

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

Notice is hereby given of a Board of Education Committee of the Whole meeting of School District No. 17, in the County of Douglas, which will be held at 7:00 p.m. on **Monday, November 10, 2008** 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

11-7-08

**THE DAILY RECORD
OF OMAHA**

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

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

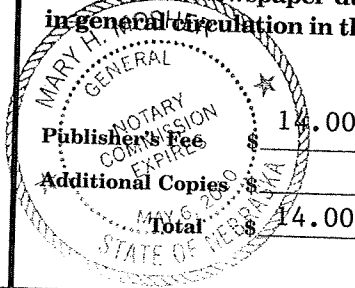
J. BOYD

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 _____
November 7, 2008

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



Publisher's Fee \$ 14.00
Additional Copies \$ _____
Total \$ 14.00

Subscribed in my presence and sworn to before me this _____ 7th _____ day of _____
November 20 08

Notary Public in and for Douglas County,
State of Nebraska

Minutes
Committee Meeting
November 10, 2008

The members of the Board of Education met as a committee of the Whole on Monday, November 10, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda included a presentation on special education and the schedule for summer projects for 2009.

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

A community member expressed her concerns that regular classroom teachers do not have enough training or information in regards to various other categories of students they may have in their classroom.

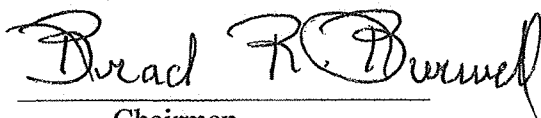
Charlene Snyder and Mark Feldhausen reviewed with the board the organizational makeup of Millard's department of special education, the thirteen categories identified in IDEA and Rule 51, District special education demographics by category, the legal regulations and other guidance information the special education department follows, overviews of various special education programs, and the funding that comes from the federal and state governments for the special education programs. Other discussion topics included the process used by the IEP team members on determining the services needed for those students who qualify.

There was a request for the number of paraprofessionals used in the special education program by category and classroom, and what additional training general classroom teachers receive for students in various categories.

Ken Fossen and Ed Rockwell presented the projects slated to be completed in 2009 for an estimated cost of \$1 million, which is normally between \$3 and \$4 million, and discussion on the affect this might have on deferred maintenance. The board was in consensus about completing the limited number of projects for 2009.

Bill Cramer, architect from Schemmer Associates, Ken Fossen and Ed Rockwell presented a proposal for an addition to Reagan Elementary. Discussion on the addition was taking into consideration enrollments issues in the western buildings, the possible use of portable classroom versus building the addition, and the overall budget demands.

Board members were more inclined to delay this project due to the current budget constraints, but Ken Fossen is going to provide additional information at another time.



Chairman



*COMMITTEE OF THE WHOLE
MEETING*



NOVEMBER 10, 2008

MILLARD PUBLIC SCHOOLS
BOARD COMMITTEE OF THE WHOLE

The Board of Education Committee of the Whole will meet on Monday, November 10, 2008 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

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

A G E N D A

1. Special Education
2. Summer Projects 2009

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

Millard Public Schools

Special Education Programs
for Students with Disabilities

November 10, 2008

Students with Disabilities

- are Millard Public Schools students first and disabled second
- are more similar to their peers without disabilities than they are different from them
- have the same hopes and dreams as their age peers, and so do their parents

Organization of the MPS Department of Special Education

- Special education staff members at each building: teachers, paraprofessionals, related services, etc.
- Department Heads: 1 per Middle/High School
- Program Facilitators (teacher leaders) for Specialized Programs and Elementary:
 - Elementary Education-Pam Brennan
 - Alternate Curriculum Program-Anne Oeth
 - Structured Behavior Skills Program-Lori Bartels
 - Programs/Services for Students with Autism-Jennifer Vest
- Coordinators:
 - Early Childhood-Jean Ubbelohde
 - Elementary-Becky Hendrix Wegner
 - Compliance, Hearing Impairments, Homebound, AYP & Interventions-Linda Horton
 - Secondary & BD-Ted Esser
 - Alternate Curriculum & Young Adult Programs and Related Services-Claudia Schulte

Disability Categories

- 13 disability categories identified in IDEA and Rule 51
 - Autism
 - Behavior Disorder
 - Deaf-Blind
 - Developmental Delay
 - Hearing Impairment
 - Mental Handicap
 - Multiple Handicaps
 - Other Health Impairment
 - Orthopedic Impairment
 - Specific Learning Disability
 - Speech Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment

