

**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 6:30 P.M. on December 7, 2009, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137


Dated this 7th day of December, 2009.



Michael Pate - President



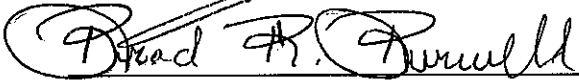
David Anderson - Vice President



Linda Poole - Secretary



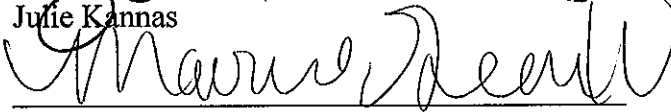
Mike Kennedy - Treasurer



Brad Burwell



Julie Kannas



Maurice Green - Millard North High School

Josh Kenney - Millard South High School



Rachel Saenz - 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 6:30 p.m. on **Monday, December 7, 2009** 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.
LUNDA POOLE,
Secretary

12-4-09

**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

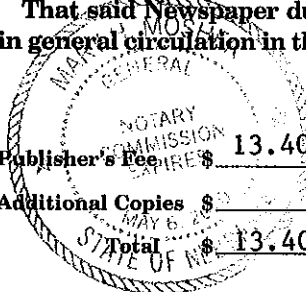
being duly sworn, deposes and says that she is

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 _____

December 4, 2009

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 \$ 13.40
Additional Copies \$ _____
Total \$ 13.40

Subscribed in my presence and sworn to before
me this _____ 4th _____ day of
December _____ 09

Notary Public in and for Douglas County,
State of Nebraska

BOARD OF EDUCATION MEETING

DECEMBER 7, 2009

NAME:

REPRESENTING:

Logan Goldberg

Millard West

Karina Boswell

Millard West

Michaela Ponec

Millard West

Tyler Holder

Millard West

Jodi Rinne

Drison CPAs

Dayna Cohen

Millard West

Anna Antonio

millard west

emilie O'CONNOR

millard west

LANCE DAVIS

MILLARD WEST

BESS DORANSKY

Millard west

Joe Woster

Millard West

Shannon Gray

millardwest

Karen Anthony

Kiewit Middle School

Tarris Homan

Coray Homan

Johntfeather

Millard west

Brooke Anderson

Millard West

Hayley Smith

Millard west

Angela Peterson

Leadership Academy

Julie Egan

Alma

BOARD OF EDUCATION MEETING

DECEMBER 7, 2009

NAME:

REPRESENTING:

Tyler Hottovy

Norris Elementary

Deidney McSharry

- Millard West?

Ceceli Buckhead

Kaylee Richards

Millard West

Kyla Corbin

Millard West

Brianna Patten

Millard West

Bryan Morse

Millard West

Stephanie Weiler

Andrea Weibentritt

Millard West

Bob Lanbery

Leadership Academy

Bob Lanbery

Leadership Academy

Deirdre Miller

Leadership Academy

Evan Lasauskas

Millard West

Ben Hansen

Millard West

Merty Katskee

Millard West

McLayla LaBorde

Millard West

emily nerbst

Sean Marr

Millard West

ANDREW LANG

MURTSSEY ENGLI

BOARD OF EDUCATION MEETING

DECEMBER 7, 2009

NAME:

REPRESENTING:

Pat McCreery	Millard West High School
Ben McIntosh	Millard West
Malley Albers	Millard West
Danae Albers	—
Mate Woodford	Millard West
U2 BROOKLYN	Millard West
Jac Thissen	MPS
Lauren Waldron	Millard West
Taylor Pome	JKWH
Kaitlan McDermott	JKWH
Allison McHale	JKWH
Kayla Hemmerling	MWHS
Jaylor Young	MWHS
Shirley Byrd	WHS
Erika Stamp	MWHS
Bobby Martin	MWHS
Cexi Janica	MWHS
Anthony Pittman	MWHS
Megan AlPeres	MWHS
Taber Reckle	MWHS

BOARD OF EDUCATION MEETING

DECEMBER 7, 2009

NAME:

REPRESENTING:

Cathy Hall	Aldrich
Emily Krebs	Aldrich
Marsha Edquist	Aldrich
Chris Ash	Aldrich
Sarah Mellick	Aldrich
Markie Fengler	MINARD WEST
Molly Erickson	MQA
Melissa Everts	Willowdale
Aileen Lee	MWHS
Suzy Pinker	
BRAD PIERCE	MWHS
Taylor Knopik	MWHS
Amber Passay	MWHS
Nikki Stone	MWHS
Jodie Morris	MWHS
Barb Sheppard	KMS
Gus Sheppard	KMS



BOARD OF EDUCATION
MEETING



DECEMBER 7, 2009

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:30 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
DECEMBER 7, 2009

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 Matters

1. *Approval of Board of Education Minutes – November 16, 2009
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Employees of the Month
2. Superintendent's Comments
3. Board Comments/Announcements
4. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 3911 – Support Services – Risk Management – Insurance Coverage – Property, Casualty, Liability, and Worker's Compensation
2. Approval of Policy 3912 – Support Services – Risk Management – Insurance Coverage – Employee Benefits
3. Approval of Policy 4120 – Human Resources – Personnel Lists
4. Approval of Policy 4170 – Human Resources – Reduction in Force – Certificated Staff
5. Approval of Policy 4171 – Human Resources – Reduction in Force – Non-Certificated Staff

H. New Business

1. Receive and Place on File the Audit Report for 2008-2009
2. Award of Contract for Interactive Whiteboard Installation Phase III
3. Approval of Guidelines for Within District Transfers for 2010-2011 School Year
4. Approval of Rule 4170.1 – Human Resources – Reduction in Force – Certificated Staff
5. Approval to Delete Policy 3515 – Support Services - Insurance
6. Approval to Delete Rule 3515.1 – Support Services – Insurance – Risk Management
7. Approval of Rule 5110.1 – Pupil Services – K-12 Transfer of Students within the District
8. Approval of Rule 5110.2 – Pupil Services – Pre-Kindergarten (Pre-K) Transfer of Students within the District
9. Approval of Rule 5100.7 – Pupil Services – Enrollment of Children in Pre-Kindergarten (Pre-K) Programs
10. Approval of Rule 5400.1 – Pupil Services – Student Discipline
11. Approval of Rule 5400.2 – Pupil Services – Discipline of Students with Disabilities
12. Approval of Rule 5400.3 – Pupil Services – Discipline of Students under Section 504 of the Rehabilitation Act of 1973
13. Approval of Rule 5400.5 – Pupil Services – Student Discipline: Academic Credit for Expelled Students and Students Suspended for Ten School Days or more through Alternative Courses or Programs

14. Approval of Rule 6690.1 – Curriculum, Instruction, and Assessment – Alternative Education Program
15. Approval of 2010-2011 High School Curriculum Handbook
16. Approval of 2010 Summer School Proposal
17. Approval of Committee to Name Facility
18. Approval of Personnel Actions:, Leave(s) of Absence, Resignation Notification Incentive Program, Voluntary Separation Program, and New Hires
19. Litigation (Executive Session)

I. Reports

1. Enrollment Report
2. United Way Campaign

J. Future Agenda Items/Board Calendar

1. Board of Education Meeting on Monday, December 21, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
2. Board of Education Meeting on Monday, January 4, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Committee of the Whole Meeting on Monday, January 11, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. PDK Dinner on Wednesday, January 13, 2010 at 5:30 p.m. at the UNO Alumni Center, 60th & Dodge
5. Board of Education Meeting on Monday, January 18, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, February 1, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
7. Committee of the Whole Meeting on Monday, February 8, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Board of Education Meeting on Monday, February 15, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

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

L. Adjournment:

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:30 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
DECEMBER 7, 2009

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 – November 16, 2009. (See enclosure.)

*E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)

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

F.1. Employees of the Month

F.2. Superintendent's Comments

F.3. Board Comments/Announcements

F.4. Report from Student Representatives

G.1. Motion by _____, seconded by _____, to approve Policy 3911 – Support Services – Risk Management – Insurance Coverage – Property, Casualty, Liability and Worker's Compensation (See enclosure.)

G.2. Motion by _____, seconded by _____, to approve Policy 3912 – Support Services – Risk Management – Insurance Coverage – Employee Benefits (See enclosure.)

G.3. Motion by _____, seconded by _____, to approve Policy 4120 – Human Resources – Personnel Lists (See enclosure.)

G.4. Motion by _____, seconded by _____, to approve Policy 4170 – Human Resources – Reduction in Force – Certificated Staff (See enclosure.)

G.5. Motion by _____, seconded by _____, to approve Policy 4171 – Human Resources – Reduction in Force – Non-Certificated Staff (See enclosure.)

H.1. Motion by _____, seconded by _____, that the board receive and file the FYE09 Audit Report as submitted by the Orizon CPAs LLC (See enclosure.)

- H.2. Motion by _____, seconded by _____, that the Contract for the Interactive Whiteboard Installation Phase III project be awarded to Commonwealth Electric in the amount of \$328,500 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.3. Motion by _____, seconded by _____, to approve Guidelines for within District Transfers for 2010-2011 School Year (See enclosure.)
- H.4. Motion by _____, seconded by _____, to approve Rule 4170.1 – Human Resources – Reduction in Force – Certificated Staff (See enclosure.)
- H.5. Motion by _____, seconded by _____, to delete Policy 3515 – Support Services – Insurance (See enclosure.)
- H.6. Motion by _____, seconded by _____, to delete Rule 3515.1 – Support Services – Insurance – Risk Management (See enclosure.)
- H.7. Motion by _____, seconded by _____, to approve Rule 5110.1 – Pupil Services – K-12 Transfer of Students within the District (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve Rule 5110.2 – Pupil Services – Pre-Kindergarten (Pre-K) Transfer of Students within the District (See enclosure.)
- H.9. Motion by _____, seconded by _____, to approve Rule 5110.7 – Pupil Services – Enrollment of Children in Pre-Kindergarten (Pre-K) Programs (See enclosure.)
- H.10. Motion by _____, seconded by _____, to approve Rule 5400.1 – Pupil Services – Student Discipline with an effective date of January 19, 2010 (See enclosure.)
- H.11. Motion by _____, seconded by _____, to approve Rule 5400.2 – Pupil Services – Discipline of Students with Disabilities with an effective date of January 19, 2010 (See enclosure.)
- H.12. Motion by _____, seconded by _____, to approve Rule 5400.3 – Pupil Services – Discipline of Students under Section 504 of the Rehabilitation Act of 1973 with an effective date of January 19, 2010 (See enclosure.)
- H.13. Motion by _____, seconded by _____, to approve Rule 5400.5 – Pupil Services – Student Discipline: Academic Credit for Expelled Students and Students Suspended for Ten School Days or more through Alternative Courses or Programs with an effective date of January 19, 2010 (See enclosure.)
- H.14. Motion by _____, seconded by _____, to approve Rule 6690.1 – Curriculum, Instruction, and Assessment – Alternative Education Program (See enclosure.)
- H.15. Motion by _____, seconded by _____, to approve the 2010-2011 Millard High School Curriculum Handbook (See enclosure.)
- H.16. Motion by _____, seconded by _____, to approve the 2010 Summer School Proposal (See enclosure.)

Administrative Memorandum
 December 7, 2009
 Page 3

- H.17. Motion by _____, seconded by _____, to approve the Committee to Name Facility: Dave Anderson, Linda Poole, and Julie Kannas (See enclosure.)
- H.18. Motion by _____, seconded by _____, to approve Personnel Actions: Leave(s) of Absence, Resignation Notification Incentive Program, Voluntary Separation Program, and New Hire (See enclosure.)
- H.19. Litigation (Executive Session)

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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.

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. The meeting was convened in open and public session at 6:30 p.m., Monday, November 16, 2009, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Michael Pate, Dave Anderson, Julie Kannas, Brad Burwell, and Linda Poole

Absent: Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, November 13, 2009; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 6:30 p.m. Michael Pate announced the public meeting Act is posted on the wall and available for public inspection. Mr. Pate asked everyone to say the Pledge of Allegiance.

Roll call was taken and members present were Mike Pate, Dave Anderson, Brad Burwell, Linda Poole, and Julie Kannas. Absent was Mike Kennedy.

Motion by Dave Anderson, seconded by Julie Kannas, to excuse Mike Kennedy from the meeting, upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education Minutes – November 2, 2009, Special Board of Education Minutes – November 10, 2009, the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Dave Anderson summarized the Board Committee of the Whole meeting on Monday, November 9, 2009. The topics discussed were 2010 summer projects, and an update on the special session of the legislature.

Showcase highlighted all of the high school National Merit Semi Finalists & Commended Students.

Superintendent Comments:

1. Thursday, November 19 and Friday, November 20 will be the Nebraska Association of School Boards State Education Conference at the LaVista Embassy Suites. At the luncheon on Thursday the District will receive the Parent Involvement Award from Governor Heineman.
2. There will not be a committee meeting in December.
3. At a December board meeting the in-district transfer policy will be on the board agenda. The deadline will be February 15th and if this deadline is missed the process will be to go through open enrollment through the Learning Community.
4. Amy Friedman will be the administrator who will participate in the Learning Community planning committee for the school fair, which is set for January 31, 2010.
5. Millard North High School will be the location to get the H1N1 vaccine on Monday, November 23, 2009. The students will be able to receive the vaccine from 8 a.m. to 3 p.m., and beginning at 4:30 p.m. to 8:30 p.m. it will be open to the feeder schools and residents who qualify as high priority. The students will be dismissed at 3:15 p.m., and the Health department encourages the not to come until 4:00 p.m. The Health Department will supply police for traffic control and security. The District is waiting to hear from the Health Department as to the dates for the other two high schools as locations for the clinics.

Board Comments:

Brad Burwell reported that there was a meeting of Learning Community Coordinating Council on November 5, 2009 at UNO. Prior to the meeting was the Superintendent's advisory meeting which centered on preliminary

reports from the Diversity Task Force and the Elementary Learning Center Task Force. Mr. Burwell also reported that at the Sub District 4 committee meeting they approved the poverty plan and the Limited English Proficiency Plan for Millard and Elkhorn, and now will go to the full Learning Community for approval. The Diversity Plan will go to the full council on December 17, 2009 without any amendments, so the intra-district transfer plans will take precedent over open enrollment.

The school fair for all districts will be on January 31, 2010, and as a follow-up the districts are encouraged to do one of their own, and if Millard and Elkhorn would want to do one together the Sub-District 4 committee would be willing to be a sponsor for the fair.

Linda Poole reported that she will attend the Nebraska Association of School Boards Conference on Friday for the delegate assembly, so she will not be at the luncheon on Thursday.

Mrs. Poole congratulated both Millard South and Millard West football teams for making it into the Class A finals.

Dave Anderson thanked Kiewit for the invitation for their Veterans Day program. The event is always well done.

Mr. Anderson said he attended a Lee Terry Town Hall meeting on November 12 where Commissioner Roger Breed talked about the reauthorization of the No Child Left Behind. Most of the people there were representatives from teacher union groups, he noted.

Mr. Anderson reported that he will have a NASB Board of Director's meeting on Wednesday night and Thursday morning. Mr. Anderson said he is going to be a facilitator for a break out session that Jim Sutfin and Kim Saum-Mills are going to present.

Mr. Anderson said he will be attending the Foundation holiday dinner on December 3, 2009

Julie Kannas said she would be attending the NASB Conference on Thursday and Friday.

Mrs. Kannas also said she would be in attendance at the Foundation holiday dinner.

Rachel Saenz, student representative from Millard West High School and Maurice Green, student representative from Millard North High School reported on athletics and academics highlights over the past few weeks at their respective high schools.

Brad Burwell provided the final reading of Policy 8111 – Internal Board Policies – Attendance Areas. Motion by Brad Burwell, seconded by Linda Poole, to approve Policy 8111 – Internal Board Policies – Attendance Areas, upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 3911 – Support Services – Risk Management – Insurance Coverage – Property, Casualty, Liability and Worker's Compensation. This policy will be on the next board agenda for approval.

Dave Anderson provided the first reading of Policy 3912 – Support Services – Risk Management – Insurance Coverage – Employee Benefits. This policy will be on the next board agenda for approval.

Julie Kannas provided the first reading of Policy 4120 – Human Resources – Personnel List. This policy will be on the next board agenda for approval.

Brad Burwell provided the first reading of Policy 4170 – Human Resources – Reduction in Force – Certificated Staff. This policy will be on the next board agenda for approval.

Linda Poole provided the first reading of Policy 4171 – Human Resources – Reduction in Force – Non-Certificated Staff. This policy will be on the next board agenda for approval.

Motion by Brad Burwell, seconded Julie Kannas, to approve the additional Metro Community College Courses as an option for Millard students, upon roll call vote, all members voted aye. Motion carried.

Motion by Dave Anderson, seconded by Julie Kannas, to approve the District enter into the Purchase Agreement with Skrad, Inc. for the sale of the District's real estate at 13270 Millard Avenue (a/k/a the Millard Learning Center) and authorize the associate superintendent for general administration to execute any and all documents related to such sale, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Personnel Actions: Resignation Notification Incentive Program: Martha Andersen, Richard Annin, Pamela A. Butcher, Connie Halldorson, Roberta Hoskovec, Gerald Johnette, Cheryl Larkin, Janell Nesler, Nancy Patton, Karen Richter, Sue Roberts, Marilyn Scahill, Kathleen Vacek, and Carolyn Winkle, and New Hires: Kathleen A. ohnson, Jeanette M. Swope, Carol L. Vogel, Sally A. Easley, Lori M. Wilhelm, Megan K. Stump, and Michele r. Boyd, upon roll call vote, all members voted aye. Motion carried.

Reports included: A Special Session Update, ARRA IDEA Funds Utilization Report, the Foundation Campaign Report, and Sub-Division Assignment List

Future Agenda Items/Board Calendar: NASB State Education Conference will be November 18-20, 2009 at Embassy Suites Conference Center, 12520 Westport Parkway. A Board of Education Meeting will be held on Monday, December 7, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, December 21, 2009 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, January 4, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Committee of the Whole Meeting will be held on Monday, January 11, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, January 18, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Mike Pate adjourned the meeting.


SECRETARY

Millard Public Schools
December 7, 2009

Millard Public Schools

Check Register

11

Prepared for the Board Meeting of December 7, 2009

Check No	Vend No	Vendor Name	Amount
307620	137789	MARRIOTT HOTEL SERVICES INC	603.86
307621	133902	COMMUNICATION ARTS	0.00
307622	108436	COX COMMUNICATIONS INC	29,903.22
307623	106773	FIRST NATIONAL BANK VISA	12,286.09
307624	137384	CHIEF PORTLAND HOTEL LLC	469.13
307626	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	541.20
307627	133397	HY-VEE INC	749.02
307628	F03027	INFO-TECH RESEARCH GROUP INC	990.00
307629	051795	INSTITUTE FOR ED DEVELOPMENT	199.00
307630	102451	INTERNATIONAL BACCALAUREATE	1,350.00
307631	132518	LINCOLN SOUTHWEST HIGH SCHOOL	295.00
307632	131309	MIDWEST IB SCHOOLS	300.00
307635	107416	NATIONAL GEOGRAPHIC SOCIETY	90.00
307637	101008	NORFOLK HIGH SCHOOL	289.00
307638	101008	NORFOLK HIGH SCHOOL	135.00
307639	101008	NORFOLK HIGH SCHOOL	240.00
307640	071567	PAPILLION/LAVISTA HIGH SCHOOL	168.00
307641	071567	PAPILLION/LAVISTA HIGH SCHOOL	273.00
307642	099219	RADIOSHACK CORP	139.98
307643	137790	SUPREME FIXTURE CO INC	45.00
307661	130674	BEADLE MIDDLE SCHOOL	250.00
307663	106110	BRAD BURWELL	59.99
307664	133246	RALPH CAREY	673.65
307665	065420	CENTRAL MIDDLE SCHOOL	2,572.50
307666	135038	CODY ELEMENTARY	19.50
307667	133617	CONOCOPHILLIPS	12,607.44
307669	130339	DEEP ROCK WATER	42.80
307670	109850	DEX MEDIA EAST LLC	217.85
307671	135373	LINDA K DONOHUE	62.70
307672	130812	INSTITUTE FOR NATURAL RESOURCES	86.00
307673	068801	NEBRASKA WORKFORCE DEVELOPMENT	20,383.70
307674	070810	OMAHA PUBLIC SCHOOLS	60.00
307675	071368	PETTY CASH/MILLARD NORTH	243.06
307676	108243	PIUS X HIGH SCHOOL	350.00
307677	135197	WILLIAM MARSH RICE UNIVERSITY	1,390.00
307680	137839	FAMILY,CAREER & COMMUNITY LEADERS	384.00
307681	137837	HOM LLC	415.86
307682	137837	HOM LLC	415.86
307683	060153	KEITH W LUTZ	78.80
307685	107732	BRIAN L NELSON	37.50
307686	071515	PAINTIN PLACE CERAMICS INC	588.73
307688	082100	SCHOLASTIC INC	8,392.95
307689	082475	SCIENCE KIT & BOREAL LABS LLC	120.23
307690	090678	UNISOURCE	2,437.55
307693	102837	4-IMPRINT	381.16
307695	107252	AA WHEEL & TRUCK SUPPLY INC	80.92

Date: 12/2/09

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of December 7, 2009

Check No	Vend No	Vendor Name	Amount
307696	130403	ABILITATIONS	485.09
307697	131806	ACADEMIC SUPERSTORE	4,564.92
307698	131806	ACADEMIC SUPERSTORE	2,613.98
307699	130729	ACCOUNTEMPS	4,284.00
307700	010298	TEK INDUSTRIES INC	768.00
307701	132004	AFFORDABLE COMPUTER PRODUCTS INC	92.45
307702	010383	ACTION BATTERIES UNLIMITED INC	100.00
307704	133402	KAREN S ADAMS	47.41
307706	137806	SHARON M AGERS	128.24
307707	131189	AIR POWER OF NEBRASKA INC.	980.00
307708	133620	AKSARBEN PIPE & SEWER CLEANING LLC	1,301.00
307709	010884	FRANCE ALBANESI	270.48
307710	136365	ALEGENT HEALTH	4,200.00
307711	011051	ALL MAKES OFFICE EQUIPMENT	765.29
307712	011185	ALLIED OIL & SUPPLY, INC.	102.38
307713	134688	AMERICAN DISCOUNT AWARDS	216.00
307714	134396	AMERICAN EDUCATIONAL RESEARCH ASSOC	170.00
307715	102718	AMERICAN FOUNDATION FOR THE BLIND	56.85
307716	012050	AMERICAN LIBRARY ASSOCIATION	354.55
307717	015449	AMERICAN SCHOOL BOARD JOURNAL	57.00
307718	069689	AMSAN LLC	4,828.78
307719	131265	JILL M ANDERSON	55.55
307720	012989	APPLE COMPUTER, INC.	2,299.00
307721	135051	APPLES & MORE A TEACHERS STORE	72.49
307722	106436	AQUA-CHEM INC	1,807.01
307723	133770	DIANE ARAUJO	224.93
307725	106207	ASCD (MEMBERSHIP)	633.00
307726	134235	SARAH A ASCHENBRENNER	109.34
307727	102237	AUTO STATION	1,056.15
307728	108092	ARNOLD MOTOR SUPPLY LP	958.04
307729	067004	AVATECH SOLUTIONS INC	3,270.00
307731	016295	BADGER BODY & TRUCK EQUIPMENT CO	4,213.00
307732	109852	BAER SUPPLY	210.94
307733	132405	BAG 'N SAVE	126.94
307735	137794	MONA LISA BAISHYA	65.00
307736	135991	BAKER DISTRIBUTING CO LLC	472.45
307737	017670	BALCON	2,265.00
307739	017908	REX J BARKER	259.05
307741	099646	BARNES & NOBLE BOOKSTORE	760.04
307742	132608	BARNES DISTRIBUTION	232.02
307743	017877	CYNTHIA L BARR-MCNAIR	402.38
307744	131142	CHERA A BARTELS	16.68
307745	107979	LORI A BARTELS	177.00
307746	133359	TERA BASS	160.00
307747	134069	COLLEEN K BECKWITH	89.00
307748	107540	BRIAN F BEGLEY	640.55

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Check No	Vend No	Vendor Name	Amount
307749	134884	JULIE K BERGSTROM	12.89
307750	133480	BERINGER CIACCIO DENNELL MABREY	2,251.64
307751	018705	BERNINA SEWING CENTER	200.00
307752	134945	NOLAN J BEYER	258.65
307755	137140	ANNE M BIRKEL	63.36
307756	019111	BISHOP BUSINESS EQUIPMENT	65,778.89
307757	134478	TIFFANY M BOCK SMITH	44.00
307758	130899	KIMBERLY M BOLAN	208.45
307759	019559	BOUND TO STAY BOUND BOOKS INC	1,518.72
307760	132888	MICHELLE M BOYD	32.45
307761	136274	BYRON P BRAASCH	2,400.00
307762	137795	BRAND ASSOCIATES	4,605.99
307763	130576	PAMELA A BRENNAN	132.00
307764	019861	BRIGGS, INC.	51.96
307766	133824	NANCY A BROWN	37.95
307767	020270	NANCY J BRUGGER	124.41
307769	134353	MICHAELA BURKE	50.00
307770	134585	KATHLEEN B BURKET	36.96
307771	099431	BUSINESS MEDIA INC	1,859.00
307772	134237	SCOTT G BUTLER	95.19
307773	134198	MELISSA K BYINGTON	89.00
307774	137274	EILEEN CABRERA	26.13
307776	023831	CALLOWAY HOUSE INC	207.94
307777	136359	CAMBRIDGE STRATEGIC SERVICES LLC	555.50
307778	137189	ALLISON MARIE CAMPBELL	100.00
307779	106806	ELIZABETH J CAREY	28.38
307781	108215	DEBRA R CARLSON	34.10
307782	023970	CAROLINA BIOLOGICAL SUPPLY CO	720.10
307783	024052	JOHN T CARROLL	157.30
307784	024067	CARSON DELLOSA PUBLISHING	201.53
307785	135262	TERRI S CARTER	46.66
307786	137714	BETHANY L CASE	59.68
307787	131158	CURTIS R CASE	378.65
307789	133970	CCS PRESENTATION SYSTEMS	312.00
307790	133589	CDW GOVERNMENT, INC.	1,212.13
307791	136560	CAITLIN CEDFELDT	50.00
307792	135648	SUSAN M CHADWICK	28.11
307793	134043	MALCOLM K CHAI	194.15
307796	132271	ERIK P CHAUSSEE	40.70
307797	024445	MARK C CHAVEZ	206.80
307799	106851	CHILDREN'S HOME HEALTHCARE	14,664.00
307802	099222	CLASSROOM DIRECT	77.47
307803	025235	DALE CLAUSEN	140.80
307804	137749	STACY S CLAYBOURNE	197.12
307805	131135	PATRICIA A CLIFTON	91.63
307806	136780	LISA L CLINARD	52.10

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Check No	Vend No	Vendor Name	Amount
307807	066006	JANET S CLURE	27.39
307808	137013	NANCY S COLE	43.40
307809	107482	COLLEGE BOARD/NYO	380.00
307810	022701	SHARON R COMISAR-LANGDON	91.85
307812	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	219.00
307813	025940	CONSUMER REPORTS	26.00
307814	026057	CONTROL MASTERS INC	6,824.45
307815	132720	CONTROLTEMP INC	88.50
307816	133002	MONICA M COX	21.89
307817	131506	CP RECOVERY	1,041.40
307818	026950	CREIGHTON UNIVERSITY	750.00
307819	026970	CRESCENT ELECTRIC SUPPLY CO	65.84
307821	027130	CRYSTAL PRODUCTIONS	241.40
307823	027300	CUMMINS CENTRAL POWER LLC	8,990.09
307824	027345	CURRICULUM ASSOCIATES INC	52.33
307825	130900	CHERYL L CUSTARD	86.35
307827	103010	D & S MARKETING SYSTEMS INC	691.08
307828	136742	FRANCES A DABBS	17.01
307829	131483	JANET L DAHLGAARD	64.79
307830	132671	JEAN T DAIGLE-ROSE	440.83
307831	137799	ERIC J DAIGLE	129.48
307832	131003	DAILY RECORD	79.20
307833	137796	SALLY A DAILY	29.88
307834	136391	JEROME DARTMANN	165.48
307835	136517	WILLIAM DAUGHTRIDGE	145.48
307836	032246	PAMELA M DAVIS	98.45
307837	137797	BENJAMIN DEAN	80.00
307838	032497	CHERYL R DECKER	54.45
307839	032499	DECO ENGINEERING PRODUCTS INC	185.42
307840	107469	DEFFENBAUGH INDUSTRIES	12,248.47
307841	136493	ANNE DELUCA	100.00
307842	032800	DEMCO INC	690.30
307843	032872	DENNIS SUPPLY COMPANY	0.00
307844	136316	EVA DENTON	19.03
307845	133009	ROBERTA E DEREMER	21.40
307846	137331	BASTIAN DERICHS	49.56
307848	137048	RANDALL DERRIG	47.36
307849	137024	DEVELOPMENTAL SERVICES OF NE INC	2,161.08
307850	130685	VOGEL WEST INC	51.52
307851	099220	DICK BLICK CO	1,050.93
307852	132750	JOHN D DICKEY	76.12
307856	033473	DIETZE MUSIC HOUSE INC	3,130.15
307857	132669	DIGITAL DOT SYSTEMS INC	320.00
307859	135059	LYNN A DIURBA	114.91
307860	107232	DLR GROUP INC	4,526.45
307861	135373	LINDA K DONOHUE	69.30

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Check No	Vend No	Vendor Name	Amount
307862	134086	AMBER J DOOLITTLE	58.63
307863	137798	MICHELE M DORT	157.50
307864	135650	JAY R DOSTAL	147.03
307868	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	358,325.20
307870	135689	SUSAN M DULANY	579.46
307874	134991	BRADLEY EDMUNDSON	59.95
307875	132240	EDUCATION LOGISTICS, INC	52.50
307876	036830	EDUCATION WEEK	39.00
307878	037525	EDUCATIONAL SERVICE UNIT #3	102,654.38
307879	101277	EFFECTIVE COMMUNICATION SKILLS INC	2,500.00
307880	133823	REBECCA S EHRHORN	448.48
307882	038120	ELECTRIC MACHINERY SALES & SVC	111.93
307883	038100	ELECTRICAL ENGINEERING & EQPT CO	1,243.24
307884	038140	ELECTRONIC SOUND INC.	3,183.41
307885	137716	ELEPHANT ROCK PRODUCTIONS INC	305.28
307886	133371	CYNTHIA ELLIS	100.00
307887	132066	ENGINEERED CONTROLS INC	105.00
307888	137330	EPWORTH VILLAGE INC	2,748.46
307890	109066	TED H ESSER	381.44
307892	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	162.08
307893	107575	MELISSA D EVERTS	48.51
307895	137800	FARIA SYSTEMS INC	420.00
307897	040450	FEDERAL EXPRESS	51.28
307898	131826	ALICIA C FEIST	172.59
307899	040470	MARK W FELDHAUSEN	88.00
307900	133565	STEVE FELICI	29.78
307901	040537	FERGUSON ENTERPRISES INC	2,265.81
307902	133553	LINDSAY FERGUSON	110.32
307903	131176	STEPHEN A. FERGUSON	110.32
307904	106956	FERRELLGAS	25.32
307905	136320	JOSHUA P FIELDS	264.53
307906	133919	FILTER SHOP INC	2,910.30
307907	132001	BETH L FINK	144.69
307908	040902	FIRST NATIONAL BANK TRUST DEPT	700.00
307909	041086	FLINN SCIENTIFIC INC	397.06
307910	131555	FLOORS INC	483.00
307911	041100	FOLLETT LIBRARY RESOURCES	1,618.65
307912	041146	KENNETH J FOSSEN	84.98
307913	041463	FREE SPIRIT PUBLISHING INC	94.69
307914	041543	AMY J FRIEDMAN	106.66
307915	041540	FRIENDSHIP HOUSE	78.80
307916	135031	FSH COMMUNICATIONS LLC	360.00
307917	134168	ERIC W FULLER	57.48
307918	109036	GALE GROUP	49,416.93
307919	134989	CAROLYN A GASSERT	75.00
307920	106894	TAMMY GEBHART	258.65

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Check No	Vend No	Vendor Name	Amount
307921	137802	AMANDA E GENTRY	132.00
307922	130781	GEORGIA PUBLIC BROADCASTING	346.83
307923	136003	MELISSA J GILBERT	117.00
307925	106660	GLASSMASTERS INC	7,700.45
307927	044891	GOPHER	2,911.31
307928	044896	KAREN A GORDON	42.46
307929	132152	GOVCONNECTION INC	1,000.00
307930	043609	GP DIRECT	175.06
307931	044950	GRAINGER INDUSTRIAL SUPPLY	2,790.25
307932	044965	KATHERINE A GRAY	95.32
307933	099888	GRAYBAR ELECTRIC COMPANY INC	34.19
307934	137801	HAROLD V URBAN	212.00
307936	130083	HARRY S GRIMMINGER	114.95
307939	010256	GRUNWALD MECHANICAL CONTRACTORS INC	58.99
307940	135016	CANDRA R GUENTHER	183.98
307941	097900	GUIDANCE GROUP INC	262.80
307942	045305	GUILFORD PUBLISHING INC	252.60
307943	134436	MICHELLE R HALL	33.00
307944	133627	MARK HAMILTON	55.16
307945	101931	HANCOCK FABRICS	116.30
307946	131067	HANDWRITING WITHOUT TEARS	18.95
307947	136805	JAMES R HANLON	288.20
307948	135782	JO D HANSHAW	21.90
307951	047853	HAPPY CAB COMPANY INC	35,236.60
307952	136403	HARRIS COMPUTER	156.45
307953	056820	HARRY A KOCH COMPANY	73,939.75
307955	136458	JEAN M HASTINGS	44.50
307956	137832	SCOTT R HAUG	27.50
307957	108175	SHERRY A HAVRANEK	63.07
307958	137313	KERI HAWHEE	150.00
307959	132489	CHARLES E HAYES III	68.48
307960	048475	HEARTLAND FOUNDATION	15,290.00
307961	108273	MARGARET HEBENSTREIT PT	180.40
307962	048517	GREENWOOD PUBLISHING GROUP INC	260.68
307963	137695	MARTHA L HEITMAN	51.15
307964	102842	HELGET GAS PRODUCTS INC	3.00
307965	108478	DAVID C HEMPHILL	35.09
307966	101881	OMAHA ZOOLOGICAL SOCIETY	178.50
307967	137206	NICOLAS A HERINK	50.00
307968	134455	ROBERT J HETTINGER	145.20
307969	132423	HEWLETT PACKARD CO	8,473.00
307970	137280	JONATHAN THOMAS HICKERSON	100.00
307971	048710	LAB SAFETY SUPPLY INC	66.00
307972	048710	LAB SAFETY SUPPLY INC	62.98
307973	134441	HILL, ELAINE	718.60
307974	048840	SUZANNE J HINMAN	188.62

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Check No	Vend No	Vendor Name	Amount
307975	045329	S & W FOODS INC	243.50
307976	048940	HOBBY LOBBY STORES INC	54.10
307979	136639	MARIEL HOKE	115.00
307980	137833	MARIS L HOKE	50.00
307981	131009	NEBRASKA MIL-NIC INC	138.00
307982	099759	HOLIDAY INN OF KEARNEY	74.95
307983	136338	JOHN K HOOD	266.34
307984	049330	RICK W HOOK	669.90
307986	095520	LINDA D HORTON	27.34
307987	136336	VICTORIA L HOSKOVEC	204.00
307988	049450	HOTSY EQUIPMENT COMPANY	55.19
307989	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	3,071.16
307990	101533	DIANE F HOWARD	22.72
307991	135874	MATTHEW D HUBER	115.00
307992	101032	HUSKER MIDWEST PRINTING	948.45
307993	134807	MONICA A HUTFLES	52.64
307994	133397	HY-VEE INC	3,260.41
307995	132878	HY-VEE INC	260.53
307996	135004	HY-VEE INC	251.21
307997	049851	HY-VEE INC	1,590.03
307998	049850	HY-VEE INC	1,884.98
307999	049844	HYDRONIC ENERGY INC	2,455.38
308001	136223	IMAGESTUFF.COM INC	44.61
308003	137725	FACTS ON FILE INC/FILMS MEDIA GROUP	181.85
308004	102451	INTERNATIONAL BACCALAUREATE	595.00
308005	F03011	INTERNATIONAL BACCALAUREATE ORG.	56.10
308006	052150	INTERNATIONAL READING ASSOC	255.00
308007	052155	INTERNATIONAL SOCIETY TECHNOLOGY ED	182.00
308008	100928	J.W. PEPPER & SON INC.	1,664.68
308009	136314	KORRINDA K JAMIESON	139.32
308010	054223	MICHAEL JANIS	44.30
308011	131157	CHRISTINE A JANOVEC-POEHLMAN	82.39
308012	054240	HANNELORE W JASA	131.37
308013	136953	JSDO I LLC	823.53
308014	135735	GEORGE W JELKIN	68.75
308015	133059	DEBBIE A JENKINS	130.63
308016	134390	BARBARA J JENS	130.69
308018	133037	JENSEN TIRE COMPANY	1,855.84
308020	107039	SHARON KIM H JOHANSEN	24.75
308021	135999	DESIREE K JOHN	107.15
308022	131367	AMANDA J JOHNSON	800.00
308023	054500	JOHNSON HARDWARE CO LLC	629.71
308024	054487	ELIZABETH C JOHNSON	43.12
308027	135299	SHARI A JOHNSON	176.16
308028	059573	NANCY A JOHNSTON	49.95
308029	054630	JOHNSTONE SUPPLY	844.98

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Check No	Vend No	Vendor Name	Amount
308030	108171	CANDY R JONES	14.43
308033	135815	KYLE A JURGENS	127.60
308034	134194	KARCHER FLOOR CARE INC	724.80
308035	056233	KAYBEE MONTESSORI INC	533.13
308036	132265	CATHERINE A KEISER	102.96
308037	132272	SUSAN L KELLEY	12.32
308039	131177	ANDREA L KIDD	37.99
308040	132676	DENNIS F KIMBERLIN	367.50
308041	056724	KINKO'S	277.65
308042	106203	DIANE L KINNEY	147.00
308043	056770	BETTY H KLESITZ	50.05
308044	135946	LARISSA K KNUDSON	45.10
308045	107010	EUNICE A KOKRDA	34.10
308046	056905	DEBORAH S KOLC	27.96
308047	055039	KRISTI J KOZAK	58.30
308048	057683	JANET F KRUGER	34.00
308049	137385	JOSEPH R KUEHL	32.45
308052	130390	LAB-AIDS, INC.	183.70
308053	137694	MCKAYLA LABORDE	123.70
308054	137010	CHRISTINA A LAGRONE	74.80
308055	058755	LAIDLAW TRANSIT INC	351.94
308056	099217	LAKESHORE LEARNING MATERIALS	1,573.61
308058	058775	LAMP RYNEARSON ASSOCIATES INC	28,100.00
308059	135257	LANGUAGE LINE SERVICES	167.74
308060	121124	LORENE M LARSEN	56.04
308061	135688	DENISE A LARSON	80.85
308062	136781	HEIDI A LARSON	27.93
308064	102491	LARUE DISTRIBUTING INC	758.30
308067	135156	LAWSON PRODUCTS INC	1,879.84
308068	137834	GREGORY J LECLEIR JR	50.00
308069	107903	JENNIFER M LICHTER	110.75
308070	059470	LIEN TERMITE & PEST CONTROL INC	797.00
308071	137432	ALYSSA LINDAHL	79.39
308072	059577	LINGUISYSTEMS, INC.	302.35
308073	059560	LINWELD INC	1,033.99
308074	133758	KRAIG J LOFQUIST	407.52
308075	059866	STACY L LONGACRE	93.50
308076	131141	JON T LOPEZ	338.80
308078	099965	LOVE AND LOGIC INSTITUTE INC	99.00
308079	060111	LOVELESS MACHINE & GRINDING	159.80
308080	131397	LOWE'S HOME CENTERS INC	43.72
308082	060125	LUCKS MUSIC LIBRARY INC	143.73
308083	134568	NATASHA E LUDWIG	17.38
308084	135376	CASEY I LUNDGREN	134.20
308085	060153	KEITH W LUTZ	217.54
308086	060155	LYMAN-RICHEY CORPORATION	298.67

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308087	131586	LYMM CONSTRUCTION CO.	6,675.00
308088	137819	CLARE MAAKESTAD	120.00
308089	099321	MACKIN BOOK COMPANY	16,836.69
308090	102601	MALIBU GALLERY	35.00
308091	137007	KAREN M MARBLE	69.30
308092	136704	ROBERT A MARCEAU	9.90
308093	063920	MARCO PRODUCTS INC	355.19
308094	133505	SUSAN N MARLATT	683.60
308095	133201	DAWN M MARTEN	610.78
308097	102512	RICHARD PIDCOCK	166.00
308098	108052	MAX I WALKER	1,930.45
308099	107123	SUSAN P MCADAM	113.95
308100	130467	MCCALL PATTERN COMPANY	47.50
308101	131101	LAB SAFETY SUPPLY INC	11.00
308102	137014	RYE L MCINTOSH	69.08
308103	063361	ALBERT G MCKAIN	85.25
308104	136386	ELLEN J MCNEMAR	23.65
308105	099781	MCQUEENY LOCK COMPANY	1,177.29
308106	109819	RENE J MCQUINN	29.48
308107	064260	MECHANICAL SALES INC.	2,692.50
308108	121126	PATRICIA A MEEKER	168.70
308109	137820	KURT A MEHLIN	127.80
308112	106393	WALTER B MERTZ	62.84
308113	064600	METAL DOORS & HARDWARE COMPANY INC	1,543.00
308115	133403	AMERICAN NATIONAL BANK	7,659.31
308116	102870	MIDLAND COMPUTER INC	1,459.38
308117	064950	MIDWEST METAL WORKS INC	773.50
308118	065233	MIDWEST TURF & IRRIGATION INC	614.52
308120	135398	JULIE A MILKS	55.00
308121	065382	MILLARD LIONS CLUB	240.00
308122	065400	MILLARD LUMBER INC	16.39
308124	136190	LILIANA J MIRANDA-ROBLES	30.00
308125	137657	KAYLA S MIXAN	102.00
308126	136388	MITCHELL S MOLLRING	88.77
308127	066083	KAREN F MONTGOMERY	232.98
308129	134532	MORRISSEY ENGINEERING INC	1,100.00
308130	132491	DONITA L MOSEMAN	16.50
308131	063150	MSC INDUSTRIAL SUPPLY CO	1,077.22
308132	133712	MURPHY TRACTOR & EQUIPMENT CO	74.14
308133	066510	DANIEL M MURPHY	144.13
308134	100883	MUSIC THEATRE INTERNATIONAL	5,415.25
308135	131395	DARREN D MYERS	253.55
308136	067000	NASCO	87.60
308137	066671	NCTM	78.00
308138	136531	NATIONAL COUNCIL MEASUREMENT-ED	120.00
308140	132854	NATIONAL SAFETY COUNCIL	2,156.00

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308141	068020	NATIONAL SCIENCE TEACHERS ASSOC	121.95
308142	130548	SCANTRON CORP	2,128.58
308144	068334	NEBRASKA AIR FILTER INC	3,970.79
308145	068343	NEBRASKA ASSN OF SCHOOL BOARDS	1,865.00
308147	068415	NEBRASKA COUNCIL OF SCHOOL	335.00
308148	068400	NEBRASKA COUNCIL ON ECON ED/SMG	300.00
308149	068440	NEBRASKA DEPARTMENT OF EDUCATION	14,584.00
308150	068440	NEBRASKA DEPARTMENT OF EDUCATION	262.50
308151	069678	NEBRASKA EDUCATIONAL MEDIA ASSN	1,160.00
308152	068445	NEBRASKA FURNITURE MART INC	2,147.02
308153	099750	NEBRASKA LIBRARY ASSOCIATION	642.00
308154	068466	NEBRASKA PRINTING CENTER	1,801.37
308155	068684	NEBRASKA SCIENTIFIC	358.60
308156	131476	NEBRASKA TURF PRODUCTS	26,910.00
308157	108160	BROOKE D NECH	38.48
308158	068954	NEFF COMPANY	1,199.54
308160	131550	NANCY G NELSON	221.20
308161	131083	R KEITH NETH	190.56
308162	137823	JENNIFER NEUBERGER	87.00
308163	136004	HEIDI JO NEUMANN	141.84
308164	134798	NEW VISION COMMUNICATIONS INC	81,321.46
308165	069099	CAROL C NEWTON	68.20
308166	069561	LYNNE NEWVILLE	58.30
308167	109843	NEXTEL PARTNERS INC	17,356.63
308169	069675	NOBBIES INC	98.64
308170	069930	NOVA HEALTH EQUIPMENT COMPANY	1,032.36
308171	069936	NOVEL UNITS INC	91.89
308172	069945	NUTS & BOLTS INC	0.80
308174	133368	KELLY R O'TOOLE	231.61
308175	137648	KAREN I ODEGARD	27.68
308177	050042	ANNE M OETH	133.65
308180	100013	OFFICE DEPOT 84133510	4,873.29
308182	070245	OHARCO DISTRIBUTORS	1,371.14
308185	071024	OMAHA TRACTOR, INCORPORATED	703.95
308186	071040	OMAHA WINNELSON COMPANY	566.30
308187	071053	OMAHA WORLD HERALD (EDUC)	1,914.44
308188	071050	OMAHA WORLD HERALD CO	291.36
308190	133850	ONE SOURCE	4,249.00
308191	071138	ORIENTAL TRADING COMPANY	43.94
308192	132146	ORIZON CPAS LLC	40,950.00
308193	130092	MARY M OSTERLOH	262.95
308194	107193	OTIS ELEVATOR COMPANY	1,663.00
308195	071190	OVERHEAD DOOR COMPANY OMAHA	1,075.00
308196	132443	OZANAM/BIST	133.00
308197	134428	ELIZABETH A PACHTA	283.75
308199	137015	GEORGE PARKER	112.75

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Check No	Vend No	Vendor Name	Amount
308200	132006	ANDREA L PARSONS	156.75
308201	108098	ANGELO D PASSARELLI	689.45
308202	135569	CYNTHIA L PAVONE	38.56
308203	071891	PAYFLEX SYSTEMS USA INC	4,855.00
308204	071947	PAULA A PEAL	123.20
308205	102699	PEARSON EDUCATION	148.91
308206	131646	TYLER J PEARSON	80.65
308207	082652	PEARSON EDUCATION	13,669.35
308208	135934	BROOKE M PECORARO	223.30
308209	109831	JANET PELSTER	46.75
308211	107783	HEIDI T PENKE	142.30
308212	137630	KENDRA R PERSON	59.46
308213	137009	ANGELA J PETERSON	37.24
308214	134365	VICKY L PETERSON	604.18
308215	133390	HEATHER C PHIPPS	18.00
308216	130721	MARY J PILLE	140.25
308217	136376	POOLEY'S PUMPKIN PATCH INC	301.00
308218	132956	POPULATION REFERENCE BUREAU	50.00
308219	073010	PORTER TRUSTIN CARLSON	860.00
308220	079051	POSITIVE PROMOTIONS INC	313.78
308221	131835	PRAIRIE MECHANICAL CORP	5,506.77
308222	107910	MAUREEN R PREBLE	15.95
308223	072349	PREMIER AGENDAS INC	262.10
308224	109845	CHRISTINA PREUSS	44.18
308225	101892	PRIDE HOME SERVICES INC.	1,390.00
308226	134598	PRIME COMMUNICATIONS INC	396.60
308227	133745	PRIMEX WIRELESS INC	526.73
308228	073427	PRO-ED INC	242.00
308229	073040	PSI GROUP INC	20,000.00
308230	073840	PSYCHOLOGICAL ASSESSMENT	681.41
308231	102652	PUBLIC INFORMATION RESOURCES INC	535.00
308233	130127	TASA INC	144.72
308234	077750	QUILL CORP	105.24
308235	090673	QWEST	112.44
308236	099219	RADIOSHACK CORP	24.96
308237	137738	LORI A RAINES	36.08
308238	137208	NIVEDITHA RAJAGOPALAN	100.00
308239	134199	JIN OK RANDALL	35.50
308240	078420	RAWSON & SONS ROOFING, INC.	9,550.00
308241	132369	RAY MARTIN COMPANY	5,900.00
308242	109810	BETHANY B RAY	159.50
308244	078650	READY MIXED CONCRETE	8.75
308245	100642	REALLY GOOD STUFF INC	659.99
308246	137825	KAREN L REDMOND	295.72
308247	135434	MELINDA S REED	200.97
308248	135690	DEIDRE REEH	13.50

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Check No	Vend No	Vendor Name	Amount
308250	133191	MATTHEW K REGA	117.60
308251	134858	JENNIFER L REID	51.69
308252	109192	KIMBERLI R RICE	80.80
308253	079162	KAREN RICHTER	15.46
308255	137470	AMBER E RIPA	25.65
308256	136847	RIVERSIDE TECHNOLOGIES INC	1,048.00
308257	079295	DALE H ROBINSON	87.23
308258	137769	JAMES E SMENTOWSKI	384.52
308259	079310	ROCKBROOK CAMERA CENTER	876.93
308260	134882	LINDA A ROHMILLER	26.62
308261	134081	EILEEN A RONCI	206.25
308262	137631	JOY A ROONEY	121.37
308263	079440	ROSENBAUM ELECTRIC INC	5,922.89
308265	137826	RT OMAHA FRANCHISE LLC	229.93
308266	072286	JEAN M RUCHTI	158.95
308267	135882	ERIC R RUSHENBERG	50.00
308268	130477	KATHRYN I RYAN	75.60
308269	136595	THOMAS J RZEMYK	131.45
308270	101101	SAFETY KLEEN SYSTEMS INC	118.50
308272	136533	SAFEWAY TRANSPORTATION LLC	11,947.25
308273	081491	SAGE PUBLICATIONS, INC.	186.65
308274	081495	LEONARD E SAGENBRECHT	9.57
308275	081604	JEFFREY A SALBERG	115.50
308276	081630	SAM'S CLUB DIRECT	535.80
308277	073300	SAMMONS PRESTON ROLYAN	173.50
308278	081674	JULIE A SANDENE	13.80
308279	081725	KIMBERLEY K SAUM-MILLS	48.13
308280	133389	RYAN D SAUNDERS	510.60
308281	081800	SCHOOL SPECIALTY INC	170.21
308282	131353	HARLAND TECHNOLOGY SERVICES	57.30
308283	137835	LAUREN SCHAAL	50.00
308284	109806	BRENT J SCHADE	20.96
308285	131256	LOEL SCHETTLER	582.57
308286	106432	KELLI J SCHINSTOCK	75.90
308287	137243	EMILY ANNE SCHLICHTING	50.00
308288	134174	ELIZABETH M SCHMIDT	69.30
308289	081891	SCHMITT MUSIC CENTER	130.15
308290	137012	SHELLEY L SCHMITZ	80.13
308292	082140	SCHOLASTIC MAGAZINES	87.78
308293	135655	SCHOOL TRADITIONS LLC	897.00
308445	136480	LINDSEY J SCHULZ	188.96
308446	130851	SEARCH INSTITUTE	26.90
308447	082905	KIMBERLY A SECORA	48.02
308448	098765	SECURITY BENEFIT LIFE INS CO	306,160.41
308449	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
308450	082910	SECURITY EQUIPMENT INC	6,560.85

