ACKNOWLEDGMENT OF RECEIPT

OF NOTICE OF MEETING

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on April 2, 2007, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

Dated this 2nd day of April, 2007.

Brad Burwell, President

Jean Stothert, Vice President

Mike Kennedy, Secretary

Mike Pate, Treasurer

David M. Anderson

Linda Poole

Derek Collins – Millard North High School

Corinne Wardian – Millard South High School

Jordan Carroll – Millard West High School

NOTICE OF MEETING
SCHOOL DISTRICT NO. 17

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, April 2, 2007** at 5606 South 147th Street, Omaha, Nebraska.

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

MIKE KENNEDY,
Secretary

3-30-07

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.**

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

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

March 30, 2007

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

MARY A. MOSWICK
GENERAL
NOTARY
COMMISSION
EXPIRES
MAY 6, 2010
STATE OF NEBRASKA

Publisher's Fee $ 11.90

Additional Copies $ 0

Total $ 11.90

Subscribed in my presence and sworn to before me this 30th **day of** March **20** 07

Notary Public in and for Douglas County, State of Nebraska

BOARD OF EDUCATION MEETING – APRIL 2, 2007

NAME:	***REPRESENTING:***
Leslie Wallin	MEP
Cami Warnecke	M. South
Heather Daubert	MEP
Allie Navickas	MWHS
Jay Hutfles	M. North High School
Mike Neemann	M. North High School
Dee Sorenson	Cather Elem (Parent
Tammy Gebhart	Curriculum
Phil Odonnell	Laidlaw Ed. Serv
Sharon Swaden	Laidlaw Ed Serv
~~Kristen Wan~~	~~M West High~~
Sarah Lee	M. West High School
Rachel Busse	M. West High School
Nancy Thornblad	MEP curriculum
Jennifer Gabrielson	Rohwer
Lorie Schaad	AMS
Peggy Brendel	Norris
Jeannene Rossetto	North Middle
Greg Spencer	E&A Consulting
Katie Lusk	M. West High
Vinie Robinson	mm
Kelly Curran	Kiewit MS
Anne Servais	Disney Elem.

BOARD OF EDUCATION MEETING – APRIL 2, 2007

NAME:	***REPRESENTING:***
Zach Hamilton	Mi West High School
Carol Wiesner	Millard West HS

millard
PUBLIC SCHOOLS

BOARD OF EDUCATION
MEETING

⌘ ⌘ ⌘

⌘ ⌘ ⌘

APRIL 2, 2007

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BUSINESS MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
APRIL 2, 2007

AGENDA

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

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 Matter
1. *Approval of Board of Education Minutes – March 19, 2007
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items
1. Superintendent's Comments
2. Board Comments/Announcement

G. Unfinished Business:
1. Approval of Policy 6201 - Curriculum, Instruction, and Assessment – Taught Curriculum – Accountability
2. Approval of Policy 6330 – Curriculum, Instruction, and Assessment – Grades
3. Approval of Policy 6401 - Curriculum, Instruction, and Assessment – Staff Development – Accountability
4. Approval of Policy 7100 – Technology – Use of District Computers, Software, and Data Files

H. New Business:
1. Reaffirm Rule 6330.1 – Curriculum, Instruction, and Assessment – Grades – Grading Guidelines for Third – Twelfth Grade
2. Reaffirm Rule 6330.2 – Curriculum, Instruction, and Assessment – Grades – Grading Guidelines for Kindergarten - Second Grade
3. Approval of Rule 6330.3 – Curriculum, Instruction, and Assessment – Grades – Recording and Communication
4. Approval of Rule 7100.1 – Technology – Use of District Computers, Software, and Data Files: Compliance with Applicable Law
5. Approval of Rule 7100.2 – Technology – Use of District Computers, Software, and Data Files: Right of Access
6. Approval of Rule 7100.3 – Technology – Use of District Computers, Software, and Data Files: Access to Student and/or Personnel Records

7. Approval of Pre K-12 Health Framework
8. Approval of Pre K-12 Math Framework
9. First Reading of Policy 3811 – Support Services – Transportation – Students – Regular Education
10. First Reading of Policy 3812 – Support Services – Transportation – Students – Special Education
11. First Reading of Policy 3813 – Support Services = Transportation – Students - Homeless
12. First Reading of Policy 3814 – Support Services – Transportation – Students – ELL & MSAP
13. First Reading of Policy 3815 – Support Services – Transportation –Students – Private Vehicles
14. First Reading of Policy 3816 – Support Services – Transportation – Students – Bus Stops
15. First Reading of Policy 3817 – Support Services – Transportation – Students - Discipline
16. First Reading of Policy 3821 – Support Services – Transportation – Drivers – Qualifications
17. First Reading of Policy 3822 – Support Services – Transportation – Drivers – Training
18. First Reading of Policy 3823 – Support Services – Transportation – Drivers – Responsibilities
19. First Reading of Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees
20. Award Contract for MWHS Tennis Court Project
21. Award Contract for MNHS and MWHS Shot and Discuss Project
22. Award Contract for NMS Dock and Paving Project
23. Award Contract for Buell Stadium Plaza Paving Project
24. Award Contract for Holling Heights Paving Project
25. Approval of Personnel Actions: Amendment to Continuing Contract(s), Resignation(s), Leave(s) of Absence, and New Hires
26. Negotiations (Executive Session)

I. Reports
1. Legislative Update
2. Enrollment Report

J. Future Agenda Items/Board Calendar
1. Committee of the Whole Meeting on Monday, April 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, April 23, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
3. Board of Education Meeting on Monday, May 7, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Hall of Fame Banquet on Friday, May 11, 2007 at the Qwest Center at 5:30 p.m. social, dinner at 6:30 p.m.
5. Committee of the Whole Meeting on Monday, May 14, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

6. Employee Recognition Dinner on Wednesday, May16, 2007 at the Georgetown Club at 5:30 social, 6:30 p.m. dinner
7. Board of Education Meeting on Monday, May 21, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Graduation on Sunday, May 27, 2007 at Civic Auditorium – MSHS at 1 p.m.; MWHS at 4 p.m.; and MNHS at 7 p.m.

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

L. <u>Adjournment</u>

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
APRIL 2, 2007

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the Wall and Available for Public Inspection

B. Pledge of Allegiance

C. Roll Call

D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the Meeting.

*E.1. Motion by _____, seconded by, _____, to approve the Board of Education Minutes – March 19, 2007. (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills.

*E.3. Motion by _____, seconded by _____, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

G.1. Motion by _____, seconded by, _____, to approve Policy 6201 – Curriculum, Instruction, and Assessment – Taught Curriculum – Accountability. (See enclosure.)

G.2. Motion by _____, seconded by, _____, to approve Policy 6330 – Curriculum, Instruction, and Assessment – Grades. (See enclosure.)

G.3. Motion by _____, seconded by, _____, to approve Policy 6401 – Curriculum, Instruction, and Assessment – Staff Development – Accountability

G.4. Motion by _____, seconded by, _____, to approve Policy 7100 – Technology – Use of District Computers, Software, and Data Files. (See enclosure.)

H.1. Motion by _____, seconded by, _____, to reaffirm Rule 6330.1 – Curriculum, Instruction, and Assessment – Grades – Grading Guidelines for Third – Twelfth Grade. (See enclosure.).

H.2. Motion by _____, seconded by, _____, to reaffirm Rule 6330.2 - Curriculum, Instruction, and Assessment – Grades – Grading guidelines for Kindergarten – Second Grade. (See enclosure.).

H.3. Motion by _____, seconded by, _____, to approve Rule 6330.3 – Curriculum, Instruction, and Assessment – Grades – Recording and Communication. (See enclosure.)

H.4. Motion by _____, seconded by, _____ to approve Rule 7100.1 – Technology – Use of District Computers, Software, and Data files: compliance with Applicable Law. (See enclosure.)

H.5. Motion by _____, seconded by, _____, to approve Rule 7100.2 – Technology – Use of District Computers, Software, and Data Files: Right of Access. (See enclosure)

H.6. Motion by _____, seconded by, _____ to approve Rule 7100.3 – Technology – Use of District Computers, Software, and Data Files: Access to Student and/or Personnel Records. (See enclosure.)

H.7. Motion by _____, seconded by, _____ , to approve the PreK-12 Health Framework. (See enclosure.)

H.8. Motion by _____, seconded by, _____ to approve the PreK-12 Math Framework. (See enclosure.)

H.9. First Reading of Policy 3811 – Support Services – Transportation – Students – Regular Education. (See enclosure.)

H.10. First Reading of Policy 3812 – Support Services – Transportation – Students – Special Education. (See enclosure.)

H.11. First Reading of Policy 3813 – Support Services – Transportation - Students – Homeless. (See enclosure.)

H.12. First Reading of Policy 3814 – Support Services – Transportation – Students – ELL & MSAP. (See enclosure.)

H.13. First Reading of Policy 3815 – Support Services – Transportation – Students – Private Vehicles. (See enclosure.)

H.14. First Reading of Policy 3816 – Support Services – Transportation – Students – Bus Stops. (See enclosure.)

H.15. First Reading of Policy 3817 – Support Services – Transportation - - Students – Discipline. (See enclosure.)

H.16. First Reading of Policy 3821 – Support Services – Transportation – Drivers – Qualifications. (See enclosure.)

H.17. First Reading of Policy 3822 – Support Services – Transportation – Drivers – Training. (See enclosure.)

H.18. First Reading of Policy 3823 – Support Services – Transportation – Drivers – Responsibilities. (See enclosure.)

H.19. First Reading of Policy 6750 – Curriculum, Instruction, and Assessment – Student Fees. (See enclosure.)

H.20. Motion by _____, seconded by _____, that the contract for the summer 2007 MWHS Tennis Court project be awarded to TAB Construction Company in the amount of $63,024.55 (with such amount including only the base bid) and that the alternates be held open for the Millard West Athletic Department to accept and fund if they should so choose, and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.. (See enclosure.)

H.21. Motion by _____, seconded by _____, that the contract for the summer 2007 MNHS & MWHS Shot and Discuss project be awarded to Dostals Construction in the amount of $118,834 (with such amount including the Base Bid and Alternate G-5) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.. (See enclosure.)

H.22. Motion by _____, seconded by _____, that the contract for the summer 2007 NMS Dock and Paving project be awarded to CYC Construction, Inc. in the amount of $117,814.86 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project (See enclosure.)

H.23. Motion by _____, seconded by _____, that the contract for the summer 2007 Buell Stadium Plaza Paving project be awarded to Elkhorn West Construction in the amount of $140,900 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)

H.24. Motion by _____, seconded by _____, that the contract for the summer 2007 Holling Heights Paving project be awarded to Lawnsmith & Company, Inc. in the amount of $84,170 (for Proposal B) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.. (See enclosure.)

H.25. Motion by _____, seconded by _____, to approve Personnel Actions: Amendment to Continuing Contract(s), Resignation(s), Leave(s) of Absence, and New Hires. (See enclosures.)

H.26. Motion by _____, seconded by _____, to go into Executive Session for Negotiations.

I. Reports:
1. Legislative Update
2. Enrollment Report

J. Future Agenda Items/Board Calendar.

1. Committee of the Whole Meeting on Monday, April 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, April 23, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
3. Board of Education Meeting on Monday, May 7, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Hall of Fame Banquet on Friday, May 11, 2007 at the Qwest Center at 5:30 p.m. social, dinner at 6:30 p.m.
5. Committee of the Whole Meeting on Monday, May 14, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Employee Recognition Dinner on Wednesday, May16, 2007 at the Georgetown Club at 5:30 p.m. social, 6:30 p.m. dinner
7. Board of Education Meeting on Monday, May 21, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Graduation on Sunday, May 27, 2007 at Civic Auditorium – MSHS at 1 p.m.; MWHS at 4 p.m.; and MNHS at 7 p.m.

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, March 19, 2007, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Brad Burwell, Jean Stothert, Linda Poole, Dave Anderson, Mike Pate, and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on, March 16, 2007; 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. Brad Burwell called the meeting to order and announced that the public meeting act is posted on the wall and available for public inspection. Mr. Burwell asked everyone to say the Pledge of Allegiance. The Colors were presented by Boy Scout Troop 549.

Roll call was taken and all members were present.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from March 5, 2007, to approve bills, and to receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Showcase highlighted middle school all-state musicians and Gold Medal Art award winners.

Superintendent's Report:

1. The last Town Hall meeting will be held at Millard South High School on Monday, March 26, 2007 at 7 p.m..

2. The next Committee meeting will be held on April 9, 2007. Board meetings in April will be on Monday, April 2 and Monday, April 23, 2007. This change is due to the National School Boards Conference during the week of April 16, 2007. Spring Break is the week of April 2-6, 2007

3. Due to questions that arose at the first Town Hall meeting there have been various meetings held with teachers and students from each of the three high schools discussing PLC/PLP. Dr. Lutz will share his observations and input from those groups with the Board. He indicated there are some things "we" need to do better.

4. The Alcohol/Drug Task Force met today. Information from this meeting will be coming to the board in the future.

5. A draft of a fundraising policy will be brought to the board at a future committee meeting. The policy will recommend the elimination of door to door fundraising by students, and using school and class time that would be used for organizing fundraising.

Board Comments:

Linda Poole said she attended the NASB Board of Directors meeting this past week end.

Mrs. Poole said she attended a dinner on Saturday evening where she did visit with Senator Adams from the Education Committee about LB 547. He explained that the focus has been on early childhood and accountability, and also said keeping the boundaries as they are now. He said the committee first started out by putting a lot of things in from various other bills, but now they took things out, because they realized it has to be things with local control. In regards to the accountability part at first they thought they would tell the districts the things that would need to be done to be accountable, but now they are looking a telling the districts what they have to do and then the districts will have to prove to them they are accountable. He thought possibly something would come out of Committee in the next couple of weeks.

Jean Stothert informed the Board that she will be out of town on March 26, 2007, so she will not be at the Town Hall meeting.

Dave Anderson announced he is having a great time in making the reading circuit. He was at Black Elk, and thanked Kevin Chick, Ms. Randels, and her second grade class. He has also been invited to go to a kindergarten classroom at Aldrich Elementary to do a project.

Mr. Anderson said he appreciated the opportunity to meet with people at the Town Hall meeting at Millard North High School.

Mike Kennedy reported that he attended the Nebraska Association of School Boards meeting last Saturday. He said they plan to retain John Bonaiuto's until 2011. He has done a very good job in highlighting the commonalities of the vast group he represents.

Mr. Kennedy said the Bellevue School District expressed some concerns during the meeting. Mr. Kennedy said it seems as if the entire Board of Directors was very supportive of Millard's position and the district's efforts to work with the nine other school districts that are trying to find a solution together.

Bard Burwell thanked Boy Scout Troop 549 for presenting the Colors as the beginning of the meeting. They did it in a very professional manner.

Mr. Burwell asked the Board members to let him know if they will not be present at the last Town Hall meeting on Monday, March 26, 2007, so that assignments for the presentation can be changed if necessary.

Mr. Burwell said he has been invited to the speech interviews at Millard South High School and Millard North High School.

Corinne Wardian, student representative from Millard South High School, Jordan Carroll, student representative from Millard West High School, and Derek Collins, student representative from Millard North High School highlighted events and activities in academics and athletics at their respective high schools.

Mike Pate provided the final reading of Policy 6340 – Curriculum, Instruction, and Assessment – Communication with Parents. Motion by Mike Pate, seconded by Dave Anderson, to approve Policy 6340 - Curriculum, Instruction, and Assessment – Communication with Parents. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the final reading of Policy 7600 – Technology – Electronic Monitoring and Surveillance Systems. Motion by Linda Poole, seconded by Jean Stothert, to approve Policy 7600 – Technology – Electronic Monitoring and Surveillance System. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Dave Anderson, to approve Rule 6340.1 – Curriculum, Instruction and Assessment – Communication with Parents. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, to approve Rule 7600.1 – Technology – Electronic Monitoring and Surveillance Systems. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert provided the first reading of Policy 6201 – Curriculum, Instruction, and Assessment – Taught Curriculum – Accountability. This policy will be on the next board agenda for approval.

Dave Anderson provided the first reading of Policy 6330 – Curriculum, Instruction, and Assessment – Grades. This policy will be on the next board agenda for approval.

Mike Kennedy provided the first reading of Policy 6401 – Curriculum, Instruction, and Assessment – Staff Development – Accountability. This policy will be on the next board agenda for approval.

Motion by Linda Poole, seconded by Jean Stothert, to approve Rule 6440.1 – Curriculum, Instruction, and Assessment – Mentor and New Staff Induction Program: First-Year. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the first reading of Policy 7100 – Technology – Use of District Computers, Software, and Data Files. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, that the District enter into the Land Purchase Agreements with Celebrity Homes, Inc. for 0.45 acres at $41,000 per acre as submitted and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such purchases. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Dave Anderson, that the proposed wall replacement project at MNHS be approved as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Linda Poole, that the contract for the summer 2007 Sandoz Roofing/HVAC project be awarded to D. R. Anderson in the amount of $571,100 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, that the contract for the summer 2007 MNHS Roofing project be awarded to McKinnis Roofing in the amount of $405,182 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Ken Fossen explained to the board that he typed in the wrong figure for McKinnis Roofing, and the correct figure should be $367,000 for McKinnis Roofing. Motion by Dave Anderson to amend his motion, seconded by Jean Stothert, that the contract for the 2007 MNHS Roofing project be awarded to McKinnis Roofing in the amount of

$367,000, and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, that the contract for the summer 2007 Holling Roofing project be awarded to McKinnis Roofing in the amount of $244,500 and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Dave Anderson, that the contract for the summer 2007 Aldrich Carpeting project be awarded to Midwest Floor Covering, Inc. in the amount of $86,980 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, that the contract for the summer 2007 MWHS Carpeting project be awarded to Floors, Inc. in the amount of $65,844 (with such amount including the Base Bid and Alternate #1) and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Jean Stothert, to approve Tamara Williams, Assistant Middle School Principal at Beadle Middle School; Scott Butler, Assistant Middle School Principal at Beadle Middle School; and Scott Ingwerson, Assistant Middle School Principal at North Middle School. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Jean Stothert, to approve Personnel Actions: Amendments to Continuing Contracts: Shannon Fischer and Jessica Wells; Leave(s) of Absence: Michelle Blasey, Joan Murray, Robin Breedlove, and Kathryn Wright, Resignations: Carmen Hippen, Kimberly Gomez, Nate Auman, and Debra Hanson, Local Option Substitute for Hire: Susan Koch; and New Hires: Carmen Hippen, Maureen Zohlen, Tanya Wright, Emily Wageman, Dade McDonald, Josef Philippi, Brooke Pecoraro, Tassandra Layman, Andrea Comisar, Julie Pick, Tracy Harrington, Nicole Lovings, Rebecca Terrell, Kari Scarborough, and Sarah Zeisler. Upon roll call vote, all members voted aye. Motion carried.

Reports included a Legislative Update, a Bond Construction Report, and an Update on Non-Traditional High School.

Future Agenda Items/Board Calendar: Town Hall Meeting at Millard South High School will be held on Monday, March 26, 2007 at 7 p.m. A Board of Education Meeting will be held on Monday, April 2, 2007 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, April 9, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, April 23, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, May 7, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Hall of Fame Banquet will be held on Friday, May 11, 2007 at the Qwest Center at 5:30 p.m. social, dinner at 6:30 p.m. A Committee of the Whole Meeting will be held on Monday, May 14, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Employee Recognition Dinner will be held on Wednesday, May16, 2007 at the Georgetown Club at 5:30 social, 6:30 p.m. dinner. A Board of Education Meeting will be held on Monday, May 21, 2007 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The 2007 Graduations will be held on Sunday, May 27, 2007 at Civic Auditorium – MSHS at 1 p.m.; MWHS at 4 p.m.; and MNHS at 7 p.m.

Brad Burwell adjourned the meeting.

SECRETARY

Millard Public Schools

April 2, 2007

Check No	Vend No	Vendor Name	Amount
277101	134739	MARGO BASSINGER	76.14
277102	024270	CENTERING CORPORATION	20.00
277103	107482	COLLEGE BOARD/NYO	720.00
277104	107454	CHRISTOPHER COLLING	135.00
277106	032872	DENNIS SUPPLY COMPANY	1,404.75
277107	134993	DIAMOND CUT LAWNS INC	2,262.50
277108	033473	DIETZE MUSIC HOUSE INC	196.89
277109	100944	MCDONALD & ASSOCIATES INC	59.45
277110	134526	MECA	1,375.00
277111	107406	NEBRASKA SPEECH COMMUNICATION	75.00
277112	107732	BRIAN L NELSON	130.00
277113	136026	8TH & PINE JOINT VENTURE LLC	794.16
277114	136025	AEW SBCO SEATTLE LLC	693.60
277115	073610	PROGRESS PUBLICATIONS	292.59
277116	049700	TERRY HUGHES TREE SERVICE	10,420.00
277117	107354	STEPHEN W. VENTEICHER	320.00
277118	133344	WATER WIZARD LLC	18,600.00
277119	136024	WESTIN CROWN CENTER HOTEL	4,832.85
277121	094245	WESTLAKE ACE HARDWARE INC	624.24
277122	012507	AT&T	451.37
277123	108436	COX COMMUNICATIONS INC	40,506.62
277124	040902	FIRST NATIONAL BANK TRUST DEPT	1,200.00
277125	107734	HHS REGULATION & LICENSURE	120.00
277126	133397	HY-VEE FOOD STORE (WELCH PLAZA)	41.18
277127	049850	HY-VEE FOOD STORE (OAKVIEW DR)	2,603.20
277128	135728	SANDI R LARSON	267.00
277129	068415	NEBRASKA COUNCIL OF SCHOOL	105.00
277130	070810	OMAHA PUBLIC SCHOOLS	790.00
277131	131446	TOSHIBA AMERICA INFO SYS INC	24,513.38
277132	135989	TODD WHITAKER	792.63
277134	095674	XEROX CORPORATION (LEASES)	35,137.24
277137	095674	XEROX CORPORATION (LEASES)	37,999.95
277139	135319	DONNA BARTEK	60.00
277141	107454	CHRISTOPHER COLLING	135.00
277143	033473	DIETZE MUSIC HOUSE INC	75.00
277146	135291	JONI L JOHNSON	525.00
277148	068445	NEBRASKA FURNITURE MART INC	100.00
277149	100216	NETA	2,275.00
277150	101147	OFFICE MAX #521	183.01
277154	107354	STEPHEN W. VENTEICHER	390.00
277460	107252	AA WHEEL & TRUCK SUPPLY INC	105.29
277461	010037	ABC SCHOOL SUPPLY COMPANY	183.98
277462	130403	ABILITATIONS	21.84
277463	130729	ACCOUNTEMPS	262.50
277464	010298	ACCU CUT SERVICES LLC	108.80
277465	135987	SARTORIUS CORPORATION	259.50

Check No	Vend No	Vendor Name	Amount
277466	010003	ACT INC	250.00
277467	010421	DEBORAH A ADY	13.39
277468	132882	PPE INC	1,998.00
277470	133620	AKSARBEN PIPE & SEWER CLEANING LLC	367.50
277471	010884	FRANCE ALBANESI	356.40
277472	011051	ALL MAKES OFFICE EQUIPMENT	40,730.10
277473	107651	AMAZON.COM INC	222.65
277474	134688	AMERICAN DISCOUNT AWARDS	44.40
277475	012050	AMERICAN LIBRARY ASSOCIATION	47.50
277476	100772	AMERICAN PRINTING HOUSE	177.00
277478	012590	AMSTERDAM PRINTING & LITHO	544.48
277479	012850	ANDERSON INDUSTRIAL ENGINES CO INC	309.12
277480	134041	MARTHA A ANDERSON	55.87
277481	134167	ELIZABETH A ANDREASEN	17.46
277482	012989	APPLE COMPUTER, INC.	71.00
277483	106889	APPLIED INDUSTRIAL TECHNOLOGIES	154.50
277484	108092	MERRILL COMPANY	631.33
277485	106436	AQUA-CHEM INC	741.25
277486	132214	ARTS FOR ALL	1,249.60
277487	013496	ASCD	391.05
277488	134235	SARAH A ASCHENBRENNER	16.98
277489	102840	ASSOCIATED FIRE PROTECTION	2,090.00
277490	012507	AT&T	177.25
277491	135687	NATE AUMAN	27.94
277492	102237	AUTO STATION	3,129.14
277493	015805	B & R BLEACHERS INC	167.95
277494	134132	TRACY L BABIN	142.98
277495	016295	BADGER BODY & TRUCK EQUIPMENT CO	781.89
277496	109852	BAER SUPPLY	446.01
277497	132405	BAG 'N SAVE	1,147.92
277498	132943	MICHAEL M BAHE	171.21
277500	017900	BARCO MUNICIPAL PRODUCTS, INC.	631.84
277501	099646	BARNES & NOBLE BOOKSTORE	909.51
277502	132608	BARNES DISTRIBUTION	190.89
277503	017877	CYNTHIA L BARR-MCNAIR	101.22
277504	017926	ROSEMARY W BARTA	52.67
277505	107979	LORI A BARTELS	412.25
277506	133353	JULIE A BARTHOLOMEW	15.52
277507	018240	CAROL A BEATY	47.53
277510	134945	NOLAN J BEYER	154.91
277511	019111	BISHOP BUSINESS EQUIPMENT	20,084.39
277512	135014	JAIME A BIZAL	27.56
277513	133364	DEWALT INC	80.99
277515	133647	BORDEN CONSULTING CORPORATION	580.00
277516	019530	BOULDEN PUBLISHING	178.92
277517	019559	BOUND TO STAY BOUND BOOKS INC	9,293.90

Check No	Vend No	Vendor Name	Amount
277518	019835	BOYS TOWN NATIONAL	1,128.57
277519	019858	PEGGY A BRENDEL	72.23
277520	130576	PAMELA A BRENNAN	138.71
277521	132273	WENDY M BRENNAN	55.63
277522	130303	BRODHEAD GARRETT	152.92
277523	020270	NANCY J BRUGGER	16.78
277524	020439	BUILDERS SUPPLY COMPANY INC	1,047.40
277525	020550	BUREAU OF EDUCATION & RESEARCH	925.00
277526	135789	LINDA S BURKE	29.53
277527	099431	BUSINESS MEDIA INC	814.00
277528	134198	MELISSA K BYINGTON	101.00
277529	023831	CALLOWAY HOUSE INC	576.71
277530	133246	RALPH CAREY	80.90
277531	054237	PIONEER LOCK CO INC	4.90
277533	023967	CARLSON SYSTEMS	27.78
277535	023970	CAROLINA BIOLOGICAL SUPPLY CO	62.45
277536	024061	CARQUEST AUTO PARTS	22.89
277537	024067	CARSON DELLOSA PUBLISHING	79.81
277538	135169	KNH INC	171.00
277539	131158	CURTIS R CASE	181.05
277540	134194	CASTLE ROCK INDUSTRIES	1,470.18
277542	133589	CDW GOVERNMENT, INC.	1,805.00
277543	132206	NCH CORPORATION	352.54
277544	130490	CERTIFIED TRANSMISSION-MILLARD	2,411.80
277545	132271	ERIK P CHAUSSEE	37.83
277546	135247	MARIELA J CHAVOYA	45.44
277547	024652	CHILDCRAFT EDUCATION CORP	114.94
277548	106851	CHILDREN'S HOME HEALTHCARE	19,327.00
277549	025197	CITY OF OMAHA	41,919.05
277550	133152	CAROL L CLARK	89.85
277551	099222	CLASSROOMDIRECT.COM	87.47
277552	025235	DALE CLAUSEN	141.14
277553	131135	PATRICIA A CLIFTON	51.99
277556	025671	COMMUNITY INTERVENTION, INC.	58.85
277558	133617	CONOCOPHILLIPS	13,392.94
277559	133816	KATHLEEN CONRAD	31.04
277562	026057	CONTROL MASTERS INC	18,904.89
277563	100556	NDM LLC	242.72
277564	131506	CP RECOVERY	1,042.35
277565	135243	CREATIVE DIVERSITY	81.63
277566	103043	CREIGHTON UNIVERSITY	75.00
277567	026998	CRIZMAC	46.40
277568	109021	PATRICIA A CRUM	13.34
277569	027240	CUBS DISTRIBUTING INC	39.98
277570	100577	CURTIS 1000	8,627.00
277571	132671	JEAN T DAIGLE	67.17

Check No	Vend No	Vendor Name	Amount
277572	131003	DAILY RECORD	56.50
277573	133820	DATA MANAGEMENT INC	530.90
277574	135099	HEATHER L DAUBERT	104.47
277575	032246	PAMELA M DAVIS	81.00
277578	107469	DEFFENBAUGH INDUSTRIES	9,205.72
277579	136030	VERONICA DEL HOYO	83.11
277581	136029	DUOTH PAL DENG	81.93
277582	133009	ROBERTA E DEREMER	83.24
277583	099220	DICK BLICK CO	456.19
277584	132750	JOHN D DICKEY	19.79
277586	033473	DIETZE MUSIC HOUSE INC	90.00
277587	100649	DISCOUNT MAGAZINE SUBSCRIPTION	182.75
277589	134086	AMBER J DOOLITTLE	47.72
277590	135650	JAY R DOSTAL	45.11
277591	108438	DOUGLAS COUNTY ELECTION COMMISSION	2,134.31
277597	135816	VITALIY I DOVGALYUK	114.36
277598	099556	DRAMATISTS PLAY SERVICE INC	75.00
277599	135689	SUSAN M DULANY	40.59
277600	034120	DULTMEIER SALES LLC	101.59
277602	052370	ECHO ELECTRIC SUPPLY CO	1,870.56
277603	131566	ECHO MOTORS & CONTROLS INC	153.00
277604	037201	EDUCATIONAL RECORD CENTER INC	201.89
277606	037525	EDUCATIONAL SERVICE UNIT #3	46,682.93
277607	038023	EGAN SUPPLY COMPANY	347.60
277608	038025	MARY L EHLERS	80.04
277609	107980	EHLY'S DECORATING, INC.	207.60
277610	133823	REBECCA S EHRHORN	499.94
277611	134970	CHRISTINE L EISOLD	11.72
277613	038100	ELECTRIC FIXTURE & SUPPLY	6,692.54
277614	038120	ELECTRIC MACHINERY SALES & SVC	183.15
277615	038140	ELECTRONIC SOUND INC.	1,070.28
277616	099776	ORVILLE EICH	560.00
277617	131007	ELMAN & CO INC	3,202.62
277618	038217	WARREN K ELTISTE	216.04
277619	135199	LISA G ENGEL	43.65
277621	035610	ETA/CUISENAIRE	26.90
277623	040450	FEDERAL EXPRESS	627.11
277624	133565	STEVE FELICI	22.11
277625	134227	ANDREA J FELTZ	44.62
277626	040537	FERGUSON ENTERPRISES INC	1,230.72
277627	106956	FERRELLGAS	14.95
277628	040830	FILMS FOR THE HUMANITIES & SCIENCES	269.90
277629	133919	FILTER SHOP INC	5,756.01
277630	136031	ESTELLA FINN	50.00
277631	133960	FIREGUARD INC	791.40
277632	134304	FIRST BANK RICHMOND, NA	1,824.10

Check No	Vend No	Vendor Name	Amount
277633	135647	LACHELLE FISCUS	59.85
277635	135648	SUSAN M FLEISSNER	20.61
277637	041100	FOLLETT LIBRARY RESOURCES	16,439.59
277638	041146	KENNETH J FOSSEN	107.50
277639	041463	FREE SPIRIT PUBLISHING INC	276.45
277640	132321	MICHAEL R FREY	67.90
277641	041543	AMY J FRIEDMAN	20.66
277642	041540	FRIENDSHIP HOUSE	37.95
277644	131565	GARTNER & ASSOCIATES CO, INC.	261.11
277645	133886	CHERYL V GERACE	11.67
277646	106660	GLASSMASTERS INC	643.53
277647	135691	OSCAR GONZALEZ	46.56
277648	043609	GP DIRECT	1,687.56
277649	044950	GRAINGER INDUSTRIAL SUPPLY	2,183.53
277650	044965	KATHERINE A GRAY	154.23
277651	099260	GREAT IDEAS FOR TEACHING INC	73.65
277652	136032	GREAT PLAINS CHAPTER PARALYZED	75.00
277653	103113	GREYSTONE EDUCATIONAL MATERIAL	64.79
277654	130083	HARRY S GRIMMINGER	52.38
277655	130084	LISA M GROTH	89.80
277656	135930	KATHLEEN M GUINAN	24.76
277657	131686	ANDREW J HAHN	78.09
277658	132673	JULIE L HAHN	22.12
277659	047800	HAMMOND & STEPHENS	72.01
277660	101931	HANCOCK FABRICS	62.75
277661	101931	HANCOCK FABRICS	271.60
277664	047853	HAPPY CAB COMPANY INC	48,847.07
277665	133487	HARCOURT ASSESSMENT INC	838.71
277666	047855	HARCOURT INC	2,095.50
277667	107600	MARTI L HARRIS	134.65
277668	135821	LESLEY A HARRISON-ROLAND	55.44
277669	056820	HARRY A KOCH COMPANY	5,230.00
277670	135557	HEADSET INNOVATIONS	262.40
277671	135990	MARVCO ENTERPRISES INC	636.49
277672	048475	HEARTLAND FOUNDATION	9,241.92
277673	048517	GREENWOOD PUBLISHING GROUP INC	77.11
277674	048515	HELGET SAFETY SUPPLY INC	41.00
277675	108478	DAVID C HEMPHILL	25.51
277676	131713	DEBRA A HERICKS	16.49
277677	133186	JENNIFER HERZOG	70.00
277678	132423	HEWLETT PACKARD CO	1,299.12
277679	048710	HIGHSMITH COMPANY INC	65.62
277680	134441	ELAINE HILL	286.25
277681	048840	SUZANNE J HINMAN	18.43
277682	045329	HMS BROWN BAGGERS	234.71
277683	048940	HOB-LOB LIMITED PARTNERSHIP	22.50

Check No	Vend No	Vendor Name	Amount
277684	106801	CLARA G HOOVER	188.10
277685	095520	LINDA D HORTON	75.66
277686	049600	HOUCHEN BINDERY LTD	1,020.58
277687	049650	HOUGHTON MIFFLIN COMPANY	640.38
277688	101032	HUSKER MIDWEST PRINTING	861.20
277689	130283	KARA L HUTTON	108.44
277691	134166	I BELIEVE IN ME RANCH INC	2,486.00
277692	051573	IDEAL PURE WATER	50.00
277693	051575	THERESA A ILIFF	53.84
277694	135010	MARCHINTA INCHIN	120.21
277695	134795	INFINITE CAMPUS INC	948.00
277696	051740	INLAND TRUCK PARTS CO.	1,115.78
277697	102826	INSTRUCTIVISION	28.50
277698	102451	INTERNATIONAL BACCALAUREATE	3,675.00
277699	102958	INTERSTATE ALL BATTERY CENTER	90.43
277700	101991	J.A. SEXAUER	159.62
277701	100928	J.W. PEPPER & SON INC.	1,168.45
277703	131391	RICHARD J JACOBI	74.50
277704	131157	CHRISTINE A JANOVEC-POEHLMAN	86.67
277705	054240	HANNELORE W JASA	48.02
277706	132015	JELD-WEN INC	801.50
277707	135735	GEORGE W JELKIN	43.65
277708	133037	JENSEN TIRE COMPANY	492.05
277710	054448	STEVEN K JOEKEL	238.62
277711	107039	SHARON KIM H JOHANSEN	16.98
277712	135999	DESIREE K JOHN	110.82
277713	131367	AMANDA J JOHNSON	24.74
277714	054481	JERRILL B JOHNSON	51.12
277715	054630	JOHNSTONE SUPPLY	1,109.15
277716	020316	ALINE R JONES	13.14
277717	054768	JUDAH CASTER COMPANY	186.96
277718	135815	KYLE A JURGENS	112.13
277720	107904	DONN N KASNER	39.77
277721	056237	KAYLORS SCHOOL & OFFICE SUPPLY INC	48.20
277722	132265	CATHERINE A KEISER	43.65
277723	132272	SUSAN L KELLEY	12.90
277725	056770	BETTY H KLESITZ	104.28
277726	133944	SUSAN R KLOPP	15.04
277727	135946	LARISSA K KNUDSON	69.36
277728	056913	RICHARD L KOLOWSKI	156.17
277730	132266	DAWN M KRONAIZL	11.64
277731	057740	CHARON M KUPFER	39.29
277732	132934	VICTORIA KYROS	47.77
277733	058755	LAIDLAW TRANSIT INC	132,087.82
277734	099217	LAKESHORE LEARNING MATERIALS	677.68
277736	135257	LANGUAGE LINE SERVICES	119.90

Check No	Vend No	Vendor Name	Amount
277737	121124	LORENE M LARSEN	49.96
277739	130792	LEARNING RESOURCES	22.85
277740	101723	LEARNING TOOLS	196.85
277741	102496	LEARNING ZONE EXPRESS	117.43
277742	136042	KWOHWA HARRY LEE	22.43
277743	106403	LESCO INC	413.00
277744	134439	JESUS I LEWIS	106.80
277745	059380	LIBRARY VIDEO COMPANY	788.28
277746	059470	LIEN TERMITE & PEST CONTROL INC	304.00
277747	134111	TRALCO - LINGO FUN INC	445.50
277748	059577	LINGUISYSTEMS, INC.	40.90
277749	131922	DANYA A LINNEMAN	65.20
277750	059560	LINWELD INC	623.56
277751	133758	KRAIG J LOFQUIST	240.86
277752	059866	STACY L LONGACRE	202.73
277753	131141	JON T LOPEZ	339.19
277754	099965	LOVE AND LOGIC INSTITUTE INC	198.00
277755	131397	LOWE'S HOME CENTERS INC	912.98
277756	057770	LRP PUBLICATIONS INC	124.25
277757	062945	M-B COMPANIES INC	88.70
277759	F03006	MADENTEC LIMITED	27.50
277761	063582	MARY A MAGSTADT	11.64
277762	134908	CATHERINE E MANN CHRISTIANSEN	80.00
277763	063920	MARCO PRODUCTS INC	498.08
277764	135791	MARENEM INC.	88.80
277765	133201	DAWN M MARTEN	51.56
277767	108052	MAX I WALKER	531.41
277768	063361	ALBERT G MCKAIN	27.16
277769	099781	MCQUEENY LOCK COMPANY	339.60
277770	064260	MECHANICAL SALES INC.	218.95
277772	121126	PATRICIA A MEEKER	32.49
277773	133998	SUZANNE MELLIGER	122.81
277774	064413	MENARDS INC	75.58
277775	064600	METAL DOORS & HARDWARE COMPANY INC	4,202.00
277776	133403	AMERICAN NATIONAL BANK	5,049.31
277777	102493	MICHAEL TODD & CO. INC.	317.52
277778	132404	MID-LAND EQUIPMENT	16.72
277779	102870	MIDLAND COMPUTER INC	1,715.81
277780	648477	MIDLANDS MESSENGER SERVICE INC	9.50
277782	064950	MIDWEST METAL WORKS INC	356.00
277783	065233	MIDWEST TURF & IRRIGATION INC	2,578.78
277784	065300	MILLARD DRYWALL SERVICES, INC.	584.91
277785	065400	MILLARD LUMBER INC	819.16
277786	107560	MILLARD METAL SERVICES INC.	225.50
277787	065410	MILLARD SCHOOLS ADMINISTRATIVE	36.00
277788	131328	MILLER ELECTRIC COMPANY	2,057.00

Millard Public Schools

Check Register

Prepared for the Board Meeting of April 2, 2007

Check No	Vend No	Vendor Name	Amount
277789	065316	GLENN L MILLERD	81.82
277792	135729	A CYNTHIA MONGE	61.96
277793	066083	KAREN F MONTGOMERY	25.46
277794	133808	BARBARA G MOORE	7.22
277795	066105	STEVE MOORE	590.94
277796	066137	JUNE E MORRISSEY	193.88
277797	063150	MSC INDUSTRIAL SUPPLY CO	396.08
277798	063115	MULTI-HEALTH SYSTEMS	491.41
277799	133712	MURPHY TRACTOR & EQUIPMENT CO	1,166.66
277800	066608	MUSIC TEACHERS SUPPLY LLC	47.85
277801	131395	DARREN D MYERS	264.81
277802	067030	CYNTHIA D NABITY	15.57
277803	067000	NASCO	326.69
277805	106499	NATIONAL CENTER FOR YOUTH ISSUES	322.40
277806	067801	NATIONAL MIDDLE SCHOOL ASSOC	25.00
277807	067996	JOHN C NOWELL	104.33
277808	130105	NATIONAL SEMINARS GROUP	597.00
277809	134162	NATIONAL STAFF DEVELOPMENT COUNCIL	38.50
277810	108416	WILLIAM B NATTERMANN	26.68
277811	130548	NCS PEARSON INC	706.80
277812	130548	NCS PEARSON INC	946.68
277813	068334	NEBRASKA AIR FILTER INC	3,115.54
277814	068415	NEBRASKA COUNCIL OF SCHOOL	155.00
277815	068415	NEBRASKA COUNCIL OF SCHOOL	100.00
277816	068440	NEBRASKA DEPARTMENT OF EDUCATION	38.59
277817	068445	NEBRASKA FURNITURE MART INC	108.85
277818	134157	NEBRASKA MEDICAL CENTER	5,100.00
277819	068466	NEBRASKA PRINTING CENTER	959.52
277821	131476	NEBRASKA TURF PRODUCTS	6,470.40
277822	131550	NANCY G NELSON	24.44
277823	100216	NETA	660.00
277824	134798	NEW VISION COMUNICATIONS INC	392.00
277825	109843	NEXTEL PARTNERS INC	12,903.10
277826	069689	AMSAN LLC	18,739.01
277827	069741	DAVID M NOODELL	16.26
277828	069930	NOVA HEALTH EQUIPMENT COMPANY	738.00
277829	131265	JILL M NUISMER	63.54
277830	069945	NUTS & BOLTS INC	35.54
277831	133368	KELLY R O'TOOLE	43.17
277832	050042	ANNE M OETH	86.57
277836	100013	OFFICE DEPOT BUS. SVCS. DIV.	42,258.79
277837	070245	OHARCO DISTRIBUTORS	280.26
277838	136045	KENDA S OLSON	97.60
277839	070662	OMAHA HEARING SCHOOL FOR CHILDREN	2,333.33
277840	070810	OMAHA PUBLIC SCHOOLS	25,501.00
277841	070850	OMAHA SLINGS INC	66.00

Check No	Vend No	Vendor Name	Amount
277842	071024	OMAHA TRACTOR, INCORPORATED	53.45
277843	071040	OMAHA WINNELSON COMPANY	48.25
277844	071050	OMAHA WORLD HERALD CO	1,274.60
277845	133850	ONE SOURCE	832.00
277846	101048	ORBECO ANALYTICAL SYSTEMS INC	512.79
277847	071138	ORIENTAL TRADING COMPANY	141.05
277848	107193	OTIS ELEVATOR COMPANY	451.65
277849	132443	OZANAM/BIST	1,520.00
277851	071545	PAPER CORPORATION	54,096.00
277852	134636	JANIE L PAPP	52.87
277853	071623	PARAGON PRINTING, INC.	2,165.80
277854	133169	NCH CORPORATION	205.71
277855	135822	BRYANT P PASHO	59.66
277856	108098	ANGELO D PASSARELLI	428.40
277857	020175	PAUL H BROOKES PUBLISHING CO	268.58
277858	071771	LT NEIL P. PAULISON	176.00
277859	071891	PAYFLEX SYSTEMS USA INC	5,878.40
277860	102047	PAYLESS OFFICE PRODUCTS INC	255.25
277862	102699	PEARSON EDUCATION	147.75
277863	109027	PEARSON EDUCATION	80.49
277864	099302	PEGLER-SYSCO FOOD SERVICE CO	454.90
277865	107783	HEIDI T PENKE	20.86
277866	134365	VICKY L PETERSON	138.23
277867	134428	ELIZABETH A PIERCE	93.85
277869	130721	MARY J PILLE	111.55
277870	072760	PITSCO INC	31.32
277871	072900	POPPLERS MUSIC INC	89.94
277872	073011	JUDITH E PORTER	49.11
277873	133241	POSPICHAL CONSTRUCTION INC	819.00
277874	131835	PRAIRIE MECHANICAL CORP	13,054.00
277875	073231	PRECISION INDUSTRIES, INC.	378.46
277876	102423	PRIMARY CONCEPTS	64.85
277877	133745	PRIMEX WIRELESS INC	3,461.50
277878	073423	PROCESS MEASUREMENT COMPANY	31.40
277879	132713	PROTEX CENTRAL INC	342.00
277881	073040	PSI GROUP-OMAHA	20,000.00
277882	136035	MICHAEL T QUINT	124.01
277883	090673	QWEST	43.34
277884	135430	RODGERS & HAMMERSTEIN ORG	1,006.40
277885	099219	RADIOSHACK CORP	20.82
277886	078250	RALSTON PUBLIC SCHOOLS	34,709.50
277887	109143	SANDRA L RALYA	11.64
277888	078420	RAWSON & SONS ROOFING, INC.	8,545.00
277889	109810	BETHANY B RAY	85.36
277890	100642	REALLY GOOD STUFF INC	134.49
277891	132808	REBECCA SNYDER SPEECH SERVICES	933.75

Check No	Vend No	Vendor Name	Amount
277892	135690	DEIDRE REEH	10.43
277893	136044	JILL REEVES	567.00
277894	133191	MATTHEW K REGA	15.76
277895	134858	JENNIFER L REID	42.92
277897	079055	RESEARCH PRESS CO	97.09
277898	100813	MATT RESOURCES INC	73.65
277899	136036	LARRY D RIBBLE	71.79
277900	079179	RIEKES EQUIPMENT COMPANY	519.09
277901	132095	CHARLOTTE A RIEWER	293.43
277903	131376	ROBERT BROOKE & ASSOCIATES, INC.	19.49
277904	079295	DALE H ROBINSON	54.81
277905	079310	ROCKBROOK CAMERA CENTER	536.40
277906	134882	LINDA A ROHMILLER	13.87
277907	134990	BRITTANY A ROM	90.21
277908	134081	EILEEN A RONCI	216.31
277910	079440	ROSENBAUM ELECTRIC INC	8,265.79
277911	072286	JEAN M RUCHTI	71.63
277912	136033	MARGARITA RUEB	20.00
277913	130477	KATHRYN I RYAN	114.19
277914	101101	SAFETY KLEEN SYSTEMS INC	207.00
277915	081695	SARGENT WELCH	34.66
277916	081725	KIMBERLEY K SAUM-MILLS	74.45
277917	133389	RYAN D SAUNDERS	383.49
277919	106432	KELLI J SCHINSTOCK	42.68
277920	134174	ELIZABETH M SCHMIDT	113.49
277921	082100	SCHOLASTIC INC	605.58
277922	082140	SCHOLASTIC MAGAZINES	112.59
277923	082200	SCHOOL HEALTH CORPORATION	1,054.43
277924	130526	SCHOOL MEDIA ASSOCIATES LLC	34.93
277925	135488	SCHOOL NURSE SUPPLY	272.50
277926	082350	SCHOOL SPECIALTY INC	1,452.13
277927	130851	SEARCH INSTITUTE	249.30
277928	082905	KIMBERLY A SECORA	42.97
277929	098765	SECURITY BENEFIT LIFE INS CO	6,337.50
277930	098765	SECURITY BENEFIT LIFE INS CO	54,361.05
277931	082910	SECURITY EQUIPMENT INC	3,074.43
277932	082941	KELLY M SELTING	125.13
277933	135553	SUSAN SEVENER	94.74
277934	133498	SHARED MOBILITY COACH INC	4,732.25
277935	130645	SHERWIN-WILLIAMS	214.78
277936	083188	SHIFFLER EQUIPMENT SALES, INC.	229.55
277937	131887	SIEMENS BUILDING TECHNOLOGIES INC.	2,336.00
277938	133575	SIGN SOLUTIONS INC	45.00
277939	135412	ROY EUGENE KIRK	9,240.00
277941	134921	HAFFISSATOU SMITH	38.88
277942	107093	CHARLENE S SNYDER	83.89

Check No	Vend No	Vendor Name	Amount
277943	083950	SOCIAL STUDIES SCHOOL SERVICE	71.02
277944	102264	SOFTWARE PLUS	744.00
277945	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	747.60
277946	100421	SOUTH/SOUTHWEST YMCA	254.00
277947	102046	SOUTHPAW ENTERPRISES INC	57.00
277948	131714	JOHN D SOUTHWORTH	430.10
277949	084326	SPORTIME	967.17
277950	101378	STAFF DEVELOPMENT FOR EDUCATORS	179.00
277951	084415	STANDARD STATIONERY SUPPLY CO	740.00
277952	084491	TRACY L STAUFFER	138.23
277953	135211	KENNETH STOBBE	22.11
277954	136046	JODI T STROBURG	35.68
277955	135744	CLAUDIA P SUCHA	114.71
277956	135731	MOHANRAJ SUDHAKAR	32.89
277957	109822	BRAD D SULLIVAN	23.28
277958	084781	SUMMIT LEARNING	173.69
277959	133230	GLOBAL VIDEO LLC	397.15
277960	084907	SUNDERLAND BROTHERS COMPANY	172.60
277962	133207	SUNGARD PENTAMATION INC	1,125.00
277963	084930	SUPER DUPER INC	302.41
277964	102869	SUPER SAVER #20	447.91
277965	084956	SUPERIOR SPA & POOL	8.99
277966	084959	JAMES V SUTFIN	186.04
277967	132417	JAMES D SWITZER	18.92
277968	088654	TARGET	619.39
277969	130127	TASA	223.56
277970	103050	REPRINT/DRAPHIX, LLC	308.43
277971	132962	CHILDCRAFT EDUCATION CORPORATION	485.06
277972	088709	AMERICAN EAGLE COMPANY INC	55.55
277973	101393	GLOBAL VIDEO LLC	54.11
277974	133969	TENNANT SALES & SERVICE COMPANY	244.14
277975	135649	SHAUN M TEVIS	18.43
277976	102822	THERAPRO INC	190.76
277977	136047	JAC L THIESSEN	85.45
277978	131159	JONATHON C THOMPSON	55.29
277979	051572	THOMSON LEARNING	5,164.22
277980	135006	STEVE D THRONE	230.67
277981	089318	A GERALD TIEGER	105.21
277982	132493	GREGORY E TIEMANN	13.58
277983	132794	TOLEDO PHYSICAL ED SUPPLY CO	67.14
277984	135229	BENNA TOMASELLO	50.44
277985	106807	JEAN M TOOHER	83.91
277986	089572	TOOL SHED INC	9.46
277987	089574	TOTAL MARKETING INC	1,155.05
277988	132138	TOYOTA FINANCIAL SERVICES	463.42
277989	101470	TOYS R US	227.75