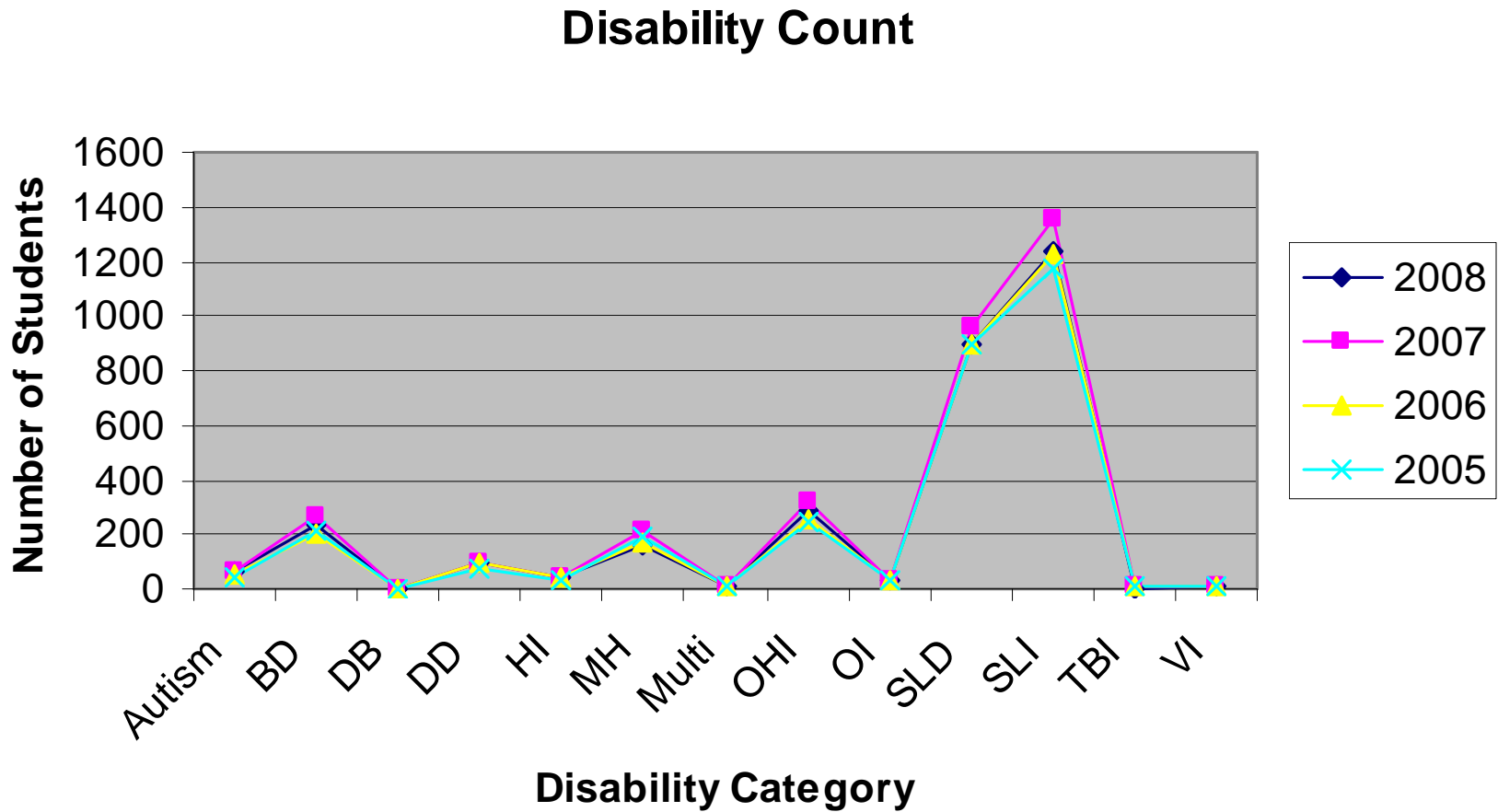
MPS SESIS Count Data

- Annual count of students with disabilities enrolled in and served by Millard Public Schools
 - Students Birth through 21 years old
 - Includes students attending nonpublic schools within MPS boundaries
 - Through the 2007-08 school year count was taken on December 1 of each year
 - Beginning with the 2008-09 school year the count will be taken on October 1 of each year

Annual MPS Disability Count 2005-2008

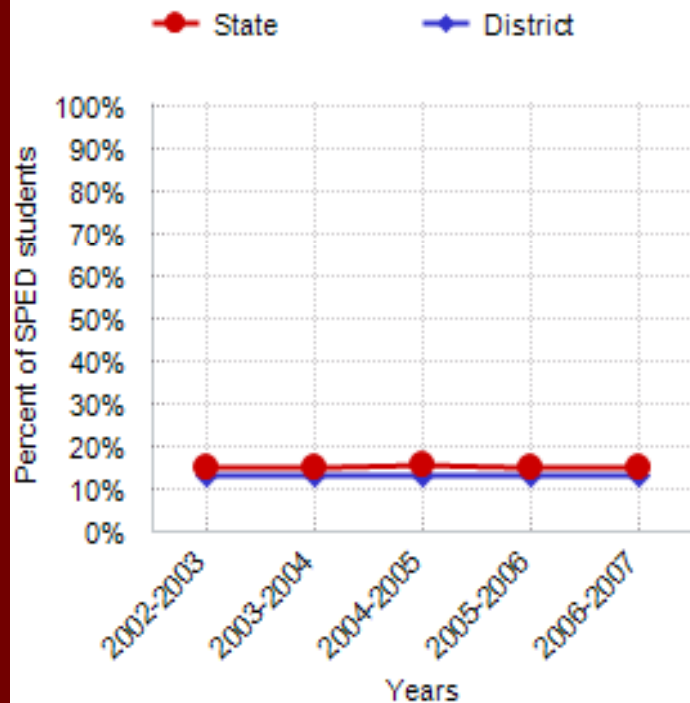
Student Count	2005 Total 2945		2006 Total 3002		2007 Total 3397		2008 Total 3069	
Disability	#	%	#	%	#	%	#	%
Autism	46	1.56	54	1.80	68	2.00	61	1.99
BD	214	7.27	206	6.86	262	7.71	238	7.75
DB	2	0.07	0		0		0	
DD	75	2.55	94	3.13	100	2.94	91	2.97
HI	36	1.22	42	1.40	45	1.32	44	1.43
MH	194	6.59	167	5.56	212	6.24	156	5.08
Multi	8	0.27	9	0.30	16	0.47	12	0.39
OHI	248	8.42	251	8.36	319	9.39	287	9.35
OI	32	1.09	33	1.10	33	0.97	32	1.04
SLD	901	30.59	896	29.85	962	28.32	900	29.33
SLI	1170	39.73	1231	41.01	1359	40.01	1233	40.18
TBI	9	0.31	7	0.23	9	0.26	4	0.13
VI	10	0.34	12	0.40	12	0.35	11	0.36

MPS Disability Count 2005-2008



Total Percent Compared to State

Students in Special Education Programs



Special Education Trends

Years	State	District
2002-2003	14.78%	13.13%
2003-2004	15.03%	13.29%
2004-2005	15.39%	13.39%
2005-2006	15.21%	13.11%
2006-2007	14.95%	12.91%

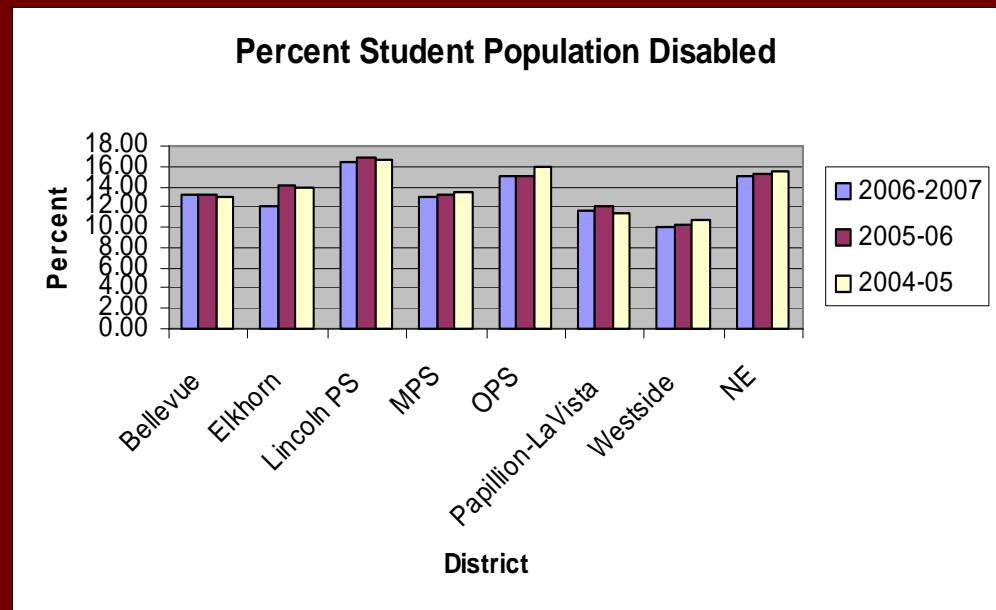


[Data Definitions
& Explanations](#)

* Data taken from NDE website

Compared to Other NE Districts*

Special Ed %	2004-05	2005-06	2006-07
Bellevue	13.02	13.14	13.31
Elkhorn	13.99	14.02	12.18
Lincoln PS	16.70	16.89	16.33
MPS 3rd/4th lowest of 7	13.39	13.11	12.91
OPS	15.90	15.03	15.14
Papillion-LaVista	11.35	12.02	11.62
Westside	10.68	10.17	10.02
NE	15.39	15.21	14.95