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Check No	Vend No	Vendor Name	Amount
308451	082941	KELLY M SELTING	72.60
308452	137827	ALICIA A SEVCIK	7.91
308453	136754	CCT ENTERPRISES LLC	210.00
308454	133498	SHARED MOBILITY COACH INC	5,296.50
308455	109800	AMY L SHATTUCK	213.95
308456	137697	LARIA K SHEA	181.50
308457	130645	SHERWIN-WILLIAMS	252.45
308458	083188	SHIFFLER EQUIPMENT SALES, INC.	761.05
308461	131887	SIEMENS INDUSTRY INC.	3,031.25
308462	133575	SIGN SOLUTIONS INC	45.00
308464	132590	SILVERSTONE GROUP INC	11,812.50
308465	083400	SIMPLEXGRINNELL	858.90
308466	136137	JULIA C SINIARD	56.10
308467	132108	SKATELAND 132ND INC	270.54
308468	134337	MELISSA SMIGELSKY	50.00
308471	132003	SHELLY A SMITH	250.00
308472	137828	BRENT D SNOW	169.90
308473	132808	SNYDER CHARLESON THERAPY SERVICES	3,224.00
308474	107093	CHARLENE S SNYDER	42.74
308475	083950	SOCIAL STUDIES SCHOOL SERVICE	26.88
308476	101476	SODEXO INC & AFFILIATES	84,920.43
308477	109793	LINCOLN OFFICE EQUIPMENT	100.00
308478	130722	LYON FINANCIAL SERVICES	1,502.88
308479	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	844.80
308480	133173	SOUTHEASTERN CAREER APPAREL	94.00
308481	131714	JOHN D SOUTHWORTH	33.00
308482	084326	SPORTIME	1,045.51
308483	137481	STAPLES INC & SUBSIDIARIES	837.37
308484	137527	MORRISSEY ELECTRIC CO INC	546.00
308485	134116	STATE STEEL OF OMAHA	261.17
308487	084491	TRACY L STAUFFER	92.95
308488	131099	STENHOUSE PUBLISHERS	22.15
308489	084618	STETSON BUILDING PRODUCTS INC	67.12
308490	134443	JOHN M STEYER	110.32
308491	137117	JEANNE STICKNEY	30.91
308494	135744	CLAUDIA P SUCHA	26.65
308495	137836	CASSANDRA SULLIVAN	65.00
308496	084907	SUNDERLAND BROTHERS COMPANY	375.80
308497	133207	SUNGARD PUBLIC SECTOR PENTAMATION	625.00
308498	084930	SUPER DUPER INC	79.90
308499	102869	SUPER SAVER #20	545.81
308500	137230	KATHY A SVOBODA	5.87
308501	132417	JAMES D SWITZER	24.75
308502	134987	JOHN P SWOBODA	252.45
308503	099302	SYSCO LINCOLN INC	510.16
308504	133945	MOUNTAIN PLAINS RRC USU	1,462.50

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Check No	Vend No	Vendor Name	Amount
308506	088654	TARGET	924.56
308507	109041	AMERICAN EAGLE COMPANY INC	264.10
308508	088830	TED'S MOWER SALES & SERVICE INC	34.80
308509	133969	TENNANT SALES & SERVICE COMPANY	6,369.39
308510	102822	THERAPRO INC	344.78
308511	136893	JODI A THERKELSEN	177.00
308512	136381	ANNETTE J THOMAS	12.65
308514	136300	THREE B'S SAW & TOOL INC	356.50
308515	134962	LAURIE R THROCKMORTON	127.15
308516	135006	STEVE D THRONE	187.00
308517	132493	GREGORY E TIEMANN	92.95
308519	099272	TIME FOR KIDS	13,691.20
308520	136578	PEGGI S TOMLINSON	15.68
308521	106807	JEAN M TOOHER	51.15
308522	089572	TOOL SHED INC	89.61
308523	131446	TOSHIBA AMERICA INFO SYS INC	15,553.45
308524	131446	TOSHIBA AMERICA INFO SYS INC	1,271.00
308525	132680	BETH A TOWNSEND	160.00
308526	132138	TOYOTA FINANCIAL SERVICES	528.26
308527	108055	TRADE WELL PALLET INC	2,000.00
308528	137829	BRYAN TRAN	93.75
308529	135247	MARIELA J TRIBULATO	170.00
308530	107719	KIMBERLY P TRISLER	30.80
308531	106493	TRITZ PLUMBING, INC.	13,882.00
308532	136110	DONNA R TROMBLA	39.33
308533	132268	LYNNE A TRUMAN	45.10
308534	135505	TY'S OUTDOOR POWER & SERVICE INC	195.89
308536	131220	EARLENE G UHRIG	31.19
308537	090678	UNISOURCE	5,085.80
308538	099268	UNITED ART AND EDUCATION	68.71
308539	109861	UNITED EQUIPMENT SERVICES CO INC	4,138.00
308540	134849	UNITED RENTALS INC	977.92
308541	130783	UNIVERSITY OF KANSAS	45.00
308543	100096	UNIVERSITY OF NEBRASKA-LINCOLN	885.02
308544	090900	UNIVERSITY PUB, INC.	5,018.35
308545	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	80.00
308547	090440	SPORT SUPPLY GROUP INC	160.57
308549	091040	VAL LTD	101.13
308550	131035	KATIE A VAN CAMP	70.29
308551	083340	VERNE SIMMONDS COMPANY	2,636.00
308552	136318	JENNIFER L VEST	197.51
308553	092323	VIRCO MANUFACTURING CORP	197.68
308554	130676	VISITING NURSES HEALTH SERVICES	750.00
308555	092600	VOSS ELECTRIC CO	539.52
308556	135678	EMILY MARIE WAGEMAN	166.13
308557	092834	WALKER TIRE INC	151.17

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Check No	Vend No	Vendor Name	Amount
308558	093008	BARBARA N WALLER	245.75
308559	131112	LINDA WALTERS	59.13
308560	093650	WARD'S NATURAL SCIENCE EST LLC	1,651.07
308561	136313	DARCY N WARNER	53.24
308562	093765	WATER ENGINEERING, INC.	1,259.60
308563	093976	WEEKLY READER CORPORATION	61.82
308564	093978	BECKY S WEGNER	400.32
308565	094130	WENGER CORPORATION	588.00
308566	137288	SEBASTIAN WERNER	80.00
308568	094174	WEST MUSIC COMPANY	322.45
308569	107563	CAROL M WEST	122.90
308570	094245	WESTLAKE ACE HARDWARE INC	49.45
308571	099487	WESTON WOODS STUDIOS INC	65.95
308572	094630	WESTONE LABORATORIES	33.70
308573	134658	CRAIG T WHALEY	599.48
308574	094751	DEBBY A WHITAKER	249.59
308575	094859	WIESER EDUCATIONAL INC	170.49
308576	136162	CHRISTINA L WILCOXEN	682.92
308577	137180	LAURA P WIRTH	9.35
308578	136323	STACIE A WITHERSPOON	187.00
308579	137016	ANGELA L WITTE	97.67
308580	109073	CRAIG J WOLF	62.15
308581	130716	SUSAN J WOOSTER	53.51
308584	095491	GLEN E WRAGGE	303.44
308585	095674	XEROX CORPORATION (LEASES)	9,088.15
308586	101370	XEROX CORPORATION (ORDERS)	20,991.60
308587	095674	XEROX CORPORATION (LEASES)	5,257.47
308592	137020	CHAD R ZIMMERMAN	83.60
308593	136855	PAUL R ZOHLEN	18.70
308594	136437	MICKI J ZOUCHA	15.17
308595	135647	LACHELLE ZUHLKE	34.87
308609	032872	DENNIS SUPPLY COMPANY	576.05
Total for GENERAL FUND			1,971,908.63
22110	133617	CONOCOPHILLIPS	55.95
22111	109843	NEXTEL PARTNERS INC	211.18
22112	100013	OFFICE DEPOT 84133510	210.72
22113	131350	JUDITH H SCHULTZ	17.32
22114	101476	SODEXO INC & AFFILIATES	483,034.56
22115	137481	STAPLES INC & SUBSIDIARIES	572.79
Total for FOOD SERVICE			484,102.52
307692	137546	3 COM CORPORATION	3,625.69
307711	011051	ALL MAKES OFFICE EQUIPMENT	2,029.00
307750	133480	BERINGER CIACCIO DENNELL MABREY	811.25
307811	106902	COMMUNICATION SERVICES INC.	10,836.70
307826	134721	CYC CONSTRUCTION INC	18,081.38

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Check No	Vend No	Vendor Name	Amount
308002	108348	INDEPENDENT SYSTEMS INC	2,272.00
308058	058775	LAMP RYNEARSON ASSOCIATES INC	217.90
308119	133484	MILACEK MONUMENT CO	165.00
308553	092323	VIRCO MANUFACTURING CORP	2,448.04
Total for SPECIAL BUILDING			40,486.96
307771	099431	BUSINESS MEDIA INC	604.00
307789	133970	CCS PRESENTATION SYSTEMS	112.00
307857	132669	DIGITAL DOT SYSTEMS INC	12,450.00
307969	132423	HEWLETT PACKARD CO	150,536.59
308113	064600	METAL DOORS & HARDWARE COMPANY INC	312.00
308152	068445	NEBRASKA FURNITURE MART INC	7,971.59
308256	136847	RIVERSIDE TECHNOLOGIES INC	190.00
308509	133969	TENNANT SALES & SERVICE COMPANY	13,236.84
Total for CONSTRUCTION			185,413.02
307619	137774	ADVENTURE IN ART INC	40.00
307623	106773	FIRST NATIONAL BANK VISA	6,210.84
307625	049320	HONEYMAN RENT ALL	32.70
307634	133226	NAHPERD	65.00
307636	134332	NBI INC/NATIONAL BUSINESS INSTITUTE	398.00
307658	131405	AATSP	105.00
307659	010003	ACT INC	53.00
307660	012067	AMERICAN MATHEMATICS COMPETITIONS	244.00
307662	137805	MICHELLE M BRADY	33.66
307678	136468	MAUREEN FRANCES ZOHLEN	1,295.57
307679	136611	COLLEGE OF ST MARY	812.70
307684	068340	NEBRASKA ASSOCIATION FOR GIFTED	200.00
307687	137838	RAPTOR RECOVERY NEBRASKA INC	50.00
307691	068834	UNIVERSITY OF NEBRASKA-LINCOLN	40.00
307694	132357	AA CENTRAL OFFICE	62.50
307711	011051	ALL MAKES OFFICE EQUIPMENT	528.46
307718	069689	AMSAN LLC	92.64
307724	133406	BUSCO INC	2,690.00
307730	135330	AVIS RENT A CAR SYSTEM INC	335.92
307733	132405	BAG 'N SAVE	35.12
307740	099646	BARNES & NOBLE BOOKSTORE	3,072.30
307741	099646	BARNES & NOBLE BOOKSTORE	322.38
307745	107979	LORI A BARTELS	331.96
307749	134884	JULIE K BERGSTROM	402.91
307758	130899	KIMBERLY M BOLAN	46.20
307763	130576	PAMELA A BRENNAN	235.00
307765	136205	KIMBERLY A BROWN	329.85
307768	135789	LINDA S BURKE	26.49
307775	137791	JAMES R MINOR	200.00
307788	137666	RENEE CASTEEL	500.00
307794	137279	COMPASS GROUP USA INC	554.70

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Check No	Vend No	Vendor Name	Amount
307798	024652	CHILDCRAFT EDUCATION CORP	487.47
307800	135634	NICHOLE R CHRISTIE	20.00
307801	137273	CICI'S MIDWEST 101	129.70
307809	107482	COLLEGE BOARD/NYO	93.46
307832	131003	DAILY RECORD	7.40
307842	032800	DEMCO INC	2,684.19
307847	133737	SUSAN L DEROY	100.00
307858	099552	DISCOUNT SCHOOL SUPPLY	56.22
307872	137726	NU-TECH NORTH INC	138.00
307878	037525	EDUCATIONAL SERVICE UNIT #3	6,150.00
307891	035610	ETA/CUISENAIRE	65.30
307892	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	55.97
307938	136046	JODI T GROSSE	78.72
307954	099396	HARRY K WONG PUBLICATIONS INC	5,439.10
307955	136458	JEAN M HASTINGS	409.35
307962	048517	GREENWOOD PUBLISHING GROUP INC	2,123.35
307969	132423	HEWLETT PACKARD CO	3,710.00
307993	134807	MONICA A HUTFLES	77.05
307995	132878	HY-VEE INC	450.30
307998	049850	HY-VEE INC	95.86
308000	137804	IDEAS UNLIMITED SEMINARS INC	199.00
308013	136953	JSDO I LLC	54.22
308025	137182	EMILY M JOHNSON	35.47
308038	137821	DENISE L KERSIGO	10.99
308055	058755	LAIDLAW TRANSIT INC	1,482.45
308056	099217	LAKESHORE LEARNING MATERIALS	298.20
308081	099608	LRP PUBLICATIONS	994.35
308089	099321	MACKIN BOOK COMPANY	7,412.00
308096	099328	MATHEMATICAL OLYMPIADS	89.00
308110	135331	MENTORING MINDS LP	3,822.50
308139	137141	NATIONAL LATIN EXAM	630.00
308140	132854	NATIONAL SAFETY COUNCIL	165.00
308142	130548	SCANTRON CORP	2,763.35
308146	136431	NEBRASKA COMMUNITY FOUNDATION	14,506.00
308163	136004	HEIDI JO NEUMANN	273.09
308180	100013	OFFICE DEPOT 84133510	467.00
308181	107192	OH-K FAST PRINT	263.13
308189	137824	OMBUDSMAN EDUCATIONAL SVCS LTD	166,875.00
308198	133964	LYN E PAHLS	162.77
308207	082652	PEARSON EDUCATION	2,710.21
308243	102568	READ NATURALLY	11,911.90
308245	100642	REALLY GOOD STUFF INC	235.26
308249	135878	KRISTEN REEVES	800.00
308264	130747	BARBARA L ROTHENBERG	38.52
308273	081491	SAGE PUBLICATIONS, INC.	5,237.82
308276	081630	SAM'S CLUB DIRECT	127.43

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Check No	Vend No	Vendor Name	Amount
308279	081725	KIMBERLEY K SAUM-MILLS	100.13
308290	137012	SHELLEY L SCHMITZ	235.00
308291	082100	SCHOLASTIC INC	1,433.60
308294	137294	PAUL M SCHULTE	48.16
308453	136754	CCT ENTERPRISES LLC	66.00
308470	136920	KATHLEEN M SMITH	65.47
308483	137481	STAPLES INC & SUBSIDIARIES	106.56
308505	136504	TAKE FLIGHT FARMS INC	1,200.00
308535	131819	JEAN R UBBELOHDE	207.90
308542	068840	UNIVERSITY OF NEBRASKA AT OMAHA	300.00
308545	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	120.00
308548	132117	VALA'S PUMPKIN PATCH	471.60
308549	091040	VAL LTD	155.00
308558	093008	BARBARA N WALLER	49.99
308559	131112	LINDA WALTERS	223.33
308582	135626	CARMEN L WORICK	61.77
Total for GRANT FUND			268,127.51
307644	130676	VISITING NURSES HEALTH SERVICES	47,010.00
307668	136587	COVENTRY HEALTH & LIFE INS CO	129,310.55
Total for			176,320.55
307705	132882	PPE INC	1,893.00
307711	011051	ALL MAKES OFFICE EQUIPMENT	305.44
307734	135245	BAHR VERMEER HAECKER ARCHITECTS	4,286.39
307884	038140	ELECTRONIC SOUND INC.	777.00
308057	137818	KLAI-CO INDENTIFICATION PRODS INC	1,904.30
308058	058775	LAMP RYNEARSON ASSOCIATES INC	4,876.42
308129	134532	MORRISSEY ENGINEERING INC	2,400.00
308152	068445	NEBRASKA FURNITURE MART INC	859.00
308184	136898	OLSSON ASSOCIATES INC	13,087.50
308221	131835	PRAIRIE MECHANICAL CORP	26,528.00
308462	133575	SIGN SOLUTIONS INC	333.31
308485	134116	STATE STEEL OF OMAHA	312.18
308544	090900	UNIVERSITY PUB, INC.	3,098.40
308546	090406	US ASPHALT COMPANY	77,286.93
Total for DEPRECIATION			137,947.87
307623	106773	FIRST NATIONAL BANK VISA	90.00
307633	135851	MICHAEL MURPHY	325.00
307692	137546	3 COM CORPORATION	207.19
307703	101489	ADAMS PROFESSIONAL SERVICES INC	195.00
307720	012989	APPLE COMPUTER, INC.	99.95
307738	137830	ERICA MARIE BANG	40.00
307753	137508	EDWARD BIDROWSKY	40.00
307754	137705	DENA BIELSKI	40.00
307771	099431	BUSINESS MEDIA INC	4,216.00
307780	023964	DAVE CARLSEN	95.00

Millard Public Schools

Check Register

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Prepared for the Board Meeting of December 7, 2009

Check No	Vend No	Vendor Name	Amount
307795	136132	ABBY CHARVAT	40.00
307820	134039	CROUCH RECREATIONAL DESIGN INC	2,733.41
307856	033473	DIETZE MUSIC HOUSE INC	3,321.72
307869	135695	AMANDA D DOWNING	96.00
307871	137509	HAYLEY DUNCAN	32.00
307873	137587	LEE ANNE EARDENSOHN	45.00
307877	101894	EDUCATIONAL INNOVATIONS, INC.	1,097.56
307881	135425	EINSTRUCTION	379.00
307889	038431	ROBERT W. ERLANDSON	910.00
307894	136342	KEVIN FALCK	37.50
307896	135766	KAITLYN FEDER	40.00
307924	137831	NEIL GIRMUS	22.50
307926	137803	HELEN M GLOEB	100.00
307931	044950	GRAINGER INDUSTRIAL SUPPLY	212.23
307935	137450	TANNER GRIEVE	25.00
307937	136464	RACHAEL GROHN	30.00
307971	048710	LAB SAFETY SUPPLY INC	372.33
307977	135313	RACHEL HOGAN	85.00
307978	136879	RYAN HOGAN	40.00
307985	132592	WILLIAM SPRAGUE, JR.	2,498.66
308008	100928	J.W. PEPPER & SON INC.	99.44
308019	136054	NICK JOBEUN	35.00
308026	054492	JIM L JOHNSON	780.00
308031	134980	ABIGAIL C JORGENSEN	54.00
308032	137448	REILLY JORGENSEN	70.00
308050	136765	KEVIN KUEHL	80.00
308051	137046	LAURA KUHN	25.00
308063	137154	MEREDITH LARSON	40.00
308065	137447	THERESA LATCH	75.00
308066	131892	LAURITZEN BOTANICAL GARDENS	138.00
308077	136913	LORENZ CORPORATION	64.95
308111	134995	ALYSSA MERKEL	80.00
308123	065810	MIRACLE RECREATION EQUIPMENT	9,909.50
308128	137445	KATE MORELAND	80.00
308152	068445	NEBRASKA FURNITURE MART INC	702.24
308159	137043	ERIN NELSON	40.00
308168	136345	CHELSEA NIELSEN	70.00
308173	136130	EMMA O'CONNELL	35.00
308176	137588	ERIN OELTJEN	45.00
308183	137702	STEPHANIE M OLMSTEAD	70.00
308210	135080	JULIE PENGILLY	70.00
308217	136376	POOLEY'S PUMPKIN PATCH INC	240.00
308232	135698	CHAEI QUANDT	65.00
308254	106416	RIFE CONSTRUCTION INC	1,650.00
308459	137113	BAILEY SHILLER	90.00
308460	137119	DAVID SHRIVER	40.00

Date: 12/2/09

Millard Public Schools

Check Register

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Prepared for the Board Meeting of December 7, 2009

Check No	Vend No	Vendor Name	Amount
308463	135412	ROY EUGENE KIRK	4,100.00
308469	137452	CAMERON SMITH	55.00
308483	137481	STAPLES INC & SUBSIDIARIES	209.99
308486	136465	JAKE STAUFFER	45.00
308492	137761	ANDREW STIVERS	30.00
308493	137703	MARK D STRAKA	70.00
308513	137122	MORIAH THOMPSON	80.00
308519	099272	TIME FOR KIDS	298.50
308548	132117	VALA'S PUMPKIN PATCH	3,033.50
308567	137822	SEAT COVER CENTER OF NEBRASKA INC	70.00
308583	095376	WORLD BOOK INC	477.00
308588	137601	YARD MARKET	1,904.04
308589	137413	JAMES YONG	37.50
308590	137120	ANDREW YORK	20.00
308591	137589	ERICA ZIEMER	75.00
Total for ACTIVITY FUND			42,619.71
308463	135412	ROY EUGENE KIRK	-262.00
Total for			-262.00
Report Total			3,306,664.77

December 2, 2009

TO: Board Members

FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for December are Anne Page, reading teacher at Kiewit Middle School and Linda Hinze, paraprofessional, at Aldrich Elementary.

AF:sp

AGENDA SUMMARY SHEET

AGENDA ITEM: Policies 3911, 3912, & 3515 and Rule 3515.1

MEETING DATE: November 16, 2009 and December 7, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Policies 3911, 3912, & 3515 and Rule 3515.1 – The revising of policies related to insurance.

ACTION DESIRED: Approval x (after 2nd Reading) Discussion Information Only .

BACKGROUND: After reviewing existing Policy 3515 and Rule 3515.1, it was decided that two new policies should be drafted to replace the existing policy and rule (and to simplify and clarify the language). Therefore, please find attached the following:

- Policy 3911 (new) related to property, casualty, liability insurance, etc.
- Policy 3912 (new) related to employee health, dental, etc. insurance
- Policy 3515 (existing) general policy regarding insurance
- Rule 3515.1 (existing) general rule regarding insurance

It is recommended that the new policies be adopted and the existing policy and rule be deleted.

These policy and rule changes will be proposed at the next two board meetings (i.e., November 16th and December 7th).

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended (after second reading) that Policy 3515 and Rule 3515.1 be deleted in their entirety and that proposed Policy 3911 (Support Services – Risk Management – Insurance Coverage – Property, Casualty, Liability, Workers Compensation, etc.) and proposed Policy 3912 (Support Services – Risk Management – Insurance Coverage – Employee Benefits) be adopted as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

Support Services – Risk Management**Insurance Coverage – Employee Benefits****3912**

The District may purchase health, dental, life, long-term disability, and other forms of insurance to address its obligations under collective bargaining agreements or individual employee contracts. In making decisions related to such purchases, the Superintendent (or designee) may engage the services of one or more consultants with expertise in the area(s) of insurance being considered.

Legal References: Neb. Rev. Stat. §79-515

Policy Adopted: _____, 2009

Millard Public Schools
Omaha, NE

gAGENDA SUMMARY SHEET

Agenda Item: Human Resources Policy 4120 Personnel Lists

Meeting Date: November 16, 2009; December 7, 2009

Department Human Resources

Title and Brief Description: We are updating various Human Resources (4000) policies.

- Policy 4120 Personnel Lists

Action Desired: Approval

Background: We are completing the updating of the Human Resources (4000) policy series. Approval of this policy and rule keeps policies up-to-date.

Options/Alternatives Considered: N/A

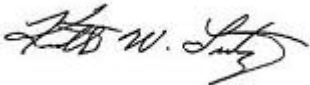
Recommendations: Approve Policy 4120

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Executive Director of Human Resources

Superintendent's Signature: _____  _____

Personnel Human Resources**Personnel Lists****4120**

Personnel lists and any District staff directory will not be provided to any person or agent other than District personnel, without the permission of the Superintendent or designee. Upon written request, the Superintendent or designee will provide names of employees by building. Employees' home addresses and phone numbers constitute personal information regarding District personnel and will not be disclosed. Employees' home addresses and phone numbers do not constitute routine directory information.

Policy Adopted: October 7, 1974

Reaffirmed: ~~Reviewed:~~ February 17, 1997; December 7, 2009

Revised: September 23, 2002

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

Agenda Item: Human Resources Policy 4170 and Rule 4170.1 Reduction in Force – Certificated Staff

Meeting Date: November 16, 2009; December 7, 2009

Department: Human Resources

Title and Brief Description: We are updating various Human Resources (4000) policies.

- Policy 4170 Reduction in Force - Certificated Staff
- Rule 4170.1 Reduction in Force - Certificated Staff

Action Desired: Approval

Background: We are completing the updating of the Human Resources (4000) policy series. Approval of this policy and rule keeps policies up-to-date.

Options/Alternatives Considered: N/A

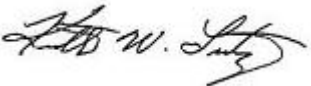
Recommendations: Approve Policy 4170 and Rule 4170.1

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Executive Director of Human Resources

Superintendent's Signature: _____  _____

Personnel Human Resources**Reduction in Force - Certificated Staff****4170**

This policy, in compliance with statutory requirements, covers all certificated employees of the District whose employment contracts are subject to ~~statues~~ statutes applicable to the tenure, employment rights and procedures for amendment and termination of contracts for certificated employees.

A reduction in force shall consist of a reduction of one or more positions or a reduction in the percentage of employment of one or more certificated staff members even if the number or percentage of employment of the certificated staff overall may be increased by other hirings or increases in the percentage of employment of other employees. Reduction in force may result in termination of employment, an amendment to the employee's contract reducing the employee from full-time to part-time status or an amendment to the contract of a part-time employee further reducing that employee's percentage of employment.

The following procedures will apply to staff reduction:

1. There will be no reduction of a permanent or tenured employee while a probationary employee is retained to render a service for which such permanent employee is qualified by reasons of certification and endorsement to perform or, in cases where certification is not applicable, by reason of college credits in the teaching area.
2. Before any reduction in force occurs, the School Board and the Superintendent and the Superintendent's staff shall present competent evidence demonstrating that a change in circumstances has occurred necessitating a reduction in force. The alleged change in circumstances must be specifically related to the teacher or teachers to be reduced in force and based upon evidence produced at the hearing required by statute after which the Board shall specifically find that there are no other vacancies on the staff for which the employee or employees to be reduced are qualified by endorsement or by professional training to perform.
3. Any termination of any employee because of reduction in force shall be a dismissal with honor and, upon request, employee shall be provided a letter to that effect.
4. Any employee having been terminated or percentage of employment reduced because of reduction in force shall have preferred rights to re-employment for a period of twenty-four (~~24~~) months commencing at the end of the contract year and the employee shall be recalled on the basis of length of service to the school to any position for which he or she is qualified by endorsement or college preparation to teach.
5. An employee, upon re-employment, shall retain all the benefits that accrued to such employee prior to termination provided, however, such leave of absence shall not be considered as a year of employment by the District. An employee under contract to another educational institution may waive recall. Such waiver shall not deprive the employee of his or her right to subsequent recall.
6. Any employee who is to be terminated or percentage of time of employment reduced under a reduction in force shall have the right to a hearing as provided by law prior to such termination being effected.
7. In the event that the provisions of this policy would place the District in noncompliance with any federal or state law or regulation requiring affirmative action employment practices, the District may vary from these provisions as necessary to comply with such law or regulation.

Legal Reference: RRS Neb. Rev. Stat. 79-846, 79-847, 79-848, 79-849, ~~79-1254.05~~, 79-831-835

Related Policies and/or Rules: 4170.1

Policy Adopted: December 4, 1978

Revised: August 3, 1992; October 21, 2002: December 7, 2009

AGENDA SUMMARY SHEET

Agenda Item: Human Resources Policy 4171 Reduction in Force – Non-Certificated Staff

Meeting Date: November 16, 2009; December 7, 2009

Department: Human Resources

Title and Brief Description: We are updating various Human Resources (4000) policies.

- Policy 4171 Reduction in Force - Non-Certificated Staff

Action Desired: Approval

Background: We are completing the updating of the Human Resources (4000) policy series. Approval of this policy and rule keeps policies up-to-date.

Options/Alternatives Considered: N/A

Recommendations: Approve Policy 4171

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Executive Director of Human Resources

Superintendent's Signature: _____  _____

Personnel Human Resources**Reduction in Force – Non-Certificated Staff****4171**

The District recognizes the principle of seniority in connection with reduction-in-force of non-certificated staff. Reduction-in-force is defined to be a reduction of the total number of non-certificated staff employed by the District in one or more employee groups. Seniority is defined as the total length of continuous service with the District and shall date from the effective date of employment.

In the event the District reduces the total number of non-certificated staff employed in an employee group, any employee whose position or job has been eliminated, or who has been replaced by another employee who has more seniority, will be reassigned, if qualified in the judgment of the administration, by the ~~d~~District to a position of another employee, in the same employee group, who has less seniority. Qualifications shall include, but are not limited to experience in the type of work required by the position in question and completion of required training. In reassigning an employee, an effort will be made, if possible, to find a comparable position with comparable hours and schedule.

Employees who are terminated due to a reduction-in-force shall be placed on a recall list in order of length of service for a period of ~~12 (twelve)~~ twelve months following his or her last day of work. When vacancies occur, individuals on the recall list shall be given first priority for reemployment to any position for which he or she is qualified. Notification of a vacancy shall be made in writing to the last known address of the persons involved. Such person shall have ten ~~(10)~~ days from after the date of the letter to file a written response. In the event no written response is received, it will be deemed that the employee has waived the right to re-employment.

The provisions of this policy apply to those non-certificated employees who are not covered by a Reduction in Force provision within a written collective bargaining agreement.

Policy Adopted: August 3, 1992

Policy Revised: October 21, 2002; December 7, 2009

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Audit Report for FYE09

MEETING DATE: December 7, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Audit Report for FYE09 – To receive and file the FYE09 audit report as submitted by the district’s independent auditing firm Orizon CPAs LLC.

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND: Public schools are required to employ independent auditors to review their financial accounts each year. The auditing firm employed for our district for the FYE08 fiscal year audit was Orizon CPAs LLC.

A copy of the audit is attached. (Paper copies will also be given to board members at the meeting.) A representative from Orizon (i.e., probably Jodi Renni) will be present at the meeting to address the board and answer questions.

Also attached is the Letter to Management. There are no new recommendations in the Letter, so no new response is required.

Copies of the above are filed with the State of Nebraska.

OPTIONS AND ALTERNATIVES: n/a

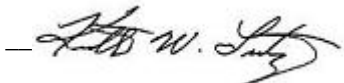
RECOMMENDATION: It is recommended that the board receive and file the FYE09 Audit Report as submitted by the Orizon CPAs LLC.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt. Gen. Admin.) and Chris Hughes (Accounting Manager)

SUPERINTENDENT’S APPROVAL: 

**SCHOOL DISTRICT #17
MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS**

AUGUST 31, 2009

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS
FOR THE YEAR ENDED AUGUST 31, 2009**

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**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**ANNUAL FINANCIAL STATEMENTS AND
ACCOMPANYING INDEPENDENT AUDITOR'S REPORTS
FOR THE YEAR ENDED AUGUST 31, 2009**

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ORIZON CPAs LLC
 CERTIFIED PUBLIC ACCOUNTANTS
 16924 FRANCES STREET, SUITE 210
 OMAHA, NEBRASKA 68130



402 330/7008 / PHONE
 330/6851 / FAX
 www.orizongroup.com

November 5, 2009

INDEPENDENT AUDITOR'S REPORT

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

We have audited the accompanying financial statements of the governmental activities, each fund and the discretely presented component unit of School District #17 – Millard Public Schools, Douglas County, Nebraska (the "District"), as of August 31, 2009 and for the year then ended, which collectively comprise the District's basic financial statements as listed in the accompanying table of contents. These financial statements are the responsibility of the management of the District. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described in Note 1, the financial statements were prepared on a cash basis of accounting, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

In our opinion, the financial statements referred to above present fairly, in all material respects, the cash and investment balances of the governmental activities, each fund and the discretely presented component unit of the District as of August 31, 2009 and the respective receipts and disbursements arising from cash transactions for the year then ended on the cash basis of accounting described in Note 1, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 5, 2009 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and important for assessing the results of our audit.

The required supplementary information, as listed in the accompanying table of contents, including Management's Discussion and Analysis and the Budgetary Comparison Schedules and Note, is not a required part of the basic financial statements, but is supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and do not express an opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-profit Organizations*, and is not a required part of the basic financial statements. This schedule has been subjected to the audit procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.


ORIZON CPAs LLC

MANAGEMENT'S DISCUSSION & ANALYSIS

I. USING THIS ANNUAL REPORT

This annual report is presented in a format consistent with the presentation requirements of GASB Statement No. 34 – *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*.

A. Report Components

This annual report consists of five parts as follows:

1. Government-Wide Financial Statements

The Statement of Net Assets–Cash Basis and the Statement of Activities–Cash Basis provide information about the activities of the District government-wide (or “as a whole”).

2. Fund Financial Statements

Fund financial statements focus on the individual parts of the District's government. Fund financial statements also report the District's operations in more detail than the government-wide statements by providing information about the District's most significant (“major”) funds. For governmental activities, these statements tell how these services were financed in the short term as well as what remains for future spending.

3. Notes to the Financial Statements

The notes to the financial statements are an integral part of the government-wide and fund financial statements and provide expanded explanation and detail regarding the information reported in the statements.

4. Required Supplementary Information

This Management Discussion and Analysis (MD&A) and the Fund Budgetary Comparison Schedules represent financial information required to be presented by the GASB. Such information provides users of this report with additional data that supplements the government-wide statements, fund financial statements, and notes to the financial statements (referred to as “the basic financial statements”).

5. Supplementary Information

This part of the annual report includes the schedule of federal expenditures. This supplemental financial information is provided to

address certain specific needs of various users of the District's annual report.

B. Basis of Accounting

The District has elected to present the government-wide and the fund financial statements using the cash basis of accounting. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Basis of accounting is a reference to when financial events are recorded, such as the timing for recognizing revenues and expenses. Under the District's cash basis of accounting, revenues are recognized when cash is received by the District and expenditures are recognized when cash is disbursed by the District. Only cash and investment balances are reported as assets; liabilities are not recorded. Therefore, when reviewing the financial information and discussion within this annual report, the reader should keep in mind the limitations resulting from the use of the cash basis of accounting.

C. Reporting the District as a Whole

1. The District's Reporting Entity Presentation

The District's financial statements are presented as the primary government and include all significant schools, departments, activities and organizations for which the District is financially accountable. The District has determined there is only one component unit that meets the criteria as set forth by GASB for inclusion in the financial statements.

2. The Government-Wide Statements

The government-wide financial statements are presented on pages 11 and 12. One of the most important questions asked about the District's finances is, “Is the District as a whole better off or worse off as a result of the year's activities?” The Statement of Net Assets – Cash Basis and the Statement of Activities – Cash Basis report information about the District as a whole and about its activities in a way that helps answer this question. These statements include all of the District's activities resulting from the use of the cash basis of accounting; except for activities related to the Activities Fund and Student Fee Fund which are reported in separate statements on page 14.

These two government-wide statements report the District's net assets and changes in them. Over time, increases or decreases in the District's cash and investments are one indicator of whether its financial health is improving or deteriorating. The reader also needs to consider the other assets and liabilities which are not presented in these financial statements and other non-financial factors, such as changes in the District's property tax base and the condition of the District's capital assets (mainly buildings) to assess the overall health of the District.

3. The Fund Financial Statement

The analysis of the District's major funds begins on page 13. The fund financial statements begin on page 25 and provide detailed information about the District's funds – not the District as a whole.

Some funds are required to be established by State law, however the District is allowed to establish certain other funds to help it control and manage money for particular purposes.

The District's two kinds of funds (i.e., governmental funds and fiduciary funds) use different accounting approaches.

a. Governmental Funds – Most of the District's basic services are reported in governmental funds, which focus on how money flows into and out of those funds and the cash and investment balances left at year-end that are available for spending. Governmental fund information helps you determine (through a review of changes to fund balances) whether there is more or less available cash and investments that can be spent to finance the District's programs. The District considers all of its funds to be significant or major governmental funds.

b. Fiduciary Funds – These funds are used to account for assets that are held in a trustee or fiduciary capacity such as the school's activities and student fee funds.

The District currently has no proprietary funds. Proprietary funds are used to account for funds in which the District would charge a fee to customers to help it cover all or most of the cost of certain services it provides.

I. OVERVIEW OF DISTRICT

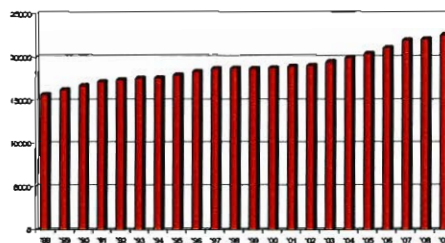
A. Schools

The Millard Public Schools is a K-12 school system located in the southwestern part of the Omaha, Nebraska metropolitan area. The District is composed of 3 high schools (grades 9-12), 6 middle schools (grades 6-8), and 25 elementary schools (grades K-5). With the exception of two elementary schools, all buildings are located in Douglas County. Approximately 90% of the taxable property value of the District is located in Douglas County. The other 10% is in Sarpy County.

B. Students

Over the past few decades, there has been substantial growth in student enrollment in the District. In the fall of 1977, student enrollment was 9,267. The official student enrollment as of the last Friday in September 2009 was 22,598 (see, Chart 1).

CHART I
PK-12 STUDENT ENROLLMENT
[Source: Fall Enrollment Report – Last Friday in September]

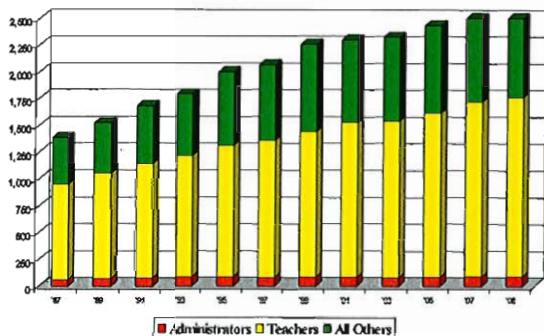


C. Personnel

The growth in student enrollment has been accompanied by a similar growth in the number of employees working for the District (see, Chart 2).

The growth in the number of employees, of course, has impacted the budget for personnel costs. In addition to the growth in the number of employees, the personnel budget has been impacted by the District's increases in salary and benefits for all employees (in order to remain competitive with other employers). The increase in salary and benefits for employees in FY09 was about 4.5%.

**CHART 2
PERSONNEL**
(Source: Fall (October) Personnel Report)



D. Valuation

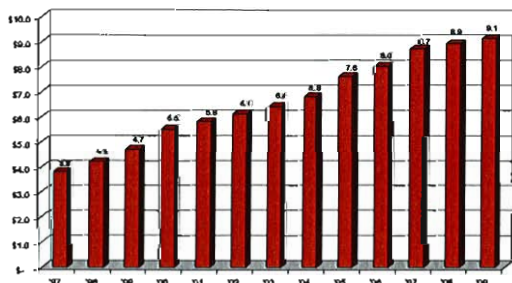
The assessed value of property within the District has been increasing due to the revaluing of property and the growth in both new residential and new commercial developments in the area (see, Chart 3).

The rate of growth in property values in the District has fluctuated from year to year, but it has always increased. In 2000, the valuation increase was 16.5%. In 2002, the increase was only 3.8%. The increase in 2007 was 8.5%. However, the growth slowed in 2009 to only 1.3%.

CHART 3

ASSESSED VALUE

(Source: August 20th County Assessor's Certifications - \$ Billions)

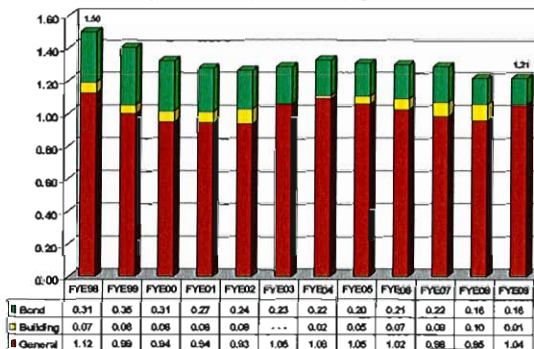


E. Tax Levy

Three of the District's funds receive monies through the property tax levy. These three are the general fund, the special building fund, and the bond fund. These funds are discussed in more detail herein below.

Despite the fact that the District passed an \$89 million bond issue in 1997 and another \$78 million in 2005, the total property tax levy in the District has trended downward (see, Chart 4).

**CHART 4
TAX LEVY BY FUND**



F. Statutory Lids

The Nebraska legislature has enacted statutes which provide two "lids" on the school district's budgets. One is a spending lid. The other is a tax levy lid.

When first introduced, the spending lid provided that district budgets could increase by a specific statutory percentage over the prior year (with some exclusions). Later, however, the legislature changed to calculations to permit an option whereby the lid was based upon "formula needs." This change gave the district significantly more spending authority. The District, however, did not increase its budgets to this higher limit.

In addition to the spending lid, the Nebraska legislature provided for a lid on the tax levies of school districts (and other political subdivisions). The statutory lid is \$1.05 per one hundred dollars of value in the District. There are some exclusions to this lid that increase the effective tax lid to about \$1.10 (including the levies for the general fund and the special building fund). The District, however, has opted to hold its tax levy (i.e., general fund plus building fund) at \$1.05.

In a nutshell, during FYE09, the District operated under budgets and levies that were well within both the statutory spending lid and the statutory levy lid.

IV. FUNDS

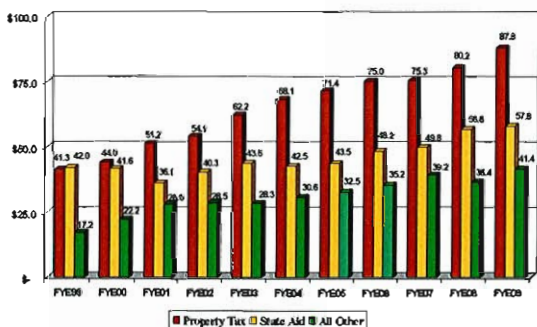
A. General Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03A provides in relevant part as follows:

The General Fund may finance all facets of services rendered by the school district, inclusive of operation and maintenance.

CHART 5
REVENUE SOURCES

[Source: Audit Reports - \$Millions]



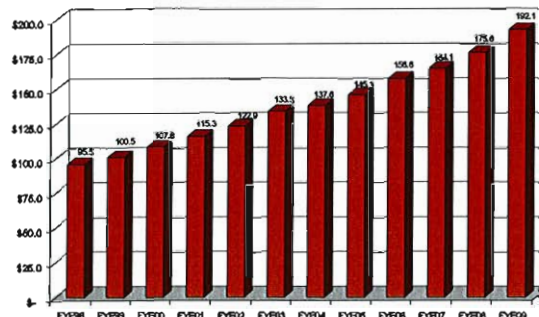
The general fund is funded by three major categories of revenue – property taxes, state aid, and other sources (i.e., grants, fines, vehicle licenses, state apportionment, etc.).

During the past few years, the proportion of the funding from each of these sources has shifted somewhat and the District has become more reliant upon property taxes than any other source (see, Chart 5). [Note: "All Other" includes changes, if any, in cash reserve.]

The total increase in the FYE09 budget of expenditures was about 9.4% over the preceding year (see, Chart 6). A significant part of this increase (about \$6 million) was related to a transfer of levy authority from the building fund to the general fund. This was done to take advantage of new provisions in the state aid formula adopted by the state legislature.

CHART 6
TOTAL EXPENDITURES

[Source: General Fund Budget - \$Millions]



Other than the shifting of levy revenues and the use of such for special projects, the FYE09 general fund budget was directed primarily towards the continuation of existing programs and services.

The FYE09 budget provided for a 4.5% increase in salaries and benefits for teachers (i.e., the largest group of employees). The salary and benefits packages for other employees were similar to that granted to the teachers.

Since education is a service industry, a majority of its costs are tied up in employee costs. Approximately 80% of the District's general fund expenditures are related to employee salaries and benefits.

Of the services provided by the District, the largest portion of the budget was related to classroom instruction and support. Special Education (including transportation for special education students) was third (see, Chart 7).

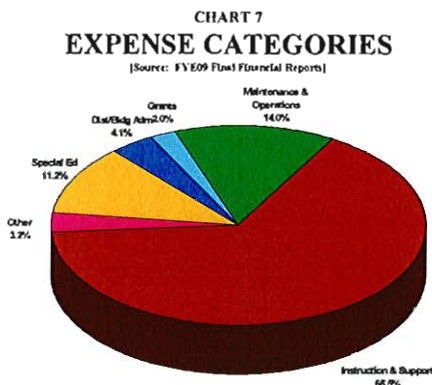
Since the District's cash reserve was somewhat higher than needed, the FYE09 budget was constructed to reduce it. At the end of FYE09, the cash reserve was down \$4.3 million from the preceding year (see, Chart 8).

The District plans to budget for a cash reserve equal to 15%-20% of its budget of expenditures for the fiscal year.

The cash reserve provides the District with monies to pay its obligations (e.g., payroll) during the year when it has not yet received sufficient property taxes or state aid to cover those obligations.

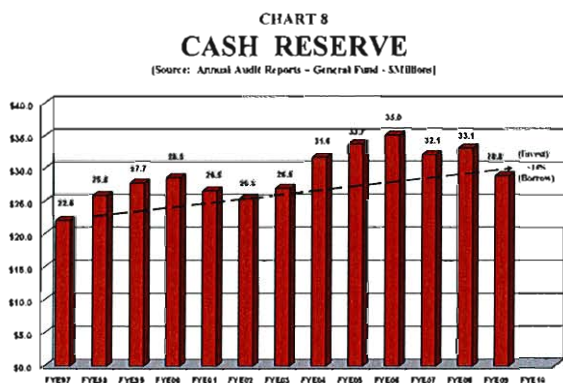
With a sufficient cash reserve, the District has funds to invest when they are not needed to meet obligations. If the reserve is not sufficient (i.e., less than about 16%) the District has to

temporarily borrow money to meet its cash flow obligations.



When borrowing is required, the District borrows first from its other funds, namely the special building fund. The second line of funding is from commercial banks.

In April of 2003, the District had to temporarily borrow about \$2 million from the special building fund due to the delayed payments made by the state. In subsequent years, the state aid payments were received on schedule and no borrowing was required.



B. Special Building Fund

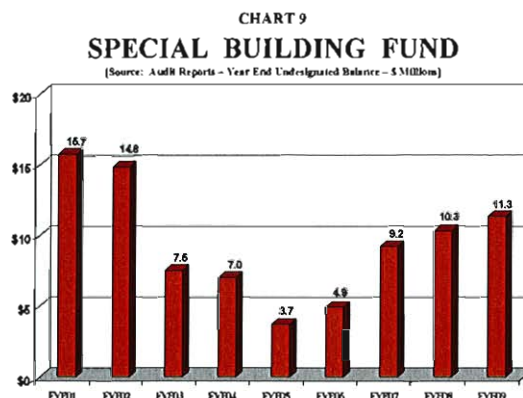
Nebraska Department of Education Rule 92 NAC 2 §003.03H provides in relevant part as follows:

A Special Building Fund shall be established when a school district decides to acquire or improve sites and/or to erect, alter, or improve buildings.

In FYE08, the District designated 10¢ of its property tax levy for the special building fund. In FYE09, the District directed 1¢ of its levy to the building fund and 9¢ to the general fund. Both amounts were used for similar purposes. This division of the levy was done to take advantage of changes in the state aid formula.

The proceeds from both of these levies were available to address major capital replacement issues (e.g., replacing roofs, parking lots, HVAC equipment, etc.).

The special building fund also contains the proceeds from bond issuances. The proceeds are designated for the specific projects for which the bonds were issued.



During FYE05, the District's residents voted in favor of a \$78 million dollar bond issue to construct new buildings and to renovate existing ones. The first \$30 million of approved bonds were issued during FYE05. The remaining \$48 million of bonds were issued in FYE06. The final projects related to these bond issuances are near completion.

The FYE09 ending balance in the Special Building Fund was \$26.5 million. This amount included the proceeds from the bonds noted above.

Of this \$26.5 million ending balance, only \$11.3 million was not designated to existing obligations for capital projects, bond issue projects, and existing leases (see, Chart 9).

The "existing leases" noted above included: (1) lease payments to Connectivity Solutions Manufacturing, Inc. for office and warehouse space, (2) lease payments to Suburban Schools Building Corporation (SSBC) for the lease-purchase of Reeder Elementary School, and (3) lease purchase payment related to the purchase

of a support services building (commonly referred to in the District as the "Excel Building"). These future commitments total about \$1.7 million per year for the next seven years.

Final payment on the Reeder Elementary School lease-purchase is scheduled for FYE11. However, there was a required reserve fund of about \$1.0 million established pursuant to the lease-purchase agreement. The reserve fund will cover most, if not all, of the FYE11 payment. When the final lease-purchase payment is made, title to the building will be transferred from SSBC to the District.

C. School Lunch Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03F provides in relevant part as follows:

The School Lunch Fund is required to accommodate the financial activities of all Child Nutrition Programs. These include the School Lunch, School Breakfast, Special Milk, Child and Adult Care Food, and the Summer Food Service Programs.

The District maintains a food service program in each of its schools. In the past, the District's food service program has been self-supporting (i.e., the revenue has been sufficient to cover all direct expenses but not indirect expenses). Although the food service programs in some of the smaller elementary schools operate at a deficit, this deficit has generally been offset by the additional revenues generated at the larger and more efficient secondary schools.

In FYE04, the District elected to outsource the management of its food service program with Aramark (which continued to manage the program in FYE08).

At the end of FYE09, the fund balance in the food service fund was down \$426,640 over the previous year. Steps have been taken to increase revenues during subsequent years to offset these operating losses.

As noted above, expenses (i.e., indirect costs) associate with insurance, payroll services, utilities, use of facilities, etc. are not included in the food service fund accounting. These indirect costs are paid through the general fund.

D. Employee Benefit Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03C provides in relevant part as follows:

An Employee Benefit Fund may be established in order to specifically reserve General Fund money for the benefit of school district employees (unemployment compensation, early retirement, health insurance deductibles, etc.).

The District uses the employee benefit fund for expenses related to its dental insurance and its self-funded health insurance program (which is administered by a third party administrator).

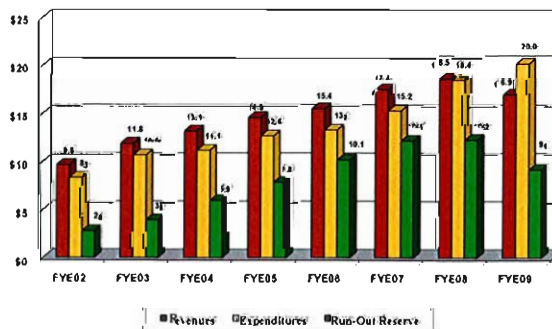
In order to fund its health insurance plan for employees, the District budgets for health insurance premium payments in its general fund. These "payments" for health insurance premiums are transferred monthly into the Employee Benefit Fund. As medical claims are filed, the third party administrator processes the claims and sends statements to the District. The District then pays the claims from the Employee Benefit Fund.

The District retains a "run-out reserve" in the Employee Benefit Fund to provide funds to pay claims that have been incurred during the year but have not yet been submitted for payment.

The goal is to have a reserve of at least 25%-30% of premiums in Employee Benefit Fund at the end of the fiscal year. The actual amount at the end of FYE09 was about 46% (see Chart 10). This was down from about 67% during FYE08.

CHART 10
EMPLOYEE BENEFIT FUND

[Source: Annual Audit Report - 5 Millions]



E. Depreciation Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03B provides in relevant part as follows:

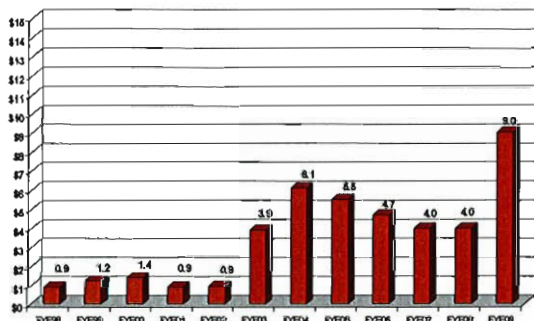
A Depreciation Fund may be established by a school district in order to facilitate the eventual purchase of a costly capital outlay by reserving such monies from the General Fund.

The monies in the depreciation fund are used to replace depreciable items. These items include copy machines, pianos, computers, printers, security cameras, band uniforms, etc. If sufficient funds are available, the monies may also be used for such things as the replacement of roofs, resurfacing of parking lots, replacing HVAC units, etc.

There are separate sub-accounts in the depreciation fund for each building in the District. There is also a district-wide account.

At the end of FYE09, the balance in the depreciation fund was \$9.0 million (see, Chart 11).

**CHART 11
DEPRECIATION FUND BALANCE**
[Source: Annual Audit Report - \$ Millions]



F. Cooperative Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03J provides in relevant part as follows:

The Cooperative Fund may be used by the school district acting as the fiscal agent for any cooperative activity between such district and one or more public agencies as defined in Section 13-803(2) R.R.S.

During FYE09, the District had no funds that needed to be accounted for in the Cooperative Fund.

G. Bond Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03G provides in relevant part as follows:

The Bond Fund shall be used to record tax receipts and the payment of bond principal and interest.

During FYE05, the District issued the first \$30 million of bonds (pursuant to the passage of the \$78 million bond issue referendum in 2005).