Check No	Vend No	Vendor Name	Amount
277990	106364	AMERICAN STANDARD INC	169.50
277991	101301	TREND ENTERPRISES INC	43.63
277992	107719	KIMBERLY P TRISLER	44.62
277993	134054	DAVIS EQUIPMENT CORPORATION	296.20
277994	135716	AARON M JOHNSON LLC	365.70
277996	133346	DAN UHING	18,795.00
277997	102846	ULTIMATE OFFICE INC	1,520.98
277998	090678	UNISOURCE	8,565.54
277999	090214	UNITED ELECTRIC SUPPLY CO INC	133.55
278000	109861	UNITED EQUIPMENT SERVICES CO INC	504.00
278001	068875	UNIV OF NE MED CENTER	6,924.00
278002	100096	UNIVERSITY OF NE AT LINCOLN	536.00
278004	090890	UNIVERSITY PRODUCTS, INC.	132.85
278005	099266	USA TODAY	130.00
278006	091040	VALENTINOS INC	114.31
278007	091060	ROSEMARIE VAN NORMAN	60.00
278008	134790	VAN WALL TURF & IRRIGATION	1,703.28
278009	135516	MICHELLE VANDENBERG	271.72
278010	083340	VERNE SIMMONDS COMPANY	128.00
278011	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	1,140.60
278013	109122	CONNIE L VLCEK	9.00
278014	136034	AMY M WALBRIDGE	56.94
278015	092834	WALKER TIRE INC	14.00
278016	093008	BARBARA N WALLER	62.76
278017	131112	LINDA WALTERS	34.14
278018	093650	WARD'S NATURAL SCIENCE INC	14.84
278019	093765	WATER ENGINEERING, INC.	2,545.00
278021	133438	HEIDI J WEAVER	57.04
278022	134979	MARIA T WEAVER	67.76
278023	136048	JASON D WEBER	215.99
278024	132263	JILL E WEDDINGTON	39.04
278025	093978	BECKY S WEGNER	103.16
278028	131998	RICHARD M WERKHEISER	82.94
278030	094350	WESTERN PSYCHOLOGICAL SERVICES	129.25
278032	094650	WESTSIDE COMMUNITY SCHOOLS	696.00
278035	094650	WESTSIDE COMMUNITY SCHOOLS	290.00
278037	133061	JACKIE L WHISENHUNT	115.92
278038	094751	DEBBY A WHITAKER	126.88
278039	133663	HD SUPPLY CONSTRUCTION SUPPLY LTD	229.56
278040	094820	WHOLESALE HEATING & COOLING	64.54
278041	102785	WILLIAM V MACGILL & CO	49.85
278042	109073	CRAIG J WOLF	28.62
278044	130716	SUSAN J WOOSTER	94.87
278045	095371	WORLD ALMANAC EDUCATION	381.90
278046	095376	WORLD BOOK INC	82.00
278047	095416	WORLD RESEARCH COMPANY	1,644.50

Check No	Vend No	Vendor Name	Amount
278048	100578	WT COX SUBSCRIPTIONS INC	493.35
278049	101370	XEROX CORPORATION (ORDERS)	0.00
278050	130371	ROBERT J YAKUS	20.42
278052	101717	YOUTHLIGHT INC.	153.03
278054	099212	ZANER BLOSER INC	261.00
278055	136043	YUAN S ZHEN	30.00
		Total for GENERAL FUND	1,195,406.42
20360	032872	DENNIS SUPPLY COMPANY	27.66
20361	107993	MILLARD PUBLIC SCHOOLS SUMMER	825.25
20362	094245	WESTLAKE ACE HARDWARE INC	27.37
20363	135983	ENCORE ONE LLC	816.68
20364	025689	COMPUTER CABLE CONNECTION INC	357.00
20365	133617	CONOCOPHILLIPS	54.09
20366	109843	NEXTEL PARTNERS INC	167.58
20367	100013	OFFICE DEPOT BUS. SVCS. DIV.	280.73
		Total for FOOD SERVICE	2,556.36
277459	010040	A & D TECHNICAL SUPPLY CO INC	1,289.25
277477	102430	AMI GROUP INC	1,670.00
277499	135245	BAHR VERMEER HAECKER ARCHITECTS	73,767.75
277572	131003	DAILY RECORD	42.70
277735	058775	LAMP RYNEARSON ASSOCIATES INC	5,738.10
277909	134824	ROOFING SOLUTIONS INC	27,000.00
277918	081880	SCHEMMER ASSOCATES INC	31,787.62
278012	092323	VIRCO MANUFACTURING CORP	1,172.20
		Total for SPECIAL BUILDING	142,467.62
277138	012989	APPLE COMPUTER, INC.	7,684.00
277142	108436	COX COMMUNICATIONS INC	269.34
277482	012989	APPLE COMPUTER, INC.	142.00
277508	133480	BERINGER CIACCIO DENNELL MABREY	7,060.93
277555	106902	COMMUNICATION SERVICES INC.	178.32
277588	107232	DLR GROUP INC	14,297.91
277601	131740	EAGLE SOFTWARE INC,	423.00
277678	132423	HEWLETT PACKARD CO	1,168.00
277760	134668	MAGNUM RESOURCES INC	31,219.00
277771	107298	MECO-HENNE CONTRACTING, INC.	191,735.00
277779	102870	MIDLAND COMPUTER INC	22,685.58
277826	069689	AMSAN LLC	207.50
277918	081880	SCHEMMER ASSOCATES INC	3,498.73
277931	082910	SECURITY EQUIPMENT INC	2,161.00
278031	105619	WESTERN TRAILER LEASING INC	135.00
		Total for CONSTRUCTION	282,865.31
277105	135662	KATHRYN ANN DAVIS	96.00
277126	133397	HY-VEE FOOD STORE (WELCH PLAZA)	38.25
277127	049850	HY-VEE FOOD STORE (OAKVIEW DR)	1,091.74
277144	135758	EDISON INSTITUTE	7,140.00

Check No	Vend No	Vendor Name	Amount
277152	135984	PATRICIA C PLACE	400.00
277155	101658	ZERO TO THREE NATIONAL CENTER	138.00
277447	134815	CORNHUSKER MOTOR CLUB	23,703.02
277469	132917	AHA PROCESS INC	2,950.00
277473	107651	AMAZON.COM INC	22.99
277514	130899	KIMBERLY M BOLAN	48.69
277525	020550	BUREAU OF EDUCATION & RESEARCH	185.00
277534	108215	DEBRA R CARLSON	208.00
277547	024652	CHILDCRAFT EDUCATION CORP	116.13
277554	025455	COLLEGE BOARD	341.80
277576	134777	KATHY C DEBOER	400.49
277596	133130	DOUGLAS SARPY 4H OFFICE	40.00
277606	037525	EDUCATIONAL SERVICE UNIT #3	575.00
277621	035610	ETA/CUISENAIRE	349.95
277622	099320	EYE ON EDUCATION	139.80
277673	048517	GREENWOOD PUBLISHING GROUP INC	454.11
277678	132423	HEWLETT PACKARD CO	4,396.60
277679	048710	HIGHSMITH COMPANY INC	661.92
277682	045329	HMS BROWN BAGGERS	38.32
277690	049851	HY-VEE FOOD STORE (132ND ST.)	39.95
277695	134795	INFINITE CAMPUS INC	2,400.00
277719	056215	KAPLAN EARLY LEARNING CO	464.13
277724	056724	KINKO'S	13.40
277729	055039	KRISTI J KOZAK	266.98
277733	058755	LAIDLAW TRANSIT INC	348.17
277734	099217	LAKESHORE LEARNING MATERIALS	56.04
277738	135772	DAN LEAMEN	100.00
277756	057770	LRP PUBLICATIONS INC	277.95
277758	130575	JAYNE MACHOLAN	200.00
277779	102870	MIDLAND COMPUTER INC	1,201.07
277781	134462	MIDWEST ED TECHNOLOGY SERVICES INC	5,750.00
277790	065709	SHARRON A MILLSAP	245.00
277791	100316	MINDWARE	102.30
277804	134953	NATIONAL ASSOC FOR GIFTED CHILDREN	1,225.00
277820	102590	NEBRASKA STATE READING ASSOC	280.00
277836	100013	OFFICE DEPOT BUS. SVCS. DIV.	837.83
277861	136009	PEARSON EDUCATION INC	1,300.00
277880	073650	PRUFROCK PRESS INC	70.00
277896	133006	SUZETTE E RENKEN	27.77
277905	079310	ROCKBROOK CAMERA CENTER	376.00
277995	131819	JEAN R UBBELOHDE	461.80
278003	068840	UNIVERSITY OF NEBRASKA AT OMAHA	13,216.07
278017	131112	LINDA WALTERS	64.19
278020	133259	MICHELLE L WATERS	330.00
278029	094174	WEST MUSIC COMPANY	129.95
278033	094650	WESTSIDE COMMUNITY SCHOOLS	1,797.69

Check No	Vend No	Vendor Name	Amount
278034	094650	WESTSIDE COMMUNITY SCHOOLS	1,240.20
278036	134027	DAN A WHIPKEY	5,530.00
		Total for GRANT FUND	81,887.30
277121	094245	WESTLAKE ACE HARDWARE INC	32.96
277529	023831	CALLOWAY HOUSE INC	291.45
277557	025689	COMPUTER CABLE CONNECTION INC	875.00
277836	100013	OFFICE DEPOT BUS. SVCS. DIV.	287.99
277850	102967	PALOS SPORTS INC	542.17
277888	078420	RAWSON & SONS ROOFING, INC.	5,100.00
		Total for DEPRECIATION	7,129.57
277595	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	484,187.12
		Total for INTERLOCAL FUND	484,187.12
277108	033473	DIETZE MUSIC HOUSE INC	323.03
277123	108436	COX COMMUNICATIONS INC	419.82
277140	136040	REGINA A COLE	75.00
277143	033473	DIETZE MUSIC HOUSE INC	893.20
277145	132592	WILLIAM SPRAGUE, JR.	165.00
277147	136038	UWE KIND	890.00
277151	136041	JIM PEABODY	35.00
277153	136037	STEVE R SWINBORNE	1,000.00
277509	134693	JADE BERTSCH	80.00
277527	099431	BUSINESS MEDIA INC	814.00
277532	023964	DAVE CARLSEN	150.00
277541	134694	MALINDA CAUDLE	24.00
277542	133589	CDW GOVERNMENT, INC.	76.00
277580	032800	DEMCO INC	933.16
277585	136053	ADAIR DIETZ	32.00
277620	038431	ROBERT W. ERLANDSON	160.00
277622	099320	EYE ON EDUCATION	76.38
277634	135701	CHELSEA FISHER	56.00
277637	041100	FOLLETT LIBRARY RESOURCES	74.90
277643	136050	ALLI GABRIEL	32.00
277679	048710	HIGHSMITH COMPANY INC	86.56
277702	135703	TAYLOR JACKSON	32.00
277709	136054	NICK JOBEUN	32.00
277766	136051	SHAYLA MATTSON	48.00
277836	100013	OFFICE DEPOT BUS. SVCS. DIV.	215.00
277837	070245	OHARCO DISTRIBUTORS	253.76
277863	109027	PEARSON EDUCATION	111.66
277868	134697	SARAH PIERSON	12.00
277902	136052	RANCE RISTAU	56.00
277905	079310	ROCKBROOK CAMERA CENTER	429.00
277926	082350	SCHOOL SPECIALTY INC	1,385.44
277940	132994	BRITTANY ANNE SLINGWINE	80.00
277960	084907	SUNDERLAND BROTHERS COMPANY	264.96

Check No	Vend No	Vendor Name	Amount
277961	135770	BRITTANY SUNDERMAN	32.00
278026	133330	LORIN WELCH	80.00
278027	135391	AMANDA K WELCH	80.00
278043	133859	ALLISON WOOD	64.00
278051	135390	CANDACE YONG	28.00
278053	135529	JANELLE ZACH	32.00
		Total for ACTIVITY FUND	9,631.87
277147	136038	UWE KIND	-34.00
277153	136037	STEVE R SWINBORNE	-40.00
277939	135412	ROY EUGENE KIRK	-369.60
		Total for	-443.60
		Report Total	2,205,687.97

AGENDA SUMMARY SHEET

AGENDA ITEM: Second Reading and Approval of Policy 6201 Curriculum, Instruction, and Assessment: Taught Curriculum: Accountability
Second Reading and Approval of Policy 6401 Curriculum, Instruction, and Assessment: Staff Development: Accountability

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
These policies delete references to "Indicators of Effective Teaching" and change them to "Practices that Promote Successful Student Learning."

ACTION DESIRED: Approve the policies.

BACKGROUND: These policies includes slight revisions to reflect changes in the Millard Instructional Model.

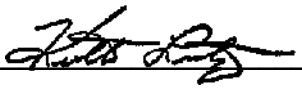
RECOMMENDATIONS: Approve the policies to bring policy language in line with other publications.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: This brings policy in line with other district publications.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Kim Saum-Mills

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: Curriculum, Instruction, and Assessment
Policy: Taught Curriculum: Accountability 6201

The Board of Education of Millard Public Schools directs that the written curriculum shall be the taught curriculum. The responsibility of the teachers is to teach the written curriculum using the ~~Indicators of Effective Teaching~~ Practices That Promote Successful Student Learning. The responsibility of the principals shall be to monitor the taught curriculum through the use of the curriculum guide as well as to evaluate teachers through the teacher evaluation process to ensure that the written curriculum is the taught curriculum. The superintendent and his/her designees shall ensure that principals monitor the curriculum and evaluate teachers.

Date of Adoption: May 17, 1999

Date of Last Review: October 3, 2005; April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Second reading and approval of Policy 6330
Curriculum, Instruction, and Assessment – Grades
Affirmation of Rule 6330.1
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Third – Twelfth Grades
Affirmation of Rule 6330.2
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Kindergarten – Second Grade
Approval of new Rule 6330.3
Curriculum, Instruction, and Assessment – Grades: Recording and Communication

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
Various policies and rules related to Curriculum, Instruction, and Assessment – Communication with Parents and Grading Practices

ACTION DESIRED: Complete second reading, approve or affirm the policies and rules

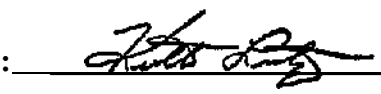
BACKGROUND: This policy and rules on Grading and Communication includes slight revisions to include references to new communication methods made possible through technology. Two policies on grading are being affirmed to meet district guidelines on seven year review of policies and rules. A third rule is being added to stipulate that employees need to use the student information system provided.

RECOMMENDATIONS: Read, approve or affirm policies and rules.

IMPLICATIONS OF ADOPTION OR REJECTION: These Board policies and rules outline information related to communication with parents and to grading.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Judy Porter, Carol Newton, Mark Feldhausen

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: Curriculum, Instruction, and Assessment
Policy: Grades 6330

The Superintendent or designee shall develop and implement student grading guidelines. The objectives of grading guidelines shall be to quantify and report the academic achievement of each student. Grades should fairly reflect the level of student achievement in the knowledge and skills specified by grade level or course enabling objectives and outcomes and shall be in accordance with the District's Essential Learner Outcomes.

The Superintendent or designee shall develop and implement a grading system ~~which~~ that shall be utilized by the administrators and teachers of the District.

Related Rules: 6330.1, 6330.2

Date of Adoption: April 24, 2000
Date of Revision: April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Second Reading and Approval of Policy 6201 Curriculum, Instruction, and Assessment: Taught Curriculum: Accountability
Second Reading and Approval of Policy 6401 Curriculum, Instruction, and Assessment: Staff Development: Accountability

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
These policies delete references to "Indicators of Effective Teaching" and change them to "Practices that Promote Successful Student Learning."

ACTION DESIRED: Approve the policies.

BACKGROUND: These policies includes slight revisions to reflect changes in the Millard Instructional Model.

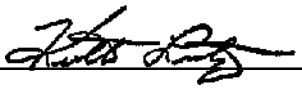
RECOMMENDATIONS: Approve the policies to bring policy language in line with other publications.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: This brings policy in line with other district publications.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Kim Saum-Mills

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: **Curriculum, Instruction, and Assessment**
Policy: **Staff Development: Accountability** **6401**

The Board of Education of the Millard Public Schools directs the Superintendent to develop and implement a comprehensive staff development program that supports the written, taught, and assessed curriculum, and the district identified ~~Indicators of Effective Teaching~~ Practices That Promote Successful Student Learning. Educational Services division shall be responsible for the development, implementation, and evaluation of said staff development program.

The responsibility of the certificated staff is to be continuously involved and provide input regarding identified district and building staff development offerings. Certificated staff are likewise expected to apply their learnings in the classroom and to maintain and improve performance and proficiency.

The responsibility of the principals shall be to ensure and promote staff development so that all staff engage in continuous improvement of knowledge and skills as they apply to the MEP.

Date of Adoption: July 12, 1999

Date of Last Review: October 3, 2005; April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Policy 7100

MEETING DATE: April 2, 2007

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Policy 7100— Use of District Computers, Software, and Data Files

ACTION DESIRED: Second Reading and Approval of Revised Policy

BACKGROUND: Policy 7100—Use of District Computers, Software, and Data Files

Policy 7100 was originally numbered 4157. The Policy and accompanying rules are being renumbered, placed in the technology section, and updated.

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON: Mark Feldhausen, Asst. Supt. of Technology

SUPERINTENDENT APPROVAL: _____
(Signature)

BOARD ACTION:

~~**Personnel**~~ **Technology**

Use of District Computers, Software, and Data Files 7100 ~~4157~~

District personnel will adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, acts of terrorism, assault, threats and personnel and student rights of privacy created by federal and state law.

Legal Reference: The Copyright Act; Family Educational Rights and Privacy Act; Neb. Rev. Stat. §§ 79-2, 104 and 79-8, 109 (Reissue 1996).

Policy
Adopted: May 17, 1993
Revised: Dec. 20, 1999
April 2, 2007

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Second reading and approval of Policy 6330
Curriculum, Instruction, and Assessment – Grades
Affirmation of Rule 6330.1
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Third – Twelfth Grades
Affirmation of Rule 6330.2
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Kindergarten – Second Grade
Approval of new Rule 6330.3
Curriculum, Instruction, and Assessment – Grades: Recording and Communication

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
Various policies and rules related to Curriculum, Instruction, and Assessment – Communication with Parents and Grading Practices

ACTION DESIRED: Complete second reading, approve or affirm the policies and rules

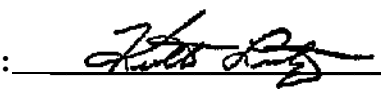
BACKGROUND: This policy and rules on Grading and Communication includes slight revisions to include references to new communication methods made possible through technology. Two policies on grading are being affirmed to meet district guidelines on seven year review of policies and rules. A third rule is being added to stipulate that employees need to use the student information system provided.

RECOMMENDATIONS: Read, approve or affirm policies and rules.

IMPLICATIONS OF ADOPTION OR REJECTION: These Board policies and rules outline information related to communication with parents and to grading.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Judy Porter, Carol Newton, Mark Feldhausen

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: **Curriculum, Instruction, and Assessment**
Policy: **Grades**
Rule: **Grading Guidelines for Third - Twelfth Grade** **6330.1**

The Millard Public Schools Grading Guidelines for third through twelfth grade shall be used to report achievement, academic progress, and compute Grade Point Averages (GPA) and Class Rankings where applicable.

No. Grade	Letter Grade	% Grade Range	Standard Grade Pts.	Weighted Grade Pts. (AP) (IB)
1 =	A =	100−93 =	20 Grade pts. or	25 Grade pts.
2 =	B =	92−85 =	15 Grade pts. or	20 Grade pts.
3 =	C =	84−77 =	10 Grade pts. or	15 Grade pts.
4 =	D =	76−69 =	5 Grade pts. or	5 Grade pts.
5 =	F =	68− 0 =	0 Grade pts.	0 Grade pts.
P =	P =	Pass =	0 Grade pts.	0 Grade pts.
F =	F =	Fail =	0 Grade pts.	0 Grade pts.

Weighted grade points shall be given to those grades received in Advanced Placement (AP) classes or International Baccalaureate (IB) classes where applicable. Weighted grade points will apply to Advanced Placement courses and to those courses taken for International Baccalaureate purposes wherein students are required to meet IB requirements for standard level or high level assessment. Pre−IB courses do not qualify for weighted grade points. Class rank shall be determined by Total Class Rank Points. The Grade Point Average multiplied by the total Grade Points shall equal Total Class Rank Points for each student. The listing of the Total Class Rank Points from highest to lowest shall determine the class rank of each student.

Related Policy: 6330

Date of Adoption: April 24, 2000
Date of Revision: July 21, 2003
Date of Affirmation: April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Second reading and approval of Policy 6330
Curriculum, Instruction, and Assessment – Grades
Affirmation of Rule 6330.1
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Third – Twelfth Grades
Affirmation of Rule 6330.2
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Kindergarten – Second Grade
Approval of new Rule 6330.3
Curriculum, Instruction, and Assessment – Grades: Recording and Communication

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
Various policies and rules related to Curriculum, Instruction, and Assessment – Communication with Parents and Grading Practices

ACTION DESIRED: Complete second reading, approve or affirm the policies and rules

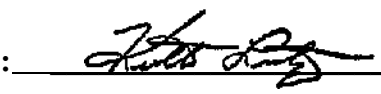
BACKGROUND: This policy and rules on Grading and Communication includes slight revisions to include references to new communication methods made possible through technology. Two policies on grading are being affirmed to meet district guidelines on seven year review of policies and rules. A third rule is being added to stipulate that employees need to use the student information system provided.

RECOMMENDATIONS: Read, approve or affirm policies and rules.

IMPLICATIONS OF ADOPTION OR REJECTION: These Board policies and rules outline information related to communication with parents and to grading.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Judy Porter, Carol Newton, Mark Feldhausen

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: **Curriculum, Instruction, and Assessment**
Policy: **Grades**
Rule: **Grading Guidelines for Kindergarten~~-~~Second Grade** **6330.2**

The Millard Public Schools Grading Guidelines for kindergarten through second grade shall be used to report academic progress where applicable. The following rubric will be used:

Exceeds	Child consistently~~-~~exceeds expectations.
Satisfactory	Child meets expectations on skills presented.
Beginning	Child is just beginning to have experiences with the concept.
Needs Improvement	Skill has been introduced, practiced and child does not show independence.

Related Policy: 6330

***Date of Adoption*:** April 24, 2000
Date of Revision: October 2, 2006
Date of Affirmation: April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Second reading and approval of Policy 6330
Curriculum, Instruction, and Assessment – Grades
Affirmation of Rule 6330.1
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Third – Twelfth Grades
Affirmation of Rule 6330.2
Curriculum, Instruction, and Assessment – Grades: Grading Guidelines for Kindergarten – Second Grade
Approval of new Rule 6330.3
Curriculum, Instruction, and Assessment – Grades: Recording and Communication

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION:
Various policies and rules related to Curriculum, Instruction, and Assessment – Communication with Parents and Grading Practices

ACTION DESIRED: Complete second reading, approve or affirm the policies and rules

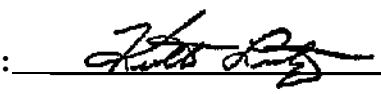
BACKGROUND: This policy and rules on Grading and Communication includes slight revisions to include references to new communication methods made possible through technology. Two policies on grading are being affirmed to meet district guidelines on seven year review of policies and rules. A third rule is being added to stipulate that employees need to use the student information system provided.

RECOMMENDATIONS: Read, approve or affirm policies and rules.

IMPLICATIONS OF ADOPTION OR REJECTION: These Board policies and rules outline information related to communication with parents and to grading.

TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Judy Porter, Carol Newton, Mark Feldhausen

SUPERINTENDENT'S APPROVAL: 

BOARD ACTION:

Category: Curriculum, Instruction, and Assessment
Policy: Grades
Rule: Recording and Communication 6330.3

The District-adopted student information system grade book and report card modules shall be used by all administrators and teachers to record and communicate student performance. The Superintendent or designee(s) shall implement procedures for the use of the student information system.

Related Policy: 6330

Date of Adoption: April 2, 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 7100.1

MEETING DATE: April 2, 2007

DEPARTMENT: Technology Division

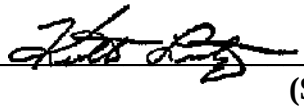
TITLE AND BRIEF DESCRIPTION: Rule 7100.1 - Use of District Computers, Software, and Data Files: Compliance with Applicable Law

ACTION DESIRED: Approval of Revised Rule

BACKGROUND: Rule 7100.1 —Use of District Computers, Software, and Data Files Rule 7100.1 was originally numbered 4157.1. The Rule is being renumbered, placed in the technology section, and updated.

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON: Mark Feldhausen, Asst. Supt. of Technology

SUPERINTENDENT APPROVAL: 

(Signature)

BOARD ACTION:

~~**Personnel**~~ **Technology**

Use of District Computers, Software, and Data Files: Compliance with Applicable Law

7100.1 ~~**4157.1**~~

The ~~d~~District will comply with license agreements and/or policy statements contained in software packages used by the ~~d~~District. Questions about compliance with license agreements or use of a software package will be resolved through direct negotiation and mutual agreement with the software publisher, copyright holder, and/or licensor.

In an effort to prevent violation of copyright laws and illegal software use, the following rules will apply:

1. The legal and ethical implications of software use will be taught to personnel and students at all levels where there is software use.

2. The building principal, principal's designee, or appropriate supervisor will be responsible for informing ~~d~~District personnel of the District Computer and Software Policy and Rules.

3. When permission is obtained from a copyright holder to use software on a disk-sharing system, reasonable efforts will be made to prevent unauthorized copying.

4. Under no circumstances will illegal copies of copyrighted software be made or used on district equipment.

5. The ~~district technology department will appoint a designee~~ Assistant Superintendent of Technology or designee is authorized to sign software license agreements for ~~d~~District schools. The District and ~~F~~ each school using licensed software shall keep a file containing a signed copy of software agreements for that school.

6. The school principal or principal's designee will be responsible for establishing practices which will enforce the District Computer and Software Policy and Rule.

7. The following uses of district computers and telecommunications devices will be strictly prohibited:

   a. Offensive Messages. The use, display or transmission of *(i)* sexually explicit images, messages, cartoons; *(ii)* ethnic slurs or racial epithets; *or (iii)* acts of terrorism, assault, or threats.

   b. Personal, Commercial, and/or Religious Messages. Use for the purpose of solicitation or proselytization for commercial, religious, political, personal or any other non-job-related activity.

   c. Inappropriate Use of E-mail and/or Internet. The use of the ~~d~~District's network, internet, ~~and~~ e-mail system, and telecommunications systems, shall remain under the control of the ~~d~~District and may only be used for ~~d~~District business subject to applicable law, policy and rule. This includes, but is not limited to, the downloading of any inappropriate materials, games, or other files not required for staff to fulfill their job duties. Sexual harassment delivered by e-mail is covered by the same policy and rule which covers verbal or physical harassment.

Violation of this rule may result in disciplinary action.

The ~~d~~District reserves all rights it has under the fair use doctrine of the Copyright Act.

Legal Reference: The Copyright Act

Related Policy and Rule: 7500 and 7500.1
Approved: May 17, 1993
Revised: Dec. 20, 1999
April 2, 2007

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 7100.2

MEETING DATE: April 2, 2007

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Rule 7100.2 — Use of District Computers, Software, and Data Files: Right of Access

ACTION DESIRED: Approval of Revised Rule

BACKGROUND: Rule 7100.2—Use of District Computers, Software, and Data Files

Rule 7100.2 was originally numbered 4157.2. The Rule is being renumbered, placed in the technology section, and updated.

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON: Mark Feldhausen, Asst. Supt. of Technology

SUPERINTENDENT APPROVAL: _____
(Signature)

BOARD ACTION:

~~**Personnel**~~ **Technology**

Use of District Computers, Software, and Data Files: Right of Access

7100.2 ~~**4157.2**~~

The ~~d~~District reserves the right to have access to all computer programs and files including any software programs and data files and/or creations of any description which reside on district computers, telecommunications devices, and/or storage media.

Related Policy and Rule: 7500.1
Approved: May 17, 1993
Revised: Dec. 20, 1999
April 2, 2007

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 7100.3

MEETING DATE: April 2, 2007

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Rule 7100.3 — Use of District Computers, Software, and Data Files: Access to Student and/or Personnel Records

ACTION DESIRED: Approval of Revised Rule

BACKGROUND: Rule 7100.3—Use of District Computers, Software, and Data Files

Rule 7100.3 was originally numbered 4157.3. The Rule is being renumbered, placed in the technology section, and updated.

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON: Mark Feldhausen, Asst. Supt. of Technology

SUPERINTENDENT APPROVAL: _____
(Signature)

BOARD ACTION:

~~**Personnel**~~ **Technology**

Use of District Computers, Software, and Data Files: Access to Student and/or Personnel Records

7100.3 ~~**4157.3**~~

School volunteers and ~~d~~District personnel shall not have access to student and/or personnel records unless specifically authorized or permitted by law. Electronic files, computer programs, and software containing personnel records are subject to Board Policy 4115 and Rule 4115.1, and Board Policy 7400 and Rule 7400.1 and the rights of privacy created by Nebraska statute. Electronic files, computer programs, and software containing student records are also subject to Board Policy ~~5125~~ 5710 and Rule ~~5125.1~~ 5710.1 and Board Policy 7400 and Rule 7400.1, and the rights of confidentiality created by federal and state law.

Use~~s~~ of electronic media to store or transmit student and/or personnel data are to follow dDistrict policy, rule, and guidelines relating to the confidentiality of student~~s~~ and/or personnel records. This rule applies to files that are maintained centrally by the District as well as those created and maintained at the school level. Personnel and student records shall not be copied, retained, or otherwise saved to media or devices not owned and/or controlled by the Millard Public Schools.

Legal Reference: Family Educational Rights and Privacy Act; Neb. Rev. Stat. §§ 79-539, 79-2, 104 and 79-8, 109 (Reissue 1996).

Related Policy and Rule: 4115, 4115.1, ~~5125, 5125.1~~ 5710, 5710.1 , 7400, and 7400.1 Millard Public Schools
Approved: May 17, 1993 Omaha, Nebraska
Revised: Dec. 20, 1999
April 2, 2007

AGENDA SUMMARY SHEET

AGENDA ITEM: Pre K-12 Health Framework

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Pre K-12 Health Framework

Courses include level/course outcomes, objectives (skills and content), and recommended assessment methodologies for each course. Materials selection will occur over two years.

ACTION DESIRED: APPROVAL __X__

BACKGROUND: The Pre K-12 Health Framework has been in the MEP process for two years. All courses take into consideration district direction, State and National Health Education Standards, State Statutes and Rule 10. The framework is designed to encourage the development of health-literate individuals who are critical thinkers, self-directed learners, effective communicators, and responsible, productive citizens.

OPTIONS/ALTERNATIVE CONSIDERATIONS:

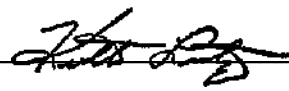
RECOMMENDATIONS: Recommend approval of the Pre K-12 Health Framework

STRATEGIC PLAN REFERENCE: Strategy 1

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIME LINE: A two-year schedule of implementation was developed to allow for adequate materials selection and staff development. Acquisition of textbooks and ancillary materials will be addressed during the next two years of implementation.

PERSONS RESPONSIBLE: Dr. Carol Newton**,** Dr. Judy Porter, Barb Waller, Rose Barta

SUPERINTENDENT'S APPROVAL: 

PRE-K -12 HEALTH FRAMEWORKS

April 2007

millard
PUBLIC SCHOOLS

TABLE OF CONTENTS

PARTICIPANTS

Core Committee:

Ted Esser, Coordinator, 6-12 Special Education
John Stanton, Counselor, NMS
Laurie Fitzpatrick, Counselor, Sandoz
Toni Caragiulo, Elementary Teacher, Cottonwood
Kim Brummer, Elementary Teacher, Norris
Tanya Dykstra, Elementary Teacher, Sandoz
Jennifer Reid, English Language Learners
Jill Selzle, Health professional
Amanda Parker, Health, CMS
Judy Glesne, Health, Family & Consumer Science, NHS
Nicole Larson, Health, Family & Consumer Science, SHS
Diane Hansler, Health, Family & Consumer Science, WHS
Linda Miller, Health, KMS
Jeannene Rossitto, Health, NMS
Rose Barta, MEP Facilitator
Nancy Thornblad, MEP Facilitator
Barb Waller, MEP Facilitator
Nancy Nielsen, Nurse Dept. Heath, RMS
Lori Campbell, Parent
Susie Duncan, Parent
Brenda Petersen, Parent
Rob Temple, Parent
Diane Mynster, Physcial Education, AMS
Liz Smith, Physical Education, Montclair

Greg Geary, Physical Education, SHS
Martha Nielsen, Principal, Ackerman
Jeff Alfrey, Principal, AMS
Jay Dostal, Principal, Assistant, NHS
Dr. Mike Messerole, Professor, UNO
Diana Butler, Science Teacher, KMS
Christina Preuss, Science Teacher, NHS

Writing Team:

Julie Barnes, Rockwell
Jim Bayless, Ezra
Kate Beiting, WHS
Nancy Brugger, KMS
Lori Cork, Ackerman
Nancy Dean, Rohwer
Liz Dostal, AMS
Tonya Dykstra, Sandoz
Christine Eisold, Reeder
Libby Engelbart, Morton
Andrea Feltz, NHS
Linda Ferguson, NHS
Laurie Fitzpatrick, Sandoz
Deb Fleck, Sandoz
Jim Gates, Physical Education, Cody
Greg Geary, SHS
Judy Glesne, NHS
Jeannene Going, Neihardt
Heidi Gough, Cottonwood
Carol Haller, Willowdale
Michelle Hallett, Morton
Angie Hamilton, Ezra
Diane Hansler, WHS
Kari Jorth, Disney
Bridget Kowal, Wheeler
Therese Kramer, Montclair
Nichole Larson, SHS
Jan Lehms, WHS
Sarah Lorentzen, Morton
Karen Martin, Abbott
Kristi McKamy, Norris
Linda Miller, KMS
Sheryl Moeller, BMS
Diane Mynster, AMS
Amanda Parker, CMS
Amy Rangeloff, Neihardt
Mona Rhoda, Physical Education, Aldrich
M.J. Robertson, BMS
Jeannene Rossitto, NMS
Loel Schettler, NHS
Lorrie Schrad, AMS
Phyllis Schroeder, SHS
Donna Slosson, SHS
John Stanton, NMS
Julie Sutfin, Rockwell
Diane Sweetman, Abbott
Karen Thimm, NHS
Patti Throne, Reeder
Amy Tibbels, RMS
Tami Ulch, Bryan
Charlotte Van Skike, NHS
Sharon Van Winkle, WHS
Eva VanLent, Black Elk
Nancy Vojtech, Rohwer
Nancy Wilson, AMS
Roxanne Worley, Norris

MISSION STATEMENT

The mission of health education in the Millard Public Schools is to assist individuals to make informed decisions about matters affecting their physical, emotional and social well-being. The long-range goal of health instruction is to assist individuals in developing and applying healthy attitudes and behaviors throughout their lives. This will be accomplished by:

- Clearly defined and measured learner outcomes
- Developmentally appropriate sequence of study
- Effective teaching
- Innovative and diverse programs
- Current health concepts & societal issues

Beliefs:
Students will:

- Participate in a quality health education program.
- Comprehend concepts related to health promotion and disease prevention.
- Practice health-enhancing behaviors to reduce health risks.
- Use interpersonal communication skills to enhance health.
- Use goal-setting and decision-making skills to enhance health.
- Advocate for personal, family and community health.

INTRODUCTION

The goals of health education are accomplished by incorporating comprehensive Pre-K - 12 health curriculum and by supporting a coordinated school health program. The comprehensive program represents developmentally appropriate classroom instruction related to health promoting behaviors. Comprehensive health instruction is one of the components of a coordinated school health program. In addition to health instruction, a coordinated school health program includes the following:

- Physical education
- Health services (school nurse)
- Nutrition services
- Counseling, psychological & social services
- Healthy school environment
- Health promotion for staff
- Family/community involvement

These components are part of the environment of Millard Public Schools and should continue to be supported. These components cultivate Internal and External Developmental Assets for Millard students. Students who have Assets in their lives are more likely to make appropriate health related decisions. Thus, each outcome in the Health Framework cultivates development of the Internal Assets.

The Health Framework is designed to encourage the development of health-literate individuals who are critical thinkers, self-directed learners, effective communicators, and responsible productive citizens. Staff members have aligned the proposed framework with State and National Health Education Standards to create a comprehensive Pre-K -12 health program. Each of the proposed outcomes addresses one or more of the following State and National Standards.

1. Students will comprehend concepts related to healthy lifestyles and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting, products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family and community health.

In addition, instruction will answer one or more of the following essential questions:

What is the relationship between physical, emotional and social well-being?

- How does physical well-being impact one's health?
- How does emotional well-being impact one's health?
- How does social well-being impact one's health?

The proposed framework identifies the outcomes and enabling objectives that are necessary to address the principles as they are developmentally and conceptually appropriate for students. In addition, the framework incorporates Millard Board of Education Policy and State of Nebraska Policy related to risky behaviors and sexuality education. Both policies identify abstinence as the approach to risk behaviors associated with tobacco, alcohol, drugs and sexual activity. Each course or level framework identifies the parameters for which these topics are addressed.

Nebraska Health Education Frameworks, Kindergarten through Grade Twelve. (1998). Lincoln, NE: Nebraska Department of Education.

National Health Education Standards, Achieving Health Literacy. (1998). Joint committee on National Health Education Standards. Association for Advancement of Health Education, American School Health Association, American Public Health Association, American Cancer Society.

Search Institute. 40 Developmental Assets. (2006). Minneapolis, MN.

Telljohann, Symons, Miller. Health Education, Elementary & Middle School Applications. (2001). McGraw-Hill.

Nebraska Revised Statutes, Chapter 79

Section 79-712 Public school; health education; requirements.

Provisions shall be made by the proper local school authorities for instructing the pupils in all public schools in a comprehensive health education program which shall include instruction (1) as to the physiological, psychological, and sociological aspects of drug use, misuse, and abuse and (2) on mental retardation and other developmental disabilities, such as cerebral palsy, autism, and epilepsy, their causes, and the prevention thereof through proper nutrition and the avoidance of the consumption of drugs as defined in this section. For purposes of this section, drugs means any and all biologically active substances used in the treatment of illnesses or for recreation or pleasure. Special emphasis shall be placed upon the commonly abused drugs of tobacco, alcohol, marijuana, hallucinogenics, amphetamines, barbiturates, and narcotics.

Source:

Laws 1885, c. 83, § 1, p. 332
R.S.1913, § 6878
C.S.1922, § 6446
C.S.1929, § 79-1409
R.S.1943, § 79-1408
Laws 1949, c. 256, § 370, p. 815
Laws 1971, LB 51, § 1
Laws 1982, LB 423, § 1
R.S.1943, (1987), § 79-1270

Laws 1989, LB 15, § 4
R.S.1943, (1994), § 79-4,140.17
Laws 1996, LB 900, § 386
~Reissue Revised Statutes of Nebraska

Nebraska Department of Education, Rule 10. Regulations and procedures for the accreditation of schools. Title 92, Nebraska Administrative Code.

The Elementary Instructional Program
004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity,) and healthy living habits.

The Middle Grades Instructional Program
004.03A6 Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual choices.

Required High School Program
004.04B7 Personal Health and Physical Fitness
Twenty instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.

MILLARD ESSENTIAL LEARNER OUTCOMES

CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS• LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency on these twelve indicators by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

- -

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

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

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

LIFE SKILLS AND PERFORMANCES

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
  - integrity,
  - self-discipline,
  - positive attitude,
  - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning
December 5, 1996
T-Chart Approved: Millard Board of Education
January 13, 1997

Rule Adopted: May 3, 1999
Revised: June 18, 2001; July 21, 2003; December 4, 2006

Millard Public Schools
Omaha, NE

RELATIONSHIP OF FRAMEWORKS TO ACADEMIC AND LIFE SKILLS ESSENTIAL LEARNER OUTCOMES

Academic Skills and Applications

The following Academic Essential Learner Outcomes are the primary focus for Health Instruction:

- Understands human growth and development
- Identifies the value of good nutrition and physical activity
- Evaluates the impact of addictive substances and behaviors

The following Academic Essential Learner Outcomes are supported by Health Instruction:

- Demonstrates appropriate speaking and listening skills for a variety of settings
- Understands ethnic and cultural differences
- Understands human differences.
- Obtains information electronically and organizes it successfully.
- Conveys information using technology
- Uses a variety of technological resources to solve problems.

Life Skills and Performances

- Demonstrate the ability to manage time
- Demonstrate the ability to follow directions
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals
- Demonstrate knowledge of good work habits
- Demonstrate ability to set and pursue short term and long term goals
- Obtains, organize and evaluate information successfully.
- Develop the attributes of:
  - Integrity,
  - Self-discipline
  - Positive attitude
  - Perseverance
- Respect diversity of others
- Respect the rights of others
- Treat others in a considerate and non-demeaning manner.

INSTRUCTIONAL APPROACHES

Health education provides the tools for students to make health enhancing decisions that will affect the quality of their lives and enable learning. One of the critical components of health education is to develop skills to prevent risky behaviors. This is accomplished by including developmentally appropriate strategies that support the skills necessary to prevent risky behaviors. These strategies are identified below:

Recommended prevention practices	Pre-K -5 instructional approaches	6-12 instructional approaches
<u>Social skills for preventing risky behaviors:</u> Youth begin using drugs because of social influences (peers, parents, siblings, and media). • The ability to understand internal and external pressures • The ability to identify inaccurate perceptions of social norms • Refusal skills to resist risky behaviors	• Incorporate critical thinking skills in all PreK-5 content • Practice observing and perceiving feelings • Helping others feel included • Empower children to say "no" or to avoid unsafe situations. Saying "no" to friends, saying "no" to self Lower elementary students can apply these skills to personal safety and injury prevention. Upper elementary students can apply these skills to the gateway drugs, alcohol and tobacco.	• Analyze social norms (most teens don't use drugs, have sex, etc.) • Analyze social influences for specific messages (drugs, sex) • Practice recognizing manipulative messages and statements • Role play and practice refusal strategies Middle school and high school youth can apply these skills to all forms of drug abuse and sexual activity.
<u>Affective skills for preventing risky behaviors:</u> • Cope with unpleasant feelings • Recognize causes of stress • Recognize qualities of good friendships • Skills to be assertive • Develop the motivation to resist risky behaviors • The ability to create short and long term goals	• Identify qualities of a good friend • Practice being a good friend • Practice creating short term goals • Practice recognizing feelings These skills can be developed within grade level content. They do not have to be applied to drug abuse.	• Role play and case study situations to identify stress and depression • Create short term and long term goals • Analyze the impact of risky behaviors on short and long term goals • Apply concepts to all forms of drug abuse and sexual activity

<u>Knowledge of risky behaviors:</u> Drug prevention programs should target substances that are used first and most widely by young people. • Consequences of substance abuse • Consequences of sexual intercourse	Upper elementary: • Identify negative effects of gateway drugs	• Identify negative effects of all risky behaviors. (drug use and sexual activity)

It is necessary to recognize and meet individual needs to allow for maximum learning in health instruction. Differentiation for instruction is a natural part of health instruction. Health instruction facilitates learning through a variety of learning styles. Given any one concept, students may read and/or write about it, observe a teacher or student presentation, and participate in discussion and experiments. This type of instruction creates an environment in which learning occurs and is reinforced for students of all abilities and backgrounds.

In addition, health instruction creates opportunities that address student strengths in each area of intelligence. Examples of the application of each intelligence include:

Logical/Mathematical	Diet analysis, nutrient counts
Body/Kinesthetic	Safety, First aid procedures, Demonstrations, Role Play
Spatial	Environmental issues, personal relationships
Interpersonal	Cooperative work in all areas
Intrapersonal	Set goals, decision-making process
Linguistic	Journals, written work, technical reading
Musical	Music and lyrics related to human relationships and human development

Instruction uses the problem solving, practical reasoning process to analyze issues related to personal, community and environmental health concepts. This process connects students to real life problems that relate to all backgrounds and abilities. This also makes authentic assessment an integral part of instruction.

Although differentiated instruction has traditionally been incorporated in health instruction, teachers can make a conscious use of these strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

Suggested references:

Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, Robin. (2004) Mastery Teaching. Thousand Oaks, California. Corwin Press.

Millard Public Schools, Board Policy 6240 and Rule 6240.1, Controversial Issues.

Nebraska Health Education Frameworks, Kindergarten through Grade Twelve. (1998). Lincoln, NE: Nebraska Department of Education.

National Health Education Standards, Achieving Health Literacy. (1998). Joint committee on National Health Education Standards. Association for Advancement of Health Education, American School Health Association, American Public Health Association, American Cancer Society.

Project Alert. (2004). BEST Foundation for A Drug-Free Tomorrow. Los Angeles, California.

Rigor and Relevance Handbook. 2002. International Center for Leadership in Education. Rexford, New York.

McTighe, Jay and Wiggins. (1998) Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development

PRE-K -12 OUTCOME ARTICULATION CHART

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Environmental Health						
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between health issues and the environment.			**X**	**X**	**X**	**X**
Human Growth & Development						
The learner will recognize that adolescence is a period of physical, social and emotional change.		**X 5th grade only**	**X**			
Emotional Health						
The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.	**X**	**X**				
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.			**X**	**X**	**X**	**X**
The learner will demonstrate knowledge of emotional health by identifying resources/help.			**X**	**X**	**X**	**X**
Social Health						
The learner will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.	**X**	**X**				
The learner will analyze characteristics of relationships by examining interpersonal behaviors.			**X**	**X**	**X**	**X**
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.			**X**	**X**	**X**	**X**

Pre-K -12 Outcome Articulation Chart

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Injury Prevention						
The learner will demonstrate an understanding of good health practices, safety habits and related community resources.	X	X				
The learner will examine choices regarding safety and injury prevention by hypothesizing how to eliminate/reduce negative consequences to self and others.			X	X	X	X
Nutrition						
The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.	X	X				
The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.			X	X	X	X
Personal Health						
The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.	X	X				
The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.			X	X	X	X
Prevention & Disease Control						
The learner will explore how healthy habits help prevent disease by identifying risk factors.		X				
The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.			X	X	X	X

Pre-K -12 Outcome Articulation Chart

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Substance Abuse						
The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.	X	X				
The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.			X	X	X	X
Consumer Health						
The learner will demonstrate the ability to use interpersonal communication skills to enhance health.			X	X	X	X
The learner will analyze influences such as culture, media and technology on physical, emotional and social health.			X	X	X	X

PRE-K - 2 HEALTH

Outcome 1: Environmental Health not included in Pre-K -2
Outcome 2: Human Growth & Development not included in Pre-K -2

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.
Objectives:

- The learner will recognize and express feelings.
- The learner will recognize appropriate and inappropriate touch.
- The learner will identify different ways to handle conflict.

Assessment:
Role-play strategies to demonstrate ways to avoid inappropriate feelings and touch

Outcome 4: Social Health
Students will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.
Objective:

- The learner will describe what makes a family.
- The learner will describe roles in a family.
- The learner will practice effective communication skills.

Assessment:
Collage representing family roles

Outcome5 : Injury Prevention
The learner will demonstrate an understanding of good health practices, safety habits and related community resources.
Objective:

- The learner will recognize stranger danger.
- The learner will know how and when to call 911.
- The learner will use safe playground practices.

Assessment:
"What would you do if_____?" (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 6: Nutrition
The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health-promoting products and services.
Objectives:

- The learner will recognize components of the food pyramid.
- The learner will recognize the importance of balance between rest, physical activity and nutrition.

Assessment:
Place food pictures in a food pyramid

Outcome 7: Personal Health
The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors**.**
Objective:

- The learner will identify and use good personal hygiene.
- The learner will recognize the danger of tobacco and alcohol use.

Assessment:
Demonstrate good personal hygiene skills

Outcome 8: Prevention and Disease Control not included in Pre-K -2

Outcome 9: Substance Abuse
The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.
Objective:

- The learner will distinguish between helpful medicines and illegal use of drugs.
- The learner will know who can give a child medicine.
- The learner will practice saying "no" to negative influences.

Assessment:
"What would you do if_____?" (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 10: Consumer Health not included in Pre-K -2

Primary Resource:
Instructional resources will be reviewed during 2007-08 and purchased for implementation in 2008-09.

3-5 HEALTH

Outcome 1: Environmental Health
The learner will understand how the environment impacts social, emotional and physical health by explaining the relationship between health issues and the environment.
Objective:
- The learner will identify how the various types of pollution affect your overall health and well-being.

Assessment:
Participate in Earth Day activities.

Outcome 2: Human Growth and Development (grade 5 only)
The learner will recognize that adolescence is a period of physical, social and emotional change.
Objectives:
- The learner will recognize that adolescence is a period of physical, social and emotional change.
- The learner will recognize puberty is a period of physical and emotional maturation which follows a universal pattern, the timing of which varies from individual to individual as to the specific characteristics.
- The learner will recognize that becoming a physically-mature person is a normal process.
- The learner will recognize heredity is a biological heritage.
- The learner will recognize that heredity and environment play an important part in an individual's growth and development.
- The learner will recognize that AIDS is a disease.

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in daily life.
Objective:
- The learner will demonstrate healthy ways to express needs, wants and feelings.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others.
- The learner will practice different ways to handle conflict situations.

Assessment:
Graphic representation of positive and negative influences on mental health

Outcome 4: Social Health
Students will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.
Objective:

- The learner will describe characteristics and responsibilities of families.
- The learner will demonstrate communication skills necessary to build and maintain healthy relationships.
- The learner will describe how change affects family dynamics.

Assessment:
Write a paragraph that describes traits of positive family relationships

Outcome 5: Injury Prevention
The learner will demonstrate an understanding of good health practices, safety habits and related community resources.
Objective:

- The learner will explain how childhood injuries can be prevented or treated.
- The learner will demonstrate the ability to locate school and community health helpers.