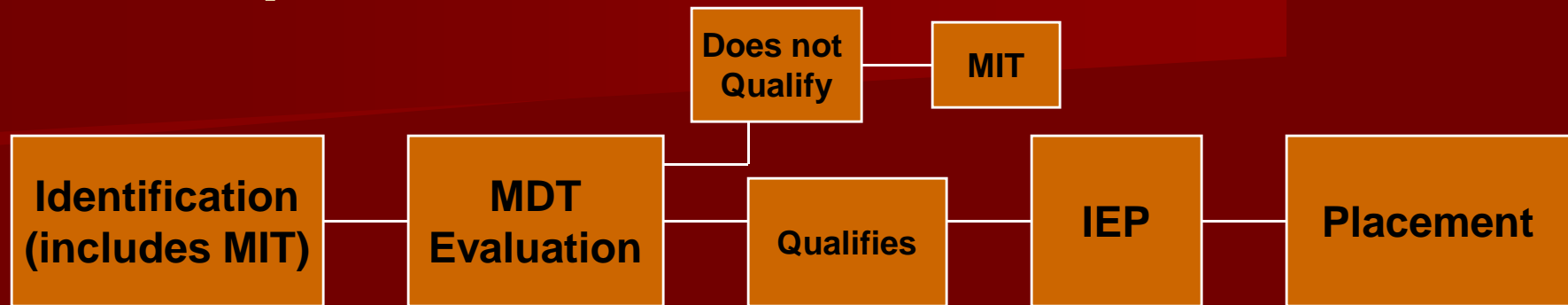


* Data taken from NDE website

Legal Regulation & Guidance

- Federal – IDEA
- State - Rule 51
- Case Law/Due Process hearings
- OSEP Letters of Interpretation/Finding
- Nebraska Department of Education guidance – interpretation, complaint findings

Special Education Process

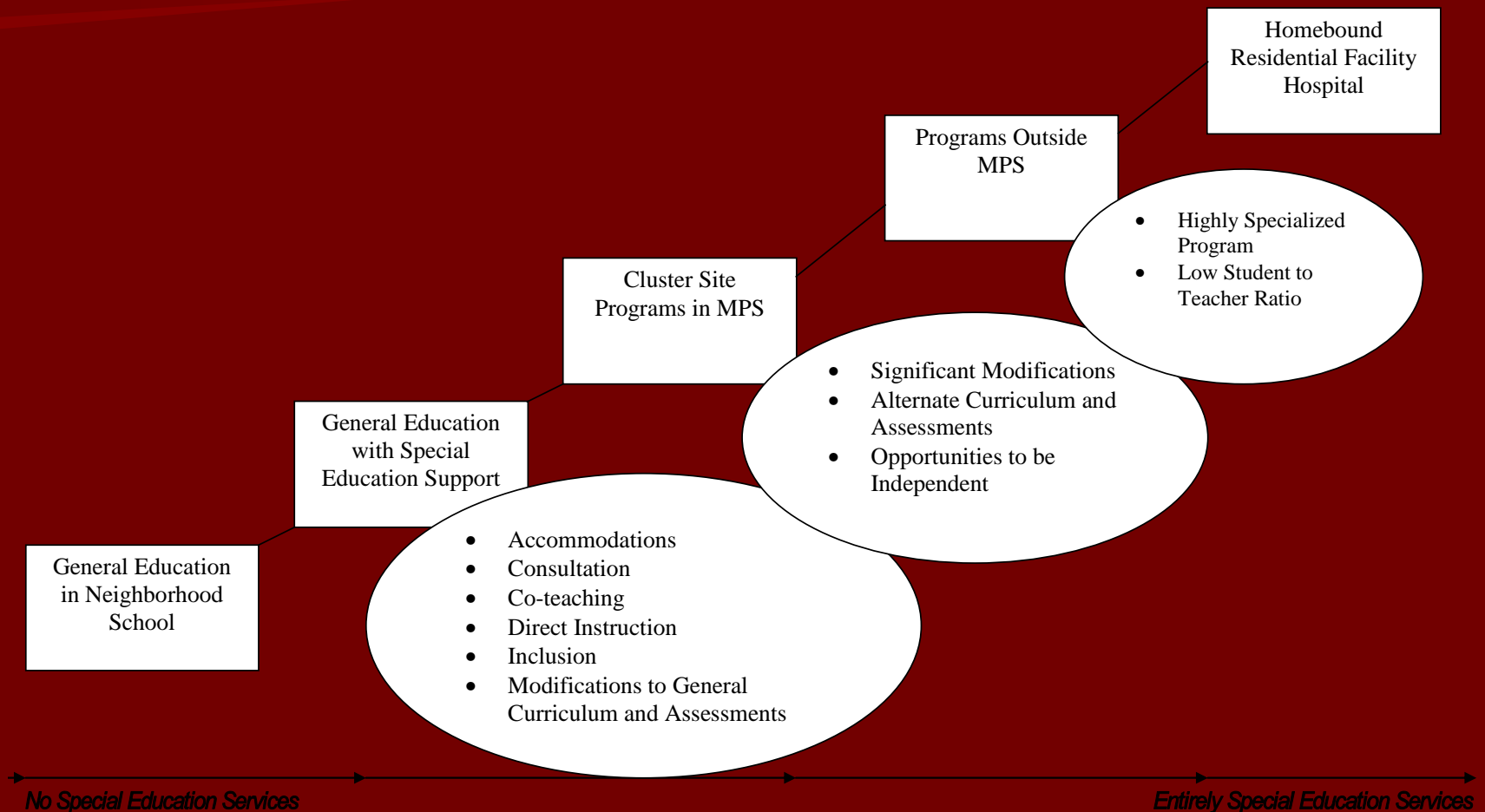


- All decisions involve a team knowledgeable about the student, including the student's parents and when appropriate, the student
- A comprehensive MDT evaluation is conducted; the student's special education program (IEP) is based on the evaluation, as well as input from general & special education teachers, parents and when appropriate, the student

MIT- RtI

- Required Process (referred to as SAT in Rule 51)
- General Education Responsibility
 - Utilize and document problem solving and intervention strategies to assist the teacher in the provision of general education
- Interventions
 - Research or Evidence-based strategies used to address concerns
 - If the student does not respond to the research based interventions he/she may be eligible as a student with a Specific Learning Disability (LD)

Continuum of Placement Options in MPS



Least Restrictive Environment

- Legal Definition: To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are [1] educated with children who are not disabled, and [2] special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- In MPS
 - The LRE decision is always made for an individual student by IEP Team members who know the student and his/her educational needs
 - The LRE decision is always based on the student's IEP goals
 - If an IEP Team concludes that a student's needs cannot be appropriately met at the neighborhood school, a District Special Education administrator must be a part of the discussion about a more restrictive placement

What Do MPS IEP Team Members Consider When Determining LRE?

- Focus on the student and his/her unique educational needs
- Identify the strengths demonstrated by the student that enhance his/her performance
- Identify the effect the student's disability has on his/her involvement and progress in the general curriculum
 - Degree of modification to the general education curriculum and assessments
 - Need for an alternate curriculum and alternate assessments

Considerations When Determining LRE

- Student's rate of progress and skill acquisition in current placement
- Degree of structure and routine necessary for the student to be successful
- Need for intense behavioral support
- Opportunity for the student to be independent and practice skills of independence
- Special health or safety needs
- Need for social interaction, vocational and community access skills
- Need for limited distractions
- Balance of general education content area instruction with functional, social, and community skills training

MPS Special Education Programs

- Birth to Age 5 Early Childhood Special Education
- School Age services/programs, including specialized programs at cluster sites:
 - Structured Behavior Skills program
 - Alternate Curriculum program
- Out of District Placements
 - Contract programs (i.e., HI, BD)
- Young Adult Program

Birth to Age 5 Early Childhood Special Education

- Focus on early intervention
- Community Child Find activities conducted
- Eligible children may receive special education services in their home, daycare, private preschool, or special education preschool
- Emphasis on services in the child's natural environment and involvement of the family

School Age Services/Programs

- Special Education Services at Every MPS School
 - Resource, Speech/Language, Related Services: OT/PT, Vision, Assistive Technology
 - Vast majority of students receive their special education services at their neighborhood school
- Cluster Site programs
 - Provide the support necessary to meet the educational needs of some students with disabilities
 - Provide opportunities for some students with disabilities to have more opportunities for independent application of academic and other skills than in other educational placements
 - Provide appropriate space, materials, curriculum and assessments for some students with disabilities
 - Is an appropriate model to meet the needs of some, but not all, students with disabilities

K-12 Alternate Curriculum Program

- The alternate curriculum consists of instruction in five domains: Functional Academics, Personal Management, Vocational Development, Motor Development and Independent Living
- Students receive instruction in the required areas at a level appropriate to their level of learning
- Smaller class size and higher adult : student ratio
- Students take an Alternate Assessment as required by the District and State and Federal laws
- Students, with the appropriate level of assistance and guidance by their teachers, complete a Personal Learning Plan

K-8 Structured Behavior Skills Program

- Provides support to students with behavioral problems who are not able to be successful at their neighborhood school
- Smaller class size and higher adult : student ratio
- General education grade level curriculum and assessments
- Focus on teaching students the skills and behaviors needed to be successful in a general education classroom, i.e., conflict resolution, problem solving, social skills (accepting feedback from others, making friends, etc.)