Due to a favorable interest rate environment, the District decided to issue the remaining \$48 million of bonds during FYE06.

At the end of the fiscal year, the District had \$154.1 million in outstanding bonds carrying average interest rates from 3.125 to 4.612%. The last bonds mature in 2025.

The District maintains bond ratings of Aa2 from Moody's and AA from Standard & Poor's.

H. Activities Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03E provides in relevant part as follows:

The Activities Fund is required to account for the financial operations of quasi-independent student organizations, interschool athletics, and other self-supporting or partially self-supporting school activities, not part of another fund.

The central office and each of the 35 schools in the District maintains its own activities fund. These funds include such things as monies received from sporting events, funds raised by student organizations, receipts from vending machines, etc. The activities funds do not receive any revenue from the general fund or any other tax-supported funds.

I. Student Fees Fund

Nebraska Department of Education Rule 92 NAC 2 §003.03K provides in relevant part as follows:

The student fee fund means a separate school district fund not funded by tax revenue, into which all money collected from students pursuant the Public Elementary and Secondary Student Fee Authorization (Section 79-1,125 to 79-

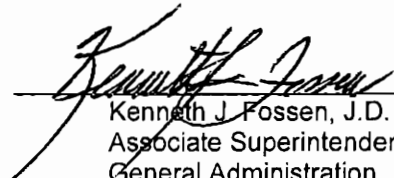
2,135 R.R.S.) for participation in extracurricular activities, post-secondary education and summer and night school is deposited. Expenditures from this fund must be for the purposes for which it was collected.

Monies that are collected in student fees are deposited into the Student Fees Fund. The

expenditures associated with the student programs (for which the fees were collected) are generally reflected in the Activities Fund.

Periodically throughout the fiscal year, monies from the Student Fees Fund are transferred to the Activities Fund to offset the appropriate expenditures.

This Management's Discussion and Analysis (MD&A) is respectfully submitted this 5th day of November, 2009.


Kenneth J. Fossen, J.D.
Associate Superintendent
General Administration

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF NET ASSETS - CASH BASIS

AUGUST 31, 2009

	ASSETS		
	<u>Governmental Activities</u>	<u>Component Unit</u>	
Cash	\$ 23,289,948	\$ 1,057,566	
Investments	<u>63,963,150</u>	<u> </u>	
TOTAL ASSETS	<u>\$ 87,253,098</u>	<u>\$ 1,057,566</u>	
NET ASSETS			
Restricted:			
Special building	\$ 26,495,174		
School lunch	(204,776)		
Debt service	14,154,077	\$ 1,059,056	
Unrestricted:			
Board designated:			
Employee benefit	9,071,739		
Depreciation	8,955,952		
Undesignated	<u>28,780,932</u>	<u>(1,490)</u>	
TOTAL NET ASSETS	<u>\$ 87,253,098</u>	<u>\$ 1,057,566</u>	

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF ACTIVITIES - CASH BASIS

FOR THE YEAR ENDED AUGUST 31, 2009

	Cash Disbursements	Program Cash Receipts		Net (Disbursements) Receipts and Changes in Net Assets	
		Charges for Services	Operating Grants and Contributions	School District	Component Unit
Governmental activities:					
Instructional services	\$ (106,095,785)	\$ 130,038	\$ 17,852,156	\$ (88,113,591)	
Support services	(56,229,867)		907,938	(55,321,929)	
Food services	(9,682,122)	7,933,948	1,733,105	(15,069)	
Building maintenance and improvements	(39,295,251)			(39,295,251)	
Debt service and lease payments	(13,990,000)			(13,990,000)	
Other	(709,922)			(709,922)	
	<u>(226,002,947)</u>	<u>8,063,986</u>	<u>20,493,199</u>	<u>(197,445,762)</u>	
Component unit activities:					
Suburban School Buildings Corporation	<u>(1,050,508)</u>	<u>1,019,314</u>			<u>\$ (31,194)</u>
Net program (disbursements) receipts	<u>\$ (227,053,455)</u>	<u>\$ 9,083,300</u>	<u>\$ 20,493,199</u>	<u>(197,445,762)</u>	<u>(31,194)</u>
General receipts:					
Taxes collected				118,707,847	
County receipts				1,228,612	
State receipts				62,036,864	
Federal receipts				1,212,048	
Investment earnings				698,156	9,875
Other				2,124,904	
Total general receipts				<u>186,008,431</u>	<u>9,875</u>
Decrease in net assets				(11,437,331)	(21,319)
Net assets - beginning of year				<u>98,690,429</u>	<u>1,078,885</u>
Net assets - end of year				<u>\$ 87,253,098</u>	<u>\$ 1,057,566</u>

See Notes to the Basic Financial Statements.

SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA

STATEMENT OF FUND BALANCES AND CHANGES IN FUND BALANCES - CASH BASIS - GOVERNMENTAL FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2009

	General Fund	Special Revenue Funds				Debt Service	Total Governmental Funds
		Special Building	School Lunch	Employee Benefit	Depreciation	Debt Service Fund Bond	
RECEIPTS							
Local receipts	\$ 103,474,660	\$ 2,137,831	\$ 528,741			\$ 14,286,838	\$ 120,428,070
County receipts	1,228,612						1,228,612
State receipts	73,541,395	22,631	46,414			164,814	73,775,164
Federal receipts	8,280,256		1,686,691				9,966,947
Sales of lunches			7,405,207				7,405,207
Interest	157,614	332,566	14,092	\$ 508,043	\$ 40,149	97,503	1,150,067
Non-revenue receipts	1,001,575	35,637					1,037,212
TOTAL RECEIPTS	187,584,022	2,529,665	9,681,145	508,043	40,149	14,549,255	214,991,279
DISBURSEMENTS							
Instructional services	99,054,440						99,054,440
Support services	70,931,017						70,931,017
Other salaries and benefits			4,141,297				4,141,297
Supplies and materials			96,396				96,396
Purchased services		413,719	5,256,877	19,977,270			25,647,866
Capital outlay		2,925,604	8,599		496,103		3,430,306
Building and site acquisition and improvement		8,123,082			320,518		8,443,600
Other		89,072	178,953				268,025
Redemption of principal						7,655,000	7,655,000
Debt service interest						6,335,000	6,335,000
TOTAL DISBURSEMENTS	169,985,457	11,551,477	9,682,122	19,977,270	816,621	13,990,000	226,002,947
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	17,698,565	(9,022,812)	(977)	(19,469,227)	(776,472)	559,255	(11,011,668)
OTHER FINANCING SOURCES (USES)							
Proceeds from refunding of bonds payable						26,669,721	26,669,721
Payment to bond refunding escrow agent						(26,669,721)	(26,669,721)
Transfers in				16,347,736	5,714,691		22,062,427
Transfers out	(22,062,427)		(425,663)				(22,488,090)
TOTAL OTHER FINANCING SOURCES (USES)	(22,062,427)		(425,663)	16,347,736	5,714,691		(425,663)
EXCESS (DEFICIENCY) OF RECEIPTS AND OTHER FINANCING SOURCES OVER DISBURSEMENTS AND OTHER FINANCING USES	(4,363,862)	(9,022,812)	(426,640)	(3,121,491)	4,938,219	559,255	(11,437,331)
FUND BALANCE - beginning of year	33,144,794	35,517,986	221,864	12,193,230	4,017,733	13,594,822	98,690,429
FUND BALANCE - end of year	\$ 28,780,932	\$ 26,495,174	\$ (204,776)	\$ 9,071,739	\$ 8,955,952	\$ 14,154,077	\$ 87,253,098
FUND BALANCE - CASH BASIS							
Cash	\$ 21,701,825		\$ (204,776)	\$ 1,787,948		4,951	\$ 23,289,948
Investments	7,079,107	\$ 26,495,174		7,283,791	\$ 8,955,952	14,149,126	63,963,150
TOTAL FUND BALANCE - CASH BASIS - AUGUST 31, 2009	\$ 28,780,932	\$ 26,495,174	\$ (204,776)	\$ 9,071,739	\$ 8,955,952	\$ 14,154,077	\$ 87,253,098

See Notes to the Basic Financial Statements

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

STATEMENT OF NET ASSETS AND CHANGES IN NET ASSETS - CASH BASIS - FIDUCIARY FUNDS

AS OF AND FOR THE YEAR ENDED AUGUST 31, 2009

<u>Activities Fund</u>	<u>Beginning Net Assets</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Transfers</u>	<u>Ending Net Assets</u>
ADMINISTRATIVE OFFICE	\$ 545,657	\$ 584,728	\$ 857,608	\$ 581	\$ 273,358
HIGH SCHOOLS:					
North	796,699	840,647	1,057,689	129,108	708,765
South	479,624	733,979	759,230	109,975	564,348
West	583,743	1,011,898	1,317,264	111,830	390,207
MIDDLE SCHOOLS:					
Andersen	95,159	96,521	96,158	12,852	108,374
Beadle	20,296	65,883	73,806	9,229	21,602
Central	55,135	84,285	96,756	12,814	55,478
Kiewit	288,486	66,610	96,243	10,219	269,072
North	67,148	70,456	66,273	9,516	80,847
Russell	58,134	86,670	93,562	9,361	60,603
ELEMENTARY SCHOOLS:					
Abbott	34,393	26,800	28,435	132	32,890
Ackerman	18,015	51,295	45,532	294	24,072
Aldrich	25,333	16,123	17,835	186	23,807
Black Elk	48,296	49,973	51,502	161	46,928
Bryan	5,872	17,535	12,729	236	10,915
Cather	19,651	24,674	24,353	122	20,094
Cody	10,905	16,334	16,626	218	10,831
Cottonwood	15,991	15,843	13,436	260	18,658
Disney	8,480	10,173	10,550	222	8,326
Ezra Millard	6,850	24,243	22,332	295	9,056
Harvey Oaks	16,871	10,423	18,661	152	8,785
Hitchcock	20,481	10,345	8,791	260	22,295
Holling Heights	19,413	14,936	12,946	347	21,751
Montclair	13,954	34,581	37,488	304	11,351
Morton	16,724	25,605	27,045	212	15,495
Neihardt	21,492	24,484	21,746	349	24,578
Norris	19,853	15,589	14,450	200	21,192
Reagan	17,838	54,609	24,384	246	48,310
Reeder	9,500	17,348	16,693	236	10,391
Rockwell	31,213	23,722	24,197	187	30,925
Rohwer	22,064	18,550	12,939	279	27,954
Sandoz	8,818	19,472	18,505	140	9,924
Upchurch	-	17,653	14,591	104	3,166
Wheeler	2,386	23,663	26,703	231	(6,433)
Willowdale	27,231	9,794	14,309	294	36,879
SUMMER SCHOOL	2,528	250			2,778
MILLARD LEARNING CENTER	124	976	2,200	4,513	3,413
MSHS BUTTON FACTORY	99	25	27		97
YOUNG ADULT PROGRAM	1,092	1,029	1,588		533
MNHS LIFE SKILLS	233		(233)		466
Total Activities Fund	<u>\$ 3,435,781</u>	<u>\$ 4,217,726</u>	<u>\$ 5,054,951</u>	<u>\$ 425,663</u>	<u>\$ 3,024,220</u>
<u>Student Fee Fund</u>					
ALL SCHOOLS	<u>\$ 149,699</u>	<u>\$ 1,563,475</u>	<u>\$ 1,380,964</u>	<u>\$ -</u>	<u>\$ 332,210</u>
NET ASSETS					
Cash					\$ 2,571,097
Certificates of deposit					468,854
Investments					<u>316,479</u>
TOTAL NET ASSETS - CASH BASIS HELD IN TRUST					<u>\$ 3,356,430</u>

See Notes to the Basic Financial Statements.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

School District #17 – Millard Public Schools, Douglas County, Nebraska (the “District”) is a tax-exempt political subdivision and a Class 3 school district of the State of Nebraska.

Reporting Entity

The District’s financial statements are presented as the primary government and include all significant schools, departments, activities and organizations for which the District is financially accountable.

The District has one component unit that has been presented discretely on the financial statements, the Suburban Schools Building Corporation (“SSBC”). SSBC is an entity originally established to construct Elementary School #23 (now known as Reeder Elementary School). Subsequent to the establishment of the SSBC, the District entered into a 7-year lease-purchase agreement with SSBC to lease Elementary School #23.

The SSBC issued bonds to fund the construction project. The lease payments made by the District to the SSBC were established in an amount sufficient to pay the principal and interest on the bonds when they came due. First National Bank of Omaha serves as the fiscal agent for the receipt of the lease payments and for the payment of principal and interest on the bonds when they come due. It also serves as the escrow agent for the documents related to the agreement between SSBC and the District. Pursuant to the lease-purchase agreement between the SSBC and the District, title to Reeder Elementary Schools will be transferred to the District when all of the principal and interest on the bonds have been paid.

Basis of Presentation

Government-Wide Financial Statements – The Statement of Net Assets – Cash Basis and Statement of Activities – Cash Basis display information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. The statements present the District’s financial statements as governmental activities. Governmental activities generally are financed through taxes, intergovernmental revenues and other non-exchange revenues. Alternatively, business-type activities are financed in whole or in part by fees charged to external parties for goods or services. The District does not operate any business-type activities.

Fund Financial Statements – Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its cash, certificates of deposit, investments, fund balance, receipts and disbursements. Funds are organized into two major categories: governmental and fiduciary. The District currently has no proprietary funds. An emphasis is placed on major funds within the governmental and fiduciary categories. A fund is considered major if it is the primary operating fund of the District, meets specific mathematical criteria set forth by GASB or is identified as a major fund by the District’s management. In addition to the District’s funds meeting the required criteria, the District’s management has designated all remaining funds to be presented as major funds for financial reporting purposes.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

The funds of the financial reporting entity are described below:

GOVERNMENTAL FUND ACTIVITIES

General Fund – This fund is the primary operating fund of the District and is always classified as a major fund. It is used to account for all financing resources except those required to be accounted for in other funds.

Special Revenue Fund – These funds are used to account for the proceeds of the specific revenue sources that are either legally restricted to expenditures for specified purposes or designated to finance particular functions or activities of the District. The reporting entity includes the following special revenue funds:

Special Building Fund – This fund accounts for taxes levied and other revenues specifically maintained to acquire or improve sites and/or to erect, alter or improve buildings.

School Lunch Fund – This fund accounts for the operations of the District's child nutrition programs.

Employee Benefit Fund – This fund accounts for the reserve of money for the benefit of School District employees for fringe benefits through the transfer of monies from other funds.

Depreciation Fund – This fund accounts for resources designated and maintained for the eventual purchase of capital assets through transfer of monies from the General Fund.

Debt Service Fund – This fund is used to account for the accumulation of resources for, and the payment of, general long-term obligations principal, interest and related costs.

Bond Fund – This fund accounts for taxes levied and other revenues specifically earmarked for the retirement of bonded indebtedness.

FIDUCIARY FUND ACTIVITIES

Activities Fund – This fund is used to account for assets held by the District in a trustee capacity for various school organizations and activities.

Student Fees Fund – This fund is used to account for money collected from students that shall be expended for the purpose for which it was collected from the students.

Measurement Focus and Basis of Accounting

Measurement focus is a term used to describe "which" transactions are recorded within the various financial statements. Basis of accounting refers to "when" transactions are recorded, regardless of the measurement focus applied.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Measurement Focus

In both the government-wide financial statements and the fund financial statements, the governmental activities are presented using a cash basis measurement focus. Their reported net assets/fund balance is considered a measure of "available cash and investments." The operating statements focus on cash received and cash disbursed.

Basis of Accounting

In the government-wide and the fund financial statements, the District prepares its financial statements using the cash basis of accounting. Accordingly, revenues are recognized when cash is received by the District and expenditures are recognized when cash is disbursed. This basis is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

This basis of accounting is applied to all transactions, including the disbursements for capital assets, receipt of proceeds from issuance of debt and the retirement of debt.

Equity Classification

Government-wide Statements

Equity is classified as net assets and displayed in two components:

- a. Restricted net assets – Consists of net assets with constraints placed on the use either by 1) external groups, such as creditors, grantors, contributors or laws and regulations of other governments; or 2) law through constitutional provisions or enabling legislation.
- b. Unrestricted net assets – All other net assets that do not meet the definition of "restricted." However, if the funds have been designated by the Board of Education, these funds have been shown separately to distinguish their designation.

It is the District's policy to use restricted net assets, first, prior to the use of unrestricted net assets, when a disbursement is made for purposes in which both restricted and unrestricted net assets are available.

Fund Financial Statements

Governmental fund equity is reported as fund balance within each respective fund.

Internal and Interfund Balances and Activities

In the process of aggregating the financial information for the government-wide financial statements, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

Interfund transfers, the flow of assets from one fund to another where repayment is not expected, are reported as cash receipts and disbursements.

Transfers between funds during the year were as follows:

<u>Purpose</u>	<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
Used for capital outlay items, repairs, and replacements	Depreciation Fund	General Fund	\$ 5,714,691
Used to pay health insurance claims	Employee Benefit	General Fund	16,347,736
Distributes vending revenue to school buildings	Activity Fund	School Lunch Fund	425,663

2. BUDGET PROCESS AND PROPERTY TAXES

The District is required by state law to adopt annual budgets for the General Fund, Special Building Fund, School Lunch Fund, Employee Benefit Fund, Depreciation Fund and Bond Fund. Each budget is presented on the cash basis of accounting, which is consistent with the requirements of the state budget act.

State Statutes of the Nebraska Budget Act provide the prescribed budget practices and procedures that governing bodies are required to follow. The amounts that may be budgeted for certain specific funds are subject to various expenditures and/or tax levy limitations.

The District follows these procedures in establishing the budgetary data reflected in the accompanying financial statements:

- The Superintendent submits to the Board of Education a proposed operating budget for the fiscal year commencing September 1. The operating budget includes proposed expenditures and the means of financing them.
- Public hearings are conducted at a public meeting to obtain taxpayer comments.
- The budget is legally adopted by the Board of Education through passage of a resolution and is filed with the appropriate agencies on or before September 20.
- Total fund expenditures may not legally exceed total appropriations at the fund level or for "regular education" in the general fund without holding a public budget hearing and obtaining approval from the Board of Education. Appropriations lapse at fiscal year-end and any revisions require Board approval.

The property tax requirement resulting from the budget process is utilized to establish the tax levy in accordance with State statutes, which tax levy attaches as an enforceable lien on property within the District as of December 31. Taxes are due as of that date. One-half of the real estate taxes become delinquent after the following April 1, with the second one-half becoming delinquent after August 1. The combined tax rate of the District for the year ended August 31, 2009 was \$1.209970 per \$100 of assessed valuation.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

3. DEPOSITS AND INVESTMENTS

Nebraska Statutes §79-408, §79-1042 and §79-1043 provide that the District may, by and with the consent of the Board of Education of the District, invest the funds of the District in securities, including repurchase agreements, the nature of which individuals of prudence, discretion, and intelligence acquire or retain in dealing with the property of another.

Deposits

At August 31, 2009, the carrying amount of the District's deposits was \$25,861,045 and the bank balance was \$28,321,372.

	<u>Book Balance</u>	<u>Bank Balance</u>
Governmental funds	\$ 23,289,948	\$ 25,207,424
Fiduciary funds	<u>2,571,097</u>	<u>3,113,948</u>
Total	<u>\$ 25,861,045</u>	<u>\$ 28,321,372</u>

In addition, the District has \$468,854 of certificates of deposit within the fiduciary funds.

Investments

Investments of \$50,130,571 consist of the Nebraska School District Liquid Asset Fund Plus and recorded at fair value. The Nebraska School District Liquid Asset Fund Plus is similar in nature to an open-end mutual fund designed specifically for Nebraska school entities, investing only in those securities allowable for such entities under Nebraska Law.

Investments of \$14,149,058 consist of money market funds.

Risks

The District attempts to mitigate the following types of deposit and investment risks through compliance with the State Statutes referred to above. The three types of deposit and investment risks are the following:

- Custodial Credit Risk – for deposits and investments, custodial credit risk is the risk that in the event of the failure of a bank or other counterparty, the District will not be able to recover the value of its deposits or investments or collateral securities in the possession of a third party.
- Credit Risk – for deposits and investments, credit risk is the risk that a bank or other counterparty defaults on its principal and/or interest payments owed to the District.
- Interest Rate Risk – for deposits and investments, interest rate risk is the risk that the value of deposits and investments will decrease as a result of a rise in interest rates.

The bank balances of the District's deposits are insured through federal depository insurance coverage ("FDIC") coverage or collateral held by the District's agent in the District's name. However, one account exceeded the normal FDIC coverage and/or collateral by \$18,048,040.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

4. FAIR VALUE MEASUREMENTS

Effective September 1, 2008, the District adopted FASB Statement No. 157, Fair Value Measurements ("FAS 157"). FAS 157 established a framework for measuring fair value and expanded disclosures about fair value measurements. The adoption of FAS 157 had no impact on the District's financial position or results of operations.

FAS 157 applies to all assets and liabilities that are measured and reported on a fair value basis. This enables the reader of the financial statements to assess the inputs used to develop those measurements by establishing a hierarchy for ranking the quality and reliability of the information used to determine fair values.

Assets and liabilities of the District are carried at fair value and can be classified into one of the following categories:

- Level 1: Quoted market prices in active markets for identical assets or liabilities.
- Level 2: Observable market based inputs or unobservable inputs that are corroborated by market data.
- Level 3: Unobservable inputs that are not corroborated by market data.

A financial instrument's categorization within the valuation hierarchy is based upon the lowest level of input that is significant to the fair value measurement.

The following table presents financial instruments that are measured at fair value on a recurring basis by the FAS 157 hierarchy as of August 31, 2009:

	<u>Level 2</u>
ASSETS:	
Nebraska School District Liquid Asset Fund	\$ 50,130,571
Money market funds	<u>14,149,058</u>
Total	<u>\$ 64,279,629</u>

The District did not have any other assets or liabilities that were measured on a fair value basis in accordance with value measurements.

5. FUNDS HELD BY COUNTY TREASURER

The following balances were held by the Sarpy and Douglas County Treasurers for the District as of August 31, 2009. The monies were transferred to the District subsequent to August 31 and are not included as receipts or cash balances in the financial statements:

	<u>Sarpy County</u>	<u>Douglas County</u>
General Fund	\$ 704,973	\$ 1,249,530
Debt Service Fund	84,065	965,457
Special Building Fund	5,780	61,194

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

6. NEBRASKA SCHOOL EMPLOYEES RETIREMENT SYSTEM

Plan Description - The District contributes to the Nebraska School Employees Retirement System ("NSERS"), a cost-sharing multiple-employer defined benefit pension plan administered by the Nebraska Public Employees Retirement System ("NPERS"). NPERS provides retirement and disability benefits to plan members and beneficiaries. The School Employees Retirement Act establishes benefit provisions. NPERS issues a publicly available financial report that includes financial statements and required supplementary information for NPERS. That report may be obtained by writing the NPERS, 1221 N Street, Suite 325, P.O. Box 94816, Lincoln, Nebraska 68509-4816 or by calling 1-800-245-5712.

The total payroll for the School District employees covered by NSERS for the year ended August 31, 2009 was \$113,252,734. The total payroll for all School District employees for the year ended August 31, 2009 was \$120,988,110.

All School District employees who work 15 hours or more per week by August 15 preceding the school year participate in NSERS. Normal retirement is after completion of five years of service and age 65 or under the rule of 85 (when age plus years of service equals 85 and age must be at least 60). A monthly benefit is provided through either a savings and service annuity or a formula benefit annuity, whichever is greater. Early retirement is available on a reduced benefits basis. There are also vesting provisions for termination prior to retirement, as well as death and disability benefits established by Nebraska Statutes.

Funding Policy - In accordance with Nebraska Statutes §79-1531 and §79-1540, employee contributions are made in accordance with statute and the recommendation of an actuary (study as of June 30, 1996) and employer contributions are based upon 101% of employee contributions. Employee contribution requirements for the year ended August 31, 2009 were 7.28% of covered payroll. Actual employer and employee contributions made for the year ended August 31, 2009 were \$8,327,247 (7.35% of covered payroll) and \$8,244,799 (7.28% of covered payroll), respectively.

Actual employer and employee contributions made for the year ended August 31, 2008 were \$7,930,388 (7.35% of covered payroll) and \$7,851,870 (7.28% of covered payroll), respectively. Actual employer and employee contributions made for the year ended August 31, 2007 were \$7,911,081 (7.91% of covered payroll) and \$7,832,759 (7.83% of covered payroll), respectively.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

7. COMMITMENTS AND CONTINGENCIES

The commitments of the District mainly consist of bonds payable, construction contracts, lease commitments and self-insurance.

Bonds Payable

The following is a summary of general obligation transactions of the District for the year ended August 31, 2009:

Balance, August 31, 2008	\$ 162,050,000
Additions:	
New obligations	25,405,000
Deductions:	
Payment of principal	(7,655,000)
Refunding of debt	<u>(25,725,000)</u>
Balance, August 31, 2009	<u>\$ 154,075,000</u>

The following is the bonded indebtedness of the District as of August 31, 2009:

<u>Issue Date</u>	<u>Interest Rate</u>	<u>Amount</u>	<u>Final Maturity Year</u>
November 14, 2002	3.625%	\$ 2,655,000	2009
April 23, 2003	4.328%	19,590,000	2019
March 1, 2004	3.782%	24,160,000	2016
May 15, 2005	4.511%	30,000,000	2025
June 15, 2006	4.612%	48,000,000	2025
July 2, 2008	4.348%	4,265,000	2015
April 15, 2009	3.125%	<u>25,405,000</u>	2017
TOTAL		<u>\$ 154,075,000</u>	

Aggregate principal and interest payments applicable to the District's bonds subsequent to August 31, 2009 are as follows:

	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2010	\$ 7,655,000	\$ 6,786,302	\$ 14,441,302
2011	7,740,000	5,676,005	13,416,005
2012	8,985,000	5,604,993	14,589,993
2013	9,250,000	5,315,768	14,565,768
2014	9,535,000	5,004,417	14,539,417
2015-2019	45,695,000	20,012,817	65,707,817
2020-2024	53,075,000	10,197,412	63,272,412
2025	<u>12,140,000</u>	<u>555,837</u>	<u>12,695,837</u>
TOTAL	<u>\$ 154,075,000</u>	<u>\$ 59,153,551</u>	<u>\$ 213,228,551</u>

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

7. COMMITMENTS AND CONTINGENCIES, CONTINUED

Bond Defeasance

On April 15, 2009, the School District issued \$25,405,000 in general obligation bonds with an average interest rate of approximately 3.56% to advance refund \$25,725,000. As a result of this refunding, the District decreased its total debt service payments over the next eight years by approximately \$1,150,000 and obtained an economic gain (difference between the present values of the debt service payments on the old and new debt) of approximately \$1,310,000.

Special Building Fund Commitments

The District has approximately \$2,278,939 of commitments for the construction of new buildings, building additions, improvements and related building and site costs as of August 31, 2009 that will be paid from the proceeds of the June 15, 2006 bond issue.

Lease Commitment

The District has non-cancelable operating lease agreements for the following:

- Thirty vans used for transportation of students in special education programs expiring on various dates through July 2012.
- Vehicles used by the administration and maintenance. These leases expire on various dates through June 2011.
- Office and warehouse space to be utilized by the District's Technology Department with Connectivity Solutions Manufacturing which has been extended to 2010.
- Classroom space with Donovan Properties. This lease expires in 2012.
- Several copiers used throughout the District expiring on various dates through September 2011.
- Elementary school with Suburban Schools Building Corporation ("SSBC"); see also Note 1. SSBC acquired the land and then issued certificates of participation to fund the construction of the elementary school. Lease payments related to this agreement began November 2004, and the lease expires May 2011. The District has the option to purchase the building at the end of the lease.

Future minimum lease payments for all leases are as follows:

<u>Fiscal Year End:</u>	<u>Amount</u>
2010	\$1,418,449
2011	1,206,028
2012	104,859
2013	51,758

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

7. COMMITMENTS AND CONTINGENCIES, CONTINUED

Lease Commitment, Continued

The total paid for lease commitments for the year ended August 31, 2009 was \$1,446,524 all of which was paid out of the General Fund.

Grant Program Involvement

The District participates in a number of state and federally assisted programs. These programs are subject to financial and compliance audits of various agencies and departments, many of which have not yet been performed. The District's management believes that the amount of expenditures, if any, which may be disallowed by the granting agencies would not be significant.

Compensated Absences

As a result of the District's use of the cash basis of accounting, accrued liabilities related to compensated absences (sick leave only; vacation does not vest) and any employer-related costs earned and unpaid, are not reflected in the government-wide or fund financial statements. Under the District plan, faculty, administrators and some support staff are paid \$50 to \$100 per day for any sick leave accumulated over 80 days. Employees receive 12 days of sick leave per year and cannot accumulate over 80 days. Faculty and administrators' accumulated sick leave over 80 days is paid at the end of the fiscal year.

Voluntary Early Separation Plan

The District has established a Voluntary Early Separation Plan that allows certain employees to receive benefits from the District during the period beginning when they take early retirement until their benefits from the NPERS system begin. As of August 31, 2009, the District estimates their liability under this plan at \$15,461,129 with the final obligations payable in fiscal year 2016.

Learning Community Legislation

In June, 2005, the Board of Education of the Omaha Public Schools ("OPS") adopted a resolution commonly referred to as "One City, One School District." The purpose of the resolution was to seek a "takeover" of the suburban school district surrounding OPS.

In response to the "One City, One School District Resolution," the Nebraska Legislature enacted (and the Governor signed into law) LB1024 (2006) which protected the boundaries of all of the suburban school districts, but brought all of the eleven schools in the two county area around Omaha into an "umbrella" organization referred to as a "learning community." The legislation also provided for a division of OPS into 3 separate school districts.

Subsequent to the enactment of LB1024 (2006), litigation was commenced challenging its constitutionality. The litigation, however, was rendered moot after the legislature enacted LB 641 (2007). Under this new law, OPS will not be divided. The learning community concept, however, remained in place. The effective date for the creation of the new learning community was January, 2009. Under LB641 (2007), LB 988 (2008), and LB 545 (2009), the eleven school districts in the two county area began (in FY 2010) to operate under a common property tax levy for their general funds (not to exceed 95 cents per hundred dollars of valuation) and their building fund (not to exceed 2 cents). Each of the eleven districts may elect to levy an additional amount (not exceeding the statutory limit) for funding either its general fund or its building fund or both.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

NOTES TO BASIC FINANCIAL STATEMENTS, CONTINUED

7. COMMITMENTS AND CONTINGENCIES, CONTINUED

Learning Community Legislation, Continued

Shortly before this audit report was completed (i.e., October 19, 2009), some taxpayers in the Learning Community (most from Sarpy County) commenced legal proceedings to have the Learning Community common property tax levies declared unconstitutional. For the Millard Public Schools, the difference between receiving property taxes through the Learning Community common levies in FY 2010 and receiving property taxes directly through school levies in FY 2010 is about \$2.5 million to the positive (i.e., more property taxes would be received via the learning community common levies). The case is pending and there is no indication of when the matter will be heard by the Court.

Litigation

In addition, the District is involved in various legal actions whereby certain parties are making claims for damages. Management believes the outcome of these proceedings will not have any material financial impact on the District.

Arbitrage

Investment earnings from bond proceeds during the current fiscal year could be subject to arbitrage rebate and other tax matters. Currently, the District's management believes that there is no liability at year-end.

Risk Management

The District is exposed to various risks of loss related to torts, theft of, damage to, or destruction of assets; errors and omissions; injuries to employees; employees' health and life; and natural disasters.

The District manages these various risks of loss as follows:

<u>Type of Loss</u>	<u>Method Managed</u>	<u>Risk of Loss Retained</u>
a. Torts, errors and omissions	Purchased commercial insurance	Deductible
b. Health	Self-funded and purchased insurance	Stop-loss
c. Workers compensation - employee injuries	Purchased commercial insurance	None
d. Physical property loss and natural disasters	Purchased commercial insurance	Deductible

Management believes such coverage is sufficient to preclude any significant uninsured losses to the District. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past four fiscal years.

8. SUBSEQUENT EVENTS

Millard Public Schools, District No. 17 has evaluated subsequent events as of November 5, 2009, the date the financial statements were issued.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2008		\$ 33,144,794	
Receipts:			
Local receipts:			
Local property taxes	\$ 92,040,159	91,254,167	\$ (785,992)
Motor vehicle taxes	10,300,000	9,652,359	(647,641)
Carline tax	7,000	10,121	3,121
Public power district sales tax	1,550,000	1,912,894	362,894
Tuition received from individuals - general education		130,038	130,038
Interest	75,000	157,614	82,614
Local fines and license fees	610,000	465,628	(144,372)
Gifts/donations	6,258	25,807	19,549
Community services activities		2,016	2,016
Other local receipts		21,630	21,630
	<u>104,588,417</u>	<u>103,632,274</u>	<u>(956,143)</u>
County receipts:			
County fines and license fees	<u>1,097,738</u>	<u>1,228,612</u>	<u>130,874</u>
State receipts:			
State aid	57,769,519	57,769,529	10
Special education programs	12,000,000	10,771,112	(1,228,888)
Special education transportation	1,500,000	907,938	(592,062)
Pro rata motor vehicle		235,295	235,295
Homestead exemption		830,245	830,245
State apportionment	2,650,000	3,008,092	358,092
Textbook loan		12,836	12,836
Other state receipts	576,298	6,258	(570,040)
	<u>74,495,817</u>	<u>73,541,305</u>	<u>(954,512)</u>
Federal receipts:			
Title I	2,000,000	1,798,604	(201,396)
Special education - grants to states	1,400,000	1,345,235	(54,765)
Special education - additional funds	3,250,000	2,888,788	(361,212)
MEDICAID in public schools	300,000	185,970	(114,030)
Goals 2002		99,856	99,856
Federal vocational and applied technology education	125,000	123,315	(1,685)
No child left behind	800,000	812,410	12,410
Other categorical	50,000	16,843	(33,157)
Other federal receipts	1,000,000	1,009,235	9,235
	<u>8,925,000</u>	<u>8,280,256</u>	<u>(644,744)</u>

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
GENERAL FUND, CONTINUED**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Receipts (continued):			
Non-revenue receipts:			
Sale of property		\$ 15,443	\$ 15,443
Other	\$ 6,258	<u>986,132.00</u>	<u>979,874</u>
Total receipts	<u>189,113,230</u>	<u>187,684,022</u>	<u>(1,429,208)</u>
Disbursements:			
Non-special education	94,274,413	95,649,654	(1,375,241)
Special education programs	20,975,908	21,486,875	(510,967)
Support services - pupils	11,227,460	9,189,697	2,037,763
Support services - staff	7,496,582	5,094,951	2,401,631
Board of education	2,021,250	2,104,740	(83,490)
Executive administration services	4,251,579	3,315,262	936,317
Office of the principal	10,481,798	10,410,726	71,072
General administration - business services	3,434,327	6,171,864	(2,737,537)
Vehicle acquisition and maintenance	463,623	379,920	83,703
Support services - maintenance and operation of building and site	25,298,186	26,547,233	(1,249,047)
Support services - regular pupil transportation	1,512,594	1,470,693	41,901
Support services - school age special education transportation	3,270,532	2,475,002	795,530
Community services	7,345	12,812	(5,467)
State categorical programs		83,297	(83,297)
Federal programs and other categorical aid	6,461,759	6,700,557	(238,798)
Summer school	59,684	257,491	(197,807)
Other	<u>863,675</u>	<u>697,110</u>	<u>166,565</u>
Total disbursements	<u>192,100,715</u>	<u>192,047,884</u>	<u>52,831</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (2,987,485)</u>	<u>(4,363,862)</u>	<u>\$ (1,376,377)</u>
Budgetary fund balance, August 31, 2009		<u>\$ 28,780,932</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SPECIAL BUILDING FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original Budget</u>	<u>Actual</u>	Variance with Budget Favorable (Unfavorable)
Budgetary fund balance, September 1, 2008		<u>\$ 35,517,986</u>	
Receipts:			
Local receipts:			
Local property taxes	\$ 884,920	1,572,908	\$ 687,988
Carline taxes		228	228
Public Power District sales tax		18,332	18,332
Interest		332,566	332,566
Other local receipts		546,363	546,363
State reimbursement:			
Homestead exemptions		8,548	8,548
Pro rata motor vehicle		14,083	14,083
Non-revenue receipts		<u>35,637</u>	<u>35,637</u>
Total receipts	<u>884,920</u>	<u>2,528,665</u>	<u>1,643,745</u>
Disbursements:			
Purchased services		413,719	(413,719)
Capital outlays		2,925,604	(2,925,604)
Building, acquisition and improvement	32,687,151	8,123,082	24,564,069
Other		<u>89,072</u>	<u>(89,072)</u>
Total disbursements	<u>32,687,151</u>	<u>11,551,477</u>	<u>21,135,674</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (31,802,231)</u>	<u>(9,022,812)</u>	<u>\$ 22,779,419</u>
Budgetary fund balance, August 31, 2009		<u>\$ 26,495,174</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
SCHOOL LUNCH FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2008		\$ 221,864	
Receipts:			
Local receipts:			
Sale of lunches/milk	\$ 9,865,000	7,405,207	\$ (2,459,793)
Interest	15,000	14,092	(908)
Other	60,000	528,741	468,741
State reimbursement	120,000	46,414	(73,586)
Federal reimbursement	<u>1,600,000</u>	<u>1,686,691</u>	<u>86,691</u>
Total receipts	<u>11,660,000</u>	<u>9,681,145</u>	<u>(1,978,855)</u>
Disbursements:			
Salaries and benefits	5,400,000	4,141,297	1,258,703
Supplies and materials	900,000	96,396	803,604
Other		178,953	(178,953)
Contracted services	5,600,000	5,256,877	343,123
Capital outlays	100,000	8,599	91,401
Operational disbursements to the Activities fund		<u>425,663</u>	<u>(425,663)</u>
Total disbursements	<u>12,000,000</u>	<u>10,107,785</u>	<u>1,892,215</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (340,000)</u>	<u>(426,640)</u>	<u>\$ (86,640)</u>
Budgetary fund balance, August 31, 2009		<u>\$ (204,776)</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
EMPLOYEE BENEFIT FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2008		\$ 12,193,230	
Receipts:			
Local receipts:			
Interest income	\$ 200,000	56,132	\$ (143,868)
Other		451,911	451,911
Operational transfers from the General fund	<u>7,800,000</u>	<u>16,347,736</u>	<u>8,547,736</u>
Total receipts	<u>8,000,000</u>	<u>16,855,779</u>	<u>8,855,779</u>
Disbursements:			
Purchased services	<u>20,000,000</u>	<u>19,977,270</u>	<u>22,730</u>
Total disbursements	<u>20,000,000</u>	<u>19,977,270</u>	<u>22,730</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (12,000,000)</u>	<u>(3,121,491)</u>	<u>\$ 8,878,509</u>
Budgetary fund balance, August 31, 2009		<u>\$ 9,071,739</u>	

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
DEPRECIATION FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2008		\$ 4,017,733	
Receipts:			
Local receipts:			
Interest income		40,149	\$ 40,149
Receipts:			
Operational transfers from the General fund		<u>5,714,691</u>	<u>5,714,691</u>
Total receipts		<u>5,754,840</u>	<u>5,754,840</u>
Disbursements:			
Capital outlays:			
Furniture and equipment	\$ 5,000,000	496,103	4,503,897
Site acquisition and improvement		<u>320,518</u>	<u>(320,518)</u>
Total disbursements	<u>5,000,000</u>	<u>816,621</u>	<u>4,183,379</u>
Excess (deficiency) of receipts over disbursements	<u>\$ (5,000,000)</u>	<u>4,938,219</u>	<u>\$ 9,938,219</u>
Budgetary fund balance, August 31, 2009		<u>\$ 8,955,952</u>	

**SCHOOL DISTRICT #77, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**BUDGETARY COMPARISON SCHEDULE - CASH BASIS -
BOND FUND**

FOR THE YEAR ENDED AUGUST 31, 2009

	<u>Original & Final Budget</u>	<u>Actual</u>	<u>Variance with Budget Favorable (Unfavorable)</u>
Budgetary fund balance, September 1, 2008		\$ 13,594,822	
Receipts:			
Local receipts:			
Local property taxes	\$ 14,158,718	13,991,232	\$ (167,486)
Carline taxes		1,576	1,576
Public power district	350,000	294,030	(55,970)
Interest	189,304	97,603	(91,701)
Proceeds from refunding bond	25,715,000	25,725,000	10,000
State reimbursement:			
Homestead exemptions		126,928	126,928
Pro rata motor vehicle		37,886	37,886
Total receipts	<u>40,413,022</u>	<u>40,274,255</u>	<u>(138,767)</u>
Disbursements:			
Redemption of principal	33,380,000	33,380,000	
Debt service interest	<u>6,335,000</u>	<u>6,335,000</u>	
Total disbursements	<u>39,715,000</u>	<u>39,715,000</u>	
Excess (deficiency) of receipts over disbursements	<u>\$ 698,022</u>	<u>559,255</u>	<u>\$ (138,767)</u>
Budgetary fund balance, August 31, 2009		<u>\$ 14,154,077</u>	

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO REQUIRED SUPPLEMENTARY INFORMATION -
BUDGETARY COMPARISON SCHEDULES
FOR THE YEAR ENDED AUGUST 31, 2009**

1. BUDGETARY ACCOUNTING

The District prepares its budget for the Governmental Funds on the cash basis of accounting. This basis is consistent with the basis of accounting used in presenting the basic financial statements. Under this method of accounting, all unexpended appropriations lapse at the end of the budget year.

The term "Budgetary Fund Balance" used in these supplementary schedules is synonymous with the terms "Fund Balance – Cash Basis" used in the basic financial statements.

**SCHOOL DISTRICT #17, MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

FOR THE YEAR ENDED AUGUST 31, 2009

<u>Federal Grantor/Pass Through Entity/ Program Title</u>	<u>Federal CFDA Number</u>	<u>Expenditures</u>
U.S. DEPARTMENT OF AGRICULTURE:		
Passed through Nebraska Department of Education National School Lunch Program	10.555	1,686,691
Passed through the Nebraska Department of Social Services Food Distribution Program	10.550	<u>486,629</u>
Total U.S. Department of Agriculture		<u>2,173,320</u>
U.S. DEPARTMENT OF EDUCATION:		
Passed through Nebraska Department of Education Title I of the Elementary and Secondary Education Act	84.010	1,244,487
Title II, Part A - No Child Left Behind	84.367	399,617
NCLB - Title II, D	84.318	36,176
Title III - No Child Left Behind	84.365	125,159
Title IV - No Child Left Behind	84.168	61,822
Individuals with Disabilities Education Act	84.027	3,826,035
IDEA Part B Ages 3-21	84.027	67,274
IDEA Part C Ages Birth - 3	84.181	10,000
Perkins Grant	84.048	145,782
Innovation Education Program Strategies Interagency Planning Grant	84.181	4,642
Goals 2000 - State and Local Education Systemic Improvement Grants	84.369	8,450
ARRA, Title I- Part A	84.389A	4,517
Advanced Placement Grants	84.330	<u>918</u>
Total U.S. Department of Education		<u>5,934,879</u>
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES:		
Passed through Nebraska Department of Health and Human Services System MEDICAID in Public Schools	93.778	73,989
Medicaid Administrative Claim	93.778	<u>111,981</u>
Total U.S. Department of Health and Human Services		<u>185,970</u>
TOTAL		<u>8,294,169</u>

See Note to the Schedule of Expenditures of Federal Awards.

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**NOTE TO SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2009**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation – The accompanying Supplementary Schedule of Expenditures of Federal Awards has been prepared on a cash basis of accounting with the exception of commodities received under the food distribution of \$486,629. Under this method, expenditures are recognized when disbursements are made. Some programs are funded jointly by District appropriations and Federal funds.

Expenditure Presentation – Expenditures of Federal funds for the National School Lunch Program, Medicaid in Public Schools and Food Distribution are not separately identifiable in the accounting records of the District. These programs are jointly funded with District monies and expenditures and are not required to be accumulated in the accounting records by funding source. For report purposes, the amount of Federal expenditures is shown equal to the amount of Federal funds received.

Program Activity – Various reimbursement procedures are used for Federal awards received by the District. Additionally, most Federal grant periods ended June 30, while the District's year-end is August 31. Consequently, timing differences between expenditures and program reimbursement can exist at the beginning and end of the year. These timing differences will be resolved over the term of the grants.

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November 5, 2009

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
 OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
 MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
 PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

We have audited the financial statements of the governmental activities, each fund and the discretely presented component unit of School District #17, Millard Public Schools, Douglas County, Nebraska (the "District") as of and for the year ended August 31, 2009 which collectively comprise the District's basic financial statements and have issued our report thereon dated November 5, 2009. Our report disclosed that, as described in Note 1 to the financial statements, the District prepares its financial statements on the cash basis of accounting, which is a comprehensive basis of accounting other than generally accepted accounting principles in the United States of America. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in the internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statements amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Education, management, officials of the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.

A handwritten signature in black ink that reads "Orizon CPAs LLC". The word "Orizon" is written in a cursive script, while "CPAs LLC" is in a more blocky, sans-serif style.

ORIZON CPAs LLC

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November 5, 2009

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
 APPLICABLE TO EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER
 COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Education
School District #17 - Millard Public Schools
 Douglas County, Nebraska

Compliance

We have audited the compliance of School District #17 – Millard Public Schools, Douglas County, Nebraska (the "District") with the types of compliance requirements described in the U.S. Office of Management and Budget ("OMB") *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended August 31, 2009. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District complied, in all material respects, with the requirements referred to above that are applicable to its major federal programs for the year ended August 31, 2009.

Internal Control Over Compliance

The management of the District is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly we do not express an opinion on the effectiveness of the District's internal control over compliance.

A control deficiency in an entity's internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect noncompliance with a type of compliance requirement of a federal program on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to administer a federal program such that there is more than a remote likelihood that noncompliance with a type of compliance requirement of a federal program that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected by the entity's internal control.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Education, management, the Nebraska Department of Education, the Nebraska Auditor of Public Accounts, federal awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties.


ORIZON CPAs LLC

**SCHOOL DISTRICT #17 – MILLARD PUBLIC SCHOOLS
DOUGLAS COUNTY, NEBRASKA**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2009**

A. SUMMARY OF AUDITOR'S RESULTS

1. The independent auditor's report on the basic financial statements expressed an unqualified opinion.
2. No material weaknesses in internal control over financial reporting were reported.
3. No instance of noncompliance considered material to the financial statements was disclosed by the audit.
4. No material weaknesses in internal control over compliance with requirements applicable to major federal award programs were reported.
5. The independent auditor's report on compliance with requirements applicable to major federal award programs expressed an unqualified opinion.
6. The audit disclosed no findings required to be reported by OMB Circular A-133.
7. The major programs for the District for the year ended August 31, 2009 are as follows:
 - Title I: CFDA 84.010
 - Title II, Part A: CFDA 84.367
 - NCLB – Title II, D: CFDA 84.318
 - Title III – No Child Left Behind: CFDA 84.365
 - Title IV – No Child Left Behind: CFDA 84.168
 - Perkins Grant: CFDA 84.048
 - Medicaid: CFDA 93.778
8. A threshold of \$300,000 was used to distinguish between Type A and Type B programs as those terms are defined in OMB Circular A-133.
9. The District did qualify as a low-risk auditee as that term is defined in OMB Circular A-133.

B. FINANCIAL STATEMENT FINDINGS

None

C. FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None

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December 7, 2009

To the Board of Education
School District #17 – Millard Public Schools
 Omaha, Nebraska

We have audited the basic financial statements of School District #17 – Millard Public Schools (the "District") as of and for the year ended August 31, 2009, and have issued our report thereon dated November 5, 2009. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility under Generally Accepted Auditing Standards and *Government Auditing Standards*

As communicated in our engagement letter, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America and *Government Auditing Standards*. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments on these matters in a separate Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you in our contract and engagement letter.

School District #17 – Millard Public Schools

December 7, 2009

Page 2

Qualitative Aspects of the Entity's Significant Accounting Practices*Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the District is included in Note 1 to the financial statements.

No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments. However, there are no significant estimates required under the basis of accounting described in Note 1 to the financial statements.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the District's financial statements relate to risks associated with deposits and investments and commitments and contingencies of the District.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. No material misstatements were identified as a result of our audit procedures.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the District's financial statements or the auditor's report. No such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management. A copy of this letter is maintained by us.

School District #17 – Millard Public Schools

December 7, 2009

Page 3

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Findings or Issues

In the normal course of our professional association with the District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the District, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the entity's auditors.

Other Matters

The attached Schedule 1 includes follow-up on prior year comments that have not been repeated.

This letter is intended solely for the information and use of the Board of Education and management of School District #17 – Millard Public Schools and is not intended to be and should not be used by anyone other than these specified parties.

Orizon CPAs LLC
ORIZON CPAs LLC

SCHEDULE 1 RECOMMENDATIONS

Follow-up on Prior Year Comments Not Repeated

In prior years, we submitted certain suggestions for your consideration. The status of those comments, if not previously addressed above, is as follows:

1. Suburban School Building Corporation – There is very little activity outside the lease payments. During the audit, Orizon CPAs LLC personnel prepared the trial balance for this component unit. Management believes that this practice be continued until the conclusion of the lease in 2011.
2. Activity Funds – While management understands the importance of segregation of duties, it is not cost effective at the Elementary level. The business office has and will continue to bring the accounting function of these activity funds into their office over the next few years.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Interactive Whiteboard Installation Phase III

MEETING DATE: December 7, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Interactive Whiteboard Installation Phase III – The award of the contract for the classroom installations of Interactive Whiteboards.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: This project is one that was previously approved by the board. A copy of the bid tab for this project is attached.

The funding for the project will come form the ARRA-SFSF (federal stimulus) funds.

A representative form Morrissey Engineering will be present to answer questions.

OPTIONS AND ALTERNATIVES: n/a

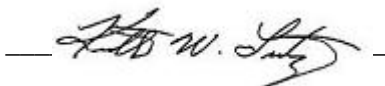
RECOMMENDATION: It is recommended that the Contract for the Interactive Whiteboard Installation Phase III project be awarded to Commonwealth Electric in the amount of \$328,500 and that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate. Completion by March 5, 2010.

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

SUPERINTENDENT'S APPROVAL: 



December 1, 2009

Millard Public Schools
5606 South 147th Street
Omaha, NE 68137

Attn: Dr. Ken Fossen

Project Name: Interactive Whiteboard Installation Phase III
Project Number: 09209

RE: Bid Proposals dated December 1, 2009

Ken:

Bids were received for the Interactive Whiteboard Installation Phase III project at the Don Stroh Administration Center Conference Room A today, December 1, 2009 at 2:00 p.m. Per the attached bid tab, four bids were received. The low base bid was submitted by Commonwealth Electric Company in the amount of \$328,500 (three hundred twenty eight thousand five hundred dollars). There were no alternates for this project. The range of bids was \$328,500 (three hundred twenty eight thousand five hundred dollars) to \$498,570 (four hundred ninety eight thousand five hundred and seventy dollars). The large variances in bids are typical on technology projects.

Our estimate for the project construction cost was \$400,000 (four hundred thousand dollars). The project bids were lower than estimated due to current bidding climate and declining commodity costs.

The bid form submitted by Commonwealth Electric contained an error in the finish date. Please find the attached letter from Commonwealth Electric stating that the finish date 6/30/2010 was an error and they will finished by March 5, 2010 per the specifications.

We recommend a contract be awarded to Commonwealth Electric in the amount of \$328,500 (three hundred twenty eight thousand five hundred dollars).

Please advise if you require any additional information.

Sincerely,



Andrew Lang

Enclosure

c: Ed Rockwell – Millard Public Schools

PROJECT: MPS Interactive Whiteboard Installation PH III



BID DATE: 12/1/2009

BID TIME: 2:00 p.m.

MEI PROJECT NO.: 09209

BID TABULATION

BIDDERS	BASE BID	Unit Price "A" Interactive WB	Unit Price "B" Interactive WB	Unit Price "C" Vibration Isolator	Addendum #1	Addendum #2	Bid Bond	Comments
Commonwealth Electric Company	\$328,500	\$1,900	\$2,100	\$400	Y	Y	Y	
D & J Electric	\$470,506	\$2,765	\$3,165	\$330	Y	Y	Y	
Omaha Electric Services, Inc.	\$498,570	\$2,785	\$3,065	\$330	Y	Y	Y	
Schaeffer Electric	\$338,975	\$1,850	\$1,885	\$450	Y	Y	Y	

To furnish interactive whiteboard installations as specified, delivered and installed complete as described in construction documents dated 11/16/09 for Interactive Whiteboard Installation Phase III.