Assessment:
Create poster representing safe practices for an activity of choice

Outcome 6: Nutrition
The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health-promoting products and services.
Objective:

- The learner will identify characteristics of valid health information and health-promoting products and services
- The learner will demonstrate strategies to improve or maintain personal health
- The learner will explain how media influences the selection of health information, products and services
- The learner will differentiate between healthy and unhealthy nutritional choices

Assessment:
Evaluate a health or nutritional advertisement or infomercial

Outcome 7: Personal Health
The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.
Objective:

- The learner will identify personal health needs and behaviors.
- The learner will identify strategies to improve and/or maintain personal and emotional health.

- The learner will distinguish between safe and harmful behaviors to reduce personal health risks.

Assessment:
"What would you do if_____?" (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 8: Prevention and Disease Control
The learner will explore how healthy habits help prevent disease by identifying risk factors.

Objective:
- The learner will describe relationships between personal health behaviors and individual well being including mental, emotional and social health during childhood.
- The learner will explain how childhood injuries and illnesses can be prevented.
- The learner will describe the basic structure and functions of the human body systems.
- The learner will explore how healthy habits help prevent disease by identifying risk factors.
- The learner will describe common health problems of children that can be detected and treated early.

Assessment:
Describe or draw a representation of one body system

Outcome 9: Substance Abuse
The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.

Objective:
- The learner will identify and describe environmental influences that promote personal health and wellness.
- The learner will recognize, avoid and respond to negative influences and pressure to use harmful substances.
- The learner will demonstrate the ability to use goal-setting and responsible decision-making skills to enhance health.

Assessment:
Create an ad that promotes a drug-free lifestyle

Outcome 10: Consumer Health not included in Pre-K -2

Primary Resource:
Instructional resources will be reviewed during 2007-08 and purchased for implementation in 2008-09.

SIXTH GRADE HEALTH

6th Grade Health **6 weeks**

Description:
This course provides an introduction to the promotion of good health and well-being. Activities emphasize the positive choices one makes related to personal health, nutrition, fitness, safety and first aid, drugs, environmental health, and human growth and development.

Outcome 1: Environmental Health
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.

- The learner will explain impact of the following on physical, emotional and social health:
  - Skin: care and sun safety
  - Sound: ear care and volume
  - Air: pollution, tobacco, second hand smoke, emphysema, asthma
  - Water: pollution, fluoride, chlorine, lead
  - Environmental causes of cancer

Assessment:
Graphic representation of personal health triangle to show the relationship between physical, emotional and social health.

Outcome 2: Human Growth & Development
The learner will recognize that adolescence is a period of physical, social and emotional change.

Objectives:

- The learner will identify stages of physical change.
- The learner will identify psychological changes which accompany physical changes.
- The learner will identify the individual differences which may account for varied maturation rates.
- The learner will understand the function of the endocrine system with the onset of puberty.
- The learner will understand the function of the reproductive system and its role in creating a new life.
- The learner will use and understand appropriate vocabulary associated with human growth and development.
- The learner will know sources of help when seeking sexual information (parents, physician, nurse, clergy, teacher, counselor, etc.).
- The learner will explain that a human being is a product of its heredity and environment.

Assessment:
Graphic representation of personal health triangle to identify the impact of puberty on physical, emotional and social health.

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.
The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:
- The learner will identify causes and effects of positive and negative stress for self and others.
- The learner will recognize that change causes stress.
- The learner will demonstrate strategies to manage and cope with stress.
- The learner will identify resources available in order to seek help for self and others. (Parent, teacher, counselors).

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of emotional health.

Outcome 4: Social Health
The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:
- The learner will demonstrate knowledge of positive relationships by identifying appropriate interpersonal skills and behaviors.
- The learner will demonstrate understanding of the influence of cultural diversity on interpersonal relationships by explaining differences in cultural beliefs.
- The learner will demonstrate appropriate strategies to stop inappropriate actions.
- The learner will demonstrate knowledge of cliques by describing/citing ways to avoid and reduce the negative impact of cliques.

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of social health.

Outcome 5: Injury Prevention
The learner will examine choices regarding safety and injury prevention by hypothesizing how to eliminate/reduce negative consequences to self and others.

Objectives:
- The learner will demonstrate knowledge of the relationship between personal fitness, nutrition and exercise by creating a personal fitness plan.

- The learner will develop injury prevention and management techniques for personal and family health.
    - First Aid basics (choking, poisoning, bleeding, burns, shock, fractures, sprains & strains)
    - Weather emergency
    - Accident chain
    - Sports, warm-up

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of injury.

Outcome 6: Nutrition
The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.
Objectives:

- The learner will demonstrate knowledge of current nutrition guidelines by making healthy food choices.
- The learner will demonstrate knowledge of serving sizes by identifying serving examples.
- The learner will analyze food label by using information provided on a label.

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of nutrition.

Outcome 7: Personal Health
The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.
Objectives:

- The learner will demonstrate knowledge of personal responsibility by recognizing appropriate self care practices.
    - Hygiene/ social interactions
    - Self care routine (effects/impact)
- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
    - Relationships: friends

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of personal health.

Outcome 8: Prevention & Disease Control
The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.
Objectives:

- The learner will define difference between communicable and non-communicable diseases.
- The learner will identify the health risks and impact of communicable and non-communicable diseases.
- The learner will explain how to prevent communicable and non-communicable diseases.

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of disease.

Outcome 9: Substance Abuse
The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
    - Tobacco, alcohol, inhalants
    - Distinguish between legal/illegal and over the counter and prescription drugs
- The learner will practice decision making/refusal skills

Assessment:
Graphic representation of personal health triangle to incorporate the added dimension of substance abuse.

Outcome 10: Consumer Health
The learner will demonstrate the ability to use interpersonal communication skills to enhance health.
The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will describe the influence of cultural beliefs on health behaviors and the use of health services.
- The learner will analyze how messages from media and other sources influence health behaviors.
- The learner will analyze the influence of technology on personal and family health.
- The learner will analyze how information from peers influences health.
- The learner will demonstrate communication skills to build and maintain healthy relationships.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others
- The learner will demonstrate refusal and negotiation skills to enhance health.

Assessment:
Graphic representation of personal health triangle the added dimension of consumer health.

Primary Textbook:
Teen Health, Course 2. Glencoe- McGraw-Hill. 2007. Blacklick, OH

SEVENTH GRADE HEALTH

7TH Grade Health **6 weeks**

Description:
This course helps students develop and maintain health lifestyles. Emphasis is placed on information and the positive choices they can make to promote good health, now and throughout their life. Health class focuses on personal wellness, stress management, diseases, nutrition, physical fitness, drug misuse and abuse, and body systems.

Outcome 1: Environmental Health
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.
Objectives:
- The learner will recognize the impact of the social environment on decisions regarding risky behaviors.
- The learner will recognize environmental causes of disease.

Assessment:
The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 2: Human Growth & Development not included in Seventh Grade Health

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.
The learner will demonstrate knowledge of emotional health by identifying resources/help.
Objectives:
- The learner will demonstrate knowledge of the body's response to change by identifying physical signs of stress. (Flight/fight response, relationship to body systems.)
- The learner will demonstrate knowledge of resources by identifying how to access assistance for self or others

Assessment:
The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 4: Social Health
The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will demonstrate knowledge of bullying by describing/citing ways to avoid and reduce threatening situations

Assessment:

The learner will create a health advocacy statement.

Outcome 5: Injury Prevention not included in Seventh Grade Health

Outcome 6: Nutrition not included in Seventh Grade Health

Outcome 7: Personal Health

The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.

Objectives:

- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
    - Self concept/Self esteem (negative and positive influences)
    - Empowerment
    - Relationships: family

Assessment:

The learner will create a health advocacy statement.

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will explain the impact of common communicable and non-communicable diseases on physical, emotional and social health by completing a project that describes a disease and methods of prevention.
  Examples of diseases:

Communicable	Non-communicable	Psychological
Pink eye	Forms of cancer	Eating disorders
Mononucleosis	Diabetes	Alcoholism
Bird Flu	Arthritis	Cutting
HIV (teacher research)	A.L.S.	Depression
	Heart Disease	

Assessment:

The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 9: Substance Abuse
The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
- The learner will identify the risks of substance use/abuse.
    - Marijuana
    - Amphetamines
    - Hallucinogenic
    - Barbiturates
    - Narcotics
    - Reinforce alcohol, tobacco, inhalants.
- The learner will practice decision making/refusal skills

Assessment:
The learner will create a health advocacy statement.

Outcome 10: Consumer Health
The learner will demonstrate the ability to use interpersonal communication skills to enhance health.
The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will analyze how messages from media and other sources influence health behaviors.
- The learner will demonstrate refusal and negotiation skills to enhance health.

Assessment:
The learner will create a health advocacy statement.

Primary Textbook:
Teen Health, Course 2. Glencoe- McGraw-Hill. 2007. Blacklick, OH

KNOW YOUR SELF

8th Grade Health **6 weeks**

Description:
This class gives students the opportunity to learn more about themselves in units covering personality/self-concept, communication, family, friends/cliques, eating disorders, and human sexuality. The unit on human sexuality focuses on seven basic values: equality, honesty, respect, responsibility, promise-keeping, self-control and social justice. The theme throughout the human sexuality unit is abstinence.

Outcome 1: Environmental Health
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.
Objectives:

- The learner will identify environmental factors that affect fetal development

Assessment:
The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 2: Human Growth & Development not included in Know Your Self

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.
The learner will demonstrate knowledge of emotional health by identifying resources/help.
Objectives:

- The learner will demonstrate knowledge of suicide prevention and destructive behaviors by identifying warning signs.
- The learner will demonstrate knowledge of resources by identifying how to access assistance for self or others.

Assessment:
The learner will provide a written response to short answer questions.

Outcome 4: Social Health
The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.
Objectives:

- The learner will demonstrate knowledge of controlling behaviors by describing/citing ways to avoid and reduce threatening situations (bullying, cliques, and sexual harassment).
- The learner will analyze personal relationships to identify healthy choices related to sexuality.
- The learner will understand the factors in making responsible decisions regarding sexual activity vs. abstinence and its consequences.

Assessment:
The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 5: Injury Prevention
The learner will examine choices regarding safety and injury prevention by explaining how to eliminate/reduce negative consequences to self and others.

Objectives:

- The learner will distinguish between safe and risky or harmful behaviors in relationships.
- The learner will demonstrate ways to avoid and reduce threatening situations.
    - Internet, sexual assault
    - Passive, assertive, aggressive
    - Sexism, sex role stereotypes
    - Sexually transmitted diseases
    - Pregnancy
    - Abstinence/refusal skills

Assessment:
The learner will complete a teen parenting simulation project.

Outcome 6: Nutrition not included in Know Your Self

Outcome 7: Personal Health
The learner will apply knowledge of self care by explaining the relationship between physical, emotional, and social well being.

Objectives:

- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
    - Empowerment, build and maintain confidence
    - Personality
    - Dating/sexuality, peers, family
- The learner will comprehend the impact of goals on one's health by summarizing the impact on physical, emotional and social well being.
    - Decision Making/Values

Assessment:
The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will demonstrate comprehension of the relationship between risky behaviors and sexually transmitted diseases by summarizing their impact on physical, emotional and social health.
- The learner will demonstrate understanding of abstinence by identifying factors to support decisions to abstain from risky behaviors.
- The learner will recognize risk factors that impact sexual health.
    - Examples of risk factors:
    - Substance abuse
    - Peer group
    - Personal safety practices
    - Sexual activity

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will recognize the relationship between substance abuse and risky sexual behaviors.
- The learner will identify influences on risky behavior
- The learner will practice decision making/refusal skills

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will describe the influence of cultural beliefs on health behaviors and the use of health services.
- The learner will analyze the influence of technology on personal and family health.
- The learner will analyze how information from peers influences health.

- The learner will analyze how messages from media and other sources influence health behaviors.

Assessments:
The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Primary Textbook:
Health and Wellness, Grade 8. Glencoe, McGraw-Hill. 2005. Blacklick, OH

EVERYDAY LIVING

Everyday Living **5 credits** **S**

Description:
Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional intellectual, and physical needs of the adolescent—information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships, dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the eighth grade comprehensive health course are again highlighted. Those values—self-control, social justice, promise keeping, respect, equality, honesty and responsibility—are incorporated into lessons and student activities. Communications with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.
Prerequisites: 10th Grade Standing

Outcome 1: Environmental Health
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.
The learner will analyze components of a healthy culture by identifying environmental issues.

Objectives:

- Recognize the impact of the environment on the following:
  - Pregnancy and fetal development
  - Stress
  - Communication
  - Nutrition
  - Goal Setting
  - Self-concept/self-esteem
  - Substance use and abuse
  - Conflict resolution
  - Grief/loss
  - Sexuality
  - Violence (child, domestic, sexually, family, school, peer)\
  - Sexually transmitted diseases

Assessment:
The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above)*

Outcome 2: Human Growth & Development not included in Everyday Living

Outcome 3: Emotional Health
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.
The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:

- The learner will demonstrate positive and negative strategies to manage stress.
- The learner will understand personal health and demonstrate ways to reduce risky and threatening situations
- The learner will develop strategies and ways to manage change, loss and grief
- The learner will recognize the emotional cycle of loss.
- The learner will recognize warning signs and identify interventions for suicide prevention.

Assessment:
Project to identify causes of stress and seek solutions to stress.

Outcome 4: Social Health
The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will discuss the behavior and emotional expectations for friendship, dating and intimate relationships

- The learner will list the options for family planning and explain the advantages and risks of each to support the decision for abstinence
- The learner will understand the factors in making responsible decisions regarding sexual activity and it's consequences vs. abstinence.
- The learner will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- The learner will understand sexuality is an integral part of life

Assessment:
The learner will complete a written test and respond to case situations related to social issues.

Outcome 5: Injury Prevention
The learner will examine choices regarding safety and injury prevention by explaining how to eliminate/reduce negative consequences to self and others.

Objectives:

- The learner will distinguish between safe and risky or harmful behaviors in relationships.
- The learner will demonstrate ways to avoid and reduce threatening situations.
    - Internet
    - Sexual assault
    - Child abuse
    - Passive, assertive, aggressive
    - Sexually transmitted diseases
    - Pregnancy
    - Abstinence/refusal skills
    - Sport, warm-up
    - Sports nutrition
    - Depression, suicide
    - Self-mutilation

Assessment:
The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above*

Outcome 6: Nutrition
The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.

Objectives:

- The learner will synthesize nutrition information to develop a personalized nutrition plan.
- The learner will evaluate nutrition messages by critiquing for accuracy.
- The learner will demonstrate knowledge of nutrition by explaining the effects on physical, emotional and social health.

Assessment:
The learner will complete a diet analysis.

Outcome 7: Personal Health
The learner will apply knowledge of self care by explaining the relationship between physical, emotional, and social well being.

Objectives:

- The learner will demonstrate knowledge of personal responsibility for health by recognizing appropriate self care practices.
    - Relationships: health, unhealthy
    - Manipulative behaviors
    - Sustaining relationships
- The learner will access the quality of a relationship by making a decision to maintain or end the relationship.
    - Power
    - Abuse
- The learner will comprehend the impact of goals on one's health by summarizing the impact on physical, emotional and social well being.
- The learner will apply knowledge of healthy behaviors by predicting the impact on the future.
    - Goals (develop a centeredness of purpose)
    - Career
    - Lifestyle
- The learner will recognize the affects of personality by explaining how it is acquired and it impacts life balance.
    - Dating relationships
    - Life experiences (positive and negative
        - Graduation
        - Grief/loss
        - Crisis
        - Stress
        - Success

Assessment:
The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above)*

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will recognize that drug use and sexual activity can transmit communicable diseases.
- The learner will recognize that drug use and sexual activity can make a person vulnerable to non-communicable diseases.
- The learner will demonstrate knowledge of reasons to practice and support abstinence by explaining the relationship to physical, emotional and social health.

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above)*

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
- The learner will identify the risks of substance use/abuse.
    - Categories of chemicals and chemical abuse
    - Codependence
- The learner will practice decision making/refusal skills.

Assessments:

The learner will complete a decision making project related to substance abuse.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will analyze how cultural diversity enriches and challenges health behaviors.
- The learner will evaluate the effect of media and other factors on personal, family and community health.
- The learner will evaluate the impact of technology on personal, family and community health.
- The learner will analyze how information from the community influences health.

- The learner will demonstrate skills for communicating effectively with family, peers and others.
- The learner will analyze how interpersonal communication affects relationships.
- The learner will demonstrate healthy ways to express needs, wants and feelings.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others.
- The learner will demonstrate strategies for solving interpersonal conflicts without harming self and others.
- The learner will demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situation.
- The learner will analyze the possible causes of conflict in schools, families, and communities.
- The learner will demonstrate strategies used to prevent conflict.

Assessment:
The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above)*

Primary Textbook:
Pruitt, Allegrante, Prothrow-Stith. Health. Prentice Hall. 2007. Boston, MA.

PROJECTED TIMELINE FOR MILLARD EDUCATION PROGRAM

Pre-K -Health Education

Phase	Task	Year
Phase I	• Establish core committee • Research by staff • Develop mission	Fall 2006
Phase II	• Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides	2006-2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	6-12th Grade Fall 2007 Pre-K -5 Fall 2008
Phase IV	• Monitor, collect student & program assessment data	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012

AGENDA SUMMARY SHEET

AGENDA ITEM: Math Framework

MEETING DATE: April 2, 2007

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Math Framework

Courses include level/course outcomes, objectives (skills and content), and recommended assessment methodologies for each course. Materials selection and purchase will occur over two years.

The course Practical Geometry is recommended as a new course.

ACTION DESIRED: APPROVAL ___X_____

BACKGROUND: The Math Framework came back into the curriculum cycle in 2006-2007. The reason for accelerating the Math Framework for secondary is to allow articulation Pre K-12, as elementary math will also be adopting a new curriculum in 2006-2007. All math classes and courses take into consideration district direction, Nebraska Standards, NCTM standards, and ELO preparation The framework addresses developing an understanding and appreciation of mathematics, math reasoning and problem solving by all students.

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Recommend approval of the Pre K-12 Math Framework

STRATEGIC PLAN REFERENCE: Strategy 1

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIME LINE: A two-year schedule of implementation was developed to allow for adequate materials selection and staff development. Acquisition of textbooks and ancillary materials will be addressed during the next two years of implementation.

PERSONS RESPONSIBLE: Dr. Carol Newton, Dr. Judy Porter, Tammy Gebhart, Heather Daubert

SUPERINTENDENT'S APPROVAL: _____

PreK – 12
Mathematics Framework

Spring, 2007

Millard
PUBLIC SCHOOLS

Table of Contents

PreK - 12 Philosophical Foundations

Mission

To be successful in a global society, all students need an understanding and appreciation of mathematical concepts, including reasoning and problem solving. Students must have the opportunity to develop their mathematical confidence and abilities.

Beliefs

- All students both in groups and individually,will expand their knowledge through the study and application of mathematics that is relevant to their present and future lives.
- All students need to develop mathematical confidence.
- All students need to be proficient in computation, algebra skills, logical reasoning, and problem solving.
- Success in mathematics occurs when all students are in an environment in which a variety of learning methods and approaches of solving problems are valued.
- In order to demonstrate mathematical skill and knowledge, all students should be assessed using a variety of methods.
- All students should have the opportunity to work at a level that allows them to be challenged and successful.

National Council of Teachers of Mathematics

The National Council of Teachers of Mathematics (NCTM) *Principles and Standards for School Mathematics* (2000) outlines a common foundation of mathematics to be learned by all students. This comprehensive document defines a set of principals and standards, which guided the development of the curriculum frameworks, assessments, instructional materials and practices.

The Six Principles (pg. 11)

- **Equity**. Excellence in mathematics education requires equity—high expectations and strong support for all students.
- **Curriculum**. A curriculum is more than a collection of activities: it must be coherent, focused on important mathematics, and well articulated across the grades.
- **Teaching**. Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well.
- **Learning**. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.
- **Assessment**. Assessment should support the learning of important mathematics and furnish useful information to both teachers and students.
- **Technology**. Technology is essential in teaching and learning mathematics; it influences the mathematics that is taught and enhances students' learning.

The Standards for School Mathematics (pg. 11)

The Standards specify the knowledge and skills that students should acquire from prekindergarten through grade 12. The Content Standards describe the content students should learn.

- Number and Operations
- Algebra
- Geometry
- Measurement
- Data Analysis and Probability

The Process Standards outline ways students should apply the content knowledge.

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representation

The National Council of Teachers of Mathematics *Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics: A Quest for Coherence* (2006) provides recommendations of the most significant mathematical concepts and skills that should be taught at each grade level. In conjunction with the focal points for each grade level, connections are also made to mathematical strands where teachers will have the opportunity to bring together related topics to reinforce or extend previously taught skills. This comprehensive document offers both immediate and long-term opportunities for improving the teaching and learning of mathematics. (pg. 1)

Millard Public Schools will use this document to guide discussions as we review, refine and revise the PreK-12 mathematics curricula.

Curriculum Focal Points for Prekindergarten through Grade 8 Mathematics

PreKindergarten

- Number and Operations: Developing an understanding of whole numbers, including concepts of correspondence, counting, cardinality, and comparison
- Geometry: Identifying shapes and describing spatial relationships
- Measurement: Identifying measurable attributes and comparing objects by using these attributes

Kindergarten

- Number and Operations: Representing, comparing, and ordering whole numbers and joining and separating sets
- Geometry: Describing shapes and space
- Measurement: Ordering objects by measurable attributes

Grade One

- Number and Operations and Algebra: Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts relationships, including grouping in tens and ones
- Geometry: Composing and decomposing geometric shapes

Grade Two

- Number and Operations: Developing an understanding of the base-ten numeration system and place-value concepts
- Number and Operations and Algebra: Developing quick recall of addition facts and related subtraction facts and fluency with multidigit addition and subtraction
- Measurement: Developing an understanding of linear measurement and facility in measuring lengths

Grade Three

- Number and Operations and Algebra: Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts

- Number and Operations: Developing an understanding of fractions and fraction equivalence
- Geometry: Describing and analyzing properties of two-dimensional shapes

Grade Four

- Number and Operations and Algebra: Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication
- Number and Operations: Developing an understanding of decimals, including the connections between fractions and decimals
- Measurement: Developing an understanding of area and determining the areas of two dimensional shapes

Grade Five

- Number and Operations and Algebra: Developing an understanding of and fluency with division of whole numbers
- Number and Operations: Developing an understanding of and fluency with addition and subtraction of fractions and decimals
- Geometry and Measurement and Algebra: Describing three-dimensional shapes and analyzing their properties, including volume and surface area

Grade Six

- Number and Operations: Developing an understanding of and fluency with multiplication and division of fractions and decimals
- Number and Operations: Connecting ratio and rate to multiplication and division
- Algebra: Writing, interpreting, and using mathematical expressions and equations

Grade Seven

- Number and Operations and Algebra and Geometry: Developing an understanding of and applying proportionality, including similarity.
- Measurement and Geometry and Algebra: Developing an understanding of and using formulas to determine surface areas and volumes of three-dimensional shapes.
- Number and Operations and Algebra: Developing an understanding of operations on all rational numbers and solving linear equations

Grade Eight

- Algebra: Analyzing and representing linear functions and solving linear equations and systems of linear equations
- Geometry and Measurement: Analyzing two- and three-dimensional space and figures by using distance and angle
- Data Analysis and Number and Operations and Algebra: Anaylzing and summarizing data sets

Nebraska L.E.A.R.N.S. – Leading Educational Achievement through Rigorous Nebraska Standards

The Nebraska State Standards (L.E.A.R.N.S.) were approved by the Nebraska State Board of Education in 2003, and ensure school districts develop outcomes, enablers and assessments that will reflect what students should know and be able to do at the end of 8th grade and 12th grade.

See http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm for complete standard descriptors and grade level expectations.

In September, 2003, Millard showed alignment between the Millard Math Framework and the Nebraska State Math Standards. The "Math Standards Comparison Form" was then submitted to the state, and upon review, Millard Public School's standards were approved as equal to or more rigorous than the Nebraska State Standards. Thus, our framework has been developed around the Millard Standards.

Suggested References

Armstrong, Thomas. (2000) *Multiple Intelligences in the Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

The CollegeBoard. (2006) *The AP Vertical Teams Guide for Mathematics and Statistics.* New York, NY: College Board.

DuFour, Richard, Rebecca DuFour, Robert Eaker, Gayle Karhanek. (2004) *Whatever It Takes.* Bloomington, IN: National Educational Service.

EdThoughts. (2002) *What We Know About Mathematics Teaching and Learning*. Aurora, CO: Mid-Continent Research for Education and Learning.

Heacox, Diane. (2002) *Differentiating Instruction in the Regular Classroom.* Minneapolis, MN. Free Spirit Publishing.

Hunter, Robin. (2004) *Madeline Hunter's Mastery Teaching: Increasing Instructional Effectiveness in Elementary and Secondary Schools.* Thousand Oaks, CA: Corwin Press.

Instructional Strategies, How to Teach for Rigor and Relevance. (2000) Rexford, NY: International Center for Leadership in Education.

Marzano, Robert, Pickering and Polock. (2001) *Classroom Instruction that Works*. Alexandria, VA: Association for Supervision and Curriculum Development.

National Research Council. (2005) *Adding It Up.* Washington, D.C.: The National Academies Press.

National Research Council. (2005) *How Students Learn: History, Mathematics, and Science in the Classroom.* Washington, D.C.: The National Academies Press.

National Council of Teachers of Mathematics, Inc. (2000) *Principles and Standards for School Mathematics.* Reston, VA.

National Council of Teachers of Mathematics, Inc. (2002) *Lessons Learned from Research.* Reston, VA..

"Nebraska State Standards – Mathematics." *Nebraska L.E.A.R.N.S.* (2003) Lincoln, NE: Nebraska Depaartment of Education. http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm

Schmoker, Mike. (2006) *Results Now*. Alexandria, VA: Association for Supervision and Curriculum Development.

Stigler, James W., James Hiebert. (1999) *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom.* New York, NY: Free Press.

Tomlinson, Carol A., Stronge, J.H., & Edison, C. C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, Carol A., & Stickland, C.A. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12.* Alexandria, VA: Association for Supervision and Curriculum Development.

Trends In Mathematics and Science Study, (TIMMS), 2nd Edition. (2003) U.S. Department of Education: National Center for Education Statistics.

Wiggins, Grant and Jay McTighe. (1998) *Understanding by Design.* Alexandria, VA: Association for Supervision and Curriculum Development.

Enduring Understandings and Essential Questions:

Grant Wiggins and Jay McTighe (*Understanding By Design*, 1998) identify enduring understandings and essential questions as:

Enduring Understandings are "the big ideas, the important understandings, that we want students to 'get inside of' and retain after they've forgotten many of the details." (10)

Essential Questions "point to key inquiries and the core ideas of a discipline by getting at matters of deep and enduring understanding through the use of porvacative and multilayered questions that reveal the richness and complexities of a subject." (28)

Elementary Math Enduring Understandings and Essential Questions

K-2

Standard	Enduring Understanding	Essential Questions
4 - Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates		
4.1 - understand numbers, ways to represent numbers, and relationships among numbers	4.1 Numbers are necessary in our daily lives. Estimating, approximating, and judging the reasonableness of answers are useful tools in everyday life.	Why are numbers necessary? Why is it important to understand place value of numbers? How are estimates made? When are estimations and approximations appropriate to use?
4.2 - understand meanings of operations and how they relate to one another	4.2-Operations with numbers are used to solve problems at all levels of mathematics. Mathematical properties of our number system aid in computation.	What are some ways quantities can be made? How does knowing basic facts make problem solving easier? How can symbols be used to represent quantities, operations, or relationships? What happens to a quantity when a number is composed in a different way?

5 - Understand and use attributes of geometric figures and systems of measurement 5.1 - understand geometric concepts and spatial relationships	5.1 – Basic concepts of geometry and spatial relationships are used to construct, draw, describe, and compare geometric models and their transformations to solve problems.	Where are shapes found in the world? How can shapes be described? How are plane shapes different from solids?
5.2 - use appropriate units for accurate measurement	5.2 – Customary, metric, and non-standard units are used to approximate and compute measurements and communicate.	Why are objects measured? How can objects be measured? How are measuring units selected?
6 - Demonstrate knowledge of and use coordinate systems and algebraic concepts 6.1 - represent and analyze mathematical situations using algebraic symbols	6.1 – Algebra skills and concepts enable us to describe real world phenomena symbolically and graphically, and to model quantitative change.	What symbols do we use in mathematical equations? What strategies can be used to find a missing number in an equation?
6.2 - understand and use patterns and functions in mathematics	6.2 – Patterns enable us to discover, analyze, describe, extend, and formulate concrete understandings of mathematical in the real world.	Where are patterns found? How does finding patterns help in counting? What strategies can be used to continue a numerical number sequence?
7 – Select, organize, display and analyze data	7.1 – The type of data determines how data sets can be collected, organized, displayed, and analyzed.	What kinds of questions generate data? What are some ways to gather and record information? What are some ways data can be displayed to communicate information?
8 – Apply appropriate mathematical strategies to solve problems	8.1 - Mathematical problems can be solved in more than one way.	What strategy is used to solve which math problem? How do you know which strategy o use to solve math problems?

Grades 3-5

Standard	Enduring Understanding	Essential Questions
4 - Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates		
4.1 - understand numbers, ways to represent numbers, and relationships among numbers	4.1 Numbers are necessary in our daily lives.	What strategies can be used to read and compare whole numbers, fractions, and decimals? Why is it important to understand place value of numbers?
	Estimating, approximating, and judging the reasonableness of answers are useful tools in everyday life.	What strategies can be used to solve estimation problems with whole numbers, fractions, and decimals?
4.2 - understand meanings of operations and how they relate to one another	4.2-Operations with numbers are used to solve problems at all levels of mathematics.	How are the four basic operations related to one another? How does knowing basic facts make problem solving easier?
	Mathematical properties of our number system aid in computation.	How do number properties assist in computation?
5 - Understand and use attributes of geometric figures and systems of measurement		
5.1 - understand geometric concepts and spatial relationships	5.1 – Basic concepts of geometry and spatial relationships are used to construct, draw, describe, and compare geometric models and their transformations to solve problems.	How are 2- and 3-dimensiional shapes described and classified? How can objects be represented and compared using geometric attributes? How are geometric figures constructed and drawn?
5.2 - use appropriate units for accurate measurement	5.2 – Customary, metric, and non-standard units are used to approximate and compute measurements and communicate.	How are units of measurement related? What determines the choice of a measurement tool? What estimation strategies are used in measurement?

6 - Demonstrate knowledge of and use coordinate systems and algebraic concepts 6.1 - represent and analyze mathematical situations using algebraic symbols 6.2 - understand and use patterns and functions in mathematics	6.1 – Algebra skills and concepts enable us to describe real world phenomena symbolically and graphically, and to model quantitative change. 6.2 – Patterns enable us to discover, analyze, describe, extend, and formulate concrete understandings of mathematical and real world phenomena.	What is the process to solve for an unknown number? What strategies can be used to find a missing number in an equation? How can using patterns solve math problems? What attributes are needed to create a pattern?
7 – Select, organize, display and analyze data	7.1 – The type of data determines how data sets can be collected, organized, displayed, and analyzed.	What are various ways to gather and record information? What questions can be answered from a graph?
8 – Apply appropriate mathematical strategies to solve problems	8.1 - Mathematical problems can be solved in more than one way.	What strategy is used to solve which math problems? What strategy is helpful to decide if a solution makes sense? How do you know which strategy o use to solve math problems?

Secondary Math Enduring Understandings and Essential Questions:

Enduring Understandings:

1. The study of mathematical principles, processes, and skills help students to become logical, independent thinkers.

2. The study of mathematical principles, processes, and skills help students to become critical problem solvers and consumers of information.

3. The study of mathematical principles, processes, and skills help students model, communicate, and apply systematic reasoning.

Essential Question:

How does the the study of mathematical principals, processes, and skills help students?

Millard Standards: Math

Elementary School (Assessed in Grades 2,3,4,5)

Millard Outcome #4. Represents numbers and relationships between numbers, compute fluently, and make reasonable estimates.

4.1 Student will understand numbers, ways to represent numbers and relationships among numbers
4.2 Student will understand meaning of operations and how they relate to one another

Millard Outcome #5. Understand and use attributes of geometric figures and systems of measurement.

5.1 Student will understand geometric concepts and spatial relationships
5.2 Student will use appropriate units of accurate measurement

Millard Outcome #6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.

6.1 Student will represent and analyze mathematical situations using algebraic symbols
6.2 Students will understand and use patterns and functions in mathematics

Millard Outcome #7. Select, organize, display and analyze data.

7.1 Student will select, organize, display and interpret data to draw conclusions

Millard Outcome #8. Apply appropriate mathematical strategies to solve problems.

8.1 Student will use mathematical strategies to solve problems

Millard Standards: Math
Middle School (Assessed in Grades 6,7,8)

Millard Outcome # 4. Students will represent numbers and relationships between numbers, compute fluently and make reasonable estimate.

4.1 Students will represent numbers and relationships between numbers.
4.2 Students will compute fluently.
4.3 Students will make reasonable estimates.

Millard Outcome #5. Students will understand and use attributes of geometric figures and systems of measurement.

5.1 Students will understand and use attributes of geometric figures.
5.2 Students will understand and use systems of measurement.

Millard Outcome #6. Students will demonstrate knowledge of and use coordinate systems and algebraic concepts.

6.1 Students will demonstrate knowledge of and use coordinate systems.
6.2 Students will demonstrate knowledge of and use algebraic concepts.

Millard Outcome #7. Students will select, organize, display and analyze data.

7.1 Students will select, organize, display and analyze data.

Millard Outcome #8. Students will apply appropriate mathematical strategies to solve a problem.

8.1 Students will apply appropriate mathematical strategies to solve a problem.

Millard Standards: Math
High School (Assessed in Grade 10)

Millard Outcome # 4. Students will represent numbers and relationships between numbers, compute fluently and make reasonable estimate.

4.1 Students will represent numbers and relationships between numbers.
4.2 Students will compute fluently.
4.3 Students will make reasonable estimates.

Millard Outcome #5. Students will understand and use attributes of geometric figures and systems of measurement.

5.1 Students will visualize geometric figures and/or relationships in various dimensions, analyze commonalities and differences.
5.2 Students will explore and apply properties of circles, triangles, right triangles and quadrilaterals.
5.3 Students will incorporate algebraic skills to solve problems in the geometric setting.
5.4 Students will understand and use systems of measurement.

Millard Outcome #6. Students will demonstrate knowledge of and use coordinate systems and algebraic concepts.

6.1 Students will apply algebraic concepts and operations to exponents and polynomials.
6.2 Students will apply basic operations of algebra to solve equations and inequalities.
6.3 Students will apply various algebraic concepts to solve quadratic, rational and radical functions.

Millard Outcome #7. Students will select, organize, display and analyze data.

7.1 Students will analyze and apply data.

Millard Outcome #8. Students will apply appropriate mathematical strategies to solve a problem.

8.1 Students will apply concepts of linear equations and inequalities to describe and analyze alternative solutions to a real-world problem or situation.
8.2 Students will apply deductive/inductive reasoning to arrive at valid conclusions.

MILLARD ESSENTIAL LEARNER OUTCOMES

• CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS• LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS | **LIFE SKILLS AND PERFORMANCES**

Students will demonstrate proficiency on these twelve indicators by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

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

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
  - integrity,
  - self-discipline,
  - positive attitude,
  - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning
December 5, 1996
T-Chart Approved: Millard Board of Education
January 13, 1997

Rule Adopted: May 3, 1999
Revised: June 18, 2001; July 21, 2003; December 4, 2006

Millard Public Schools
Omaha, NE

Millard PUBLIC SCHOOLS

PreK-5 Mathematics Framework

Elementary Participants

The following people participated in developing the PK-5 Math Framework:

Core Committee:

Dr. Carol Newton, Director of Elem. Ed. Facilitator
Mary Ehlers – Technology
Peggy Brendel-Norris
Nancy Nelson-Cottonwood
Christy Cryer – Abbott, 4th grade
Eva Van Lent – Black Elk, Kindergarten
Heidi Penke – Bryan, 3rd grade
Sara Collins – Cody, 2nd grade
Anne Servais – Disney, Kindergarten
Michelle Shillito – Ezra, 1st grade
Mary Ritzsorf - Harvey Oaks, 5th grade
Jo Hanshaw – Holling Heights, 3rd grade
Denise Rohwer - Morton, 3rd grade
Janell Nesler – Neihardt, 4th grade
Pam Welch – Rockwell, 2nd grade
Jennifer Gabrielson – Rohwer, 2nd grade
Martha Vannier – Wheeler, 5th grade
Robbyn Yee-Willowdale, Kindergarten
Kendall Morrissey – Montclair/Montessori
Shelly Schmitz – Disney, Resource
Marlo Olson-Morton, Multi-Cat
Jackie Clarke – Ackerman
Tammy Gebhart – Elementary Math MEP
Clara Hoover-Secondary Math MEP Facilitator
Candy Spurzem-Holling Heights
Amanda Lorimer - Ackerman, 1st grade
Sue Schall – Aldrich, 5th grade
Kelly Pugh - Black Elk, 3rd grade
Barb Wilson – Cather, 5th grade
Sandy Brown-Cottonwood, 4th grade
Sarah Peterson – Disney, 3rd grade
Jaci Goldhorn – Ezra, 4th grade
Julie Schneider – Hitchcock, 3rd grade
Kathy Landgren – Montclair, 2nd grade
Glenda Bachman – Neihardt, Kindergarten
Pam Hall – Norris, 3rd grade
Ryan Clark – Rockwell, 5th grade
Jeannie Noel – Sandoz, 1st grade
Jericia French – Willowdale, 4th grade
Sheila Rempe – Cather/Core
Terri Haywood – Rockwell, BD
Carrie Mason-Rohwer, BD
Curt Lubbers – Central Middle School

Grade5-6 Math Vertical Articulation

Curt Lubbers-Central MS
Nancy Howe-North MS
Sugar Theissen-Abbott
Sandy Brown-Cottonwood
Clara Hoover-Secondary Math MEP Facilitator Facilitator
Skip Hanlon-Beadle MS
Pam Boosalis-Anderson MS
Sue Schall-Aldrich
Martha Vannier-Wheeler
Tammy Gebhart-Elementary Math MEP

Community Focus Group-Paybac Partners

Dave Uhrich-Faith Westwood United Methodist Church
Sherry Seibert-Backyard Birds, Inc.
Marsha Cady-Cox Communications
John Reynolds-Midland Computer, Inc.
Ann Glinski-Omaha State Bank
Cindy Tienken-Whishpering Pines Farm and Refuge Dept.
Elliott Ostler-UNO Mathematics Ed. Dept.
Jennifer Arrasmith-Gallup Organization
Christina Sullivan-Children's Museum
Dave Lanoha-Lanoha Nursery
A'Jamal Byndon-Nebraska Methodist college
Evan Kileen-Stategic Air and Space Museum
Sheryl McGlammery-UNO Science Education

Field Study Participants

Mandy Muller-Macmillan
Becky Scherbring-Macmillan/Real Math
Dee Srenson-Scott Foresman/Investigations
Julie Elvers-Harcourt/Think Math
Sandi George-Harcourt/Think Math
Foresman/Investigations
Becky Williams-Macmillan
Tami Ulch-Scott Foresman/Investigations
Amanda Lorimer-Scott Foresman/Real Math
Jeannie Noel-Harcourt/Think Math
Cindy Chevalier-Scott Foresman/Investigations
Jennifer Gabrielson-Scott Foresman/Investigations
Jeanne Stover-Macmillan/Real Math
Anne Servais-Scott Foresman/Investigations
Glenda Bachman-Scott Foresman/Investigations
Robbin Yee-Harcourt/Real Math
Sharon Finnegan-Macmillan/Scott
Marlee Anderson-Macmillan/Real Math
Christine Eisold-Scott Foresman/Investigations
Debbie Ryckman-Harcourt/Think Math
Michelle Shillito-Harcourt/Think Math
Pam Welch-Harcourt/Think Math
Marcia Murray-Macmillan/Real Math

Kathy Landgren-Macmillan/Real Math
Amy Scheibeler-Harcourt/Think Math
Kelly Pugh-Scott Foresman/Investigations
Jodi Critser-Harcourt/Think Math
Tammy Wolfe-Scott Foresman/Investigations
Marilyn Optiz-Macmillan/Real Math
Julie Sparks-Harcourt
Kelly Berg-Scott Foresman
Janell Nesler-Harcourt/Think Math
Barb Wilson-Harcourt
Christy Cryer-Macmillan/Real Math
Judy Bates-Scott Foresman
Barb Sheppard-Scott Foresman/Investigations
Foresman/Investigations
Sue Schall-Harcourt/Think Math
Mary Ritzdorf-Harcourt
Eva Van Lent-Everyday Math
Heidi Gough-Everyday Math
GayLynn Baker-Everyday Math
Sarah Peterson-Everyday Math
Norm Melichar-Everyday Math
Marsha Krienke-Hansen-Everyday Math
Marlo Olson-Scott Foresman/Invesitgations
Carrie Mason-Scott Foresman/Invesitgations

Sara Collins-Harcourt/Real Math
Kathy Vacek-Scott Foresman/Investigations
Sarah Peterson-Everyday Math/Real Math
Julie Schneider-Harcourt/Think Math
Pam Hall-Macmillan/Real Math
Denise Rohwer-Scott Foresman
Sugar Theissen-Scott Foresman
Jaci Goldhorn-Scott Foresman/Investigations
John Becker-Macmillan/Real Math
Jericia French-Scott Foresman/Investigations
Martha Vannier-Macmillan/Real Math
Cindy Hamm-Macmillan/Real Math
Matt Gurnett-Macmillan/Scott

Andrew Rinaldi-Harcourt/Think Math
Bob Schermeyer-Harcourt/Think Math
Paul Schulte-Everyday Math
Rita Cain-Everyday Math
Densie Kersigo-Everyday Math
Helen Lykke-Wisler-Everyday Math
Suzi Behrns-Everyday Math
Shelley Schmitz-Macmillan/Real math
Terri Haywood-Harcourt/Think Math
Jackie Clarke-Macmillan/Real Math

Research Teams

Geometry
Anne Sevais
Christy Cryer
Sara Collins
Denise Rohwer
Mary Ehlers
Jo Hanshaw

Measurement
Michelle Shillito
Sandy Brown
Heidi Penke
Peggy Brendel
Shelly Schmitz

Problem Solving
Jeannie Noel
Jericia French
Martha Vannier
Sara Petersen
Terri Haywood

Operations
Glenda Bachman
Janell Nesler
Kathy Landgren
Pam Hall
Curt Lubbers

Number Concepts
Glenda Bachman
Janell Nesler
Kathy Landgren
Pam Hall
Curt Lubbers

Operations
Amanda Lorimer
Sue Schall
Mary Ritzdorf
Julie Schneider
Shelia Rempe
Pam Welch

Algebra
Robbyn Yee
Ryan Clark
Jennifer Gabrielson
Jackie Clarke
Kendal Morrisey

Exploring Data
Eva Van Lent
Barb Wilson
Kelly Pugh
Candy Spurzem
Jaci Goldhorn

Projected Timeline for Millard Education Program for Elementary

Phase	Task	Year
Phase I	Initial Meeting • Review Philosophy, District Outcomes, Standards & Beliefs • Critical Issues • Formation of Research Groups Conducting Research Sharing Research Findings Develop Evaluation Form Vendor Presentations • Complete Evaluation Forms • Selection of Field Study Programs • Identification of Field Study Participants	September 2004 November 2004 March 2005 May 2005
Phase II 2005-06	Staff Development for Field Study Participants Field Study Update • Teacher usability • Student use • Evaluation responses • Student assessment data Field Study Update Other Data Reviewed • Alignment to grade 6 • Vendor staff development plans • Software applications and feasibility • Cost projections • Responsiveness of vendors Decision to continue Field Study, see notes on page 22 *	August 2005 October 2005 February 2006 August 2005-2006 April 2006
Phase II 2006-07	Training for Field Study participants • In-depth training for Real Math teachers • Training for Harcourt Think Math and Scott Foresman Investigations • Technology training day for Real Math Follow Up Day for Think Math Selection of program *Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008	October 2006 January 2007 February 22, 2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	2007-2008
Phase IV	• Monitor, collect student & program assessment data	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012-2013

*Decision to continue Field Study – April 3, 2006

- The Elementary Math Task Force met on April 3, 2006 with the purpose of making a decision related to the elementary math field study and selection of a program for implementation.
  After discussion about new programs to be implemented during the 06-07 school year: elementary science, elementary goal setting, elementary gradebook and building staff development related to Millard Instructional Model (MIM), PLC, building focus; the following recommendations were made:
  - Eliminate Everyday Math and Macmillan programs from the field study as they did not meet the mathematical instructional needs of students and staff.
  - After a great deal of discussion based on tasks impacting teachers for the 2006-07 school year, the recommendation was made to extend the field study for another year and have it remain in Phase II for a second year.
  - Harcourt Math and Scott Foresman Math programs are comparable to each other and a recommendation of one program over the other was not evident.
  - The Real Math program appears to provide many components that would meet district staff and student needs and requires further consideration. Program was added to field study.

Elementary Instructional Strategies

Increased understanding of mathematics will be essential for today's students. To be successful in tomorrow's job market they will need more than computational competence. The will be required to apply their mathematical knowledge to solve problems. Today's students need to learn new concepts and skills. They need to see mathematics as a tool they can use every day to be successful. By using the following instructional approaches in their classrooms the students of today can learn the new concepts and skills needed to be successful in today's and tomorrow's society.

- Applying mathematical skills to daily life
- Implementing Differentiated instructional practices
- Focusing on thinking and problem solving rather than rote memorization
- Employing Socratic Inquiry/Open-Ended Questioning
- Using manipulatives to provide concrete representations of ideas
- Engaging students in thoughtful reflection
- Mathematics teachers will also continue to use strategies that address learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities.

Scientific Research Base for Mathematics Instruction

The findings of the National Research Council identified a framework for integrating the five strands of mathematical proficiency:

1. Understanding mathematics
2. Computing fluently
3. Applying concepts to solve problems
4. Reasoning logically
5. Engaging with mathematics

Instructional Strategies:

1. Using a lesson design that involves these phases: 1) interaction of teacher and student to activate prior knowledge and to guide instruction; 2) transition toward independent student work; and 3) application of concept, skill, or strategy to exercises and problems, followed by assessment

2. Developing students' conceptual understanding by using a variety of manipulatives and by transitioning to visual representations.
3. Using a variety of instructional techniques to develop vocabulary.
4. Connecting mathematical terms to images and imagery-building activities
5. Developing problem solving abilities through teaching specific problem solving skills and through teaching students to create representations
6. Developing reading comprehension by overtly teaching reading strategies for problem solving.
7. Incorporating ongoing and structured review of prerequisite and prior-taught skills on a regular basis.
8. Structuring lessons to provide daily, weekly and monthly review
9. Using closure at appropriate places within lessons to clarify students' understanding and to assess students' progress.
10. Offering students opportunities to actively reflect on a lesson through oral, written, and graphic summaries of their learning.
11. Providing graphic organizers to help student model nonlinguistically the action in the word problems.

Elementary Assessment Strategies and Assessment Types

Assessment Strategies:

1. Assessing students' levels of understanding and skill competency through frequent prerequisite skills assessments to individualize instruction

2. Providing a variety of assessment instruments to allow teachers to frequently diagnose students needs and effectively monitor progress.

3. Providing planning and assessment software that can be customized to meet district standards.

PreK-5 Mathematics Outcome Assessments

Assessment and instruction are interwoven strands in mathematics education. The primary purpose of assessment is to promote learning. Various instructional methods are used to provide informal and formal feedback and formative and summative information.

Assessments Include:

1. Written assessments to assess students' mastery of important concepts and skills
   - Diagnosing Readiness
   - Chapter Tests
   - Cumulative Tests
   - Teacher developed classroom-based assessments

2. Journal Writing that encourages students to use mathematical language as they reflect on what they are learning. It provides the teacher with insight as to how the student approaches problem solving.

3. Portfolio Assessment provides a way of tracking a student's growth and progress over time. A portfolio should include many types of assessment.

4. Performance Assessment gives a way to assess the student's qualities of imagination, creativity, and perseverance. Teachers can evaluate how a student reasons through problems, makes and tests conjectures, uses number sense to predict reasonable answers, and utilizes alternative strategies.

5. Basic-Fact Timed Tests provide students with the opportunity to review and practice basic facts.

6. Item Bank of Assessment Questions that teachers can use to develop assessments for specific groups of children or for the development of grade level common assessments.

7. District Essential Learner Outcome Assessments that assess all students at a specific grade level. These results are also used for Nebraska Department of Education STARS Assessments and Federal No Child Left Behind Assessments.

8. District Terra Nova Nationally Norm Achievement Test

PreK Math

Description: PreK math focuses on Number and Operations: Developing an understanding of whole numbers, including concepts of correspondence, counting, cardinality, and comparison; Geometry: Identifying shapes and describing spatial relationships; Measurement: Identifying measurable attributes and comparing objects by using these attributes; and Connections to the Focal Points - Data Analysis, Number and Operations, Algebra

Primary Resource:
Scott Foresman Addison-Wesley Mathematics

Quarter 1 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using cardinal and ordinal number words.
- Using counting to represent existing sets of objects and to construct sets.
- Using 1-to-1 correspondence to compare and match sets numerically.
- Counting, reading, writing numbers to 10.
- Using concrete, pictorial and number-line models for numbers to 10
- Using more, less or the same when comparing 2 sets.

Outcome 1 Assessment:
Observation checklist for Quarter 1 Outcomes

Quarter 2 Outcomes

Objectives

4.2 Students will understand meanings of operations and how they relate to one another by:

- Using counting and 1-to-1 correspondence to solve arithmetic problems – add, subtract, divide.
- Separating a set of objects into subsets and then combine them to reform original set.

5.1 Students will understand geometric concepts and spatial relationships by:

- Matching, naming and constructing 2-D shapes – triangle, square, rectangle, circle.
- Identifying, naming, and drawing 3-D shapes.

Outcome 2 Assessment:
Observation checklist for Quarters 1-2 Outcomes

Quarter 3 Outcomes:

Objectives

4.2 Students will understand meanings of operations and how they relate to one another by:

- Separating a set of objects into subsets and then combine them to reform original set.

5.1 Students will understand geometric concepts and spatial relationships by:

- Using mental imagery to recognize shapes in different orientations.
- Identifing sides, corners, faces, edges.
- Using relative position words to describe object location – above, below, right, left, column, row.