Young Adult Program

- For students who have completed grade 12 but whose IEP Teams have recommended continued special education services to prepare the student for work and independence outside of school
 - Emphasizes skill development in functional academics, personal management, motor development, vocational development, and independent living
 - Students, according to their Individual Educational Program, are taught the skills needed for competitive employment, volunteer activities, sheltered workshops, or day programs
 - Transition services, moving from school to the community, are emphasized in this program
 - Community agency involvement is critical for the young adults

Young Adult Program

- The classroom setting is used for training of vocational skills, as well as independent living and personal management skills
- Students are given opportunities to practice the following skills
 - Consumer economics and financial management
 - Meal planning and preparation
 - Household maintenance
 - Safety
 - Wellness
 - Self-care
 - Work performance and behavior skills
 - Community access
 - Leisure and recreation skills
 - Social skills
 - Communication skills
 - Reading and writing skills
- Students operate the Creative Cottage Crafts business

Graduation

- The majority of MPS students with disabilities meet the same graduation requirements as students who are not disabled
 - A small percentage of students with disabilities require modifications to the graduation requirements as recommended by their IEP Team and approved by the District

District High-Stakes ELOs

- If the IEP Team concludes that the student's ELO performance is an accurate representation of the student's ability, the IEP Team may recommend that the student's performance on the ELO be considered as evidence that the student has met the high school assessment requirement
- If the student's lower ELO cutscore is approved, the student's diploma and transcript reflect the adjustment to the required cutscore
 - Transcript reads: individual cutscore
 - Diploma reads: adjusted cutscore
- The student remains eligible to receive special education services

Graduation*

Graduation Rate				
Data Years	State SPED Graduation Rate	State Graduation Rate	District SPED Graduation Rate	District Graduation Rate
2004-2005	74.67%	88.04%	83.83%	93.71%
2005-2006	73.82%	88.76%	95.00%	93.77%
2006-2007	71.41%	89.22%	98.70%	95.12%

* Data taken from NDE website

Senior students with lowered cutscores or taking an alternate assessment

	Lowered Cutscore	Alternate Assessment
2008	33	15
2007	23	6
2006	18	11

Participation in Assessments

- All students, regardless of disability, must participate in district wide assessments
 - All district wide assessment results are disaggregated by disability status
- Students may have accommodations if necessary to enable them to accurately demonstrate what they know/have learned
- Accommodations are intended to create equity, not to provide an advantage
- Students who do not participate in the general curriculum, take an Alternate Assessment
 - Alternate Assessment results are reported at state/federal level

Alternate Assessment

- If the student's disability is such that the student is unable to participate in the general curriculum and take the ELO assessments, the student's IEP Team may request that the Alternate Assessment be considered as evidence that the student has met the high school assessment requirement
 - Transcript reads: individual cutscore
 - Diploma reads: adjusted cutscore
- The student remains eligible to receive special education services

Alternate Assessment Results*

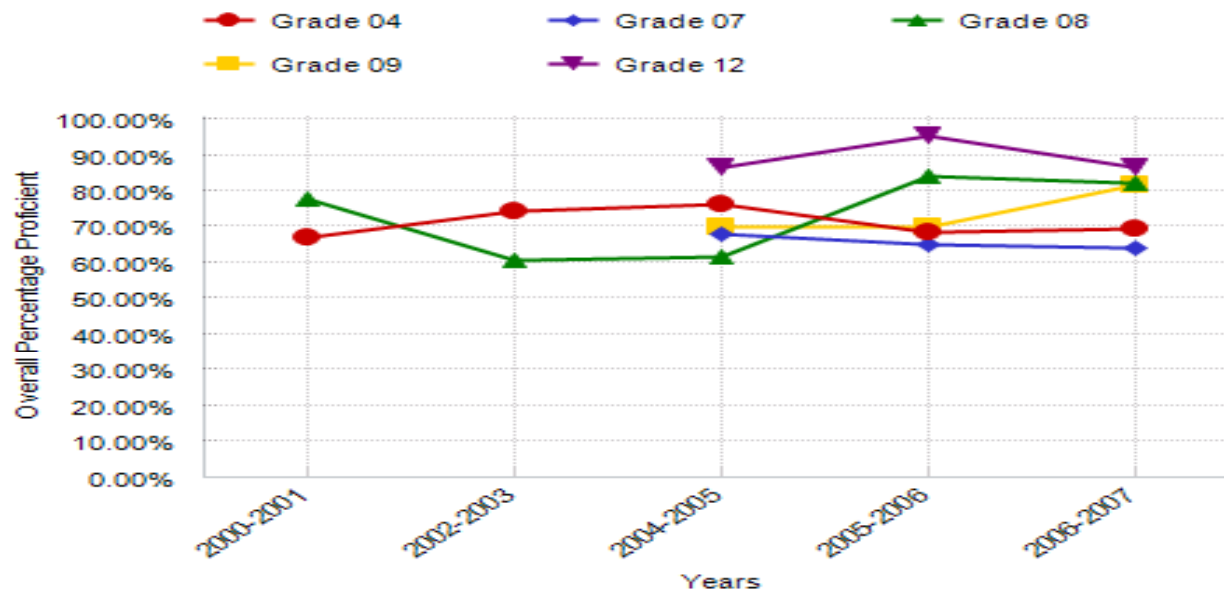
Alternate Assessment: Reading*				Alternate Assessment: Math*		
2006-07	4th	8th	12th	4th	8th	12th
District	-	22.22	28.89	-	56.25	35.29
State	65.66	71.96	70.04	68.97	68.78	67.61
% assessed in MPS	<10 students	100%	100%	<10 students	100%	100%
2005-06	4th	8th	12th	4th	8th	12th
District	37.04	69.23	74.42	22.22	69.81	72.09
State	36.45	60.15	65.91	27.1	54.78	64.47
% assessed in MPS	100%	100%	100%	100%	100%	100%