Commonwealth Communications

92

of the Midwest

4225 South 89th Street

• Omaha, Nebraska 68127

• (402) 331-1414

Morrissey Engineering
Andrew Lang
4940 N 118th Street
Omaha, NE 68164

RE: Millard Public Schools Interactive Whiteboard Installation Phase III

Andrew,

The proposal of Commonwealth Electric Company stated the completion date of the above referenced project as June 30th, 2010. That date is incorrect. The actual date of completion by Commonwealth will be March 5th, 2010. Please accept our apologies for any confusion this may have caused. If you have any questions please give me a call.

Sincerely,

Russ Williamson

Project Manager

P (402) 331-1414

C (402) 510-9736

rwilliamson@commonwealthelectric.com

AGENDA SUMMARY SHEET

AGENDA ITEM: Guidelines for Within District Transfers for the 2010-2011 School Year.

MEETING DATE: December 7, 2009

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Guidelines for Within District Transfers during the 2010-2011 school year are approved by the Board each year for the next school year. If a school is at capacity, the Within-District Transfer Guidelines will designate the school as closed. Within-District Transfer applications for the following school year must be received in Office of Pupil Services on or before February 15th to guarantee priority placement. Parents must be informed by March 1st if the transfer was approved or denied.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: Guidelines are required to keep schools from becoming overcrowded.

OPTIONS AND ALTERNATIVES CONSIDERED: N/A

RECOMMENDATIONS: Approval of guidelines for transfers within the District for 2010-2011 school year.

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Schools will not become overcrowded because of within district transfers.

TIME LINE: Guidelines will go into effect for the 2010-2011 school year.

RESPONSIBLE PERSON(S): Dr. Kraig J. Lofquist, Director of Pupil Services
Dr. Jim Sutfin, Executive Director for Human Resources

ASSOCIATE SUPERINTENDENT: _____

SUPERINTENDENT APPROVAL: _____  _____

BOARD ACTION:

**GUIDELINES FOR WITHIN-DISTRICT TRANSFERS
FOR 2010-2011 SCHOOL YEAR**

Due to projected enrollment for the 2010-2011 school year, please see the following recommendations being made for buildings and special programs with regard to within-district transfers.

Children of Millard Public School employees will be allowed to within-district transfer to the building where the employee is assigned.

Each application will be reviewed on a case-by-case basis to ensure that space is available.

The Following Schools and Special Programs are <u>Open</u> to Within-District Transfers on a Limited Basis			
Elementary Schools			
Abbott	Aldrich	Bryan	Cather
Cody	Cottonwood	Disney	Ezra
Harvey Oaks	Hitchcock	Holling Heights	Montclair
Morton	Norris	Rockwell	Sandoz
Willowdale			
Elementary Special Programs			
Cather Core	Montclair Montessori	Norris Montessori	
Middle Schools			
Andersen	Central	Kiewit	Millard North
*Russell			
*Russell Middle School will be <u>open to within-district transfer students on a limited basis for grade six</u> . Grades seven and eight will be closed.			
Middle School Special Programs			
Central Montessori	Millard North Middle IB-MYP		
High Schools			
Millard North High School	Millard South High School		
High School Special Programs			
Millard North High IB			

The Following Schools are <u>Closed</u> to Within-District Transfer Students			
Elementary Schools			
Ackerman	Black Elk	Neihardt	Reagan
Reeder	Rohwer	Upchurch	Wheeler
Middle Schools			
Beadle	*Russell		
*Russell Middle School will be open to within-district transfer students on a limited basis for grade six. <u>Grades seven and eight will be closed.</u>			
High Schools			
Millard West High School			

For more information regarding Within-District Transfers please consult Policy 5110; Rule 5110.1

www.mpsomaha.org

AGENDA SUMMARY SHEET

Agenda Item: Human Resources Policy 4170 and Rule 4170.1 Reduction in Force – Certificated Staff

Meeting Date: November 16, 2009; December 7, 2009

Department: Human Resources

Title and Brief Description: We are updating various Human Resources (4000) policies.

- Policy 4170 Reduction in Force - Certificated Staff
- Rule 4170.1 Reduction in Force - Certificated Staff

Action Desired: Approval

Background: We are completing the updating of the Human Resources (4000) policy series. Approval of this policy and rule keeps policies up-to-date.

Options/Alternatives Considered: N/A

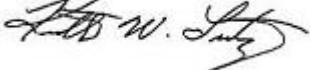
Recommendations: Approve Policy 4170 and Rule 4170.1

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline:

Responsible Persons: Dr. Jim Sutfin, Executive Director of Human Resources

Superintendent's Signature: _____  _____

Personnel Human Resources**Reduction in Force - Certificated Staff****4170.1**

In all instances, permanent employees will not be reduced while a probationary employee is retained to render a service which such permanent employee is qualified by reason of certification and endorsement to perform or where certification is not applicable by reason of college credits in the teaching area. All reduction decisions based upon certification and endorsement will be based upon each employee's certificate on file in the Human Resource Office as of February 1 of the year of the proposed reduction. Staff reduction determinations will be made in the following sequence and each step will be implemented before initiating the next procedure.

- Step 1 Persons to be released first shall be those holding a temporary or provisional certificate or license.

- Step 2 Following the completion of Step 1, persons selected for vacancies during the school year, those filling a leave of absence and part-time probationary employee shall be released.

- Step 3 Probationary employees rendering a service which a permanent certificated employee is qualified by reason of certification and endorsement to perform or where certification is not applicable by reason of college credits in the teaching area shall be released.

- Step 4 Personnel with permanent certificated status shall be reduced based upon the following considerations:
 - a. The date permanent certificated status was attained.
 - b. In the event two or more employees attained permanent certificated status on the same date, the date of the signing of the contract by the Board of Education will take precedence.
 - c. In the event the length of service and date of signing is the same, the next priority will be given to the date the contract was offered by the office of the Superintendent.
 - d. Staff members to be retained must be retained in the endorsed area unless assigned otherwise by the ~~e~~District because no other qualified personnel are available.
 - e. Due to the confidential and unique personal working relationship necessary between the administration and the ~~b~~Board of ~~e~~Education, a certificated employee who is not currently serving in a predominantly administrative capacity shall have no rights under this policy to any administrative position within the ~~school~~ ~~d~~District.

- Step 5 Individuals who are terminated or percentage of employment reduced because of a reduction in force shall be automatically placed on a list for recall in order of length of service, as provided by law, for a period of two years, commencing at the end of the contract year.
 - a. When vacancies occur, individuals on the recall list shall be given first priority for re-employment to any position for which he or she is qualified by endorsement or college preparation to teach on the basis of length of service to the ~~d~~District. Employees desiring to be selected shall advise the Human Resource ~~e~~Office of any change in name, address or telephone number.
 - b. Notification of a vacancy shall be made in writing by certified or registered mail to the last known address of the persons involved and if no written response is received to that correspondence within twenty ~~(20)~~ calendar days of date of mailing, then an attempt shall be made to reach the individual by telephone each day for a period of five ~~(5)~~ calendar

days. After the fifth day, and if no written response [is received](#), the next person whose name appears on the recall list will be contacted.

- c. For the purpose of establishing length of service only, individuals re-employed from the recall list shall be given credit for the years employed by the ~~d~~District.
- d. In case of termination, the following opportunity concerning fringe benefits will be available to the affected individual:

Insurance - Persons terminated may continue health insurance coverage at his or her own expense under the provisions of COBRA and may continue to participate in [any](#) applicable life insurance program under the rules of the insurance policy.

- d. In the event of re-employment, the individual will be placed upon the salary schedule or ranges in the same position that he/she would have been had he/she not been terminated, excepting that the period of time while the employee was not employed will not be recognized for vertical movement on the schedule.
- e. An employee under contract to another educational institution may waive recall but such waiver shall not deprive the employee of his or her right to a subsequent recall.

Legal Reference: [Neb. Rev. Stat.](#) 79-846, 79-847, 79-848, 79-849, 79-839

Related Policies and/or Rules: 4170P

Rule Approved: December 4, 1978

Revised: September 7, 1982; August 3, 1992; October 21, 2002; [December 7, 2009](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Policies 3911, 3912, & 3515 and Rule 3515.1

MEETING DATE: November 16, 2009 and December 7, 2009

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Policies 3911, 3912, & 3515 and Rule 3515.1 – The revising of policies related to insurance.

ACTION DESIRED: Approval (after 2nd Reading) Discussion Information Only

BACKGROUND: After reviewing existing Policy 3515 and Rule 3515.1, it was decided that two new policies should be drafted to replace the existing policy and rule (and to simplify and clarify the language). Therefore, please find attached the following:

- Policy 3911 (new) related to property, casualty, liability insurance, etc.
- Policy 3912 (new) related to employee health, dental, etc. insurance
- Policy 3515 (existing) general policy regarding insurance
- Rule 3515.1 (existing) general rule regarding insurance

It is recommended that the new policies be adopted and the existing policy and rule be deleted.

These policy and rule changes will be proposed at the next two board meetings (i.e., November 16th and December 7th).

OPTIONS AND ALTERNATIVES: n/a

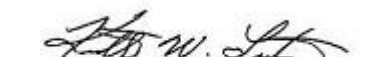
RECOMMENDATION: It is recommended (after second reading) that Policy 3515 and Rule 3515.1 be deleted in their entirety and that proposed Policy 3911 (Support Services – Risk Management – Insurance Coverage – Property, Casualty, Liability, Workers Compensation, etc.) and proposed Policy 3912 (Support Services – Risk Management – Insurance Coverage – Employee Benefits) be adopted as submitted.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

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

SUPERINTENDENT'S APPROVAL: 

Support Services

Insurance 3515

The insurance coverage of the school district should provide the broadest, most complete coverage available. It should be secured at the most economical cost to the district and be consistent with sound insurance principals.

Legal Reference: RRS §44-762 Blanket sickness and accident insurance, defined

Policy Adopted: April 7, 1975 Millard Public Schools
Omaha NE

Support Services

Insurance—Risk Management 3515.1

~~Joint Transfer and Retention.~~ The district will combine insurance transfer and retention through the use of deductibles, excess insurance and retrospectively rated insurance plans in instances when a portion of the total exposure can safely be retained; and,

~~Identification of Exposures.~~ The risk management process includes a systematic and continuous identification of exposures, analysis of identified exposures in terms of frequency and severity probabilities and the application of sound risk control and financing techniques consistent with the district's financial resources and the overall ability to retain loss. Ultimate goals of this policy include the conservation of assets, non interruption of cash flow, safe environment for our employees, students and general public.

~~Safety.~~ The Millard Public Schools shall comply with all safety and fire regulations as well as the safety regulations of all other agencies having jurisdiction. The district will have a program of safety, including appropriate instruction for all staff, routine safety checks and adequate safety records.

~~Insurance Coverage.~~ Insurance (covering Board members and employees) will be purchased against all major exposures through the purchase but not limited to the following types of policies:

- ~~_____~~ **Type of Insurance**
- ~~_____~~ Employee benefits
- ~~_____~~ Health Insurance (Medical and Dental)
- ~~_____~~ Life Insurance
- ~~_____~~ Income Protection (Long term Disability)
- ~~_____~~ Property, casualty, fidelity, and surety
- ~~_____~~ Fire, extended coverage and vandalism coverage
- ~~_____~~ General Liability
- ~~_____~~ Automobile Liability
- ~~_____~~ Fidelity and Crime
- ~~_____~~ Catastrophe Liability
- ~~_____~~ Worker's Compensation
- ~~_____~~ Errors and Omissions

~~Insurance Program Review.~~ Each of the programs are to be reviewed at least annually. This review would include the monitoring of rates, loss experience, and coverage.


~~Insurance Program Cost.~~ At least once every three years, costs of the district's insurance coverage are analyzed as they compare to the market. The initial consideration of the insurance packages would be in the following manner;

_____ Type of Insurance	_____ Approximate Timeline*
_____ Employee benefits	
_____ Design insurance program	_____ April 1995 Jan. 1996
_____ Prepare Specifications	_____ March 1996
_____ Competitively Bid &/or Negotiated	_____ July 1996
_____ Property, casualty, fidelity, and surety	
_____ Prepare Specifications	_____ March 1997
_____ Competitively Bid	_____ July 1997
	_____ * These timelines may be advanced

~~Legal Reference:~~ Neb. Rev. Stat. §13-401; §48-101 to §48-106; §44-4301 *et seq.*

~~Rule Approved:~~ March 6, 1995 ~~_____~~ Millard Public Schools
~~_____~~ Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:	Rule 5110.1
MEETING DATE:	December 7, 2009
DEPARTMENT:	Pupil Services
TITLE AND BRIEF DESCRIPTION:	Within District Transfers
ACTION DESIRED:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> informational
BACKGROUND:	Parents who desire to have their student attend a different school (or special program) within the District other than their assigned school may request a with district transfer. Parents need to apply for a transfer at each level (elementary, middle school, and high school) if they want their student to attend a school other than their assigned school. Changes include a more detailed process including application deadlines. Adjustments are being made to address requirements found in the Learning Community Law, 79-2110.
OPTIONAL/ALTERNATIVE CONSIDERATIONS:	N/A
RECOMMENDATIONS:	Approval
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	Changes would improve the current process and make the Rule consistent with the language found in Nebraska Law 79-2110.
TIMELINE:	Immediately
PERSONS RESPONSIBLE:	Kraig J. Lofquist, Director of Pupil Services, Dr. Jim Sutfin, Executive Director, Human Resources
EXECUTIVE DIRECTOR, HUMAN RESOURCES: SUPERINTENDENT APPROVAL:	 _____

Pupil Services

K-12 Transfer of Students within the District

5110.1

- I. K-12 Within-District Transfers
 - A. A parent of a Kindergarten through twelfth grade student who is currently enrolled in the District may submit a request to have his/her student attend a different school or special program during the current or next school year. Such requests shall be made in accordance with the following procedures.
- II. Student Eligibility for Within-District Transfers
 - A. Any K-12 student whose parents reside in the District attendance area.
 - B. Any K-12 student who is currently attending the District under Option Enrollment.
 - C. Any K-12 student who has been accepted into a specific building under the Open Enrollment provision as long as the request is for the subsequent year in which enrollment was granted.
- III. Limitations and Restrictions on Student Eligibility
 - A. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the best interests of the student or the school.
 - B. The Within-District transfer policy will not apply to or alter a student's mandatory reassignment.
 - C. If the student is in a special education program, the approval recommendation of the Director of Special Education will be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.
 - D. If the student receives ELL services, the recommendation of the Superintendent or designee will be based upon the student's educational needs and the allocation of specially trained staff and personnel.
- IV. Conditions of Transfers
 - A. Student Withdrawal from Special Program: Any student approved for a within-District transfer to attend a special program in the District who subsequently withdraws from participation in such program shall have his/her within-District transfer approval revoked. Such student shall be reassigned to the school he/she would have attended if the within-District transfer had not been approved.
 - B. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school if the parents apply for a transfer even though the original school is closed to transfers for students who have not been attending that school.
 - C. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same level (elementary school, middle school, or high school) in the District.
 - D. Within-District transfers are only for the educational level (elementary school, middle school, or high school). As the student moves from elementary into middle school or from middle school into high school, another within-District transfer must be filed. If not, the student will attend their assigned school.

- E. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.
 - F. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school in order to maintain enrollment limits on an annual basis.
 - G. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.
 - H. Siblings will not be considered a factor in the approval process for within-District transfer requests.
- V. Transportation
- A. Transportation for students who transfer within the District must be provided by the student's parents or legal guardian unless as otherwise required by law.
- VI. Within-District Transfer Applications
- A. A within-District Transfer Request Form should be completed and returned to the Office of Pupil Services.
 - B. Every student who desires to attend a special program shall complete a Within-District Transfer Request Form even if he/she is in the attendance area for the building where such special program is located.
 - C. Only one Within-District Transfer Request Form may be completed at any given time for an individual student.
- VII. Determination of Schools Open to Within-District Transfers
- A. The Superintendent or designee will recommend which schools, programs, grades or classes are to be considered open to within-District transfers.
 - B. The Superintendent or designee will base recommendations on available space, curriculum, class size, personnel and staffing requirements, facility issues, the allocation of equipment and materials, and anticipated growth for the school, program, grade, or class.
 - C. The Board will approve annually any schools, programs, grades or classes that are to be open to within-district transfers.
- VIII. K-12 Within-District Transfer Requests for the Subsequent School Year
- A. Application Timeline
 - 1. Applications Open: Parents may submit applications for within-District transfers to the Office of Pupil services anytime after September 1st of the year preceding the school year in which the transfer would take effect if approved.
 - 2. Applications Deadline: The deadline for submission of applications for within-District transfers shall be February 15th of the preceding school year.
 - B. Approval Process
 - 1. Applications for within-District transfers will be approved for a specific building or program based upon the order outlined in Section VII (C) below.
 - 2. If requests for within-District transfers exceed capacity a random drawing in the order outlined in Section VII (C) below will determine which applications are approved.
 - C. Order of Approval
 - 1. School Attendance Area Students
 - a. Special Programs by Grade

2. Other District Resident Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 3. Non-Resident Open Enrollment Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 4. Non-Resident Option Enrollment Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
 5. All other Non-Resident Students
 - a. Special Programs by Grade
 - b. Regular Program by Grade
- D. Notification to Parents: The District shall notify the parents of the approval or denial of their student's requests for within-District transfer on or before March 1st of the preceding school year.
- E. Acceptance by Parents: After receiving notification of approval of a within-District transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the student on or before noon on March 10th (or noon the following Monday if March 10th is on a weekend) of the preceding school year.
- IX. K-12 Within-District Transfers for the Current School Year
- A. Parents may submit applications for within-District transfers to the Office of Pupil Services after the first day of school and prior to January 15th of the current year.
 - B. The Superintendent or designee will determine whether the transfer request will be granted or denied after considering the following factors:
 1. The reasons for the Within-District transfer request.
 2. The time of year the transfer request is made.
 3. Personnel and staffing requirements, building or program capacity, curriculum, and facility issues affecting the building to which the student wishes to transfer.
 4. The student's educational program including but not limited to course credits and graduation requirements.
 - C. The District shall notify the parents of the approval or denial of their student's requests for within-District transfers.
- X. Extenuating Circumstances. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.
- XI. Special programs shall mean the District's Core Program, Montessori Program, and International Baccalaureate Programmes.
- ~~I. Determination of Unavailability. The Superintendent or designee will determine which classes, grades, programs, or schools are to be considered unavailable for student transfers within the District after considering the following:~~
- ~~A. Available capacity (i.e., space for efficient and effective instruction based on total student enrollment).~~

- ~~B. The relative positive or negative impact that transfers would have on a class, grade, program, or student's assigned school, or the requested school, or on the classes, grades, or programs of either school.~~
 - ~~C. Prior and anticipated future enrollment levels and growth at the student's assigned school.~~
 - ~~D. Anticipated future growth of the class, grade, program, or school requested.~~
- ~~The Board will be informed annually of any classes, grades, programs, or schools that are closed to transfers.~~
- ~~H. Application/Acceptance/Rejection~~
- ~~A. Within District transfer applications for the following school year must be submitted by February 15th. Notice of acceptance or rejection of such applications shall be given to all applicants by March 1st.~~
- ~~III. Procedural Steps to Request Transfer within the District. The following are the steps to be followed when students desire a transfer within the District:~~
- ~~A. A Transfer Request form should be obtained, completed, and returned to the building principal (the forms are available in the building principal's office).~~
 - ~~B. Parents should discuss the reasons for the transfer request with the principal of their assigned school; the discussion may be in person or on the phone depending on the desire of the principal. After the discussion, the principal will forward the Transfer Request to the office of the Director of Pupil Services. The Director of Pupil Services will serve as the Superintendent's designee and will determine whether the transfer request will be granted or denied.~~
 - ~~C. When deciding upon transfer requests, the Director of Pupil Services will consider the following factors:~~
 - ~~1. The reasons for the request and the principal's recommendations resulting from the conference held with the parents.~~
 - ~~2. The number of students enrolled in the building to which the student wishes to transfer and the number of students enrolled in the student's assigned school, and whether the transfer adversely affects pre-established class size, grade size, and/or total building enrollment.~~
 - ~~3. The time of year the transfer request is made.~~
 - ~~4. If the student is in a special education program, the recommendation of the Director of Special Education may be based upon the student's individualized education program and educational needs; class size; related service needs; transportation arrangements as may be required by law; the allocation of specially trained staff and personnel; facility issues; and the allocation of equipment or materials necessary to provide an appropriate education program.~~
 - ~~5. Personnel and staffing requirements, curriculum, and facility issues affecting the building to which the student wishes to transfer.~~
 - ~~6. The student's educational program including but not limited to course credits and graduation requirements.~~
 - ~~7. The interests of the individual student based on the preceding factors.~~

~~8. The number of transfers that a student has been granted during a school year. Unless special safety, health, or program issues are involved, no student will be granted more than one transfer per school year.~~

~~9. Students will not be allowed to transfer to another school during suspension or expulsion. A student's disciplinary record will be considered and students with extensive disciplinary records will not be considered for transfer unless it is determined to be in the safety interests of the student or the school. The transfer policy will not apply to or alter a student's mandatory reassignment.~~

~~10. As a general rule, student transfers within the District shall be considered before applications for open and option enrollments when determining placements in programs, classes, grade levels or school buildings.~~

~~D. After considering the above mentioned factors, the Director of Pupil Services will make a decision and will notify the parents and the principals of the buildings involved. Parents will be notified in writing.~~

~~IV. Conditions for Transfer. The following conditions apply to all transfers within the District:~~

~~A. Students of parents who move from one school's attendance area to that of another within the District during the school year may continue attending the original school if the parents apply for a transfer even though the original school is closed to transfers for students who have not been attending that school. The application deadline in Section II above is not applicable in these circumstances.~~

~~B. Once a student is transferred to a particular school, the parents need not re-apply unless they want the student to transfer back to the student's home school or to another school at the same level (elementary school, middle school, or high school) in the District.~~

~~C. Once a transfer is approved, every effort will be made to make the transfer permanent; however, the District reserves the right to reassign transferred students back to their home school in order to maintain enrollment limits on an annual basis; and/or based on any of the factors set forth in Section III (C) above.~~

~~D. Transfer requests for siblings of students already transferred will not be automatically approved. Siblings of students who have transferred must follow the steps for requesting a transfer set forth in Sections II and III above.~~

~~E. Transportation for students who transfer within the District must be provided by the student's parents or legal guardian unless as otherwise required by law.~~

~~V. Extenuating Circumstances. The Superintendent may in his/her discretion allow students to transfer to closed schools when extenuating circumstances warrant.~~

~~VI. Definitions.~~

~~A. "Assigned school" shall mean the District school in which the student is enrolled/assigned prior to making the transfer request.~~

Related Policies and Rules: 5110

[Legal reference: Neb. Rev. Stat. §§ 79-520 and 526](#)

Rule Approved: October 5, 1992

Revised: January 8, 1996; March 17, 1997; February 16, 1998;

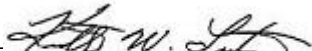
September 11, 2000; March 3, 2003; March 6, 2006; January 8, 2007; October 19, 2009; [December 7, 2009](#)

Reaffirmed: June 1, 2009

Millard Public Schools

Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM:	Rule 5110.2
MEETING DATE:	December 7, 2009
DEPARTMENT:	Pupil Services
TITLE AND BRIEF DESCRIPTION:	Pre-Kindergarten Transfer of Children within the District
ACTION DESIRED:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Informational
BACKGROUND:	This rule governs within-district transfers for students who are of pre-Kindergarten age. The rule provides a consistent process across all pre-K programs relative to within district transfers. It also establishes application dates and deadlines.
OPTIONAL/ALTERNATIVE CONSIDERATIONS:	N/A
RECOMMENDATIONS:	Approval
STRATEGIC PLAN REFERENCE:	N/A
IMPLICATIONS OF ADOPTION OR REJECTION:	Adoption will ensure a more consistent process and establish deadlines comparable to the one imposed by the Learning Community Law. It also ensures that capacity standards are met.
TIMELINE:	
PERSONS RESPONSIBLE:	Dr. Kraig J. Lofquist, Director of Pupil Services
EXECUTIVE DIRECTOR, HUMAN RESOURCES:	_____
ASSOCIATE SUPERINTENDENT, EDUCATIONAL SERVICES:	_____
SUPERINTENDENT APPROVAL:	_____  _____

Pupil Services

Pre-Kindergarten (Pre-K) Transfer of Children within the District

5110.2

- I. Pre-Kindergarten (Pre-K) Within-District Transfers
 - A. Qualified children of pre-kindergarten age residing in the District, or who have at least one parent residing in the District, may apply for participation in the District's pre-kindergarten program. Such request shall be made in accordance with Rule 5100.7.
 - B. A parent of a child who is currently enrolled in a pre-kindergarten program of the District may submit a request to have his/her child attend a different pre-kindergarten program for the next school year. Such request shall be made in accordance with the following procedures.
- II. Pre-Kindergarten (Pre-K) Within-District Transfer Requests for the Subsequent School Year
 - A. Application Timeline
 1. Applications Open: Parents may submit applications for within-District transfers to the Office of Pupil Services after September 1st of the year preceding the school year in which the enrollment is to begin.
 2. Applications Deadline: The deadline for submission of applications for pre-kindergarten within-District transfers shall be February 15th of the preceding school year.
 - B. Approval Process
 1. Applications for within-District transfers will be approved for a specific building or program based upon the order outlined in Section II(C) below.
 2. If requests for within-District transfers exceed capacity a random drawing in the order outlined in Section II(C) below will determine which applications are approved.
 - C. Order of Approval
 1. Qualified children in the school attendance area will be given first choice.
 2. Qualified children from elsewhere within the District.
 3. Other District Resident Children.
 - D. Notification to Parents: The District shall notify the parents of the approval or denial of their child's request for within-District transfer on or before March 1st of the preceding school year.

- E. Acceptance by Parents: After receiving notification of approval of a within-District transfer, the parent shall accept such transfer in writing by completing the District's enrollment process for the child on or before noon on March 10th (or noon the following Monday if March 10th is on a weekend) of the preceding school year.

III. Limitations and Restrictions on Child Eligibility

- A. Qualified resident children who are accepted into a pre-kindergarten program via the within-District transfer process will be assigned back to their home school for kindergarten. If parents of children wish to enroll in a building other than their assigned school they may apply via the District's K-12 Within-District Transfer Policy.
- B. Other District resident children who are accepted into a pre-kindergarten program via the within-District transfer process will be assigned back to their home school within the District for kindergarten.

IV. Transportation

- A. Transportation for children who transfer within the District must be provided by the child's parents or legal guardian unless as otherwise required by law.

V. Conditions of Transfers and Exceptions

- A. The District recognizes the configuration of educational groupings unique to specific pre-kindergarten programs. Such unique configurations may result in the continued participation in said program until such time as the next program grouping is encountered. The District reserves the right to make this determination annually based upon program capacity and other pertinent factors.
- B. Nebraska Department of Education Rule 11 requires Title I funded programs to include children verified as having disabilities pursuant to 92 NAC 51 and to integrate children of diverse social and economic characteristics. Children receiving special education services will be recommended for placement in pre-kindergarten programs by their IEP Teams.
- C. The Superintendent or designee may reassign a student should it be determined that circumstances justify such reassignment.
- D. Siblings will not be considered a factor in the approval process for within-District transfer requests for pre-kindergarten programs.

VI. Qualified Children and Program Qualifications

Nebraska Department of Education Rule 11 provides that grant funds shall be targeted toward serving children whose family income qualifies them for participation in the federal free or reduced lunch program; children who reside in a home where a language

other than spoken English is used as the primary means of communication; children whose parents are younger than eighteen or who have not completed high school; and children who were born prematurely or at a low birth weight as verified by a physician.

- A. Early Intervention Program: Special Education services for eligible children birth to five years old based upon evaluation of the child's skills development. Program services are provided for infants (birth through age two) and for Early Childhood Special Education children ages three to five. Peer students may be admitted based upon federal and state guidelines.
- B. Early Start Preschool: Head Start eligible children who will be entering kindergarten in the fall of the following school year, then free, then reduced priced lunch qualified students.
- C. Title I/Parent Pay Preschool: Qualified Title I children living in low income households who will be entering kindergarten in the fall of the following school year. Remaining slots are available for parent pay children subject to NDE Rule 11 provisions.
- D. Montessori Preschool/Day Care: Open to three and four year olds that have reached that age on or before October 15 of that school year. Program follows Montessori curriculum and methodologies.
- E. English Language Learners: Children whose home language is other than English and who are identified as having limited English language proficiency and will be entering kindergarten in the fall of the following school year.

Related Rules: 5110.1, 5100.7

Legal References: Neb. Rev. Stat. §§79-520, 526 and 1104

Policy Adopted: December 7, 2009

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 5100.7

MEETING DATE: December 7, 2009

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Enrollment of Children in Pre-Kindergarten (Pre-K) Programs

ACTION DESIRED: Approval Informational

BACKGROUND: This rule governs the enrollment process for pre-Kindergarten programs. The rule provides a consistent process that meets the district's neighborhood school philosophy as well as state and federal law.

OPTIONAL/ALTERNATIVE CONSIDERATIONS: N/A

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: N/A


IMPLICATIONS OF ADOPTION OR REJECTION: Adoption will ensure a consistent enrollment process for families who wish to have their children attend a Millard Public School pre-Kindergarten program.

TIMELINE: Immediate

PERSONS RESPONSIBLE: Dr. Kraig J. Lofquist, Director of Pupil Services

**EXECUTIVE DIRECTOR,
HUMAN RESOURCES:** _____

**ASSOCIATE SUPERINTENDENT,
EDUCATIONAL SERVICES:** _____

SUPERINTENDENT APPROVAL: _____  _____

Pupil Services

Enrollment of Children in Pre-Kindergarten (Pre-K) Programs

5100.7

- I. Qualified children of pre-kindergarten age residing in the District, or who have at least one parent residing in the District, may apply for participation in the District's pre-kindergarten programs. Such requests shall be made in accordance with the following procedures.
 - A. Applications Open: Parents may submit applications to the Office of Pupil Services after September 1st of the year preceding the school year in which the enrollment is to begin.
 - B. Applications Deadline: The deadline for submission of applications for pre-kindergarten enrollment shall be February 15th of the preceding school year.
 - C. Qualified children residing in the attendance area of the school building shall be given first choice into the program.
- II. In the event that the applications for a pre-kindergarten program exceed capacity, a random drawing in the order outlined in Section II(A) below will determine which applications are approved.
 - A. Order of Approval
 1. School Attendance Area Children.
 - a. Qualified children in the attendance area will be given first choice.
 - b. Qualified children from elsewhere within the District.
 2. Other District Resident Children.
 3. Non-Resident Children.
- III. Limitations and Restrictions on Student Eligibility
 - A. Qualified resident children who are accepted into a pre-kindergarten program via the within-District transfer process will be assigned back to their home school for kindergarten. If parents of children wish to enroll in a building other than their assigned school they may apply via the District's K-12 Within-District Transfer Policy.
 - B. Other District resident children who are accepted into a pre-kindergarten program via the within-District transfer process will be assigned back to their home school within the District for kindergarten.
- IV. Transportation
 - A. Transportation for children who transfer within the District must be provided by the child's parents or legal guardian unless as otherwise required by law.

V. Exceptions

- A. The District recognizes the configuration of educational groupings unique to specific pre-kindergarten programs. Such unique configurations may result in the continued participation in said program until such time as the next program grouping is encountered. The District reserves the right to make this determination annually based upon program capacity and other pertinent factors.
- B. Nebraska Department of Education Rule 11 requires Title I funded programs to include children verified as having disabilities pursuant to 92 NAC 51 and to integrate children of diverse social and economic characteristics.

VI. Children who wish to attend a different pre-kindergarten program for the next school year may apply through the District's Pre-K Within-District Transfer Policy.

VII. Qualified Children and Program Qualifications

Nebraska Department of Education Rule 11 states that grant funds shall be targeted toward serving children whose family income qualifies them for participation in the federal free or reduced lunch program; children who reside in a home where a language other than spoken English is used as the primary means of communication; children whose parents are younger than eighteen or who have not completed high school; and children who were born prematurely or at a low birth weight as verified by a physician.

- A. Early Intervention Program: Special Education services for eligible children birth to five years old based upon evaluation of the child's skills development. Program services are provided for infants (birth through age two) and for Early Childhood Special Education children ages three to five. Peer students may be admitted based upon federal and state guidelines.
- B. Early Start Preschool: Head Start eligible children who will be entering kindergarten in the fall of the following school year, then free, then reduced priced lunch qualified students.
- C. Title I/Parent Pay Preschool: Qualified Title I children living in low income households who will be entering kindergarten in the fall of the following school year. Remaining slots are available for parent pay children subject to NDE Rule 11 provisions.
- D. Montessori Preschool/Day Care: Open to three and four year olds that have reached that age on or before October 15 of that school year. Program follows Montessori curriculum and methodologies.
- E. English Language Learners: Children whose home language is other than English and who are identified as having limited English language proficiency and will be entering kindergarten in the fall of the following school year.

Related Rules: 5110.2

Legal References: Neb. Rev. Stat. §§79-520, 526 and 1104

Date of Adoption: December 7, 2009

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Rules 5400.1, 5400.2, 5400.3, and 5400.5

MEETING DATE: December 7, 2009

DEPARTMENT: Pupil Services and Educational Services

TITLE AND BRIEF DESCRIPTION:
5400.1—Student Discipline
5400.2—Discipline of Students with Disabilities
5400.3—Discipline of Students under Section 504 of the Rehabilitation Act of 1973
5400.5—Student Discipline: Academic Credit for Expelled Students and Students Suspended for Ten School Days or More Through Alternative Courses or Programs

ACTION DESIRED: Approval Informational

BACKGROUND: These Rules have been edited to support the implementation of the Ombudsman Program for expelled students, students suspended for 10 days or more, and students who have dropped out of school.

OPTIONAL/ALTERNATIVE CONSIDERATIONS: N/A

RECOMMENDATIONS: Approve Rule changes with an effective date of January 19, 2010.

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Adoption supports the intentions of the Ombudsman Program approved by the Board on October 5, 2009. The program is scheduled to open January 19, 2010.

TIMELINE:

PERSONS RESPONSIBLE: Dr. Kraig J. Lofquist, Director of Pupil Services
Dr. Mark W. Feldhausen, Assoc. Supt. of Educational Services

SUPERINTENDENT APPROVAL: _____

Pupil Services
Student Discipline

5400.1

- I. General Statement The District's disciplinary rules and procedures are designed to protect the students' constitutional and statutory rights within the context of an orderly and effective educational process. Students will be excluded from school and/or school activities when their conduct interferes with an orderly and effective educational process.
- II. Types of Exclusion and Disciplinary Action.
- A. Short-term Suspension. Exclusion from all schools in the District not to exceed five (5) school days.
- B. Emergency Exclusion. Immediate exclusion if:
1. The student has a dangerous communicable disease transmissible through normal school contacts and poses an imminent threat to the health and safety of the school community; or
 2. The student's conduct presents a clear threat to the physical safety of himself, herself, or others; or
 3. The student's conduct is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
 4. An emergency exclusion shall be based upon a clear factual situation warranting it and shall last no longer than is necessary to avoid the dangers necessitating the exclusion.
 5. Emergency Exclusion for Five (5) Days or Less. The same procedures for short-term suspension shall be used for an emergency exclusion for five (5) days or less.
 6. Emergency Exclusion for Over Five (5) Days. If the Superintendent or Superintendent's designee determines that the exclusion will extend beyond five (5) days, the following procedural provisions must be followed:
 - a. Hearing/Final Determination. A hearing will be held and a final determination made within ten (10) school days after the initial date of exclusion.
 - b. Hearing Procedures. The hearing will be conducted in compliance with the disciplinary hearing procedures which are used for long-term suspension, expulsion and reassignment.
- C. Long-term Suspension. Exclusion from all schools in the District ([except the location designated for alternative education for students suspended for ten \(10\) school days or more](#)) for more than five (5) school days but less than twenty (20) school days.
- D. Expulsion. Exclusion from all schools in the District (except the location designated for

alternative education) for a period not to exceed the remainder of the semester in which it took effect with the following exceptions:

1. If the misconduct occurred within ten (10) school days prior to the end of the first semester, the expulsion shall remain in effect through the second semester; or
2. If the misconduct occurred within ten (10) school days prior to the end of the second semester, the expulsion shall remain in effect for summer school and the first semester of the following school year subject to the annual review provision of Section IID (3) (c), below.
3. The time periods above do not apply to the following infractions which have the following periods of exclusion:
 - a. Firearms and/or Guns. Exclusion from all schools in the District for not less than one (1) year of any student who is determined to have knowingly and intentionally possessed, used, or transmitted a firearm (see Rule 5400.6 (II)(D)(1)) on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event. This subsection shall not apply to:
 - i. The issuance of firearms or the possession of firearms by members of the Reserve Officers Training Corps when training; or
 - ii. Firearms which lawfully are possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms.
 - b. Personal Injury. Students who knowingly and intentionally use force in causing or attempting to cause personal injury to a school employee, school volunteer, or student (unless caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person as hereafter provided) or the knowing and intentional possession, use, or transmission of a dangerous weapon, other than a firearm, shall be excluded for a period not to exceed the remainder of the school year in which it took effect if the misconduct occurs during the first semester. If the expulsion takes place during the second semester, the exclusion shall remain in effect for summer school and may remain in effect for the first semester of the following school year unless modified or terminated by the District at any time during the expulsion period. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this provision.
 - c. Sexual Assault. Students who sexually assault or attempt to sexually assault any person on school grounds shall be excluded for one (1) year. Students who sexually assault or attempt to sexually assault any person off school grounds may be excluded for one (1) year, provided that a complaint must have been filed by a prosecutor in a court of competent jurisdiction alleging

that the student has sexually assaulted or attempted to sexually assault any person off school grounds not at a school function, activity, or event, and the student's presence at school has a direct and immediate effect on maintaining discipline, order, or safety in the school. Sexual assault shall mean sexual assault in the first degree as defined in Neb. Rev. Stat. § 28-319, sexual assault in the second degree as defined in Neb. Rev. Stat. § 28-320, sexual assault of a child in the second or third degree as defined in Neb. Rev. Stat. § 28-320.1, or sexual assault of a child in the first degree as defined in Neb. Rev. Stat. § 28-319.01, as such statutes now provide or may hereafter be amended. Neb. Rev. Stat. § 79-267(9).

- d. Annual Review. Any expulsion that will remain in effect during the first semester of the following school year shall be automatically scheduled for review before the beginning of the school year. The review shall be conducted by a Hearing Examiner after the Hearing Examiner has given notice of the review to the student and to the student's parents or guardian. The review shall be limited to newly discovered evidence or evidence of changes in the student's circumstances occurring since the original hearing. This review may lead to the Hearing Examiner's recommendation that the student be re-admitted for the upcoming school year. If the Board (or Board Committee) took the final action to expel the student, the student may be re-admitted only by Board action. Otherwise, the student may be re-admitted by the Superintendent.
 - E. Mandatory Reassignment. Involuntary transfer to another school in the District in connection with any disciplinary action.
 - F. Exclusion from School Grounds and Activities. During any time period that a student is excluded from school due to short-term suspension, long-term suspension, expulsion, or emergency exclusion, the student will be prohibited from being on school grounds (except the location designated for alternative education) and from participating in any District-sponsored extracurricular activities and from attending any extracurricular activities which take place on District property.
 - G. Other Disciplinary Action. Administrative and teaching personnel may take actions regarding student behavior which are reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process. Such actions may include, but need not be limited to, counseling of students, parent conferences, rearrangement of schedules, requirements that a student remain in school after regular hours to do additional work, restriction of extracurricular activity, or requirements that a student receive counseling, psychological evaluation, or psychiatric evaluation upon the written consent of a parent or guardian to such counseling or evaluation.
- III. Standards for Student Conduct (Rule 5400.6). In conjunction with the Student Discipline Act, the District shall adopt Standards for Student Conduct contained in Rule 5400.6 that will set forth student misconduct and the maximum sanction that the District shall impose. Rule 5400.6 shall be reviewed annually by the Board, and shall be distributed to students at the beginning of the school year or, in the case of student transfers, upon enrollment in the District.
- IV. Effective Date of Exclusion. When a notice of intent to discipline a student by long-term suspension,

expulsion, or mandatory reassignment is filed with the Superintendent, the student may be suspended by the principal until:

- A. If no hearing is requested, the date the disciplinary action takes effect; or
 - B. If a hearing is requested, the date the Hearing Examiner makes the report of his/her findings and a recommendation of the action to be taken to the Superintendent, if the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an educational function or school purpose, or a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- VI. Procedures for Exclusion. The District will adhere to the procedural requirements of federal and state law for the exclusion of students from school and school activities.
- VII. Hearings. In cases involving emergency exclusion for more than five (5) school days, long-term suspension, expulsion, and mandatory reassignment, the student will have the right to a hearing to contest the exclusion. A Request for Hearing form will be provided to the student and the student's parents or guardian along with a description of the hearing procedures provided by the Student Discipline Act along with the procedures for appealing any decision rendered at the hearing.
- VIII. Formal Hearings and Appeal. If a principal makes a decision to discipline a student by long-term suspension, expulsion, or mandatory reassignment, the following procedures shall be followed:
- A. Written Charge and Summary of Evidence.
 - 1. On the date of the decision, a written charge and a summary of the evidence supporting such charge shall be filed with the Superintendent or designee.
 - 2. The principal shall, within two (2) school days of the decision, send written notice by registered or certified mail to the student and his or her parent or guardian informing them of the rights established under the Student Discipline Act.
 - B. Written Notice. Written notice must include the violation and summary of evidence; the recommended penalty; the right to a hearing; the hearing procedure; and a statement that the principal, legal counsel for the school, the student, the student's parent or the student's representative or guardian shall have a right to examine the student's academic and disciplinary records and any affidavits to be used at the hearing, plus the right to know the identity of the witnesses to appear at the hearing and the substance of their testimony. A form on which the student, the student's parent, or the student's guardian may request a hearing must accompany the written notice.
 - C. Suspension until Hearing. When a notice of intent to discipline a student by long-term suspension, expulsion, or mandatory reassignment is filed with the Superintendent or designee, the student may be suspended by the principal until:
 - 1. The date the disciplinary action takes effect if no hearing is requested;
 - 2. If a hearing is requested, the date the hearing examiner makes the report of his/her findings and a recommendation of the action to be taken to the Superintendent or designee; or

3. If the principal determines that the student must be suspended immediately to prevent or substantially reduce the risk of interference with an education function or school purpose or a personal injury to the student himself or herself, other students, school employees, or school volunteers.
- D. Procedures if a Hearing is not Requested. If a hearing is not requested by the student or the student's parent or guardian within five (5) school days following receipt of written notice, the punishment recommended in the charge by the principal or his/her designee will automatically go into effect upon the fifth (5th) school day following receipt of the written notice by the student or his/her parent or guardian.
- E. Procedures if a Hearing is Requested.
1. Request for Hearing. A hearing must be requested within five (5) school days after receipt of the written notice.
 - a. Request of Hearing Beyond Five Days. If a hearing is requested more than five (5) school days but not more than thirty (30) calendar days following the actual receipt of the written notice, the hearing shall be held but the imposed punishment shall continue in effect pending final determination.
 2. Appointment of Hearing Examiner. If a hearing is requested the Superintendent shall appoint a hearing examiner. The hearing examiner can be any person designated by the Superintendent or designee if such person has not brought the charges against the student, is not a witness at the hearing, and has no involvement in the charge.
 3. Notice of Time and Place for Hearing. Within two (2) school days after being appointed, the hearing examiner shall give written notice to the principal, the student, and the student's parent or guardian of the time and place for the hearing.
 - a. The hearing shall be scheduled within a period of five (5) school days after it is requested, but such time may be changed by the hearing examiner for good cause.
 - b. No hearing shall be held upon less than two (2) school days actual notice to the principal, the student, and the student's parent or guardian, except with the consent of all the parties.
 4. Right to Examine Records and Statements. The principal or legal counsel for the District, the student, and student's parent or guardian, or representative, shall have the right to examine the records and written statements referred to Section VII (B) of this Rule, and the statement of any witness in the possession of the principal at a reasonable time prior to the hearing.
- F. Hearing Procedures.
1. Required Attendance at Hearing. The hearing examiner, student, student's parent or guardian, the student's representative, if any, and legal counsel for the principal or District, if any, shall attend the hearing.

2. Witnesses. When present, witnesses shall be present only when they are giving information at the hearing. The student, the student's parent, guardian, or representative, the principal, or the hearing examiner may ask witnesses to testify at the hearing. Such testimony shall be under oath, and the hearing examiner shall be authorized to administer the oath. The hearing examiner shall make reasonable effort to assist the student or the student's parent, guardian, or representative in obtaining the attendance of the witnesses.
 - a. Cross-examination. The student, the student's parent, guardian, or representative, the principal, the principal's or the District's legal counsel, and the hearing examiner shall have the right to question any witness giving information at the hearing.
 - b. Immunity. Any person giving evidence by written statement or in person at a hearing shall be given the same immunity from liability as a person testifying in a court case.
3. Student Testimony. The student may speak in his or her own defense and may be questioned on his or her testimony, but he or she may choose not to testify and, in such case, shall not be threatened with punishment nor be later punished for refusal to testify.
4. Individuals may be Excluded from the Hearing. The student may be excluded from the hearing in the discretion of the hearing examiner at times when the student's psychological evaluation or emotional problems are being discussed. The hearing examiner may exclude anyone from the hearing when his or her actions substantially disrupt an orderly hearing.
5. Evidence on the Student's Conduct and Records. The principal may present to the hearing examiner statements, in affidavit form, of any person having information about the student's conduct and the student's records, provided that such statements and records have been made available to the student or the student's parent, guardian, or representative prior to the hearing. The information contained in such records shall be explained and interpreted, prior to or at the hearing, to the student, parent or guardian, or representative, upon request, by appropriate District personnel.
6. Rules of Evidence. In conducting the hearing, the hearing examiner shall not be bound by the rules of evidence or any other rule of courtroom procedure.
7. Proceedings Recorded. The proceedings of the hearing shall be recorded at the expense of the District.
8. Joint Hearings. A joint hearing may be conducted when more than one (1) student is charged with violating the same rule and acted in concert, and the facts are substantially the same for all such students.
 - a. Discretion of Hearing Examiner. A joint hearing may be conducted if the hearing examiner believes that a joint hearing is not likely to result in confusion and no student shall have his or her interests substantially

prejudiced by a single hearing.

- b. Order for Separate Hearing. If during the conduct of the hearing the hearing examiner finds that a student's interests will be substantially prejudiced by a joint hearing or that the hearing is resulting in confusion, the hearing examiner may order a separate hearing for any student.
- G. Post Hearing Report. After the hearing, a report shall be made by the hearing examiner to the Superintendent or designee. The report shall contain the hearing examiner's findings and recommendation of the action to be taken, and the report shall explain in terms of the needs of both the student and the District, the reasons for the particular action recommended.
1. Range of Recommendations. The recommendation by the hearing examiner may range from no action, through the entire field of counseling, to long-term suspension, expulsion, mandatory reassignment, or an alternative education placement.
 2. Review by Superintendent or Designee. A review of the hearing examiner's report shall be made by the Superintendent or designee. The Superintendent or designee may change, revoke, or impose the sanction recommended by the hearing examiner but shall not impose a sanction more severe than that recommended by the hearing examiner.
 3. Decisions Based on Evidence. The findings and recommendations of the hearing examiner, the determination by the Superintendent, and any determination on appeal to the Board, shall be made solely on the basis of the evidence presented at the hearing or, in addition, on any evidence presented on appeal.
- H. Final Disposition. Written notice of the findings and recommendations of the hearing examiner and the determination of the Superintendent or designee shall be made by certified or registered mail or by personal delivery to the student or the student's parent or guardian. Upon receipt of such written notice by the student, parent, or guardian, the determination of the Superintendent or designee shall take immediate effect.
- IX. Request for Appeal to the Board. The student or the student's parent or guardian may, within seven (7) school days following receipt of the Superintendent's written notice of the determination, appeal the determination to the Board by a written request which shall be filed with the secretary of the Board or with the Superintendent.
- A. Appeal Hearing.
 1. When. A hearing shall be held before the Board within a period of ten (10) school days after it is requested, and such time for a hearing may be changed by mutual agreement of the student and Superintendent.
 2. Deliberating Body. The hearing may be held before a committee of the Board of not less than three (3) members.
 3. Admissible Evidence. Such appeal shall be made on the record, except that new evidence may be admitted to avoid a substantial threat of unfairness and such new evidence shall be recorded at the expense of the District.

4. Deliberation. After examining the record and taking new evidence, if any, the Board or designated committee may withdraw to deliberate privately upon such record and new evidence.
 - a. Limitations. Any such deliberation shall be held in the presence only of Board members in attendance at the appeal proceeding but may be held in the presence of legal counsel who has not previously acted as the designee of the principal in presenting the school's case before the hearing examiner.
 - b. Questions during Deliberation. If any questions arise during such deliberations which require additional evidence, the deliberating body may reopen the hearing to receive such evidence, subject to the right of all parties to be present.
 5. Action on Appeal. The deliberating body may alter the Superintendent's disposition of the case if it finds the decision to be too severe but may not impose a more severe sanction.
 6. Dispatch of Final Action. The final action of the deliberating body shall be evidenced by personally delivering or mailing by certified mail a copy of the deliberating body's decision to the student and his or her parent or guardian.
- B. Judicial Review. Any person aggrieved by a final decision in a contested case under this Rule, whether such decision is affirmative or negative in form, shall be entitled to judicial review. Nothing in the Rule shall be deemed to prevent resort to other means of review, redress, or relief provided by law.
- X. Settlement. Nothing in this Rule shall preclude the student, the student's parents, guardian, or representative from discussing and settling disciplinary proceedings with appropriate school personnel prior to the hearing stage.
- XI. Reporting of Criminal Acts to Law Enforcement Agencies. The school principal or principal's designee shall notify as soon as possible the appropriate law enforcement authorities of any student act which the principal or principal's designee knows or suspects is in violation of the Nebraska Criminal Code.
- XII. Annual Report to State Department of Education. The Superintendent or Superintendent's designee shall annually provide to the State Department of Education:
- A. An assurance that the District has in effect the expulsion policy for bringing a firearm to school required by state and federal law; and
 - B. A description of the circumstances surrounding any expulsions imposed under this Rule, including: the name of the school concerned; the number of students expelled from such school; and the types of weapons concerned.

Legal Reference: 20 U.S.C. § 5812 (7); 20 U.S.C. § 5961 *et seq.*; Neb. Rev. Stat. § 28-1204.04; Neb. Rev. Stat. § 79-254 *et seq.*; Title 92, Nebraska Administrative Code, Chapter 17-004.

Related Policies & Rules: 5300.1, 5300.2, 5400.2, 5400.3, 5400.4, 5400.5, 5400.6, 5410.1, 5420.1

Rule Approved: June 3, 1996

Revised: June 1, 1998; September 25, 2000; March 15, 2004; May 18, 2009

Millard Public Schools
Omaha, Nebraska

Pupil Services
Discipline of Students with Disabilities

5400.2

- I. General Statement. The suspension and expulsion of students with disabilities for disciplinary purposes shall be in accordance with District procedures and state and federal law.
- II. Students with Disabilities.
 - A. Students with disabilities are those students who have been verified by a multidisciplinary team as having autism, behavior disorders, deaf-blindness, developmental delay, hearing impairments (including deafness), mental handicaps, multiple impairments, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury, or visual impairments (including blindness), and who because of these impairments need special education and related services.
 - B. Students who have not been determined to be eligible for special education and related services and who have engaged in behavior that violates any rule or code of conduct of the District, may, as hereinafter provided in Section VI of this Rule, assert any of the protections provided for students with disabilities under Section III of this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
- III. Suspension, Expulsion and Emergency Exclusion Of Students With Disabilities.
 - A. Suspension For Ten (10) Days Or Less. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for (10) consecutive school days or less, and even if the student's misconduct is a manifestation of the student's disability.
 1. Services shall not be provided to a student with a disability who has been suspended for ten (10) school days or less in the school year if services are not provided to a student without disabilities who has been similarly suspended.
 2. A suspension of five (5) school days or less shall follow the procedures for a short term suspension set forth in District Rule 5400.1. A suspension of more than five (5) school days, but for not more than ten (10) school days, shall follow the procedures for a long term suspension set forth in District Rule 5400.1.
 - B. Additional Suspensions For Ten (10) Days Or Less. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be subjected to additional suspensions for ten (10) consecutive school days or less in the same school year for separate incidents of misconduct, and even if the student's misconduct is a manifestation of the student's disability, just as long as the suspensions do not constitute a pattern of suspensions.
 1. Suspensions may constitute a pattern of suspensions if a student is subjected to a series of suspensions that cumulate to more than ten (10) school days in a school year, the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in a series of suspensions, and because of factors

such as the length of each suspension, the total amount of time the student is suspended, and the proximity of the suspensions to each other.