6.2 Students will understand and use patterns and functions in mathematics by:

- Identifying next object in a pattern.
- Sorting by color, size, shape.

Outcome 3 Assessment:
Observation checklist for Quarters 1-3 Outcomes

Quarter 4 Outcomes:

Objectives

5.2 Students will use appropriate units for accurate measurement by:

- Comparing and describing the lengths, weights, and capacities of objects.
- Measuring length with nonstandard units.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Using real objects to make graphs.
- Identifying which group has more or fewer based on real objects in a graph.

Outcome 4 Assessment:
Observation checklist for Quarters 1-4 Outcomes

Kindergarten Math

Description: Kindergarten math focuses on Number and Operations: Representing, comparing, and ordering whole numbers and joining and separating sets; Geometry: Describing shapes and space; Measurement: Ordering objects by measurable attributes; and Connections to the Focal Points – Data Analysis, Geometry, Algebra

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter 1 Outcomes:

Objectives:

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Counting the quantities, 1, 2, 3.
- Recognizing the numerals that describe the quantities 4, 5.0.
- Using one-to-one correspondence and counting to determine which group has more or fewer.
- Ordering numbers from 0 to 5 in sequence.

5.1 Students will understand geometric concepts and spatial relationships by:

- Using the word *inside/under/middle* to describe the position of an object.

6.2 Students will understand and use patterns and functions in mathematics by:

- Sorting objects by one attribute, such as color.
- Extending shape patterns.
- Comparing patterns to find how they are alike or different

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Using a bar graph to answer a question.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems by determining the sorting rule for groups of sorted objects.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using one-to-one correspondence and counting to determine which group has fewer.
- Using the words first through fifth to identify ordinal position.
- Giving a number from 1 through 10, tell whether it is more than 5 but less than 10.
- Using a number line to order numbers from 0 through 10.
- Estimating the quantity in a group.
- Finding and identifying numbers through 31.

5.2 Students will use appropriate units for accurate measurement by:

- Comparing objects by height.
- Comparing containers by their capacity.
- Comparing objects by weight.

6.2 Students will understand and use patterns and functions in mathematics by:

- Extending shape patterns.
- Using objects to skip count by 2s.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems by determining the sorting rule for groups of sorted objects.

Quarter 2 Assessment:

Assessment that includes Quarters 1-2 Outcomes and Objectives

Quarter 3 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using se one-to-one correspondence and counting to determine which group has fewer.
- Using the word first through seventh to identify an ordinal position.
- Identifying number through 31.
- Finding the value of a nickel and some pennies.
- Identifying fourths of a whole.
- Representing 10 in different ways.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Solving problems involving equal shares.

- Fining the number that is more or fewer than a given number.

5.1 Students will understand geometric concepts and spatial relationships by:
- Identifing 3-D shapes.

5.1 Students will use appropriate units for accurate measurement by:
- Estimating the length of an object in nonstandard units.
- Identifying tomorrow.
- Telling time to the hour.

8.1 Students will use mathematical strategies to solve problems by:
- Solving problems by determining the sorting rule for groups of sorted objects.

Quarter 3 Assessment:
Assessment that includes Quarters 1-3 Outcomes and Objectives

Quarter 4 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:
- Using the words first through tenth to identify an ordinal position.
- Identifying halves of a whole.
- Adding coins and using cent sign.
- Counting groups by 2s and 10s.

4.2 Students will understand meanings of operations and how they relate to one another by:
- Interpreting illustrations that show joining groups.
- Determining how many are left when some objects in a group are taken away.
- Comparing two groups to find how many fewer.

5.2 Students will use appropriate units for accurate measurement by:
- Comparing containers by their capacity.
- Telling time to the hour.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:
- Using the plus sign to represent joining groups when recording addition.
- Writing and solving addition sentences to represent joining situations.

Quarter 4 Assessment:
Assessment that includes Quarters 1-4 Outcomes and Objectives

Grade 1 Math

Description: Grade 1 math focuses on Number and Operations and Algebra: Developing understandings of addition and subtraction and strategies for basic addition facts and related subtraction facts relationships, including grouping in tens and ones; Geometry: Composing and decomposing geometric shapes; and Connections to the Focal Points – Number and Operations and Algebra, Measurement and Data Analysis, Algebra

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter 1 Outcomes:

Objectives

4.2 Students will understand meanings of operations and how they relate to one another by:

- Finding the number that is 2 more than a given number.
- Finding the number that is 2 fewer than a given number.
- Solving problems by choosing addition or subtraction.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Comparing and ordering numbers through 12.
- Comparing two groups to find out how many fewer.
- Writing addition sentences to find the sum in a joining situation.
- Writing the differences for horizontal and vertical forms of subtraction.
- Writing subtraction sentences to compare and tell how many more.
- Identifying fact families through 10.
- Using the commutative property to find sums.

6.2 Students will understand and use patterns and functions in mathematics by:

- Identifying the pattern unit in a repeating pattern, and extend the pattern.
- Using number line to count on 2.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems by using objects to act them out.
- Solving problems by writing addition sentences.
- Solving problems by identifying unnecessary information and writing number sentences.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using a number line to count back 1 or 2.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Finding differences by using known addition facts.

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying and naming standard geometric solids and plane shapes.
- Couningt the number of flat surfaces on geometric solids.
- Matching a geometric solid to an outline of one of its flat surfaces.
- Identifying objects that show symmetry.
- Identifying fourths of a region .

5.2 Students will use appropriate units for accurate measurement by:

- Determining if an event takes more or less than 1 minute.
- Telling and writing time to the hour and half hour.
- Naming the days of the week.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing the addition and subtraction sentences that make up a fact family.
- Writing an addition sentence to find the sum in a joining situation.
- Writing the sums for horizontal and vertical forms of addition and subtraction.
- Writing subtraction sentences to compare and tell how many more.

6.2 Students will understand and use patterns and functions in mathematics by:

- Identifying the pattern unit in a repeating pattern, and extend the pattern.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Solving problems by reading and using the information in a schedule.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems by choosing addition or subtraction.

Quarter 2 Assessment:

Assessment that includes Quarters 1-2 Outcomes and Objectives

Quarter 3 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Counting and writing numbers to 100.
- Counting sets that are grouped in 10s and leftover ones.
- Counting 10s to find how many there are in all.
- Writing a three-digit number for a given model of hundreds, tens, and ones.
- Giving three two-digit numbers, ordering them from least to greatest.
- Counting collections of coins including a quarter, dimes, nickels, and pennies up to amounts of $1.00.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Finding the number that is 2 more than a given number.
- Solving problems by choosing addition or subtraction.

5.1 Students will understand geometric concepts and spatial relationships by:

- Counting the number of flat surfaces on geometric figure.
- Identifying fourths of a region.

5.2 Students will use appropriate units for accurate measurement by:

- Telling time to the hour.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Comparing two groups to find out how many fewer.
- Writing the addition and subtraction sentences that make up a fact family.

6.2 Students will understand and use patterns and functions in mathematics by:

- Using hundred chart to skip count by 5s.
- Skipping count to find the total number of items arranged in sets of 2s.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Determining whether an event takes place in the morning, afternoon, or night.

Quarter 3 Assessment:

Assessment that includes Quarters 1-3 Outcomes and Objectives

Quarter 4 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Counting tens to find how many there are in all.
- Identifying the value of a group of dimes, nickels, and pennies through 99 cents.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Solving problems by choosing addition or subtraction.
- Writing related addition and subtraction facts.
- Using models to add a one-digit quantity to a two-digit quantity with regrouping.

5.1 Students will understand geometric concepts and spatial relationships by:

- Counting the number of flat surfaces on geometric solids.

5.2 Students will use appropriate units for accurate measurement by:

- Telling time to the hour.
- Measuring the lengths of objects to the nearest inch using a ruler.
- Estimating the length of objects to the nearest foot.
- Estimating the length of objects in centimeters using a ruler.
- Estimating and compare the capacities of containers.
- Selecting the appropriate unit for measuring, given the choice of grams or kilograms.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Identifying fact families to 10.
- Using the commutative property to find sums.
- Using the associate property to find sums of three numbers.

Quarter 4 Assessment:

Assessment that includes Quarters 1-4 Outcomes and Objectives

Grade 2 Math

Description: Grade 2 math focuses on Number and Operations: Developing an understanding of the base-ten numeration system and place-value concepts; Number and Operations and Algebra: Developing quick recall of addition facts and related subtraction facts and fluency with multi-digit addition and subtraction; Measurement: Developing an understanding of linear measurement and facility in measuring lengths; and Connections to the Focal Points – Number and Operations, Geometry and Measurement, Algebra

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter 1 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Comparing two groups to find out how many more.
- Reading number words for given numbers.
- Using a number line to determine the closets ten.
- Using ordinals through twentieth to identify position.
- Counting collections of coins that include half-dollars, dimes, and pennies.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Joining two groups together to find how many in all.
- Taking away a number to find how many are left.
- Solving problems by choosing addition or subtraction.
- Finding the sum of three addends.
- Finding a difference by using known addition facts.
- Counting on from the price of an object to the greater amount paid in order to make change.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Finding the missing addend in an addition sentence.
- Solving problems by writing number sentences.
- Using data in pictures to help find missing numbers in number sentences.
- Comparing numbers using greater-than and less-than symbols.
- Using the commutative property facts to find sums.
- Writing the addition and subtraction sentences that make up a family fact.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Solving a problem by using clues and data from a chart.

8.1 Students will use mathematical strategies to solve problems by:

- Solving a story problem by writing an addition sentence.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Recognizing facts that have sums to 10.
- Reading number words for given numbers.
- Counting collections of coins that include quarters, dimes, nickels, and pennies.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Writing the addition and subtraction sentences that make up a fact family.
- Adding a two-digit number to a two-digit number using models or mental math.
- Subtracting a multiple of 10 from a two-digit number using models or mental math.
- Adding a one-digit number to a two-digit number, regroup, and record the process in the vertical format.
- Using the standard algorithm to add 2 two-digit numbers with regrouping.
- Adding two money amounts less than $1.00 using paper and pencil.
- Adding 3 two-digit numbers with paper and pencil.
- Estimatign a sum.
- Recognizing and using different ways to add two-digit numbers.
- Regrouping 1 ten as 10 ones when subtracting.
- Using the standard subtraction algorithm to subtract a two-digit number from another two-digit number.
- Subtracting amounts of money less than $1.00 with regrouping.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Solving problems by writing number sentences.
- Comparing numbers using greater-than and less-than symbols.
- Solving a problem by finding two pairs of numbers, the sums of which are a given multiple of 10.
- Using the standard subtraction algorithm symbolically to subtract a two-digit number from another two-digit number.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems eliminating extra information

Quarter 2 Assessment:
Assessment that includes Quarters 1-2 Outcomes and Objectives

Quarter3 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Counting collections of coins that include quarter, dimes, nickels, and pennies.
- Identifying and showing fractions of a set of objects.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Subtracting amounts of money less than $1.00 with regrouping.

5.1 Students will understand geometric concepts and spatial relationships by:

- Matching a geometric solid to an outline of one of its flat surfaces and match that flat surface to a plane shape.
- Performing a turn on an object and identifying the resulting orientation.
- Identifying and showing a unit fraction of a region.
- Solving problems involving perimeter by acting them out.
- Counting the number of cubes needed to build or fill a rectangular prism.
- Analyzing line plots.

5.2 Students will use appropriate units for accurate measurement by:

- Telling time to five-minute intervals.
- Telling time before the hour.
- Determining the ending time when given the elapsed time.
- Measuring the length of an object in inches using a ruler.
- Reading and writing temperatures shown on Fahrenheit and Celsius thermometers.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Finding the missing addend in an addition sentence
- Comparing numbers by using greater-than and less-than symbols

7.1 Students will Select, organize, display and interpret data to draw conclusions

- Analyzing data that have been gathered using a survey
- Analyzing data collected from performing an experiment

Quarter 3 Assessment:
Assessment that includes Quarters 1-3 Outcomes and Objectives

Quarter 4 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Counting collections of coins that include quarters, nickels, and pennies.
- Identifying and showing fractions of a set of objects.
- Counting by hundreds to 1,000.
- Finding the total number of objects in equal groups.
- Dividing a set of objects into a given number of equal parts.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Writing the addition and subtraction sentences that make up a fact family.
- Addign 3 two-digit numbers with paper and pencil.
- Addign three-digit numbers mentally, without regrouping.
- Using estimation to select two numbers that have a given difference.
- Subtracting three-digit numbers written in horizontal form.

5.1 Students will understand geometric concepts and spatial relationships by:

- Performing a slide on an object and identify the resulting orientation.
- Locating and naming points on a coordinate grid.

5.2 Students will use appropriate units for accurate measurement by:

- Telling time to five-minute intervals.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Comparing numbers using greater-than and less-than symbols.
- Comparing three-digit numbers using the symbols <, >, and =.
- Giving a quantity and one of its parts, find the missing part by counting on or counting back.
- Choosing a number sentence to represent a problem situation.
- Ordering three-digit numbers from least to greatest.

6.2 Students will understand and use patterns and functions in mathematics by:

- Building an array to model a multiplication situation.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Analyzing data collected from performing an experiment.

Quarter 4 Assessment:

Assessment that includes Quarters 1-4 Outcomes and Objectives

Grade 3 Math

Description: Grade 3 math focuses on Number and Operations and Algebra: Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts; Number and Operations: Developing an understanding of fractions and fraction equivalence; Geometry: Describing and analyzing properties of two-dimensional shapes; and Connections to the Focal Points – Algebra, Measurement, Data Analysis, Number and Operations

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter1 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using ordinal numbers to show positions.
- Reading and writing numbers in hundreds, thousands, and hundred thousands.
- Rounding numbers to the nearest ten or hundred.
- Estimating sums and differences using rounding.
- Determining whether an estimate is an overestimate or an underestimate.
- Finding the value of money and make change by counting on.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Using addition properties to find sums.
- Using the inverse relationship between addition and subtraction to write related sentences.
- Adding three-digit numbers using paper/pencil methods.
- Adding 3 two- and three-digit numbers.
- Subtracting three-digit numbers with regrouping.
- Adding and subtracting mone.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing number sentences for word problems.
- Comparing expressions using relationship symbols.
- Comparing and ordering whole numbers to 10,00.

6.2 Students will understand and use patterns and functions in mathematics by:

- Continuing number patterns.

8.1 Students will use mathematical strategies to solve problems by:

- Giving appropriate strategies for solving word problems.

- Drawing pictures that represent the information given in problems.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:
- Reading, writing, ordering whole numbers to 10,000.
- Making change by counting on.
- Estimating differences using rounding.
- Using known facts to find products involving factors of 3.

4.2 Students will understand meanings of operations and how they relate to one another by:
- Adding and subtracingt money.
- Adding and subtracingt three-digit numbers.
- Multiplying three numbers.

5.2 Students will use appropriate units for accurate measurement by:
- Telling time to nearest quarter hour.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:
- Solving problems with missing numbers.

6.2 Students will understand and use patterns and functions in mathematics by:
- Give missing numbers in a pattern.
- Use arrays to find multiplication facts.

7.1 Students will select, organize, display and interpret data to draw conclusions by:
- Find the range for the data in a line plot.
- Read and interpret a bar graph.
- Locate and graph ordered pairs on a coordinate grid.
-

8.1 Students will use mathematical strategies to solve problems by:
- Make tables and use them to solve word problems.
- Solve multiple-step word problems.
- Use multiplication facts to solve problems.

Quarter 2 Assessment:
Assessment that includes Quarters 1-2 Outcomes and Objectives

Quarter3 Outcome:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Reading and writing numbers in the hundred thousands.
- Finding the value of money.
- Giving facts in multiplication/division fact families.
- Finding equivalent fractions using models.
- Finding the number of objects in a fractional part of a set when the numerator is 1.
- Reading and writing mixed numbers.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Adding 3 two- and three-digit numbers.
- Subtracting three-digit number .
- Multiplying three number.
-

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying solid figures by name.
- Classifying space figures and identify the faces of certain space figures.
- Identifying line segments.
- Identifying and classifying polygons.
- Finding the perimeter of polygons using standard units of length.
- Finding the area of figures in square units.
- Identifying regions that have been divided into equal-sized parts.
- Identifying fractional parts of regions.

5.2 Students will use appropriate units for accurate measurement by:

- Measuring lengths to the nearest ¼ inch.
- Choose the best unit of measure for a given situation.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing number expressions for phrases.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Reading and interpreting a bar graph.

8.1 Students will use mathematical strategies to solve problems by:

- Using the strategy Try, Check, and Revise.

Quarter 3 Assessment:

Assessment that includes Quarters 1-3 Outcomes and Objectives

Quarter 4 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Reading and writing numbers in the hundred thousands.
- Giving quotients for division facts.
- Identifying fractional parts of sets or groups.
- Writing fractions and decimals in tenths.
- Comparing decimals to hundredths.
- Estimating products by using rounding.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Subtracting three-digit numbers.
- Adding and subtracting money.
- Finding remainders for simple division problems.
- Adding decimals in tenths and hundredths.
- Using traditional algorithm to multiply a one-digit and a two-digit number.

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying congruent figures.

5.2 Students will use appropriate units for accurate measurement by:

- Estimating and measuring lengths in centimeters.
- Choosing the best unit of metric measurement.
- Changing between milliliters and liters.
- Changing between pounds and ounces for a given weight.
- Reading temperatures above zero on Fahrenheit and Celsius thermometers.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing number sentences for word problems.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Reading and interpreting a pictograph.
- Using a fraction to express the probability of an event.

8.1 Students will use mathematical strategies to solve problems by:

- Deciding how to use the quotient and remainder to answer a division problem.

Quarter 4 Assessment:

Assessment that includes Quarters 1-4 Outcomes and Objectives

Grade 4 Math

Description: Grade 4 focuses on Number and Operations and Algebra: Developing quick recall of multiplication facts and related division facts and fluency with whole number multiplication; Number and Operations: Developing an understanding of decimals, including the connections between fractions and decimals; Measurement: Developing an understanding of area and determining the areas of two dimensional shapes; and Connections to the Focal Points – Algebra, Geometry, Measurement, Data Analysis, Number and Operations

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter 1 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using place value ideas to read and writing multiples of 100 and 1,000 in different ways.
- Reading, writing, comparing, and ordering numbers through 999,999,999.
- Rounding whole numbers through millions.
- Reading and writing tenths and hundredths expressed as decimals.
- Estimating for large numbers.
- Giving money amounts in dollars, dimes, and pennies, and in ones, tenths, and hundredths.
- Finding the value of a given assortment of bills and coins.
- Making change.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Adding whole numbers.
- Finding the sums of three or more whole numbers.
- Using standard algorithm to find difference using money amounts.
- Dividing using a related multiplication fact.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Choosing the number expression that matches a word phrase.
- Evaluating variable expressions that involve a single operation for subtraction.
- Finding the solution to an equation informally by substituting values for the variable.
- Evaluating variable expressions that involve a single operation of multiplication.
- Finding the solution to an equation by testing a set of values for the variable.

6.2 Students will understand and use patterns and functions in mathematics by:

- Giving missing numbers in a pattern.
- Identifying patterns in multiplying by 5, 10.

8.1 Students will use mathematical strategies to solve problems by:

- Making a table to solve problems.
- Solving multiple-step word problems.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using place value ideas to write multiples of 100 and 1,000 in different ways.
- Comparing and ordering numbers through 999,999,999.
- Rounding whole numbers through millions.
- Finding the value of a given assortment of bills and coins.
- Using known multiplication facts to find the products for other facts.
- Multiplying any number by 10, 100, 1,000.
- Using rounding to estimate products of larger numbers.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Adding money amounts to five-digits.
- Using standard algorithm to find differences using whole number amounts.
- Dividing using a related multiplication fact.
- Using standard algorithm to multiply three-digit numbers by one-digit numbers.
- Using standard algorithm to multiply two-digit numbers by three-digit numbers.
- Using the Commutative and Associative Properties to simplify multiplication with three factors.

5.2 Students will use appropriate units for accurate measurement by:

- Telling time to nearest 1 minute and 5 minutes.
- Comparing measurements of time.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Finding the solution to an equation informally by substituting values for the variable.

6.2 Students will understand and use patterns and functions in mathematics by:

- Making number arrays.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Reading and interpreting pictographs and bar graphs.
- Finding the median and mode for a given set of data.

8.1 Students will use mathematical strategies to solve problems by:

- Making an organized list to represent information in a problem.

Quarter 2 Assessment:
Assessment that includes Quarters 1-2 Outcomes and Objectives

<u>Quarter 3 Outcomes:</u>

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Using place value ideas to write multiples of 100, 1,000 and 10,000 in different ways.
- Finding the value of a given assortment of bills and coins.
- Estimating quotients.
- Identifying fractional parts of sets.
- Identifying fractions that are equivalent.
- Expressing fractions in simplest form.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Using the standard algorithm to find difference using money amounts.
- Using the standard algorithm to multiply two-digit numbers by three-digit numbers.
- Using the standard algorithm to divide 2-digit numbers by 1-digit numbers.
- Computing quotients involving money amounts.

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying and classifying polygons.
- Identifying important geometric terms relating to angles.
- Identifying geometric terms relating to circles.
- Identifying congruent figures and determine the slide of a figure.
- Finding the perimeter of a polygon by adding the lengths of the sides.
- Finding the area of rectangles by using a formula.
- Finding the volume of rectangular prisms by using a formula.
- Identify fractional parts of a region.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Comparing fractions using >, <, and =.

- Using the Commutative and Associative Properties to simplify multiplication with three factors.
-

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Reading, interpreting, and making pictographs.
- Finding the mean of a set of numbers.
- Reading a circle graph to find information needed to solve problems.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems using the Try, Check, and Revise strategy.
- Deciding how to use the quotient and remainder to answer the question in a division problem.

Quarter 3 Assessment:
Assessment that includes Quarters 1-3 Outcomes and Objectives

<u>Quarter 4 Outcomes:</u>

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Comparing and ordering numbers through 999,999,999.
- Estimating quotients.
- Estimating sums of fractions.
- Relating decimals to common fraction benchmarks.
- Writing decimals in tenths and hundredths.
- Rounding decimals to the nearest tenth.
- Estimating sums involving decimals.
- Using a fraction to express the probability of an event.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Using the standard algorithm to multiply three-digit numbers by one-digit numbers.
- Using standard algorithm to divide 3-digit numbers by 1-digit numbers.
- Adding fractions with like and unlike denominators.
- Subtracting fractions with like and unlike denominators.
- Adding and subtracting with decimals in tenths and hundredths.

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying and classifying polygon.

5.2 Students will use appropriate units for accurate measurement by:

- Choosing the most appropriate customary unit of length for a given object.
- Choose the most appropriate customary unit of weight for a given object.

- Changing units of weight to equivalent units.
- Choosing the most appropriate metric unit of length for an object or distance.

6.1 Students will Represent and analyze mathematical situations using algebraic symbols by:

- Finding the solution to an equation informally by substituting values for the variable.
- Solving an inequality by graphing the inequality on a number line.
- Writing equations for word sentences.
- Finding ordered pairs on the graph of an equation

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Reading and interpreting pictographs.
- Reading a circle graph to find information needed to solve problems.

Quarter 4 Assessment:

Assessment that includes Quarters 1-4 Outcomes and Objectives

Grade 5 Math

Description: Grade 5 math focuses on Number and Operations and Algebra: Developing an understanding of and fluency with division of whole numbers; Number and Operations: Developing an understanding of and fluency with addition and subtraction of fractions and decimals; Geometry and Measurement and Algebra: Describing three-dimensional shapes and analyzing their properties, including volume and surface area; and Connections to the Focal Points – Algebra, Measurement, Data Analysis, Number and Operations

Primary Resource:
*Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008

Quarter 1 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Writing the standard form and expanded form of whole numbers to billions.
- Comparing whole numbers through millions.
- Writing decimals in standard form through thousandths.
- Identifying the value of digits in decimal numbers.
- Comparing decimals through thousandths.
- Rounding decimals through thousandths.
- Identifying numbers as prime or composite.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Computing differences of two whole numbers greater than 10,000.
- Computing sums and differences of decimals involving tenths and hundredths.
- Using rounding to estimate products of whole numbers.
- Using standard algorithm to multiply numbers by two-digit numbers.
- Multiplying any decimal by a power of ten, mentally.
- Using grid models to find products of decimals.
- Dividing three-digit whole numbers by one-digit divisors.
- Finding quotients of money amounts divided by one-digit divisors.
- Interpreting remainders by giving total amounts needed to include remainders.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Using variables to write algebraic expressions.
- Writing number expressions for phrases.
- Evaluating expressions with three or more numbers and two or more operations.

6.2 Students will understand and use patterns and functions in mathematics by:

- Identifying patterns and find a rule for patterns.
- Giving missing numbers or figures in a pattern.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Plotting points for ordered pairs, on a coordinate grid.
- Using a table of values and a rule to give the output for an input.

8.1 Students will use mathematical strategies to solve problems by:

- Giving appropriate strategies and alternate strategies for solving word problems.
- Using organized lists to solve word problems.

Quarter 1 Assessment:
Assessment that includes Quarter 1 Outcomes and Objectives

Quarter 2 Outcomes:

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Writing the standard form of whole numbers to billions.
- Identifying the value of digits in decimal numbers.
- Rounding decimals through thousandths.
- Using rounding and compatible numbers to estimate products of whole numbers and decimal numbers.
- Using fractions to represent the probabilities of events.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Computing differences of decimals involving tenths and hundredths.
- Interpreting remainders by giving total amounts and amounts leftover.
- Dividing three-digit numbers by two-digit divisors.
- Dividing decimals by 10, 100, and 1,000.
- Finding quotients of money amounts divided by two-digit divisors.
- Finding the quotient of three-digit decimals numbers divided by tow-digit divisors.

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying important geometric terms relating to lines.
- Classifying angles according to their measures.
- Identifying relationships between parts of a circle such as radius and diameter.
- Identifying and classifying triangles, quadrilaterals.
- Identifying similar figures.

- Determining whether a pair of congruent figures are related by a flip/reflection or a turn/rotation.
- Identifying and drawing lines of symmetry.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing number expressions for phrases.
- Identifying a statement as fact or opinion.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Identifying ordered pairs for plotted points, on a coordinate grid.
- Reading double bar graphs to interpret data.
- Finding the median and range of a set of data.
- Interpreting given circle graphs.
- Choosing the most appropriate type of graph to represent a given set of data.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems using the Try, Check, and Revise strategy.
- Solving multiple-step word problems.
- Solving complex problems by breaking them apart or changing them into smaller parts.

Quarter 2 Assessment:
Assessment that includes Quarters 1-2 Outcomes and Objectives

<u>Quarter 3 Outcomes:</u>

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Writing the standard form of whole numbers to billions.
- Identifying numbers as prime or composite.
- Identifying fractional parts of regions and sets.
- Expressing fractions greater than 1 as mixed numbers or improper fractions.
- Estimating fractional parts of regions.
- Determining the greatest common factor of numbers.
- Identifying fractions that are in simplest form.
- Comparing mixed numbers.
- Labeling points on a number line using fractions and decimals.
- Finding a common denominator for two fractions.
- Estimating sums of mixed numbers.

4.2 Students will understand meanings of operations and how they relate to one another by:

- Computing differences of decimals involving tenths and hundredths

- Adding fractions with like denominators
- Subtracting fractions with unlike denominators
- Adding mixed numbers
- Multiplying fractions

5.1 Students will understand geometric concepts and spatial relationships by:

- Identifying and classify triangles.
- Identifying lines of symmetry.
- Finding the perimeters of polygons.
- Finding the circumference of a circle by using a formula.
- Finding areas of rectangles, parallelograms, and triangles by using formulas.

5.2 Students will use appropriate units for accurate measurement by:

- Changing between one customary unit of length and another.
- Choosing the most appropriate metric unit of length.
- Reading temperatures in degrees Fahrenheit and in Celsius.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Writing number expressions for phrases.

6.2 Students will understand and use patterns and functions in mathematics by:

- Giving missing figures in a pattern.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Making and interpreingt stem-and-leaf plots.
- Interpreting given circle graph.

8.1 Students will use mathematical strategies to solve problems by:

- Solving problems using the Try, Check, and Revise strategy.
- Solving multiple-step word problems.
- Using the information given in the problem to make conclusions.

Quarter 3 Assessment:
Assessment that includes Quarters 1-3 Outcomes and Objectives

<u>Quarter 4 Outcomes:</u>

Objectives

4.1 Students will understand numbers, ways to represent numbers and relationships among numbers by:

- Identifying the value of digits in decimal numbers.
- Using fractions to represent the probabilities of events.
- Identifying and locating fractions and mixed numbers on a number line.

- Comparing and ordering integers

4.2 Students will understand meanings of operations and how they relate to one another by:

- Multiplying numbers by one- and two-digit numbers.
- Finding quotients of money amounts divided by one-digit divisors.
- Interpretign remainders by giving amounts leftover.
- Subtracting mixed numbers.
- Adding and subtracting integers using a number line.

5.1 Students will understand geometric concepts and spatial relationships by:

- Determining whether a pair of congruent figures are related by a flip/reflection and a turn/rotation.
- Finding the circumference of a circle by using a formula.
- Using features to identify polyhedra and other solids.
- Using a formula to find the surface area and volume of rectangular prisms.

5.2 Students will use appropriate units for accurate measurement by:

- Adding customary units of capacity.
- Changing milliliters to liters.

6.1 Students will represent and analyze mathematical situations using algebraic symbols by:

- Solving equations involving subtraction and multiplication.
- Making a table of x- and y-values for an equation and then graph the equation.

7.1 Students will select, organize, display and interpret data to draw conclusions by:

- Finding the median of a set of data.
- Identifying and graphing points on a coordinate plane

Quarter 4 Assessment:

Assessment that includes Quarters 1-4 Outcomes and Objectives

Secondary Mathematics Framework

Secondary Participants

The following people participated in developing the Secondary Math Framework:

Core Committee:

Barb Larson, AMS
Susan Estep, BMS
Morgan Whale, CMS
Tami Fierstiein, KMS
Janet Jizba, NMS
Anne Bryant, RMS
Bruce Steinke, MLC
Jay Hutfles, NHS
Mike Neemann, NHS
Rebecca Prochaska, SHS
Cami Warneke, SHS
Gwen Fox, WHS
Karen Kneifl, WHS
Greg Schilling, Parent
Melissa Byington, AMS Administrator
Brad Millard, SHS Administrator
Kristi McKamy, Norris, Elementary Representative
Jennifer Reid, English Language Learners Representative
Kara Hutton, Montessori Representative
Michelle Ronan, NHS, Special Education Representative
Denny Hanley, Instructional Technology Representative
Dr. Janice Rech, UNO, Higher Education Representative
Tammy Gebhart, K-5 Math MEP Facilitator
Heather Daubert, 6-12 Math MEP Facilitator
Dr. Judy Porter, Director Secondary Education

Focus Group:

Gretchen Dolson, Hennignson, Duraham, and Richardson, Inc. (HDR)
Scott Broady, Metro Community College
Brad Morrison, Metro Community College
Erika Volker, Omaha Chamber of Commerce
Jim Vyhlidal, Tri-V-Tool and Manufacturing
Dr. Hugh Stoddard, University of Nebraska Medical Center
Dr. Neal Grandgenett, University of Nebraska – Omaha
Kirstin Ricketts, Vintange Financial Group
Tami Fierstein, KMS Math Department Head
Cami Warneke, SHS Math Department Head
Jay Hutfles, NHS Math Teacher/District Math Liason
Heather Daubert, 6-12 Math MEP Facilitator
Dr. Judy Porter, Director Secondary Education

Course Framework Writers:

Roy Anderson, AMS
Pam Boosalis, AMS
Scott Eastridge, AMS
Barb Larson, AMS
Mary Voss, AMS
Jason Weber, AMS
Susan Estep, BMS
Dave Hancock, BMS
Angie Peterson, BMS
Mark Polacek, BMS
Jeff Van Putten, BMS
Diane Weier, BMS
Bill Eidam, CMS
Lisa Henggeler, CMS
Barb Killham, CMS
Curt Lubbers, CMS
Morgan Whale, CMS
Karen Anthony, KMS
Kelly Curran, KMS
Tami Fierstein, KMS
Kim Rannells, KMS
Kristie Teel, KMS
Janet Jizba, NMS
Jessi King, NMS
Jennifer Parker, NMS
Kay Becker, RMS
Sue Bose, RMS
JR Goodenough, RMS
Carol Groseth, RMS
Dick Everts, NHS
Mick Farrens, NHS
Jay Hutfles, NHS
Kyle Jurgens, NHS
Leslie McFee, NHS
Ellen McNemar, NHS
Mike Neemann, NHS
Cindy Pecquet, NHS
Maureen Preble, NHS
Julie Splittgerber, NHS
Doug Thomas, NHS
Jean Determan, SHS
Donn Kasner, SHS
Erin Kasner, SHS
Joe Kawa, SHS
Kenda Olson, SHS
Janet Snow, SHS
Cathy VanWinkle, SHS
Cami Warneke, SHS
Chuck Wolatz, SHS
Amy Delehant, WHS
Don Ferree, WHS
Kevin Gross, WHS
Dan Hall, WHS
Karen Kneifl, WHS
John May, WHS
Tracie McDonald, WHS
Jennifer Myers, WHS
Angie Taft, WHS
Tod Ulrey, WHS
Trevor Wiltse, WHS

Projected Timeline for Millard Education Program for Secondary Mathematics

Phase	Task	Year
Phase I	• Establish core committee • Research by staff • Develop mission	Summer, 2006
Phase II	• Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides	2006-2007 Fall, 2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	2007-2008; 2008-2009
Phase IV	• Monitor, collect student & program assessment data	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012-2013

Secondary Instructional Strategies

Mathematics instruction has evolved from teaching mastery of facts through rote drill to helping students understand and apply mathematical concepts in real life situations. Thus, innovative instructional strategies are required. Interactive whiteboards can be an integral part of a learning environment which will allow students and teachers to:

- Apply mathematical skills to daily life
- Implement differentiated instructional practices
- Employ peer tutoring, "study buddies," or math discussion groups
- Focus on thinking and problem solving rather than rote memorization
- Employ Socratic Inquiry/Open-Ended Questioning
- Use manipulatives to provide concrete representations of ideas
- Engage students in thoughtful reflection
- Empower students to evaluate and use the appropriate technology tools for specific situations
- Engage the students in interactive, dynamic learning experiences through the use of technology, software and internet applications
- Allow electronic access to instructional notes, lessons, and simulations

Mathematics teachers will continue to use strategies that address learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities.

Secondary Assessment Strategies and Assessment Types

Assessment Strategies:

1. Assess students' levels of understanding and skill competency through frequent prerequisite skills assessments to individualize instruction

2. Provide a variety of assessment instruments to allow teachers to frequently diagnose students needs and effectively monitor progress.

3. Provide planning and assessment software that can be customized to meet district standards.

6-12 Mathematics Outcome Assessments

Assessment and instruction are interwoven strands in mathematics education. The primary purpose of assessment is to promote learning. Various instructional methods are used to provide informal and formal feedback and formative and summative information.

Brief outlines are provided in the framework for each course assessment. More specific course assessment descriptions will be formulated, implemented, and revised as needed in curriculum cycle phases III and IV.

Local outcome, district, and national assessments may include:

1. Written assessments to assess students' mastery of important concepts and skills
   - Diagnosing Readiness
   - Chapter Tests
   - Cumulative Tests
   - Teacher developed classroom-based assessments

2. Journal Writing that encourages students to use mathematical language as they reflect on what they are learning. It provides the teacher with insight as to how the student approaches problem solving.

3. Portfolio Assessment provides a way of tracking a student's growth and progress over time. A portfolio should include many types of assessment.

4. Performance Assessment gives a way to assess the student's qualities of imagination, creativity, and perseverance. Teachers can evaluate how a student reasons through problems, makes and tests conjectures, uses number sense to predict reasonable answers, and utilizes alternative strategies.

5. Basic-Fact Tests provide students with the opportunity to review and practice basic facts.

6. Item Bank of Assessment Questions that teachers can use to develop assessments for specific groups of students or for the development of common assessments.

7. District Essential Learner Outcome Assessments that assess all students at a specific grade level. These results are also used for Nebraska Department of Education STARS Assessments and Federal No Child Left Behind Assessments.

8. District Terra Nova Nationally Norm Achievement Test

9. National exams including: ACT, SAT, PLAN, AP, IB, and Montessori's GAT-Grade Level Achievment Test

Secondary Math Articulation Chart:

Math Placement is based on testing and teacher recommendation

6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Essentials of Math 6	Essentials of Math 7	Essentials of Pre-Algebra	Essentials of Intro to Algebra OR Essentials of Algebra Foundations I	Essentials of Algebra Foundations I OR Essentials of Algebra Foundations II	Essentials of Algebra Foundations II OR Essentials of Geometry	Essentials of Consumers Math I OR Essentials of Consumers Math II
Math 6	Math 7	Pre-Algebra	Algebra Foundations I	Algebra Foundations II	Practical Geometry	Consumers Math
Math 6	Math 7	Pre-Algebra	Algebra Foundations I	Algebra	Geometry	Algebra II
Math 6	Math 7	Pre-Algebra	Algebra	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	Precalculus OR Honors Precalculus OR College Prep Mathematics OR AP Statistics
Challenge Math	Pre-Algebra	Algebra	Geometry OR Honors Geometry	Algebra II OR Honors Algebra II	*Students choose one of the following groups:* <u>GROUP A:</u> Precalculus OR Honors Precalculus <u>GROUP B:</u> College Prep Mathematics <u>GROUP C:</u> AP Statistics	*Keep in the same group as previously selected:* <u>GROUP A:</u> AP Calculus AB OR AP Calculus BC <u>GROUP B:</u> AP Statistics <u>GROUP C:</u> Precalculus OR Honors Precalculus OR College Prep Mathematics
Pre-Algebra	Algebra	Geometry	Algebra II OR Honors Algebra II	*Students choose one of the following groups:* <u>GROUP A:</u> AP Statistics <u>GROUP B:</u> Precalculus OR Honors Precalculus	*Keep in the same group as previously selected:* <u>GROUP A:</u> Precalculus OR Honors Precalculus <u>GROUP B:</u> AP Calculus AB OR AP Calculus BC OR AP Statistics	*Keep in the same group as previously selected:* <u>GROUP A:</u> AP Calculus AB OR AP Calculus BC <u>GROUP B:</u> AP Statistics OR AP Calculus AB OR AP Calculus BC

59

Math 6

Math 6 **6** **Year**

Description:
In Math 6, students will learn addition, subtraction, multiplication and division of rational numbers. They will also use one-step equation solving, problem solving, statistics, ratios and two-dimensional (2-D) geometry. This course consolidates the arithmetic of previous grades and prepares students for Math 7.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
McDougal Littell Math Course 1 (2007)

Course Outcome 1 – Numeration/Computation
Students will represent numbers and relationships between numbers and compute fluently.

Course Outcome 1 Objectives:
Students will:
1. Read and write numbers through billions and ten-thousandths.
2. Compare and order whole numbers, decimals and fractions.
3. Add, subtract, multiply and divide whole numbers, decimals and fractions.
4. Convert between fractions and decimals.
5. Use order of operations to solve expressions.
6. Use divisibility patterns, prime factorization, greatest common factor and least common multiple to solve problems.
7. Understand and be able to use a variety of problem solving strategies.
8. Use simple reasoning about multiplication and division to solve ratio and rate problems.

Course Outcome 1 Assessment:
Paper/pencil test

Outcome 2 - Geometry
Students will understand and use attributes of geometric figures and systems of measurement.

Course Outcome 2 Objectives:
Students will:
1. Identify and measure units of length in the metric and customary systems.
2. Identify units of mass and capacity in the metric system and customary system.
3. Find perimeter of figures.
4. Find area of squares, rectangles, and parallelograms.

5. Understand and use geometric vocabulary including point, line, ray, angle, plane and polygon.

Course Outcome 2 Assessment:
Paper/pencil test

Course Outcome 3 – Data and Statistics
Students will collect, organize, display and analyze data.

Course Outcome 3 Objectives:
Students will:
1. Make and use a bar graph and a line graph.
2. Read and interpret circle, bar and line graphs.
3. Find the mean, median, mode and range for a set of data.

Course Outcome 3 Assessment:
Pencil paper and or project test

Course Outcome 4 – Algebraic Concepts
Students will demonstrate knowledge of and use of coordinate systems and algebraic concepts.

Course Outcome 4 Objectives:
Students will:
1. Order numbers on a number line.
2. Graph ordered pairs on a coordinate plane.
3. Solve one-step equations using whole numbers.

Course Outcome 4 Assessment:
Paper/pencil test

Challenge Math 6

Challenge Math 6 **6** **Year**

Description:
Students will learn addition, subtraction, multiplication, and division of rational numbers. They will also use algebraic equation solving, problem solving, statistics, ratio, proportions, percents, and two-dimension (2-D) and three-dimensional (3-D) geometry. This course consolidates the arithmetic practiced in previous grades and prepares students for Pre-Algebra.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
McDougal Littell Math Course 2 (2007)

Course Outcome 1 – Numeration / Computation / Estimation
Students will represent numbers and relationships between numbers using computation and estimation.

Course Outcome 1 Objectives:
Students will:
1. Compare and order rational numbers.
2. Use appropriate estimation strategies.
3. Add, subtract, multiply, and divide rational numbers.
4. Convert between fractions, decimals, and percents.
5. Use powers and exponents in expressions.
6. Convert between scientific notation and standard form.
7. Learn and apply a variety of problem solving strategies.

Course Outcome 1 Assessment:
Paper/pencil test

Course Outcome 2 – Measurement / Geometry
Students will understand and use attributes of geometric figures and systems of measurement.

Course Outcome 2 Objectives:
Students will:
1. Identify and measure units of length, mass, and capacity in the metric system and customary system.
2. Convert within the metric system.
3. Identify symmetrical, congruent, and similar figures.
4. Use transformations of reflection, translation, and rotation.

5. Measure and draw angles.
6. Find circumference.
7. Find area of squares, rectangles, parallelograms, triangles, trapezoids, and circles.
8. Use problem-solving strategies to find the area of irregular shaped figures.
9. Identify 3-D shapes.
10. Find the volume of rectangular prisms.

Course Outcome 2 Assessment:
Paper/pencil test

Course Outcome 3 – Data
Students will collect, organize, display, and analyze data

Course Outcome 3 Objectives:
Students will:

1. Make and use frequency tables, double bar graphs, double line graphs, stem-and-leaf plots, circle graphs and histograms.
2. Read, interpret, and make predictions from circle, bar, and line graphs.
3. Select an appropriate measure of central tendency, based on data with and without outliers.
4. Predict or find simple probability of an event.

Course Outcome 3 Assessment:
Pencil paper and or project test

Course Outcome 4
Students will emonstrate knowledge of algebraic concepts

Course Outcome 4 Objectives:
Students will:

1. Solve one-step and two-step equations involving integers.
2. Use order of operations to evaluate algebraic expressions.
3. Recognize and apply associative and commutative properties.

Course Outcome 4 Assessment:
Paper/pencil test

Math 7

Math 7 **7** **Year**

Description:
Students will learn addition, subtraction, multiplication, and division of rational numbers. They will also study algebraic equation solving, problem solving, statistics, ratio, proportions, percents, and two-dimension (2-D) and three-dimensional (3-D)geometry. This course consolidates the arithmetic practiced in previous grades and prepares students for Pre-Algebra.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
McDougal Littell Math Course 2 (2007)

Course Outcome 1 – Numeration / Computation / Estimation
Students will represent numbers and relationships between numbers using computation and estimation.

Course Outcome 1 Objectives:
Students will:
1. Compare and order rational numbers.
2. Use appropriate estimation strategies.
3. Add, subtract, multiply, and divide rational numbers.
4. Convert between fractions, decimals, and percents.
5. Use powers and exponents in expressions.
6. Convert between scientific notation and standard form.
7. Learn and apply a variety of problem solving strategies.

Course Outcome 1 Assessment:
Paper/pencil test

Course Outcome 2 – Measurement / Geometry
Students will understand and use attributes of geometric figures and systems of measurement.

Course Outcome 2 Objectives:
Students will:
1. Identify and measure units of length, mass, and capacity in the metric system and customary system.
2. Convert within the metric system.
3. Identify symmetrical, congruent, and similar figures.
4. Use transformations of reflection, translation, and rotation.

5. Measure and draw angles.
6. Find circumference.
7. Find area of squares, rectangles, parallelograms, triangles, trapezoids, and circles.
8. Use problem-solving strategies to find the area of irregular shaped figures.
9. Identify 3-D shapes.
10. Find the volume of rectangular prisms.

Course Outcome 2 Assessment:
Paper/pencil test

Course Outcome 3 – Data
Students will collect, organize, display, and analyze data

Course Outcome 3 Objectives:
Students will:

1. Make and use frequency tables, double bar graphs, double line graphs, stem-and-leaf plots, circle graphs and histograms.
2. Read, interpret, and make predictions from circle, bar, and line graphs.
3. Select an appropriate measure of central tendency, based on data with and without outliers.
4. Predict or find simple probability of an event.

Course Outcome 3 Assessment:
Paper/pencil test and/or project

Course Outcome 4
Students will demonstrate knowledge of algebraic concepts

Course Outcome 4 Objectives:
Students will:

1. Solve one-step and two-step equations involving integers.
2. Use order of operations to evaluate algebraic expressions.
3. Recognize and apply associative and commutative properties.

Course Outcome 4 Assessment:
Paper/pencil test

Pre-Algebra

Pre-Algebra **6,7,8** **Year**

Description:
Students will study number theory, operations with rational numbers, scientific notation, solving and graphing one-step and multi-step equations and inequalities, with a course emphasis on linear equations and inequalities. Other topics covered are ratio, proportion, percent, and geometry. This course prepares students for Algebra.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
McDougal Littell Math Course 3 (2007)

Course Outcome 1 – Data Analysis and Number Operations:
Students will analyze and summarize data sets.

Course Outcome 1 Objectives:
Students will:

1. Determine the probability of independent and dependent events.
2. Determine the odds of an event.
3. Evaluate and compare theoretical and experimental probability.
4. Compare and contrast combinations and permutations.
5. Convert between scientific notation and standard form including the use of negative exponents.
6. Construct and interpret box and whisker plots.
7. Understand and be able to use a variety of problem solving strategies.

Course Outcome 1 Assessment:
Written pencil and paper examinations, which may include short answer, graphing, and interpretation of graphs. (*May use two or three separate assessments*)

Course Outcome 2 – Geometry and Measurement
Students will understand and use attributes of geometric figures and systems of measurements.

Course Outcome 2 Objectives:
Student will:

1. Use measurements in customary and metric systems.
2. Convert within customary and metric systems.

3. Use the area of two-dimensional figures to develop and apply formulas for surface area and volume.
4. Use proportions to find missing sides of similar figures.
5. Use geometric representations to solve problems and describe the physical world.

Course Outcome 2 Assessment:
Written pencil and paper examinations, which may include short answer, graphing, and interpretation of graphs.

Course Outcome 3 -- Algebra
Students will analyze and represent linear functions and solve linear equations and systems of linear equations. Solve linear inequalities and systems of linear inequalities.

Course Outcome 3 Objectives:
Students will:

1. Translate words to algebraic expressions and apply them to real-life situations.
2. Simplify algebraic expressions using the Distributive Property and combining like terms.
3. Simplify algebraic expressions using the properties of exponents.
4. Evaluate algebraic expressions with exponents.
5. Use and apply the properties (Associative, Commutative, Distributive, Identity, Inverse, and Zero) to solve equations.
6. Solve multi-step equations and inequalities involving rational numbers.
7. Graph solutions to equations and inequalities on a number line.
8. Solve equations using proportions and percents.
9. Graph two variable equations using a table of ordered pairs and slope-intercept form.
10. Determine the rate of change from the slope of a line.
11. Graph linear inequalities.
12. Solve linear systems of equations and inequalities graphically.

Course Outcome 3 Assessment:
Written pencil and paper examinations, which may include short answer, graphing, and interpretation of graphs.

Algebra Foundations I

Algebra Foundations I **9,10,11,12** **Year**

Description:
Algebra Foundations is year one of a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra concepts. Students will develop the ability to solve linear equations and inequalities and analyze solutions. Students who successfully complete both Algebra Foundations I and Algebra Foundations II will have satisfied the Algebra graduation requirement.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will apply basic operations of algebra to solve equations and inequalities.

Course Outcome 1 Objectives:
Students will:
1. Maintain performance of operations using real numbers, adding like terms, and the use of the distributive property.
2. Solve equations and inequalities and graph solutions on a number line.
3. Solve and use formulas and equations with more than one variable.
4. Translate words to algebraic expressions and apply to real world situations.
5. Solve absolute value equations and inequalities.
6. Solve problems using ratios, proportions, and percents.

Course Outcome 1 Assessment:
Written response / short answer document

Course Outcome 2
Students will apply concepts of linear equations and inequalities to describe and analyze solutions.

Course Outcome 2 Objectives:
Students will:
1. Define, apply, and graph coordinates, intercepts, and slope.
2. Write linear equations in standard, point-slope, and slope intercept form.

3. Graph linear equations and inequalities using standard, point-slope, and slope-intercept form.
4. Apply slopes to write and graph parallel and perpendicular lines.
5. Write the equation of a line from a given graph.
6. Calculate a line of best fit and make predictions given a set of data.

Course Outcome 2 Assessment:
Short answer and multiple choice assessment

Algebra Foundations II

Algebra Foundations II **9,10,11,12** **Year**

Description:
Algebra Foundations is year two of a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra concepts. In Algebra Foundations II, the topics covered will include systems of equations, polynomials, exponential equations, and quadratics. Students who successfully complete both Algebra Foundations I and Algebra Foundations II will have satisfied the Algebra graduation requirement.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will apply algebraic concepts and operations to systems of equations, exponents and polynomials.

Course Outcome 1 Objectives:
Student will:
1. Use graphing, substitution, and elimination (linear combination) to solve systems.
2. Apply and interpret a system of equations for a real-life situation.
3. Understand and apply exponential properties.
4. Identify and classify polynomial functions.
5. Perform algebraic operations with polynomials.
6. Convert numbers between standard and scientific notation to model real-life situations.
7. Recognize patterns of exponential growth and decay and apply to real-life situations.