* Percent of students taking alternate assessment who mastered standard/s

* Data taken from NDE website

Student Achievement: Reading*

**Assessment of State Reading Standards
Students in Special Education**



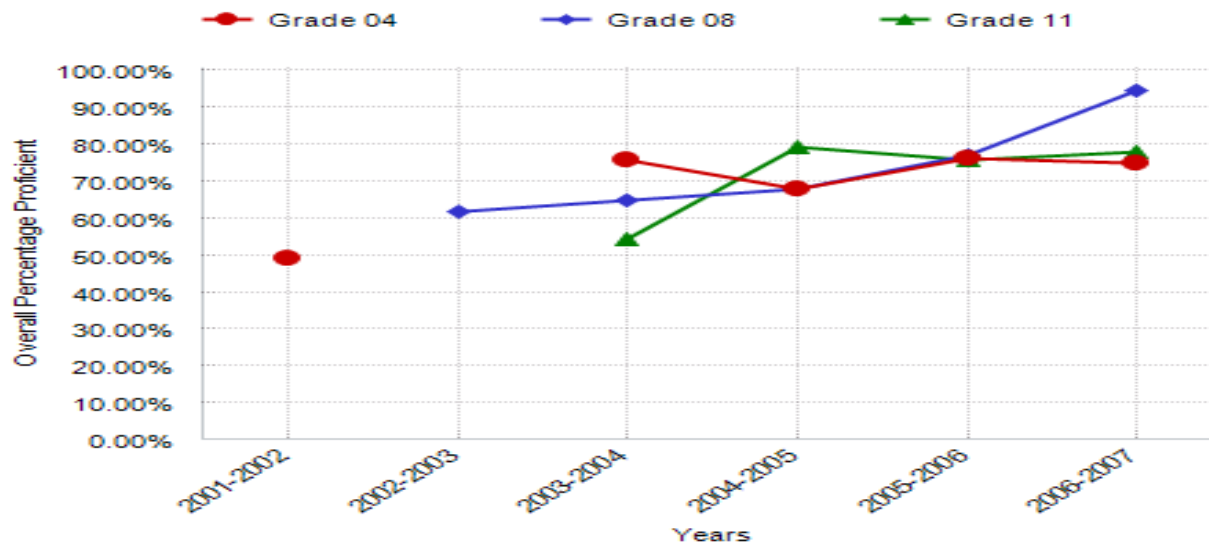
Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards

Years	Grade 04	Grade 07	Grade 08	Grade 09	Grade 12
2000-2001	66.67%	N/A	77.37%	N/A	N/A
2002-2003	74.38%	N/A	60.36%	N/A	N/A
2004-2005	76.18%	67.87%	61.64%	69.79%	86.43%
2005-2006	68.35%	64.73%	83.91%	69.60%	95.12%
2006-2007	69.26%	63.74%	82.10%	81.67%	86.18%
% of Change	↑2.59%	↓4.13%	↑4.73%	↑11.88%	↓0.25%

N / A: Standards were assessed in a different grade level for the given school year.

Student Achievement: Writing*

**Assessment of State Writing Standards
Students in Special Education**



Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards

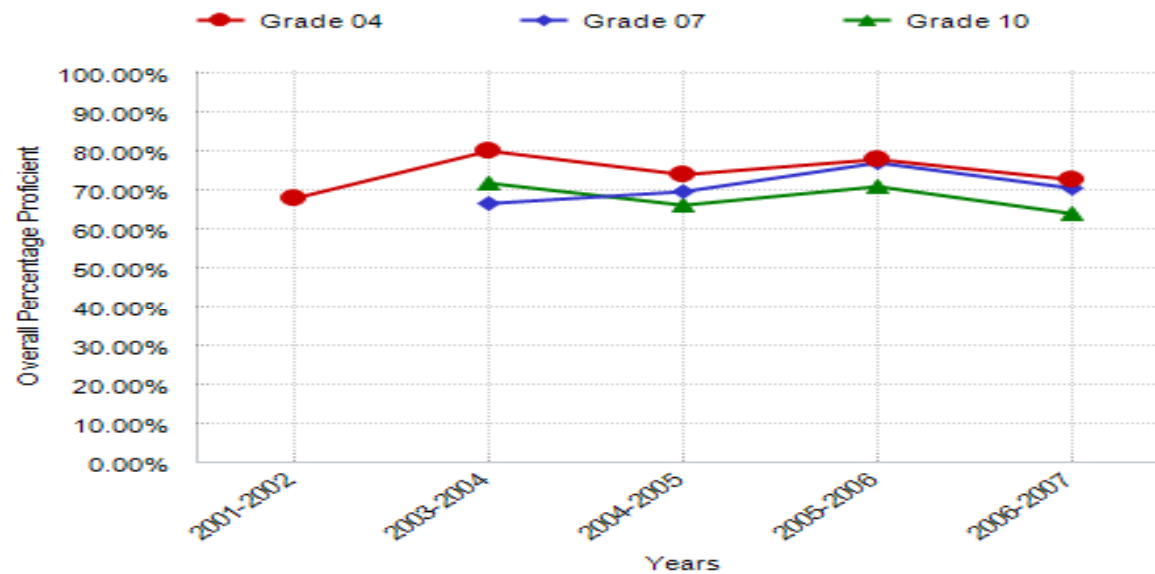
Years	Grade 04	Grade 08	Grade 11
2001-2002	49.26%	N/A	N/A
2002-2003	N/A	61.69%	N/A
2003-2004	75.81%	64.58%	54.47%
2004-2005	67.74%	67.90%	79.28%
2005-2006	76.00%	76.80%	75.84%
2006-2007	74.75%	94.35%	77.64%
% of Change	↑25.49%	↑32.66%	↑23.17%

N / A: Standards were assessed in a different grade level for the given school year.

* Data taken from NDE website

Student Achievement: Math*

**Assessment of State Mathematics Standards
Students in Special Education**



Overall Performance Percentages for Students in Special Education Meeting or Exceeding Standards

Years	Grade 04	Grade 07	Grade 10
2001-2002	67.89%	N/A	N/A
2003-2004	80.18%	66.71%	71.72%
2004-2005	73.77%	69.73%	66.05%
2005-2006	77.95%	77.03%	70.75%
2006-2007	72.45%	70.53%	63.78%
% of Change	↑4.56%	↑3.82%	↓7.94%

N / A: Standards were assessed in a different grade level for the given school year.

Special Education Expenditures

	Total	Birth to 5 Transportation	School Age Transportation	Birth to 5	School Age
2004-05	\$ 21,260,309	\$ 477,933	\$1,846,613	\$2,372,271	\$16,563,492
2005-06	\$ 22,488,449	\$ 499,610	\$1,944,290	\$2,726,179	\$17,318,370
2006-07	\$ 24,486,560	\$ 533,928	\$2,203,099	\$3,026,975	\$18,722,558
2007-08	\$ 26,595,114	\$ 511,837	\$2,527,403	\$3,553,883	\$20,001,991

State & Federal Funding for Special Education

Reimbursement	Total Expenditures	Amount Eligible for Reimbursement	Reimbursement Received	Percent Reimbursed
2004-05	\$ 21,260,309	\$ 18,385,597	\$ 12,091,539	66%
2005-06	\$ 22,488,449	\$ 20,076,432	\$ 12,470,748	62%
2006-07	\$ 24,486,560	\$ 21,864,174	\$ 13,024,444	60%
2007-08	\$ 26,595,114	\$ 23,630,790	\$ 13,705,858 *	58%*

* Projected

IDEA Grant	Used to Offset Unreimbursed Expenses
2004-05	\$ 2,317,763
2005-06	\$ 2,516,491
2006-07	\$ 2,574,875
2007-08	\$ 2,762,070

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Board of Education
Committee Meeting November 10, 2008

**Summer Project Requests
for
2009**

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Projects were initially recommended and prioritized by the Project Management and Maintenance Departments, then reviewed and prioritized by the District Projects Committee on October 6, 2008.