2. The student's IEP Team shall determine whether a pattern of suspensions exists.
 3. If the IEP Team determines that a pattern of suspensions does not exist, then the student may be subjected to additional suspensions.
 4. If the IEP Team determines that a pattern of suspensions does exist, then the student may not be subjected to additional suspensions unless:
 - a. The student's IEP Team determines for each additional suspension that the student's misconduct was not a manifestation of the student's disability; and
 - b. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
 - c. If the student's IEP Team determines for any additional suspension that the student's misconduct was a manifestation of the student's disability, then the student cannot be subjected to the additional suspension.
 5. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the District shall provide special education services during any subsequent suspensions to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004. [Alternative schools, classes or programs pursuant to District Rule 5400.5 shall also be available to students with disabilities who are expelled or suspended for ten \(10\) school days or more.](#)
 6. After a student with a disability has been suspended for more than ten (10) school days in the same school year, then the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- C. Suspension For More Than Ten (10) Days. To the extent that suspension would be applied to a student without disabilities, a student with disabilities may be suspended for more than ten (10) school days and for less than twenty (20) school days, but only if:
1. The student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;
 2. The procedures for a long term suspension set forth in District Rule 5400.1 are complied with; and
 3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
 4. If the student's IEP Team determines that the student's misconduct was a manifestation of the student's disability, then the student cannot be suspended for more than ten (10) school days.

5. The District shall provide special education services during a suspension for more than ten (10) school days to the extent required Title 92, Nebraska Administrative Code, Chapter 51-004. [Alternative schools, classes or programs pursuant to District Rule 5400.5 shall also be available to students with disabilities who are expelled or suspended for ten \(10\) school days or more.](#)
 6. Either before or not later than ten (10) school days after implementing a suspension for more than ten (10) school days, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- D. Expulsion. To the extent that expulsion would be applied to a student without disabilities, a student with disabilities may be expelled, but only if:
1. The student's IEP Team determines that the student's misconduct was not a manifestation of the student's disability;
 2. The procedures for an expulsion set forth in District Rule 5400.1 are complied with; and
 3. The procedures for a change in placement set forth in Section III (F) hereinafter are complied with.
 4. The District shall provide special education services during the expulsion to the extent required by Title 92, Nebraska Administrative Code, Chapter 51-004. Alternative schools, classes, or programs pursuant to District Rule ~~5400.6~~ [5400.5](#) shall also be available to students with disabilities who are expelled.
 5. Either before or not later than ten (10) school days after implementing an expulsion, the procedures in Section IV (D) hereinafter regarding a functional behavioral assessment and intervention plan shall be followed.
- E. Emergency Exclusion. A student with disabilities may be subject to emergency exclusion for the reasons and pursuant to the procedures set forth in District Rule 5400.1
- F. Change Of Placement Procedures. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspension is determined to exist in accordance with Section III (B) (4) above, then the procedures required for a change in placement must be complied with before the suspension or expulsion, including:
1. Written notification to the parents, in accordance with Title 92, Nebraska Administrative Code, Chapter 51-009.05C, of the intended suspension or expulsion; and
 2. Providing the parents with a copy of the District's Parental Rights In Special Education booklet.
- IV. Placement in Alternative Educational Settings for Disciplinary Reasons.
- A. The District may order a change in the placement of a student with a disability:

1. To an appropriate interim alternative educational setting or another setting for not more than ten (10) school days, to the extent such alternatives would be applied to students without disabilities; or
 2. To an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but not for more than forty-five (45) days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if:
 - a. The student carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of a State or local educational agency;
 - b. The student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the State or a local educational agency; or
 - c. The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or local educational agency.
- B. The interim alternative educational setting shall be determined by the student's IEP Team.
- C. Any interim alternative educational setting in which a student is placed shall:
1. Be selected so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and
 2. Include services and modifications designed to address the behavior so that it does not recur.
- D. Either before or not later than ten (10) school days after taking a disciplinary action described in Sections III (B), III (C), III (D), or IV (A) (2):
1. If the District did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the disciplinary action, the District shall convene an IEP Team meeting to conduct a functional behavioral assessment and implement a behavioral intervention plan to address that behavior, or
 2. If the student already has a behavioral intervention plan, then the IEP Team shall review the plan and modify it, as necessary, to address the behavior.
 3. If a student with a disability is suspended for ten (10) school days or less in a given school year and no further suspension or disciplinary action is contemplated, then the functional behavioral assessment need not be conducted.

V. Manifestation Determination Process.

- A. Manifestation Determination Review. If a student with a disability is to be suspended for more than ten (10) school days in accordance with Section III (C) above, or is to be expelled in accordance with Section III (D) above, or a pattern of suspensions is determined to exist in accordance with Section III (B) (4) above, then not later than the date on which the decision to take such disciplinary action is made, the parents shall be notified of such disciplinary decision and of all procedural safeguards, and immediately if possible, but in no case later than ten (10) school days after the date on which the decision to take disciplinary action is made, a review shall be conducted of the relationship between the student's disability and the behavior which is subject to the disciplinary action.
1. The manifestation determination review shall be conducted by the District, parent, and relevant members of the student's IEP Team (as determined by the parent and the District), and shall consist of a review of all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parent to determine:
 - a. If the conduct in question was caused by or had a direct and substantial relationship to the student's disability; or
 - b. If the conduct in question was the direct result of the District's failure to implement the student's IEP.
 2. If it is determined that either Section V(A)(1)(a) or (b) is applicable, then the conduct shall be determined to be a manifestation of the student's disability and the IEP Team must:
 - a. Either conduct a functional behavioral assessment and implement a behavioral intervention plan or, if such a plan already exists, review and modify it as necessary so as to address the behavior; and
 - b. Except as provided in Section IV (A)(2) above, return the student to the placement from which the student was removed, unless the parent and district agree to a change of placement as part of a modification of the behavioral intervention plan.
 3. Determination That Behavior Was Not A Manifestation Of Disability.
 - a. If as a result of the manifestation determination review, the behavior of the student with a disability was not a manifestation of the student's disability, then the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities, except that a free appropriate public education must be available.
 - b. If the District initiates disciplinary procedures applicable to all students, then the District shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

- c. If a parent requests a hearing to challenge the manifestation determination that the behavior of the student was not a manifestation of the student's disability, the stay-put provision of Title 92, Nebraska Administrative Code, Chapter 55 applies.
 - B. Parent Appeal. If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement, the parent may request a due process hearing under Title 92, Nebraska Administrative Code, Chapter 55.
 - C. Manifestation Determination Review Not Required. If the student with disabilities is suspended for ten (10) school days or less in a given school year and no further disciplinary action is contemplated, then a manifestation determination review need not be conducted.
- VI. Protections For Students Not Yet Eligible For Special Education And Related Services.
- A. A student who has not yet been determined to be eligible for special education and related services and who has engaged in behavior that violated any rule or code of conduct of the District, may assert any of the protections provided for students with disabilities in this Rule, if the District had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.
 - B. The District shall be deemed to have knowledge that a student is a student with a disability if:
 - 1. The parent of the student has expressed concern in writing to supervisory or administrative personnel of the District, or to a teacher of the student, that the student is in need of special education and related services;
 - 2. The parent of the student has requested an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006.02B; or
 - 3. The teacher of the student, or other personnel of the District, have expressed specific concerns about a pattern of behavior demonstrated by the student directly to the District's Director of Special Education or to other supervisory personnel of the District.
 - C. The District will not be deemed to have knowledge that a student is a student with a disability if,
 - 1. The student has been evaluated pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006 and was determined not to be a student with a disability under Title 92, Nebraska Administrative Code, Chapter 51; or
 - 2. The parent of the student has not allowed an evaluation of the student pursuant to Title 92, Nebraska Administrative Code, Chapter 51-006, or the parent has refused services under Title 92, Nebraska Administrative Code, Chapter 51.
 - D. If the District does not have knowledge that a student is a student with a disability prior to taking disciplinary measures against the student, then the student may be subjected to

the same disciplinary measures applied to students without disabilities who engage in comparable behaviors, subject to the following:

1. If a request is made for an evaluation of a student during the time period during which the student is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
2. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
3. If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parents, the District shall provide special education and related services in accordance with the provisions of Title 92, Nebraska Administrative Code, Chapter 51. [Alternative schools, classes or programs pursuant to District Rule 5400.5 shall also be available to students with disabilities who are expelled or suspended for ten \(10\) school days or more.](#)

Related Policies & Rules: 5400, 5400.1, 5400.3, 5400.4, 5400.5, 5400.6

Legal Reference: Individuals with Disabilities Education Act, 42 U.S.C. § 1400 *et seq.*
 34 C.F.R. § 300.1 *et seq.*
 Neb. Rev. Stat. § 79-1110 *et seq.*
 Title 92, Nebraska Administrative Code, Chapter 51
 Title 92, Nebraska Administrative Code, Chapter 55

Rule Approved:

Revised: June 15, 1998; September 25, 2000; August 7, 2006; June 1, 2009

Millard Public Schools
 Omaha, Nebraska

Pupil Services**5400.3****Discipline of Students under Section 504 of the Rehabilitation Act of 1973**

- I. General Statement. Suspension and expulsion of eligible disabled students under Section 504 of the Rehabilitation Act of 1973 shall comply with District procedures and federal and state statutes, regulations, and rules.

- II. Eligible Disabled Students.
 - A. Eligible disabled students defined. An eligible disabled student is any student between the ages of five (5) and twenty-one (21) who has not graduated, and who has a physical or mental impairment which substantially limits one or more major life activities, or has a record of such an impairment, or is regarded as having such an impairment.

 - B. Physical or mental impairment defined. Physical or mental impairment means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

 - C. Substantially limits defined. Substantially limits is not defined by Section 504 nor Title II and is subject to interpretation on a case-by-case basis. Title II provides three factors which characterize the term "substantially limits": the nature and severity, the duration or expected duration, and the permanent or long-term impact of the impairment.

 - D. Major life activities defined. Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

 - E. Has a record of such impairment defined. Has a record of such an impairment means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.

 - F. Regarded as having an impairment defined. Regarded as having an impairment means has a physical or mental impairment that does not substantially limit major life activities but that is treated by the District as constituting such a limitation; has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or has none of the impairments defined in paragraph B above but is treated by the District as having such an impairment.

- III. Expulsion.
 - A. Expulsion defined. For the purposes of this Rule, any exclusion from school for more than ten (10) school days at one time shall be deemed an expulsion from school and a significant change in placement.

 - B. Section 504 Committee manifestation determination. Before a disabled student is expelled from school, the student's 504 Committee will convene to determine whether the student's misconduct was a manifestation of the student's disability.

- C. Manifestation determination. In carrying out a manifestation determination, the 504 Committee may determine that the misconduct of the student was not a manifestation of the student's disability only if:
1. The 504 Committee first considers, in terms of the misconduct which is the subject of the disciplinary action, all relevant information in the student's file, any teacher observations, any relevant information supplied by the parents of the student, and the student's Individual Accommodation Plan (IAP) and placement.
 2. The 504 Committee then determines if the conduct in question was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the student's IAP.
 3. If the 504 Committee determines that any of the standards in the immediately preceding paragraph C (2) were not met, then the misconduct must be considered a manifestation of the student's disability.
- D. Behavior not a manifestation of the disability. If the 504 Committee determines that the misconduct is not a manifestation of the student's disability, then the student may be excluded from school pursuant to the procedures set forth herein and in District Rule 5400.1. If a student is excluded pursuant to District Rule 5400.1, then the student shall be eligible for academic credit upon successful participation in and completion of alternative school, classes, or programs pursuant to District Rule 5400.6. When a student so participates in alternative school, classes, or programs pursuant to District Rule 5114.6, the student's 504 Committee shall convene to consider appropriate changes to the student's IAP.
- E. Behavior which is a manifestation of the disability. If the 504 Committee determines that the misconduct is a manifestation of the student's disability, then the student may not be excluded for more than ten (10) school days. The 504 Committee will determine whether the student's current educational placement and related aids and services contained in the student's current IAP are appropriate. If deemed inappropriate, then changes to the IAP will be considered by the 504 Committee.
- F. Expulsion procedures. When a disabled student is excluded from school for more than ten (10) school days, the student and the student's parent are entitled to Section 504's procedural rights including an opportunity for the examination of records, an impartial hearing (with participation of parents and opportunity for counsel), and review by an independent reviewer. In those cases where parents disagree with the manifestation determination, or with the subsequent placement and related aids and services decisions (in those cases where the misconduct is determined to be a manifestation of the disability), they may then request an informal conference or due process hearing as set forth in Sections VII through X below.
- G. Alternative Education Program. Expelled disabled students will have available alternative education pursuant to District Rule 5400.5

IV. Drugs and Alcohol.

The District shall take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against any student who is an individual with a disability and who currently is engaging in the illegal use or possession of drugs or in the use or possession of alcohol, to the same extent that such disciplinary action is taken against students who are not individuals with disabilities. The procedural

safeguards provided in 34 C.F.R. § 104.36 and in Section III (F) above and Sections VII through XI below, shall not apply to such disciplinary actions.

V. Suspension.

- A. Behavior which is a manifestation of the disability. A student may be suspended from school for ten (10) school days or less, even if the student's misconduct is a manifestation of the student's disability.
- B. Suspension not a change in placement. A suspension of ten (10) school days or less at one time does not constitute a change of placement; however, if a student is suspended for more than ten (10) cumulative school days during the school year, then the 504 Committee shall convene for each subsequent suspension to review and determine the appropriateness of the student's IAP.
- C. Suspension conditions and procedures. A suspension of five (5) school days or less shall follow the conditions and procedures for a short-term suspension set forth in District Rule 5400.1. A suspension of more than five (5) school days, but not more than ten (10) school days, shall follow the conditions and procedures for a long-term suspension set forth in District Rule 5400.1.

VI. Emergency Exclusion.

A disabled student may be subject to emergency exclusion for the reasons and pursuant to the procedures set forth in District Rule 5400.1.

VII. Informal Conference.

Parents and students of majority age may file with the school principal a written request for an informal conference to discuss suspension, expulsion, or the manifestation determination. Within ten (10) school days of the receipt of the request, the principal will convene an informal conference team consisting of the parents, school administrators, and the student's 504 Committee to attempt to resolve any disagreements.

VIII. Preliminary Procedures for Formal Hearings.

- A. The following rules apply for formal hearings:
 - 1. The student's parents must file a written request with the District's Director of Pupil Services for a formal due process hearing with respect to the suspension or expulsion of their child, or the manifestation determination. The written request must include an explanation of the parents' concern related to the suspension, expulsion, or manifestation determination.
 - 2. If a formal hearing is requested, the Director of Pupil Services will appoint an impartial hearing officer. The hearing officer shall not be a witness at the hearing, must have no involvement in the case, must not be a District employee, and must be available to answer any questions relative to the hearing. The District, however, may pay the hearing officer as an independent contractor.
 - 3. The hearing must be held within twenty (20) school days after a parent's initial request for a hearing, but cannot be held without providing the principal and the

student's parents at least five (5) school days prior notice.

4. The student's parents or representative shall have the right to examine the records and written statements (including the statements of any witnesses for the District) at a reasonable time prior to the hearing.
5. The hearing officer will also be available preceding the hearing to answer questions concerning the nature and conduct of the hearing.

IX. The following rules apply when a formal hearing is conducted:

- A. The following shall attend the hearing; the hearing officer; the principal (or designee); the student's parents; and the student's representative (if any). The principal and Board may also have counsel present.
- B. Witnesses may be present only when giving information at the hearing.
- C. The hearing shall be closed to the public. The decision shall be treated as a record of the student, and will not be made available to the public.
- D. The student may be present if requested by the parents; however, the hearing officer may exclude the student at times when the student's psychological evaluation or emotional problems are being discussed.
- E. The principal shall present statements, in affidavit form, to the hearing officer of anyone having information pertinent to the case only if the affidavits have been made available to the student's parents or representative prior to the hearing.
- F. The hearing officer is not bound by the rules of evidence or other rules of courtroom procedure.
- G. The following persons may ask persons to testify at the hearing: the student; the student's parents or representative; the principal (or designee); and the hearing officer.
- H. The persons listed in the preceding paragraph shall have the right to question any witness giving information at the hearing.
- I. The testimony shall be under oath and the hearing officer shall administer the oath.
- J. Any person giving testimony is given the same immunity from liability as a person testifying in a court case.
- K. The hearing shall be recorded at District expense.

X. Decision of the Hearing Officer.

- A. The decision of the hearing officer shall conform with the following:
 1. It shall be issued within ten (10) school days after the hearing. It will contain findings of fact, a decision of the action(s) to be taken, and the reasons therefore. The decision will be based solely upon the evidence presented at the hearing.
 2. Written notice of the decision of the hearing officer shall be sent by the Director of Pupil Services, by registered or certified mail, or by personal delivery, to the

student's parents.

- B. Upon receipt of the written notice, the hearing officer's decision shall take effect.

XI. Review Procedure.

- A. Either the complainant or the school may appeal the decision of the hearing officer to an independent reviewer appointed by the Director of Pupil Services. The independent reviewer must not be a witness at the hearing, must have no involvement in the case, and must be available to answer any questions relative to the hearing. The independent reviewer cannot be an employee of, or under contract with the District. Payment to the independent reviewer for his/her services does not make the reviewer an employee of, or under contract with the District.
- B. A written request for appeal must be filed with the Director of Pupil Services within five (5) days of the receipt of the written notice of the decision of the hearing officer. A request for appeal must be based on an alleged error of fact or law, and the written request must explain the reasons for the appeal and the alleged error of fact or law.
- C. The non-appealing party may file a written response with the independent reviewer within five (5) school days of that party's receipt of the written request for appeal.
- D. The independent reviewer shall hold a hearing within twenty (20) school days of the filing of the written request for appeal, but such hearing cannot be held without providing all parties with at least five (5) school days notice. The proceedings of the hearing shall be limited to the presentation of oral arguments regarding the alleged errors of fact or law. The independent reviewer is not bound by the rules of evidence or other rules of courtroom procedure.
- E. The independent reviewer will complete the review and issue a written decision within ten (10) school days of the hearing. The independent reviewer has the authority to revise the findings and decision of the hearing officer and the decision of the independent reviewer will be final.

Related Policies & Rules: 5400, 5400.1, 5400.2, 5400.4, 5400.5, 5400.6

Legal Reference: Section 504 of the Rehabilitation Act of 1973
 34 C.F.R. § 104.1 through 104.10
 34 C.F.R. § 104.31 through 104.39

Rule Approved: December 6, 1993

Rule Revised: June 15, 1998; September 25, 2000; August 7, 2006

Millard Public Schools
 Omaha, NE

Pupil Services

Student Discipline: Academic Credit for Expelled Students

5400.5

**and Students Suspended for Ten School Days or More
Through Alternative Courses or Programs**

- I. ~~General Statement.~~ Expelled Students. Students expelled from the District will be eligible for academic credit upon successful participation in and completion of approved alternative courses, or programs.
- ~~H.~~ A. ~~Notice of~~ Alternative School, Classes, or Programs Available to Expelled Students.
- ~~A.~~ 1. Notice. All students expelled from the District will be advised in writing of the availability of alternative courses or programs.
- ~~B.~~ 2. Alternative Education. The alternative education available to District students who are expelled will consist of the following:
- ~~1.~~ a. High School: Expelled students will be assigned to a District approved program that provides approved courses of study designed to support their academic needs. ~~Approved courses of study will be provided by the District. Courses of study selected by the student or student's parents or guardians must be approved by the principal or the principal's designee. The selected course must count towards the District's academic credits; the principal or principal's designee will determine whether the course counts towards the District's academic credits. Courses will be proctored one (1) session per week at the Millard Learning Center.~~
- ~~2.~~ b. Middle School: Expelled students will be assigned to a District approved program that provides approved courses of study designed to support their academic needs. ~~Approved courses of study will be provided by the District. Courses of study selected by the student or student's parents or guardians must be approved by the principal or the principal's designee. The selected course must count towards the District's academic credits; the principal or principal's designee will determine whether the course counts towards the District's academic credits. Courses will be proctored one (1) session per week at the Millard Learning Center.~~
- ~~3.~~ c. Elementary School: A program consisting of materials in reading, math, and writing will be provided by the student's elementary school. A tutor will be provided by the District one (1) day per week at the student's home or another agreed upon location to proctor the course. The principal or principal's designee must approve the learning program prescribed for the student.
- ~~C.~~ 3. The District reserves the right to change or modify the alternative education set forth above at any time without advance notice other than to advise expelled District students in writing of the changed or modified alternative education available to them. At the conclusion of the expulsion period, ~~the District will reinstate~~ any student who has satisfactorily participated in the alternative education program will be given full academic credit for the school work, classes, or programs completed. Those students who fail to satisfactorily complete the alternative education program will not be given any academic credit for the alternative school attended.

- ~~D.~~ 4. Refusal to Participate. If a parent or guardian refuses to permit an expelled student to participate in an alternative school, class, or program, the District will have no further obligation to the student, parent, or guardian with regard to providing an alternative school, class, or program.
- ~~III.~~ B. Academic Credit and Requirements for Successful Participation.
- ~~A.~~ 1. If an expelled student successfully completes the course requirements of an alternative school, class, or program by meeting the attendance, grade, conduct, and other requirements imposed by the District, such student will be given full academic credit for the school work, class, or program completed.
- ~~B.~~ 2. To successfully meet the District's attendance requirements, the student must not miss any school, class, program, or session assigned the student unless the absence is excused. Whether or not an absence is excused will be determined solely by the District. In addition, if the student violates any of the District's Standards for Student Conduct, the District will, without further obligation, terminate the program for such student after a due process hearing.
- ~~C.~~ 3. The District may adopt such other rules, regulations, or requirements it deems necessary to effectively administer this Rule.
- ~~IV.~~ C. Right to a Due Process Hearing. If an expelled student enrolled in an alternative school, class, or program fails to meet any of the conditions, rules, regulations, or requirements of the learning program, the District may, without further obligation, terminate the program for such student after a due process hearing; no due process hearing will be required, however, if waived by the parent or guardian.
- ~~A.~~ 1. Nature of Due Process Hearing. If an expelled student's alternative school, class, or program under this Rule is terminated by the District, the student will be afforded a due process hearing. The hearing will be the same or substantially similar to hearings afforded students expelled from the District. Information regarding such hearing may be obtained from the District's Director of Pupil Services.
- II. Student Suspended Ten School Days or More. Students suspended from the District for ten (10) school days or more will be eligible to participate in the District's alternative education program.
- A. Alternative School, Classes, or Programs Available to Students Suspended Ten School Days or More
1. Notice. All students suspended from the District for ten (10) school days or more will be advised in writing of the availability of alternative courses or programs.
2. Alternative Education. The alternative education available to District students who are suspended for ten (10) school days or more will consist of the following:
- a. High School: Students suspended for ten (10) school days or more will be assigned to a District approved program that provides approved courses of study designed to support their academic needs.
- b. Middle School: Students suspended for ten (10) school days or more will be assigned to a District approved program that provides approved courses of study designed to support their academic needs.

c. Elementary School: A program consisting of materials in reading, math, and writing will be provided by the student's elementary school. A tutor will be provided by the District one (1) day per week at the student's home or another agreed upon location to proctor the course. The principal or principal's designee must approve the learning program prescribed for the student.

3. The District reserves the right to change or modify the alternative education set forth above at any time without advance notice other than to advise expelled District students in writing of the changed or modified alternative education available to them. At the conclusion of the suspension period, any student who has satisfactorily participated in the alternative education program will be given full academic credit for the school work, classes, or programs completed. Those students who fail to satisfactorily complete the alternative education program will not be given any academic credit for the alternative school attended.
4. Refusal to Participate. If a parent or guardian refuses to permit a suspended student to participate in an alternative school, class, or program, the District will have no further obligation to the student, parent, or guardian with regard to providing an alternative school, class, or program.

B. Academic Credit and Requirements for Successful Participation.

1. If student suspended for ten (10) school days or more successfully completes the course requirements of an alternative school, class, or program by meeting the attendance, grade, conduct, and other requirements imposed by the District, such student will be given full academic credit for the school work, class, or program completed.
2. To successfully meet the District's attendance requirements, the student must not miss any school, class, program, or session assigned the student unless the absence is excused. Whether or not an absence is excused will be determined solely by the District. In addition, if the student violates any of the District's Standards for Student Conduct, the District will, without further obligation, terminate the program for such student after a due process hearing.
3. The District may adopt such other rules, regulations, or requirements it deems necessary to effectively administer this Rule.

III. Transportation. Students participating in the District's alternative education courses or programs shall not be provided transportation to the alternative education site.

~~V.~~ IV. Definitions.

- A. "Alternative Schools, Classes, or Programs" shall mean that special category of schools, classes, or programs required by law to be provided exclusively for expelled students.
- B. "Learning Program" shall mean a general program or plan for all expelled students and students suspended for ten (10) school days or more, or an individualized program adapted from a generally offered program, or an individualized program developed by the

school and/or designated staff member to assist an expelled student [or a student suspended for ten \(10\) school days or more](#) in achieving credit toward graduation.

Legal Reference: Neb. Rev. Stat. § 79-266
Title 92, Nebraska Administrative Code, Chapter 17

Rule Approved: May 19, 1997
Rule Revised: June 1, 1998; September 25, 2000; [December ??, 2009](#)

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Rule 6690.1

MEETING DATE: December 7, 2009

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Rule 6690.1—Alternative Education Program

ACTION DESIRED: Approval Informational

BACKGROUND: Rule was edited to support the Ombudsman Program for expelled students, students suspended for ten days or more, and students who have dropped out of high school.

OPTIONAL/ALTERNATIVE CONSIDERATIONS: N/A

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Adoption supports the intentions of the Ombudsman Program approved by the Board on October 5, 2009.

TIMELINE:

PERSONS RESPONSIBLE: Dr. Mark W. Feldhausen, Assoc. Supt. of Educational Services

SUPERINTENDENT APPROVAL: _____

**Curriculum, Instruction, and Assessment
Alternative Education Program****6690.1**

The Millard School District's Alternative Education Programs will include, but not be limited to, full school day, multi-year, educational programs. These programs will provide more individualized instruction, an innovative and rigorous curriculum, and a caring, structured environment. Alternative Education Programs will also address the needs of those students who have dropped out, who are at risk of dropping out and who wish to earn their diplomas, who have not met the District's Essential Learner Outcome assessment requirements for graduation, and who have been expelled or subjected to a long-term suspension [for ten \(10\) school days or more](#).

The District's Alternative Education Program will consist of, but not be limited to:

- I. The Middle School Alternative Program (MSAP).
- II. School-within-a-school programs that provide transition services between levels for students who may be at risk and that may be provided at each high school as warranted.
- III. Millard Learning Center/Millard Horizon High School.
- IV. A Night-School program and Credit Recovery program.
- V. A specific off-campus program that will provide ~~long-term-suspended and/or~~ expelled students, [students suspended for ten \(10\) school days or more, and/or student's who have discontinued their enrollment without completing the District's graduation requirements](#) with opportunities that might allow them to acquire sufficient credits so as to stay on track for graduation.
- VI. Programs for students seeking innovative or challenging curriculum outside the scope of traditional instructional methodology and courses correlated with career and world of work concepts/issues.

Legal References: Neb. Rev. Stat. § 79-266; [Title 92, Nebraska Administrative Code, Chapter 17, and 79-201](#)

Rule Approved: October 6, 2008; [December 7, 2009](#)

Millard Public Schools
Omaha, Nebraska

Agenda Item: High School Curriculum Handbooks 2010-2011

Meeting Date: December 7, 2009

Department: Educational Services

Title and Brief Description: High School Curriculum Handbook and Registration Guide Changes

Action Desired: Approval X

Background: The feedback in regards to having one district-wide high school curriculum handbook was favorable as it provided students, advisors, and parents with information about the choices and opportunities within all of our high schools. Therefore, major changes have not been made to the design format.

Major changes to the Millard Public Schools High School Curriculum Handbook and Registration Guide for 2010-2011 include the following:

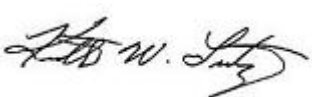
1. Added information about the approved Graduation Requirements beginning with the class of 2013 (Rules 6320.1 and 6320.2)
2. Added the three additional academies and connected courses being implemented at Millard Horizon High School: Culinary Skills, Health Science, and Transportation, Distribution & Logistics
3. Added statement from the updated Rule 6330.1 in regards to weighted credit for courses beyond the Advanced Placement Sequence
4. Added revised Art and Physical Education course descriptions
5. Added revised Language Arts Elective course descriptions
6. Added new course description for Personal Finance
7. Added IB Film at the SL, HL I, and HL II levels
8. Added an updated IB Middle Years Programme information
9. Added a revised Personal Learning Plan Rubric to reflect adjustments made with the format
10. Added revised Diploma Path categories to better align with the Nebraska Education Model, which encompass more career paths

Recommendations: Approve

Strategic Plan Reference: Action Plan Strategy 2, 4, and 6

Timeline: 2010-2011 School Year

Responsible Person(s): Dr. Mark Feldhausen, Nancy Johnston, Barb Waller, Susan Marlatt, Dr. Vicki Kaspar, and Dr. Deb Kolc

Superintendent's Signature: _____  _____



High School
Curriculum Handbook
and
Registration Guide

2010-2011

Millard Public Schools

Millard Board of Education

Dave Anderson
Brad R. Burwell
Julie Kannas
Mike Kennedy
Mike Pate
Linda Poole

KEITH W. LUTZ, Ed.D., SUPERINTENDENT

NOTICE OF NONDISCRIMINATION

The Millard Public School District shall not discriminate with regard to race, color, religion, national origin, gender, marital status, disability, or age in the access to, benefits of, or participation in employment, educational programs and activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies:

Superintendent of Schools
5606 S.147th St., Omaha, NE 68137
(402) 715-8200

The Superintendent may delegate this responsibility as needed.



Dear Students and Parents:

The high school years hold some of the most exciting times in your life. We encourage you to fully engage in student life, select a variety of challenging courses, participate in activities and make new friends while in high school.

Millard Public Schools' goal is to guarantee that each student develops the character traits and masters the knowledge and skills necessary for personal excellence and responsible citizenship. Our wide variety of courses acknowledges individual differences among all students. Your desire to learn and the decisions you make determine your success now and in the future.

We are pleased to announce that three additional academies will open in the fall of 2010. The academies provide an opportunity for students to prepare for a career while earning both high school and college credit. The Culinary Skills Academy, Health Science Academy, and Transportation, Distribution and Logistics Academy will be hosted by Horizon High School. The new academies join the Finance Academy at Millard North, the Entrepreneurship Academy at Millard South, and the Education Academy at Millard West. Accepted student candidates will attend their home high school half of each day and will move to the academy site for the remaining half day. All 2010-2011 juniors are welcome to apply for any of the above academies, regardless of current school assignment.

We encourage you to consider your course selections carefully. Challenge yourself to take full advantage of the academic opportunities offered in Millard high schools. Students considering post-secondary education should enroll in a strong English, math, science, social studies and world language program, in addition to elective courses. Take advantage of the opportunities to learn and mature mentally, physically and socially.

The Personal Learning Plan (PLP) helps you focus on personal, academic and post-secondary plans. Use your PLP while working with your parents, advisor and counselor to make academic choices. Your future plans are contingent on the decisions you make today. Carefully consider graduation requirements and your post-secondary goals as you select courses for 2010-2011.

We wish you success in the 2010-2011 school year.

Angie Mercier
Principal
Millard Horizon High School

Brian Begley
Principal
Millard North High School

Curtis Case
Principal
Millard South High School

Greg Tiemann
Principal
Millard West High School

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Introduction and Graduation Requirements

INTRODUCTION

The *Curriculum Handbook and Registration Guide* provides information about the academic program offered by Millard Public Schools for the 2010-2011 school year. The handbook contains information on graduation requirements, course offerings, and provides additional resources to serve as a registration guide.

High school course selection is an important decision that helps students prepare for graduation and post-secondary endeavors. In addition to meeting graduation requirements, students should select challenging courses that allow them to explore or strengthen areas of interest and prepare for post-secondary education and careers.

The handbook is divided into four sections:

- Section I provides information on graduation requirements. Note that in a continued effort to better prepare students for the future, the Graduation Requirements beginning with the class of 2013 include an increase of credits in science and math. Also, beginning with the class of 2013, an additional required course is Financial Literacy.
- Section II describes all courses, is organized by academic discipline, and contains flowcharts and tables explaining course sequences.
- Section III describes specialized programs including Academies in Millard High Schools, Advanced Placement® courses, Information Technology Mini-Magnet, International Baccalaureate, Special Education, and Academies at Metropolitan Community College.
- Section IV provides information on Post-secondary planning, Personal Learning Plans, ACT scores and Core Curriculum, Advanced Placement®, Diploma Paths, Dual Enrollment opportunities, and NCAA athletic eligibility. A master quick-reference table and credit count form are provided within this section.

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements
- Meet cutscores on Essential Learner Outcome assessments

Students should use their Personal Learning Plan (PLP) as a tool to help identify and document their accomplishments, strengths, and interests. Students record their goals, create plans for accomplishing these goals, and document progress. With careful planning, students can prepare for post-secondary education and careers while also completing graduation requirements.

Unique opportunities are available at each high school. These opportunities are open to all Millard students in an effort to provide more options and focus for students selected to participate. These specialized programs are listed in the chart below.

Program	Location	Student Assignment Status
International Baccalaureate Programmes	Millard North High School	Students must transfer to Millard North.
Information Technology Mini-Magnet	Millard South High School	Students must transfer to Millard South.
Culinary Skills Academy	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Education Academy	Millard West High School	Students attend their home high school for half the school day and travel to Millard West for the other half day.
Entrepreneurship Academy	Millard South High School	Students attend their home high school for half the school day and travel to Millard South for the other half day.
Finance Academy	Millard North High School	Students attend their home high school for half the school day and travel to Millard North for the other half day.
Health Science Academy	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Transportation, Distribution & Logistics (TDL)	Millard Horizon High School	Students attend their home high school for half the school day and travel to Millard Horizon for the other half day.
Career Academies	Metropolitan Community College	Students attend their home high school for the half the school day and travel to Metropolitan Community College for the other half day.

**CLASSES OF 2011 & 2012
GRADUATION REQUIREMENTS**

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
Language Arts	40	English 9	10	4 years All courses must include intensive reading and writing
		English 10	10	
		English 11	10	
		Oral Communications	5	
		Choice of an English Course	5	
<i>Oral Communications:</i>		<i>English Selected Courses:</i>		
<ul style="list-style-type: none"> • Speech • Forensics • Debate I • Combination of IB Language A1, IB Language B, and Theory of Knowledge I & II 		<ul style="list-style-type: none"> • AP® English Language and Composition • AP® English Literature and Composition • Contemporary Literature • Creative Writing • Global Perspective through Literature • IB English HL II • Literacy for Life I and II • Literature and Film • Research Methods • 21st Century Media Literacy 		
Social Studies	30	American History: Since 1914	10	3 years 1 unit from American or World History 1 additional course from History, American Government or Geography A 3rd course from any social science discipline
		World Geography	10	
		U.S. Government and Economics	5	
		World Perspective or American Studies Course	5	
<i>World Perspectives:</i>		<i>American Studies:</i>		
<ul style="list-style-type: none"> • AP® European History • AP® Comparative Government & Politics • AP® Human Geography • IB 20th Century World History Topics • World Affairs • World History • World Religions 		<ul style="list-style-type: none"> • AP® United States History • Ethnic Studies • IB History of Americas HL • Law Studies 		
Mathematics	25	Algebra I or Algebra Foundations I	10	4 years* Algebra I, Geometry, Algebra II and 1 year that builds on Algebra II *UNL requires 4 years of math *UNO and UNK require 3 years of math
		A math course numbered 220 or higher	10	
		An additional math course	5	
		Note: Computer Science courses may not be applied toward math credit.		
Science	25	Physical Science in Action	10	3 years of natural science At least 2 courses selected from Biology, Chemistry, Physics and Earth Sciences 1 course must include laboratory instruction
		Biology	10	
		Choice of Science Electives	5	
		or		
		Biology	10	
		Chemistry or Physics	10	
Choice of Science Electives	5			

**CLASSES OF 2011 & 2012
GRADUATION REQUIREMENTS**

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Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
Physical Education	15	See course descriptions for grade appropriate selections	15	
Health Education	5	Everyday Living	5	
Technology Education	5	Choice of Technology selected courses: <ul style="list-style-type: none"> • Computer Technology Applications • Foundations of Technology • Introduction to Computer Science • Introduction to Graphic Communications (SHS) • Introduction to IB Computer Science I (NHS) 	5	
Fine and Performing Arts	5	Choice of Fine and Performing Arts selected courses: <ul style="list-style-type: none"> • Any art course • Any music course • Drama I • Theatre Appreciation 	5	
Human Resources	5	Choice of a Human Resource course: <ul style="list-style-type: none"> • AP[®] Psychology • Adult Living • Child Development • IB Psychology SL (NHS) • IB Theory of Knowledge I (NHS) • Introduction to Behavioral Sciences • Psychology • Sociology 	5	
Electives	70	A total of 70 additional credits selected from any course areas	70	2 years of the same World Language

- The University of Nebraska has three undergraduate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska-Kearney.
- In addition, students must graduate in the upper half of their high school class, have an ACT score of 20 or higher, or a SAT score of 950 or higher.

Credit Summary					
Language Arts: English	40	Physical Education	15	Human Resources	5
Social Studies	30	Health Education	5	Electives	70
Mathematics	25	Technology Education	5		
Science	25	Fine and Performing Arts	5	Total	225

**CLASSES OF 2013 and Beyond
GRADUATION REQUIREMENTS**

Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
Language Arts	40	English 9	10	4 years All courses must include intensive reading and writing
		English 10	10	
		English 11	10	
		Oral Communications	5	
		Choice of an English Course	5	
<i>Oral Communications:</i>		<i>English Selected Courses:</i>		
<ul style="list-style-type: none"> • Speech • Forensics • Debate I • Combination of IB Language A1, IB Language B, and Theory of Knowledge I & II 		<ul style="list-style-type: none"> • AP® English Language and Composition • AP® English Literature and Composition • Contemporary Literature • Creative Writing • Global Perspective through Literature • IB English HL II • Literacy for Life • Literature and Film • Research Methods • 21st Century Media Literacy 		
Social Studies	30	American History: Since 1914	10	3 years 1 unit from American or World History 1 additional course from History, American Government or Geography A 3rd course from any social science discipline
		World Geography	10	
		U.S. Government and Economics	5	
		World Perspective or American Studies Course	5	
<i>World Perspectives:</i>		<i>American Studies:</i>		
<ul style="list-style-type: none"> • AP® European History • AP® Comparative Government & Politics • AP® Human Geography • IB 20th Century World History Topics • World Affairs • World History • World Religions 		<ul style="list-style-type: none"> • AP® United States History • Ethnic Studies • IB History of Americas HL • Law Studies 		
Mathematics	30	Algebra I or Algebra Foundations I	10	4 years* Algebra I, Geometry, Algebra II and 1 year that builds on Algebra II *UNL requires 4 years of math *UNO and UNK require 3 years of math
		A math course numbered 220 or higher	10	
		An additional math course	10	
		Note: Computer Science courses may not be applied toward math credit.		
Science	30	Physical Science in Action	10	3 years of natural science At least 2 courses selected from Biology, Chemistry, Physics and Earth Sciences 1 course must include laboratory instruction
		Biology	10	
		Choice of Science Electives	10	
		or		
		Biology	10	
		Chemistry or Physics	10	
Choice of Science Electives	10			

CLASSES OF 2013 and Beyond GRADUATION REQUIREMENTS

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Program	Total Course/Subject Credits	Course or Subject Areas	Credits	University of Nebraska System Requirements
Physical Education	15	See course descriptions for grade appropriate selections	15	
Health Education	5	Everyday Living	5	
Financial Literacy	5	<ul style="list-style-type: none"> • Personal Finance • Wealth Building & Personal Finance (Entrepreneurship or Finance Academy) 	5	
Technology Education	5	Choice of Technology selected courses: <ul style="list-style-type: none"> • Computer Technology Applications • Foundations of Technology • Introduction to Computer Science • Introduction to Graphic Communications (SHS) • Introduction to IB Computer Science I (NHS) 	5	
Fine and Performing Arts	5	Choice of Fine and Performing Arts selected courses: <ul style="list-style-type: none"> • Any art course • Any music course • Drama I • Theatre Appreciation 	5	
Human Resources	5	Choice of a Human Resource course: <ul style="list-style-type: none"> • AP[®] Psychology • Adult Living • Child Development • IB Psychology SL (NHS) • IB Theory of Knowledge I (NHS) • Introduction to Behavioral Sciences • Psychology • Sociology 	5	
Electives	60	A total of 60 additional credits selected from any course areas	60	2 years of the same World Language

- The University of Nebraska has three undergraduate campuses: University of Nebraska-Lincoln, University of Nebraska-Omaha, and University of Nebraska-Kearney.
- In addition, students must graduate in the upper half of their high school class, have an ACT score of 20 or higher, or a SAT score of 950 or higher.

Credit Summary					
Language Arts: English	40	Physical Education	15	Human Resources	5
Social Studies	30	Health Education	5	Technology Education	5
Mathematics	30	Financial Literacy	5	Electives	60
Science	30	Fine and Performing Arts	5	Total	230

ADDITIONAL GRADUATION INFORMATION

1. A grade of four (4) or better must be maintained in any course used to fulfill graduation requirements. Should a “pass-fail” grading system be utilized in a course, only a “pass” grade will fulfill graduation requirements.
2. Students should be aware of the entrance requirements of post-secondary schools they may choose to attend.
3. In order to provide flexibility in such situations as transfers and special needs, course waivers may be submitted by staff and approved by the principal.
4. Grading Guidelines for Second – Twelfth Grade

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

Number Grade	Letter Grade	% Grade Range	Standard Grade Points	Weighted Grade Points
1 =	A =	93-100 =	20 Grade pts. or	25 Grade pts.
2 =	B =	85-92 =	15 Grade pts. or	20 Grade pts.
3 =	C =	77-84 =	10 Grade pts. or	15 Grade pts.
4 =	D =	69-76 =	5 Grade pts. or	5 Grade pts.
5 =	F =	0-68 =	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 will apply to Advanced Placement[®] courses, to those courses taken for International Baccalaureate Diploma Programme purposes wherein students are required to meet IB requirements for standard level or higher level assessment, and to those courses which are beyond the Advanced Placement course sequence within a specific content area as identified in the Millard Public Schools High School Curriculum Handbook and Registration Guide. IB Middle Years Programme and IB Diploma prerequisite courses do not qualify for weighted grade points.

A student’s Grade Point Average, GPA, shall be calculated by dividing the total grade points achieved (standard and weighted) by the total course credits attempted.

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.

5. It is strongly recommended that each student take at least 6 classes each semester, 3 per semester in a 4x4 block schedule. All students must register for a minimum of 4 classes, 2 in a 4x4 block, each semester. Credit is not given for study halls.
6. **ELIGIBILITY FOR ACTIVITIES:** In order to participate in interscholastic athletic competition and/or activities, Millard Public Schools requires that a student be enrolled in at least 20 credit hours per semester (in Millard West block, 10 credits per term) and has regular attendance as well as having received 20 credit hours the immediate preceding semester.
7. **CURRICULUM OPTIONS AVAILABLE TO PARENTS:** In a diverse society, there may be occasional situations when parents are uncomfortable with the use of a particular book or unit in their child’s school. If families should find themselves in this position, be aware that Millard Public Schools has a long-standing policy that, at the request of parents, students may be excused from using such materials. When such a request is made, the teacher will provide alternative materials for the student. Parents should contact the principal’s office or their child’s teacher if they have questions about this policy.

PERSONAL LEARNING PLAN

In addition to 225 credits (230 for class of 2013 and beyond) required for graduation, each student must also meet the Essential Learner Outcome assessment score requirements and successfully complete his or her Personal Learning Plan (PLP).

Personal Learning Plans (PLPs) assist each student to set and achieve challenging educational goals tailored to his or her abilities, interests, and aspirations. The Personal Learning Plan includes a focus on Personal, Academic and Career/College areas. The Personal Learning Plan defines specific expectations for each grade level of high school.

During each of their four years, students are asked to create short-term and long-term SMART Goals (**S**pecific and **S**trategic; **M**easurable; **A**ttainable; **R**esults-Oriented; **T**ime-Bound) which are then monitored by the student and his or her advisor throughout the school year. Each year students also reflect on experiences that support their preparation for college and career.

During their freshman year of high school, students begin to create their resume and then update it at least annually. The resume could be used for upcoming job interviews or college entrance interviews. Additional requirements include the following.

Freshman:

- My Game Plan
- Career Interest Profiler
- Learning Styles Inventory
- Developmental Asset Profile[®]

Sophomore:

- My Game Plan
- Life Skills Self-Assessment
- Personality Inventory
- PLAN Test

Junior:

- My Game Plan
- Developmental Asset Profile[®]

Senior:

- My Game Plan
- Resume Page Finalized
- Counselor Interview

The PLP will be completed using the *Naviance Succeed* website. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, and/or an administrator. Parents are encouraged to visit their child's Personal Learning Plan to hold conversations to monitor progress and to encourage his or her efforts.

At least one month prior to graduation, the Senior PLP must be completed and finalized through *Naviance Succeed*. Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements based on the entrance date of the student.

Students and parents may access *Naviance Succeed* from the link on each high school web page.

ASSESSMENT REQUIREMENTS

In addition to 225 credits (230 credits for the 2013 class and beyond) required for graduation, each student must also meet the Essential Learner Outcome assessment score requirements and complete his or her Personal Learning Plan.

High School Essential Learner Outcome Assessments:

- Reading 9th Grade
- Math 10th Grade
- Writing 10th Grade
- Science 11th Grade
- Social Studies 11th Grade

Effect of Student Performance

1. When a student has successfully met the Essential Learner Outcomes Assessment cutscore for each outcome, a notation shall be made in the student's cumulative record. Such information will be communicated to parent(s)/guardian(s) in writing.
2. A student will be considered ineligible for a diploma from the Millard Public Schools until such time that the requisite cutscores are achieved for High School Essential Learner Outcomes Assessments.
 - a. If the student is verified with a disability or has a 504 Accommodation Plan, then the Individualized Education Program (IEP) or 504 Team will reconvene to review the education plan and to consider lowering of the cutscore requirement as part of the IEP or 504 Accommodation Plan. The student's parent(s) and/or guardian(s) shall be notified and shall also be advised of the effect of lowering the cutscore.
 - b. Applications for approval of lowered cutscore requirements and/or alternate assessments may be submitted by the student's IEP or 504 Team to the Associate Superintendent of Educational Services for consideration and, where appropriate, approval. The Associate Superintendent of Educational Services or designee shall decide and respond to all such requests.
 - c. If the lowered cutscore requirement is approved, the student shall then be eligible to receive a graduation diploma with appropriate notation from the Millard Public Schools.
 - d. For students in grades 9-12, an additional opportunity may be available to demonstrate their proficiency. Students may register with the Associate Superintendent for Educational Services to participate in a district defined process, approved under Board of Education Rule 6320.1 and provided in the District's Assessment Procedures, to demonstrate an appropriate level of proficiency in reading, writing, math, science or social studies.

Student's Right to Appeal

Students who have not achieved the necessary high school cutscores as approved by the Millard Board of Education may appeal the denial of a diploma.

- A. A student may appeal the denial of a diploma only on the grounds that the student's failure to achieve the required cutscore is due to:
 1. The failure of the District to provide a reasonable accommodation which was previously requested by the student and denied by the District.
 2. The failure of the District to provide an alternate assessment or approve a demonstration of proficiency, which had been previously requested by the student and denied by the District.

B. Procedures for Appeal

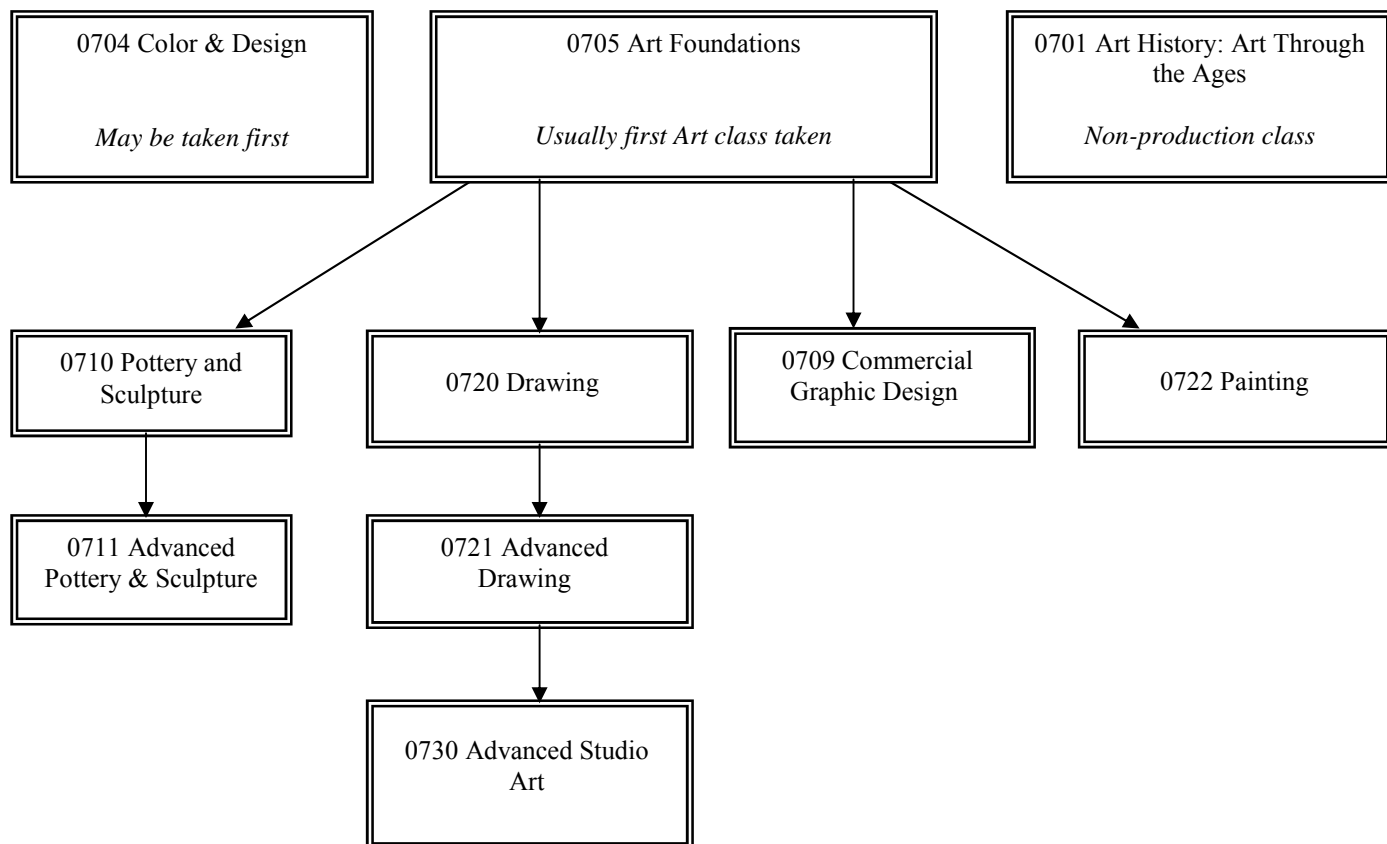
1. Within seven (7) days after the receipt of the notice that the student failed to achieve the cutscore or credits required for graduation from the Millard Public Schools, a written notice of appeal shall be served upon the Superintendent of the Millard Public Schools or his/her designee. Such appeal shall set forth all of the reasons for the appeal as provided herein and shall set forth the relief sought by the student, parent(s) or guardian(s). Such notice of appeal may also include any additional information which is relevant to the appeal.
2. Within seven (7) days after the receipt of the written notice of appeal and any supporting information relevant to the appeal, the Superintendent or the Superintendent's designee shall consider and render a decision on the appeal based on whether the decision of the District was unreasonable. Such decision shall then be forwarded to the student's parent(s) and/or guardian(s) advising the student's parent(s) and/or guardian(s) of the basis for the Superintendent's decision and the reasons therefore.
3. Within seven (7) days after the receipt of the written notification from the Superintendent or the Superintendent's designee, a written request may be made by the student, parent(s), or guardian(s) to the secretary of the Millard Board of Education or the Superintendent for a hearing before the Millard Board of Education be held on the issue whether the decision of the Superintendent or his/her designee was unreasonable.
4. Such hearing shall be held before the Millard Board of Education within thirty (30) days of the date the request for hearing was received. If a hearing before the Millard Board of Education is not received in a timely manner, the decision of the Superintendent or the Superintendent's designee shall be final.
5. The student, parent(s) and/or guardian(s) shall be advised at least seven (7) days prior to the date of the hearing before the board and such notification shall set forth the date, time, and place for the hearing before the Millard Board of Education.
6. The parties may, by mutual written agreement, extend the time for hearing or final determination.
7. The student, parent(s), and/or guardian(s) shall have the right to be represented by legal counsel and shall have the opportunity to present such evidence that is material to the issue or issues stated in the appeal.
8. The hearing shall be conducted in closed session and in accordance with the student privacy laws unless the student, parent(s), and/or guardian(s) shall request, in writing, that the hearing be held in open session. Any formal action of the Millard Board of Education shall be taken in closed session unless such proceeding was requested by the student, parent(s), or guardian(s) to be held in open session.
9. The decision of the Millard Board of Education shall be by vote of a majority of the members of the Millard Board of Education and the Millard Board of Education shall reduce its findings and decision to writing and provide the written findings and decision to the student, parent(s), and/or guardian(s) within ten (10) days of the hearing.