Course Outcome 1 Assessment:
Short answer assessment

Course Outcome 2
Students will apply various algebraic concepts to solve quadratic, rational, and radical functions

Course Outcome 2 Objectives:
Student will:
1. Solve quadratic equations by factoring, extracting the square root, and the quadratic formula.
2. Identify the vertex, axis of symmetry, and roots of a quadratic equation.
3. Graph quadratic equations using tables of values and properties of quadratics.
4. Simplify radical expressions.

5. Use Pythagorean theorem to solve problems.
6. Simplify rational expressions and solve rational equations.

Course Outcome 2 Assessment:
Solve a variety of quadratic problems using various applications

Algebra I

Algebra I **7,8,9,10,11,12** **Year**

Description:
Algebra I is the study of linear, quadratic, and exponential equations. It is a course designed for those students who have *mastered* the basics of arithmetic and pre-algebra, and who understand mathematics in a more abstract form. This first-year algebra course is the appropriate mathematics course for most college-bound freshmen.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
McDougal Littell Algebra 1 (2007)

Course Outcome 1
Students will apply linear algebra to describe, solve, and analyze real-life situations.

Course Outcome 1 Objectives:
Students will:
1. Solve and graph absolute value and multi-step equations and inequalities.
2. Solve and use formulas and equations with more than one variable.
3. Define, apply, and graph coordinates, intercepts, and slope.
4. Write linear equations in standard, point-slope, and slope-intercept form.
5. Graph linear equations and inequalities using standard, point-slope, and slope-intercept form.
6. Apply slopes to write and graph parallel and perpendicular lines.
7. Given a set of data, calculate a line of best fit and make predictions.
8. Use graphing, substitution, and elimination (linear combination) to solve systems.
9. Use graphing to solve systems of linear inequalities.
10. Apply and interpret systems of equations for real-life situations.

Course Outcome 1 Assessment:
Written response/short answer assessment

Course Outcome 2
Students will apply algebraic concepts and operations to exponents and polynomials.

Course Outcome 2 Objectives:
Students will:
1. Understand and apply exponential properties.
2. Identify and classify polynomial functions.

3. Add, subtract, multiply, divide, and factor polynomials.
4. Convert numbers between standard and scientific notation to model real-life situations.
5. Recognize patterns of exponential growth and decay and apply to real-life situations.

Course Outcome 2 Assessment:
Short answer and multiple choice assessments

Course Outcome 3
Students will apply various algebraic concepts to solve quadratic, rational, and radical functions.

Course Outcome 3 Objectives:
Students will:

1. Solve quadratic equations by factoring, extracting the square root, and the quadratic formula.
2. Identify the vertex, axis of symmetry, and roots of a quadratic equation.
3. Graph quadratic equations using tables of values and properties of quadratics.
4. Simplify radical expressions and solve radical equations.
5. Use Pythagorean Theorem to solve problems.
6. Simplify rational expressions and solve rational equations.

Course Outcome 3 Assessment:
Solve a variety of quadratic problems using various applications

Geometry

Geometry **9,10,11,12** **Year**

Description:
This course is designed for the student who has successfully mastered Algebra I and has the ability to apply those skills to geometric problems and the ability to build upon previously learned mathematical concepts. This is the next course in the sequence following Algebra I for most college-bound students.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will visualize geometric figures and/or relationships in various dimensions; analyze similarities and differences.

Course Outcome 1 Objectives:
Students will:
1. Use geometric definitions, properties, and relationships to describe the physical world.
2. Apply concepts of transformational geometry.
3. Use measurement and attributes of geometric shapes to calculate area, perimeter, surface area, and volume.

Course Outcome 1 Assessment:
Paper/pencil short answer and/or multiple choice assesment

Course Outcome 2
Students will apply deductive/inductive reasoning to arrive at valid conclusions.

Course Outcome 2 Objectives:
Students will
1. Use definitions, postulates, and theorems to write informal/formal proofs.
2. Look for patterns to draw valid conclusions.
3. Use various construction methods to discover geometric concepts by using tools such as a compass, protractor, straight edge, and assessable technology.
4. Use coordinate geometry to recognize attributes of geometric figures in the coordinate plane.

Course Outcome 2 Assessment:
Short answer and/or multiple choice assesment

Course Outcome 3
Students will apply algebraic skills to solve geometric problems.

Course Outcome 3 Objectives:
Students will:

1. Calculate distance, midpoint, and slope.
2. Use squares, square roots, and quadratic equations to analyze relationships in right triangles.
3. Solve algebraic equations to determine angle measures, lengths, and other fundamental geometric relationships.
4. Use ratios and proportions to analyze similarities in two-dimensional (2-D) figures.

Course Outcome 3 Assessment:
Short answer and/or multiple choice assesment

Course Outcome 4
Students will explore and apply properties of triangles, quadrilaterals, right triangles, and circles.

Course Outcome 4 Objectives:
Students will:

1. Classify triangles by sides and angles and use information to prove that triangles are congruent.
2. Use the hierarchy of quadrilaterals and understand the properties of the quadrilaterals and be able to apply them to solve problems.
3. Use the Pythagorean Theorem, properties of Right Triangle Trigonometry, and properties of special right triangles to solve problems.
4. Understand the properties of a circle to be able to calculate relationships between arcs and angles.
5. Write equations of circles.

Course Outcome 4 Assessment:
Short answer and/or multiple choice assesment

Honors Geometry

Honors Geometry **8,9,10,11,12** **Year**

Description:
This course is designed for the student who has successfully mastered Algebra I and has the ability to apply those skills to geometric problems and the ability to build upon previously learned mathematical concepts. This is the next course in the sequence following Algebra I for most college-bound students and will move at a quicker pace and cover topics in greater detail than the regular Geometry class.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will visualize geometric figures and/or relationships in various dimensions; analyze similarities and differences.

Course Outcome 1 Objectives:
Students will:
1. Use geometric definitions, properties, and relationships to describe the physical world.
2. Apply concepts of transformational geometry.
3. Use measurement and attributes of geometric shapes to calculate area, perimeter, surface area, and volume.
4. Use properties and operations of vectors to describe the physical world.

Course Outcome 1 Assessment:
Short answer and/or multiple choice assesment

Course Outcome 2
Students will apply deductive/inductive reasoning to arrive at valid conclusions.

Course Outcome 2 Objectives:
Students will:
1. Use definitions, postulates, and theorems to write informal/formal proofs.
2. Look for patterns to draw valid conclusions.
3. Use various construction methods to discover geometric concepts by using tools such as a compass, protractor, straight edge, and assessable technology.
4. Use coordinate geometry to recognize attributes of geometric figures in the coordinate plane.
5. Use definitions, postulates, and theorems to write coordinate proofs.

Course Outcome 2 Assessment:
Short answer and/or multiple choice assesment

Course Outcome 3
Students will apply algebraic skills to solve geometric problems.

Course Outcome 3 Objectives:
Students will:

1. Calculate distance, midpoint, and slope.
2. Use squares, square roots, and quadratic equations to analyze relationships in right triangles.
3. Solve algebraic equations to determine angle measures, lengths, and other fundamental geometric relationships.
4. Use ratios and proportions to analyze similarities in two-dimensional (2-D)figures.
5. Use ratios and proportions to analyze similarities in three-dimensional (3-D) figures.
6. Find geometric probabilities from given conditions.

Course Outcome 3 Assessment:
Short answer and/or multiple choice assesment

Course Outcome 4
Students will explore and apply properties of triangles, quadrilaterals, right triangles, and circles.

Course Outcome 4 Objectives:
Students will:

1. Classify triangles by sides and angles and use information to prove that triangles are congruent.
2. Use the hierarchy of quadrilaterals and understand the properties of the quadrilaterals and be able to apply them to solve problems.
3. Use the Pythagorean Theorem, properties of right triangle trigonometry, and properties of special right triangles to solve problems.
4. Understand the properties of a circle to be able to calculate relationships between arcs and angles.
5. Apply properties of chords, tangent segments, and secant segments within a circle to solve problems.
6. Write equations of circles.

Course Outcome 4 Assessment:
Short answer and/or multiple choice assesment

Practical Geometry

Practical Geometry **11,12** **Year**

Description:

Practical Geometry is a year-long, project-based course designed for the student who has successfully completed Algebra Foundations II. Students will develop the ability to apply geometric concepts to real-world situations. Topics covered will include triangles, quadrilaterals, cubes, spheres, cylinders, and other two- and three-dimensional shapes. Because four-year institutions do not accept this course for math credit, it is not recommended for college bound students. Students who intend to take Algebra II must enroll in Geometry or Honors Geometry.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will recognize and manipulate two- and three-dimensional geometric shapes.

Course Outcome 1 Objectives:
Students will:
1. Use geometric definitions, properties, and relationships to describe the physical world.
2. Apply concepts of transformational geometry, including reflections, rotations, translations and dilations.
3. Understand and apply properties of parallel and perpendicular lines, as they apply to geometric figures.

Course Outcome 1 Assessment:
Performance Assessment

Course Outcome 2
Students will measure aspects and understand properties of triangles, quadrilaterals, right triangles, circles, cubes, spheres, and cylinders.

Course Outcome 2 Objectives:
Students will:
1. Classify triangles by sides and angles and use information to show that triangles are congruent.

2. Understand the properties of the quadrilaterals and be able to apply them to solve problems.
3. Use the Pythagorean Theorem, properties of Right Triangle Trigonometry, and properties of special right triangles to solve problems.
4. Understand the properties of a circle, including radius, diameter, circumference and area.
5. Use measurement and attributes of two-dimensional (2-D) and three-dimensional (3-D) geometric shapes to calculate area, perimeter, surface area, and volume.

Course Outcome 2 Assessment:
Performance Assessment

Algebra II

Algebra II **9,10,11,12** **Year**

Description:
Concepts from Algebra I are expanded and used to further develop a variety of advanced algebraic topics. This course integrates topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. Algebra II completes the three-year mathematics sequence required by many colleges.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will solve systems of linear equations and inequalities using a variety of techniques.

Course Outcome 1 Objectives:
Students will:
1. Solve systems of equations algebraically, graphically and with matrices.
2. Solve systems of linear inequalities using linear programming.
3. Solve systems of equations in three variables.
4. Use a graphing calculator to solve a system.

Course Outcome 1 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 2
Students will analyze, evaluate, graph, and solve polynomial and radical equations.

Course Outcome 2 Objectives:
Students will:
1. Perform basic operations with polynomials.
2. Factor polynomials.
3. Simplify radical expressions.
4. Solve and graph radical equations.
5. Simplify expressions with rational exponents
6. solve quadratic equations by graphing, factoring, completing the square, and the quadratic formula.
7. Find roots of polynomial functions algebraically and on graphing calculator.
8. Perform operations and find inverses of functions.

9. Perform operations with complex numbers.
10. Solve equations with complex numbers.

Course Outcome 2 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 3
Students will analyze, evaluate, solve and graph advanced functions.

Course Outcome 3 Objectives:
Students will:
1. Perform operations with rational expressions.
2. Solve rational equations.
3. Write and solve equations using direct, inverse and joint variation.
4. Analyze and graph exponential equations.
5. Solve logarithmic and exponential equations.
6. Use properties of common and natural logarithms to solve equations.
7. Solve exponential growth and decay problems.
8. Evaluate and graph piecewise, step and absolute value functions.

Course Outcome 3 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 4
Students will interpret and analyze discrete math topics such as sequences, series, probability and statistics.

Course Outcome 4 Objectives:
Students will:
1. Use formulas for arithmetic sequences and series.
2. Use formulas for geometric sequences and series.
3. Determine possible outcomes using counting principles, permutations, and combinations.
4. Expand polynomials using either Pascal's triangle or the binomial theorem.

Course Outcome 4 Assessment:
Short answer and/or multiple choice assessment

Honors Algebra II

Honors Algebra II **9,10,11,12** **Year**

Description:
In Honors Algebra II, concepts from Algebra I are expanded and used to further develop a variety of advanced algebraic topics. The course integrates topics such as systems of equations and inequalities, higher-ordered polynomials, advanced functions and discrete math topics. This class will move at a quicker pace and will cover topics in greater detail than the regular Algebra II class, and is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® math classes.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will solve systems of linear equations and inequalities using a variety of techniques.

Course Outcome 1 Objectives:
Students will:
1. Solve systems of equations algebraically, graphically and with matrices.
2. Solve systems of linear inequalities using linear programming.
3. Solve systems of equations in three variables.
4. Use a graphing calculator to solve a system using inverses or Gauss-Jordan Elimination (RREF).

Course Outcome 1 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 2
Students will analyze, evaluate, graph, and solve polynomial and radical equations.

Course Outcome 2 Objectives:
Students will:
1. Perform basic operations with polynomials.
2. Factor polynomials.
3. Simplify radical expressions.
4. Solve and graph radical equations and inequalities.
5. Simplify expressions with rational exponents

6. Solve quadratic equations by graphing, factoring, completing the square, and the quadratic formula.
7. Find roots of polynomial functions algebraically and on graphing calculator.
8. Perform operations and find inverses of functions.
9. Perform operations with complex numbers.
10. Solve equations with complex numbers.
11. Analyze the discriminate to understand the nature and type of roots of a quadratic equation.

Course Outcome 2 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 3
Students will analyze, evaluate, solve and graph advanced functions.

Course Outcome 3 Objectives:
Students will:
1. Perform operations with rational expressions.
2. Solve rational equations.
3. Write and solve equations using direct, inverse and joint variation.
4. Analyze and graph exponential equations.
5. Solve logarithmic and exponential equations.
6. Use properties of common and natural logarithms to solve equations.
7. Solve exponential growth and decay problems.
8. Evaluate and graph piecewise, step and absolute value functions.
9. Use a graphing calculator to solve rational inequalities.

Course Outcome 3 Assessment:
Short answer and/or multiple choice assessment

Course Outcome 4
Students will interpret and analyze discrete math topics such as sequences, series, probability and statistics.

Course Outcome 4 Objectives:
Students will:
1. Use formulas for arithmetic sequences and series.
2. Use formulas for geometric sequences and series.
3. Use formula to find the sum of an infinite geometric series.
4. Determine possible outcomes using counting principles, permutations, and combinations.
5. Expand polynomials using either Pascal's triangle or the binomial theorem.

Course Outcome 4 Assessment:
Short answer and/or multiple choice assessment

Pre-Calculus

Pre-Calculus **10,11,12** **Year**

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will analyze, interpret, graph, and evaluate advanced functions and equations.

Course Outcome 1 Objectives:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, exponential, logarithmic, logistic, parametric and polar functions.
2. Evaluate the sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial function.
4. Solve and graph polynomial and absolute value inequalities.
5. Solve parametric equations in a real world setting.

Course Outcome 1 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 2
Students will analyze, interpret, graph, and evaluate trigonometric functions.

Course Outcome 2 Objectives:
Students will:
1. Define, evaluate, utilize, and apply the six trigonometric ratios.
2. Develop, utilize, and apply the unit circle and reference angles using radian and degree measure.
3. Analyze and graph the six standard trigonometric functions and their transformations.
4. Develop an equation from a trigonometric graph or from given specific characteristics of a graph.
5. Recognize, evaluate, and utilize the inverse trigonometric functions.

Course Outcome 2 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 3
Students will identify, analyze, interpret, and evaluate analytical trigonometric functions.

Course Outcome 3 Objectives:
Students will:

1. Identify and apply the fundamental trigonometric identities.
2. Verify trigonometric identities.
3. Utilize the trigonometric identities to solve trigonometric equations.
4. Utilize the trigonometric formulas (Sum & Difference, Double Angle and Power Reducing).
5. Identify and utilize the Law of Sines and Law of Cosines to solve oblique triangles.
6. Use the trigonometric formulas to find the area of oblique triangles.

Course Outcome 3 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 4
Students will analyze, interpret, graph, and evaluate conic sections.

Course Outcome 4 Objectives:
Students will:

1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify important characteristics and real world application of each conic section.

Course Outcome 4 Assessment:
Performance assessment or student demonstration using technology

Honors Pre-Calculus

Honors Pre-Calculus **10,11,12** **Year**

Description: Precalculus is the study of functions, conic sections, and trigonometry that foreshadows the important concepts of Calculus. The relationship between functions and the behavior of functions is developed through an algebraic, analytical, numerical, and graphical approach, including mathematical modeling for real-world application. This class will move at a quicker pace and will cover topics in greater detail than the regular Precalculus class. It is recommended for all students who plan to pursue Advanced Placement® or International Baccalaureate® math classes.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will analyze, interpret, graph, and evaluate advanced functions and equations.

Course Outcome 1 Objectives:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, exponential, logarithmic, logistic, parametric and polar functions.
2. Evaluate the sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial function.
4. Solve and graph polynomial and absolute value inequalities.
5. Solve parametric equations in a real world setting.
6. Find partial fraction decomposition.
7. Analyze and derive formulas for arithmetic and geometric sequences and series.
8. Analyze and derive formulas for infinite geometric series.

Course Outcome 1 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 2
Students will analyze, interpret, graph, and evaluate trigonometric functions.

Course Outcome 2 Objectives:
Students will:
1. Define, evaluate, utilize, and apply the six trigonometric ratios.

2. Develop, utilize, and apply the unit circle and reference angles using radian and degree measure.
3. Analyze and graph the six standard trigonometric functions and their transformations.
4. Develop an equation from a trigonometric graph or from given specific characteristics of a graph.
5. Recognize, evaluate, and utilize the inverse trigonometric functions.

Course Outcome 2 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 3
Students will identify, analyze, interpret, and evaluate analytical trigonometric functions.

Course Outcome 3 Objectives:
Students will:
1. Identify and apply the fundamental trigonometric identities.
2. Verify trigonometric identities.
3. Utilize the trigonometric identities to solve trigonometric equations.
4. Utilize the trigonometric formulas (Sum & Difference, Double Angle and Power Reducing).
5. Identify and utilize the Law of Sines and Law of Cosines to solve oblique triangles.
6. Use the trigonometric formulas to find the area of oblique triangles.

Course Outcome 3 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 4
Students will analyze, interpret, graph, and evaluate conic sections.

Course Outcome 4 Objectives:
Students will:
1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify important characteristics and real world application of each conic section.

Course Outcome 4 Assessment:
Performance assessment or student demonstration using technology

Consumers Math

Consumers Math **12** **Year**

Description:
In Consumers Math, students will gain the foundation necessary for the continual exploration of personal finance and consumer issues throughout their adult lives. Because four-year institutions do not accept this course for math credit, it is not recommended for college bound students.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will calculate and analyze total wages earned

Course Outcome 1 Objectives:
Students will:
1. Calculate a worker's gross pay under hourly, salaried, commissioned pay schemes.
2. Calculate Social Security, Medicare, income tax and other personal deductions.
3. Calculate net pay by combining both of the above enabling objectives.

Course Outcome 1 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 2
Students will prepare personal income tax forms using traditional forms and web sites.

Course Outcome 2 Objectives:
Students will:
1. Prepare a 1040EZ federal form and 1040NS state form.
2. Prepare a 1040A federal form and accompanying schedule, along with 1040N state form.
3. Study itemized deductions and their applications to federal form 1040.
4. Analyze the use of the appropriate forms for given situations.

Course Outcome 2 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 3
Students will analyze real-life situations and calculate costs of consumer issues related to everyday living expenses.

Course Outcome 3 Objectives:
Students will:

1. Perform calculations related to discounted sales prices and sales tax.
2. Calculate and interpret unit pricing to determine the better buy.
3. Calculate and analyze items pertaining to varied modes of transportation, including air, train and bus travel.
4. Calculate bills for house utilities and property taxes.
5. Calculate monthly payments and closing costs for a mortgage.
6. Calculate and interpret area and volume as related to home improvement projects and their costs.

Course Outcome 3 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 4
Students will calculate costs and returns pertaining to personal finance.

Course Outcome 4 Objectives:
Students will:

1. Calculate premiums for automotive and life insurance policies.
2. Determine the appropriate amounts to be paid by an insured individual when an insurance claim is submitted.
3. Calculate the total amount to be repaid on a loan and any appropriate finance charges.
4. Calculate and analyze the future value or investments.
5. Perform calculations related to the buying and selling of stocks and bonds.
6. Demonstrate ability to use and maintain a checking and savings account.

Course Outcome 4 Assessment:
Performance assessment or student demonstration using technology

College Prep Mathematics

College Prep Mathematics **11,12** **Year**

Description:
This course is designed for those students who are college-bound, non-math majors. It will expand on the college level math topics of linear equations, advanced functions, conic sections, probability, series and sequences, and basic trigonometry. This course would fulfill the four-year math requirement for most universities, and prepare students for introductory college mathematics courses. Students who will need Trigonometry or Calculus in college should enroll in Precalculus. Those who will need a background in statistics may also take AP® Statistics.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will solve and analyze linear equations and inequalities using a variety of techniques.

Course Outcome 1 Objectives:
Students will:
1. Solve, graph, evaluate, write, and transform linear equations.
2. Solve and graph linear inequalities.
3. Solve absolute value equations.
4. Solve compound and absolute value inequalities.
5. Determine linear regression equations from data to predict future and past results.
6. Solve systems of equations graphically, algebraically, and with matrices.
7. Solve and interpret systems of inequalities using linear programming.

Course Outcome 1 Assessment:
Performance assessment using technology

Course Outcome 2
Students will analyze, interpret, graph, and evaluate advanced functions.

Course Outcome 2 Objectives:
Students will:
1. Graph, transform, evaluate, analyze, and solve polynomial, rational, radical, logarithmic, and exponential equations.
2. Evaluate sum, difference, product, quotient, inverse and the composition of functions.
3. Find, apply, and approximate the zeros, both real and complex, of a polynomial

function.
4. Solve and graph polynomial inequalities.
5. Solve and graph rational and radical inequalities.
6. Solve and graph absolute value equations and inequalities.
7. Solve exponential and logarithmic equations in a real world setting.

Course Outcome 2 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 3
Students will analyze and interpret graphs of conic sections.

Course Outcome 3 Objectives:
Students will:
1. Define each conic section.
2. Write an equation and graph standard and translated conic sections.
3. Identify characteristics and real world applications of each conic section.

Course Outcome 3 Assessment:
Performance assessment or student demonstration using technology

Course Outcome 4
Students will analyze and interpret series, sequences, probabilities, statistics, and basic trigonometry.

Course Outcome 4 Objectives:
Students will:
1. Analyze and derive formulas for arithmetic and geometric sequences and series.
2. Analyze and derive formulas for infinite geometric series.
3. Determine possible outcomes using counting principles, permutations, and combinations.
4. Apply theoretical probability to represent problems and make decisions.
5. Expand polynomials using the binomial theorem.
6. Interpret data represented by the normal distribution and formulate conclusions.
7. Calculate basic right triangle trigonometry.

Course Outcome 4 Assessment:
Performance assessment or student demonstration using technology

AP® Calculus AB

AP® Calculus AB **11,12** **Year**

Description: Advanced Placement® Calculus AB is a course in single variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a semester of calculus at most colleges and universities. Completion of this course will prepare students to take the College Board AP® Calculus AB exam.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1 - Functions, Graphs, and Limits
Students will analyze an assortment of functions by describing their asymptotic behavior, continuity, and limits at various functional values.

Course Outcome 1 Objectives:
Students will:

1. Analyze graphs. With the aid of technology, graphs of functions are often easy to produce. The emphasis is on the interplay between the geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function.
2. Analyze the limits of functions (including one-sided limits)
    a. Have an intuitive understanding of the limiting process.
    b. Calculate limits using algebra.
    c. Estimate limits from graphs or tables of data.
3. Analyze asymptotic and unbounded behavior.
    a. Understand asymptotes in terms of graphical behavior.
    b. Describe asymptotic behavior in terms of limits involving infinity.
    c. Compare relative magnitudes of functions and their rates of change. (Contrasting exponential growth, polynomial growth, and logarithmic growth)
4. Interpret continuity as a property of functions.
    a. Possess an intuitive understanding of continuity. (Close values of the domain lead to close values of the range.)
    b. Understand continuity in terms of limits.
    c. Possess a geometric understanding of graphs of continuous functions (Intermediate Value Theorem and Extreme Value Theorem).

Course Outcome 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Outcome 2 - Derivatives
Students will demonstrate relationships between functions and their derivatives.

Course Outcome 2 Objectives:
Students will:

1. Understand the theoretical concept of the derivative.
    a. Use and apply derivatives that are presented graphically, numerically, and analytically.
    b. Understand the derivative interpreted as an instantaneous rate of change.
    c. Understand the derivative defined as the limit of the difference quotient.
    d. Understand the relationship between differentiability and continuity.
2. Analyze and evaluate derivatives at a point.
    a. Have knowledge of the slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
    b. Have an intuitive understanding of the tangent line to a curve at a point and local linear approximation.
    c. Be able to understand instantaneous rate of change as the limit of average rate of change.
    d. Approximate rate of change from graphs and tables of values.
3. Analyze and interpret the derivative as a function.
    a. Understand corresponding characteristics of graphs of f and $f\,'$.
    b. Recognize relationships between the increasing and decreasing behavior of f and the sign of f'.
    c. Understand the Mean Value Theorem and its geometric consequences.
    d. Solve equations involving derivatives. Verbal descriptions are translated into equations involving derivatives and vice versa.
4. Analyze and interpret the second derivative.
    a. Understand corresponding characteristics of graphs of f, $f\,'$, and $f\,''$.
    b. Understand the relationship between the concavity of f and the sign of $f\,''$.
    c. Understand points of inflection as places where concavity changes.
5. Analyze and interpret applications of derivatives.
    a. Analyze curves, including the notions of monotonicity and concavity.
    b. Analyze planar curves given in parametric form, polar form, and vector form, including velocity and acceleration.
    c. Optimize both absolute (global) and relative (local) extrema.
    d. Model rates of change, including related rates problems.
    e. Use implicit differentiation to find the derivative of an inverse function.
    f. Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.

   g. Understand geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.
6. Compute derivatives algebraically.
   a. Know derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
   b. Use and understand basic rules for the derivative of sums, products, and quotients of functions.
   c. Apply the chain rule and implicit differentiation.

Course Outcome 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Outcome 3 - Integrals
Students will calculate, interpret, and apply Riemann sums to the definite integral.

Course Outcome 3 Objectives:
Students will:
1. Interpret and use properties of definite integrals.
   a. Use a definite integral as a limit of Riemann sums.
   b. Use a definite integral as the rate of change of a quantity over an interval interpreted as the change of the quantity over interval.

$$\int_a^b f'(x)dx = f(b) - f(a)$$

   c. Understand and apply basic properties of definite integrals (Ex. Additivity and linearity)
2. Apply integrals
   a. Appropriate integrals are used in a variety of applications to model physical, biological, or economic situations. Although only a sampling of applications can be included in any specific course, students should be able to adapt their knowledge and techniques to solve other similar application problems. Whatever applications are chosen, the emphasis is on using the integral of a rate of change to give accumulated change or using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. To provide a common foundation, specific applications should include finding the area of a value of a function, the distance traveled by a particle along a line.
3. Apply and understand the Fundamental Theorem of Calculus
   a. Use the Fundamental Theorem to evaluate definite integrals.
   b. Use the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.
4. Apply techniques of antidifferentiation.
   a. Compute antiderivatives that follow directly from derivatives of basic functions.
   b. Compute antiderivatives by substitution of variables (including change of limits for definite integrals)
5. Analyze and interpret applications of antidifferentiation.

   a. Find specific antiderivatives using initial conditions, including applications to motion along a line.
   b. Solve separable differential equations and use them in modeling. (In particular, studying the equation y' = ky and exponential growth.)
6. Calculate numerical approximations to definite integrals.
   a. Use Riemann (using left, right, & midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.

Course Outcome 3 Assessment:
Written response, short answer, and/or multiple choice assessment

AP® Calculus BC

AP® Calculus BC **11,12** **Year**

Description: Advanced Placement® Calculus BC is a course in single variable calculus that includes all the topics of Advanced Placement® Calculus AB plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. Algebraic, numerical, and graphical representations are emphasized throughout the course. It is equivalent to at least a year of calculus at most colleges and universities. Completion of this course will prepare students to take the College Board AP® Calculus BC exam.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Outcome 1 - Functions, Graphs, and Limits
Students will analyze an assortment of functions by describing their asymptotic behavior, continuity, and limits at various functional values.

Course Outcome 1 Objectives:
Students will:

1. Analyze graphs. With the aid of technology, graphs of functions are often easy to produce. The emphasis is on the interplay between the geometric and analytic information and on the use of calculus both to predict and to explain the observed local and global behavior of a function.
2. Analyze the limits of functions (including one-sided limits)
    a. Have an intuitive understanding of the limiting process.
    b. Calculate limits using algebra.
    c. Estimate limits from graphs or tables of data.
3. Analyze asymptotic and unbounded behavior.
    a. Understand asymptotes in terms of graphical behavior.
    b. Describe asymptotic behavior in terms of limits involving infinity.
    c. Compare relative magnitudes of functions and their rates of change. (For example, contrasting exponential growth, polynomial growth, and logarithmic growth
4. Interpret continuity as a property of functions.
    a. Possess an intuitive understanding of continuity. (Close values of the domain lead to close values of the range.)
    b. Understand continuity in terms of limits.
    c. Possess a geometric understanding of graphs of continuous functions (Intermediate Value Theorem and Extreme Value Theorem).
5. Analyze parametric, polar, and vector functions.

Course Outcome 1 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Outcome 2 - Derivatives
Students will demonstrate relationships between functions and their derivatives.

Course Outcome 2 Objectives:
Students will:

1. Understand the theoretical concept of the derivative.
    a. Use and apply derivatives that are presented graphically, numerically, and analytically.
    b. Understand the derivative interpreted as an instantaneous rate of change.
    c. Understand the derivative defined as the limit of the difference quotient.
    d. Understand the relationship between differentiability and continuity.
2. Analyze and evaluate derivatives at a point.
    a. Have knowledge of the slope of a curve at a point. Examples are emphasized, including points at which there are vertical tangents and points at which there are no tangents.
    b. Have an intuitive understanding of the tangent line to a curve at a point and local linear approximation.
    c. Be able to understand instantaneous rate of change as the limit of average rate of change.
    d. Approximate rate of change from graphs and tables of values.
3. Analyze and interpret the derivative as a function.
    a. Understand corresponding characteristics of graphs of f and $f\,'$.
    b. Recognize relationships between the increasing and decreasing behavior of f and the sign of f'.
    c. Understand the Mean Value Theorem and its geometric consequences.
    d. Solve equations involving derivatives. Verbal descriptions are translated into equations involving derivatives and vice versa.
4. Analyze and interpret the second derivative.
    a. Understand corresponding characteristics of graphs of f, $f\,'$, and $f\,''$.
    b. Understand the relationship between the concavity of f and the sign of $f\,''$.
    c. Understand points of inflection as places where concavity changes.
5. Analyze and interpret applications of derivatives.
    a. Analyze curves, including the notions of monotonicity and concavity.
    b. Analyze planar curves given in parametric form, polar form, and vector form, including velocity and acceleration.
    c. Optimize both absolute (global) and relative (local) extrema.
    d. Model rates of change, including related rates problems.
    e. Use implicit differentiation to find the derivative of an inverse function.
    f. Interpret the derivative as a rate of change in varied applied contexts, including velocity, speed, and acceleration.

g. Understand geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.
h. Find the numerical solution of differential equations using Euler's method.
i. Apply L'Hopital's Rule, including its use in determining limits and convergence of improper integrals and series.

6. Compute derivatives algebraically.
    a. Know derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.
    b. Use and understand basic rules for the derivative of sums, products, and quotients of functions.
    c. Apply the chain rule and implicit differentiation.
    d. Calculate derivatives of parametric, polar, and vector functions.

Course Outcome 2 Assessment:
Written response, short answer, and/or multiple choice assessment

Course Outcome 3 - Integrals
Students will calculate, interpret, and apply Riemann sums to the definite integral.

Course Outcome 3 Objectives:
Students will:

1. Interpret and use properties of definite integrals.
    a. Use a definite integral as a limit of Riemann sums.
    b. Use a definite integral as the rate of change of a quantity over an interval interpreted as the change of the quantity over interval.

$$\int_a^b f'(x)dx = f(b) - f(a)$$

    c. Understand and apply basic properties of definite integrals. (Examples include additivity and linearity.)
2. Apply integrals
    a. Appropriate integrals are used in a variety of applications to model physical, biological, or economic situations. Although only a sampling of applications can be included in any specific course, students should be able to adapt their knowledge and techniques to solve other similar application problems. Whatever applications are chosen, the emphasis is on using the integral of a rate of change to give accumulated change or using the method of setting up an approximating Riemann sum and representing its limit as a definite integral. To provide a common foundation, specific applications should include finding the area of a region (including a region bounded by polar curves), the volume of a solid with known cross sections, the average value of a function, the distance traveled by a particle along a line, and the length of a curve (including a curve given in parametric form).
3. Apply and understand the Fundamental Theorem of Calculus
    a. Use the Fundamental Theorem to evaluate definite integrals.

   b. Use the Fundamental Theorem to represent a particular antiderivative, and the analytical and graphical analysis of functions so defined.
4. Apply techniques of antidifferentiation.
   a. Compute antiderivatives that follow directly from derivatives of basic functions.
   b. Compute antiderivatives by substitution of variables (including change of limits for definite integrals), parts, and simple partial fractions (nonrepeating linear factors only).
   c. Compute improper integrals (as limits of definite integrals).
5. Analyze and interpret applications of antidifferentiation.
   a. Find specific antiderivatives using initial conditions, including applications to motion along a line.
   b. Solve separable differential equations and use them in modeling. (In particular, studying the equation y' = ky and exponential growth.)
   c. Solve logistic differential equations and use them in modeling.
6. Calculate numerical approximations to definite integrals.
   a. Use Riemann (using left, right, & midpoint evaluation points) and trapezoidal sums to approximate definite integrals of functions represented algebraically, graphically, and by tables of values.

Course Outcome 3 Assessment:
Written response, short answer, and/or multiple choice assessment

Outcome 4 - Polynomial Approximations and Series
Students will interpret the convergence and divergence of series.

Course Outcome 4 Objectives:
Students will:
1. Understand the concept of series.
   a. A series is defined as a sequence of partial sums, and convergence is defined in terms of the limit of the sequence of partial sums. Technology can be used to explore convergence or divergence.
2. Understand series of constants.
   a. Explore motivating examples, including decimal expansion.
   b. Recognize and interpret geometric series with applications.
   c. Recognize and interpret harmonic series.
   d. Interpret the terms of a series as areas of rectangles and their relationship to improper integrals, including the integral test and its use in the convergence of p-series.
   e. Apply the ratio test for convergence and divergence.
   f. Compare series to test for convergence or divergence.
3. Interpret and apply Taylor series.
   a. Use Taylor polynomial approximation with graphical demonstration of convergence (for example, viewing graphs of various Taylor polynomials of the sine function approximating the sine curve).
   b. Calculate the Maclaurin series and the general Taylor series centered at x = a.

c. Learn the Maclaurin series for the functions $e^x, \sin(x), \cos(x), and \frac{1}{1-x}$.
d. Manipulate Taylor series using shortcuts to compute new Taylor series, including substitution, differentiation, antidifferentiation, and the formation of new series from known series.
e. Derive functions defined by power series.
f. Find the radius and interval of convergence of power series.
g. Use the Lagrange error bound for Taylor polynomials.

Course Outcome 4 Assessment:
Written response, short answer, and/or multiple choice assessment

AP® Statistics

AP® Statistics **10,11,12** **Year**

Description:
Advanced Placement® Statistics is designed to prepare students for the Advanced Placement® statistics exam. The content will consist of the statistical concepts tested on the exam including exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students who successfully complete the Advanced Placement® examination may receive credit and/or advanced placement for a one-semester introductory college statistics course at many colleges and universities. Completion of this course will prepare students to take the College Board AP® Statistics exam.

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resource:
To Be Determined 2007-08

Course Outcome 1
Students will use graphical and numerical techniques to study patterns and departures from patterns, with emphasis on interpreting graphical and numerical displays and summaries.

Course Outcome 1 Objectives:
Students will:

1. Interpret graphical displays of distribution of univariate data (dot plot, stem plot, histogram, and cumulative frequency plot).
2. Summarize distributions of univariate data.
3. Compare distributions of univariate data (dot plots, back-to-back stem plots, and parallel box plots).
4. Explore bivariate data.
5. Explore categorical data: frequency tables.

Course Outcome 1 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Outcome 2
Students will collect data according to a well-developed plan, deciding upon a method of data collection and analysis.

Course Outcome 2 Objectives:
Students will:

1. Apply different methods of data collection.
2. Plan and conduct surveys.
3. Plan and conduct an experiment.
4. Generalizability of results and types of conclusions that can be drawn from observational studies, experiments, and surveys

Course Outcome 2 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Outcome 3
Students will use probability as a tool for anticipating what the distribution of data should look like under a given model

Course Outcome 3 Objectives:
Student will:

1. Express probability as relative frequency.
2. Apply probability rules.
3. Combine independent random variables.
4. Use the normal distribution as a model for measurements.
5. Simulate and interpret discrete probability and continuous sampling distributions.

Course Outcome 3 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Course Outcome 4
Students will apply statistical inference for selecting models and drawing conclusions for the data.

Course Outcome 4 Objectives:
Student will:

1. Estimate population parameters using properties of point estimators.
2. Create confidence intervals for various population parameters.
3. Perform tests of significance.

Course Outcome 4 Assessment:
Teacher developed or textbook generated tests, quizzes and/or projects using technology. May include free response/critical thinking type questions.

Math Reteaching

Math Reteaching **11,12** **Year**

Description:
This course is designed for the student who has not been successful on the district's 10th grade Math ELO. The mission of re-teaching is to ensure that all students have the opportunity to learn the knowledge and skills necessary to meet the cut scores on the Millard Public Schools Essential Learner Outcome assessments. The math reteaching course will highlight instruction from Pre-Algebra, Algebra I, and Geometry and align to our Table of Specifications which is developed alongside the Math 10 Essential Learner Outcome (ELO) test.

.

We believe ELO re-teaching will:

- Be a cooperative effort between school, student and parents
- Include re-testing at the point of re-teaching instruction

Millard Standards: See secondary Millard Standards listed on pages 16-18.

Primary Resources:
McDougal Littell Math Course 3 (2007)
McDougal Littell Algebra 1 (2007)
Geometry resource to be determined in 2007-08

Course Outcome 1
Student will demonstrate competency in math, science, and/or social studies by meeting or exceeding the cut score on the respective Essential Learner Outcome Assessment.

Course Outcome 1 Objectives:
Students will:

1. Acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP)
2. Apply test taking strategies to respective discipline

Course Outcome 1 Assessment:
Strand Demonstrations (Prescribed strand demonstrations may be retained for use as a demonstration of proficiency for graduation requirements.)
ELO assessment

This is the appendix to the Math Framework that was inadvertently left out.

PreK-12 Mathematics Framework

Appendix

- **Elementary Math Field Study Report**

Elementary Math Field Study Report
2005-06 & 2006-07 School year

Curriculum, Instruction, and Assessment
Assessed Curriculum – Program Change/Field Studies Rule 6510.2

The following people participated in Phases I and II of the Curriculum Cycle related to the research, field study, and recommendation of Scott Foresman – Addison Wesley Mathematics 2008 and Investigations 2008:

Core Committee:

Dr. Carol Newton, Director of Elem. Ed.
Mary Ehlers – Technology
Peggy Brendel-Norris
Nancy Nelson-Cottonwood
Christy Cryer – Abbott, 4th grade
Eva Van Lent – Black Elk, Kindergarten
Heidi Penke – Bryan, 3rd grade
Sara Collins – Cody, 2nd grade
Anne Servais – Disney, Kindergarten
Michelle Shillito – Ezra, 1st grade
Mary Ritzsorf - Harvey Oaks, 5th grade
Jo Hanshaw – Holling Heights, 3rd grade
Denise Rohwer - Morton, 3rd grade
Janell Nesler – Neihardt, 4th grade
Pam Welch – Rockwell, 2nd grade
Jennifer Gabrielson – Rohwer, 2nd grade
Martha Vannier – Wheeler, 5th grade
Robbyn Yee-Willowdale, Kindergarten
Kendall Morrissey – Montclair/Montessori
Shelly Schmitz – Disney, Resource
Marlo Olson-Morton, Multi-Cat
Jackie Clarke – Ackerman
Tammy Gebhart – Elementary Math MEP Facilitator
Clara Hoover-Secondary Math MEP Facilitator
Candy Spurzem-Holling Heights
Amanda Lorimer - Ackerman, 1st grade
Sue Schall – Aldrich, 5th grade
Kelly Pugh - Black Elk, 3rd grade
Barb Wilson – Cather, 5th grade
Sandy Brown-Cottonwood, 4th grade
Sarah Peterson – Disney, 3rd grade
Jaci Goldhorn – Ezra, 4th grade
Julie Schneider – Hitchcock, 3rd grade
Kathy Landgren – Montclair, 2nd grade
Glenda Bachman – Neihardt, Kindergarten
Pam Hall – Norris, 3rd grade
Ryan Clark – Rockwell, 5th grade
Jeannie Noel – Sandoz, 1st grade
Jericia French – Willowdale, 4th grade
Sheila Rempe – Cather/Core
Terri Haywood – Rockwell, BD
Carrie Mason-Rohwer, BD
Curt Lubbers – Central Middle School

Grade5-6 Math Vertical Articulation
Curt Lubbers-Central MS
Nancy Howe-North MS
Sugar Theissen-Abbott
Sandy Brown-Cottonwood
Clara Hoover-Secondary Math MEP Facilitator
Skip Hanlon-Beadle MS
Pam Boosalis-Anderson MS
Sue Schall-Aldrich
Martha Vannier-Wheeler
Tammy Gebhart-Elementary Math MEP Facilitator

Community Focus Group-Paybac Partners
Dave Uhrich-Faith Westwood United Methodist Church
Sherry Seibert-Backyard Birds, Inc.
Marsha Cady-Cox Communications
John Reynolds-Midland Computer, Inc.
Ann Glinski-Omaha State Bank
Cindy Tienken-Whishpering Pines Farm and Refuge
Elliott Ostler-UNO Mathematics Ed. Dept.
Jennifer Arrasmith-Gallup Organization
Christina Sullivan-Children's Museum
Dave Lanoha-Lanoha Nursery
A'Jamal Byndon-Nebraska Methodist college
Evan Kileen-Stategic Air and Space Museum
Sheryl McGlammery-UNO Science Education Dept.

Field Study Participants
Mandy Muller-Macmillan
Becky Scherbring-Macmillan/Real Math
Dee Srenson-Scott Foresman/Investigations
Julie Elvers-Harcourt/Think Math
Sandi George-Harcourt/Think Math
Becky Williams-Macmillan
Tami Ulch-Scott Foresman/Investigations
Amanda Lorimer-Scott Foresman/Real Math
Jeanne Stover-Macmillan/Real Math
Anne Servais-Scott Foresman/Investigations
Glenda Bachman-Scott Foresman/Investigations
Robbin Yee-Harcourt/Real Math
Sharon Finnegan-Macmillan/Scott Foresman/Investigations
Marlee Anderson-Macmillan/Real Math
Christine Eisold-Scott Foresman/Investigations
Debbie Ryckman-Harcourt/Think Math

Jeannie Noel-Harcourt/Think Math
Cindy Chevalier-Scott Foresman/Investigations
Jennifer Gabrielson-Scott Foresman/Investigations
Kathy Landgren-Macmillan/Real Math
Amy Scheibeler-Harcourt/Think Math
Kelly Pugh-Scott Foresman/Investigations
Jodi Critser-Harcourt/Think Math
Tammy Wolfe-Scott Foresman/Investigations
Marilyn Optiz-Macmillan/Real Math
Julie Sparks-Harcourt
Kelly Berg-Scott Foresman
Janell Nesler-Harcourt/Think Math
Barb Wilson-Harcourt
Christy Cryer-Macmillan/Real Math
Judy Bates-Scott Foresman
Barb Sheppard-Scott Foresman/Investigations
Sue Schall-Harcourt/Think Math
Mary Ritzdorf-Harcourt
Eva Van Lent-Everyday Math
Heidi Gough-Everyday Math
GayLynn Baker-Everyday Math
Sarah Peterson-Everyday Math
Norm Melichar-Everyday Math
Marsha Krienke-Hansen-Everyday Math
Marlo Olson-Scott Foresman/Invesitgations
Carrie Mason-Scott Foresman/Invesitgations

Michelle Shillito-Harcourt/Think Math
Pam Welch-Harcourt/Think Math
Marcia Murray-Macmillan/Real Math
Sara Collins-Harcourt/Real Math
Kathy Vacek-Scott Foresman/Investigations
Sarah Peterson-Everyday Math/Real Math
Julie Schneider-Harcourt/Think Math
Pam Hall-Macmillan/Real Math
Denise Rohwer-Scott Foresman
Sugar Theissen-Scott Foresman
Jaci Goldhorn-Scott Foresman/Investigations
John Becker-Macmillan/Real Math
Jericia French-Scott Foresman/Investigations
Martha Vannier-Macmillan/Real Math
Cindy Hamm-Macmillan/Real Math
Matt Gurnett-Macmillan/Scott Foresman/Investigations
Andrew Rinaldi-Harcourt/Think Math
Bob Schermeyer-Harcourt/Think Math
Paul Schulte-Everyday Math
Rita Cain-Everyday Math
Densie Kersigo-Everyday Math
Helen Lykke-Wisler-Everyday Math
Suzi Behrns-Everyday Math
Shelley Schmitz-Macmillan/Real math
Terri Haywood-Harcourt/Think Math
Jackie Clarke-Macmillan/Real Math

Research Teams

Geometry
Anne Sevais
Christy Cryer
Sara Collins
Denise Rohwer
Mary Ehlers
Jo Hanshaw

Measurement
Michelle Shillito
Sandy Brown
Heidi Penke
Peggy Brendel
Shelly Schmitz

Problem Solving
Jeannie Noel
Jericia French
Martha Vannier
Sara Petersen
Terri Haywood

Operations
Glenda Bachman
Janell Nesler
Kathy Landgren
Pam Hall
Curt Lubbers

Number Concepts
Glenda Bachman
Janell Nesler
Kathy Landgren
Pam Hall
Curt Lubbers

Operations
Amanda Lorimer
Sue Schall
Mary Ritzdorf
Julie Schneider
Shelia Rempe
Pam Welch

Algebra
Robbyn Yee
Ryan Clark
Jennifer Gabrielson
Jackie Clarke
Kendal Morrisey

Exploring Data
Eva Van Lent
Barb Wilson
Kelly Pugh
Candy Spurzem
Jaci Goldhorn

Projected Timeline for Millard Education Program for Elementary

Phase	Task	Year
Phase I	Initial Meeting • Review Philosophy, District Outcomes, Standards & Beliefs • Critical Issues • Formation of Research Groups Sharing Research Findings Develop Evaluation Form Vendor Presentations • Complete Evaluation Forms • Selection of Field Study Programs • Identification of Field Study Participants	September 2004 November 2004 March 2005 May 2005
Phase II 2005-06	Staff Development for Field Study Participants Field Study Update • Teacher usability • Student use • Evaluation responses • Student assessment data Field Study Update Other Data Reviewed • Alignment to grade 6 • Vendor staff development plans • Software applications and feasibility • Cost projections • Responsiveness of vendors *Decision to continue Field Study	August 2005 October 2005 February 2006 August 2005-2006 April 2006
Phase II 2006-07	Training for Field Study participants • In-depth training for Real Math teachers • Training for Harcourt Think Math and Scott Foresman Investigations • Technology training day for Real Math Grade Level Discussions with Three Programs • K, 1, 2, 3, 4, 5, Selection of program Scott Foresman Addison Wesley Mathematics 2008 & Investigations 2008	October 2006 January 2007 23, 25, 29, 30 February 2007 1, 5 February 22, 2007
Phase III	• Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources	2007-2008
Phase IV	• Monitor, collect student & program assessment data	2008-2012
Phase I	• Establish core committee • Research by staff • Develop mission	2012-2013

***Decision to continue Field Study – April 3, 2006**

- The Elementary Math Task Force met on April 3, 2006 with the purpose of making a decision related to the elementary math field study and selection of a program for implementation.
  After discussion about new programs to be implemented during the 06-07 school year: elementary science, elementary goal setting, elementary gradebook and building staff development related to Millard Instructional Model (MIM), PLC, building focus; the following recommendations were made:
  - Eliminate Everyday Math and Macmillan programs from the field study as they did not meet the mathematical instructional needs of students and staff.
  - After a great deal of discussion based on tasks impacting teachers for the 2006-07 school year, the recommendation was made to extend the field study for another year and have it remain in Phase II for a second year.
  - Harcourt Math and Scott Foresman Math programs are comparable to each other and a recommendation of one program over the other was not evident.
  - The Real Math program appears to provide many components that would meet district staff and student needs and requires further consideration. Program was added to field study.

Summary of Decision to leave Everyday Math

On April 3, 2006 the Elementary Math Committee of Millard Public Schools decided not to continue with the use of Everyday Math after the 06/07 school year. While the Everyday Mathematics Program has many components that promoted mathematical achievement there have been concerns and issues within the program that have been problematic for Millard students. Areas of concern included student achievement, common mathematical language, lack of measurement objectives, the absence of the standard algorithms, alignment from elementary to middle level, the depth and organization of the kindergarten program, and parent support and involvement materials. Due to some gaps in student achievement in math, the district had previously implemented other math programs for special education students and Title I School-wide Programs based on needs of students that were not being met in the Everyday Mathematics Program. Teachers are also looking for more options to differentiate and feel Everyday Math does not offer much. The teachers are also looking for more options for student practice which they feel is missing from Everyday Math.