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

- Paving Improvements: Bryan
- Weatherproofing: Cather, Cody, Norris
- Doors & Frames: Montclair, Sandoz, NMS
- Carpet & Flooring: Cather, CMS Media Center
- Restrooms: Harvey Oaks Wash Fountains
- Intercom Replacements: Harvey Oaks and Rockwell

If bid awards are under estimates, these projects could be added:

- Athletics: SHS Bleacher Rail Improvements
- Painting: CMS Gym and Commons

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Bryan Paving Improvements



SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Weatherproofing Cather, Cody, Norris



Cather



Cather



Cody



Norris

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Exterior Door and Window Replacements



Montclair



Sandoz



North Middle



North Middle

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Carpets and Flooring Replacements



Cather



Cather



CMS Media Center



CMS Media Center

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Harvey Oaks Wash Fountain Replacements



SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Intercom System Replacements



Harvey Oaks



Harvey Oaks



Rockwell



Rockwell

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

South High Bleacher Rail Improvements



Main Floor – Home



Main Floor - Visitors



Mezzanine Level



Mezzanine End Rails

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Total Project Cost Summary by Discipline

Civil Projects	448,574
Architectural Projects	296,360
Mechanical Projects	19,500
Electrical Projects	61,500
Construction Cost Contingency (5%)	41,297
Estimated Total Soft Costs (16%)	<u>132,149</u>
Total Estimated Project Requests	\$ 999,380

2009 Summer Project Team Sort

Team Meeting 9-11-08 Amended 10-28-08

Project Requests Recommended by Project & Maintenance Team for 2009

15

Rank	Building	Project Description	Cost Guesstimate
1	Bryan	Paving replacements & improvements (bus/car flow & capacity)	\$ 450,000
2	Harvey Oaks	Intercom - total system replacement	\$ 25,000
3	Rockwell	Intercom - total system replacement	\$ 25,000
4	Cody	Weatherproofing	\$ 45,000
5	Norris	Weatherproofing	\$ 45,000
6	Cather	Weatherproofing	\$ 45,000
7	Various	Door and frame replacements (NMS, Sandoz, Montclair)	\$ 50,000
8	Harvey Oaks	Bradley washfountain replacement (both student restrooms)	\$ 13,000
9	Central Middle	Media Center carpet replacement	\$ 35,000
10	Cather	Carpet replacement (entire building single phase)	\$ 95,000
<i>Recommended Priority Projects</i>			\$ 828,000

Project Requests Considered by Project & Maintenance Team for 2009

Rank	Building	Project Description	Cost Guesstimate
1-10		<i>Recommended Priority Projects</i>	\$ 828,000
11	SHS	End & aisle rail improvements for main & mezz gym bleachers	\$ 33,000
12	CMS	Repaint gym walls & ceiling, commons ceiling panels	\$ 20,000
13	Wheeler	Resolve erosion & play area issues at lower courtyard area	\$ 65,000
14	North High	Re-roof (see RSI recommendations)	\$ 525,000
15	Kiewit	HVAC and lighting improvements	\$ 550,000
16	South High	Re-roof (see RSI recommendations)	\$ 416,988
17	Ackerman	Re-roof (see RSI recommendations)	\$ 257,767
18	AMS	Phase II Interior Renovations (all beyond corridors)	\$ 500,000
19	CMS	Erosion improvements along east property line	\$ 250,000
20	CMS	Replace annealed glass with tempered	\$ 75,000
21	North Middle	Phase II Re-carpeting (all remaining after corridors)	\$ 150,000
<i>Typical Award Request</i>			\$ 3,670,755
<i>Construction Cost Contingency (10%)</i>			\$ 367,075
<i>Soft Costs (18%)</i>			\$ 660,736
<i>Typical Total Project Requests</i>			\$ 4,698,566

2009 Summer Project Requests: Architect's / Engineer's Estimates

Board Committee November 10, 2008

<i>Sub Discipline</i>	Location	Project	Architect or Engineer	A-E's Bid Award Estimate	Discipline Sub-total	Team Sort Priority	District Admin Priority
<i>Paving</i>	Bryan	Paving replacements & improvements (bus/car flow & capacity)	LRA	448,574	448,574	1	1
<i>Weatherproofing</i>	Cody	Weatherproofing Improvements	none	43,500	175,000	4	4
<i>Weatherproofing</i>	Norris	Weatherproofing Improvements	none	44,300		5	5
<i>Weatherproofing</i>	Cather	Weatherproofing Improvements	none	39,200		6	6
<i>Doors & Windows</i>	3 Buildings	Door and frame replacements (NMS, Sandoz, Montclair 2)	TSA	48,000		7	7
<i>Carpeting</i>	Central Middle	Media Center carpet replacement	BVH	25,300	121,360	9	9
	Cather	Carpet replacement (entire building single phase)	BCDM	96,060		10	10
<i>Mechanical Systems</i>	Harvey Oaks	Wash fountain replacement (both student restrooms)	MEI	19,500	81,000	8	8
<i>Electrical Special Systems</i>	Harvey Oaks	Intercom system replacement (includes room equipment)	MEI	28,500		3	3
<i>Electrical Special Systems</i>	Rockwell	Intercom system replacement (includes only head-end equipment)	MEI	33,000		2	2
<i>Expenditure Codes</i>	A	Estimated Total Bid Awards		825,934	<i>Reduced from 3,670,755</i>		
	B	Construction Cost Contingency (5%)		41,297	<i>Reduced from typical 10%</i>		
	C	Estimated Total Soft Costs (16%)		132,149	<i>Reduced from typical 18%</i>		
	D	Estimated Total Project Requests		\$999,380	<i>Reduced from \$4,698,566</i>		