GRADUATION

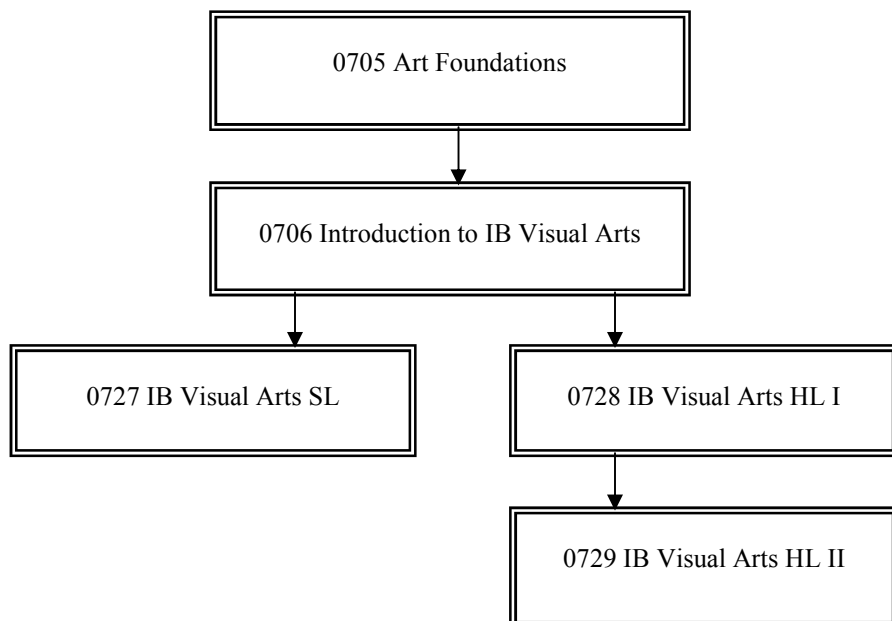
Upon successful completion of the required credits, assessments, and a Personal Learning Plan, a student shall be eligible for a diploma from the Millard Public Schools.

Course Descriptions

ART



MILLARD NORTH HIGH SCHOOL IB DIPLOMA PROGRAMME STUDENTS ONLY



Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
ART										
0701	Art History: Art Through the Ages	5	9-12	F				•	•	•
0704	Color and Design	5	9-12	F			•	•	•	•
0705	Art Foundations	5	9-12	F			•	•	•	•
0710	Pottery and Sculpture	5	10-12	F	0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5	10-12	F	0710		•	•	•	•
0720	Drawing	5	10-12	F	0705			•	•	•
0721	Advanced Drawing	5	10-12	F	0720			•	•	•
0722	Painting	5	10-12	F	0705			•	•	•
0709	Commercial Graphic Design	5	11-12	F	0720			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705			•		
0727 A/B	IB Visual Arts SL	10	11-12	F	0706			•		
0728 A/B	IB Visual Arts HL I	10	11	F	0706			•		
0729 A/B	IB Visual Arts HL II	10	12	F	0729			•		
0730 A/B	Advanced Studio Art	10	12	F	0720,0721, †			•	•	•

F = Fine and Performing Arts

Please refer to each course description for prerequisites.

Note that Art Foundations is the prerequisite course for all art courses except for the following two courses:

- Color and Design
- Art History: Art Through the Ages

ART

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should inform their instructors.

0701 ART HISTORY: ART THROUGH THE AGES 9-12 5 Credits

Description: Art History: Art Through the Ages is an art history class that investigates the many roles of the visual arts and artists through historical, political, and other social contexts. This is a non-production art class that satisfies the fine arts graduation requirement. It is not a pre-requisite for any other art course, but is highly recommended for enrollment in Advanced Studio Art.

Prerequisites: None

0704 COLOR AND DESIGN 9-12 5 Credits

Description: This is a semester course giving the student an opportunity to explore the expressive qualities of color and design theory. Projects will involve two-dimensional and three-dimensional media. This course satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

Prerequisites: None

0705 ART FOUNDATIONS**9-12**168
5 Credits

Description: This course enables students to communicate ideas through a variety of media and techniques. Students will work with the elements of art and the principles of design through exploration of both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies including reading, analyzing, and responding to develop a deeper understanding of art. This course satisfies the fine arts graduation requirement and is a prerequisite for all other art courses.

Prerequisites: None

0706 INTRODUCTION TO IB VISUAL ARTS**10-11****North only**

10 Credits

Description: The Introduction to IB Visual Arts course will introduce the student to the IB Art Curriculum, which involves the student in studio production and the development of a research workbook. Studio production will emphasize the following: exploration of visual design, personal and global influences on artwork created, technical skill development, and production of work with imagination, originality and creativity. Research workbooks will emphasize: Personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art and relationship of visual and written self-expression. A variety of media would be incorporated into the curriculum. Projects will include the following: observational drawing, contour drawing, design concepts, fantasy and surrealism and perspective units.

Prerequisites: Art Foundations

0710 POTTERY AND SCULPTURE**10-12**

5 Credits

Description: Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Art Foundations

0711 ADVANCED POTTERY AND SCULPTURE**10-12**

5 Credits

Description: This is a semester course that involves three-dimensional art production. Students learn advanced hand-building and sculpture techniques, further development on the potter's wheel, more complex glaze application, and surface decoration. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Pottery and Sculpture

0720 DRAWING**10-12**

5 Credits

Description: Drawing is a semester course that provides students with an in-depth study of drawing techniques, processes, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Art Foundations

0721 ADVANCED DRAWING**10-12**

5 Credits

Description: This course provides the student an advanced experience in drawing techniques, composition development, and media. In addition to art production, students will use a variety of learning strategies including reading, responding, and analyzing to develop a deeper understanding of art.

Prerequisites: Drawing

0722 PAINTING**10-12**

5 Credits

Description: Painting is a semester course designed to give students an in-depth experience in painting techniques and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. In addition to art production, students will use a variety of learning strategies including reading, writing, and analyzing to develop a deeper understanding of art.

Prerequisites: Drawing

0709 COMMERCIAL GRAPHIC DESIGN**11-12**

5 Credits

Description: In Commercial Graphic Design, students will explore and experience the numerous aspects of computerized graphic design and advertising. A visual arts approach will be emphasized, which includes the essential areas of typography, layout, design and illustration.

Prerequisites: Drawing

0727 IB VISUAL ARTS SL **11-12 North only** 10 credits ¹⁶⁹

Description: IB Visual Arts SL will incorporate the art student in a year-long experience of studio production and the completion of a research workbook. Emphasis will be placed on the studio production, with each student completing a body of work to be displayed and evaluated at the end of the year. Research workbooks will involve the student's personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art and relationship of visual and written self-expression. The development of original ideas, the discovery of creative solutions, global study and the acquisition of technical skills by the student will be the core areas of evaluation at the end of the course in both the studio and workbook areas. The curriculum will involve a variety of problem solving units for the individual with an emphasis on the following: aesthetic qualities of a body of work, relationship between form and meaning in visual arts and the social and cultural functions of the visual arts.

Prerequisites: Introduction to IB Visual Arts

0728 IB VISUAL ARTS HL I **11 North only** 10 credits

Description: IB Visual Arts involves the advanced art student in year one of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and the acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize: personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art, and relationship of visual and written self-expression.

Prerequisite: Introduction to IB Visual Arts

0729 IB VISUAL ARTS HL II **12 North only** 10 Credits

Description: IB Visual Arts involves the advanced art student in the second of a two-year rigorous and comprehensive art program that combines both studio work and research in the form of a research workbook. Each student will be engaged in a two-year commitment to the development of ideas, discovery of creative solutions and the acquisition of technical skills. Studio emphasis will be on the following: aesthetic quality of a body of work, relationship between form and meaning in visual arts and the social and creative functions of the visual arts. Each student will be responsible for a visual display of the portfolio by the teacher and an IB evaluator. Research workbooks will emphasize: personal research, awareness of cultural, historical and social dimensions of themes, examination of visual and functional qualities of art, and relationship of visual and written self-expression.

Prerequisites: IB Visual Arts HL I

0730 ADVANCED STUDIO ART **12** 10 Credits

Description: This is an intensive yearlong studio art class designed for the serious art student. Students will complete assigned projects each semester following the specific art curriculum. Artwork will be compiled into a personal portfolio. This portfolio can be used for possible submission to art schools or universities.

Prerequisites: Advanced Drawing, plus two other offerings in the visual arts. Art History: Art Through the Ages is recommended. Students must obtain permission from the Art Department Head prior to registering for this class.

BUSINESS
BUSINESS COURSES BY AREA OF INTEREST

Interest	9th	10th	11th	12 th
Accounting	0500 Personal Finance 0504 Keyboarding and Input Technology	0501 International Business 0506 Computer Technology Applications	0501 International Business 0502 Accounting I 0510 Business Law 0508 Business Procedures 0507 Business Communications	0501 International Business 0503 Accounting II 0507 Business Communications 0508 Business Procedures 0512 Marketing I
Business Law	0500 Personal Finance	0501 International Business	0510 Business Law	0510 Business Law
Communications	0504 Keyboarding and Input Technology 0506 Computer Technology Applications	0519 Advanced Computer Technology Applications	0507 Business Communications	0507 Business Communications
Economics & Personal Finance	0500 Personal Finance	0501 International Business	0502 Accounting I 0508 Business Procedures 0511 Fashion Marketing OR 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics	0503 Accounting II 0507 Business Communications 0510 Business Law 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics
Information Systems	0504 Keyboarding and Input Technology 0506 Computer Technology Applications	0519 Advanced Computer Technology Applications 0508 Business Procedures	0502 Accounting I 0507 Business Communications 0508 Business Procedures 0509 Business Procedures Internship	0503 Accounting II 0507 Business Communications 0508 Business Procedures 0509 Business Procedures Internship
Marketing	0500 Personal Finance 0504 Keyboarding and Input Technology	0501 International Business 0506 Computer Technology Applications	0501 International Business 0507 Business Communications 0510 Business Law 0511 Fashion Marketing OR 0512 Marketing I 0540 AP Macroeconomics 0541 AP Microeconomics	0501 International Business 0502 Accounting I 0507 Business Communications 0510 Business Law 0513 Marketing II 0514 Marketing Internship 0540 AP Macroeconomics 0541 AP Microeconomics

*Interest areas were originated from National Standards in Business.

506 Computer Technology Applications will fulfill the technology requirement. Keyboarding and Input Technology is recommended for this class.

BUSINESS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
BUSINESS										
0500	Personal Finance	5	9-12	FL			•	•	•	•
0501	International Business	5	10-12				•	•	•	•
0502 A/B	Accounting I	10	10-12					•	•	•
0503 A/B	Accounting II	10	11-12		0502			•	•	•
0504	Keyboarding and Input Technology	5	9-12					•	•	•
0506	Computer Technology Applications	5	9-12	T			•	•	•	•
0507	Business Communications	5	11-12					•	•	•
0508 A/B	Business Procedures and Technology	10	10-12		0504			•	•	•
0509 A/B	Business Procedures and Tech. Internship	10	11-12		0504			•	•	•
0510	Business Law	5	11-12				•	•	•	•
0511 A/B	Fashion Marketing	10	11-12				•	•	•	•
0512 A/B	Marketing I	10	11-12					•	•	•
0513 A/B	Marketing II	10	11-12		0511 or 0512			•	•	•
0514 A/B	Marketing Internship	10	12		0513			•	•	•
0519	Advanced Computer Technology Applications	5	9-12		0506			•	•	•
0540	Advanced Placement® Macroeconomics	5	11-12					•	•	•
0541	Advanced Placement® Microeconomics	5	11-12					•	•	•

T = Technology
 FL = Financial Literacy (Required class of 2013 & beyond)

BUSINESS

0500 PERSONAL FINANCE **9-12** 5 Credits
Description: Students will learn skills to manage their financial resources effectively for lifetime financial security. Students will gain knowledge of earning an income; understanding state and federal taxes; banking and financial services; balancing a checkbook; savings and investing; planning for retirement; understanding loans and borrowing money; understanding interest, credit card debt, and e-commerce; identity fraud and theft; understanding insurance; and understanding the financial impact and consequences of spending beyond one’s means.
Prerequisites: None

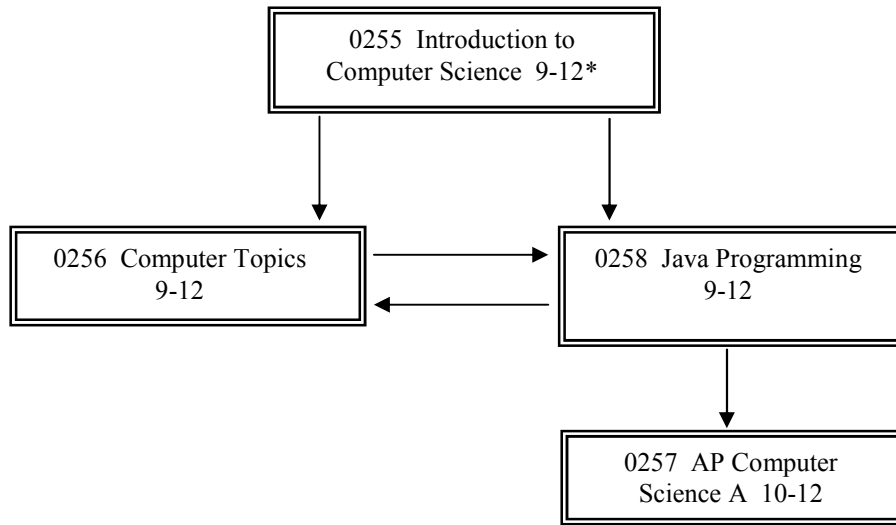
0501 INTERNATIONAL BUSINESS **10-12** 5 Credits
Description: Are you interested in knowing how businesses succeed worldwide? Do you want to prepare yourself for an international career? Learn how businesses meet the challenges of culture, political and business differences. International economies, financing, social/cultural differences and career opportunities will be explored.
Prerequisites: None

0502 ACCOUNTING I **10-12** 10 Credits
Description: Accounting is the universal language of business. Give yourself the tools to be successful in business by learning accounting as well as how to make a profit. This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. All college business majors are required to take college accounting. This course prepares you for college-level accounting.
Prerequisites: None

- 0503 ACCOUNTING II** **11-12** 10 Credits ¹⁷²
Description: Take your understanding of accounting to the next level. This course expands your ability to analyze and interpret financial data. You will broaden your understanding of assets, liabilities and stockholders' equity accounts. Accounting II is strongly recommended for students planning college study in business fields.
Prerequisites: Accounting I
- 0504 KEYBOARDING AND INPUT TECHNOLOGY** **9-12** 5 Credits
Description: Reduce the amount of time it takes to key your papers on the computer! You will learn to format letters, papers, and reports while developing speed and accuracy. This course will provide the keyboarding skills students need for personal use, as well as introduce them to keyboarding for the workplace. Students will be introduced to graphics integration and e-mail protocol.
Prerequisites: None
- 0506 COMPUTER TECHNOLOGY APPLICATIONS** **9-12** 5 Credits
Description: Are you interested in computers? You will use critical thinking and problem-solving skills as they complete projects using a variety of computer software. Students will scan and import graphics, use the Internet, develop web pages, use e-mail systems, understand computer ethics, explore input technologies and learn desktop publishing fundamentals. Keyboarding skills are recommended.
Prerequisites: None
- 0507 BUSINESS COMMUNICATIONS** **11-12** 5 Credits
Description: Learn effective written and oral business communication skills. Units of study include, but are not limited to the following: e-mail etiquette, international communication, listening skills, business letter writing, grammar and punctuation, business presentation, career development, teamwork, communication, and web page development.
Prerequisites: None
- 0508 BUSINESS PROCEDURES AND TECHNOLOGY** **10-12** 10 Credits
Description: Business Procedures and Technology will help students develop skills, concepts, and applications used in business today and to prepare for employment opportunities in today's rapidly changing business environment. Students will use computers and other technology to complete assignments.
Prerequisites: Keyboarding and Input Technology. Students must be enrolled in the Business Procedures Internship if they plan to work at a part-time job and receive school credit. Students will use their skills and knowledge from the Business Procedures class on their jobs.
- 0509 BUSINESS PROCEDURES AND TECHNOLOGY INTERNSHIP** **11-12** 10 Credits
Description: Prepare for employment through classroom instruction and supervised related on-the-job training in a local business. The school coordinates both experiences. Students who perform satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain a part-time job through the teacher or they may seek one on their own. The business skills students need to use on the job can include customer service, cashiering, counter-related skills, accounting, record keeping, filing, photocopying, or other related business skills.
Prerequisites: The student must be enrolled in Business Procedures and Technology class. If students have taken this course previously, they may enroll in any business course with permission of the Business Procedures Internship instructor.
- 0510 BUSINESS LAW** **11-12** 5 Credits
Description: Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, discrimination, contracts and other legal topics.
Prerequisites: None
- 0511 FASHION MARKETING** **11-12** 10 Credits
Description: What's hot in fashion? Learn how marketing influences what you wear. Explore the wide range of careers in the apparel industry. Emphasis will be on applying basic marketing; pricing, promotion, location analysis and product development, to the fashion market place. Students will study current fashion trends, designers, buying, fashion shows, and apparel management strategies. Students may take part in DECA, a marketing club which emphasizes leadership, civic activities, career simulation competition and social activities. Students may take Fashion Marketing or Marketing I.
Prerequisites: None

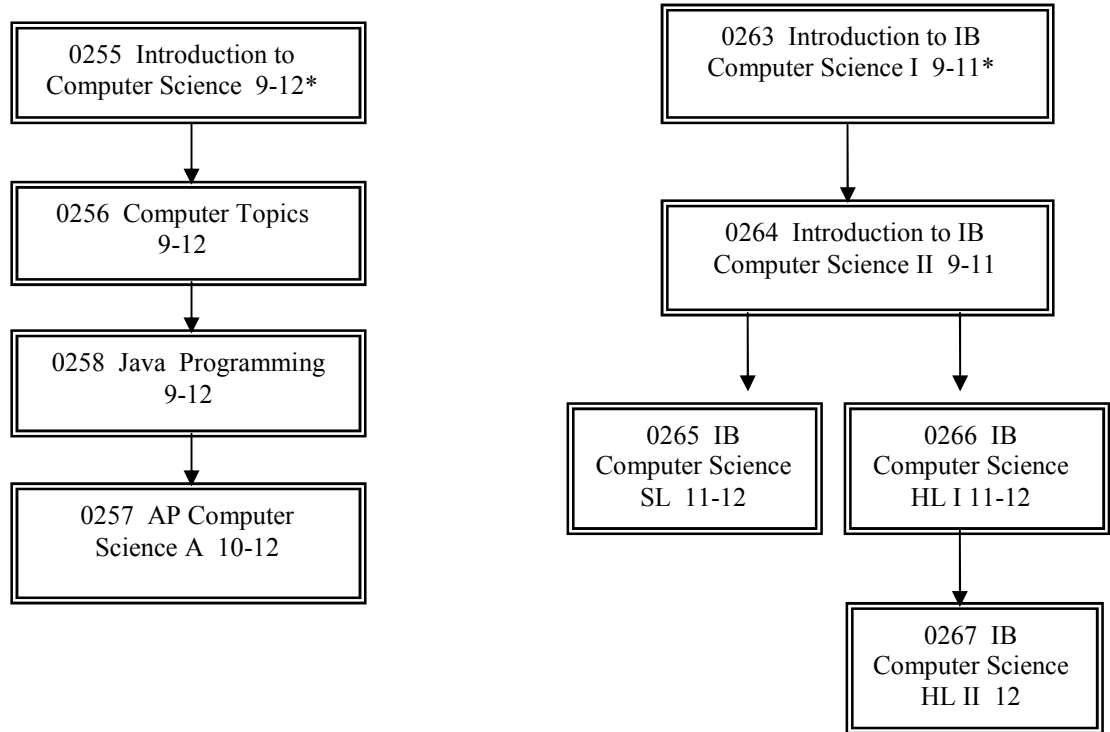
- 0512 MARKETING I** **11-12** 10 Credits ¹⁷³
Description: Eighty percent of all jobs require marketing related skills. Learn how a product/service moves from the initial stages of an idea to you as a consumer. Students will explore the basic functions of marketing: economics, pricing, promotion, product planning and place. This course is recommended for all students who plan to study business administration in college, future entrepreneurs, and those wishing to explore marketing careers. Students have the opportunity to participate in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities. Students may take Marketing I or Fashion Marketing.
Prerequisites: None
- 0513 MARKETING II** **11-12** 10 Credits
Description: Marketing II students apply the principles of marketing in a variety of activities. Students will develop a market research analysis of local business and promotional or business start-up plans. Students will use modern technology and computers to develop and make formal presentations. This course will include career guidance and study for preparation for a career in business. Students again will be able to take part in DECA, a marketing club, which emphasizes leadership, civic activities, career simulation competition and social activities.
Prerequisites: Marketing I or Fashion Marketing
- 0514 MARKETING INTERNSHIP** **12** 10 Credits
Description: Marketing Internship is designed to provide students with marketing related work in communications with Marketing II class. Through a part-time position, a student can enhance his/her skills in such areas as advertising, cashiering, customer service, display, employer and employee relationships, pricing, sales and stock keeping. Students must work an average of 10 hours per week to receive credit.
Prerequisites: Students must enroll in both Marketing II and Marketing Internship.
- 0519 ADVANCED COMPUTER TECHNOLOGY APPLICATIONS** **9-12** 5 Credits
Description: Would you like to use your computer skills to get a job? This course gives students experience in integrating computer projects using word processing, spreadsheet, database, presentation, and publisher software, which might be encountered in a high tech company. Students will also get experience in multi-media projects using movie software. They will also gain web development experience using web software with graphics and animation capabilities. The emphasis is advanced integrated use of software leading to employment. Students will build a portfolio while developing electronic projects for class. School or community computer projects may also be provided to the Advanced Computer Technology Applications students. This course does not require a computer language/programming background.
Prerequisites: Computer Technology Applications
- 0540 ADVANCED PLACEMENT[®] MACROECONOMICS** **11-12** 5 Credits
Description: Advanced Placement[®] Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP[®] Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic growth and fiscal and monetary policies which propose, describe, analyze, and evaluate economic goals in an international and global economy. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Macroeconomics.
Prerequisites: None
- 0541 ADVANCED PLACEMENT[®] MICROECONOMICS** **11-12** 5 Credits
Description: Advanced Placement[®] Microeconomics is a one-semester course detailing the principles of economics that apply to individual decision makers, both consumers and producers, within the economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP[®] Microeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Microeconomics.
Prerequisites: None

COMPUTER SCIENCE



* Students must complete Geometry before taking Introduction to Computer Science.

MILLARD NORTH HIGH SCHOOL IB MYP AND DIPLOMMA PROGRAMME STUDENTS ONLY



* Students must complete Geometry before taking Introduction to Computer Science or Introduction to IB Computer Science I.

COMPUTER SCIENCE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
COMPUTER SCIENCE										
0255	Introduction to Computer Science	5	9-12	T	0211			•	•	•
0256	Computer Topics	5	9-12		0255			•	•	•
0258	Java Programming	5	9-12		0255			•	•	•
0263	Introduction to IB Computer Science I	5	9-11	T	0211			•		
0264	Introduction to IB Computer Science II	5	9-11		0263			•		
0265 A/B	IB Computer Science SL	10	11-12		0264			•		
0266 A/B	IB Computer Science HL I	10	11-12		0264			•		
0267 A/B	IB Computer Science HL II	10	12		0266			•		
0257 A/B	Advanced Placement® Computer Science A	10	10-12		0258			•	•	•

T = Technology

COMPUTER SCIENCE

0255 INTRODUCTION TO COMPUTER SCIENCE **9-12** 5 Credits

Description: Introduction to Computer Science, the first of four computer science courses offered in Millard, provides an exposure to computer technology. Students will design and write object-oriented computer programs, use databases and create web pages. Visual Basic.net is the primary language used in this course. In addition, students will use Alice and Dreamweaver. Completion of this course is a prerequisite for other computer science courses and satisfies Millard’s technology education graduation requirement. **Does not count for mathematics credit.**

Prerequisites: Geometry

0256 COMPUTER TOPICS **9-12** 5 Credits

Descriptions: In Computer Topics, students explore a variety of concepts: computer numbering systems, computer logic, structure of the central processing unit and microprocessor, multi-media, animation, fractal geometry, robotics and programming languages. Students will study areas of interest in depth. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science

0258 JAVA PROGRAMMING **9-12** 5 Credits

Description: This course is a prerequisite to Advanced Placement® Computer Science and is designed for college-bound students who will take one or more semesters of computer programming in college. Students will solve problems using the Java programming language. **Does not count for mathematics credit.**

Prerequisites: Introduction to Computer Science

0257 ADVANCED PLACEMENT® COMPUTER SCIENCE A **10-12** 10 Credits

Description: Advanced Placement® Computer Science A emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college-level course in Computer Science. It also includes the study of data structures, design, and abstraction. **Does not count for mathematics credit.**

Prerequisites: Java Programming

0263 INTRODUCTION TO IB COMPUTER SCIENCE I **9-11** **North only** 5 Credits ¹⁷⁶

Description: Introduction to IB Computer Science I is the first course in the International Baccalaureate Computer Science course series. Its main emphasis is the design process that leads in step-by-step fashion, from problem statements to well-organized solutions. The process will enable the student to read, analyze, organize, experiment, and think in a systematic manner. **Does not count for mathematics credit.**

Prerequisites: Geometry

0264 INTRODUCTION TO IB COMPUTER SCIENCE II **9-11** **North only** 5 Credits

Description: Introduction to IB Computer Science II is the second course in the International Baccalaureate Computer Science course series. It is a continuation of the process started in Introduction to IB Computer Science I, but with an object oriented flavor. **Does not count for mathematics credit.**

Prerequisites: Introduction to IB Computer Science I

0265 IB COMPUTER SCIENCE SL **11-12** **North only** 10 Credits

Description: IB Computer Science SL is a one-year, stand-alone, IB diploma computer science course. It is a continuation of the process started in PreIB Introduction to Computer Science I and II. Topics covered will be: software development, computing system fundamentals, computing systems and society. A programme dossier is required. **Does not count for mathematics credit.**

Prerequisites: Introduction to IB Computer Science II

0266 IB COMPUTER SCIENCE HL I **11-12** **North only** 10 Credits

Description: IB Computer Science HL I is the 11th grade component of a two-year Higher Level, IB diploma course. It is a continuation of the process started in Introduction to IB Computer Science I and II. Topics covered will be the following: computer mathematics and logic, advanced data structures and algorithms, further system fundamentals, system life cycle, and file organization. A programme dossier will be started. A student may choose to take the Advanced Placement[®] exam. **Does not count for mathematics credit.**

Prerequisites: Introduction to IB Computer Science II

0267 IB COMPUTER SCIENCE HL II **12** **North only** 10 Credits

Description: IB Computer Science HL II is the 12th grade component of a two-year Higher Level, IB diploma course. Topics covered will be the following: software development, computing system fundamentals, computing systems and society. Work on a required programme dossier will be completed. **Does not count for mathematics credit.**

Prerequisites: IB Computer Science HL I

**ENGLISH LANGUAGE LEARNER (ELL)
MILLARD SOUTH ONLY**

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
ENGLISH LANGUAGE LEARNERS (ELL)										
0989	ELL Basic Beginner	15	9-12		†				•	
0990	ELL Beginner	15	9-12		†				•	
0991 A/B	ELL Low Intermediate	10	9-12		†				•	
0992	ELL High Intermediate	5	9-12		†				•	
0993	ELL Advanced	5	9-12		†				•	

0989 ELL BASIC BEGINNER (LEVEL 1)

15 Credits

Description: This course is designed for students who are beginning to learn English as an additional language. Students enroll in three sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. The curriculum focuses on “survival English” and emphasizes development of vocabulary. Students begin to write words, sentences and paragraphs in English. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

Prerequisites: Qualification as Limited English Proficient (LEP) by the ELL Department.

0990 ELL BEGINNER (LEVEL 2)

15 Credits

Description: This course is designed for students who have begun to learn English as an additional language, but still require a lot of language support. Students enroll in three sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

Prerequisites: Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Basic Beginner course.

0991 ELL LOW INTERMEDIATE (LEVEL 3)

10 Credits

Description: This course is designed for students who are learning English as an additional language. Students enroll in two sections of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

Prerequisites: Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Beginner course.

0992 ELL HIGH INTERMEDIATE (LEVEL 4)

5 Credits

Description: This course is designed for students who are learning English as an additional language. Students enroll in one section of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

Prerequisites: Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL Low Intermediate course.

0993 ELL ADVANCED (LEVEL 5)

178
5 Credits

Description: This course is designed for students who are learning English as an additional language. Students enroll in one section of this course. Students acquire English language skills through content-based instruction in the four domains of language use: reading, writing, speaking and listening. Reading and writing instruction are heavily emphasized. Students read fiction and non-fiction works that support grade-level content themes at the appropriate level of reading difficulty.

Prerequisites: Qualification as Limited English Proficient (LEP) by the ELL Department and/or demonstration of mastery of objectives of ELL High Intermediate course.

FAMILY AND CONSUMER SCIENCE

Interest	9 th	10 th	11 th	12 th
Textiles	0520 Interior Design 0533 Clothing, Textiles & Design 0522 Creative Textile Design	0520 Interior Design 0521 Clothing, Textiles & Design 0522 Creative Textile Design	0520 Interior Design 0521 Clothing, Textiles & Design 0522 Creative Textile Design Independent Study Textiles	0520 Interior Design 0521 Clothing, Textiles & Design 0522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	0523 Foods for Today 0532 International Foods	0523 Foods for Today 0532 International Foods 0525 Culinary Skills	0523 Foods for Today 0532 International Foods 0525 Culinary Skills	0523 Foods for Today 0532 International Foods 0525 Culinary Skills
Human Development & Family		0526 Everyday Living	0526 Everyday Living 0527 Child Development 0528 Adult Living	0527 Child Development 0528 Adult Living

Everyday Living is required of all students to meet State mandated health education requirements. This course may be taken during the 10th or 11th grade.

Students who have enrolled in Family & Consumer Science courses may participate in FCCLA (Family, Career, and Community Leaders of America).

Textiles

0520 Interior Design
0533 Clothing, Textiles & Design
0522 Creative Textile Design
Independent Study: Textiles

Human Development & Family

0526 Everyday Living
0527 Child Development
0528 Adult Living

Foods & Nutrition

0523 Foods for Today
0532 International Foods
0525 Culinary Skills

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

FAMILY AND CONSUMER SCIENCE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
FAMILY AND CONSUMER SCIENCE										
0520	Interior Design	5	9-12				•	•	•	•
0533	Clothing, Textiles & Design	5	9-12				•	•	•	•
0522	Creative Textile Design	5	9-12				•	•	•	•
0523	Foods for Today	5	9-12				•	•	•	•
0532	International Foods	5	9-12				•	•	•	•
0525	Culinary Skills	5	10-12				•	•	•	•
0526	Everyday Living	5	10-11	H			•	•	•	•
0527	Child Development	5	11-12	HR			•	•	•	•
0528	Adult Living	5	11-12	HR			•	•	•	•

HR = Human Resources

H=Health

FAMILY AND CONSUMER SCIENCE

0520 INTERIOR DESIGN **9-12** 5 Credits

Description: Learn to decorate interior spaces. Students will evaluate and create floor plans and customize decorating through the selection of flooring, wall covering, window treatments, furniture and accessories. This project-oriented class will use computers, field trips and speakers to explore interior design.

Prerequisites: None

0533 CLOTHING, TEXTILES & DESIGN **9-12** 5 Credits

Description: Design and create your own textile project(s). Explore careers in the textile, clothing and design industry as well as refine personal and professional images. Computerized sewing machines, patterns and small equipment will be used to complete projects.

Prerequisites: None

0522 CREATIVE TEXTILES **9-12** 5 Credits

Description: Explore creative design and sewing techniques in this project-oriented class. Create projects of your choice by applying a variety of techniques to redesign clothing and create interior accessories.

Prerequisites: None

0523 FOODS FOR TODAY **9-12** 5 Credits

Description: Explore food preparation, nutrition and meal planning for today's busy lifestyle. Students will participate in lab experiences and use the Internet, cookbooks and textbooks to learn about food.

Prerequisites: None

0532 INTERNATIONAL FOODS **9-12** 5 Credits

Description: Travel the world without leaving home. Students will apply cooking techniques in the preparation of foods from many countries/cultures. Students will understand the influences on American food heritage and explore how foods reflect customs and traditions.

Prerequisites: None

0525 CULINARY SKILLS**10-12**181
5 Credits

Description: Learn the fundamentals of the culinary arts by applying the principles of food preparation and presentation. Participate in labs and related classroom studies, discuss the how and why of cooking, and gain confidence in skills and techniques. This course is articulated with Metropolitan Community College.

Prerequisites: None

0526 EVERYDAY LIVING**10-11**

5 Credits

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 and 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 of self-control, social justice, promise keeping, respect, equality, honesty and responsibility are incorporated into lessons and student activities. Communication 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: None

0527 CHILD DEVELOPMENT**11-12**

5 Credits

Description: Learn what it takes to create a positive environment for children! Explore the impact of childcare and parenting on the first years of development through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course is a good choice for anyone interested in a professional or technical career, or for personal growth and practical experience. This course will help prepare for careers in education, coaching, medicine, childcare, and counseling as well as future parenting. Child Development fulfills the Human Resource graduation requirement. This course is articulated with Metropolitan Community College.

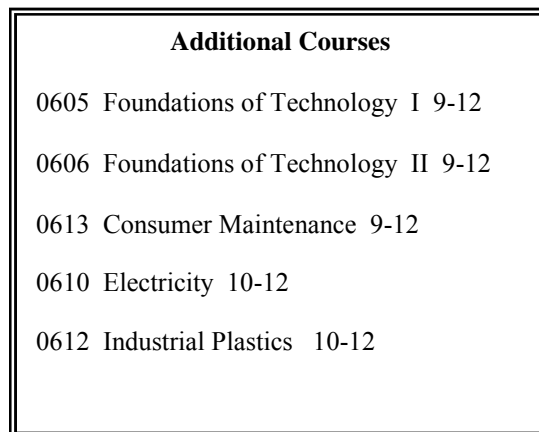
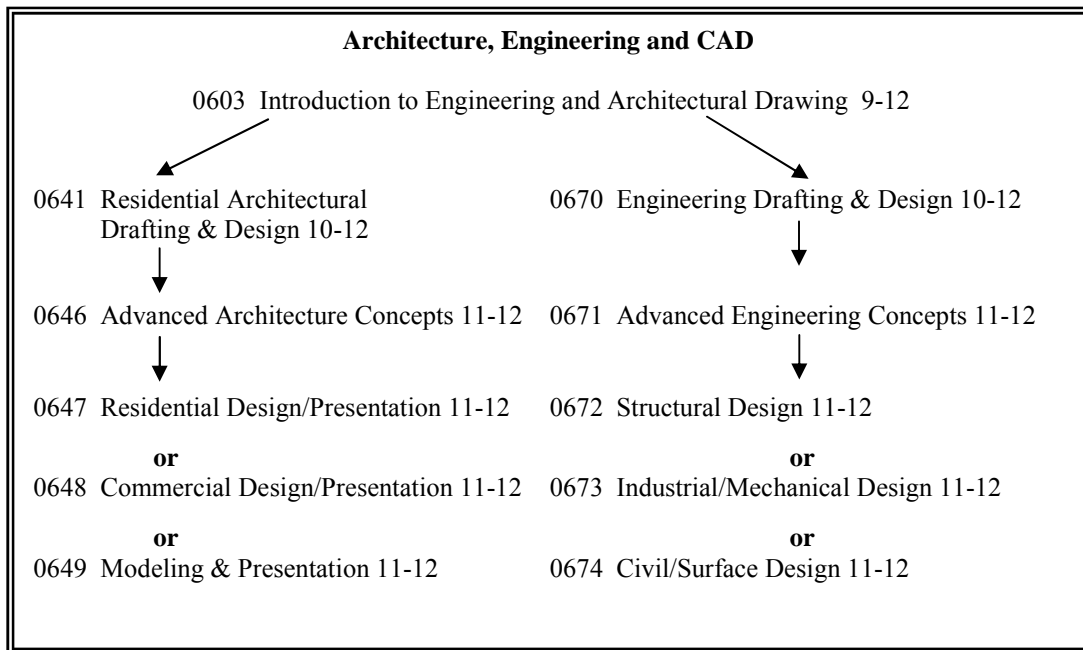
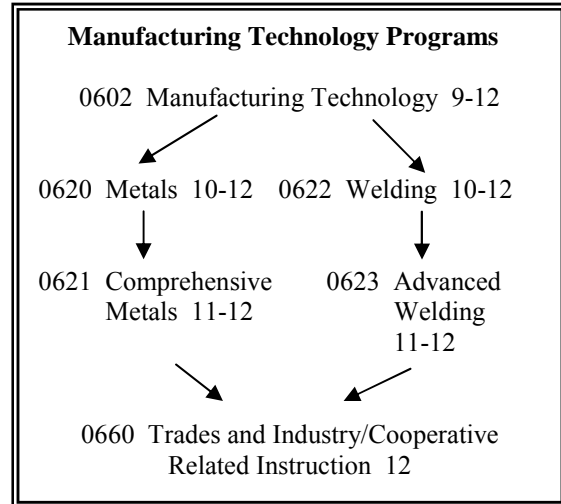
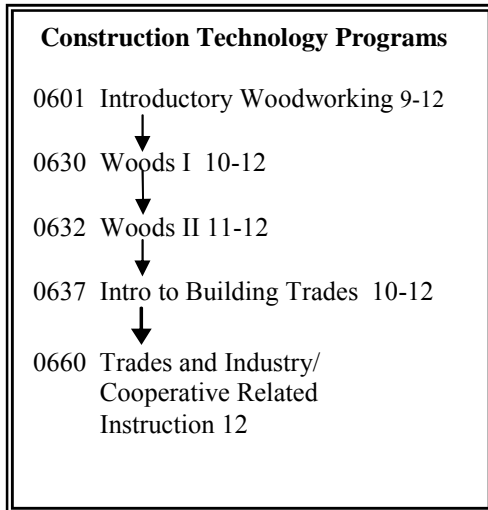
Prerequisites: None

0528 ADULT LIVING**11-12**

5 Credits

Description: You're moving on and getting ready to be on your own. Learn skills to prepare for real life situations. Topics include money management, relationships through the life cycle, health through the life cycle and a career and life plans. This course fulfills the Human Resource graduation requirement.

Prerequisites: None



INDUSTRIAL TECHNOLOGY

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
INDUSTRIAL TECHNOLOGY										
0601	Introductory Woodworking	5	9-12					•	•	•
0602	Manufacturing Technology	5	9-12					•	•	•
0603	Introduction to Engineering & Architectural Graphics	5	9-12					•	•	•
0605	Foundations of Technology I	5	9-12	T				•	•	•
0606	Foundations of Technology II	5	9-12		0605			•	•	•
0610	Electricity	5	10-12					•	•	•
0612	Industrial Plastics	5	10-12						•	•
0613	Consumer Maintenance	5	9-12					•	•	•
0620	Metals	5	10-12		0602			•	•	•
0621 A/B/C/D	Comprehensive Metals	20	11-12		0620			•	•	•
0622	Welding	5	10-12		0660 †			•	•	•
0623	Advanced Welding	5	11-12		0622			•	•	•
0630	Woods I	5	10-12		0601			•	•	•
0632 A/B	Woods II	10	11-12		0632			•	•	•
0637	Introduction to Building Trades	5	10-12		0630 †			•	•	•
0641 A/B	Residential Architectural Drafting and Design	10	10-12		0603			•	•	•
0646	Advanced Architectural Concepts	5	11-12		0641			•	•	•
0647	Adv. Arch: Residential Design & Presentation	5	11-12		0646			•	•	•
0648	Adv. Arch: Commercial Design & Presentation	5	11-12		0646			•	•	•
0649	Adv. Arch: Modeling & Presentation	5	11-12		0646			•	•	•
0660 A/B	Trades and Industry	10	12					•	•	•
0661 A/B	Cooperative Related Instruction	10	12					•	•	•
0670	Engineering Drafting & Design	10	10-12		0603			•	•	•
0671	Adv. Engineering Concepts	5	11-12		0670			•	•	•
0672	Adv. Engineering: Structural Design	5	11-12		0671			•	•	•
0673	Adv. Engineering Industrial/Mechanical Design	5	11-12		0671			•	•	•
0674	Adv. Engineering: Civil/Surface Design	5	11-12		0671			•	•	•

T = Technology

INDUSTRIAL TECHNOLOGY

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

0601 INTRODUCTORY WOODWORKING

9-12

5 Credits

Description: Introductory Woodworking is an exploratory course designed to provide instruction in the use and care of woodworking hand tools and portable power equipment. The student will also be involved with fundamental principles of construction design, fabrication, and career exploration.

Prerequisites: None

- 0602 MANUFACTURING TECHNOLOGY** **9-12** 184
5 Credits
Description: Manufacturing Technology is an exploratory course designed for students with little or no background in the metals field. Emphasis is placed on career exploration, tools and materials in the areas of welding, sheet metal, foundry, plastics, and bench metals. Students will also be involved with manufacturing techniques and processes and be introduced to Computerized Numerical Control mill and lathe training.
Prerequisites: None
- 0603 INTRO. TO ENGINEERING & ARCHITECTURAL GRAPHICS** **9-12** 5 Credits
Description: An exploratory course designed to introduce the learner to the tools and techniques used in the drafting industry. Activities provide the basis necessary for architectural and advanced mechanical drafting/design classes. Activities include mechanical, architectural problems, and CAD exercises.
Prerequisites: None
- 0605 FOUNDATIONS OF TECHNOLOGY I** **9-12** **South and West only** 5 Credits
Description: This course will allow students the opportunity to study one of five areas or clusters of Industrial Technology Education: Communication, Construction, Manufacturing, Power & Energy, and Transportation. Teams of up to six students will rotate through three “modules” in the cluster area during the semester, developing skills and learning information about the area. Modular topics include CNC lathe and mill, Graphic Design, Computer Aided Design, Radio Broadcasting, Video Editing and Production, Robotics and Automation, Flight, Space and Rocketry, Aerodynamics, Fluid Power, Engineering, Mechanisms, and Electricity/Electronics.
Prerequisites: None
- 0605 FOUNDATIONS OF TECHNOLOGY I** **9-12** **North only** 5 Credits
Description: This course will allow students to select and rotate through eight (8) of the seventeen (17) modular stations. Each module will be an intensive, “hands on” introduction to specific technology. The modular stations include: Computer Graphic Design, CNC Lathe, CNC Mill, Electricity, Electronics, Intro to Computers and Computer Science, Fiber Optics and Lasers, Auto Exploration, Flight Instrumentation, Alternative Energy, Automation and Robotics, Exploring Mechanisms, Engineering and Stress Analysis, Video Production, Digital Video Editing, Radio Broadcasting, and Small Engines.
Prerequisites: None
- 0606 FOUNDATIONS OF TECHNOLOGY II** **9-12** 5 Credits
Description: This course will allow students the opportunity to study additional areas of Industrial Technology Education as a continuation of Foundations of Technology I. The topics are the same as listed above in the Foundations of Technology I descriptions.
Prerequisites: Foundations of Technology I
- 0610 ELECTRICITY** **10-12** 5 Credits
Description: Electricity is designed for the student with a further interest in electricity/electronics. Students use experiments and lab activities to simulate on-the-job training skills in residential wiring, building code application, and other electrical test equipment concepts. Students study blueprint and schematic reading applications, as well as safe and proper techniques in the use of equipment. Knowledge of current National Electric Code will also be taught.
Prerequisites: None
- 0612 INDUSTRIAL PLASTICS** **10-12** **South and West only** 5 Credits
Description: Industrial Plastics is an exploratory course providing technical information as to the classification, properties, and the processing of plastics. Students will study the processes and perform operations with the various plastic materials.
Prerequisites: None
- 0613 CONSUMER MAINTENANCE** **9-12** 5 Credits
Description: An exploratory level course designed to introduce the learner to consumer knowledge and maintenance skills in the areas of masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, appliance repair, furnace maintenance, small engines, and basic auto repair. The class will also explore career opportunities in these areas. Enrollment may be limited due to facility availability.
Prerequisites: None

0620 METALS	10-12	5 Credits ¹⁸⁵
Description: Metals is a course designed for the student who has either a general interest in metalworking or for one who plans a career in a field requiring a working knowledge of the metals processes. Emphasis is placed on developing technical skills in the areas of machining, foundry, benchmetal, and sheetmetal. The student will continue with computerized machining.		
Prerequisites: Manufacturing Technology		
0621 COMPREHENSIVE METALS	11-12	20 Credits
Two periods per day at North, Double Block at South; two terms at West		
Description: Comprehensive Metals is a course designed for the student who is planning a career in a metals related field or one who has a general interest in developing advanced skills. Emphasis is placed on advanced skill development in machining, foundry, and sheetmetal. The student will also become familiar with C.N.C. (Computer Numerical Control) lathe and milling operations, programs writing, and C.A.M. (Computer Aided Manufacturing) which allows the student to design, program, and produce a product through computer use. Other topics include robotics and productivity.		
Prerequisites: Metals		
0622 WELDING	10-12	5 Credits
Description: Welding is a course designed for the student who wishes to develop welding skills in flat position arc, oxyacetylene welding, brazing, and gas cutting.		
Prerequisites: Manufacturing Technology		
0623 ADVANCED WELDING	11-12	5 Credits
Description: Advanced welding is a class designed for the student who wishes to develop skills in off-position arc and gas welding. MIG (wire feed) welding and TIG welding skills are also taught. The student can select individual projects to further develop his or her skills.		
Prerequisites: Welding		
0630 WOODS I	10-12	5 Credits
Description: Woods I is a course designed to provide students with the introductory skills and knowledge needed to correctly perform woodworking operations using hand tools and power woodworking equipment. Instructional emphasis is placed on the safe, proper operation and care of woodworking equipment, selection of woodworking materials, understanding woodworking processes, and the importance of design.		
Prerequisites: Introductory Woodworking		
0632 WOODS II	11-12	10 Credits
Description: Woods II is a course designed to provide students with advanced skills and knowledge needed to perform upper level woodworking operations using power equipment. Instructional emphasis is placed on obtaining job-related, entry-level woodworking skills. This course also provides an introduction in the use of the wood shaper, pneumatic fastening systems, the plastic laminating process, and spray finishing techniques.		
Prerequisites: Woods I		
0637 INTRODUCTION TO BUILDING TRADES	10-12	5 Credits
Description: Introduction to Building Trades is designed to provide students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, masonry, electrical, plumbing, framing and other construction trades. Emphasis will be placed on basic entry-level skills, demonstration of desirable employability skills, and development of an awareness of the opportunities in the building trades. Students may also choose additional emphasis in the cabinet making area.		
Prerequisites: Woods I or approval of instructor. The students should also possess a career interest in the building trades. They should be able to apply the basic math concepts and demonstrate the necessary psychomotor skills.		
0641 RESIDENTIAL ARCHITECTURAL DRAFTING AND DESIGN	10-12	10 Credits
Description: An intermediate level course designed to introduce the learner to design considerations, construction practices, and factors to consider in the purchase of a home. The learner will have the opportunity to develop skill in the making and reading of construction documents by completing a full set of CAD produced prints. Classroom organization and activities will familiarize the learner with architectural practices and procedures.		
Prerequisites: Introduction to Engineering & Architectural Graphics is strongly recommended.		