Concerns/Issues Related to Everyday Mathematics Program:

- Lack of visual models
- Not strong manipulative component
- Language is not traditional math vocabulary
- No intervention pieces
- Homelinks are difficult for parents and do not necessarily correlate to lesson taught
- Does not transition students to standard algorithms
- Problem solving does not connect to real world problems
- No automaticity work
- Lack of practice
- Flexible groupings difficult
- Does not stay on skill long enough before switching to next skills
- Big jumps in spiral
- Need for calendar K-2 to practice money, counting, patterning

- Transition to middle school difficult
- Teachers need to reorganize materials to meet needs of students
- Already moved Cody to Harcourt
- Not easy for substitute teachers
- Difficult for new teachers
- Not connected to revised NCTM Standards or Focal Points
- No writing connection
- No technology practices or assessments
- Mobility issues
- Families have difficulty support their child's math
- No mention of mathematical properties
- SPED moved to Silver Burdette

Field Study Results for 2006-07:
Kindergarten

Harcourt/Think Math	Real Math	SF/Investigations
Strengths -Big Book flipchart User friendly Student teacher friendly "Math Background" piece Useful manipulatives Good ideas for activities Nice home piece Leveled blackline books Thoroughly cover a skill Trade books Center ideas Problem solving	**Strengths** High standards-stretch kids Spiral Real life application User friendly Sub friendly Numerous manipulatives Overheads and teacher Games Involves parents Warm up/reflect Small groups Centers Problem solving exploring Problem of the Day Hands on daily NSF sequence	**Strengths** Big book Flipchart User friendly Sub and student teacher friendly Investigations Math background Very useful manipulatives Overhead manipulatives Workmats Great diversity-lots to choose from Center ideas Literature Estimation is strong Parent materials Problem of the Day Sequence Hands on daily Rigor Builds a solid numeracy foundation
Concerns Tech piece-hard for kids to access and materials too easy Too easy – didn't meet district standards Literature Snails pace Too much prep for what the activity amounted to Expectations for K not like 1st grade. Transition K to 1 weak No spiral review	**Concerns** No big book No extra literature No vocabulary cards	**Concerns** Challenge-weak Investigations take time to prepare (but worth it)

First Grade

Harcourt/Think Math	Real Math	SF/Investigations
Strengths Spiral of skills User friendly Problem of the Day (sheet plus review at the bottom) Differentiation-opportunity for homework and guided practice Lots of choices Problem solving piece Reading is enhanced Stay on one concept for a longer period of time Basic fact practice and fluency Student success has increased Think Math can help with higher and lower students Graphing Investigations Manipulatives Concrete before procedural ThinkMath correlation Student book engaging Online games Harcourt Math Center	**Strengths** User friendly Research based-strong Games Tech piece-representation and online games Length of time spent on skill Strong scope and sequence Teacher resources Student manipulatives Reading is right on Problem solving piece Differentiation Comprehensive-basal is NSF Basic facts and adding 3 or more	**Strengths** Investigations-ideas are great Scope and sequence Problem solving Good manipulatives User friendly-teacher, sub and student teacher Problem of the Day Problem solving piece Different levels of practice-reteaching, practice and enrichment Stays on one concept for an entire chapter before moving on, yet includes spiral review Tech piece-pearsonsuccess.net and Digital Learning
Concerns 50 cent piece is missing	**Concerns** Lack of structured homework	**Concerns** Investigations lengthy-but worth it Lots of reading

Second Grade

Harcourt/Think Math	Real Math	SF/Investigations
Strengths Manipulatives Lays a solid foundation User friendly-manual Literature Online books Problem solving Assessment – 2 options Math jingles Options for presenting Reteaching Ancillaries-support for teachers Problem of the day	**Strengths** tech piece questions for teachers manual-user friendly games manipulatives stretches kids mental math-in every lesson number cubes daily quiz cumulative review	**Strengths** Solid foundation Useful manipulatives-both student and teacher Algebra readiness Ancillaries-practice options Problem of the day Spiral review cumulative review after every 3rd chapter Investigations-stretches students Writing in math User friendly Math story Workmats
Concerns Too many workbooks Games High kids left out-too easy	**Concerns** Sometimes too hard Not a lot of strategies Not a lot of work with money Some problem solving – too hard reteaching	**Concerns** Tech piece in 2nd year

Third Grade

Harcourt/Think Math	Real Math	SF/Investigations
Strengths Differentiation Problem Solving piece User and sub friendly Whole chapter is spent on one concept Manipulatives Assessment options Pacing Vocabulary cards Family involvement Spiral review	**Strengths** Games Overview for lesson Response wheels Daily lesson layout Guided discussion Tech piece Problem solving Key idea Stays with concept One manual Rigor	**Strengths** Problem Solving lessons Math vocabulary cards User friendly Sub friendly Whole chapter on one concept Options for differentiating assignments Intervention-hardcopy and online Games-both hardcopy and online Tech piece Home/school communication Writing component Rigor
Concerns Games HSPOA Challenge is up and down not consistent with the rigor Answers are spread around throughout the pieces	**Concerns** Answer key to small Can be too challenging (rigor) Differentiation with worksheets is weak	**Concerns** Homework-book is weak Assessments are lengthy

Fourth Grade

Harcourt/Think Math	Real Math	SF/Investigations
Strengths Differentiation worksheets User friendly Similar to Reading series Manipulatives Eharcourtschool Vocabulary cards and ideas Home connection-home game Problem solving Test prep Lays a good foundation Rigor is there for students THINK Math-lots of uses	**Strengths** Family pieces Tech-epresentation Games Different worksheet Problem solving Mental math Hands on Rigor Cum review assessments All in one-not 2 different programs blended	**Strengths** Easy transition from grade to grade Progression-scope and sequence Choices for differentiation Spiral review Problem of the Day Investigations-Hands on Investigations-stretches students User friendly for teachers, subs and student teachers Vocab cards Test options Writing in math Cum review assessments Rigor
Concerns THINK Math – sometimes confusing Games few timed tests Problem solving difficult	**Concerns** Reteaching-weak or missing Cum review assessment can be long Spiral-not prominent Lots of mistakes in TE Not very polished Don't feel like students are prepared to move on	**Concerns** Tests lengthy

Fifth grade

Harcourt/Think Math	Real Math	SF/Investigations
Strengths Develops and presents concepts well Amount of problem solving activities Standardized test review Think Math enhances Good reviews of skills Assessments A and B, multiple choice/open ended	**Strengths** Technology for teacher and student Variety of games and cubed games Integrated-Across the Curriculum book-good for higher achievers	**Strengths** Spiral review User friendly Problem of the Day Writing component Ancillaries-practice options cumulative assessments-chapters 1-3, 1-6, 1-9, 1-12 Interventions-both hardcopy and online Problem solving activities and writing games Investigations-activities
Concerns High achieving students- not rigorous enough	**Concerns** Too difficult-even for HAL at times Needs more review practice for lower students	**Concerns** Planning Investigations-lengthy

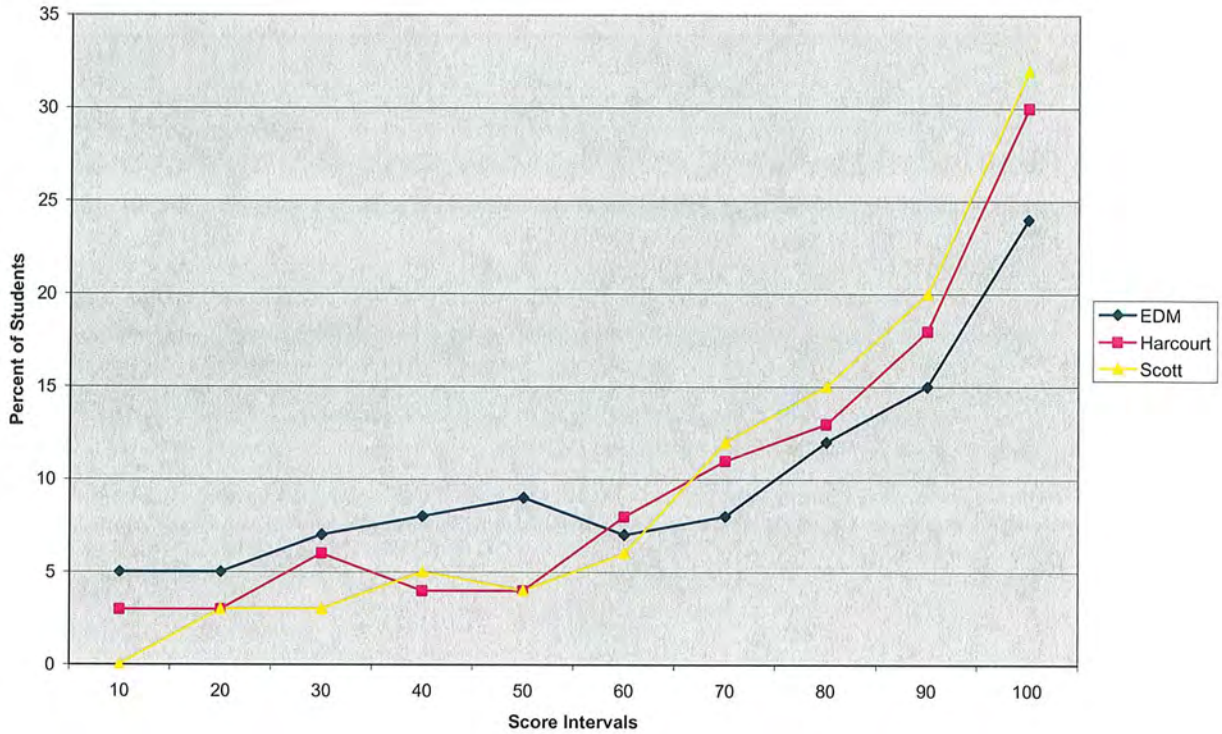
Assessment Results

Terra Nova and Math ELO Assessment results were analyzed for students who were instructed using Harcourt Math, Scott Foresman Math, and the students in those buildings who were instructed using Everyday Math during the 2005-06. Students instructed using Scott Foresman Math scored the highest on all four assessments, with Harcourt second and Everyday Math scoring the lowest. Graphs of this data are attached.

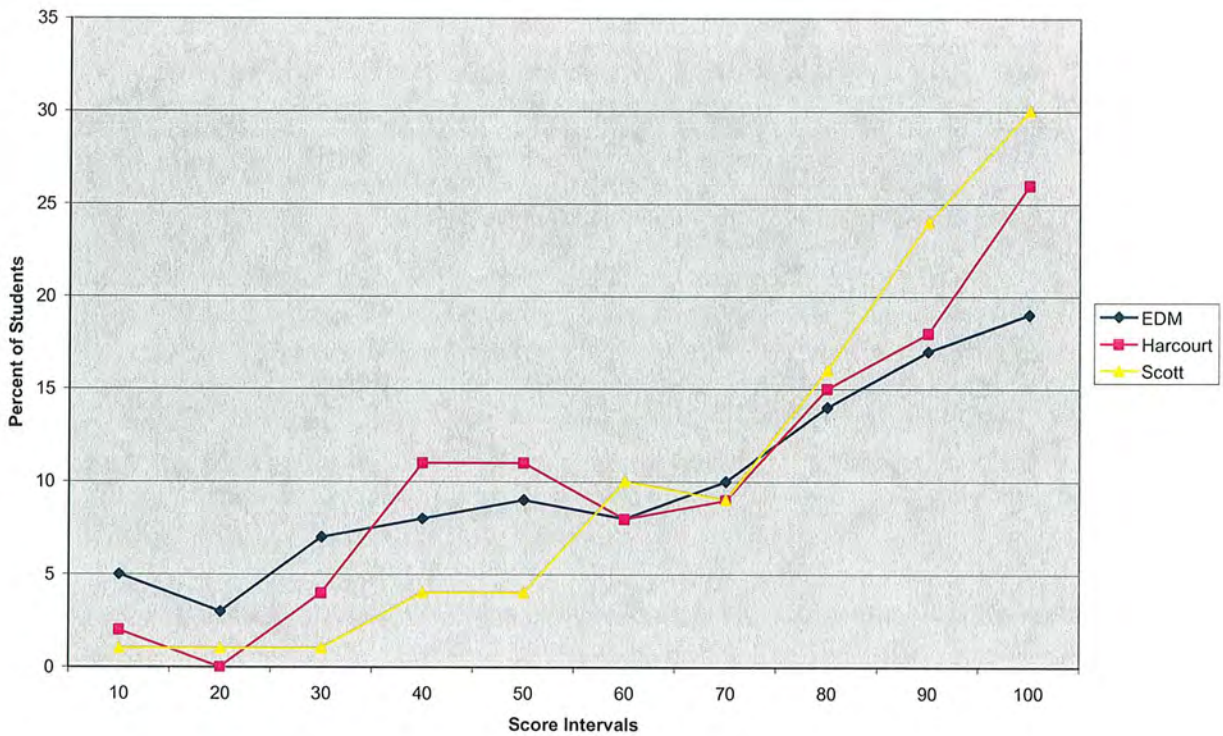
Elementary Math Core Committee Recommendation:

February 22, 2007 the Elementary Math Core Committee recommended Scott Foresman – Addison Wesley 2008 and Investigations 2008 (National Science Foundation companion program) for adoption and implementation in the 2007-08 school year.

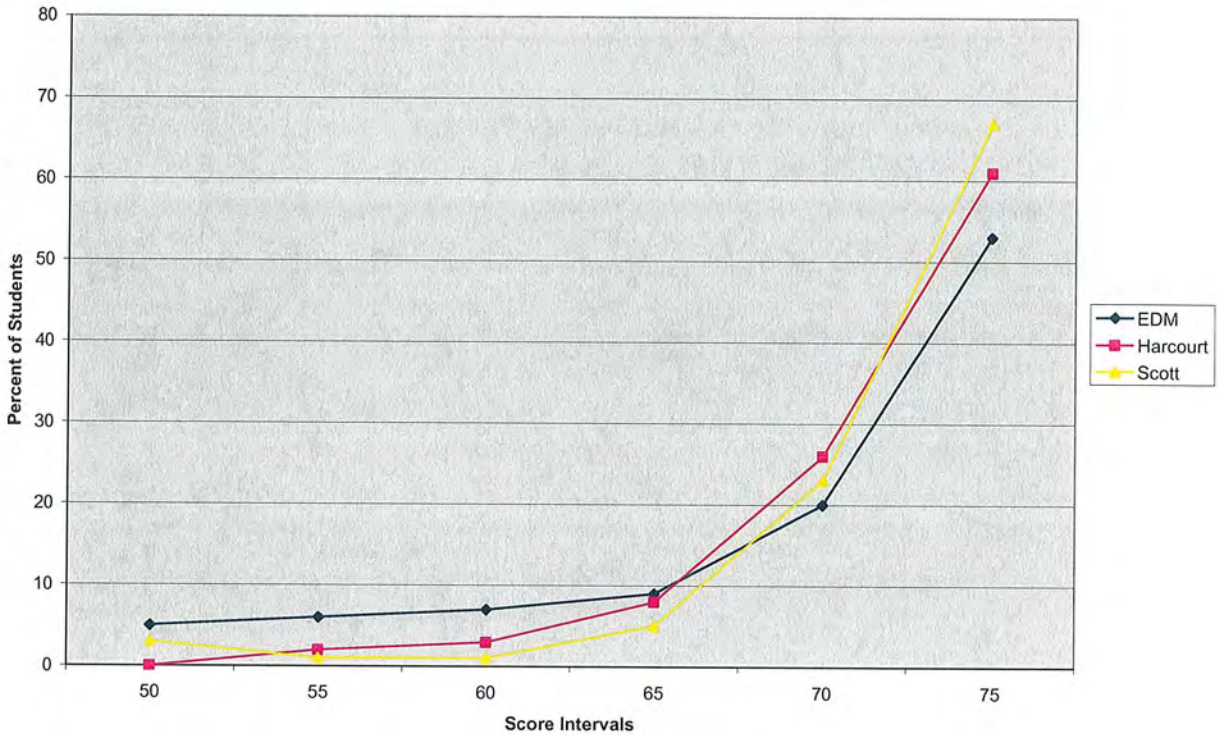
3rd Terra Nova Math 06-07



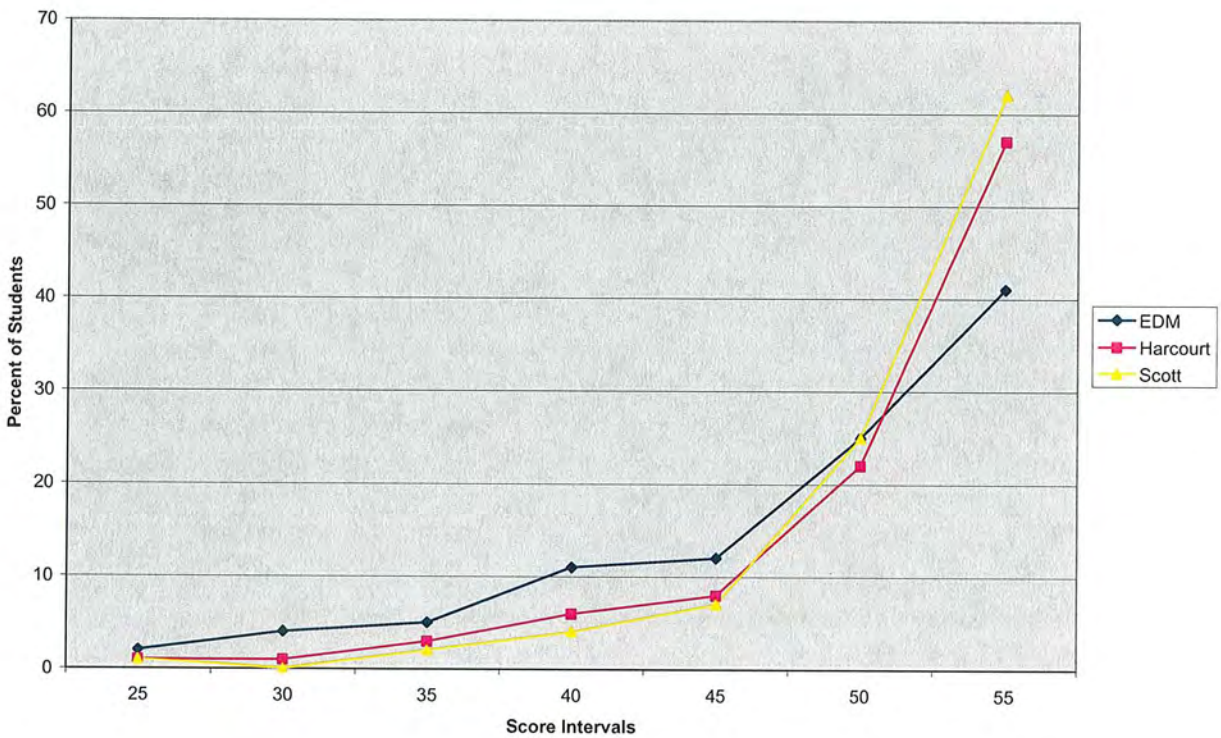
4th Math Terra Nova 06-07



3rd ELO Math 06-07



4th Math ELO 06-07



AGENDA SUMMARY SHEET

AGENDA ITEM: Adoption of Transportation (3800 Series) Policies

MEETING DATE: April 2, 2007 and April 23, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Adoption of Transportation (3800 Series) Policies – A revision and renumbering of all transportation policies in the District.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Attached is a total revision and renumbering of all of the District's transportation policies. The new numbering system is as follows:

3800 TRANSPORTATION

3810 Students
- 3811 Regular Education
- 3812 Special Education
- 3813 Homeless
- 3814 ELL & MSAP
- 3815 Private Vehicles
- 3816 Bus Stops
- 3817 Discipline

3820 Drivers
- 3821 Qualifications
- 3822 Training
- 3823 Responsibilities

The prior policies are located after the new ones. We are recommending adoption of all of the new policies and repeal of the old ones. We believe that the new policies and rules reflect the current practices of the District. [Note: State and federal law require a minimum age of 18. These policies reflect a minimum age of 21 (which is the District's current practice).]

OPTIONS AND ALTERNATIVES: Any proposed policy can be amended or rejected by the board.

RECOMMENDATION: It is recommended that, after second reading, the following policies and rules be approved as submitted: 3811, 3811.1, 3812, 3813, 3814, 3815, 3816, 3817, 3821, 3822, and 3823; and, further that the following policies and rules be repealed: 3525, 3525.1, 3525.2, 3525.3, 3525.4, 3525.5, 3530, and 3530.1.

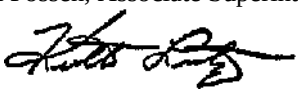
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL:



Support Services – Transportation

Students – Regular Education 3811

The District shall provide student transportation services as required by law and may, at its discretion, provide additional student transportation services that are not required by law. The District may charge for such additional transportation services.

Private vendors may be contracted to provide all or a portion of the District's student transportation services.

All transportation services provided under this policy shall comply with state and federal law.

Legal References: *Neb. Rev. Stat.* §79-601 through §79-613
92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Regular Education 3811.1

I. The District shall provide the following student transportation services to students at the Elementary School level:

A. Any elementary student who lives more than two miles from school shall be provided transportation services to his/her assigned school. There shall be no charge for such services.

B. Any elementary student who lives in a subdivision that was assigned to a school other than its neighborhood school shall be provided transportation services to his/her assigned school provided that such services were approved by the board of education at the time of such reassignment.

C. Any student who, in his/her walk to school, encounters at least three of the following five circumstances shall be provided transportation services at no charge:

1. The student must cross a road with a speed limit of 45 mph or greater.

2. The student must, due to lack of sidewalks, walk in a non-residential street (or the unimproved area immediately adjacent thereto).

3. The student must cross a 4-lane (or more) state or federal highway or interstate highway.

4. The student must cross one or more non-residential intersections that (a) do not have pedestrian crossing signs, markings, or signals, or (b) do not have sufficient visual range for safe pedestrian crossing.

5. The student must traverse consistently high-volume roadways where temporary road conditions present limited walking space.

II. The District shall provide the following student transportation services to students at the Middle School level:

A. The District shall arrange transportation services for all middle school students who live more than two miles from their assigned schools. There shall be a charge for such transportation. The charge for such services shall be determined annually by the District. The charge may (but need not be) sufficient to recover the full cost for such services.

B. No transportation services shall be arranged by the District for students living within two miles of their assigned schools, however, the parents of such student may, at their expense, seek to contract for such services with the District's contracted transportation service provider (or any other transportation provider).

C. Any middle school student who lives in a subdivision that was reassigned to another middle school further from the subdivision than its original school shall be provided transportation services to his/her assigned school provided that such services were approved by the board of education at the time of such reassignment

III. The District shall provide the following student transportation services to students at the high school level:

A. The District shall provide transportation services free of charge to any student who lives more than four miles from his/her assigned school. However, the District may, at its sole discretion, elect to provide mileage reimbursement to any or all such qualifying students in lieu of transportation. The mileage reimbursement rate for such shall be as prescribed by state law.

B. No transportation services shall be provided by the District for students living within four miles of their assigned high schools, however, the parents of such students may, at their expense, seek to contract for such services with the District's contracted transportation service provider (or any other transportation provider).

IV. Unless otherwise required by law, the District shall not provide transportation services to in-district transfer students (i.e., those students who, at their request, are permitted to attend a school other than the school to which they would have been assigned based upon the location of their residence).

Policy Adopted: March ___, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Special Education 3812

The District shall provide transportation services to special education students who qualify for such services under state and/or federal law.

The District shall also provide transportation services to special education students who are required to attend a program in a school other than the school to which they would have been assigned based upon the location of their residence.

All transportation services provided under this policy shall comply with state and federal law.

Legal References: Individuals with Disabilities in Education Act
Neb. Rev. Stat. §79-1129
92 NAC 51
92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Homeless 3813

The District shall provide transportation services to homeless students who qualify for such services under state and/or federal law.

Legal References: Neb. Rev. Stat. §79-215
42 USC §11432
92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – ELL & MSAP 3814

The District shall provide transportation services to students enrolled in the ELL (i.e., English Language Learner) program or MSAP (i.e., Middle School Alternative Program) if such students are assigned to a program that is in a school other than the school to which they would be assigned based upon the location of their residence (i.e., "neighborhood school").

The transportation for such students shall be from their neighborhood schools to their assigned schools unless compelling reasons exist for the administration to arrange otherwise. Such determination shall be made by and at the sole discretion of the Superintendent (or designee).

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Private Vehicles 3815

Any person using his/her vehicle to transport students for school-related activities shall carry insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law.

Policy Adopted: _____ , 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Bus Stops 3816

Students who utilize District transportation services shall be picked up and discharged only at locations designated by the District. Transportation vehicles shall not wait for tardy students beyond the scheduled pickup times for such designated locations.

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Students – Discipline 3817

The student code of conduct shall extend to the District's transportation services. Any disruptive behavior on school buses or vans shall be referred to the appropriate building principal (or designee).

A student's transportation services may be suspended or revoked for serious or repeated violations of the student code of conduct. Insubordination towards the transportation driver shall be considered a violation of such code.

Legal References: Rule 5300.1
Rule 5400.6

Policy Adopted: _____ , 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Drivers – Qualifications 3821

All student transportation drivers employed by the District (or employed by a transportation contractor for the District) shall be at least 21 years of age and meet all of the requirements of state and federal law for such position. Additionally, all such drivers shall be subject to a satisfactory criminal background check and Nebraska motor vehicle check.

Any student transportation driver who is not subject to periodic or random drug testing under federal or state law shall submit to (and satisfactorily pass) an annual drug test arranged (and paid for) by the District.

"Student transportation driver" shall mean all regularly employed drivers employed the District (or a contractor for the District) to transport students to school or to activities. "Regularly employed drivers" shall not include teachers, administrators, or other employees whose primary job assignment is other than transporting students.

Legal References: 92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Drivers – Training 3822

All student transportation drivers employed by the District (or employed by a transportation contractor for the District) shall receive and satisfactorily complete all training required by state and/or federal law.

The District's administration may provide and require drivers to satisfactorily complete additional training that is not required by state and/or federal law.

Legal References: 92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Support Services – Transportation

Drivers – Responsibilities 3823

All student transportation drivers employed by the District (or employed by a transportation contractor for the District) shall be responsible for all requirements of such drivers as provided by state and federal law as well as the District's policies, rules, and administrative directives.

Legal References: 92 NAC 91
92 NAC 92

Policy Adopted: _____, 2007 Millard Public Schools
Omaha, NE

Business

Transportation **3525**

The Millard Public Schools shall provide a transportation system, which is an integral part of the total educational complex. The transportation system shall provide a service for promoting safe and healthful pupil transportation, provide a means of educational extension and contribute to the operational economy and efficiency of the Millard School District.

The Millard Public School's transportation system shall comply with existing Nebraska statutes and State Department rules and regulations.

Policy Adopted: April 7, 1975 Millard Public Schools
Omaha, NE

Business

Transportation

Responsibilities and Duties **3525.1**

1. The Office of the Superintendent will be responsible for school transportation.

2. The Office of the Superintendent shall recruit, select, and recommend school bus driver applicants to the Board of Education for employment.

    a. The Office of the Superintendent shall submit evidence and reasons to the Board of Education for the dismissal of any school bus driver.

3. School bus drivers, when employed, shall be a minimum of 21 years of age and shall not have reached the age of 62.

4. For additional personnel policies, refer to the Board of Education Personnel Policies Handbook.

5. Bus Drivers – Bus drivers are responsible for properly covering the prescribed routes and are in charge of the equipment and riders in transit.

6. Building Principals – Building principals assist in maintaining student conduct in transit by handling necessary disciplinary follow-up and also advising on safety factors of loading and unloading.

Rule Approved: April 7, 1975 Millard Public Schools
Omaha, NE

Business

Transportation

Routes and Services **3525.2**

1. Regular or special school bus routes shall be designed to transport boys and girls as efficiently as possible to a given location from an established pick up point, place of designated residence or attendance.

2. The district provides transportation services for elementary students according to state law and guidelines established by the Board of Education.

3. All kindergarten students who are eligible for transportation will be provided or reimbursed for transportation both to and from school.

4. A partial pay transportation service will be provided for junior high (seventh and eighth grade) and middle school (sixth, seventh and eighth) grade students living over two miles at a partial pay rate of $1.00 per day, round trip. Every student will be requested to present a coupon upon entering the bus. Coupon booklets may be purchased at the schools. The coupon booklet will be sold with a minimum of 20 coupons at a cost of $10.00.

   Junior high (seventh and eighth grade) and middle school (sixth, seventh, and eighth grade) students living less than two miles from school may be eligible for transportation at the discretion of the administration.

5. Transportation service for ninth, tenth, eleventh, and twelfth grade students will be provided according to state law 79-490.

6. Special transportation agreements may be made in the case of a handicapped child for whom a physician has requested transportation.

7. Rural routes and urban pick up point patterns shall be designed to generally provide a one way route riding time of less than one hour for all boys and girls.

Legal Reference: §79-940; §43-607

Rule Approved: Millard Public Schools
Revised: April 18, 1988 Omaha NE

(Rationale for rule found in Board minutes of August 3, 1981)
(Reference: Board minutes of April 4, 1983)

Business

Transportation

Safety **3525.3**

1. The Office of the Superintendent shall provide for attendance at all state and area inservice activities involving transportation or school bus safety.

2. The Office of the Superintendent shall plan and implement a safety training program for school bus drivers and student passengers.

3. School bus drivers shall attend all inservice meetings and local workshops.

4. The riding privileges of any student may be revoked or suspended for violation of administrative rules and regulations or for conduct, which is detrimental to the safe operation of the school bus.

5. Parents are responsible for physical damage done to a school transportation vehicle by their children.

6. The Board of Education shall provide vehicles, which meet or exceed the "Nebraska minimum Standards" governing school transportation vehicles.

7. The Office of the Superintendent shall be responsible for developing a systematic preventive maintenance program on a daily, weekly, monthly, and annual basis to insure mechanical efficiency and safety.

Rule Approved: April 7, 1975 Millard Public Schools
Omaha, NE

Business

Transportation

Operations **3525.4**

1. Regular route school buses shall not wait for tardy pupils past the scheduled pick up times.

2. Eligible pupils shall be picked up and discharged at scheduled and assigned stops only.

3. A bad weather route and pick up point plan shall be developed and implemented through joint determination of the school transportation supervisor and the school administrator.

4. A cost accounting system shall be implemented by the school transportation supervisor.

5. The Office of the Superintendent shall develop rules and regulations as necessary for attaining operational efficiency and insuring personal safety.

Rule Approved: April 7, 1975 Millard Public Schools
Omaha, NE

Business

Transportation

Special Transportation for Exceptional Children 3525.5

Transportation for exceptional children shall be in accordance with Nebraska statutes.

Rule Approved: April 7, 1975 Millard Public Schools
Omaha NE

Business

Privately Owned Vehicles 3530

Student Transportation

Any person using his/her vehicle to transport students for school related activities shall carry insurance coverage on such vehicle in an amount equal to or greater than the minimum required by Nebraska law.

Mileage Reimbursement

Staff members who use their own vehicles for school-related business shall keep a mileage log. Mileage reimbursement requests shall be submitted monthly to the business office. The mileage reimbursement rate shall be the rate established by the Nebraska Department of Administrative Services.

Policy Adopted: Millard Public Schools
Revised: August 6, 1990; August 3, 1998; October 17, 2005 Omaha, NE

Business

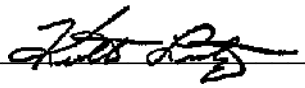
Privately Owned Vehicles **3530.1**

The building principal shall inform those parties involved in the transportation of students for school related activities of their responsibility in regard to automobile insurance.

Rule Approved: April 7, 1975 Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:	Policy 6750 (Student Fees)
MEETING DATE:	April 2, 2007
DEPARTMENT:	Business & Educational Services
TITLE AND BRIEF DESCRIPTION:	First Reading Policy 6750 – (Student Fees)
ACTION DESIRED:	Approval ___X___
BACKGROUND:	A public hearing on Policy 6750 and rule 6750.1 will be held prior to the meeting on April 23. The Policy and Rule need to be reviewed annually and included into all student handbooks.
OPTIONS AND ALTERNATIVES:	The District could elect to provide everything for students free of charge.
RECOMMENDATION:	It is recommended that Policy 6750 and Rule 6750.1 be approved.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	If we do not adopt the Policy and Rule, we will be required to provide everything to students at no charge (and will need to budget accordingly).
TIMELINE:	Immediate
PERSON RESPONSIBLE:	Judy Porter (Dir. of Sec. Ed.), Carol Newton (Dir. of Elem. Ed.), and Ken Fossen (Assoc. Supt.)

SUPERINTENDENT APPROVAL: 

Curriculum, Instruction, and Assessment

Student Fees **6750**

The District may require and collect fees or other funds from or on behalf of students or require students to furnish or provide materials, supplies, equipment, or attire consistent with the Public Elementary and Secondary Student Fee Authorization Act.

The Superintendent (or designee) shall promulgate the rules and/or procedures necessary for implementation of this policy. For purposes of Neb. Rev. Stat. §79-2,133 and §79-2,134, such rules and/or procedures, when adopted or approved, shall be incorporated in their entirety into this policy by this reference.

~~On or before August 1, 2002, and annually thereafter,~~ Annually, the school board shall hold a public hearing at a regular or special meeting of the board on a proposed student fee policy, following a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee policy for the prior school year. The student fee policy shall be adopted by a majority vote of the school board and shall be published in the student handbook. The board shall provide a copy of the student handbook to every student at no cost to the student.

Legal References: Neb. Rev. Stat. §79-2,125 et seq.

Related Policies & Rules : Rule 6750.1

Policy Adopted: July 15, 2002
Reaffirmed: May 17, 2004; June 6, 2005; April 17, 2006
Revised: April 23, 2007

Millard Public Schools
Omaha, NE

Curriculum, Instruction, and Assessment

Student Fees **6750.1**

Pursuant to Policy 6750 and Neb. Rev. Stat. §79-2,135 et seq., the District may, and hereby does, require and collect fees or other funds from or on behalf of District students or require District students to furnish or provide supplies, equipment, or attire as provided for herein below.

A. Elementary School Fees:

Extracurricular Activities *	– Field Trips: Students pay a fee of up to $15 (but not to exceed actual cost) per field trip. – All Clubs: Students pay a fee of up to $30 (but not to exceed actual cost of conducting the club activities) for membership and activities in each club. – School will not fund competition beyond the state level. – Optional High Ability Learner (HAL) Field Trips: Students pay up to $22 (but not to exceed actual cost) per trip. – Choir: Students pay a fee of $15 (but not to exceed actual cost) for screen-printed T-shirt.
Special Transportation	– §79-241 (option enrollment students): n/a – §79-605 (tuition students): n/a – §79-611 (students within 4 miles): n/a
Copies of Files/Records	– Students pay 10 cents per page.
Lost/Damaged Property	– Student pays for repair or replacement cost of property.
Before/After/Pre-School	– Mini-classes: Students pay up to $60 per class (6-8 sessions) including materials, but not to exceed actual cost.
Summer/Night School	– Regular Education Summer School: Students pay $50 (for 1.5 hours per day for 2 weeks) – Special Education Summer School: Elementary students pay $105 (for 3 ¼ hours per day for ten days in June) or $90.50 (for 3 ½ hours per day for eight days in July). Early Childhood students pay $85 (3 ¼ hours per day for 8 days) – Building Level Summer School: Students pay up to $3 per hour, including materials.
Breakfast/Lunch Programs *	– Students pay for lunch (i.e., current cost of lunch $1.60) and breakfast (i.e., current cost of breakfast $1.00).
Non-Specialized Attire	– PE: Students provide tennis shoes – – Art: Students provide a paint shirt
Musical Instruments (Optional Courses, Non-extracurricular) *	– Band & Strings: Students provide their own instruments.

* The requirements marked with an asterisk (*) may be waived for students who qualify for free and reduced-priced lunches.

B. Middle School Fees:

Extracurricular Activities*	– Optional High Ability Learner (HAL) Field Trips: Students pay up to $20 (but not to exceed actual cost) per trip – such trips may include the NASA Space Workshop (Des Moines Science Center); Lewis & Clark; Writer's Workshop; Archeology Workshop; City Planning Workshop; as well as other opportunities that may arise as a result of programming by area institutions. – Montessori Immersion Experiences: Students pay $150 per trip (but not to exceed actual cost) for up to four trips – School will not fund competition beyond the state level – Sixth Grade Outdoor Education at North Middle School: Students pay $50 – Other optional field trips sanctioned by the building administration: Students pay up to $15 (but not to exceed actual cost) for each trip – All Clubs: Students pay $0 to $140 (not to exceed the cost of conducting club activities) for membership and activities in each club – Athletics: Students pay a $30 participation fee in football. Students pay a ~~$22~~ $25 participation fee for all other sports. – All Sports: Students provide elastic waist shorts, t-shirt, socks and cold weather attire as needed – Football: Students provide appropriate athletic shoes – Volleyball: Students provide appropriate athletic shoes for use indoors only – Basketball: Students provide appropriate athletic shoes for use indoors only – Wrestling: Students provide appropriate athletic shoes for use indoors only – Track: Students provide appropriate athletic shoes – Other Requirements: Students are required to have a sports physical (except for intramural basketball/volleyball) and must be covered by health insurance. Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.
Spectator Admission / Transportation	– Students pay an admission fee to activities, not to exceed $10.00 per person per event. The site administrator shall determine the admission charges to each "home" middle school event.
Special Transportation	– §72-241 (option enrollment students): n/a – §79-605 (tuition students): n/a – §79-611 (students within 4 miles): Transportation for students whose residences are two miles or more from school is provided through Laidlaw Busing at $1.25 per trip (with the balance of the cost paid by the District).
Copies of Files/Records	– Students pay 10 cents per page.
Lost/Damaged Property	– Students pay for repair or replacement of property.
Summer/Night School	– Regular Summer School: Students pay $80 (for 1¾ hours per day for 3 weeks – one course); $160 (for 3½ hours per day for 3 weeks – two courses); $240 (for 5 ¼ hours per day for 3 weeks – three courses).

	– Special Education Summer School: Students pay $140 (for 3 ¾ hours per day for 15 days in June) – Middle School After School Program: Students pay $30 (for 1 hour per day for one week); $60 (for 2.5 hours per day for one week) – Summer Opportunities instruction for students – no more than $35.00 (per opportunity per student) – Russell – summer activity not to exceed $150.00 per activity. – Transition Programs: $10
Breakfast/Lunch Programs *	– Students pay for breakfast (i.e., current cost of breakfast $1.50). – Students pay for lunch (i.e., current cost of lunch $1.70). Ala Carte selections vary in price.
Non-Specialized Attire	– PE: Students provide athletic shoes, elastic waist shorts, t-shirt, and cold weather attire as needed.
Musical Instruments (Optional Courses, Non-extracurricular) *	– Band & Strings: Students provide their own instruments.
Music Items (Extracurricular) *	– Swing Choir & Jazz Band: Students provide their own instruments and attire. Required performance attire will not exceed a cost of $75.00.

* The requirements marked with an asterisk (*) may be waived for students who qualify for free and reduced-priced lunches.

C. High School Fees:

Extracurricular Activities *

- Optional Field Trips: Students pay a fee (not to exceed $1500.00 or actual cost less revenue raised via fundraising activities and/or donations) for all optional field trips approved by the building administration
- All Clubs: Students pay up to $800.00 (not to exceed the cost of conducting club activities) for membership and/or activities in each club
- All Activities: Students pay a $50 non-refundable fee for participation in athletics and activities governed by the Nebraska School Activities Association (fee includes an Athletic Admission Ticket for "home" school events. (Journalism, Concert Choir, Marching Band, and Orchestra are excluded)
- Note: For curriculum related activities (i.e., Marching Band, DECA, VICA, FCCLA, Debate, Forensics, and FCS), the school district does not fund competitive activities for students beyond the state level. Fundraising and/or donations must cover the cost of competition beyond the state level.
- Drama Club: Students pay $25.00 for supplies, materials, and services. (Millard South High School)
- Athletics, Cheerleading, and Dance: Students are required to have a physical and must be covered by health insurance to participate. (Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.)
- All Athletics: Students provide elastic waist shorts, t-shirt, towels and cold weather attire as needed
- Football: Students provide appropriate athletic shoes and practice jersey
- Volleyball: Students provide appropriate athletic shoes for use indoors only
- Basketball: Students provide appropriate athletic shoes for use indoors only and practice jersey
- Cross Country: Students provide appropriate athletic shoes
- Tennis: Students provide tennis racquet and appropriate athletic shoes and pay indoor court fees up to $30.00 per season
- Golf: Students provide golf clubs, golf bag, golf balls, and appropriate athletic shoes and pay range or green fees up to $30.00 per season
- Softball: Students provide softball glove, bat, appropriate athletic shoes, and colored socks
- Baseball: Students provide baseball glove, bat, appropriate athletic shoes, and colored socks
- Soccer: Students provide shin guards, appropriate athletic shoes, and colored socks
- Wrestling: Students provide appropriate athletic shoes for use indoors only
- Swimming: Students provide swimsuits, ~~and~~ towels, goggles and fins
- Track: Students provide appropriate athletic shoes
- Dance Team/Cheerleading: Students purchase selected uniforms and pay fees to a summer camp
- Swing Choir: Students will purchase required selected performance attire at a cost not to exceed ~~$320.00~~ $350.00

	per student.
Spectator Admission / Transportation	– Students pay admission fees, not to exceed $30.00 (per event, per person), to school activities. The site administrator shall determine the admission charges to each "home" high school event. – Athletic Admission Ticket: Student pays $35 for admission to all "home" high school athletic events (non-tournament competitions).
Postsecondary Education	– Postsecondary Education Costs: Students pay the tuition and other fees only associated with obtaining credits from a postsecondary educational institution if the student chooses to apply for postsecondary education credit [i.e., currently $116.00 per credit hour for Peru State College, $34.50 per quarter hour for MCC, Metropolitan Community College, or $200 per course and registration at UNO, University of Nebraska – Omaha or $100 per credit hour and registration at University of Nebraska – Lincoln (online classes)]. – World Language Exam Fees: Students may pay the cost of $5.00 per exam. – Advanced Placement Exams Fees: Students pay the cost of each exam (i.e., currently $82 per exam). – International Baccalaureate Exams Fees: Students pay for the cost of testing (i.e., currently approximately $650 for two years of testing).
Special Transportation	– §72-241 (option enrollment students): n/a – §79-605 (tuition students): n/a – §79-611 (students within 4 miles): n/a
Copies of Files/Records	– Transcript fee: Students pay $5. – Other Requests: Students pay 10 cents per page.
Lost/Damaged Property	– Student pays for cost of repair or replacement of property.
Summer/Night School	– Summer School: Students pay $170 (for 2 ½ hours per day for 5 ½ weeks, 1 one-semester course); $340 (for 5 hours per day for 5 ½ weeks, 2 one-semester courses); $510 (for 7 ½ hours per day for 5 ½ weeks, 3 one-semester courses) – Special Education Summer School: Students pay $140 (for 3 ¾ hours per day for 15 days in June) – Summer Opportunities instruction for students – no more than $40.00 (per opportunity per student)
Breakfast/Lunch Programs *	– Students pay for lunch (i.e., current cost of lunch $1.80). Ala Carte selections vary in price. – Students pay for breakfast (i.e., current cost of breakfast $1.75).
Parking Permit	– Students wishing to park in school lots during the school day must obtain a parking permit for $30.00.
Non-Specialized Attire	– PE: Students provide athletic shoes, socks, swimsuit, towel, elastic-waist shorts, t-shirt, cold weather attire as needed. – Lifeguarding: Students provide a CPR mouthguard.
Musical Instruments (Optional Courses, Non-extracurricular) *	– Band & Strings: Students provide their own instruments.

Music Items	(Extracurricular) *	– Pep Band: Students provide a colored polo shirt (general description by band instructor) – Band: Students may provide black or white leather shoes as generally described by band instructor

* The requirements marked with an asterisk (*) may be waived for students who qualify for free and reduced-priced lunches.

D. Student Fee Fund:

1. The District shall establish a Student Fee Fund which shall be a separate fund not funded by tax revenue.

2. All money collected from students pursuant to §79-2,127(1) (related to extracurricular activities), §79-2,127(3) (related to post secondary education costs), and §79-2,127(8) (related to summer school and night school) shall be deposited into the Student Fee Fund. Money expended from such fund shall be for the purposes for which it was collected from students.

E. Waiver of Fees and/or Requirements:

1. Students who qualify for free or reduced-priced lunches under the USDA child nutrition programs may have fees and requirements waived for the following:

a.	§79-2,133(1)	Related to participation in extracurricular activities
b.	§79-2,131	Related to optional music courses and extracurricular music activities

2. Participating in a free-lunch program or a reduced-price lunch program shall not be required for students to qualify for a waiver of fees and/or requirements.

3. Any qualified student desiring a waiver of fees and/or requirements shall complete and submit a Request for Waiver of Fees and/or Requirements form to the building principal (or his/her designee). Once the Request is processed, the principal (or his/her designee) shall inform the student as to whether the Request was approved or denied.

Legal References: Neb. Rev. Stat. §79-2,125 et seq.

Related Policies & Rules: 6750

Rule Approved: July 15, 2002
Rule Updated: April 21, 2003
Rule Revised: July 21, 2003
Rule Revised: May 17, 2004
Rule Revised: June 6, 2005
Rule Revised: April 17, 2006
Rule Revised: Spring 2007

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for MWHS Tennis Court Project

MEETING DATE: April 2, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for MWHS Tennis Court Project – This is one of the District's summer projects.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2007. This item is the receipt of bids and the award of the contract related to one of those projects.

Update: See the attached cover letter and bid tab. Note that the District is only recommending the acceptance of the Base Bid, however, the MWHS athletic department has expressed an interest in possible accepting and funding one of the alternates via athletic funds. For that reason, the alternates will be held open for the time being for MWHS to decide if it wants to fund one of them.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the contract for the summer 2007 MWHS Tennis Court project be awarded to **TAB Construction Company** in the amount of **$63,024.55 (with such amount including only the base bid) and that the alternates be held open for the Millard West Athletic Department to accept and fund if they should so choose,** and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

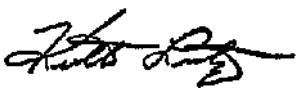
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL:



Lamp, Rynearson & Associates, Inc.
14710 West Dodge Road, Suite 100
Omaha, Nebraska 68154-2027
WWW.LRAINC.COM
(Ph) 402.496.2498
(Fax) 402.496.2730

March 28, 2007

Mr. Kenneth J. Fossen
Associate Superintendent
General Administration
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, Nebraska 68137-2604

REFERENCE: Millard West High School
Tennis Court Resurfacing
LRA Job No. 06093.01-321

Dear Mr. Fossen:

Bids were received for the above referenced project on March 27, 2007. Enclosed are copies of the tabulation of bids and the proposal of the low bidder. Per the bid tabulation, two bids were received. The low base bid was submitted by Tab Construction Company in the amount of $63,024.55. They also submitted two alternate bids. The first alternate bid in the additional amount of $3,990.00 is for work to construct 420 linear feet of tennis court windscreen, while the second alternate, in the additional amount of $6,972.00, is for work to construct 840 linear feet of tennis court windscreen. The overall project budget was set at $52,010.00 (base bid).

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required contract time. We would therefore recommend a contract be awarded to Tab Construction Company in the amount of $63,024.55 (base bid), with direction from you as to whether or not Millard Public Schools elects to include one of the two alternate bids in the contract.

Please inform us if award of the contract is to be made, including any alternate, so that we may prepare the necessary contracts.

Sincerely,

LAMP, RYNEARSON & ASSOCIATES, INC.

Scott Loos, P.E.
Senior Project Manager

Enclosures

c: Ed Rockwell

cls\L:\Engineering\06093\ADMIN\Tennis Court\LTR Fossen 070328.doc

MILLARD WEST HIGH SCHOOL
TENNIS COURT RESURFACING
LRA JOB NO. 06093.01-021/321
ENGINEER: SCOTT LOOS/MIKE LANGNER
BID DATE 03/27/07
PAGE 1

				TAB Construction Co.		Dostal's Const. Co., Inc.	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	GENERAL GRADING AND SHAPING	1	LS	3,000.00	$ 3,000.00	$ 1,000.00	$ 1,000.00
2	SAW CUT PAVEMENT - FULL DEPTH	35	LF	7.15	250.25	8.00	280.00
3	REMOVE PCC DRIVEWAY	20	SY	9.75	195.00	30.00	600.00
4	REMOVE PCC SIDEWALK	360	SF	1.25	450.00	2.00	720.00
5	REMOVE AND REPLACE SIGN	2	EA	66.00	132.00	100.00	200.00
6	REMOVE FENCE POST FOOTING	28	EA	52.00	1,456.00	20.00	560.00
7	REMOVE FENCE	12	LF	19.30	231.60	60.00	720.00
8	REMOVE ACRYLIC SURFACE	1	LS	2,100.00	2,100.00	2,000.00	2,000.00
9	CONSTRUCT 7" PCC DRIVEWAY - TYPE L65	20	SY	45.00	900.00	60.00	1,200.00
10	CONSTRUCT 4" PCC SIDEWALK	360	SF	3.70	1,332.00	6.00	2,160.00
11	CONSTRUCT 4" PCC PAVEMENT TO MATCH PLAYING SURFACE	28	EA	51.00	1,428.00	20.00	560.00
12	TAP EXISTING CURB INLET	1	EA	350.00	350.00	1,000.00	1,000.00
13	CONSTRUCT 15" STORM SEWER PIPE	210	LF	27.25	5,722.50	42.00	8,820.00
14	CONSTRUCT 15" PIPE BEDDING	210	LF	3.40	714.00	4.00	840.00
15	CONSTRUCT 48" I.D. MANHOLE (1 EA)	6	VF	300.00	1,800.00	420.00	2,520.00
16	CONSTRUCT GRATE INLET - TYPE "B-B" SINGLE BASIN	1	EA	2,056.00	2,056.00	2,500.00	2,500.00
17	CONSTRUCT SINGLE-SWING GATE	3	EA	1,550.00	4,650.00	1,000.00	3,000.00
18	MODIFY BACK BOARD HARDWARE	1	LS	87.00	87.00	1,500.00	1,500.00
19	CONSTRUCT CRACK REPAIR SYSTEM	600	LF	17.50	10,500.00	14.00	8,400.00
20	ACRYLIC SURFACING WITH MARKING	1	LS	20,820.00	20,820.00	19,800.00	19,800.00
21	ADJUST CHAIN-LINK FENCE TO MATCH PLAYING SURFACE	330	LF	9.50	3,135.00	18.00	5,940.00
22	CONSTRUCT SILT FENCE	300	LF	3.20	960.00	3.00	900.00
23	REMOVE SILT FENCE	300	LF	0.85	255.00	1.00	300.00
24	SEEDING - TYPE "A"	0.2	AC	2,500.00	500.00	3,000.00	600.00
	ALTERNATE 1						
25	CONSTRUCT WINDSCREEN	420	LF	9.50	3,990.00	9.00	3,780.00
	ALTERNATE 2						
26	CONSTRUCT WINDSCREEN	840	LF	8.30	6,972.00	8.00	6,720.00
	TOTAL BID AMOUNT (BASE BID) (INCLUDES ITEMS 1-24)				$63,024.35		$66,120.00
	TOTAL BID AMOUNT (ALTERNATE 1) (INCLUDES ITEMS 1-25)				$67,014.35		$69,900.00
	TOTAL BID AMOUNT (ALTERNATE 2) (INCLUDES ITEMS 1-24, 26)				$69,996.35		$72,840.00

Engineers' Estimate: $52,010.00
Amount of Bid Bond: $2,600.00

LAMP, RYNEARSON ASSOC, INC., 14710 W DODGE RD, STE 100, OMAHA, NE
CG\L\PROJECTS\TABS\SCHOOLS\MILLARDWESTTENNISCOURT

TAB Const. Co

ARTICLE 1 - BID RECIPIENT

1.01 This Bid is submitted to:

MILLARD PUBLIC SCHOOLS
Don Stroh Administration Center
Conference Room A
5606 South 147 Street
Omaha, NE 68137

MILLARD WEST HIGH SCHOOL
TENNIS COURT RESURFACING
5710 SOUTH 176 AVENUE
06093.01-021/321

1.02 The undersigned Bidder proposes and agrees, if this Bid is accepted, to enter into an Agreement with Owner in the form included in the Bidding Documents to perform all Work as specified or indicated in the Bidding Documents for the prices and within the times indicated in this Bid and in accordance with the other terms and conditions of the Bidding Documents.