SUMMER PROJECTS 2009

Millard Public Schools

Project Management

Expenditures Defined

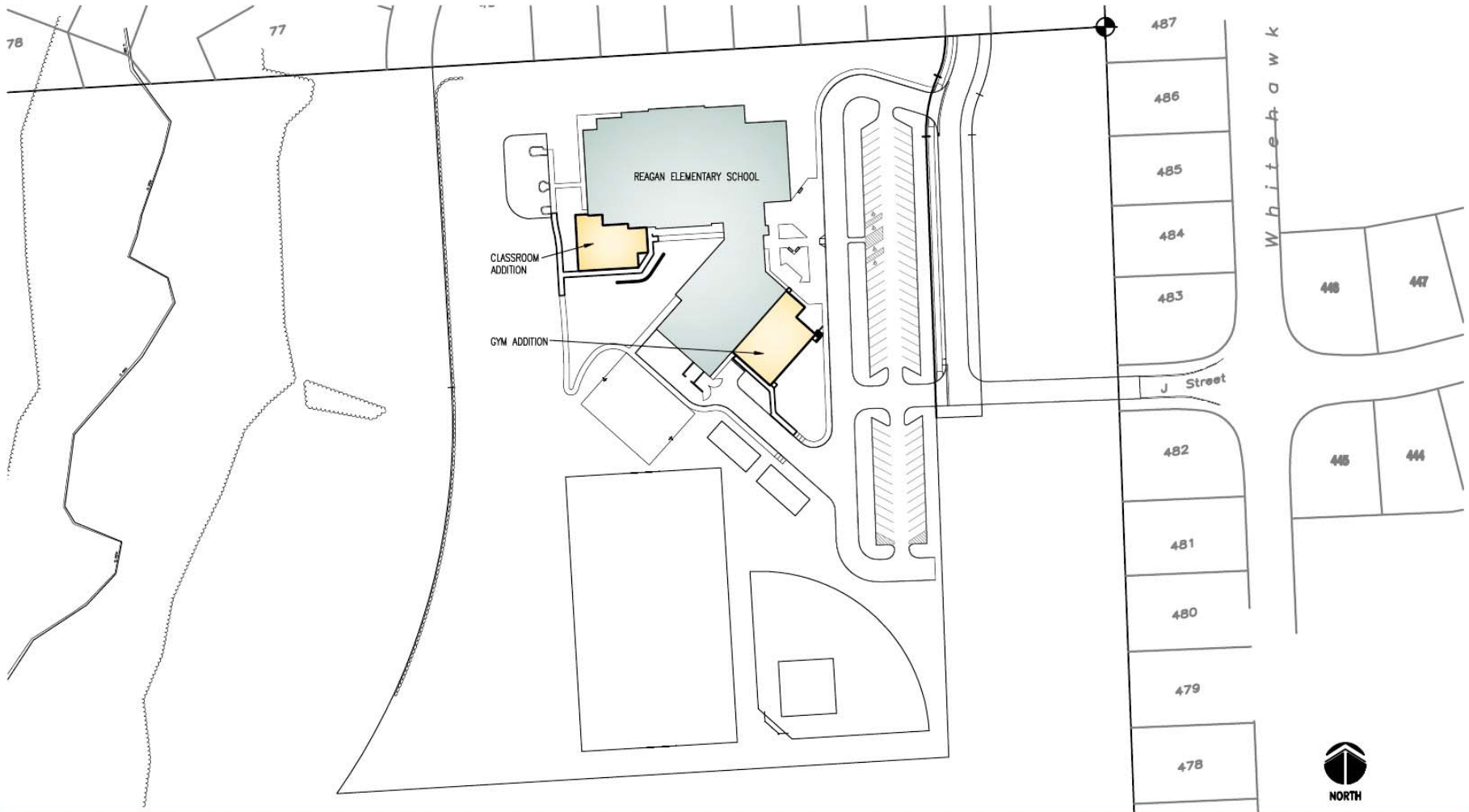
(A) Estimated Total Bid Awards: Anticipated results of bid openings

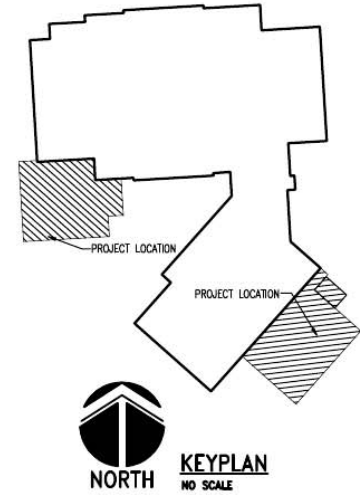
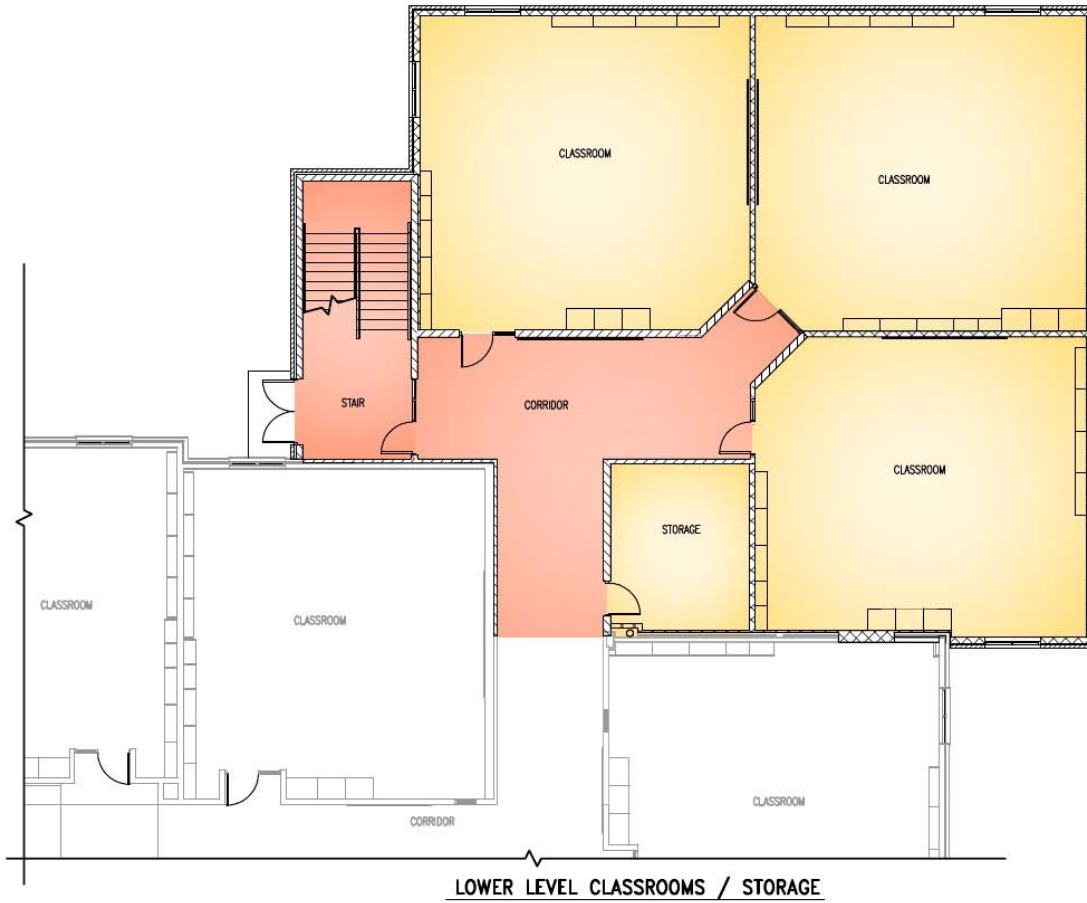
(B) Construction Cost Contingency: 5% of (A)