- 0646 ADVANCED ARCHITECTURAL CONCEPTS** 11-12 5 Credits ¹⁸⁶
- Description:** An advanced course designed to develop visual thinking concepts (geometric shapes, balance and patterns, function, form and scale), design/drawing concepts including two and three dimensional drawings, and rendering concepts including line, color, and composition. Activities include computer and architectural modeling. (Taken with 0647 for two periods per day at North High)
- Prerequisites:** Residential Architectural Drafting and Design
- 0647 ADVANCED ARCHITECTURE: RESIDENTIAL DESIGN/PRESENTATION** 11-12 5 Credits
- Description:** An advanced course designed to provide career information and to apply concepts and rendering methods in the design and presentation of a residential structure. The culminating project will consist of a rendered presentation board showing the floor plans, site plan, elevations, and pictorial of the student's design. (Taken with 0646 for two periods per day at North High)
- Prerequisites:** Advanced Architectural Concepts
- 0648 ADVANCED ARCHITECTURE: COMMERCIAL DESIGN/PRESENTATION** 11-12 5 Credits
- Description:** An advanced course designed to provide career information and to allow the student to research and design a commercial structure in a group setting. The culminating project will include the oral and graphic presentation of the solution. (Taken with 0649 for two periods per day at North High)
- Prerequisites:** Advanced Architectural Concepts
- 0649 ADVANCED ARCHITECTURE: MODELING AND PRESENTATION** 11-12 5 Credits
- Description:** An advanced course designed to provide career information and to apply concepts and skills in the development of physical and electronic models of structures. Culminating projects will include physical and electronic models of: the MOBA Category II or III projects or a famous work of architecture. (Taken with 0648 for two periods per day at North High)
- Prerequisites:** Advanced Architectural Concepts
- 0660 TRADES AND INDUSTRY** 12 10 Credits
- Description:** The Trades and Industry (T&I) Cooperative Program is designed to provide T&I Career program seniors with released time from school for on-the-job training. Each student's occupational needs will be met through a cooperative arrangement with industry. Students will interview and obtain employment in an area of his/her interest and training, work a minimum of 10 hours per week, maintain accurate work records and be evaluated by the employer each grading period. Students enrolled in this course must also register for Cooperative Related Instruction.
- Prerequisites:** The student must have completed at least one skill development course in one of Millard's T&I Programs, or wishes to work in an occupational area in which Millard offers no training. Application must be approved by T&I instructor.
- 0661 COOPERATIVE RELATED INSTRUCTION** 12 10 Credits
- Description:** The Cooperative Related Instruction class is designed to meet the individual needs of students who are enrolled in Millard's Trade and Industry Program. Individual needs are satisfied through a coordinated effort with industry and a team teaching arrangement. Students will concentrate on developing good work habits, understand the principles associated with successful employment, and acquire knowledge related to their on-the-job training. Students enrolled in this course must also register for Trades & Industry. The student should exhibit the desire to obtain employability skills in his/her chosen industrial field.
- Prerequisites:** None
- 0670 ENGINEERING DRAFTING AND DESIGN** 10-12 10 Credits
- Description:** An intermediate course designed to provide career information and to introduce the student to the engineering fields. Areas include computer aided drafting, computer modeling, CNC programming, technical illustration, pattern development, and structural design. Activities include the reading and construction of working drawings, production of CNC machined parts, construction of structural models, air brushing, and computer animation.
- Prerequisites:** Introduction to Engineering and Architectural Graphics

0671 ADVANCED ENGINEERING CONCEPTS **11-12** 5 Credits ¹⁸⁷

Description: An advanced course designed to develop visual thinking concepts (geometric shapes, form and scale), design/drawing concepts including presentation work, rendering concepts including line, color, shade and shadows, and computer generated modeling. Classroom procedures and activities are designed to prepare the student for structural, industrial/mechanical and civil engineering. (Taken with 0672 for two periods a day at North High only)

Prerequisites: Engineering Drafting and Design

0672 ADVANCED ENGINEERING: STRUCTURAL DESIGN **11-12** 5 Credits

Description: An advanced course designed to provide career information and apply structural engineering methods and knowledge in problem solving and construction activities. The culminating projects will consist of the design and construction of a model truss, bridge, tower, and a personal support device. (Taken with 0671 for two periods a day at North High only)

Prerequisites: Advanced Engineering Concepts

0673 ADVANCED ENGINEERING: INDUSTRIAL/MECHANICAL DESIGN **11-12** 5 Credits

Description: An advanced course designed to provide career information and apply industrial/mechanical methods and knowledge in the problem solving and construction activities including CNC/CAD/CAM. The culminating projects will include injection mold, gears and cams, and the design/re-engineering of an existing product. (Taken with 0674 for two periods a day at North High only)

Prerequisites: Advanced Engineering Concepts

0674 ADVANCED ENGINEERING: CIVIL/SURFACE DESIGN **11-12** 5 Credits

Description: An advanced course designed to provide career information and apply civil engineering methods and knowledge in the problems solving and construction activities. Activities include surveying, topographical models, surface engineering, and descriptive geometry. (Taken with 0673 for two periods a day at North High only)

Prerequisites: Advanced Engineering Concepts

LANGUAGE ARTS

Required for Graduation: All students must successfully complete a total of 40 credits in English, including the following:

0001	English 9	Contemporary Literature	10 credits
0002	English 10	Literature of Western Civilization	10 credits
0007	English 11	American Perspectives through Literature	10 credits

Required for Graduation: All students must successfully complete a total of 40 credits in English, including one of the following Oral Communications options:

0020	Speech	9-12	5 credits
0021	Forensics	9-12	10 credits
0022	Debate I	9-12	5 credits

International Baccalaureate Diploma students completing the following courses fulfill this graduation requirement: IB Language A1 and IB Language B and Theory of Knowledge I and II

Required for Graduation: All students must successfully complete a total of 40 credits in English, including one of the following English Selected Courses:

0033	Creative Writing	5 credits
0035	Research Methods	5 credits
0047	AP Language & Composition	10 credits
0048	AP Literature & Composition	10 credits
0016	English HL I	10 credits
0068	Contemporary Literature	5 credits
0067	Global Perspectives through Literature	5 credits
0062	Literacy for Life I	5 credits
0063	Literacy for Life II	5 credits
0065	Literature and Film	5 credits
0069	21 st Century Media Literacy	5 credits

Strong reading skills are critical for success in high school, college and the work place. The following courses will fulfill the English requirement for grades 9 and 10 while also providing elective credits. These courses are recommended for students who would benefit from further development of reading and writing skills and strategies.

0059	English 9 Literacy Enrichment	10 English + 10 electives
0060	English 10 Literacy Enrichment	10 English + 10 electives

The following course is offered to eleventh grade students needing reading and writing support in addition to the required English 11 course.

0061	Literacy Enrichment	10 credits
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When planning for post-secondary coursework,
note that most universities require four full years of English.
Speech or Debate may not count as English for some colleges.

LANGUAGE ARTS

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
LANGUAGE ARTS										
0001 A/B	English 9	10	9			•	•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10	9				•	•	•	•
0003 A/B	Honors English 9	10	9			•		•	•	•
0002 A/B	English 10	10	10			•	•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10	10				•	•	•	•
0004 A/B	Honors English 10	10	10			•		•	•	•
0007 A/B	English 11	10	11			•	•	•	•	•
0061 A/B	Literacy Enrichment	10	11				•	•	•	•
0047 A/B	AP English Language & Composition	10	11-12		0004 or 0007	•		•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004 or 0007	•		•	•	•
0016 A/B	IB English HL I	10	11		0004	•		•		
0017 A/B	IB English HL II	10	12		0016 †	•		•		
0067	Global Perspective Through Literature	5	12					•	•	•
0062	Literacy for Life I	5	12				•	•	•	•
0063	Literacy for Life II	5	12				•	•	•	•
0068	Contemporary Literature	5	11-12				•	•	•	•
0033	Creative Writing	5	11-12			•	•	•	•	•
0065	Literature and Film	5	11-12					•	•	•
0035	Research Methods	5	11-12			•	•	•	•	•
0069	21st Century Media Literacy	5	11-12					•	•	•
0020	Speech	5	9-12	OC		•	•	•	•	•
0021 A/B	Forensics	10	9-12	OC		•		•	•	•
0772	Concert Choir/Forensics	10	9-10					•		
0022	Debate I	5	9-12	OC		•		•	•	•
0023 A/B	Advanced Debate	10	10-12		0022 †			•	•	•
0024	Drama I	5	9-12	F				•	•	•
0025	Drama II	5	9-12		0024 †			•	•	•
0026	Theatre Technology	5	9-12		0024 †			•	•	•
0039	Theatre Appreciation	5	9-12	F				•	•	•
0064	Intro to Journalism	5	9-12					•	•	•
0066 A/B	Advanced Journalism	10	10-12					•	•	•
0013 A/B	Yearbook (0013 A/B/C/D 20 credits at WHS)	10	10-12		0011 †			•	•	•
0014	Intro to Photojournalism	5	9-12					•	•	
0073 A/B	IB Film SL	10	11-12					•	•	•
0074 A/B	IB Film HL I	10	11					•	•	•
0075 A/B	IB Film HL II	10	12		0074 †			•	•	•

F = Fine and Performing Arts

OC = Oral Communications

0001 ENGLISH 9	9	10 Credits
Contemporary Literature		
Description: This course provides students with the opportunity to analyze, interpret, and respond to multiple genres of contemporary literature including short stories, novels, poetry, drama, memoirs, film, non-fiction, and visual texts. Students will be introduced to analytical writing, writing in response to texts, and writing based on audience and purpose instead of structure. Contemporary literature will be defined as texts composed during and after 1960. Students will examine these texts as a reflection of the past, a mirror of the present and an indicator of the future. Areas of exploration will include the following: Social Responsibility, Relationships, and Individual Empowerment.		
Prerequisites: None		
0002 ENGLISH 10	10	10 Credits
Literature of Western Civilization		
Description: In Literature of Western Civilization, students will advance their language skills through reading, writing, speaking, and multiple literacies. Students will examine the literary history of Western Civilization through its impact on contemporary culture using a multitude of texts including short stories, novels, poetry, non-fiction, drama and visual texts. Students will use literacy skills to create a variety of purposeful and relevant products including, but not limited to, essays, presentations, and creative critical thinking activities. Students will analyze multiple literacies through print and advanced multi-media to function within the demands of the 21 st century.		
Prerequisites: English 9 or English 9 Literacy Enrichment		
0003 HONORS ENGLISH 9	9	10 Credits
Connections of Western Literature to Contemporary Literature		
Description: Honors English 9 provides an extension of curriculum from contemporary and western literature with an emphasis on advanced writing, reading, speaking, and listening skills. This course will develop culturally literate people who use academic discourse to communicate effectively. Students who take this course are expected to be self-motivated learners with strong reading, writing, and critical thinking skills.		
Prerequisites: None		
0004 HONORS ENGLISH 10	10	10 Credits
American Perspectives through Literature		
Description: This course is designed for students who have high levels of language competencies and who enjoy an academic challenge. This course will develop culturally literate people who use academic discourse to communicate effectively. The content used to complete these goals explores American traditions.		
Prerequisites: Honors English 9		
0007 ENGLISH 11	11	10 Credits
American Perspectives through Literature		
Description: Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.		
Prerequisites: English 10 or English 10 Literacy Enrichment		

- 0013 YEARBOOK** **10-12** **10 Credits** 191
Description: Students will expand the skills of interviewing, reporting, journalistic writing, editing, photography, and design learned in an intro course to create the yearbook. The nature of this time-sensitive publication requires students to meet nonnegotiable deadlines. The ability to complete assignments independently is required.
Prerequisites: Teacher approval based on performance in Intro to Journalism or Intro to Photojournalism.
- 0014 INTRO TO PHOTOJOURNALISM** **9-12** **5 Credits**
Description: Students in this course will practice the craft of storytelling and reporting through photography. This class will focus on the basics of photography and taking images appropriate for publications. Interviewing, caption writing, editing, photo ethics, and digital file management will also be practiced. Students will prepare images for publication using technology specific to the industry standard. Outside of class assignments are required, so a camera is highly recommended. Teacher approval based on performance in this course is a prerequisite for placement on publication staffs.
Prerequisites: None
- 0016 IB ENGLISH HL I** **11** **North only** **10 Credits**
Description: IB English HL I consists of part 4 and part 1 of the IB English curriculum for testing. Part 4 is the “school’s free choice” section which utilizes selections from the IB reading list that encompass the theme Individual and Society. IB required testing over these works is a prepared ten-minute oral presentation. The presentation is worth 15% of the IB English grade. Part 1 is “World Literature” which includes selections from the IB reading list. Part 1 culminates in the writing/preparation of two World Literature papers. Each paper is 10% of the final IB English grade. Students must possess a high level of commitment to close, detailed, and critical examination of world literature. Skills in studying, organizing, and managing time outside of class are essential, as well as the ability to communicate orally.
Prerequisites: Honors English 9 and Honors English 10
- 0017 IB ENGLISH HL II** **12** **North only** **10 Credits**
Description: IB English HL II consists of part 2 and part 3 of the IB English curriculum for testing. Part 2 is the “detailed study” section where students study in detail some of the most important works and/or authors in the major genres of their respective Language A1. All selections are chosen from the IB reading list. IB required testing over these works is a formal oral commentary. The presentation is worth 15% of the IB English grade. Part 3 is “groups of works” which includes selections from the IB reading list. Here, groups of works are selected from the same genre category and studied in depth. Part 3 culminates in the writing of two papers, a commentary and an essay. Each is worth 25% of the English IB grade. Students should be able to think at higher levels such as inference, interpretation, compare-contrast, cause-effect, analysis, evaluation, and speculation. They should be able to write a well-organized, well-supported multi-paragraph essay. Students will be required to reach within themselves to interpret literature using appropriate approaches and techniques.
Prerequisites: IB English HL I
- 0020 SPEECH** **9-12** **5 Credits**
Description: This is an introductory course designed to assist students in understanding and improving their skills of effective intrapersonal and interpersonal communication. Speech is a performance based course that will allow students to apply the skills learned in class using a variety of activities appropriate for the four required areas: job interview, group project, public speaking, and listening and note taking. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements.
Prerequisites: None
- 0021 FORENSICS** **9-12** **10 Credits**
Description: Forensics is a one year course designed for students interested in competitive speaking and acting activities. This course is developed around competitive events sanctioned by the Nebraska School Activities Association and National Forensics League. Most students specialize in selective areas including public speaking, oral interpretation and acting. Students will develop advanced public speaking, research, writing and critical thinking skills. This course fulfills the Oral Communication graduation requirement for the Millard Public Schools. Students will be expected to participate in tournaments, most of which will take place on weekends. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements.
Prerequisites: Interest in competitive speaking. This class may be repeated with permission of the instructor.

- 0022 DEBATE I** **9-12** **5 Credits** 192
Description: Debate I is a semester course designed to introduce students to the theory and practice of academic debate. The course will focus on argumentation, research, and delivery skills. In-class debate will be used to measure student understanding and application of skills. This course fulfills the oral communication graduation requirement. In addition, all students will complete a mock job interview unit which assists in meeting one of the Personal Learning Plan (PLP) graduation requirements. Students who enjoy competitive debate can choose to join the debate team, but is not mandatory for this course.
Prerequisites: None
- 0023 ADVANCED DEBATE** **10-12** **10 Credits**
Description: Advanced Debate is a year-long or semester course designed for teaching advanced argumentation theory to members of the debate team. Instruction will focus on competitive debate strategies, advanced research and writing skills and persuasive techniques. Students will be challenged to realize their individual debate potential. Students are expected to participate in debate tournaments which often take place on weekends.
Prerequisites: Participation in Debate I, Speech, Forensics or an equivalent course
- 0024 DRAMA I** **9-12** **5 Credits**
Description: This is a performance-based survey course designed to introduce students to many different aspects of theatre. Units include acting, script analysis, theatre history and an overview of technical theatre. The acting unit consists of individual and group in-class performances, regular participation in acting exercises, and memorized scenes and monologues. Students will engage in script analysis, character analysis, analysis of the production process and viewed performances. The theatre history unit may include the origins of storytelling and evolution of the theatre, while the overview of technical theatre may include scenery, lighting, sound, and/or costuming/makeup. Successful completion of performances and projects is a course requirement. This course satisfies the fine arts graduation requirement, and serves as a prerequisite for Drama II and Theatre Technology.
Prerequisites: None
- 0025 DRAMA II** **9-12** **5 Credits**
Description: This is a performance-based course designed to further develop skills in theatre from production process to performance. Students will gain a deeper understanding of script and production process, acting techniques, and theatre history. Students will also be introduced to directing techniques, acting theory, theatre periods and acting styles. Successful completion of performances and projects is a course requirement. A public performance may be a component of this course. Students who have successfully completed this course may elect to repeat it for another semester of theatre experience. This course satisfies the fine arts graduation requirement.
Prerequisites: Drama I
- 0026 THEATRE TECHNOLOGY** **9-12** **5 Credits**
Description: This is a course designed for students who wish to pursue knowledge of technical theatre and theatrical design. It emphasizes the backstage elements of theatre production including theatre safety, set design and construction techniques, scene painting, properties, lighting, costume/makeup design, stage management, and theatre administration skills. Students will gain hands-on experience with current theatre technologies including: computer based set/light/sound design programs, as well as an electronic portfolio. Hands-on lab instruction and technical projects are a course requirement. Students who have successfully completed this course may elect to repeat it for additional semesters of theatre experience. This course satisfies the fine arts graduation requirement.
Prerequisites: None
- 0033 CREATIVE WRITING** **11-12** **5 Credits**
Description: Creative Writing is a semester long, advanced writing course for students who enjoy writing and want to improve their composition skills. Students will be required to write and read daily. Students will maintain a writer's notebook where they will experiment with a variety of writing genre; these genres may include but are not limited to short stories, poetry, and script writing. Creative writers are, by nature, readers and will read and analyze short stories, novels, and poetry as guides to develop their own writing. Students will be required to share their writing in small groups and with the class.
Prerequisite: Honors English 10 or English 11

0035 RESEARCH METHODS**11-12****5 Credits**

Description: Research Methods is a course designed to prepare students for independent research and writing at the collegiate level. The proper method for organizing, researching, and writing a formal research paper is taught. This class is suited for independent workers and motivated students. Organizational skills and time management are important when working to meet deadlines for this course.

Prerequisites: English 11 or Honors English 10

0039 THEATRE APPRECIATION**9-12****5 Credits**

Description: Whether you're listening to a radio performance, enjoying television shows or movies, or sitting in an auditorium watching a play, dance recital, or concert, you are surrounded by elements of theatre. This non-performance based course will assist in the understanding and appreciation of theatrical elements in the world around us. Units may include overviews of stage, film, television and radio characteristics; scenery, lighting, sound, and/or costuming/make-up; script and character analysis; and theatre history. Successful completion of projects is a course requirement. This course satisfies the fine arts graduation requirement, and also counts as a pre-requisite to Theatre Technology. Students interested in a performance based course, refer to Drama I.

Prerequisites: None

0047 ADVANCED PLACEMENT® ENGLISH LANGUAGE & COMPOSITION**11-12 10 Credits**

Description: AP® English Language & Composition is a course for juniors or seniors who are interested in pursuing rigorous, advanced studies in rhetoric. The course will concentrate on the analysis of college-level readings, sophisticated composition, and advanced research. Students will become skilled readers of complex texts from a variety of periods, disciplines, and rhetorical contexts. They will also demonstrate mastery of expository, analytical, and argumentative writing. Students will develop stylistic maturity using grammar, diction, and tone. Completion of this course will prepare students to take the national College Board Advanced Placement® Exam in English Language & Composition.

Prerequisites: Honors English 10 or English 11

0048 ADVANCED PLACEMENT® ENGLISH LITERATURE & COMPOSITION**12 10 Credits**

Description: Advanced Placement® English Literature & Composition is a course for seniors who are interested in pursuing rigorous advanced studies in language arts for personal growth and possible college credit. The course will concentrate on the critical analysis of designated literary works through class discussion, activities, and research. Completion of this course will prepare students to take the national College Board Advanced Placement® exam in English Literature.

Prerequisites: Honors English 10 or English 11. Students should have a strong background in English. Senior status.

0772 CONCERT CHOIR/FORENSICS**9-10****North only****10 Credits**

Description: Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while receiving instruction throughout the year. Speech writing and the memorization of up to ten minutes of literature are required. Students will be expected to participate in forensics contests and tournaments, many of which take place on weekends, and to participate in music concerts.

Prerequisites: None

0059 ENGLISH 9 LITERACY ENRICHMENT**9****10 English Credits****10 Elective Credits**

Description: English 9 Literacy Enrichment is a skill building and study skills course designed for 9th grade students who need more practice with reading and/or writing as evidenced by prior assessment results and literacy abilities demonstrated during middle school. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can successfully complete the English 9 curriculum, gain strategies and skills needed for future success and meet the standards on district and state reading and writing tests.

Prerequisites: Need for reading and/or writing improvement

0060 ENGLISH 10 LITERACY ENRICHMENT**10****10 English Credits**
10 Elective Credits

Description: English 10 Literacy Enrichment is a skill building and study skills course designed for 10th grade students who need more practice with reading and/or writing as evidenced by prior assessment results, including standardized test scores, Reading ELO assessments and literacy abilities demonstrated in ninth grade. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can successfully complete the English 10 curriculum, gain strategies and skills needed for future success, and meet the standards on district and state reading and writing tests.

Prerequisites: Need for reading and/or writing improvement; either English 9 or English 9 Literacy Enrichment.

0061 LITERACY ENRICHMENT**11****10 Elective Credits**

Description: Literacy Enrichment is a skill building and study skills course designed for 11th grade students who need more practice with reading and/or writing as evidenced by Reading ELO, Analytical Writing Assessment, the State Reading Test and English 10 scores. This course uses best practices in building reading and writing skills based on individual student needs. Diagnostic and benchmark assessments are used to monitor student progress. Lessons are designed to build skills in reading and writing so that students can gain literacy strategies and skills needed for future success and meet the standards on district and state reading and writing tests. This course will focus more on building additional reading skills, and is taken in addition to the required English 11 course.

Prerequisites: Need for reading and/or writing improvement; either English 10 or English 10 Literacy Enrichment.

0062 LITERACY FOR LIFE I**12****5 Credits****0063 LITERACY FOR LIFE II****12****5 Credits**

Description: Literacy for Life I and II are one semester courses designed for students who are looking to improve literacy skills while preparing for future careers. Coursework includes the everyday skills (such as conflict resolution and workplace communication) required in oral and written 21st century communication, literary and informational text (print and online) and its relevance to their lives, and analysis of individual strengths and applying those strengths to help them succeed. Students may take either one or two semesters. Successful completion of Literacy for Life I is not required to enroll in Literacy for Life II.

Prerequisites: None

0064 INTRO TO JOURNALISM**9-12****5 Credits**

Description: Students will practice the techniques of interviewing, reporting, editing, and journalistic writing for online or print publications. Students will explore photography and design principles for online and print layouts using technology specific to the industry standard. Teacher approval based on performance in this course is a prerequisite for placement on publication staffs.

Prerequisites: None

0065 LITERATURE AND FILM**11-12****5 Credits**

Description: Literature and Film is a course that involves the student in a comprehensive analysis of literature and the medium of film. The three compulsory parts of the course will include an in-depth study of textual analysis of literature; introduction of film language, sequences, theory and history; and analytical writing. The curriculum of this course will center on novels, stories, and plays. In addition, connecting the powerful medium of film to celebrated written works will allow the students to deepen their cultural understanding as well as gain an appreciation for the traditional medium of literature. Students will study a variety of genres in literature and film; possibilities include Drama, Comedy/Romantic Comedy, Thriller/Mystery/Film Noir, Western/Action & Adventure, Science Fiction/Fantasy, and Nonfiction. Students will be assessed using a variety of methods including essays, script writing, and critical-thinking activities.

Prerequisites: Honors English 10 or English 11

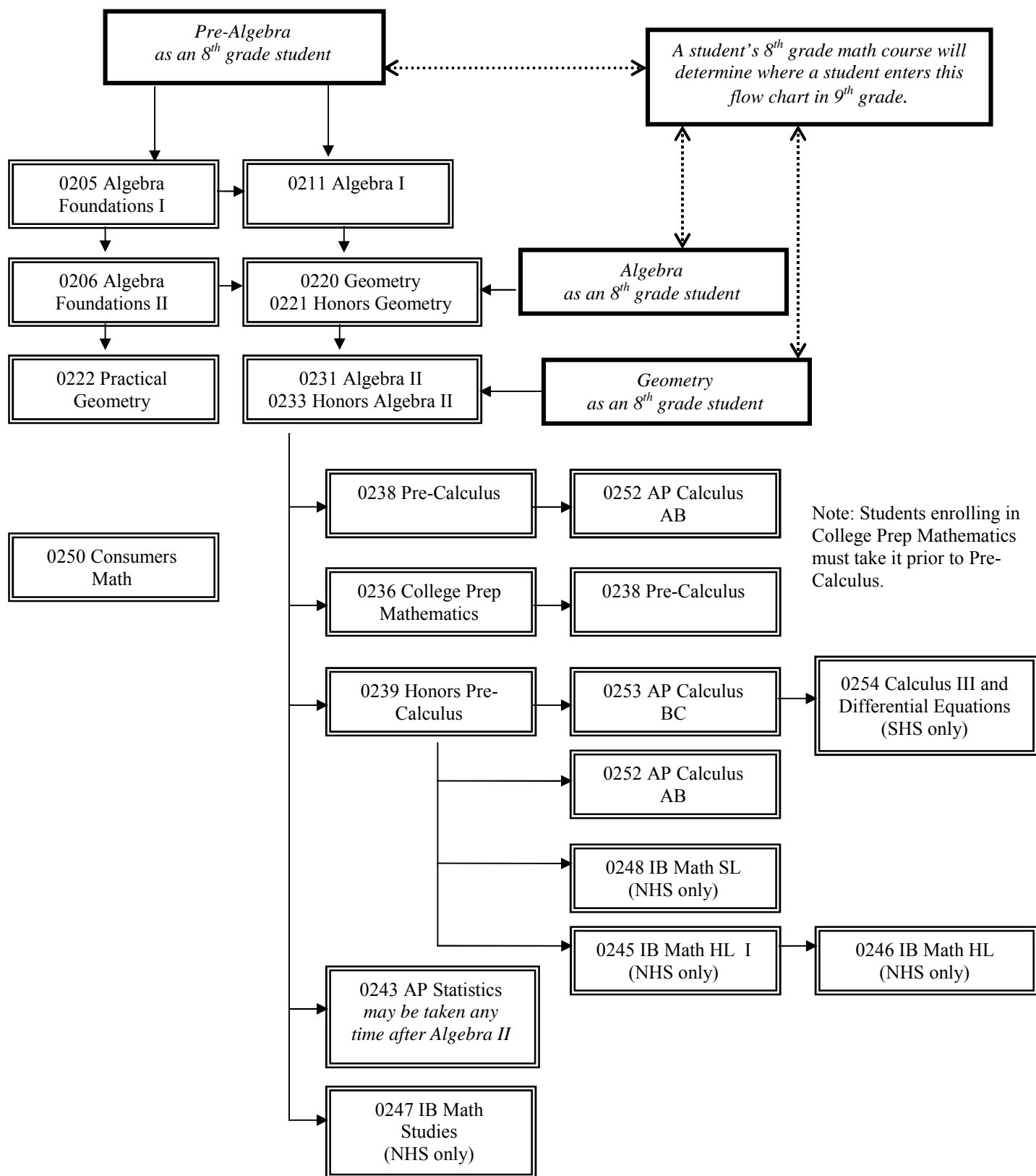
- 0066 ADVANCED JOURNALISM** **10-12** **10 Credits** 195
Description: Students will expand the reporting skills of interviewing, reporting, journalistic writing, editing, photography, and design. Students will work together to publish news in a variety of mediums such as print, web, podcast, and/or broadcast. The ability to complete assignments independently and meet deadlines is required.
Prerequisites: Teacher approval based on performance in Intro to Journalism or Intro to Photojournalism.
- 0067 GLOBAL PERSPECTIVE THROUGH LITERATURE** **12** **5 Credits**
Description: Global Perspective Through Literature is a course that continues the skills established in previous English courses. Students will study a variety of texts, including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images. The readings will come from countries other than the United States and Western Europe. Themes include Wisdom and Knowledge, the Hero's Journey, and the Individual in Society, Appearance vs. Reality, Women and Men, and the Struggle Against Injustice. Students will be assessed using a variety of methods, including essays, presentations, and critical-thinking activities.
Prerequisites: Honors English 10 or English 11 and senior status
- 0068 CONTEMPORARY LITERATURE** **11-12** **5 Credits**
Description: Contemporary Literature is a course that will engage students in a focused study of contemporary literature written over the last several decades. Students will critically examine why different genres of contemporary literature appeal to different readerships, how and why different readers determine if a book is worth reading, and the role that literature may play in their lives. Students will study a variety of genres of literature; possibilities include Memoir/Biography/Historical Fiction, Multicultural Perspectives, Fantasy/Science Fiction, Adventure/Survival, Non-Fiction, Crime/Mystery, and Coming of Age. Students will be expected to read 5 to 8 novels, which are reading level and age appropriate, some as a class and some independently, during the semester. Movies will not be a part of this class. Students will be assessed using a variety of methods, including, but not limited to, essays, critical-thinking activities, journals, and blogs.
Prerequisite: Honors English 10 or English 11
- 0069 21st CENTURY MEDIA LITERACY** **11-12** **5 Credits**
Description: This course is an introduction to mass media and what it is, how it affects us, and how we react to it. Our society is saturated with media messages from the traditional (e.g. television, magazines, newspapers, radio) to the 21st Century (e.g. internet, podcasts, blogs, and other emerging technologies). Students will access, analyze and create messages in a variety of media forms thereby developing a better understanding of what it means to be a critical receiver of these media messages within our society. Students will become media literate by applying the Five Core Media Literacy Concepts: all media messages are constructed; media messages are constructed using a creative language with its own rules; different people experience the same message differently; media have embedded values and points of view; most media messages are organized to gain profit and/or power.
Prerequisites: Honors 10 or English 11
- 0073 IB FILM SL** **11-12** **10 Credits**
Description: Film is both a powerful communication medium and an art form. This one year film course aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of: Textual Analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic and production skills with film-making.
Prerequisite: None
- 0074 IB FILM HL I** **11** **10 Credits**
Description: Film is both a powerful communication medium and an art form. This first year film course of a two year program aims to develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of: Textual Analysis, the detailed study of film sequences and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytic and production skills with film-making.
Prerequisite: None

0075 IB FILM HL II**12****10 Credits**¹⁹⁶

Description: Film is both a powerful communication medium and an art form. This second year film course builds on the first year course of study and aims to further develop students' skills so they become adept in both interpreting and making film texts. The IB film course will involve the student in a comprehensive examination of the nature of film. The three compulsory parts of the course will include an in-depth study of textual analysis, the detailed study of film sequences, and contextualizing meanings within a larger framework; film theory and history, the study of films and film-making traditions from more than one culture; creative process-techniques and organization of production; the development of creative, analytical, and production skills with film-making.

Prerequisite: IB Film HL I

MATHEMATICS



Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
MATHEMATICS										
0205 A/B	Algebra Foundations I	10	9-10				•	•	•	•
0206 A/B	Algebra Foundations II	10	10-11				•	•	•	•
0211 A/B	Algebra I	10	9-12			•	•	•	•	•
0220 A/B	Geometry	10	9-12		0211	•	•	•	•	•
0221 A/B	Honors Geometry	10	9-12		0211	•		•	•	•
0222 A/B	Practical Geometry	10	11-12				•	•	•	•
0231 A/B	Algebra II	10	9-12		0220	•	•	•	•	•
0233 A/B	Honors Algebra II	10	9-12		0221	•		•	•	•
0236 A/B	College Prep Mathematics	10	11-12		0231	•	•	•	•	•
0238 A/B	Precalculus	10	10-12		0231	•		•	•	•
0239 A/B	Honors Precalculus	10	10-12		0233	•		•	•	•
0243 A/B	Advanced Placement® Statistics	10	10-12		0243	•		•	•	•
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•		•		
0246 A/B	IB Mathematics HL II	10	12		0246	•		•		
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•		•		
0248 A/B	IB Mathematics SL	10	11-12		0233	•		•		
0250 A/B	Consumers Math	10	12				•	•	•	•
0252 A/B	Advanced Placement® Calculus AB	10	11-12		0231	•		•	•	•
0253 A/B	Advanced Placement® Calculus BC	10	11-12		0239	•		•	•	•
0254 A/B	Calculus III/Differential Equations	10	11-12		0253	•			•	

All students must successfully complete 25 credits (30 credits 2013 and beyond) of mathematics in order to meet the minimum graduation requirements. All students should complete 3 to 4 years of mathematics including Algebra II for minimum college preparation.

School calculators are available for use in all math classes. Students may also use their own calculator.

MATHEMATICS

0205 ALGEBRA FOUNDATIONS I **9-10** 10 Credits
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.
Prerequisites: None

0206 ALGEBRA FOUNDATIONS II **10-11** 10 Credits
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.
Prerequisites: Algebra Foundations I

0211 ALGEBRA I**9-12**

10 Credits

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.

Prerequisites: Pre-Algebra

0220 GEOMETRY**9-12**

10 Credits

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.

Prerequisites: Algebra I

0221 HONORS GEOMETRY**9-12**

10 Credits

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.

Prerequisites: Algebra I

0222 PRACTICAL GEOMETRY**11-12**

10 Credits

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.

Prerequisites: Algebra Foundations I & II or Algebra I

0231 ALGEBRA II**9-12**

10 Credits

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.

Prerequisites: Geometry

0233 HONORS ALGEBRA II**9-12**

10 Credits

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. Honors Algebra II is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate math classes.

Prerequisites: Geometry or Honors Geometry

0236 COLLEGE PREP MATHEMATICS**11-12**

10 Credits

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.

Prerequisites: Algebra II

0238 PRECALCULUS**10-12**

10 Credits

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.

Prerequisites: Algebra II

- 0239 HONORS PRECALCULUS** **10-12** 10 Credits ²⁰⁰
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.
Prerequisites: Honors Algebra II
- 0243 ADVANCED PLACEMENT[®] STATISTICS** **10-12** 10 Credits
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.
Prerequisites: Algebra II
- 0245 IB MATHEMATICS HL I** **11** **North only** 10 Credits
Description: HL Math I is a course intended for juniors in the IB program with excellent math abilities. It is the first course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.
Prerequisites: Algebra II and Honors Precalculus
- 0246 IB MATHEMATICS HL II** **11-12** **North only** 10 Credits
Description: HL Math II is a course intended for seniors who have successfully completed Math HL I. It is the second course in a two-year sequence culminating with the IB HL Math test in the spring of their senior year. The course will provide further extensions of proofs, vectors, probability, statistics, calculus, discrete mathematics and group theory.
Prerequisites: IB Mathematics Higher Level I
- 0247 IB MATHEMATICAL STUDIES SL** **11-12** **North only** 10 Credits
Description: IB Mathematical Studies SL is a course designed for juniors or seniors who intend to test standard level math in the IB program. This course is intended for students of varied math backgrounds who plan to study non-math intensive fields. The course will concentrate on advanced math topics such as numbers and algebra, sets and logic, geometry and trigonometry, functions, financial math, calculus, statistics and probability.
Prerequisites: Algebra I, Geometry and Honors Algebra II
- 0248 IB MATHEMATICS SL** **11-12** **North only** 10 Credits
Description: Mathematics SL is a course intended for juniors or seniors in the IB program with strong math abilities. This is a one-year course that will provide a rigorous study of matrices, vectors, probability, statistics, complex numbers and calculus.
Prerequisites: Honors Precalculus
- 0250 CONSUMERS MATH** **12** 10 Credits
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.
Prerequisites: Algebra I or Algebra Foundations II
- 0252 ADVANCED PLACEMENT[®] CALCULUS AB** **11-12** 10 Credits
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 AP Calculus AB exam.
Prerequisites: Precalculus or Honors Precalculus

0253 ADVANCED PLACEMENT[®] CALCULUS BC 11-12

201
10 Credits

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 AP Calculus BC exam.

Prerequisites: Honors Precalculus

0254 CALCULUS III/DIFFERENTIAL EQUATIONS 11-12 South only

10 Credits

Description: Calculus III /Differential Equations is a year-long course covering calculus topics including (but not limited to) vector analysis, partial differentiation, multiple integration, and functions of several variables. The differential equations portion of the course will focus primarily on (but not limited to) ordinary differential equations, solutions by series, Laplace transformations, and applications. This course is not available for dual enrollment. This course provides a weighted grade as it exceeds AP[®] Calculus level courses.

Prerequisites: Advanced Placement[®] Calculus BC

MUSIC – MILLARD NORTH

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
MUSIC – NORTH HIGH										
0750 A/B	Symphonic/Marching Band	10	9-12	F	†			•		
0754 A/B	Orchestra	10	9-12	F	†			•		
0760	Chorus	5	9-12	F				•		
0761 A/B	Junior Varsity Choir	10	9-10	F	†			•		
0762 A/B	Varsity Choir	10	11-12	F	†			•		
0763 A/B	Junior Varsity Choir/Forensics	10	9-10	F	†			•		
0764 A/B	Varsity Choir/Forensics	10	11-12	F	†			•		
0767 A/B	IB Music SL-Band	10	11-12	F	†			•		
0768 A/B	IB Music SL-Chorus	10	11-12	F	†			•		
0769 A/B	IB Music SL-Orchestra	10	11-12	F	†			•		
0770 A/B	IB Music SL-Piano	10	11-12	F	†			•		
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost or instrument needs with their instructors.

MUSIC – MILLARD NORTH
INSTRUMENTAL

9th - 12th Grade ORCHESTRA – Successful completion of Middle School Orchestra or approval of instructor.

9th - 12th Grade BAND – Successful completion of Middle School Band. All students will be part of the Marching Band for first quarter. In an effort to match the student's ability to an appropriate level of literature, auditions will be held to place the student in the Symphonic or Concert Band for second through fourth quarters.

CHORAL

Chorus (semester) 9th - 12th Grade (no audition)	9-10 Choir/Forensics (year only) 9th-10th Grade 5 credits-choir 5 credits - forensics Approval of instructor Must be able to compete on a week-end (at least twice per semester).	Junior Varsity Choir (year only) 9 th -10th Grade Approval of instructor	Varsity Choir (year only) 11th - 12th Grade Approval of instructor
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THEORY

Music Theory
9th - 12th Grade

Advanced Placement® Music Theory
11th - 12th Grade
(successful completion of Music Theory
and/or approval of instructor)

See the IB section for the sequence of IB music courses.

0750 SYMPHONIC/MARCHING BAND **9-12** 10 Credits
Description: This course is for all 9th, 10th, 11th, and 12th grade students who play a band instrument and have an interest in band music literature. ALL students registered for Band 0750 will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups.

At the conclusion of marching season, band students will be divided into two concert bands by audition. The groups will be designated as Concert Band and Symphonic Band. Students selected for Symphonic Band should have an interest in advanced literature and desire the highest level possible in performance and musical experience. Color Guard students who continue in band will receive 5 credits. Color Guard students may purchase uniforms as determined by the instructor.

Prerequisites: Students should have passed band the previous year or audition with the band director.

0754 ORCHESTRA **9-12** 10 Credits
Description: Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined, twice weekly, by wind and percussion players to form the full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups.
Prerequisites: Students should have completed 8th grade Orchestra or an audition with the Director.

0760 CHORUS **9-12 (1st Semester)** 5 Credits
Description: Students may take mixed chorus first semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing three (SAB) and four-part (SATB) literature, including sacred and secular texts.
Prerequisites: None

- 0761 JUNIOR VARSITY CHOIR** **9-10** 10 Credits
Description: This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular texts.
Prerequisites: Successful completion of 8th grade choir with placement by director; or successful completion of an audition with the director
- 0762 VARSITY CHOIR** **11-12** 10 Credits
Description: This is a select mixed chorus with emphasis on performance. There is a minimum of three major performances per year. A variety of musical styles are explored, including sacred and secular texts.
Prerequisites: Successful completion of an audition with the director is required.
- 0763 JUNIOR VARSITY CHOIR/FORENSICS** **9-10** 10 Credits
Description: Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while maintaining instruction throughout the year.
Prerequisites: Recommendation by current choral music instructor
- 0764 VARSITY CHOIR/FORENSICS** **11-12** 10 Credits
Description: Forensics students can block their forensics class with concert choir and receive 5 credits for concert choir and 5 credits for forensics while maintaining instruction throughout the year.
Prerequisites: Recommendation by current choral music instructor
- 0767 IB MUSIC SL BAND** **11-12** 10 Credits
Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. (**Band** performance for IB credit) Band students pay a uniform cleaning fee and provide uniform shoes.
Prerequisites: Successful completion of **Band** in both 9th and 10th grades and music theory assessment.
- 0768 IB MUSIC SL CHORUS** **11-12** 10 Credits
Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. (**Choral** performance for IB credit)
Prerequisites: Successful completion of Choir in both 9th and 10th grades and music theory assessment.
- 0769 IB MUSIC SL ORCHESTRA** **11-12** 10 Credits
Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. Students will be asked to provide performance appropriate clothing. (**Orchestra** performance for IB credit)
Prerequisites: Successful completion of **Orchestra** in both 9th and 10th grades and music theory assessment.
- 0770 IB MUSIC SL PIANO** **11-12** 10 Credits
Description: This course will offer insights into melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. It will also include an intense study of music theory, literature, international cultural studies, history, composition, and performance. Students will be prepared to take the IB or AP exam at the conclusion of the course. (**Piano** performance for IB credit)
Prerequisites: Successful completion of at least one music performance class in both 9th and 10th grades and permission of the instructor.
- 0797 THE MUSIC CONSUMER** **9-12** 5 Credits
Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.
Prerequisites: None

0798 MUSIC THEORY**9-12**

5 Credits

Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

Prerequisites: Previous musical experience is not required but may be beneficial.

0799 ADVANCED PLACEMENT[®] MUSIC THEORY**11-12**

5 Credits

Description: This course is an intense study of music theory, critical analysis of literature, history and composition with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the Advanced Placement[®] exam in Music Theory and/or college music theory entrance exams.

Prerequisites: Successful completion of 0798 Music Theory and/or permission by the instructor.

MUSIC – MILLARD SOUTH

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
MUSIC – SOUTH HIGH										
0732	Marching Band	5	9-12	F	†				•	
0733	Concert Band	5	9-12	F	†				•	
0734	Symphonic Band	5	9-12	F	†				•	
0735	Wind Ensemble	5	9-12	F	†				•	
0738 A/B	Orchestra	10	9-12	F	†				•	
0741	Chorus	5	9-12	F					•	
0742 A/B	Chorus	10	9-12	F	†				•	
0743 A/B	Freshman Choir	10	9	F	†				•	
0744 A/B	Junior Varsity Choir	10	10	F	†				•	
0745 A/B	Varsity Choir	10	11-12	F	†				•	
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost or instrument needs with their instructors.

MUSIC – MILLARD SOUTH

0733/0732 CONCERT BAND/MARCHING BAND 9-12 10 Credits

Description: This course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Musical Pit Orchestra, Orchestra winds and percussion, and various small groups, individual solos and honor groups. 0761 Marching Band meets only 1st semester and should be paired with 0762 Concert Band for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

0734/0732 SYMPHONIC BAND/MARCHING BAND 9-12 10 Credits

Description: This course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in advanced level band music literature. All students registered for Symphonic Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups, individual solos and honor groups. 0761 Marching Band meets only 1st semester and should be paired with 0760 Symphonic Band for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

0735/0732 WIND ENSEMBLE/ MARCHING BAND 9-12 10 Credits

Description: The course is for all 9th, 10th, 11th and 12th grade students who play a band instrument and have an interest in the most advanced band music literature. All students registered for Band will participate in Marching Band and Pep Band. Students will also have the opportunity to try out for Jazz Ensemble, Orchestra winds and percussion, Musical Pit Orchestra, and various small groups and individual solos and honor groups. 0761 Marching Band meets only 1st semester and should be paired with 0764 Wind Ensemble for the 2nd semester class.

Prerequisites: Students should have passed their previous year of Band and completed an audition with the band director.

0738 ORCHESTRA 9-12 10 Credits

Description: Orchestra is for all high school students who play a string instrument and desire to perform repertoire from all periods of music history. Following marching season, the String Orchestra will be joined by wind and percussion players selected from the bands to form the full orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop) and chamber orchestra (by audition).

Prerequisites: Students should have passed their previous year of Orchestra or completed an audition with the orchestra director.

0741 CHORUS 9-12 (1st Semester) 5 Credits

Description: Students may take this mixed chorus for a semester. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles, including sacred and secular texts. If the membership is all women we will study SSA & SSAA literature.

Prerequisites: None

0742 CHORUS 9-12 10 Credits

Description: Students may take this mixed chorus for the entire year. This course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing (SAB) and four-part (SATB) literature of all styles, including sacred and secular texts. If the membership is all women we will study SSA & SSAA literature.

Prerequisites: None

0743 FRESHMAN CHOIR 9 10 Credits

Description: This is a select mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular texts.

Prerequisites: Students should have passed 8th grade choir with placement by the choral director; or successful completion of an audition with the choral director.

0744 JUNIOR VARSITY CHOIR 10 10 Credits

Description: This is a select, mixed voice chorus with emphasis on performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular texts.

Prerequisites: Students should have passed Concert Choir with placement by the choral director; or successful completion of an audition with the choral director.

0745 VARSITY CHOIR 11-12 10 Credits

Description: This is a select mixed voice chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored, including sacred and secular music.

Prerequisites: Students should have passed the previous year of choir with placement by the choral director; or successful completion of an audition with the choral director.

0797 THE MUSIC CONSUMER 9-12 5 Credits

Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

Prerequisites: None

MUSIC - MILLARD SOUTH**0798 MUSIC THEORY****9-12**

5 Credits

Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

Prerequisites: Previous musical experience is not required but may be beneficial.

0799 ADVANCED PLACEMENT[®] MUSIC THEORY 11-12

5 Credits

Description: This course is an intense study of music theory, critical analysis of literature, history and composition with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Music Theory and/or college music theory entrance exams.

Prerequisites: Successful completion of 0798 Music Theory or approval by the instructor

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
MUSIC – WEST HIGH										
0778 A/B/C/D	Symphonic Band/Marching Band	20	10-12	F						•
0782 A/B	Wind Ensemble	10	10-12	F	†					•
0783 A/B/C/D	Orchestra	20	9-12	F	†					•
0786 A/B	Concert Band/Marching Band	10	9	F						•
0788 A/B/C/D	Varsity Choir	20	10-12	F	†					•
0791 A/B/C/D	Junior Varsity Choir	20	10-12	F						•
0792 A/B/C/D	Freshman Choir	20	9	F						•
0793 A/B/C/D	Freshman Choir with Band	20	9	F						•
0794 A/B	Freshman Choir (1st & 2nd Semester)	10	9	F						•
0795 C/D	Freshman Choir (3rd & 4th Semester)	10	9	F						•
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

F = Fine and Performing Arts

Students may be asked to provide specialized attire or to make a donation in these courses in compliance with Rule 6750.1. Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials.

Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for a free and reduced waiver should discuss cost or instrument needs with their instructor.

NON-PERFORMANCE MUSIC COURSES

The following courses are NON-PERFORMANCE offerings in the Millard West Music Department. Participation in a performance ensemble is not a prerequisite for registration in any of these courses, and all courses meet the Fine Arts Graduation Requirement.

- Music 0797 - The Music Consumer
- Music 0798 - Introduction to Music Theory
- Music 0799 - Advanced Placement® Music Theory

MUSIC – MILLARD WEST

0797 THE MUSIC CONSUMER

9-12

5 Credits

Description: It doesn't matter if you are riding in a car, buying a new CD, watching television, or sitting in the dentist's chair, we are all consumers of music. To help students become more knowledgeable music consumers, this course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the depth of emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

Prerequisites: None

0798 MUSIC THEORY

9-12

5 Credits

Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training and history. There will be a brief introduction to music history as it relates to music theory. This course is designed to educate students who wish to better understand the elements of music, with the aid of music technology.

Prerequisites: Previous musical experience is not required, but may be beneficial.

0799 ADVANCED PLACEMENT[®] MUSIC THEORY 11-12

5 Credits

Description: This course is an intense study of music theory, critical analysis of literature, history and composition, with emphasis on individual student composition project and use of music technology. Students should have a strong background in music theory. Completion of this course will prepare students to take the national College Board Advanced Placement[®] exam in Music Theory and/or college music theory entrance exams.

Prerequisites: Successful completion of 0798 - Music Theory and/or permission of the Instructor.

FIRST BLOCK MUSIC ENSEMBLES – 10-12

Four major performance ensembles (Band, Choir, Wind Ensembles and Orchestra) are offered during First Block (Wind Ensembles only offered during semesters three and four). This block is designed to be the primary ensemble experience for sophomores, juniors, and seniors. Students may choose to participate in only one of these ensembles, or, on the basis of audition with the instructors, may participate in a combination of any two or three, ensembles. All students in First Block music courses will also participate in the inter-disciplinary studies program (“ID”) which is a part of the Millard West music curriculum. Regardless of their choices for ensemble participation, all students in First Block Music will receive 20 credits for their yearlong participation. A full year of ensemble participation is required of First Block music students. Orchestra students will be asked to provide performance appropriate clothing. Color guard members may purchase uniforms as determined by the instructor.

Materials for basic projects will be provided. However, students who select specialized projects may be required to purchase extra materials. Students may donate money, materials, or equipment to defray cost of consumable materials or to provide personal equipment. Students who qualify for free and reduced waivers should discuss cost with their instructors.

Music and Block

Students are able to register for more than one music course during first block. Please use the numbers below to enroll in more than one music course at a time:

BAND

Band and Choir	Register for 0780 and 0789
Band and Orchestra	Register for 0779 and 0784
Band, Choir, and Orchestra	Register for 0780, 0790, 0785
Band and Wind Ensemble	Register for 0781 and 0782

CHOIR

Choir and Orchestra	Register for 0789 and 0784
Choir and Band	Register for 0789 and 0780
Choir, Orchestra, and Band	Register for 0790, 0785, and 0780

ORCHESTRA

Orchestra and Choir	Register for 0784 and 0789
Orchestra and Band	Register for 0784 and 0779
Orchestra, Choir, and Band	Register for 0785, 0790, and 0780

NOTE TO STUDENTS, PARENTS, and ADVISORS: The Music Department will provide each student enrolling in First Block Music with an individualized listing of courses for which to register. Students should only enroll for those courses designated by the Music Faculty.

MUSIC – MILLARD WEST

0778 SYMPHONIC BAND /MARCHING BAND

10-12

20 Credits

Description: This course is for all students in grades 10-12 who play a band instrument and have an interest in symphonic band literature and competitive marching band. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will also have the opportunity to audition for Orchestra winds and percussion and a vast array of other small ensembles, including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: None

0782 WIND ENSEMBLE

10-12 (Semesters 3 & 4)

10 Credits

Description: This course is a Semester 3 and 4 offering for 10-12 grade students in the Band Program. Placement in this ensemble will be determined on the basis of an audition, held in the fall of the year. Emphasis will focus on advanced instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire. Students will also have the opportunity to audition for Orchestra, Winds, and Percussion and a vast array of other small ensembles including Jazz Band, Chamber Winds, Brass Choir, Woodwind Choir, Percussion Ensemble, and others. This course will include performances outside of school time.

Prerequisites: Permission of the instructor, and enrollment in Symphonic Band/Marching Band during the first and second semesters.

0783 ORCHESTRA

9-12

20 Credits

Description: This course is designed for 9-12 graders (9th graders are in second block) interested in performing great classical, pop, and jazz repertoire written for orchestra. All string players, regardless of grade level, should automatically register for Orchestra. Wind and percussion players audition with the Director in the spring, and upon selection for Orchestra, will receive permission to register for the course. String Orchestra meets all yearlong, and following the marching band season, (start of second semester) the String Orchestra will be joined by wind and percussion players to form the Full Orchestra. Auditions for the select Chamber Orchestra take place in early fall, and opportunities exist throughout the year for small chamber music ensembles, conducting, solo performances, and participation in honor groups. This course will include performances outside of school time. Orchestra students will be asked to provide performance appropriate clothing.

Prerequisites: String players should have completed 8th grade Orchestra or an audition with the Director. Winds and percussion should complete an audition with the Director.

0788 VARSITY CHOIR (Concert Choir)

10-12

20 Credits

Description: This is a select mixed chorus designed for students who want to experience singing in a large ensemble. Emphasis will focus on advanced vocal technique and choral rehearsal skills, music literacy, music history, and performance practice. Musical repertoire will focus mainly on choral master works including sacred and secular texts. This course will include performances outside of school time.

Prerequisites: Successful audition with the Director.

0791 JUNIOR VARSITY CHOIR

10-12

20 Credits

Description: This course is designed for all sopranos and altos wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills and choral rehearsal techniques, music literacy and performing technique. This course will include performances outside of school time.

Prerequisites: None. An audition for this group is NOT required.

PHYSICAL EDUCATION

The Physical Education requirement for graduation is 15 credit hours. The courses listed below are all the offerings in physical education, with each course earning 5 credits. Note that these courses can only be taken once for credit toward graduation but may be taken as an elective if room in the class is available.

<u>9th Grade Offerings</u>
0800 Sport Skills & Fitness
0801 Cross Training I
0802 Cross Training II
0808 Intro to Aquatics
0810 Fitness Swimming
0814 Athletic Training and Sport Injury* * elective credit only MSHS/MWHS only

<u>10th Grade Offerings</u>
0800 Sport Skills & Fitness
0801 Cross Training I
0802 Cross Training II
0805 Weight Training I
0808 Intro to Aquatics
0809 Lifeguard Training
0810 Fitness Swimming
0814 Athletic Training and Sport Injury* * elective credit only MSHS/MWHS only
0817 Sport Officiating

<u>11th & 12th Grade Offerings</u>
0801 Cross Training I
0802 Cross Training II
0803 Lifetime Fitness
0805 Weight Training I
0806 Weight Training II
0808 Intro to Aquatics
0809 Lifeguard Training
0810 Fitness Swimming
0814 Athletic Training and Sport Injury* *elective credit only MSHS/MWHS only
0815 Athletic Training and Sport Injury Internship* *elective credit only MSHS/MWHS only
0816 Advanced Performance
0817 Sport Officiating

PHYSICAL EDUCATION

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
PHYSICAL EDUCATION										
0800	Sports Skills and Fitness	5	9-10				•	•	•	•
0801	Cross Training I	5	9-12				•	•	•	•
0802	Cross Training II	5	9-12		0801			•	•	•
0803	Lifetime Fitness	5	11-12				•	•	•	•
0805	Weight Training I	5	10-12				•	•	•	•
0806	Weight Training II	5	10-12		0805		•	•	•	•
0808	Introduction to Aquatics	5	9-12		†			•	•	•
0809	Lifeguard Training	5	10-12		†			•	•	•
0810	Fitness Swimming	5	9-12		†			•	•	•
0814	Athletic Training & Sports Injury	5	9-12		†				•	•
0815 A/B	Athletic Training & Sports Injuries Internship,	10	11-12		†				•	•
0816	Advanced Performance	5	11-12		†			•	•	•
0817	Sport Officiating	5	10-12					•	•	•

PHYSICAL EDUCATION

Students provide athletic shoes, sweatpants or shorts, t-shirt or sweatshirt, and cold weather attire as needed.