ARTICLE 2 - BIDDER'S ACKNOWLEDGEMENTS

2.01 Bidder accepts all of the terms and conditions of the Instructions to Bidders, including without limitation those dealing with the disposition of Bid security. This Bid will remain subject to acceptance for 30~~60~~ days after the Bid opening, or for such longer period of time that Bidder may agree to in writing upon request of Owner.

ARTICLE 3 - BIDDER'S REPRESENTATIONS

3.01 In submitting this Bid, Bidder represents that:

A. Bidder has examined and carefully studied the Bidding Documents, the other related data identified in the Bidding Documents, and the following Addenda, receipt of which is hereby acknowledged.

Addendum No.	Addendum Date	Initials
~~0~~	~~N/A~~	

B. Bidder has visited the Site and become familiar with and is satisfied as to the general, local and Site conditions that may affect cost, progress, and performance of the Work.

C. Bidder is familiar with and is satisfied as to all federal, state and local Laws and Regulations that may affect cost, progress and performance of the Work.

D. Bidder has carefully studied all: (1) reports of explorations and tests of subsurface conditions at or contiguous to the Site and all drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Site (except Underground Facilities) which have been identified in SC-4.02, and (2) reports and drawings of Hazardous Environmental Conditions that have been identified in SC-4.06.

E. Bidder has obtained and carefully studied (or accepts the consequences for not doing so) all additional or supplementary examinations, investigations, explorations, tests, studies and data concerning conditions (surface, subsurface and Underground Facilities) at or contiguous to the

Site which may affect cost, progress, or performance of the Work or which relate to any aspect of the means, methods, techniques, sequences, and procedures of construction to be employed by Bidder, including applying the specific means, methods, techniques, sequences, and procedures of construction expressly required by the Bidding Documents to be employed by Bidder, and safety precautions and programs incident thereto.

F. Bidder does not consider that any further examinations, investigations, explorations, tests, studies, or data are necessary for the determination of this Bid for performance of the Work at the price(s) bid and within the times and in accordance with the other terms and conditions of the Bidding Documents.

G. Bidder is aware of the general nature of work to be performed by Owner and others at the Site that relates to the Work as indicated in the Bidding Documents.

H. Bidder has correlated the information known to Bidder, information and observations obtained from visits to the Site, reports and drawings identified in the Bidding Documents, and all additional examinations, investigations, explorations, tests, studies, and data with the Bidding Documents.

I. Bidder has given Engineer written notice of all conflicts, errors, ambiguities, or discrepancies that Bidder has discovered in the Bidding Documents, and the written resolution thereof by Engineer is acceptable to Bidder.

J. The Bidding Documents are generally sufficient to indicate and convey understanding of all terms and conditions for the performance of the Work for which this Bid is submitted.

~~K. Bidder will submit written evidence of its authority to do business in the state where the Project is located not later than the date of its execution of the Agreement.~~

ARTICLE 4 - FURTHER REPRESENTATIONS

4.01 Bidder further represents that:

A. This Bid is genuine and not made in the interest of or on behalf of any undisclosed individual or entity and is not submitted in conformity with any agreement or rules of any group, association, organization or corporation;

B. Bidder has not directly or indirectly induced or solicited any other Bidder to submit a false or sham Bid;

C. Bidder has not solicited or induced any individual or entity to refrain from bidding; and

D. Bidder has not sought by collusion to obtain for itself any advantage over any other Bidder or over Owner.

ARTICLE 5 - -BASIS OF BID

5.01 Bidder will complete the Work in accordance with the Contract Documents for the following price(s):

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
1.	GENERAL GRADING AND SHAPING	1	LS	3,000.00	3,000.00
2.	SAW CUT PAVEMENT - FULL DEPTH	35	LF	7.15	250.25
3.	REMOVE PCC DRIVEWAY	20	SY	9.75	195.00
4.	REMOVE PCC SIDEWALK	360	SF	1.25	450.00
5.	REMOVE AND REPLACE SIGN	2	EA	66.00	132.00

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
6.	REMOVE FENCE POST FOOTING	28	EA	52.00	1456.00
7.	REMOVE FENCE	12	LF	19.30	231.60
8.	REMOVE ACRYLIC SURFACE	1	LS	2100.00	2100.00
9.	CONSTRUCT 7" PCC DRIVEWAY - TYPE L65	20	SY	45.00	900.00
10.	CONSTRUCT 4" PCC SIDEWALK	360	SF	3.70	1332.00
11.	CONSTRUCT 4" PCC PAVEMENT TO MATCH PLAYING SURFACE	28	EA	51.00	1428.00
12.	TAP EXISTING CURB INLET	1	EA	350.00	350.00
13.	CONSTRUCT 15" STORM SEWER PIPE	210	LF	27.25	5722.50
14.	CONSTRUCT 15" PIPE BEDDING	210	LF	3.40	714.00
15.	CONSTRUCT 48" I.D. MANHOLE (1 EA)	6	VF	300.00	1800.00
16.	CONSTRUCT GRATE INLET - TYPE "B-B" SINGLE BASIN	1	EA	2056.00	2056.00
17.	CONSTRUCT SINGLE-SWING GATE	3	EA	1550.00	4650.00
18.	MODIFY BACK BOARD HARDWARE	1	LS	87.00	87.00
19.	CONSTRUCT CRACK REPAIR SYSTEM	600	LF	17.50	10,500.00
20.	ACRYLIC SURFACING WITH MARKING	1	LS	20,820.00	20,820.00
21.	ADJUST CHAIN-LINK FENCE TO MATCH PLAYING SURFACE	330	LF	9.50	3135.00
22.	CONSTRUCT SILT FENCE	300	LF	3.20	960.00
23.	REMOVE SILT FENCE	300	LF	.85	255.00
24.	SEEDING - TYPE "A"	0.2	AC	2500.00	500.00
	ALTERNATE 1				
25.	CONSTRUCT WINDSCREEN	420	LF	9.50	3990.00
	ALTERNATE 2				
26.	CONSTRUCT WINDSCREEN	840	LF	8.30	6972.00
	TOTAL BID AMOUNT (BASE BID) (INCLUDES ITEMS 1-24)				63,024.55
	TOTAL BID AMOUNT (ALTERNATE 1) (INCLUDES ITEMS 1-25)				
	TOTAL BID AMOUNT (ALTERNATE 2) (INCLUDES ITEMS 1-24, 26)				

TOTAL OF ALL BASE BID ESTIMATED PRICES Sixty Three Thousand
(use words)-

Twenty Four 55/100

TOTAL OF ALL ALTERNATE ~~X~~ 2 ESTIMATED PRICES Six Thousand Nine
(use words)-

Hundred Seventy Two 00/100

TOTAL OF ALL ALTERNATE ~~2~~ 1 ESTIMATED PRICES Three Thousand Nine
(use words)-

Hundred Ninety 00/100

Unit Prices have been computed in accordance with Paragraph 11.03.B of the General Conditions.

Bidder acknowledges that estimated quantities are not guaranteed, and are solely for the purpose of comparison of Bids, and final payment for all Unit Price Bid items will be based on actual quantities, determined as provided in the Contract Documents.

ARTICLE 6 - TIME OF COMPLETION

6.01 Bidder agrees that the work shall begin on or after MAY 31, 2007. The site shall be clean and all work shall be complete with all equipment removed from the site by JULY 27, 2007 ~~Work will be substantially complete within FORTY-FIVE (45) working calendar days after the date when the Contract Times commence to run as provided in Paragraph 2.03 of the General Conditions, and will be completed and ready for final payment in accordance with Paragraph 14.07.B of the General Conditions within ___ calendar days after the date when the Contract Times commence to run~~

6.02 Bidder accepts the provisions of the Agreement as to liquidated damages in the event of failure to complete the Work within the times specified above, which shall be stated in the Agreement ~~Contract Times~~.

ARTICLE 7 - ATTACHMENTS TO THIS BID

7.01 The following documents are attached to and made a condition of this Bid:

A. Required Bid security in the form of a certified check or bid bond; and

B. A tabulation of Subcontractors, Suppliers and other individuals and entities required to be identified in this bid.

ARTICLE 8 - DEFINED TERMS

8.01 The terms used in this Bid with initial capital letters have the meanings stated in the Instructions to Bidders, the General Conditions, and the Supplementary Conditions.

ARTICLE 9 - BID SUBMITTAL

9.01 If awarded the Contract, our surety company will be _____

of _____
(Name and Address of Local Representative)

9.02 LIST OF SUBCONTRACTORS AND SUPPLIERS TO BE USED.

Name of Subcontractor or Supplier	Item

9.03 This Bid submitted by:

If Bidder is:

An Individual

Name (typed or printed): _____

By: _____ (SEAL)
(Individual's signature)

Doing business as: ______________________

Business address: ______________________

____

Phone No.: ______________________

A Partnership

Partnership Name: ______________________ (SEAL)

By: ______________________
(Signature of general partner -- attach evidence of authority to sign)

Name (typed or printed): ______________________

Business address: ______________________

____

Phone No.: ______________ Fax No.: ______________

A Corporation

Corporation Name: TAB Construction Co (SEAL)

State of Incorporation: Nebraska

Type (General Business, Professional, Service, Limited Liability): General Business

By: ______________________
(Signature -- attach evidence of authority to sign)

Name (typed or printed): ______________________

Title: ______________________ (CORPORATE SEAL)

Attest ______________________
(Signature of Corporate Secretary)

Business address: 4153 So. 67th St.

Omaha, NE 68117

Phone No.: 402-331-1244 Fax No.: 402-331-1286

Date of Authorization to do business in NEBRASKA is __/__/87

A Joint Venture

Name of Joint Venture:_____

First Joint Venturer Name:_____(SEAL)

By:_____
(Signature of first joint venture partner -- attach evidence of authority to sign)

Name (typed or printed):_____

Title:_____

Business address:_____

_____

Phone No.:_____ Fax No.:_____

Second Joint Venturer Name:_____(SEAL)

By:_____
(Signature of second joint venture partner -- attach evidence of authority to sign)

Name (typed or printed):_____

Title:_____

Business address:_____

_____

Phone No.:_____ Fax No.:_____

(Each joint venturer must sign. The manner of signing for each individual, partnership, and corporation that is a party to the joint venture should be in the manner indicated above.)

Phone and FAX Number, and Address for receipt of official communications:

Bidder's Business Address_____

_____

Phone No.:_____ Fax No.:_____

SUBMITTED on _____, 20___.

State Contractor License No. ___. (If applicable)

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for MNHS & MWHS Shot and Discuss Project

MEETING DATE: April 2, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for MNHS & MWHS Shot and Discuss Project – This is one of the District's summer projects.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2007. This item is the receipt of bids and the award of the contract related to one of those projects.

Update: See the attached cover letter and bid tab.

OPTIONS AND ALTERNATIVES: n/a

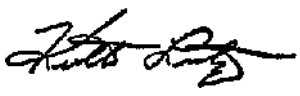
RECOMMENDATION: It is recommended that the contract for the summer 2007 MNHS & MWHS Shot and Discuss project be awarded to **Dostals Construction** in the amount of **$118,834 (with such amount including the Base Bid and Alternate G-5)** and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL: 

DLR Group
Architecture Engineering Planning Interiors

400 Essex Court
Regency Park
Omaha, NE 68114

tel 402/393-4100
fax 402/393-8747
omaha@dlrgroup.com
www.dlrgroup.com

March 29, 2007

Ms. Kim Thompson, Project Manager
Millard Public Schools – Support Services Center
13906 F Street
Omaha, NE 68137

Re: Millard North and West High Schools Discus and Shot Put
DLR Group Project No. 10-07102-10

Dear Kim:

We have reviewed the bid submitted on March 28, 2007 for Millard North and West High Schools Discus and Shot Put. Per the attached Bid Tabulation, one bid was received from Dostals Construction. Their base bid is in the amount of $116,185.00. Five alternate bids were also submitted by Dostals. Alternate G-1, in the amount of $7,960.00, is to relocate discus cage at West High School. Alternate G-2, in the amount of $14,219.00, is to remove existing discus cage sleeves and install new discus cage at North High School. Alternate G-3, in the amount of $9,428.00 is to increase the area of shot put throwing sector at North High School. Alternate G-4, in the amount of $2,245.00, is to increase the area of the shot put throwing sector at West High School. Finally, Alternate G-5, in the amount of $2,949.00, is to move the southern discus pad further south at West High School.

The project construction budget was set at $83,629.00. Original construction documents were used to prepare the budget estimate. After receipt of the topographic survey, it became apparent retaining walls would be required behind both of the discus cages at West High School. There is about 300 square foot (face) of retaining wall at $25.00 per square foot face for an increase of $7,500.00 over the budget estimate. In addition, a deeper discus cage was used due to safety concerns. A "high school" cage was originally budgeted. A "collegiate" type cage is more expensive plus the area of concrete within the cage increased also. The total cost increase for all four cages is about $10,000.00. The total estimated construction cost thus increases to approximately $101,000.00.

Only one bid was received. Therefore, the lack of bidder's interest in the project also drives the costs higher.

In discussions with District administration, the intent would be to award the lump sum base bid plus Alternate G-5. Alternate G-5 is recommended for acceptance as an additional safety precaution by creating more distance between track and soccer practice. Based on our review of the information available, we see no reason for the District not to award the lump sum base bid plus Alternate G-5 to Dostals Construction for a total Contract Award of $118,834.00.

Sincerely,
DLR Group inc.

James R. Torres

James R. Torres, AIA
Senior Associate in the Firm

JRT/ww

cc: Dale Nielsen, DLR Group
Chad Beeson, DLR Group
Pat Phelan, DLR Group

Enclosure

COMBINED CONTRACT	~~CYC Construction~~ ~~Omaha, NE~~	Dostals Const. Gretna, NE	~~ME Collins~~ ~~Wahoo, NE~~	~~Nemaha Landscape~~ ~~Lincoln, NE~~	
BID BOND		X			
ADDENDA: CC-1		X			
LUMP SUM BASE BID:		$116,185.00			
ALTERNATES:					
Alternate No. G-1. Add work to relocate discus cage at West High School.		$7,960.00			
Alternate No. G-2. Add work to remove existing discus cage sleeves and install new discus cage at North High School.		$14,219.00			
Alternate No. G-3. Add work to increase area of shot put throwing sector at North High School.		$9,428.00			
Alternate No. G-4. Add work to increase area of shot put throwing sector at West High School.		$2,245.00			
Alternte No. G-5. Add work to position southern discus pad at West High School further south per Detail 2/C2.1.		$2,649.00			
TOTAL:		**$152,686.00**			

BID TABULATION

DLR Group
Architecture Engineering Planning Interiors

400 Essex Court, Regency Park
Omaha, NE 68114-3778
tel 402/393-4100
fax 402/393-8747
omaha@dlrgroup.com

Millard Public Schools
North and West High Schools Discus and Shot Put
Omaha, Nebraska
DLR Group Project No. 10-07102-10

March 28, 2007
2:00 PM (CDT)

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for NMS Dock and Paving Project

MEETING DATE: April 2, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for NMS Dock and Paving Project – This is one of the District's summer projects.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2007. This item is the receipt of bids and the award of the contract related to one of those projects.

Update: See the attached cover letter and bid tab.

OPTIONS AND ALTERNATIVES: n/a

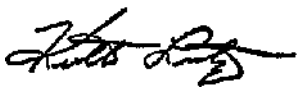
RECOMMENDATION: It is recommended that the contract for the summer 2007 NMS Dock and Paving project be awarded to **CYC Construction, Inc.** in the amount of **$117,814.86** and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL: 

Lamp, Rynearson & Associates, Inc.
14710 West Dodge Road, Suite 100
Omaha, Nebraska 68154-2027
WWW.LRA-INC.COM
(Ph) 402.496.2498
(Fax) 402.496.2730

March 28, 2007

Mr. Kenneth J. Fossen
Associate Superintendent
General Administration
Millard Public Schools
Don Stroh Administration Center
5606 South 147th Street
Omaha, Nebraska 68137-2604

REFERENCE: Millard North Middle School
Parking Lot and Loading Dock Improvements
LRA Job No. 05061.02-321

Dear Mr. Fossen:

Bids were received for the above referenced project on March 27, 2007. Enclosed are copies of the tabulation of bids and the proposal of the low bidder. Per the bid tabulation, six bids were received. The low bid was submitted by CYC Construction, Inc. in the amount of $117,814.86. The overall project budget was set at $156,518.50.

The low bidder has previously successfully completed this type of work for our clients and is qualified to complete this project within the required contract time. We would therefore recommend a contract be awarded to CYC Construction, Inc. in the amount of $117,814.86.

Please inform us if award of the contract is to be made so that we may prepare the necessary contracts.

Sincerely,

LAMP, RYNEARSON & ASSOCIATES, INC.

Scott Loos, P.E.
Senior Project Manager

Enclosures

c: Ed Rockwell

cls\L:\Engineering\05061.02\ADMIN\LTR Fossen 070328.doc

MILLARD NORTH MIDDLE SCHOOL
PARKING LOT/LOADING DOCK IMPROVMENTS
LRA JOB NO. 05061.02-021/321
ENGINEER: SCOTT LOOS/MIKE LANGNER
BID DATE 03/27/07
PAGE 1 OF 2

250

Bidders 1-3				CYC Construction, Inc.		TAB Construction Co.		Dostal's Const. Co., Inc.	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	OFF-SITE BORROW	125	CY	9.15	$ 1,143.75	$ 9.00	$ 1,125.00	$ 15.00	$ 1,875.00
2	COMMON EARTH EXCAVATION	10	CY	16.00	160.00	12.00	120.00	100.00	1,000.00
3	GENERAL GRADING AND SHAPING	1	LS	5,892.00	5,892.00		0.00	5,000.00	5,000.00
4	SAW CUT PAVEMENT - FULL DEPTH	275	LF	2.88	792.00	3.95	1,086.25	7.00	1,925.00
5	REMOVE PAVEMENT	1,935	SY	6.88	13,312.80	8.00	15,480.00	5.75	11,126.25
6	REMOVE COMBINATION CURB AND GUTTER	60	LF	4.19	251.40	5.90	354.00	10.00	600.00
7	REMOVE SIDEWALK	1,655	SF	1.04	1,721.20	1.10	1,820.50	0.60	~~933.00~~ 993.00
8	REMOVE AND REPLACE SIGN	5	EA	65.86	329.30	77.00	385.00	50.00	250.00
9	REMOVE GUARD POST	23	EA	13.37	307.51	10.00	230.00	10.00	230.00
10	REMOVE LOADING DOCK AND STAIRS	1	LS	2,376.00	2,376.00	1,325.00	1,325.00	2,500.00	2,500.00
11	REMOVE LIGHT	1	EA	1,265.00	1,265.00	1,400.00	1,400.00	1,500.00	1,500.00
12	REMOVE GRATE INLET	2	EA	358.00	716.00	470.00	940.00	500.00	1,000.00
13	REMOVE STORM SEWER HEADWALL	1	EA	95.00	95.00	213.00	213.00	200.00	200.00
14	REMOVE GRATE INLET TOP	1	EA	134.00	134.00	404.00	404.00	200.00	200.00
15	CONSTRUCT 4" CONCRETE SIDEWALK	1,175	SF	5.07	5,957.25	4.85	5,698.75	3.20	3,760.00
16	CONSTRUCT 7" PCC PAVEMENT WITH INTERGRAL CURB AND GUTTER	2,240	SY	26.64	59,673.60	31.60	70,784.00	32.00	71,680.00
17	CONSTRUCT 8" PCC DUMPSTER PAD	20	SY	56.85	1,137.00	55.00	1,100.00	40.00	800.00
18	CONSTRUCT 12" C.S. HORIZONTAL BEND	1	EA	184.00	184.00	285.00	285.00	300.00	300.00
19	CONSTRUCT 12" C.S.P.	6	LF	46.00	276.00	30.00	180.00	80.00	480.00
20	CONSTRUCT 12" PIPE BEDDING	6	LF	26.00	156.00	15.00	90.00	20.00	120.00
21	CONSTRUCT 12" C.S. FLARED END SECTION	1	EA	123.00	123.00	420.00	420.00	1,000.00	1,000.00
22	CONSTRUCT GRATE INLET - TYPE "B-B" SINGLE BASIN	2	EA	2,149.00	4,298.00	2,070.00	4,140.00	2,500.00	5,000.00
23	CONSTRUCT TYPE IV CURB INLET OVER EXISTING 12" PIPE	1	EA	1,626.00	1,626.00	2,156.00	2,156.00	2,200.00	2,200.00
24	ADJUST AREA INLET TO GRADE WITH MANHOLE COVER	1	EA	663.00	663.00	985.00	985.00	500.00	500.00
25	CONSTRUCT LOADING DOCK, STAIRS AND RAMP	1	LS	10,335.00	10,335.00	7,800.00	7,800.00	18,020.00	18,020.00
26	CONSTRUCT ROCK ACCESS ROAD	50	TN	20.14	1,007.00	23.75	1,187.50	60.00	3,000.00
27	CONSTRUCT INLET PROTECTION	1	EA	226.00	226.00	275.00	275.00	200.00	200.00
28	CONSTRUCT SILT FENCE	610	LF	2.20	1,342.00	2.55	1,555.50	3.00	1,830.00
29	REMOVE SILT FENCE	610	LF	0.55	335.50	1.00	610.00	1.00	610.00
30	PERMANENT PAINTED PAVEMENT MARKING - 4" YELLOW	375	LF	0.33	123.75	0.40	150.00	1.00	375.00
31	PERMANENT PAINTED PAVEMENT MARKING - 4" WHITE	235	LF	0.33	77.55	0.40	94.00	1.00	235.00
32	PERMANENT PAINTED CURB MARKING - RED	315	LF	1.35	425.25	1.25	393.75	1.20	378.00
33	SEEDING - TYPE "A"	0.3	AC	2,750.00	825.00	1,800.00	540.00	3,000.00	900.00
34	CONSTRUCT TYPE III BARRICADES AND BARRELS	800	BD	0.66	528.00	1.10	880.00	1.00	800.00
	TOTAL BID AMOUNT				$117,814.86		~~132,862.25~~ $124,207.25		$140,587.25

Engineers Estimate: 156,518.50
Amount of Bid Bond: $7,830.00

LAMP, RYNEARSON ASSOC, INC., 14710 W DODGE RD, STE 100, OMAHA, NE
CG\L\PROJECTS\TABS\SCHOOLS\MILLARDNORTHPARKINGLOT

Bidders 4-6				US Asphalt Co.		Swain Const., Inc.		M.E. Collins Contracting Co., Inc.	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	OFF-SITE BORROW	125	CY	8.00	$ 1,000.00	$ 8.75	$ 1,093.75	$ 15.00	$ 1,875.00
2	COMMON EARTH EXCAVATION	10	CY	55.00	550.00	5.75	57.50	10.00	100.00
3	GENERAL GRADING AND SHAPING	1	LS	3,520.00	3,520.00	3,000.00	3,000.00	4,500.00	4,500.00
4	SAW CUT PAVEMENT - FULL DEPTH	275	LF	4.40	1,210.00	5.39	1,482.25	4.50	1,237.50
5	REMOVE PAVEMENT	1,935	SY	11.00	21,285.00	4.75	9,191.25	5.00	9,675.00
6	REMOVE COMBINATION CURB AND GUTTER	60	LF	22.20	1,332.00	7.19	431.40	6.00	360.00
7	REMOVE SIDEWALK	1,655	SF	1.10	1,820.50	0.50	827.50	1.00	1,655.00
8	REMOVE AND REPLACE SIGN	5	EA	165.00	825.00	65.00	325.00	150.00	750.00
9	REMOVE GUARD POST	23	EA	55.00	1,265.00	26.00	598.00	30.00	690.00
10	REMOVE LOADING DOCK AND STAIRS	1	LS	3,520.00	3,520.00	7,500.00	7,500.00	7,500.00	7,500.00
11	REMOVE LIGHT	1	EA	275.00	275.00	1,394.00	1,394.00	700.00	700.00
12	REMOVE GRATE INLET	2	EA	275.00	550.00	395.00	790.00	250.00	500.00
13	REMOVE STORM SEWER HEADWALL	1	EA	550.00	550.00	464.00	464.00	300.00	300.00
14	REMOVE GRATE INLET TOP	1	EA	275.00	275.00	295.00	295.00	200.00	200.00
15	CONSTRUCT 4" CONCRETE SIDEWALK	1,175	SF	2.40	2,820.00	2.85	3,348.75	5.25	6,168.75
16	CONSTRUCT 7" PCC PAVEMENT WITH INTERGRAL CURB AND GUTTER	2,240	SY	34.00	76,160.00	34.06	76,294.40	39.50	88,480.00
17	CONSTRUCT 8" PCC DUMPSTER PAD	20	SY	36.08	721.60	58.00	1,160.00	47.50	950.00
18	CONSTRUCT 12" C.S. HORIZONTAL BEND	1	EA	275.00	275.00	242.00	242.00	405.00	405.00
19	CONSTRUCT 12" C.S.P.	6	LF	96.00	576.00	36.36	218.16	55.00	330.00
20	CONSTRUCT 12" PIPE BEDDING	6	LF	110.00	660.00	3.64	21.84	11.00	66.00
21	CONSTRUCT 12" C.S. FLARED END SECTION	1	EA	495.00	495.00	303.00	303.00	450.00	450.00
22	CONSTRUCT GRATE INLET - TYPE "B-B" SINGLE BASIN	2	EA	1,650.00	3,300.00	1,817.00	3,634.00	2,400.00	4,800.00
23	CONSTRUCT TYPE IV CURB INLET OVER EXISTING 12" PIPE	1	EA	3,080.00	3,080.00	1,589.00	1,589.00	2,500.00	2,500.00
24	ADJUST AREA INLET TO GRADE WITH MANHOLE COVER	1	EA	550.00	550.00	580.00	580.00	1,100.00	1,100.00
25	CONSTRUCT LOADING DOCK, STAIRS AND RAMP	1	LS	12,650.00	12,650.00	39,545.00	39,545.00	22,500.00	22,500.00
26	CONSTRUCT ROCK ACCESS ROAD	50	TN	55.00	2,750.00	32.98	1,649.00	35.00	1,750.00
27	CONSTRUCT INLET PROTECTION	1	EA	385.00	385.00	181.00	181.00	200.00	200.00
28	CONSTRUCT SILT FENCE	610	LF	3.05	1,860.50	2.72	1,659.20	3.50	2,135.00
29	REMOVE SILT FENCE	610	LF	1.75	1,067.50	1.21	738.10	1.00	610.00
30	PERMANENT PAINTED PAVEMENT MARKING - 4" YELLOW	375	LF	0.20	75.00	0.35	131.25	0.40	150.00
31	PERMANENT PAINTED PAVEMENT MARKING - 4" WHITE	235	LF	0.25	58.75	0.35	82.25	0.40	94.00
32	PERMANENT PAINTED CURB MARKING - RED	315	LF	1.00	315.00	1.11	349.65	1.15	362.25
33	SEEDING - TYPE "A"	0.3	AC	1,925.00	577.50	1,800.00	540.00	1,950.00	585.00
34	CONSTRUCT TYPE III BARRICADES AND BARRELS	800	BD	0.70	560.00	0.70	560.00	0.70	560.00
	TOTAL BID AMOUNT				$146,914.35		$160,276.25		$164,238.50

Engineers Estimate: 156,518.50
Amount of Bid Bond: $7,830.00

ARTICLE 1 - BID RECIPIENT **REVISED BID**

1.01 This Bid is submitted to:

MILLARD PUBLIC SCHOOLS
Don Stroh Administration Center
Conference Room A
5606 South 147 Street
Omaha, NE 68137

MILLARD NORTH MIDDLE SCHOOL
PARKING LOT AND LOADING DOCK IMPROVEMENTS
2828 S 139TH PLAZA
05061.02-021/321

1.02 The undersigned Bidder proposes and agrees, if this Bid is accepted, to enter into an Agreement with Owner in the form included in the Bidding Documents to perform all Work as specified or indicated in the Bidding Documents for the prices and within the times indicated in this Bid and in accordance with the other terms and conditions of the Bidding Documents.

ARTICLE 2 - BIDDER'S ACKNOWLEDGEMENTS

2.01 Bidder accepts all of the terms and conditions of the Instructions to Bidders, including without limitation those dealing with the disposition of Bid security. This Bid will remain subject to acceptance for 30~~60~~ days after the Bid opening, or for such longer period of time that Bidder may agree to in writing upon request of Owner.

ARTICLE 3 - BIDDER'S REPRESENTATIONS

3.01 In submitting this Bid, Bidder represents that:

A. Bidder has examined and carefully studied the Bidding Documents, the other related data identified in the Bidding Documents, and the following Addenda, receipt of which is hereby acknowledged.

Addendum No.	Addendum Date	Initials
1	03-06-2007	KR

B. Bidder has visited the Site and become familiar with and is satisfied as to the general, local and Site conditions that may affect cost, progress, and performance of the Work.

C. Bidder is familiar with and is satisfied as to all federal, state and local Laws and Regulations that may affect cost, progress and performance of the Work.

D. Bidder has carefully studied all: (1) reports of explorations and tests of subsurface conditions at or contiguous to the Site and all drawings of physical conditions in or relating to existing surface or subsurface structures at or contiguous to the Site (except Underground Facilities) which have been identified in SC-4.02, and (2) reports and drawings of Hazardous Environmental Conditions that have been identified in SC-4.06.

E. Bidder has obtained and carefully studied (or accepts the consequences for not doing so) all additional or supplementary examinations, investigations, explorations, tests, studies and data concerning conditions (surface, subsurface and Underground Facilities) at or contiguous to the Site which may affect cost, progress, or performance of the Work or which relate to any aspect of the means, methods, techniques, sequences, and procedures of construction to be employed by Bidder, including applying the specific means, methods, techniques, sequences, and procedures of construction expressly required by the Bidding Documents to be employed by Bidder, and safety precautions and programs incident thereto.

F. Bidder does not consider that any further examinations, investigations, explorations, tests, studies, or data are necessary for the determination of this Bid for performance of the Work at the price(s) bid and within the times and in accordance with the other terms and conditions of the Bidding Documents.

G. Bidder is aware of the general nature of work to be performed by Owner and others at the Site that relates to the Work as indicated in the Bidding Documents.

H. Bidder has correlated the information known to Bidder, information and observations obtained from visits to the Site, reports and drawings identified in the Bidding Documents, and all additional examinations, investigations, explorations, tests, studies, and data with the Bidding Documents.

I. Bidder has given Engineer written notice of all conflicts, errors, ambiguities, or discrepancies that Bidder has discovered in the Bidding Documents, and the written resolution thereof by Engineer is acceptable to Bidder.

J. The Bidding Documents are generally sufficient to indicate and convey understanding of all terms and conditions for the performance of the Work for which this Bid is submitted.

~~K. Bidder will submit written evidence of its authority to do business in the state where the Project is located not later than the date of its execution of the Agreement.~~

ARTICLE 4 - FURTHER REPRESENTATIONS

4.01 Bidder further represents that:

A. This Bid is genuine and not made in the interest of or on behalf of any undisclosed individual or entity and is not submitted in conformity with any agreement or rules of any group, association, organization or corporation;

B. Bidder has not directly or indirectly induced or solicited any other Bidder to submit a false or sham Bid;

C. Bidder has not solicited or induced any individual or entity to refrain from bidding; and

D. Bidder has not sought by collusion to obtain for itself any advantage over any other Bidder or over Owner.

ARTICLE 5 - -BASIS OF BID

5.01 Bidder will complete the Work in accordance with the Contract Documents for the following price(s):

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
1.	OFF-SITE BORROW	125	CY	$9.15	$1,143.75
2.	COMMON EARTH EXCAVATION	10	CY	$16.00	$160.00

ITEM NO.	BID ITEM DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	TOTAL
3.	GENERAL GRADING AND SHAPING	1	LS	$5,892.00	$5,892.00
4.	SAW CUT PAVEMENT - FULL DEPTH	275	LF	$2.88	$792.00
5.	REMOVE PAVEMENT	1,935	SY	$6.88	$13,312.80
6.	REMOVE COMBINATION CURB AND GUTTER	60	LF	$4.19	$251.40
7.	REMOVE SIDEWALK	1,655	SF	$1.04	$1,721.20
8.	REMOVE AND REPLACE SIGN	5	EA	$65.86	$329.30
9.	REMOVE GUARD POST	23	EA	$13.37	$307.51
10.	REMOVE LOADING DOCK AND STAIRS	1	LS	$2,376.00	$2,376.00
11.	REMOVE LIGHT	1	EA	$1,265.00	$1,265.00
12.	REMOVE GRATE INLET	2	EA	$358.00	$716.00
13.	REMOVE STORM SEWER HEADWALL	1	EA	$95.00	$95.00
14.	REMOVE GRATE INLET TOP	1	EA	$134.00	$134.00
15.	CONSTRUCT 4" CONCRETE SIDEWALK	1,175	SF	$5.07	$5,957.25
16.	CONSTRUCT 7" PCC PAVEMENT WITH INTERGRAL CURB AND GUTTER	2,240	SY	$26.64	$59,673.60
17.	CONSTRUCT 8" PCC DUMPSTER PAD	20	SY	$56.85	$1,137.00
18.	CONSTRUCT 12" C.S. HORIZONTAL BEND	1	EA	$184.00	$184.00
19.	CONSTRUCT 12" C.S.P.	6	LF	$46.00	$276.00
20.	CONSTRUCT 12" PIPE BEDDING	6	LF	$26.00	$156.00
21.	CONSTRUCT 12" C.S. FLARED END SECTION	1	EA	$123.00	$123.00
22.	CONSTRUCT GRATE INLET - TYPE "B-B" SINGLE BASIN	2	EA	$2,149.00	$4,298.00
23.	CONSTRUCT TYPE IV CURB INLET OVER EXISTING 12" PIPE	1	EA	$1,626.00	$1,626.00
24.	ADJUST AREA INLET TO GRADE WITH MANHOLE COVER	1	EA	$663.00	$663.00
25.	CONSTRUCT LOADING DOCK, STAIRS AND RAMP	1	LS	$10,335.00	$10,335.00
26.	CONSTRUCT ROCK ACCESS ROAD	50	TN	$20.14	$1,007.00
27.	CONSTRUCT INLET PROTECTION	1	EA	$226.00	$226.00
28.	CONSTRUCT SILT FENCE	610	LF	$2.20	$1,342.00
29.	REMOVE SILT FENCE	610	LF	$0.55	$335.50
30.	PERMANENT PAINTED PAVEMENT MARKING - 4" YELLOW	375	LF	$0.33	$123.75
31.	PERMANENT PAINTED PAVEMENT MARKING - 4" WHITE	235	LF	$0.33	$77.55
32.	PERMANENT PAINTED CURB MARKING - RED	315	LF	$1.35	$425.25
33.	SEEDING - TYPE "A"	0.3	AC	$2,750.00	$825.00
34.	CONSTRUCT TYPE III BARRICADES AND BARRELS	800	BD	$0.66	$528.00
	TOTAL BID AMOUNT				$117,814.86

TOTAL OF ALL ESTIMATED PRICES One hundred seventeen thousand eight hundred fourteen dollars and 86/100

(use words)

Unit Prices have been computed in accordance with Paragraph 11.03.B of the General Conditions.

Bidder acknowledges that estimated quantities are not guaranteed, and are solely for the purpose of comparison of Bids, and final payment for all Unit Price Bid items will be based on actual quantities, determined as provided in the Contract Documents.

ARTICLE 6 - TIME OF COMPLETION

6.01 Bidder agrees that the work shall begin on or after MAY 31, 2007. The site shall be clean and all work shall be complete with all equipment removed from the site by JULY 27, 2007 ~~Work will be substantially complete within FORTY EIGHT (48) working~~calendar ~~days after the date when the Contract Times commence to run as provided in Paragraph 2.03 of the General Conditions, and will be completed and ready for final payment in accordance with Paragraph 14.07.B of the General Conditions within ___ calendar days after the date when the Contract Times commence to run~~

6.02 Bidder accepts the provisions of the Agreement as to liquidated damages in the event of failure to complete the Work within the times specified above, which shall be stated in the Agreement~~Contract Times~~.

ARTICLE 7 - ATTACHMENTS TO THIS BID

7.01 The following documents are attached to and made a condition of this Bid:

A. Required Bid security in the form of a certified check or bid bond; and

B. A tabulation of Subcontractors, Suppliers and other individuals and entities required to be identified in this bid.

ARTICLE 8 - DEFINED TERMS

8.01 The terms used in this Bid with initial capital letters have the meanings stated in the Instructions to Bidders, the General Conditions, and the Supplementary Conditions.

ARTICLE 9 - BID SUBMITTAL

9.01 If awarded the Contract, our surety company will be NAS Surety Group of 1200 Arlington Heights Road, Suite 400, Itasca, IL 60143
(Name and Address of Local Representative)

9.02 LIST OF SUBCONTRACTORS AND SUPPLIERS TO BE USED.

Name of Subcontractor or Supplier	Item
Commercial Seeding	Seeding, Erosion Control
Todco Barricade Co.	Traffic Control

9.03 This Bid submitted by:

If Bidder is:

An Individual

Name (typed or printed):_____

By:_____(SEAL)
(Individual's signature)

Doing business as: _____

Business address: _____

_____

Phone No.: _____

A Partnership

Partnership Name: _____ (SEAL)

By: _____
(Signature of general partner -- attach evidence of authority to sign)

Name (typed or printed): _____

Business address: _____

_____

Phone No.: _____ Fax No.: _____

A Corporation

Corporation Name: CYC Construction, Inc. (SEAL)

State of Incorporation: Nebraska

Type (General Business, Professional, Service, Limited Liability): _____

By: _____
(Signature -- attach evidence of authority to sign)

Name (typed or printed): Kimberly Remmereid

Title: President (CORPORATE SEAL)

Attest _____
(Signature of Corporate Secretary)

Business address: 13425 F Street

Omaha, NE 68137

Phone No.: (402) 333-1652 Fax No.: (402) 333-0791

Date of Authorization to do business in NEBRASKA is 09/15/1968

A Joint Venture

Name of Joint Venture:_____

First Joint Venturer Name:_____(SEAL)

By:_____
(Signature of first joint venture partner -- attach evidence of authority to sign)

Name (typed or printed):_____

Title:_____

Business address:_____

_____

Phone No.:_____ Fax No.:_____

Second Joint Venturer Name:_____(SEAL)

By:_____
(Signature of second joint venture partner -- attach evidence of authority to sign)

Name (typed or printed):_____

Title:_____

Business address:_____

_____

Phone No.:_____ Fax No.:_____

(Each joint venturer must sign. The manner of signing for each individual, partnership, and corporation that is a party to the joint venture should be in the manner indicated above.)

Phone and FAX Number, and Address for receipt of official communications:

Bidder's Business Address_____

_____

Phone No.:_____ Fax No.:_____

SUBMITTED on _____, 20___.

State Contractor License No. ___. (If applicable)

258

NEBRASKA
Secretary of State

Corporation and Business Entity Searches

Tue Mar 27 13:41:50 2007

For Letters of Good Standing ($6.50), Certificates of Good Standing ($10.00), and/or images ($0.45 per page) of documents filed with the Secretary of State please click the corresponding service below:

New Search | Shopping Cart

Back to Search Results

Pay Services:
Online Images of Filed Documents | Good Standing Documents

Entity Name	SOS Account Number
CYC CONSTRUCTION, INC.	0028568

Principal Office Address	Registered Agent and Office Address
13425 F ST OMAHA, NE	MICHAEL M. HUPP SUITE 800 1125 S. 103RD ST. OMAHA, NE 681240000

Nature of Business	Entity Type	Date Filed	Account Status
CONCRETE CONSTRUCTION	Domestic Corp	Jul 24 1969	Active

Corporation Position	Name	Address
President	KIMBERLY A REMMEREID	13425 F STREET OMAHA, NE 68137
Secretary	TODD REMMEREID	13425 F STREET OMAHA, NE 68137
Treasurer	KIMBERLY A REMMEREID	13425 F STREET OMAHA, NE 68137
Director	KIMBERLY A REMMEREID	13425 F STREET OMAHA, NE 68137

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Buell Stadium Plaza Paving Project

MEETING DATE: April 2, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Buell Stadium Plaza Paving Project – This is one of the District's summer projects.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2007. This item is the receipt of bids and the award of the contract related to one of those projects.

Update: See the cover letter and bid tab attached.

OPTIONS AND ALTERNATIVES: n/a

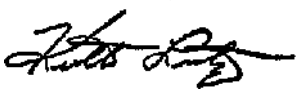
RECOMMENDATION: It is recommended that the contract for the summer 2007 Buell Stadium Plaza Paving project be awarded to **Elkhorn West Construction** in the amount of **$140,900** and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL: 

DLR Group
Architecture Engineering Planning Interiors

400 Essex Court
Regency Park
Omaha, NE 68114

tel 402/393-4100
fax 402/393-8747
omaha@dlrgroup.com
www.dlrgroup.com

March 29, 2007

Mr. Ed Rockwell, General Manager for Support Services
Millard Public Schools – Support Services Center
13906 F Street
Omaha, NE 68137

Re: Buell Stadium Plaza Repair
DLR Group Project No. 10-07102-20

Dear Ed:

We have reviewed the bids submitted on March 28, 2007 for the Buell Stadium Plaza Repair. Per the attached Bid Tabulation, three bids were received. Elkhorn West Construction is the apparent low bidder in the amount of $140,900.00.

The project construction budget was set at $77,634.00 based upon DLR Group's estimate. The increased cost in the bid appears to be from additional scope of work related to earthwork, and conduit relocations discovered after the establishment of the construction budget. Initially, we included overexcavation below the plaza walk to a depth of 6 inches to allow for replacement of granular fill. The soils investigation found wet unstable soil below the slab requiring 8 inches of granular fill (minimum) along with additional overexcavation of 2 feet below the bottom of the new granular fill to remove this very wet and unstable soil. The additional depth of overexcavation required either excavating around existing shallow power and communication conduits, or, as an option, removal and replacement of the conduits, whichever proved less costly. We estimated that an additional 347 cubic yards of overexcavation is required at $20.00 per cubic yard for an increase of about $7,000.00. Due to the conflicts with conduits, the granular fill quantity increased by 92 cubic yards at $35.00 per cubic yard for an increase of about $3,220.00. Both hand excavating and backfilling around existing conduits or replacement of conduits and conductors that feed the field lights are expensive options. Another $20,000.00 can be attributed to these conduits.

The survey also revealed areas of the plaza that drained towards the buildings and retaining walls that simply could not be ignored. Approximately 500 square feet of plaza pavement had to be replaced at a cost of $7.73 per square foot (overexcavation, granular fill, demolition, and concrete) for an increase of $3,900.00.

Adding all of the above costs to the original estimate increases the total estimated construction costs to at least $111,754.00.

Finally, the work must be completed in a rather short period of time. The additional work required due to poor soils, which must be accomplished in a short period of time, drives the unit costs higher due to potential overtime work required.

In discussions with District administration and based on our review of the information available, we see no reason for the District not to award the work to Elkhorn West Construction for a total Contract Award of $140,900.00.

Sincerely,

DLR Group inc.

James R. Torres

James R. Torres, AIA
Senior Associate in the Firm

JRT/ww

cc: Dale Nielsen, Chad Beeson, Pat Phelan, DLR Group

Enclosure

COMBINED CONTRACT	CYC Const.	Dostals Const.	Elkhorn West	ME Collins
	Omaha, NE	Gretna, NE	Omaha, NE	Wahoo, NE
BID BOND	X	X	X	
ADDENDA: CC-1	X	X	X	
LUMP SUM BASE BID:	$143,862.00	$189,000.00	$140,900.00	
UNIT PRICES				
1. Sidewalk Removal and Replacement: Removal of existing 5-inch thick concrete sidewalk, overexcavation and replacement with structural fill, and construction of 5-inch thick concrete sidewalk over 8-inch thick layer of granular fill as specified:				
Add:	$14.52	$18.00	$13.33	
TOTAL:	**$143,862.00**	**$189,000.00**	**$140,900.00**	

BID TABULATION

DLR Group
Architecture Engineering Planning Interiors

400 Essex Court, Regency Park
Omaha, NE 68114-3778
tel 402/393-4100
fax 402/393-8747
omaha@dlrgroup.com

Millard Public Schools
Buell Stadium Plaza Repair
Omaha, Nebraska
DLR Group Project No. 10-07102-20

March 28, 2007
2:30 PM (CDT)

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Holling Heights Paving Project

MEETING DATE: April 2, 2007

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Holling Heights Paving Project – This is one of the District's summer projects.

ACTION DESIRED: Approval _x_ Discussion ___ Information Only ___ .

BACKGROUND: Last November, the Board reviewed the proposed summer projects for 2007. This item is the receipt of bids and the award of the contract related to one of those projects.

Update: Please find attached to architect's cover letter and bid tabs.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the contract for the summer 2007 Holling Heights Paving project be awarded to **Lawnsmith & Company, Inc.** in the amount of **$84,170 (for Proposal B)** and that the associate superintendent for general administration be authorized and directed to execute any and all documents related to such project.

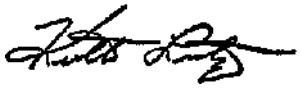
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT'S APPROVAL:



40 Years! Quality and Service for You

E&A CONSULTING GROUP, INC.
ENGINEERING • PLANNING • FIELD SERVICES

330 NORTH 117TH STREET
OMAHA, NE 68154-2509

www.eacg.com

PHONE: (402) 895-4700
FAX: (402) 895-3599

March 29, 2007

Mr. Ed Rockwell
General Manager for Support Services
Millard Public Schools
13906 F Street
Omaha, NE 68137

RE: Holling Heights Elementary
Paving Improvements
E & A File No. 2006439.001

Dear Ed,

Bids were received for the above referenced project at Holling Heights Elementary School on Thursday, March 29, 2007. Per the attached bid tab, four bids were received. The low base bid for Proposal 'A' was submitted by TAB Construction in the amount of $24,181.50. The low base bid for Proposal 'B' was submitted by Lawnsmith and Company, Inc., in the amount of $84,170.00.

For this project the bidders were requested to submit two proposals, Proposal 'A' covering only the replacement of sidewalk and landscaping at the front entry and Proposal 'B' covering the afore stated front entry work plus renovation of the playground area on the east side of the school building. The bidders were advised that subject to the availability of funds, the District would award a contract to complete the work covered in Proposal 'B', however if adequate funds were not available for Proposal 'B', the District would award a contract for the Proposal 'A' work only. Bidders were further advised that a contract would be awarded for either Proposal 'A' or for Proposal 'B', not for both. The engineer's estimate for Proposal 'A' was $21,900.00 and for Proposal 'B' $66,600.00. It is acknowledged that the total bid for Proposal 'B' exceeded the engineer's estimate, however, in examining the bids, the pattern indicates competitiveness, and thus a fair and reasonable bid price. We did contact Lawnsmith and Company and it was expressed that the unconfirmed addendum will not affect their bid price and is thereby acknowledged as part of a future contract award.

We would therefore, subject to the availability of funding, recommend a contract be awarded for Proposal 'B' to Lawnsmith and Company, Inc. in the total amount of $84,170.00. If it is decided to contract for the Proposal 'A' work only, we would recommend award to TAB Construction in the total amount of $24,181.50.

Please advise if you require any additional information.

Sincerely,
E & A CONSULTING GROUP, INC.