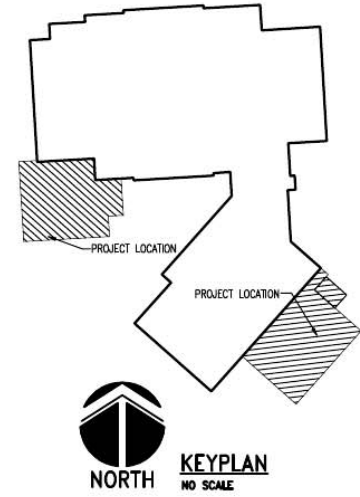
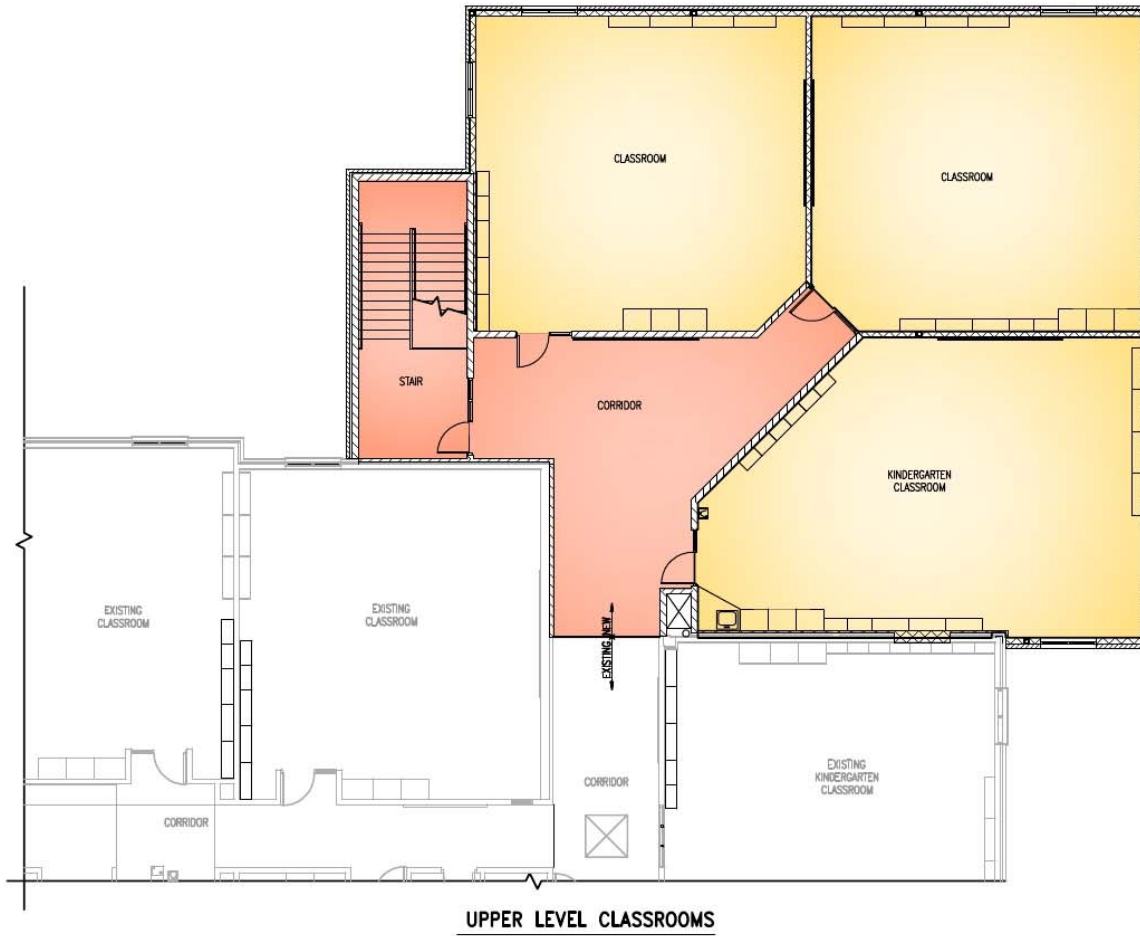
(C) Estimated Total Soft Costs: 16% of (A)

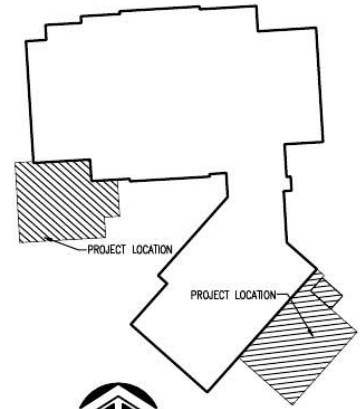
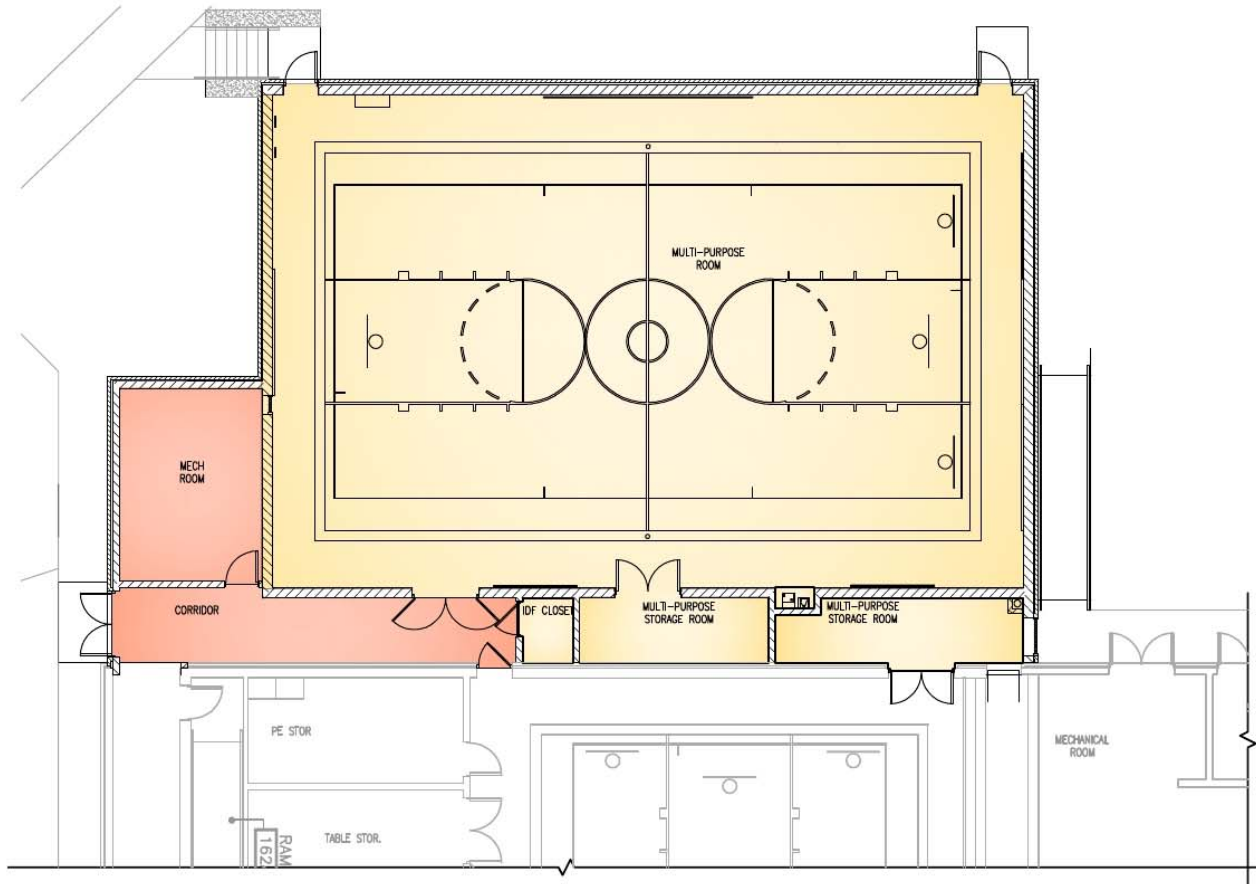
- Architect's and engineer's fees, including contract administration
- Document printing and postage
- Survey, geotechnical, and construction testing fees
- HVAC air and water balancing, HVAC commissioning fees
- Project support costs to direct MPS vendors and sub-contractors

(D) Estimated Total Project Requests: Sum of (A+B+C)









MULTI-PURPOSE ROOM

MILLARD PUBLIC SCHOOL

Estimate of probable construction cost Addition to Reagan Elementary

Reagan Elementary

\$1,750,000

**Estimate are in 2009 construction dollars and
include a 5% contingency.**

MILLARD PUBLIC SCHOOLS Reagan Elementary Proposed Timeline

Month / Year	2008												2009											
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
Update Documents												12/15/08												
Bid												1/20/09												
Board of Education Award												2/2/09												
Contractor Mobilization																								
Option 1 Construction - Classrooms																								
Option 1 Construction - Multipurpose																								
Option 2 Construction - Classrooms																								
Option 2 Construction - Multipurpose																								