caffeine, if level exceeds 15 micrograms/ml (the “average” cup of coffee has 60 to 80 mg of caffeine)
- Cocaine
- Heroin
- THC
- Human Growth Hormone (HGH)
- Synephrine (bitter orange, zhi shi)

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