Gene L. Spence, P.E.
Project Manager

Attachment

E&A CONSULTING GROUP
330 N. 117TH STREET
OMAHA, NE 68154

BID TAB - PROPOSAL A
MILLARD PUBLIC SCHOOLS
HOLLING HEIGHTS ELEMENTARY SCHOOL
PROJECT TYPE: FRONT ENTRY AND PLAY AREA RENOVATION

BID DATE: 3/29/2007
E&A PROJECT NUMBER: 2006.439.001
ENGINEERS EST: $21,900.00
Page 1 of 1

				Tab Const.		Lawnsmith & Co., Inc		CYC Const., Inc.		Dostal Const. Co., Inc.	
		Bid Security		Yes		Yes		Yes		Yes	
		Addendum		Yes		No		Yes		Yes	
Bid Item	**Description**	**Quantity**	**Unit**	**Unit Price**	**Amount**	**Unit Price**	**Amount**	**Unit Price**	**Amount**	**Unit Price**	**Amount**
1	REMOVE CONCRETE PAVEMENT	210	SY	**11.00**	**2,310.00**	**7.50**	**1,575.00**	**26.87**	**5,642.70**	**8.60**	**1,806.00**
2	REMOVE BLOCK RETAINING WALL	95	LF	**3.00**	**285.00**	**4.00**	**380.00**	**7.12**	**676.40**	**20.00**	**1,900.00**
3	REMOVE TREE 12” – 24”	2	EA	**264.00**	**528.00**	**900.00**	**1,800.00**	**512.00**	**1,024.00**	**1,300.00**	**2,600.00**
4	REMOVE SHRUBS	1	LS	**180.00**	**180.00**	**950.00**	**950.00**	**577.00**	**577.00**	**1,000.00**	**1,000.00**
5	REMOVE 4’ x 4’ CONCRETE BENCH	2	EA	**146.00**	**292.00**	**150.00**	**300.00**	**122.00**	**244.00**	**250.00**	**500.00**
6	REMOVE FROST STOOP	1	EA	**455.00**	**455.00**	**900.00**	**900.00**	**606.00**	**606.00**	**750.00**	**750.00**
7	FULL DEPTH SAW CUT	40	LF	**7.00**	**280.00**	**7.00**	**280.00**	**3.43**	**137.20**	**8.00**	**320.00**
8	ADJUST SUBGRADE	1	LS	**1,410.00**	**1,410.00**	**450.00**	**450.00**	**2,392.87**	**2,392.87**	**500.00**	**500.00**
9	CONSTRUCT 4” P.C. CONCRETE PAVEMENT	210	SY	**38.65**	**8,116.50**	**27.00**	**5,670.00**	**26.88**	**5,644.80**	**30.00**	**6,300.00**
10	CONSTRUCT CURB RAMP W/ DETECTABLE WARNING PANEL	1	EA	**725.00**	**725.00**	**550.00**	**550.00**	**693.00**	**693.00**	**350.00**	**350.00**
11	CONSTRUCT FROST STOOP	1	EA	**1,246.00**	**1,246.00**	**2,450.00**	**2,450.00**	**1,254.00**	**1,254.00**	**1,300.00**	**1,300.00**
12	CONSTRUCT VERTICAL CURB	30	LF	**19.50**	**585.00**	**38.00**	**1,140.00**	**24.24**	**727.20**	**20.00**	**600.00**
13	FURNISH & INSTALL 8’ LONG INGROUND BENCH, TYPE MIRACLE	2	EA	**1,400.00**	**2,800.00**	**850.00**	**1,700.00**	**636.00**	**1,272.00**	**750.00**	**1,500.00**
14	FURNISH & INSTALL SHRUBS (3 Gal.)	17	EA	**38.00**	**646.00**	**50.00**	**850.00**	**34.00**	**578.00**	**35.00**	**595.00**
15	FURNISH & INSTALL SHRUBS (5 Gal.)	51	EA	**37.00**	**1,887.00**	**65.00**	**3,315.00**	**33.00**	**1,683.00**	**38.00**	**1,938.00**
16	FURNISH & INSTALL TREES	5	EA	**135.00**	**675.00**	**350.00**	**1,750.00**	**121.00**	**605.00**	**200.00**	**1,000.00**
17	SEED ALL DISTURBED AREA, TYPE “A”	1	LS	**1,761.00**	**1,761.00**	**400.00**	**400.00**	**711.00**	**711.00**	**1,500.00**	**1,500.00**
TOTAL BASE BID (ITEMS 1-17, INCLUSIVE)					**$24,181.50**		**$24,460.00**		**$24,468.17**		**24,459.00***

* Corrected Total

* Corrected Total

E&A CONSULTING GROUP
330 N. 117TH STREET
OMAHA, NE 68154

BID TAB - PROPOSAL B
MILLARD PUBLIC SCHOOLS
HOLLING HEIGHTS ELEMENTARY SCHOOL
PROJECT TYPE: FRONT ENTRY AND PLAY AREA RENOVATION

BID DATE: 3/29/2007
E&A PROJECT NUMBER: 2006.439.001
ENGINEERS EST: $66,600.00
Page 1 of 1

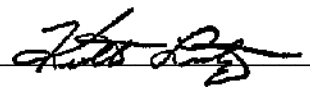
				LawnSmith & Co., Inc.		Dostal Const.Co., Inc.		Tab Const.		CYC Const., Inc.	
		Bid Security		Yes		Yes		Yes		Yes	
		Addendum		No		Yes		Yes		Yes	
Bid Item	**Description**	**Quantity**	**Unit**	**Unit Price**	**Amount**	**Unit Price**	**Amount**	**Unit Price**	**Amount**	**Unit Price**	**Amount**
1	REMOVE CONCRETE PAVEMENT	925	SY	6.00	5,550.00	4.00	3,700.00	8.65	8,001.25	26.20	24,235.00
2	REMOVE BLOCK RETAINING WALL	95	LF	4.00	380.00	20.00	1,900.00	3.00	285.00	7.12	676.40
3	REMOVE TREE 12” – 24”	2	EA	900.00	1,800.00	1,300.00	2,600.00	264.00	528.00	512.00	1,024.00
4	REMOVE SHRUBS	1	LS	900.00	900.00	1,000.00	1,000.00	180.00	180.00	577.00	577.00
5	REMOVE 4’ x 4’ CONCRETE BENCH	2	EA	150.00	300.00	250.00	500.00	146.00	292.00	122.00	244.00
6	REMOVE FROST STOOP	4	EA	900.00	3,600.00	500.00	2,000.00	460.00	1,840.00	606.00	2,424.00
7	FULL DEPTH SAW CUT	100	LF	7.00	700.00	8.00	800.00	5.80	580.00	3.43	343.00
8	REMOVE AND RESET BASKETBALL HOOP	1	EA	600.00	600.00	750.00	750.00	320.00	320.00	1,002.04	1,002.04
9	EARTHWORK EMBANKMENT	150	CY	12.00	1,800.00	10.00	1,500.00	6.50	975.00	24.24	3,636.00
10	INSTALL SILT FENCE	130	LF	4.00	520.00	4.00	520.00	3.60	468.00	2.09	271.70
11	ADJUST SUBGRADE	1	LS	1,550.00	1,550.00	2,500.00	2,500.00	2,201.00	2,201.00	9,203.00	9,203.00
12	CONSTRUCT 4" P.C. CONCRETE PAVEMENT	865	SY	27.00	23,355.00	27.00	23,355.00	35.40	30,621.00	23.39	20,232.35
13	CONSTRUCT CURB RAMP W/ DETECTABLE WARNING PANEL	1	EA	550.00	550.00	350.00	350.00	825.00	825.00	559.31	559.31
14	CONSTRUCT SIDEWALK CURB WALL W/ RAILING	150	LF	91.00	13,650.00	165.00	24,750.00	110.40	16,560.00	191.97	28,795.50
15	CONSTRUCT 'A' EXTERIOR STAIRS COMPLETE	1	LS	4,850.00	4,850.00	5,000.00	5,000.00	5,560.00	5,560.00	4,950.92	4,950.92
16	CONSTRUCT 'B' EXTERIOR STAIRS COMPLETE	1	LS	4,850.00	4,850.00	5,000.00	5,000.00	5,560.00	5,560.00	4,950.92	4,950.92
17	CONSTRUCT FROST STOOP	4	EA	2,450.00	9,800.00	1,000.00	4,000.00	1,246.00	4,984.00	1,090.00	4,360.00
18	CONSTRUCT VERTICAL CURB	30	LF	30.00	900.00	20.00	600.00	21.00	630.00	24.24	727.20
19	FURNISH & INSTALL 8' LONG INGROUND BENCH, TYPE-MIRACLE	2	EA	850.00	1,700.00	750.00	1,500.00	1,364.00	2,728.00	519.00	1,038.00
20	FURNISH & INSTALL SHRUBS (3 Gal.)	17	EA	50.00	850.00	35.00	595.00	38.00	646.00	34.00	578.00
21	FURNISH & INSTALL SHRUBS (5 Gal.)	51	EA	65.00	3,315.00	38.00	1,938.00	37.00	1,887.00	41.00	2,091.00
22	FURNISH & INSTALL TREES	5	EA	350.00	1,750.00	150.00	750.00	135.00	675.00	121.00	605.00
23	SEED ALL DISTURBED AREA, TYPE “A”	1	LS	900.00	900.00	1,800.00	1,800.00	1,500.00	1,500.00	2,025.00	2,025.00
TOTAL BASE BID (ITEMS 1-23, INCLUSIVE)					**$84,170.00**		**$87,408.00**		**$87,846.25***		**$114,549.34**

* Corrected Total

* Corrected Total

AGENDA SUMMARY SHEET

MEETING DATE:	April 2, 2007
DEPARTMENT:	Human Resources
ACTION DESIRED:	Approval
BACKGROUND:	Personnel items: (1) New Hire; (2) Leave of Absence; (3) Amended Contract; and (4) Resignation
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: 

April 2, 2007

AMENDMENT TO CONTINUING CONTRACTS

Recommend: amendment to the following contracts:

1. Christina Wilcoxen – READ Teacher. Amend contract from Job Share to 50% for the 2007/2008 school year.

April 2, 2007

RESIGNATIONS

Recommend: the following resignation be accepted:

1. Donald Ferree – Math teacher at West High School. Resigning at the end of the 2006/2007 school year to take another position in education.

2. Jill Clanton – Instructional Facilitator at Ezra Elementary School. Resigning at the end of the 2006/2007 school year for family reasons.

3. Gretchen Heusel – Kindergarten teacher at Harvey Oaks Elementary School. Resigning at the end of the 2006/2007 school year to take another job in education.

4. Kristine Edmunds – Fifth grade teacher at Wheeler Elementary School. Resigning at the end of the 2006/2007 school year due to relocation.

5. Jordan Rawlings – Speech Pathologist at Beadle Middle School. Resigning at the end of the 2006/2007 school year due to relocation.

6. Susan Bukove – Special Ed Resource teacher at Wheeler Elementary School. Resigning at the end of the 2006/2007 school year due to relocation.

7. Benjamin Graham – Foreign Language/Social Studies teacher at North High School. Resigning at the end of the 2006/2007 school year to continue his education.

8. Cassie Hirschfelt Winslow – Special Ed Resource teacher at West High School. Resigning at the end of the 2006/2007 school year for family reasons.

9. Nanette Sobczak – Resource teacher at Harvey Oaks Elementary School. Resigning at the end of the 2006/2007 school year for personal reasons.

10. Melissa Anderson – First grade teacher at Montclair Elementary School. Resigning at the end of the 2006/2007 school year due to another job outside of education.

April 2, 2007

LEAVE OF ABSENCE REQUESTS

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

1. Sheila Rempe – Core teacher at Cather Elementary School. She is requesting a second year Leave of Absence for the 2007/08 school year for family reasons.

2. Kelly Ostronic – Science teacher at Russell Middle School. She is requesting a Leave of Absence for the 2007/08 school year for family reasons.

April 2, 2007

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired:

1. Jessica Pagel – BA – University of Nebraska at Lincoln. Preschool teacher at Neihardt Elementary for the 2007/2008 school year. Previous Exp: Hamilton Heights Child Development, Omaha, NE (2005/2007); Educare Center of Omaha, Omaha, NE (2005).

2. Jesse Flanagan – BA – Peru State College. Fourth grade teacher at Bryan Elementary School for the 2007/2008 school year.

3. Classen, Jill – BA – University of Nebraska at Omaha. Special Ed Resource teacher at Abbott Elementary School for the 2007/2008 school year. Previous Exp: Council Bluffs Community Schools, Council Bluffs, IA (2004/2007)

4. Frances Lenz – MA – University of Nebraska at Omaha. Special Ed BD teacher at Kiewit Middle School for the 2007/2008 school year. Previous Exp: Westside Community School, Omaha, NE (2002/2007).

5. Elizabeth Tonniges – BA+12 – Doane College. Fourth grade teacher at Bryan Elementary School for the 2007/2008 school year. Previous Exp: Omega Alpha Academy, Douglas, AZ (2006/2007).

6. Tracy Glantz – BA – Dana College. Art teacher at South High School for the 2007/2008 school year.

7. Courtney Bussey – MA+12 – University of Nebraska at Omaha. School Psychologist (Short-Term) at CSMI.

8. Korrinda Mendez – Ed Specialist – University of Nebraska at Omaha. School Psychologist at CSMI for the 2007/2008 school year. Previous Exp: Loess Hills AEA 13, Council Bluffs, IA (2004/2007).

9. Kelli Lewis – MA – University of Nebraska at Omaha. Media Specialist at Sandoz Elementary School for the 2007/2008 school year. Previous Exp: Omaha Public Schools, Omaha, NE (2002/2007); St. Matthew's School, Bellevue, NE (2001/2002); Hannibal Middle School, Hannibal, MO (1999/2001).

10. Amy Miller – BA – Peru State College. Language Arts teacher at North Middle School for the 2007/2008 school year.

11. Greg Schwanke – BA – University of Nebraska at Lincoln. Language Arts teacher at North Middle School for the 2007/2008 school year.

12. Thomas Collins – MA+30 – University of NE Omaha. Language Arts teacher at North High School for the 2007/2008 school year. Previous Exp: Papillion LaVista High School, Papillion, NE (1975/2006).

13. James Lovely – BA+21 – Peru State College. Social Studies teacher at Central Middle School for the 2007/2008 school year. Previous Exp: Glenwood Community High School, Glenwood, IA (2003/2007).

14. Cindy Menendez – MA+21 – University of Northern Iowa. Instructional Facilitator at Reeder Elementary School for the 2007/2008 school year. Previous Exp: Omaha Public Schools, Omaha, NE (1999/2007); Guttenburg, IA (1991/1999).

The following individual was on a short-term contract for the 2006/2007 school year and will be on a regular contract for the 2007/2008 school year.

1. Susan Nelson – Middle School Counselor at Beadle Middle School for the 2007/2008 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: **Legislative Update**

MEETING DATE: **April 2, 2007**

DEPARTMENT: **Office of the Superintendent**

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 100th Legislature.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

Issues and Happening

The Education Committee has been deliberating the past couple of weeks. They are trying to come to consensus on a plan to improve the Learning Community Law. We are not sure what ideas have gained support. We continue to lobby for fixed boundaries, simplified governance, voluntary inclusion and a study of school funding.

Dates and Reminders

The Legislature is in recess on April 6, 9, 20, 27 and 30. The last day of the session is May 31st.

Prioritized Legislation we are tracking:

Learning Community

- LB 547 (Kopplin) Not prioritized- Create Nebraska Student Advantage Act (Metro Schools Bill).
- LB 641 (Raikes – Prioritized by the Education Committee) Divide a learning community into separate education centers and establish procedures. This bill will likely include some provisions of LB 547.

Calendar/Curriculum

- LB 205 (Howard) requires schools to adopt a bullying policy.
- LB 316 (Prioritized by Friend) – Create the Special Education Services Task Force
- LB 653 (Raikes – Prioritized by the Performance Audit Committee) – Implements a statewide system for assessment of student learning and for reporting

ESUs

- LB 603 (Prioritized by Raikes) Change core services and technology funding provisions relating to educational service units

Class I Schools

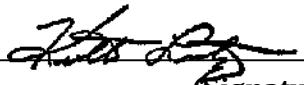
- LB 658 (Raikes - Prioritized by Flood) Change provisions for Class I and Class VI school districts

Miscellaneous

- LB 57 (Prioritized by Nantkes) Allows fair share contributions for labor representation by labor organizations.
- LB 73 (Prioritized by McGill) School breakfast reimbursements (requires appropriation for breakfast programs).
- LB 144 (Prioritized by the Speaker) Adopt the Hepatitis C Education and Prevention Act
- LB 389 (Prioritized by the Speaker) Change provisions relating to public records
- LB 564 (Prioritized by Aguilar) Change the Recreational Liability Act.
- LB 596 (Prioritized by Kopplin) Change retirement benefits and annuity payments for school employees
- LB 622 (Prioritized by the Speaker) Requires training courses in public records and the Open Meetings Act for all members of a public body, officers and employees.
- LB 651 (Prioritized by the Education Committee) – Change and eliminate education provisions

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: **Angelo Passarelli**

SUPERINTENDENT'S APPROVAL: 

(Signature)

HUNDREDTH LEGISLATURE
FIRST SESSION
Revised March 28, 2007

The following represent bills and constitutional amendments introduced during the 2007 First Session of the 100th Legislature that may affect **Millard Public Schools** or education in general. ("New" information will be in **boldface**.) "Hot bills" are shown with a border. Bills that have been passed, indefinitely postponed or withdrawn are listed last.

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

Abbreviations Used for Status of Bills

HC	Held in Committee	LIV	Line Item Veto
GF	General File	VO	Veto Overridden
SF	Select File	W	Withdrawn
FR	Final Reading	P	Passed by Legislature
IPP	Indefinitely Postponed (killed)	A	Approved by Governor
V	Vetoed	*	Senator Priority Bill
HD	Hearing Date	**	Committee Priority Bill
--LB	Amended into another bill	***	Speaker Priority Bill
CA	Constitutional Amendment	LR	Legislative Resolution
FA	Floor Amendment	*E*	Emergency Clause

- **LB 13** *(Mines)* Provide for the creation and certification of joint entities under the Interlocal Cooperation Act (Government Committee) (HD: 1/19)
- **LB 39** *(Schimek, Mines, Pahls, et. al)* Provide restrictions relating to petition circulation and change campaign reporting provisions (Government Committee) (HD: 1/17) (GF: 1/29) (SF: 2/2)
- ***LB 57** *(Nantkes Priority Bill) (Preister, Cornett, Howard, et. al)* Provide for fair share representation contributions for certain labor representation by labor organizations (Business & Labor Committee) (HD: 1/29) (GF: 2/27) [Bracketed until 4/13]
- **LB 66** *(Stuthman, Janssen, Louden)* Require school districts to develop driver safety courses (Education Committee) (HD: 1/30)
- **LB 72** *(Fischer)* Prohibit beginning a school year before Labor Day (Education Committee) (HD: 1/30)
- ***LB 73** *(McGill Priority Bill) (McGill, Howard)* Change school breakfast reimbursement provisions (Education Committee) (HD: 1/30) (GF: 3/6)

- **LB 139** *(Flood)* Change reimbursement provisions under the Special Education Act[275] (Education Committee) (HD: 2/13)
- **LB 153** *(Aguilar, Kopplin)* Change provisions relating to legal actions over school districts in annexed territory (Education Committee) (HD: 2/12)
- **LB 175** *(Cornett)* Require employer to provide employee a reason for termination (Business & Labor Committee) (HD: 3/5)
- **LB 187** *(Mines)* Prohibit certain interlocal agreements (Government Committee) (HD: 1/24)
- **LB 193** *(Howard)* Provide for a special authorization for teachers not addressed by an existing endorsement (Education Committee) (HD: 3/5)
- **LB 205** *(Howard, Ashford, Avery, et. al)* Require schools to adopt a bullying policy (Education Committee) (HD: 1/30) (GF: 2/7)
- *****LB 208** *(Speaker Priority Bill) (Aguilar)* Change bond requirements for certain public building projects (Government Committee) (HD: 1/26) (GF: 2/28)
- *****LB 219** *(Speaker Priority Bill) (Dierks, Dubas)* Change requirements for freeholder petitions (Education Committee) (HD: 2/12) (GF: 2/15)
- ***LB 255*E*** *(Rogert Priority Bill) (Roger, Pirsch)* Change the Nebraska Wage Payment and Collection Act (Business & Labor Committee) (HD: 2/5) (GF: 2/23) (SF: 2/28 (FR: 3/15)
- *****LB 289** *(Speaker Priority Bill) (Louden, Burling, Christensen, et. al)* Change procedure relating to elections to exceed the tax levy limit (Government Committee) (HD: 2/7) (GF: 2/12)
- **LB 301** *(Janssen)* Extend the current distribution of state lottery proceeds until 2013 (General Affairs Committee) (HD: 2/5) (GF: 2/12)
- ***LB 316** *(Friend Priority Bill) (Friend, Raikes)* Create the Special Education Services Task Force (Education Committee) (HD: 2/13)
- **LB 353** *(Legislative Performance Audit Committee, Preister)* Change the Quality Education Accountability Act (Education Committee) (HD: 3/5)
- **LB 361** *(Raikes)* Prohibit use of public funds for dues or membership fees as prescribed (Government Committee) (HD: 1/31)
- **LB 362** *(Raikes)* Change budget limitations and require audits of joint entities (Revenue Committee) (HD: 2/22)
- *****LB 389** *(Speaker Priority Bill) (Aguilar)* Change provisions relating to public records (Government Committee) (HD: 2/1) (GF: 2/23) (SF: 3/14) (FR: 3/22)

- **LB 391** *(Mines)* Change provisions relating to public records and meetings (Government Committee) (HD: 2/1) (GF: 3/13)
- **LB 416** *(Karpisek)* Exempt government retirement benefits from income tax (Revenue Committee) (HD: 3/9)
- **LB 430** *(Langemeier)* Change property tax levies (Revenue Committee) (HD: 2/1)
- **LB 431** *(Friend)* Provide an income tax credit for certain educational expenses (Revenue Committee) (HD: 3/9)
- **LB 440** *(Preister, White)* Change and eliminate provisions relating to learning communities (Education Committee) (HD: 2/5)
- **LB 448** *(Ashford)* Change limitation of action provisions under the Political Subdivisions Tort Claims Act (Judiciary Committee) (HD: 2/7)
- **LB 450** *(Ashford)* Provide immunity for employer disclosure of certain employee information (Judiciary Committee) (HD: 2/22)
- **LB 452** *(Burling, Wallman)* Appropriate funds for drug abuse prevention and education programs (Appropriations Committee) (HD: 2/28)
- **LB 455** *(White)* Allow school districts to exceed applicable allowable growth rate for increased energy or insurance costs (Education Committee) (HD: 2/27)
- **LB 473***(Chambers)* Change provisions relating to learning communities and Class V school district elections (Education Committee) (HD: 2/6)
- **LB 474** *(Chambers)* Provide for certain misconduct by school teachers, school nurses, and police officers to be a public record (Judiciary Committee) (HD: 2/8) (GF: 3/13)
- ****LB 475** *(Judiciary Committee Priority Bill) (Chambers)* Prohibit discrimination based upon sexual orientation or marital status (Judiciary Committee) (HD: 2/15) (GF: 2/26)
- **LB 477** *(Wightman)* Change contribution levels for state and political subdivision employee health plans (Government Committee) (HD: 2/28)
- **LB 479** *(Johnson)* Change provisions relating to audiologists and speech-language pathologists (Health/Human Services Committee) (HD: 2/8)
- **LB 490** *(Harms)* Repeal the Seamless Delivery System Pilot Project (Education Committee) (HD: 1/30)
- **LB 491** *(Harms)* Change provisions relating to concealed handguns (Judiciary Committee) (HD: 2/2) (GF: 2/28)

- **LB 492** *(Harms)* Adopt the Education Facilities State Aid Act and create the Education Facilities Review Board (Education Committee) (HD: 2/27) [277]
- **LB 495** *(White)* Prohibit employers from requiring use of compensated leave as prescribed (Business & Labor Committee) (HD: 3/12)
- ***LB 498** *(White Priority Bill) (White)* Adopt the Business Partnership in Rural Education Program Act (Education Committee) (HD: 2/27)
- **LB 499** *(White)* Change contributions for school retirement (Retirement Committee) (HD: 2/20)
- **LB 506** *(Friend, Pedersen)* Provide an alternative method of reimbursement for special education and related services (Education Committee) (HD: 2/13)
- **LB 508** *(Pahls)* Change provisions of the Judges Retirement Act and the School Employees Retirement Act (Retirement Committee) (HD: 2/20)
- **LB 511** *(Avery)* Change valuation of agricultural land and create a homestead exemption (Revenue Committee) (HD: 2/1)
- **LB 519** (*Howard)* Require a review of property valuations (Revenue Committee) (HD: 2/14) (GF: 2/15)
- **LB 520** *(Howard)* Create the Early Childhood Education Legislative Study Group (Education Committee) (HD: 3/6)
- **LB 521** *(Howard)* Add classifications of students to be reported in the fall school district membership reports (Education Committee) (HD: 2/26)
- **LB 524** *(Aguilar)* Change provisions relating to school districts in annexed territory (Education Committee) (HD: 2/12)
- **LB 529** *(Nantkes)* Create a mentor teacher supplemental compensation pilot project (Education Committee) (HD: 3/5)
- **LB 534** *(Schimek)* Change provisions relating to urban storm water drainage (Natural Resources Committee) (HD: 2/8)
- **LB 547** *(Kopplin, Kruse, Pedersen)* Adopt the Nebraska Student Advantage Act (Education Committee) (HD: 2/5)
- **LB 558** *(Ashford)* Add housing pattern information to the integration plan for a learning community (Education Committee) (HD: 2/6)
- **LB 563** *(Adams, Carlson)* Change provisions relating to learners with high ability (Education Committee) (HD: 1/30)

- ***LB 564** *(Aguilar Priority Bill) (Friend, Adams, Fulton, et. Al)* Change the Recreational Liability Act (Judiciary Committee) (HD: 2/14) [278]
- **LB 566** *(Louden, Adams, Burling et. al)* Adopt the Public Recreational Liability Act (Judiciary Committee) (HD: 2/14)
- **LB 582** *(Preister)* Create the Nebraska Educational Trust and change the distribution of certain sales tax proceeds (Revenue Committee) (HD: 2/23)
- **LB 590** *(Cornett)* Change provisions relating to educational service unit reorganization (Education Committee) (HD: 1/29)
- **LB 595** *(Kopplin)* Create the Task Force on School Funding for Economic Growth (Education Committee) (HD: 2/27)
- ***LB 596** *(Kopplin Priority Bill) (Kopplin)* Change retirement benefits and annuity payments for school employees (Retirement Committee) (HD: 2/20) (GF: 3/9)
- **LB 600** *(Raikes)* Provide for educational service unit boundary changes (Education Committee) (HD: 1/29)
- **LB 601** *(Raikes)* Create the Educational Service Unit Coordinating Council (Education Committee) (HD: 1/29)
- **LB 602** *(Raikes)* Establish election districts for educational service unit boards (Education Committee) (HD: 1/29)
- ***LB 603** *(Raikes Priority Bill) (Raikes)* Change core services and technology funding provisions relating to educational service units (Education Committee) (HD: 1/29) (GF: 3/27 – includes sections of 600, 601, 602, 656, 657)
- **LB 605** *(Raikes)* Change tax levy and distribution provisions relating to educational service units (Revenue Committee) (HD: 3/7)
- **LB 608** *(Raikes)* Change the sales tax rate (Revenue Committee) (HS: 2/2)
- **LB 612** *(NE Retirement System)* Redefine compensation for school employees retirement systems (Retirement Committee) (HD: 2/12)
- **LB 613** *(NE Retirement System)* Change deposit provisions of school employees retirement systems (Retirement Committee) (HD: 2/12)
- **LB 614** *(Raikes)* Change adjusted valuation provisions under the Tax Equity and Educational Opportunities (Education Committee) (HD: 2/27)
- **LB 615** *(Raikes)* Provide for a system of tracking student achievement (Education Committee) (HD: 3/5)

- ***LB 622** *(Speaker Priority Bill) (Pirsch)* Require training courses in public records and the Open Meetings Act for all members of a public body, public officers, and public employees (Government Committee) (HD: 2/1) (GF: 2/27)
- **LB 639** *(Raikes)* Change powers and duties of county attorneys (Judiciary Committee) (HD: 2/15) (GF: 2/27)
- **LB 640** *(Raikes)* Authorize a learning community levy for certain approved capital projects (Revenue Committee) (HD: 3/7)
- ****LB 641** *(Education Committee Priority Bill) (Raikes)* Provide for the division of a learning community into separate education centers and establish (Education Committee) (HD: 2/5)
- **LB 642** *(Raikes)* Change educational service units' role and mission provisions (Education Committee) (HD: 2/6)
- **LB 643** *(Raikes)* Change the Tax Equity and Educational Opportunities Support Act to eliminate certain income tax (Education Committee) (HD: 2/26)
- **LB 644** *(Raikes)* Provide for summer school student units in the state aid formula (Education Committee) (HD: 2/26)
- **LB 649** *(Raikes)* Modify the state aid formula under the Tax Equity and Educational Opportunities Support Act (Education Committee) (HD: 2/26)
- **LB 650** *(Raikes)* Change provisions relating to early childhood education and the Special Education Act (Education Committee) (HD: 3/6)
- ****LB 651** *(Education Committee Priority Bill) (Raikes)* Change and eliminate education provisions (Education Committee) (HD: 3/6)
- **LB 652** *(White, Preister)* Require the state and political subdivisions to do energy audits (Natural Resources Committee) (HD: 2/7)
- **LB 653** *(Raikes)* Require implementation of a statewide system for assessment of student learning and for reporting (Education Committee) (HD: 3/5)
- **LB 655** *(Raikes)* Change state aid to school provisions relating to adjustments on budget statements (Education Committee) (HD: 2/27)
- **LB 656** *(Raikes)* Provide for temporary funding related to distance education (Education Committee) (HD: 3/12)
- **LB 657** *(Raikes)* Change provisions relating to distance education (Education Committee) (HD: 3/12)

- ***LB 658** *(Flood Priority Bill) (Raikes)* Change provisions relating to Class I and Class VI school districts (Education Committee) (HD: 2/20) (GF: 2/27) 280
- ***LB 674** *(Lathrop Priority Bill) (Lathrop, Rogert, White)* Prohibit use of social security numbers by employers as prescribed and provide a penalty (Judiciary Committee) (HD: 1/31)
- **LB 678** *(Dubas, Burling, McDonald)* Change school district boundary provisions relating to annexed territory (Education Committee) (HD: 2/12)
- **LB 684** *(Dubas, Carlson, Christensen, et. al)* Provide for an income tax credit based upon certain property taxes (Revenue Committee) (HD: 2/1)
- **LB 691** *(Synowiecki)* Change Tax Equity and Educational Opportunities Support Act provisions with respect to full-day kindergarten (Education Committee) (HD: 2/26)
- **LB 702** *(White)* Change reimbursement provisions under the Special Education Act (Education Committee) (HD: 2/13)
- *****LR 2CA** *(Speaker Priority Resolution) (Rogert)* Constitutional amendment changing provisions related to substandard and blighted property (Urban Affairs Committee) (HD: 2/6) (GF: 2/20)
- ***LR 6CA** *(Avery Priority Resolution) (Avery, Aguilar, Fischer, et. al)* Constitutional amendment to provide for investment by political subdivisions (Urban Affairs Committee) (HD: 1/30) (GF: 2/20) (SF: 3/22)
- **LR 8CA** *(Avery)* Constitutional amendment to change signature requirements for initiative petitions (Government Committee) (HD: 1/25) (GF: 2/1)
- **LR 12CA** *(Fischer)* Constitutional amendment relating to educational lands and investment of the school trust permanent portfolio (Education Committee) (HD: 3/6)

Approved by Governor

- **LB 21*E*** *(Raikes)* Change school finance provisions relating to the cost growth factor (Education Committee) (HD: 1/16) (GF: 1/17) (SF: 1/23) (FR: 1/30) (P: 1/30) (A: 1/30)
- **LB 150** *(Adams)* Change provisions relating to certificate fees paid to the State Department of Education (Education Committee) (HD: 1/22) (GF: 1/23) (SF: 1/29) (FR: 2/9) (P: 2/12) (A: 2/15)
- **LB 166*E*** *(Revenue Committee))* Change provisions relating to property taxation and assessment (Revenue Committee) (HD: 1/17) (GF: 1/23) (SF: 2/1) (FR: 2/27) (S: 3/1) (A: 3/8)

- **LB 167*E*** *(Revenue Committee)* Change property tax provisions relating to appeals, [281] equalization, and assessor certification (Revenue Committee) (HD: 1/17) (GF: 1/26) (SF: 1/30) (FR: 2/5) (P: 2/5) (A: 2/12)
- **LB 231** *(Raikes)* Change provisions relating to the Early Childhood Training Center (Education Committee) (HD: 1/22) (GF: 2/5) (SF: 2/13) (FR: 2/27) (S: 3/13) (A: 3/20)
- **LB 298** *(Burling)* Change the number of signatures required on nominating petitions (Government Committee) (HD: 1/25) (GF: 1/30) (SF: 2/2) (FR: 2/20) (S: 3/1) (A: 3/8)
- **LB 311** *(Aguilar)* Change provisions relating to petition signature verification (Government Committee) (HD: 1/25) (GF: 1/30) (SF: 2/1) (FR: 2/20) (S: 3/1) (A: 3/8)

Indefinitely Postponed (Killed)/Withdrawn

- ~~**LB 3** *(Pahls)* Provide a sales tax holiday for school-related purchases (Revenue Committee) (HD: 1/18) (IPP: 3/1)~~
- ~~**LB 7** *(Preister)* Change the rights of the public regarding agenda items under the Open Meetings Act (Government Committee) (HD: 1/18) (IPP: 3/12)~~
- ~~**LB 30** *(Hudkins, Fischer, Heidemann)* Provide for reorganization of certain Class I and Class VI school districts (Education Committee) (HD: 2/20) (IPP: 2/27)~~
- ~~**LB 40** *(Schimek, Friend, Mines, et. al)* Require an initiative and referendum petition circulators to wear an identification badge (Government Committee) (HD: 1/17) (IPP: 1/29)~~
- ~~**LB 50** *(Hudkins)* Prohibit the state from seeking reimbursement from employees for use of vacation leave (Government Committee) (HD: 1/18) (IPP: 2/2)~~
- ~~**LB 60** *(Avery)* Provide a sales tax holiday for school-related purchases (Revenue Committee) (HD: 1/18) (IPP: 3/1)~~
- ~~**LB 81** *(Schimek, Howard, McGill, et. al)* Create the offense of school trespass and prohibit certain activities of registered sex offenders (Judiciary Committee) (HD: 2/2) (IPP: 3/14)~~
- ~~**LB 91** *(Cornett)* Change boundary provisions relating to learning communities (Education Committee) (HD: 2/6) (IPP: 3/27)~~
- ~~**LB 101** *(Erdman, Harms, Pedersen)* Clarify that only one parent need sign the statement regarding private schools that elect not to meet accreditation of approval (Education Committee) (HD: 1/22) (IPP: 2/2)~~
- ~~**LB 170** *(Kopplin)* Change the tax levy authority of educational service units (Revenue Committee) (HD: 3/7) (IPP: 3/19)~~

- **LB 230** *(Raikes)* Change provisions relating to resident students for purposes of certain reorganizations (Education Committee) (HD: 2/12) (IPP: 2/13)
- **LB 234** *(Dierks, Karpisek, Dubas)* Provide for reorganization of certain school districts as prescribed (Education Committee) (HD: 2/20) (IPP: 2/27)
- **LB 241** *(Hudkins)* Require the state to pay teachers' salaries as prescribed (Education Committee) (HD: 1/22) (IPP: 1/30)
- **LB 271** *(Friend)* Change fringe benefit provisions under the Nebraska Wage Payment and Collection Act (Business & labor Committee) (HD: 2/5) (IPP: 2/23)
- **LB 340** *(Wightman, Avery, Carlson, et. al)* Authorize a local option income tax for school capital construction purposes (Revenue Committee) (HD: 2/2) (IPP: 3/1)
- **LB 356** *(Cornett, Christensen, Gay, et. al)* Change provisions relating to greenbelted agricultural land (Revenue Committee) (HD: 2/14) (IPP: 2/22)
- **LB 357** *(Flood)* Provide for community schools, operating councils, elementary grants, and attendance centers (Education Committee) (HD: 2/20) (IPP: 2/27)
- **LB 487** *(Wallman)* Authorize an income tax for support of schools (Revenue Committee) (HD 2/2) (IPP: 3/1)
- **LB 489** *(Harms)* Change provisions relating to and require buses to have occupant protection systems (Transportation Committee) (HD: 2/6) (IPP: 2/21)
- **LB 557** *(Ashford)* Create the Tutoring and Summer School Fund and provide an income tax credit (Revenue Committee) (Withdrawn: 2/6)
- **LB 604** *(Raikes)* Change educational service units' taxing authority (Revenue Committee) (HD: 3/7) (IPP: 3/19)
- **LB 630** *(Dierks, Dubas)* Change provisions relating to freeholder petitions (Education Committee) (HD: 2/12) (IPP: 2/28)
- **LB 688** *(Karpisek, Christensen, Dubas, et. al)* Provide for development of an income-based method of valuing agricultural land (Revenue Committee) (HD: 3/8) (IPP 3/19)

Prepared by:
Angelo D. Passarelli
Director of Administrative Affairs

Approved by:
Keith W. Lutz
Superintendent of Schools

March 20, 2007
Millard Public Schools
Total Enrollment

Elementary		K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment
Abbott	(3 unit)	75	67	55	76	88	61		422	1	-5	427
Ackerman	(4 unit)	89	98	99	96	111	101		594	-4	-5	599
Aldrich	(3 unit)	86	70	76	64	57	65		418	-1	-4	422
Black Elk	(3 unit)	98	82	106	92	101	104		583	1	6	577
Bryan	(3 unit)	68	61	58	63	53	69		372	-1	5	367
Cather	(3 unit)	65	67	66	73	63	73		409	-2	-5	414
Cody	(2 unit)	41	32	38	33	35	37	20	216	5	2	214
Cottonwood	(3 unit)	59	57	63	45	54	57		335	1	5	330
Disney	(3 unit)	50	34	51	41	52	37	21	265	3	-1	266
Ezra Millard	(3 unit)	58	62	63	86	75	71	11	415	0	5	410
Harvey Oaks	(2 unit)	53	41	48	53	44	45		284	2	9	275
Hitchcock	(2 unit)	33	23	30	36	39	44	19	207	0	-5	212
Holling Heights	(3 unit)	81	77	66	67	68	59		418	-3	-12	430
Montclair	(4 unit)	96	90	83	107	81	89		546	3	-1	547
Morton	(3 unit)	64	62	51	75	64	77	15	393	0	6	387
Neihardt	(4 unit)	106	118	72	89	87	102		574	4	7	567
Norris	(3 unit)	66	59	60	53	51	45		334	1	-2	336
Reeder	(3 unit)	150	134	132	103	90	103		712	0	13	699
Rockwell	(3 unit)	71	60	62	57	57	52	26	359	0	0	359
Rohwer	(3 unit)	86	80	82	67	83	71	28	469	2	4	465
Sandoz	(3 unit)	58	51	51	56	47	51		314	5	8	306
Wheeler	(3 unit)	107	98	89	94	91	97	23	576	-1	-11	587
Willowdale	(3 unit)	68	77	67	69	67	77		425	1	4	421
Totals		1728	1600	1570	1597	1558	1587	163	9640	17	23	9617

Secondary	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment
Andersen MS	230	275	259	11	764	3	-7	771
Beadle MS	233	234	227	16	694	-1	-3	697
Central MS	257	251	262	22	770	1	5	765
Kiewit MS	305	321	299	8	925	-1	2	923
North MS	236	203	204	24	643	-2	1	642
Russell MS	276	273	297	5	846	0	8	838
MS Alternative	5	13	11		29	0	14	15
Totals	1542	1570	1559	86	4671	0	20	4651

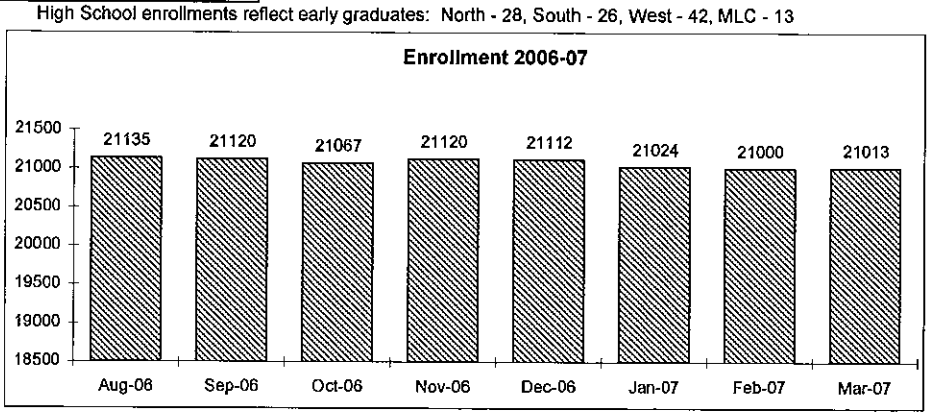
	9	10	11	12				
North HS	643	628	636	539	27	2446	-1	-40	2486
South HS	494	554	537	469	14	2054	2	-50	2104
West HS	556	508	532	429	19	2025	-1	-49	2074
Millard Learning Center	0	0	28	55		83	-5	-18	101
Totals	1693	1690	1733	1492	60	6608	-5	-157	6765

Preschool	
Disney	17
Cody Early Start	18
Neihardt	36
Rockwell	35
Bryan	35
Holling Heights	30
Norris	18
Sandoz ELL	17
Montessori - Montclair	77
Montessori - Norris	30
Total	313

Preschool SPED	
Cody	83
Disney	23
Sandoz	84
Montclair	39
Contracted	3
Infants	105
Total	337

Contracted SPED	43	1	6	37
Young Adult Program	51	0	1	50
Total District K-12	**21013**	**13**	**-107**	**21120**
Total District PreK-12	**21663**	**39**	**0**	**21663**

High School enrollments reflect early graduates: North - 28, South - 26, West - 42, MLC - 13



9/20/2006	
Elementary	9617
Middle Sch	4651
High Sch	6765
Contracted	37
Young Adult	50
Total	21120
3/20/2007	
Elementary	9640
Middle Sch	4671
High Sch	6608
Contracted	43
Young Adult	51
Total	21013
Current Chg	13
YTD Change	-107

Elementary — Classroom Enrollment

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	Class Size W/out SED
Abbott	19	22	19	24	22	22						
	19	22	18	26	23	19						
	17	23	18	26	22	20						
	20				21							
Total Students	75	67	55	76	88	61		422	1	-5	427	422
Total Teachers	4.0	3	3	3	4	3		20.0				20.0
Classroom Avg	18.8	22.3	18.3	25.3	22.3	20.3		21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Ackerman	22	20	25	24	23	26						
	22	19	25	24	20	25						
	22	19	24	24	22	25						
	23	21	25	24	22	25						
		19			24							
Total Students	89	98	99	96	111	101		594	-4	-5	599	594
Total Teachers	4.0	5	4	4	5	4		26.0				26.0
Classroom Avg	22.3	19.6	24.8	24.0	22.2	25.3		23				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Aldrich	21	18	25	20	19	21					
	22	17	26	22	20	22					
	21	17	25	22	18	22					
	22	18									
Total Students	86	70	76	64	57	65	418	-1	-4	422	418
Total Teachers	4	4	3	3.00	3	3	20.00				20
Classroom Avg	21.5	17.5	25.3	21.3	19.0	21.7	21				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Black Elk	25	21	21	23	25	26					
	24	21	20	23	25	26					
	25	20	21	23	25	26					
	24	20	23	23	26	26					
			21								
Total Students	98	82	106	92	101	104	583	1	6	577	583
Total Teachers	4.0	4	5	4	4	4	25				25
Classroom Avg	24.5	20.5	21.2	23.0	25.3	26.0	23				23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Bryan	22	16	20	21	26	23					
	22	15	19	21	27	23					
	24	16	19	21		23					
		14									
Total Students	68	61	58	63	53	69	372	-1	5	367	372
Total Teachers	3	4	3	3	2	3	18				18
Classroom Avg	22.7	15.3	19.3	21.0	26.5	23.0	21				21

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Cather	22	19	21	24	14	16	21	24	23	24	24	22					
						17	22	24	24	25	25	18					
Total Students	22	19	21	24	14	33	43	48	47	49	49	40	409	-2	-5	414	409
Total Teachers	1	1	1	1	1	2	2	2	2	2	2	2	19				19.0
Classroom Avg	22.0	19.0	21.0	24.0	14.0	16.5	21.5	24.0	23.5	24.5	24.5	20.0	22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Cody	19	15	15	17	17	20	8					
	17	15	14	16	16	15	7					
							5					
Total Students	36	30	29	33	33	35	20	216	5	2	214	196
Total Teachers	2	2	2	2	2	2	3	15				12
Classroom Avg	18.0	15.0	14.5	16.5	16.5	17.5	6.7	14				16

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Cottonwood	21	19	21	23	27	18					
	18	19	21	22	27	19					
	20	19	21			20					
Total Students	59	57	63	45	54	57	335	1	5	330	335
Total Teachers	3.00	3	3	2	2	3	16				16
Classroom Avg	19.7	19.0	21.0	22.5	27.0	19.0	21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Disney	21	14	25	13	25	18	7					
	23	15	23	12	25	18	8					
				12			6					
Total Students	44	29	48	37	50	36	21	265	3	-1	266	244
Total Teachers	2.0	2	2	3	2	2	3	16.0				13
Classroom Avg	22	15	24	12	25	18	7	17				19

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	Class Size W/out SPED
Ezra Millard	18	20	21	23	24	24	5					
	19	20	20	23	24	23	6					
	18	21	21	22	24	23						
				16								
Total Students	55	61	62	84	72	70	11	415	0	5	410	404
Total Teachers	3.00	3	3	4	3	3	2	21				19
Classroom Avg	18.3	20.3	20.7	21.0	24.0	23.3	6	20				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Harvey Oaks	19	21	24	27	22	22					
	18	20	24	26	22	23					
	16										
Total Students	53	41	48	53	44	45	284	2	9	275	284
Total Teachers	3.0	2	2	2	2	2	13.0				13
Classroom Avg	17.7	20.5	24.0	26.5	22.0	22.5	22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Hitchcock	14	23	14	18	17	20	9					
	15		15	16	16	20	10					
Total Students	29	23	29	34	33	40	19	207	0	-5	212	188
Total Teachers	2.0	1	2	2	2	2	2	13.0				11
Classroom Avg	14.5	23.0	14.5	17.0	16.5	20.0	10	16				17

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Holling Heights	19	19	21	22	24	19					
	21	19	22	23	22	18					
	20	19	23	22	22	22					
	21	20									
Total Students	81	77	66	67	68	59	418	-3	-12	430	418
Total Teachers	4.0	4	3	3	3	3	20.0				20
Classroom Avg	20.3	19.3	22.0	22.3	22.7	19.7	21				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Montclair	22	15	21	22	20	28	26	22	16						
	23	14	21	22	20	28	26	22	19						
		17		15				21	18						
								21	21						
								24							
								23							
Total Students	45	46	42	59	40	56	51	133	74		546	3	-1	547	546
Total Teachers	2	3	2	3	2	2	2	6	4		26				26
Classroom Avg	22.5	15.3	21.0	19.7	20.0	28.0	25.5	22.2	18.5		21				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Morton	21	23	13	25	20	26	8					
	20	17	16	24	21	26	7					
	19	20	19	24	20	24						
Total Students	60	60	48	73	61	76	15	393	0	6	387	378
Total Teachers	3.00	3	3	3	3	3	2	20				18.0
Classroom Avg	20.0	20.0	16.0	24.3	20.3	25.3	7.5	20				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Neihardt	22	20	16	23	22	26					
	21	20	19	23	20	24					
	20	20	17	22	22	26					
	22	20	20	21	23	26					
	21	19									
		19									
Total Students	106	118	72	89	87	102	574	4	7	567	574
Total Teachers	5.0	6	4	4	4	4	27.0				27.0
Classroom Avg	21.2	19.7	18.0	22.3	21.8	25.5	21				21

	K	1	2	3	4	5	M-K	M1-3	M-4	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Norris	21	18	18	20	15	23	24	22	20						
	21	18	17	19	16	22		20							
								20							
Total Students	42	36	35	39	31	45	24	62	20		334	1	-2	336	334
Total Teachers	2.0	2	2	2	2	2	1	3	1		17.0				12
Classroom Avg	21.0	18.0	17.5	19.5	15.5	22.5	24.0	20.7	20.0		20				28

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Reeder	23	26	23	26	25	26						
	13	26	21	26	25	25						
	23	25	15	26	15	25						
	23	18	19	25	25	27						
	23	13	19									
	22	26	35									
	23											
Total Students	150	134	132	103	90	103		712	0	13	699	712
Total Teachers	7.0	6	7	4	4	4		32.0				32
Classroom Avg	21.4	22.3	22.0	25.8	22.5	25.8		22				22

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Rockwell	22	19	21	16	17	25	10					
	22	20	20	16	19	22	8					
	23	19	19	15	18		8					
Total Students	67	58	60	47	54	47	26	359	0	0	359	333
Total Teachers	3.0	3	3	3	3	2	3	20.0				17.0
Classroom Avg	22.3	19.3	20.0	15.7	18.0	23.5	8.7	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Rohwer	21	18	25	22	26	21	8					
	17	19	25	21	26	22	7					
	22	18	25	21	26	23	8					
	23	20					5					
Total Students	83	75	75	64	78	66	28	469	2	4	465	441
Total Teachers	6.0	4	3	3	3	3	4	26.0				22
Classroom Avg	20.8	18.8	25.0	21.3	26.0	22.0	7.0	18				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Sandoz	18	17	17	21	23	25						
	20	17	17	20	24	26						
	20	17	17	15								
Total Students	58	51	51	56	47	51		314	5	8	306	314
Total Teachers	3	3	3	3	2	2		16				16
Classroom Avg	19.3	17.0	17.0	18.7	23.5	25.5		20				20

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Wheeler	22	16	23	23	22	25	8					
	19	19	19	23	20	26	5					
	21	21	24	24	21	25	10					
	21	19	21	21	24	17						
	16	21										
Total Students	99	96	87	91	87	93	23	576	-1	-11	587	553
Total Teachers	5	5	4	4	4	4	3	29				26
Classroom Avg	19.8	19.2	21.8	22.8	21.8	23.3	7.7	20				21

	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Willowdale	24	20	22	23	22	26						
	24	20	23	23	23	25						
	20	18	22	23	22	26						
		19										
Total Students	68	77	67	69	67	77		425	1	4	421	425
Total Teachers	3.0	4	3	3	3	3		19.0				19
Classroom Avg	22.7	19.3	22.3	23.0	22.3	25.7		22				22

Elementary Totals Grade	K	1	2	3	4	5	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment	
Students	1728	1800	1570	1597	1558	1587	163	9640	17	23	9617	9640
Teachers	83.0	82.0	75.0	73.0	70.0	69.0	22	474				452.0
Classroom Avg	20.8	19.5	20.9	21.9	22.3	23.0	7.4	20				21

	6	7	8	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment
Andersen MS	230	275	259	11	764	3	-7	771
Beadle MS	233	234	227	16	694	-1	-3	697
Central MS	257	251	262	22	770	1	5	765
Kiewit MS	305	321	299	8	925	-1	2	923
North MS	236	203	204	24	643	-2	1	642
Russell MS	276	273	297	5	846	0	8	838
MS Alternative	5	13	11		29	0	14	15
Totals	1542	1570	1559	86	4671	0	20	4651

	9	10	11	12	Self Cont	Total	Current Change	YTD Change	Official 9/06 Enrollment
North HS	643	628	636	539	27	2446	-1	-40	2486
South HS	494	554	537	469	14	2054	2	-50	2104
West HS	556	508	532	429	19	2025	-1	-49	2074
Millard Learning Center	0	0	28	55		83	-5	-18	101
Totals	1693	1690	1733	1492	60	6608	-5	-157	6765
				Contracted SPED		43	1	6	37
				Young Adult Program		51	0	1	50
				Total District Enrollment		**21013**	**13**	**-107**	**21120**