0800 SPORTS SKILLS AND FITNESS

9-10

5 Credits

Description: This course is designed to teach basic lifelong individual and team activities. Class activities will last 5 to 10 class periods.

Prerequisites: None

Activities:

- | | |
|----------------|-----------------------|
| 1. Swimming | 9. Golf |
| 2. Softball | 10. Dance |
| 3. Pickle Ball | 11. Floor Hockey |
| 4. Soccer | 12. Weight Lifting |
| 5. Badminton | 13. Flag Football |
| 6. Basketball | 14. New Games |
| 7. Tennis | 15. Fitness Knowledge |
| 8. Volleyball | |

Optional Enrichment Activities:

- | | |
|-------------------------|-----------------|
| 1. Cross Country Skiing | 4. Handball |
| 2. Roller Skating | 5. Racquetball |
| 3. Bowling | 6. Self Defense |

0801 CROSS TRAINING I**9-12**215
5 Credits

Description: This course is designed to teach basic lifestyle fitness concepts and aerobic/anaerobic fitness activities which use continuous movement or exercise for a determined amount of time.

Prerequisites: None

Activities:

- | | |
|------------------------------------|---------------------------------|
| 1. Aerobic Dance | 5. Jogging |
| 2. Bench Step Aerobics | 6. Power Walking |
| 3. Circuit/Station/Weight Training | 7. Swimming/Water Aerobics |
| 4. Fitness Concepts | 8. Literature in Healthy Living |

0802 CROSS TRAINING II**9-12**

5 Credits

Description: This course is designed to build and expand on the learning experience gained from Cross Training I.

Prerequisites: Cross Training I

Activities:

- | | |
|------------------------------------|------------------------------|
| 1. Aerobic Dance | 5. Jogging |
| 2. Bench Step Aerobics | 6. Power Walking |
| 3. Circuit/Station/Weight Training | 7. Swimming/Aquatic Aerobics |
| 4. Fitness Concepts | 8. Fitness Games |

Optional Enrichment Activities:

- | | |
|-------------------|--------------------|
| 1. Roller Skating | 3. Health Centers |
| 2. Fitness Labs | 4. Aerobic Centers |

0803 LIFETIME FITNESS**11-12**

5 Credits

Description: This course is designed to teach basic skills in most activities considered to be of value as a leisure-time experience and to make the student aware of life style fitness concepts that can be used after graduation. The lifestyle fitness concepts will be taught in the classroom on an alternating basis with the lifetime sport activities. Field trips to community recreation facilities are an optional part of this class. A fee will be charged for these optional activities, not to exceed the actual cost of the trip.

Prerequisites: None

Activities:

- | | |
|-----------------------|-------------------------------------|
| 1. Badminton | 8. Volleyball |
| 2. Golf | 9. Softball |
| 3. Tennis | 10. Swimming/Aquatic Activities |
| 4. Fitness Activities | 11. Wellness Activities |
| 5. Soccer | 12. Pickleball |
| 6. Ultimate Frisbee | 13. Flag Football/Ultimate Football |
| 7. Basketball | |

Optional Enrichment Activities:

- | | |
|--------------------------------|----------------------------|
| 1. Frisbee golf | 10. Fitness/Health Centers |
| 2. Roller skating/laser runner | 11. Self Defense |
| 3. Golf course/driving range | 12. Bowling |
| 4. Self-defense instruction | 13. CPR |
| 5. Floor hockey | 14. Roller Hockey |
| 6. Rock climbing/Rappelling | 15. Ice Skating |
| 7. Miniature golf | 16. Batting cages |
| 8. Ping pong | 17. Weight room |
| 9. Billiards | 18. Fishing |

0805 WEIGHT TRAINING I**10-12**5 Credits ²¹⁶

Description: This course is designed to teach the beginning weight training student. Major emphasis will be placed on safety, introduction of proper lifting techniques, establishing workout routines and record keeping, while lifting appropriate loads and doing conditioning activities. Both free weights and universal gym weights will be used. Enrollment is limited to one semester.

Prerequisites: None

Activities:

1. Introduce weight lifting exercises
2. Introduce and develop proper lifting techniques
3. Introduce and establish workout routines
4. Introduce physiological and kinesiological concepts
5. Introduce weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

0806 WEIGHT TRAINING II**10-12**

5 Credits

Description: This course is designed to build on learning experiences gained from Weight Training I. Weight Training II may be repeated with instructor's permission.

Prerequisites: Weight Training I

Activities:

1. Introduce advanced weight lifting exercises
2. Improve on proper lifting techniques
3. Develop, assess, and select advanced workout routines
4. Apply physiological and kinesiological concepts
5. Apply advanced weight training principles
6. Use free weights and universal gym weights
7. Conditioning activities

0808 INTRODUCTION TO AQUATICS**9-12**

5 Credits

Description: This course is designed for the novice swimmer and will teach basic swimming strokes and water safety skills.

Prerequisites: Students are required to furnish their own towel and swim suit. They should have the ability to dive into deep water. Students should be able to swim the length of the pool non-stop using the crawl stroke, breast stroke, or back stroke.

Activities:

- | | |
|--------------------------------------|---------------------------|
| 1. Basic Water Safety Skills | 3. Community Water Safety |
| 2. Basic Swimming Strokes and Skills | 4. Water Sports |

0809 LIFEGUARD TRAINING**10-12**

5 Credits

Description: This course is designed for the advanced swimmer and will follow the program designed by the American Red Cross. Students who successfully complete this class may qualify to receive the Red Cross Certification in Lifeguard Training, First Aid & CPR for the professional rescuer. Students will be required to purchase Red Cross materials for their own use, including a pocket mask.

Prerequisites: Students are required to furnish their own towel and swim suit, be 15 years of age on or before the beginning of the course, swim 500 yards continuously using each of the following strokes for at least 50 yards (crawl, breaststroke, and sidestroke), surface dive to a minimum depth of nine feet and bring a 10-pound diving brick to the surface, surface dive to a minimum depth of five feet and swim underwater a minimum of 15 yards, and tread water for one minute without the use of arms.

Activities:

- | | |
|-----------------------|----------------------|
| 1. Advanced Swimming | 3. Water Safety |
| 2. Lifeguard Training | 4. First Aid and CPR |

0810 FITNESS SWIMMING**9-12**217
5 Credits

Description: This course is designed for the advanced swimmer and will teach the student the benefits of fitness swimming and its effect on lifetime health. Major emphasis will be on safety, hydrodynamics and fitness concepts. If the class has been taken for 9/10th grade credit, it may be repeated for 11/12th grade elective credit. Students are required to furnish their own towel and swim suit.

Prerequisites: Students must be able to swim 500 yards continuously using the crawl stroke, backstroke and breaststroke in any combination.

Activities:

- | | |
|--------------------------------|---------------------------|
| 1. Fitness Programming | 5. Water Aerobics |
| 2. Training Concepts | 6. Community Water Safety |
| 3. Hydrodynamic Concepts | 7. Community CPR |
| 4. Fitness Swimming Activities | |

0814 ATHLETIC TRAINING AND SPORTS INJURY South & West only 9-12 5 Credits

Description: This course is designed for the student interested in athletic training and the health care of the athlete. The primary focus of study will revolve around the prevention, recognition, treatment, and rehabilitation of injuries caused during physical activity or athletics. Basic knowledge of anatomy and physiology, emergency first aid, and the discussion of a variety of athletic injuries will be discussed in the traditional classroom format. In addition, students will gain hands-on experience in laboratory activities that include taping techniques, splinting methods, the use and principles of common modalities used to treat athletic injuries, as well as basic principles applied in the rehabilitation of injuries. **This course is for elective credit only. It does not fulfill the 15-credit P.E. graduation requirement.**

0815 ATHLETIC TRAINING AND SPORTS INJURIES INTERNSHIP South & West only 11-12 10 Credits

Description: The Athletic Training and Sports Injuries Internship is designed as a mutually beneficial experience for Millard Athletic Training students and the high school. Athletic Training students volunteer their athletic training and first aid skills as support to a variety of sports activities. This coordination would take place with the head athletic trainer at Millard South and Millard West and various sports teams/organizations. The experience would enhance the athletic training students' skills while providing an important health care service. Students will be required to complete 80 hours of community service (within and/or out of school.) This course has been designed to coincide with the University of Nebraska Omaha Introduction to Athletic Training course (PE3040) making students eligible for Dual Enrollment (college credit) through UNO.

0816 ADVANCED PERFORMANCE 11-12 5 Credits

Description: This course is designed for the highly motivated student interested in advanced performance training. The class will also help build potential health and fitness career opportunities and knowledge of those careers. The class will incorporate intense training techniques, nutrition, goal setting and research in the area of exercise science.

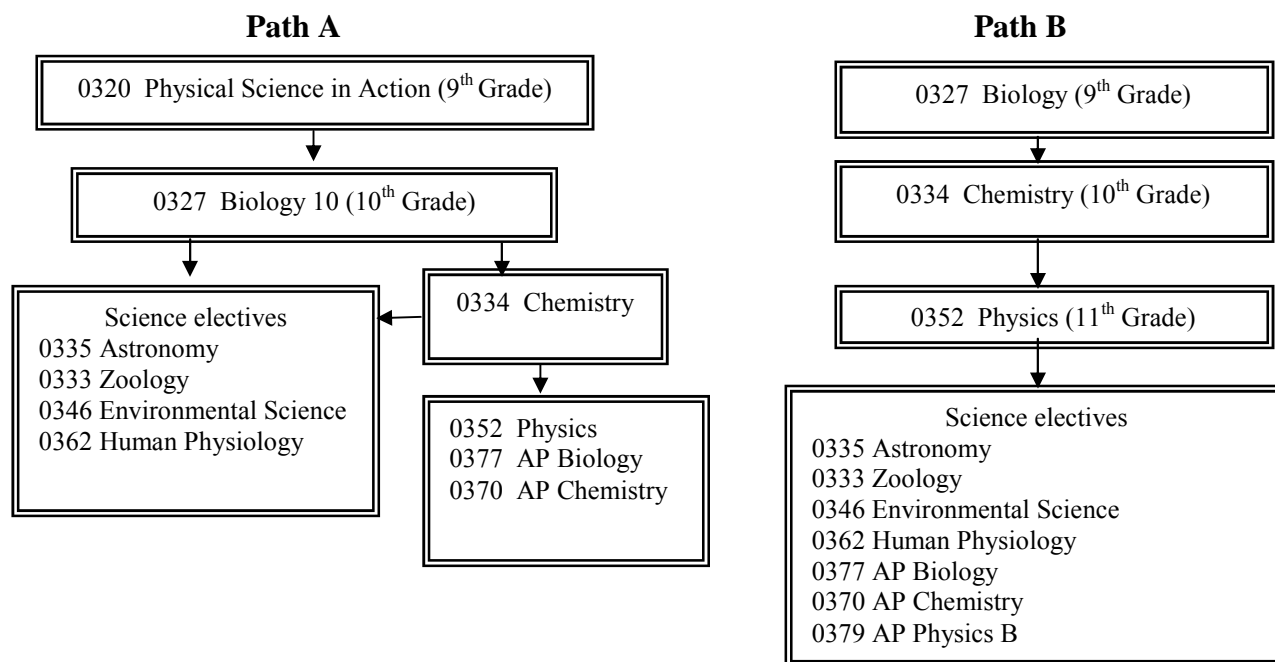
Prerequisites: Students must have teacher approval and have successfully completed two of the following courses: Weight Training I, Weight Training II, Cross Training I or Cross Training II.

0817 SPORT OFFICIATING 10-12 5 Credits

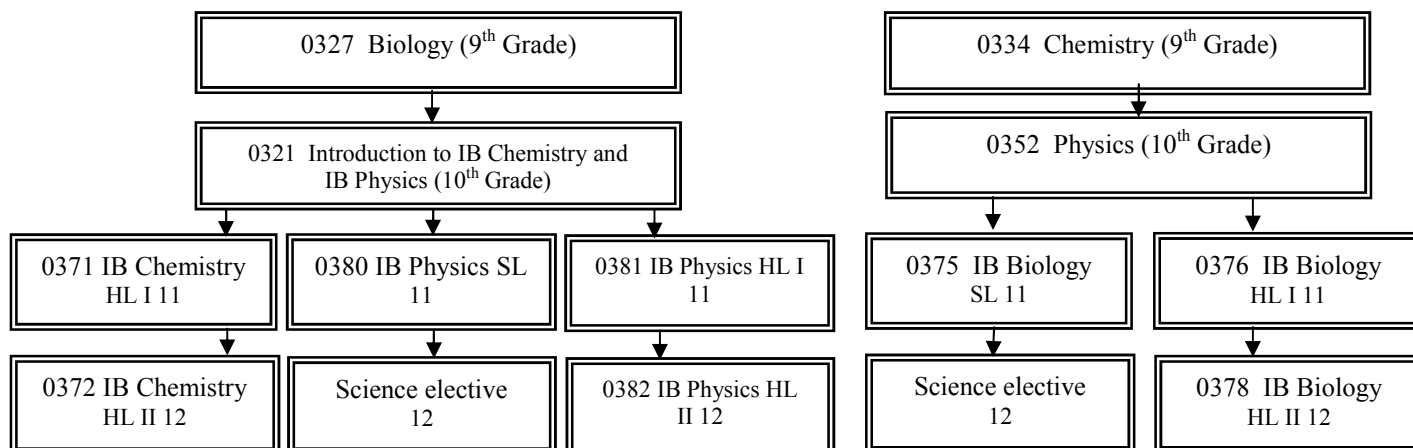
Description: This course is designed to offer students the coursework and experience necessary to become an official in a variety of major sports, including, but not limited to, basketball, football, volleyball, baseball, softball and soccer. Coursework will include classroom activities, field experiences, guest speakers and video lessons. Upon successful completion of this course, students interested in employment with youth organizations or the NSAA may pursue these activities at their own discretion.

Prerequisites: None

SCIENCE



Preferred Science Sequences for International Baccalaureate Students (North High Only)



Most students should take Physical Science in Action in ninth grade followed by Biology in the tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years of science in high school, including Advanced Placement® science courses.

Success as an eighth grade student is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on the following attributes:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest
- Interest in taking more than the required high school science courses

0321 INTRODUCTION TO IB CHEMISTRY AND IB PHYSICS 10 North only 10 Credits ²²⁰

Description: Introduction to IB Chemistry and IB Physics will offer the Diploma Programme student basic concepts taught in IB Chemistry and IB Physics. Students will be able to make an informed decision as to which IB course (Chemistry or Physics) they will choose the following year. Chemistry and Physics topics will be taught in an integrated manner. Laboratory work will emphasize open-ended questions and students will design experiments to answer these questions. Evaluation of student work will be based on IB models.

Prerequisites: Biology. Student must be enrolled in the DP program

0326 BASIC BIOLOGY 10 South only 10 Credits

Description: Basic Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and ecology, and their relevance to human body systems. Utilizing technology, students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of life science.

Prerequisites: Students meeting two of the following criteria may enroll in this course: Special Education placement; recommendation of most recent science teacher; a reading comprehension level below the 40th national percentile.

0327 BIOLOGY 9-10 10 Credits

Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms, and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

Prerequisites: None

0333 ZOOLOGY 10-12 5 Credits

Description: This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function based on the morphological, physiological and behavioral characteristics. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

Prerequisites: Biology

0334 CHEMISTRY 10-12 10 Credits

Description: This course emphasizes the impact of chemistry on a global society. The course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problems-solving skills through laboratory experience and the application of acquired information.

Prerequisites: Algebra I

0335 ASTRONOMY 10-12 5 Credits

Description: This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the exploration of the universe and its development through time.

Prerequisites: None

0346 ENVIRONMENTAL SCIENCE 10-12 5 Credits

Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interaction of living things as well as their impact on the non-living will be explored.

Prerequisites: Biology

0352 PHYSICS 10-12 10 Credits

Description: Physics is a strong college preparatory class that develops critical thinking skills and problem solving techniques. This class would be beneficial for all students going to college, not just students planning to major in science. Students use technology-based laboratory equipment to explore and verify the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.

Prerequisites: Completion of or concurrent enrollment in Algebra II

0362 HUMAN PHYSIOLOGY**10-12**221
10 Credits

Description: This course is an in-depth study of the structure and function of human body systems. It is recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.

Prerequisites: Biology

0370 ADVANCED PLACEMENT[®] CHEMISTRY**11-12**

10 Credits

Description: This course provides an in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). AP Chemistry is designed to be equivalent to introductory general chemistry courses; therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature. Completion of this course will prepare students to take the national Advanced Placement[®] exam in Chemistry.

Prerequisites: Chemistry and completion or concurrent enrollment in Algebra II

0371 IB CHEMISTRY HL I**11****North only**

10 Credits

Description: IB Chemistry HL I is the first year, grade 11, of a two-year sequence for IB students testing Higher Level. This course provides an in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). IB Chemistry HL I is designed to be equivalent to introductory General Chemistry courses offered at colleges and universities, therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.

Prerequisites: IB student needs completion or concurrent enrollment in Algebra II and Introduction to IB Chemistry and IB Physics in 10th grade.

0372 IB CHEMISTRY HL II**12****North only**

10 Credits

Description: This course provides an in-depth study of organic chemistry. Subjects will include chemical bonding, homologous series, functional groups, hydrocarbons, various substitution reactions, various addition reactions, various elimination reactions, acid-base reactions, and human biochemistry. IB Chemistry HL II is designed to be similar to introductory first semester Organic Chemistry courses offered at colleges and universities, therefore student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature.

Prerequisites: IB Chemistry HL I

0375 IB BIOLOGY SL**11-12****North only**

10 Credits

Description: This one-year course provides an in-depth study of the major concepts and themes in biology. The course is designed to prepare a student to take the IB Standard Level examination or the AP examination. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used for IB students to work on an interdisciplinary Group 4 project.

Prerequisites: Chemistry

0376 IB BIOLOGY HL I**11****North only**

10 Credits

Description: This course provides an in-depth study of the major concepts and themes in biology. This course is the first year of the two-year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences that will be a component of the student's internal assessment for the course.

Prerequisites: Chemistry

0377 ADVANCED PLACEMENT[®] BIOLOGY**11-12**

10 Credits

Description: AP Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be equivalent to a college-level introductory biology course with the intent of providing a strong preparation for post-high school science. An AP Biology student should possess strong writing, reading and analytical skills. Completion of this course will prepare students to take the Advanced Placement[®] exam in Biology.

Prerequisites: Biology and Chemistry

0378 IB BIOLOGY HL II **12** **North only** 10 Credits

Description: This course provides an in-depth study of the major concepts and themes in biology. This course is the second of the two-year course designed to prepare a student to take the IB Biology Higher Level examination. It is equivalent to a college level General Biology course. Approximately 25% of class time will be devoted to laboratory experiences, which will be a component of the student's internal assessment for the course. In addition to lecture/discussion and laboratory, class time will be used to work on an interdisciplinary Group 4 project.

Prerequisites: IB Biology HL I, Chemistry

0379 ADVANCED PLACEMENT[®] PHYSICS B **11-12** 10 Credits

Description: This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering both traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, quantum physics and atomic/nuclear physics. Previously released AP Physics B exam questions will be utilized for assessment throughout the course. Completion of this course will prepare students to take the national Advanced Placement[®] exam in Physics.

Prerequisites: Physics and completion of or concurrent enrollment in Precalculus

0380 IB PHYSICS SL **11-12** **North only** 10 Credits

Description: The standard level physics course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of IB Physics SL will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

Prerequisites: Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

0381 IB PHYSICS HL I **11** **North only** 10 Credits

Description: This course is the first year of the two-year course designed to prepare a student to take the IB Physics Higher Level examination. The course is a study of classical and modern physics. The core syllabus describes a non-calculus-based study of the fundamental topics of physics. The emphasis is on personal experience in the scientific method. While focusing on the development of both scientific knowledge and scientific activity, students of Physics HL I will make connections within the three domains of physics: laws of physics, experimental skills, and the social and historical aspects.

Prerequisites: Completion of Introduction to IB Chemistry and IB Physics and completion of or concurrent enrollment in Precalculus

0382 IB PHYSICS HL II **12** **North only** 10 Credits

Description: The second year of IB Higher Level Physics continues the study of classical and modern Physics. During the second year HL students will study the core syllabus in more depth. In addition to the greater detail of the core, HL students may cover medical and/or particle Physics. HL students will continue the emphasis on the scientific method and studying the impact of human activities on the Earth from a scientific viewpoint.

Prerequisites: IB Physics HL I

Required for Graduation

0410 American History Since 1914	9
0412 World Geography	10
0414 U.S. Government & Economics	12

Students must choose at least one course from Human Resources and one from the American Studies and World Perspectives.

Social Studies Human Resource Courses

- 0430 Introduction to Behavioral Sciences 10-12
- 0431 Sociology 11-12
- 0432 Psychology 11-12
- 0433 IB Psychology SL (North) 11-12
- 0453 AP Psychology 11-12

American Studies and World Perspectives Courses

- | | |
|--|--|
| 0423 Ethnic Studies 10-12 | 0418 IB 20 th Century World History Topics SL 11-12 (North) |
| 0442 Law Studies 11-12 | 0421 World Affairs 11-12 |
| 0450 AP United States History 11-12 | 0422 World Religions 11-12 |
| 0455 IB History of the Americas HL II (North) 12 | 0420 World History 11-12 |
| | 0451 AP European History 11-12 |
| | 0456 AP Human Geography 10-12 |
| | 0457 AP Comparative Government & Politics 11-12 |

SOCIAL STUDIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
SOCIAL STUDIES										
0410 A/B	American History (Since 1914)	10	9			•	•	•	•	•
0412 A/B	World Geography	10	10			•	•	•	•	•
0414	United States Government & Economics	5	12			•	•	•	•	•
0418 A/B	IB 20 th Century World History Topics	10	11-12	WP		•	•	•	•	•
0420 A/B	World History	10	11-12	WP		•	•	•	•	•
0421	World Affairs	5	11-12	WP		•	•	•	•	•
0422	World Religions	5	11-12	WP		•	•	•	•	•
0423	Ethnic Studies	5	10-12	AS		•	•	•	•	•
0430	Introduction to Behavioral Sciences	5	10-12	HR		•	•	•	•	•
0431	Sociology	5	11-12	HR		•	•	•	•	•
0432	Psychology	5	11-12	HR		•	•	•	•	•
0433 A/B	IB Psychology SL	10	11-12	HR		•	•	•	•	•
0442	Law Studies	5	11-12	AS		•	•	•	•	•
0450 A/B	AP United States History	10	11-12	AS		•	•	•	•	•
0451 A/B	AP European History	10	11-12	WP		•	•	•	•	•
0453	AP Psychology	5	11-12	HR	0432	•	•	•	•	•
0455 A/B	IB History of the Americas HL II	10	12	AS	0418	•	•	•	•	•
0456 A/B	AP Human Geography	10	10-12	WP	†	•	•	•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP		•	•	•	•	•

AS = American Studies

HR = Human Resources

WP = World Perspectives

SOCIAL STUDIES

0410 AMERICAN HISTORY (SINCE 1914) 9 10 Credits

Description: This course continues the concepts started in the eighth grade American History course and begins with the time period of 1914 prior to World War I and continues towards the present.

Prerequisites: None

0412 WORLD GEOGRAPHY 10 10 Credits

Description: Today's world is one which is driven by the interrelationships between nations. To function as a global citizen, one must have an understanding of global interdependence and diversity, the effect of cooperation and conflict resolution between nations, and the impact of culture and history upon contemporary world issues. From this understanding, students will develop a world perspective to view events of the day.

Prerequisites: None

0414 UNITED STATES GOVERNMENT AND ECONOMICS 12 5 Credits

Description: This required course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world. Classroom learning is strengthened through a required ten-hour community service component.

Prerequisites: None

- 0418 IB 20TH CENTURY WORLD HISTORY TOPICS 11-12 North only 10 Credits** ²²⁵
Description: IB Twentieth Century World History Topics will be offered at Millard North High School at the Standard Level for IB students their junior or senior year. This course will be offered as the first year of the two-year curriculum for the History of the Americas, which is offered at the Higher Level. Through a comparative analysis of the topics being applied to the former Soviet Union, the Middle East, Western and Eastern Europe, China, and the Americas, the student will gain an appreciation of the diversity of human nature and its impact on economic, political, and social development of specific countries and issues, including domestic and foreign policy.
Prerequisites: None
- 0420 WORLD HISTORY 11-12 10 Credits**
Description: World History traces humanity's struggle to survive and create civilizations through the study of anthropology and the development in religion, government, science, commerce, philosophy and the arts.
Prerequisites: None
- 0421 WORLD AFFAIRS 11-12 5 Credits**
Description: This is a course in contemporary world events. World Affairs is the study of current events happening in the modern world, including historical information explaining why these events are important.
Prerequisites: None
- 0422 WORLD RELIGIONS 11-12 5 Credits**
Description: This course is an introduction to different religions in the world. It will cover Hinduism, Buddhism, Christianity, Islam and Judaism. The course will help students understand the basic tenets of the major religions of the world, as well as try to develop an appreciation of the complex history of each religion through studying such primary sources as the Vedas, the Sutras, the Torah, the Bible, and the Koran.
Prerequisites: None
- 0423 ETHNIC STUDIES 10-12 5 Credits**
Description: Ethnic Studies is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.
Prerequisites: None
- 0430 INTRODUCTION TO BEHAVIORAL SCIENCES 10-12 5 Credits**
Description: This course is an introduction to behavioral sciences studied through the disciplines of anthropology, sociology, and psychology with an emphasis on the scientific research methods.
Prerequisites: None
- 0431 SOCIOLOGY 11-12 5 Credits**
Description: This course is an introduction to the study of group behavior and social interaction. The class will analyze the structure, values and function of groups in various levels of our society. The units of study include introduction to sociology, socialization, family, aging, death and dying, education, and poverty.
Prerequisites: None
- 0432 PSYCHOLOGY 11-12 5 Credits**
Description: This course is an introduction to the discipline of psychology as the scientific study of the individual and his/her behavior. The class will analyze psychology in action. Major topics include methods of psychology, learning, memory, social interaction, personality, and the study of abnormal behavior.
Prerequisites: None
- 0433 IB PSYCHOLOGY SL 11-12 North only 10 Credits**
Description: This psychology course enables us to promote an awareness of and respect for the psychological diversity of human beings with reference to their biological, social, and cultural influences. Students will develop an appreciation of the broad scope of psychology, as well as an understanding of the different theoretical approaches utilized in understanding behavior. They will be able to describe, compare, and evaluate the key ideas of all four of psychology's major perspectives, as well as the historical and cultural contexts in which each developed. Students will be introduced to scientific methodology used in psychological inquiry, demonstrate their ability to design, conduct, and report a simple experiment, as well as review ethical practices and responsibilities essential to such inquiry. Ultimately, they will explore the practical applications of psychology and demonstrate the relevance of psychology to daily life, from the individual level to the global level representing an international perspective.
Prerequisites: None

0442 LAW STUDIES**11-12**

5 Credits

Description: Law Studies is an academic and community-oriented course designed to give the student an introductory look at the field of law and our criminal justice system. Topics include criminal behavior, the Bill of Rights, police work, prosecution, the courts, our correctional system, and civil and criminal law.

Prerequisites: None

0450 ADVANCED PLACEMENT® UNITED STATES HISTORY 11-12

10 Credits

Description: This course is a chronological study of American History from colonial times to present. This is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing and analytical skills are necessary. The course is intended for qualified students who wish to complete studies in high school equivalent to college introductory courses in the field of American History. Completion of this course will prepare students to take the national Advanced Placement® exam in United States History.

Prerequisites: None

0451 ADVANCED PLACEMENT® EUROPEAN HISTORY 11-12

10 Credits

Description: AP European History is designed to provide the students with the factual knowledge necessary to analyze historical evidence in relation to the principle themes (social, cultural, political and economic) in European History (1450-Present). The course is intended for motivated students who wish to complete studies in high school equivalent to college introductory courses in European History. Completion of this course will prepare students to take the national Advanced Placement® exam in European History.

Prerequisites: None

0453 ADVANCED PLACEMENT® PSYCHOLOGY 11-12

5 Credits

Description: The purpose of the Advanced Placement® course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They also learn about the methods that psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Students must have completed Psychology. Completion of this course will prepare students to take the national Advanced Placement® exam in Psychology.

Prerequisites: Psychology

0455 IB HISTORY OF THE AMERICAS HL II**12****North only**

10 Credits

Description: The History of the Americas course uses the Americas as its regional option. It is a one-year curriculum where students will study common experiences in the Americas through a comparative analysis of the histories of the United States, Latin America, and Canada. The course will center on the following themes: history, politics, culture, society, economics, technology diplomacy, and international affairs. This course is offered with 20th Century World History Topics as part of a two-year curriculum. It will focus on regional case studies of the Americas, and students will be testing at IB higher level.

Prerequisites: IB 20th Century World History Topics

0456 ADVANCED PLACEMENT® HUMAN GEOGRAPHY 10-12

10 Credits

Description: The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in their science and practice. Students will use critical thinking skills to examine geographic problems on the global, national, and local scales. AP® Human Geography is a rigorous course with college level expectations that allows a student the option of taking a nationally standardized examination for college credit. Strong reading, writing, and analytical skills are necessary.

Prerequisites: Completion of or concurrent enrollment in World Geography

0457 ADVANCED PLACEMENT[®] COMPARATIVE GOVERNMENT & POLITICS 11-12 5 Credits ²²⁷

Description: The AP Comparative Government & Politics course is a one-semester college survey course that provides students with a coherent knowledge of global studies by evaluating five world political systems. With this study, students will comprehend the vast diversity of political structures, its practices, and how these societies fit into the global realm. Completion of this course will prepare students to take the national Advanced Placement[®] exam in Comparative Government.

Prerequisites: None

SPECIAL EDUCATION

All students must be Special Education verified to qualify for the following classes. Each course will be modified to fit the needs of the students based on the students' Individual Educational Plan (IEP). These courses are NOT college preparatory; however, they do fulfill the necessary requirements for graduation. All listed courses may not be offered each semester due to insufficient student enrollment or staff availability.

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
SPECIAL EDUCATION										
0900 A/B	Fundamental English	10	9-12		†			•	•	•
0903 A/B	Essentials of English 11	10	11					•	•	•
0908 A/B	Fundamental Reading	10	9-12		†			•	•	•
0920 A/B	Fundamental Math	10	9-12		†			•	•	•
0921 A/B	Essentials of Intro to Algebra	10	9-12		†				•	
0922 A/B	Essentials of Algebra Foundations I	10	9-10		†			•	•	•
0923 A/B	Essentials of Algebra Foundations II	10	10-11		†			•	•	•
0924 A/B	Essentials of Geometry	10	10-12		†				•	•
0925 A	Essentials of Consumer Math I	5	12		†				•	•
0926 A	Essentials of Consumer Math II	5	12		†				•	•
0930 A/B	Fundamental Science	10	9-12		†			•	•	•
0931 A/B	Essentials of Physical Science in Action	10	9		†			•	•	•
0932 A/B	Essentials of Biology	10	10		†			•	•	•
0933 A	Essentials of Human Physiology I	5	11-12		†			•		•
0934 A	Essentials of Human Physiology II	5	11-12		†			•		•
0935 A	Essentials of Environmental Science	5	9-12		†				•	•
0940 A/B	Fundamental Social Studies	10	9-12		†			•	•	•
0941 A/B	Essentials of American History (Since 1914)	10	9		†			•	•	•
0942 A/B	Essentials of World Geography	10	10		†			•	•	•
0943 A	Essentials of Ethnic Studies	5	11-12		†			•	•	•
0944 A	Essentials of United States Government & Economics	5	12		†			•	•	•
0950 A	Fundamental Daily Living	5	10-12		†			•	•	•
0951 A	Fundamental Independent Living	5	9-12		†			•	•	•
0970 A	Fundamental Technology	5	9-12		†				•	•
0971 A/B	Fundamental Prevocational Skills	10	9-12		†			•	•	•
0973 A	Work Introduction Network I	5	9-12		†			•	•	•
0974 A	Work Introduction Network II	5	9-12		†			•	•	•
0975 A	Occupational Skills I	5	9-10		†			•	•	•
0976 A	Occupational Skills II	5	11-12		†		•	•	•	•
0977 A/B	Supervised Occupations	10	9-12		†		•	•	•	•

SPECIAL EDUCATION

0900 FUNDAMENTAL ENGLISH **9-12** 10 Credits

Description: This course is designed for students who require an alternate curriculum in written and oral expression. This course's grading system is pass/fail.

Prerequisite: Recommended by student's Individualized IEP Team

0903 ESSENTIALS OF ENGLISH 11 **11** **10 Credits****American Perspectives through Literature**

Description: Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities. Students may utilize additional/supplemental curriculum materials to meet their individual needs.

Prerequisites: Recommended by student's IEP Team

0908 FUNDAMENTAL READING **9-12** 10 Credits

Description: This course is designed for students who require an alternate curriculum in reading. This course's grading system is pass/fail.

Prerequisites: Recommended by student's IEP Team

0920 FUNDAMENTAL MATH **9-12** 10 Credits

Description: This course is designed for students who require an alternate curriculum in math. This course's grading system is pass/fail.

Prerequisites: Recommended by student's IEP Team

0921 ESSENTIALS OF INTRODUCTION TO ALGEBRA **9** 10 Credits

Description: This course is designed for the student who needs more practice with basic mathematics. Students will receive instruction in concepts involving whole numbers, decimals, and fractions. The course also includes basic Algebra concepts and is designed to prepare students for Essentials of Algebra.

Prerequisites: Recommended by student's IEP Team

0922 ESSENTIALS OF ALGEBRA FOUNDATIONS I **South and West only** **9-10** 10 Credits

Description: Essentials of Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts. This course is designed for students who may have difficulty understanding mathematics in an abstract form.

Prerequisites: Recommended by student's IEP Team

0923 ESSENTIALS OF ALGEBRA FOUNDATIONS II **South and West only** **10-11** 10 Credits

Descriptions: Essentials of Algebra Foundations is a two-year sequence designed for those students who need reinforcement in basic skills in order to successfully master algebra and geometry concepts. This course is the second year of the two-year sequence.

Prerequisites: Recommended by student's IEP Team

0924 ESSENTIALS OF GEOMETRY **South and West only** **10-12** 10 Credits

Description: This course is designed to increase student understanding of geometry to include these: lines, angles, planes, and images. The student will learn traditional geometric facts, applications of those facts, and the axiomatic method used to derive those facts.

Prerequisites: Recommended by student's IEP Team

0925 ESSENTIALS OF CONSUMER MATH I **South and West only** **12** 5 Credits

Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.

Prerequisites: Recommended by student's IEP Team

- 0926 ESSENTIALS OF CONSUMER MATH II** **12** 5 Credits
Description: This course is designed to gain a better understanding of the application of mathematics in the market place. Areas to be covered are mathematical skills, budgeting, taxes, insurance, auto consumerism, consumer applications, and consumer economics.
Prerequisites: Recommended by student's IEP Team
- 0930 FUNDAMENTAL SCIENCE** **9-12** 10 Credits
Description: This course is designed for students who require an alternate curriculum in science. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0931 ESSENTIALS OF PHYSICAL SCIENCE IN ACTION** **9** 10 Credits
Description: This course utilizes a multi-faceted, hands-on approach to science. This course includes elements of Life Science although emphasis is placed on the Physical and Earth Sciences.
Prerequisites: Recommended by student's IEP Team
- 0932 ESSENTIALS OF BIOLOGY** **10** 10 Credits
Description: This course offers a simplified presentation of the important concepts of biology. Topics to be covered include the cell classification, animal biology, botany, ecology and evolution by natural selection.
Prerequisites: Recommended by student's IEP Team
- 0933 ESSENTIALS OF HUMAN PHYSIOLOGY I** **North & West only** **11-12** 5 Credits
0934 ESSENTIALS OF HUMAN PHYSIOLOGY II **North & West only** **11-12** 5 Credits
Description: These courses are a basic study of the structure and function of human body systems. They are recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as cause and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.
Prerequisites: Recommended by student's IEP Team
- 0935 ESSENTIALS OF ENVIRONMENTAL SCIENCE** **11-12** 5 Credits
Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interactions of living things with other living things as well as their impact on the non-living will be explored. A hands-on instructional approach is used.
Prerequisites: Recommended by student's IEP Team
- 0940 FUNDAMENTAL SOCIAL STUDIES** **9-12** 10 Credits
Description: This course is designed for students who require an alternate curriculum in social studies. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0941 ESSENTIALS OF AMERICAN HISTORY (SINCE 1914)** **9** 10 Credits
Description: This course continues the strands started in the eighth grade American History course and begins with the time period of 1914 prior to World War I.
Prerequisites: Recommended by student's IEP Team
- 0942 ESSENTIALS OF WORLD GEOGRAPHY** **10** 10 Credits
Description: This course focuses on the interrelationships between nations. To function as a global citizen, students will develop an understanding of global interdependence and diversity, cooperation and conflict between nations, and the impact of culture and history upon world issues.
Prerequisites: Recommended by student's IEP Team
- 0943 ESSENTIALS OF ETHNIC STUDIES** **11-12** 5 Credits
Description: Ethnic Studies provides students with a means of learning about their own ethnic backgrounds, as well as the ancestry and history of others in their school and community. Ethnicity is an integral, but complex, part of American life. Students learn about differences and focus on those cultural values and components which have become national in character.
Prerequisites: Recommended by student's IEP Team

- 0944 ESSENTIALS OF UNITED STATES GOVERNMENT & ECONOMICS** 12 5 Credits
Description: This course is designed to help seniors acquire the knowledge and skills necessary to function as an informed, concerned and active citizen/consumer in our democratic society and complex world.
Prerequisites: Recommended by student's IEP Team; Senior standing
- 0950 FUNDAMENTAL DAILY LIVING** 9-12 5 Credits
Description: This course is designed for students who require an alternate curriculum in the areas of self-care, health education, wellness, and safety.
Prerequisites: Recommended by student's IEP Team
- 0951 FUNDAMENTAL INDEPENDENT LIVING** 9-12 5 Credits
Description: This course is designed for students who require an alternate curriculum in the areas of cooking, household safety and cleanliness, finances, and leisure skills.
Prerequisites: Recommended by student's IEP Team
- 0970 FUNDAMENTAL TECHNOLOGY** 9-12 10 Credits
Description: This course is designed for students who require an alternate curriculum to access technology. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0971 FUNDAMENTAL PREVOCATIONAL SKILLS** 9-12 10 Credits
Description: This course is designed for students who require an alternate curriculum to learn prevocational work habits and skills in a supported environment. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0973 WORK INTRODUCTION NETWORK I** 9-12 5 Credits
Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0974 WORK INTRODUCTION NETWORK II** 9-12 5 Credits
Description: This course provides students with an opportunity to explore occupations in non-paid work experiences at pre-approved school or community sites. These functional experiences will provide students with hands-on training and exploration of actual job duties in various career interest areas in preparation for competitive employment. This course's grading system is pass/fail.
Prerequisites: Recommended by student's IEP Team
- 0975 OCCUPATIONAL SKILLS I** 9-10 5 Credits
Description: This exploratory course emphasizes career awareness and the development of positive worker traits. Students become acquainted with job sources, application procedures, interviewing techniques, and job maintenance skills.
Prerequisites: Recommended by student's IEP Team; suggested for 10th grade
- 0976 OCCUPATIONAL SKILLS II** 11-12 5 Credits
Description: Students are provided with information to help them prepare to enter the job market. Areas included are the job application process, vocational aptitude and interest assessment, career research, job maintenance, and consumerism.
Prerequisites: Recommended by student's IEP Team

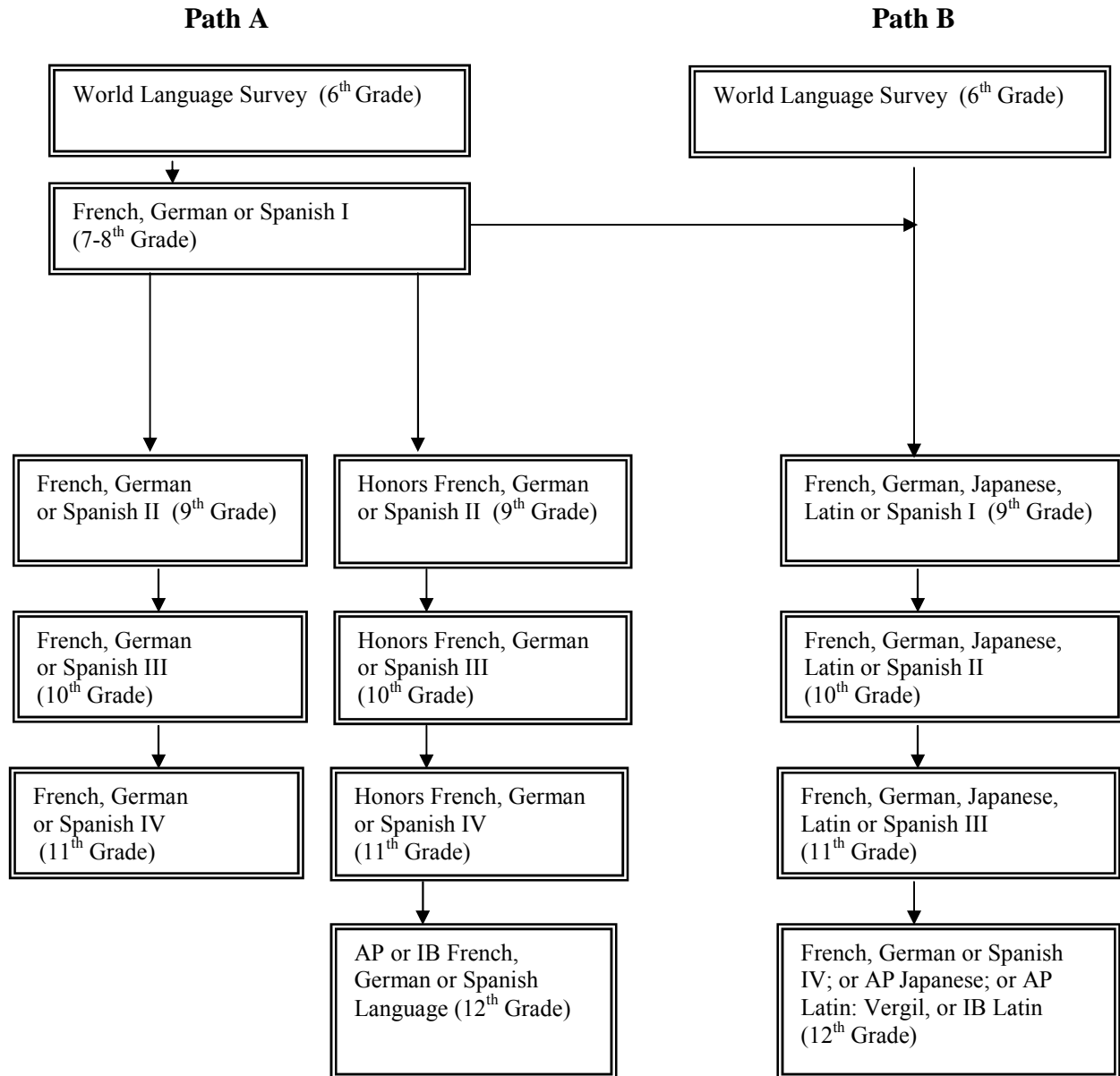
0977 SUPERVISED OCCUPATIONS**10-12**10 Credits ²³²

Description: Provides students with an opportunity to work at a pre-approved school or community-based job. This experience and the courses, Work Introduction Network or Occupational Skills, serve as integral components of the student's job preparation.

Prerequisites: Recommended by student's IEP Team. Recommended for students age 16 or older; completion of, or concurrent enrollment in, Occupational Skills I/II or Work Introduction Network. Seniors must have completed or be enrolled in Occupational Skills II to receive credit for Supervised Occupations.

Credit: 5 per semester (student must be employed the entire semester to be eligible for full credit)

All students learn about French, German and Spanish language and culture in the sixth grade World Language Survey course. All students should begin studying a language in seventh grade. In middle school, French, German and Spanish I are taught over two years. At the end of eighth grade, a recommendation will be made regarding each student’s placement in a ninth grade world language course.



Students are advised to take consecutive years of the same language. UNL, UNO and UNK admissions requirements include two years of the same language. Students are highly encouraged to take the opportunity to extend their language study throughout their high school years.

Students who demonstrate language proficiency are encouraged to learn a second language in high school while continuing the first language.

Although students normally follow one of the above paths, based on a student’s proficiency, a recommendation may be made that a student take a different path.

WORLD LANGUAGE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>+ see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
WORLD LANGUAGE										
0112 A/B	German I	10	9-12					•	•	•
0113 A/B	German II	10	9-12					•	•	•
0114 A/B	Honors German II	10	9-12					•	•	•
0115 A/B	German III	10	10-12					•	•	•
0116 A/B	Honors German III	10	10-12					•	•	•
0117 A/B	German IV	10	11-12					•	•	•
0118 A/B	Honors German IV	10	11-12					•	•	•
0119 A/B	Advanced Placement® German Language	10	12		0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0132 A/B	French I	10	9-12					•	•	•
0133 A/B	French II	10	9-12					•	•	•
0134 A/B	Honors French II	10	9-12					•	•	•
0135 A/B	French III	10	10-12					•	•	•
0136 A/B	Honors French III	10	10-12					•	•	•
0137 A/B	French IV	10	11-12						•	•
0138 A/B	Honors French IV	10	11-12					•	•	•
0139 A/B	Advanced Placement® French Language	10	12		0137			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0152 A/B	Spanish I	10	9-12					•	•	•
0153 A/B	Spanish II	10	9-12					•	•	•
0154 A/B	Honors Spanish II	10	9-12					•	•	•
0155 A/B	Spanish III	10	10-12					•	•	•
0156 A/B	Honors Spanish III	10	10-12					•	•	•
0157 A/B	Spanish IV	10	11-12					•	•	•
0158 A/B	Honors Spanish IV	10	11-12					•	•	•
0159 A/B	Advanced Placement® Spanish Language	10	12		0158			•	•	•
0160 A/B	IB Spanish B SL	10	12		0158			•		
0171 A/B	IB Spanish A2 HL	10	12					•		
0161 A/B	IB Latin B SL	10	12		0164			•		
0162 A/B	Latin I	10	9-12					•		•
0163 A/B	Latin II	10	10-12					•		•
0164 A/B	Latin III	10	11-12					•		•
0172 A/B	Advanced Placement® Latin: Vergil	10	12		0164			•		
0166 A/B	Japanese I	10	9-12					•		
0167 A/B	Japanese II	10	10-12					•		
0168 A/B	Japanese III	10	11-12					•		
0169 A/B	Japanese IV	10	12					•		
0170 A/B	Advanced Placement® Japanese Lang. & Culture	10	12		0168			•		

0112 GERMAN I **9-12** 10 Credits

Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the German heritage within the United States.

Prerequisites: None

0113 GERMAN II **9-12** 10 Credits

Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German.

Prerequisites: German I or the equivalent

0114 HONORS GERMAN II **9-12** 10 Credits

Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German. Additional grammar, readings, writings and enhancement activities differentiate this course from German II. Students will be expected to use higher level thinking skills.

Prerequisites: German I or the equivalent

0115 GERMAN III **10-12** 10 Credits

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.

Prerequisites: German II or the equivalent

0116 HONORS GERMAN III **10-12** 10 Credits

Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from German III. Students will be expected to use higher level thinking skills.

Prerequisites: Honors German II or the equivalent

0117 GERMAN IV **11-12** 10 Credits

Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.

Prerequisites: German III or the equivalent

0118 HONORS GERMAN IV **11-12** 10 Credits

Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writing and enhancement activities differentiate this course from German IV.

Prerequisites: Honors German III or the equivalent

0119 ADVANCED PLACEMENT[®] GERMAN LANGUAGE **12** 10 Credits

Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak in German at all times. Completion of this course will prepare students to take the Advanced Placement[®] German Language exam.

Prerequisites: Honors German IV or the equivalent

0120 IB GERMAN B SL	12	North only	10 Credits ²³⁶
Description: IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam. The student will improve in all skill areas (reading, writing, speaking and understanding). Grammar is reviewed as needed to aid in effective communication. Emphasis will be placed on using authentic material such as video, magazines, and newspapers to study current events and culture in order to provide a thorough understanding of the language so that optimum communication can be achieved. Higher-level communication skills will be attained and assessed through a variety of oral and written activities and assignments. The IB curriculum will be emphasized, but students may also sign up to take the AP exam. The necessary AP review materials will be available.			
Prerequisites: Honors German IV			
0132 FRENCH I	9-12		10 Credits
Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries.			
Prerequisites: None			
0133 FRENCH II	9-12		10 Credits
Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French.			
Prerequisites: French I or the equivalent			
0134 HONORS FRENCH II	9-12		10 Credits
Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French. Additional grammar, readings, writings and enhancement activities differentiate this course from French II. Students will be expected to use higher level thinking skills.			
Prerequisites: French I or the equivalent			
0135 FRENCH III	10-12		10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.			
Prerequisites: French II or the equivalent			
0136 HONORS FRENCH III	10-12		10 Credits
Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from French III. Students will be expected to use higher level thinking skills.			
Prerequisites: Honors French II or the equivalent			
0137 FRENCH IV	11-12		10 Credits
Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.			
Prerequisites: French III or the equivalent			
0138 HONORS FRENCH IV	11-12		10 Credits
Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from French IV. Students will be expected to use higher level thinking skills.			
Prerequisites: Honors French III or the equivalent			

0139 ADVANCED PLACEMENT® FRENCH LANGUAGE**12**237
10 Credits

Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak in French at all times. Completion of this course will prepare students to take the Advanced Placement® French Language exam.

Prerequisites: Honors French IV or the equivalent

0140 IB FRENCH B SL**12****North only**

10 Credits

Description: IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam. The premise of this curriculum is that the student should have a fundamental knowledge of the history, geography, literature, and art/music of the country in order to understand better the modern culture that has evolved and its role in the world. Current events and world affairs will be the core. The continuing study of French civilization and the reading of literary works from more modern periods are the basis of the course. Students work with advanced grammatical materials and use higher level thinking skills in activities that go beyond the functioning level to a more refined level of reading, writing, speaking and listening. The goal of active communication in French is given high priority. Cultural concepts are explored as they relate to literature, civilization, and international studies. Through use of video, magazines and newspapers, the students will deal with current issues in Francophone countries and other countries around the world. The IB curriculum will be emphasized, but students may also sign up to take the AP exam. The necessary AP review materials will be available.

Prerequisites: Honors French IV

0152 SPANISH I**9-12**

10 Credits

Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required.

Prerequisites: None

0153 SPANISH II**9-12**

10 Credits

Description: Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Cultural topics and reading practice will also be integrated. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent

0154 HONORS SPANISH II**9-12**

10 Credits

Description: Honors Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Cultural concepts and reading practice are integrated through short literary works. Creative thinking and higher level thinking skill activities are emphasized throughout the course. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent

0155 SPANISH III**10-12**

10 Credits

Description: Spanish III is a continuation of the language acquisition process begun in the proceeding Spanish courses. Conversations will be initiated and/or narrated by the student using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Cultural concepts and reading practice are integrated through literary works. Listening, speaking and writing activities emphasize real communication. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Spanish II or the equivalent

0156 HONORS SPANISH III **10-12** 10 Credits

Description: Honors Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Students will initiate conversation and/or narrate using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects. Students in this course will begin preparation for the Advanced Placement® exam. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Honors Spanish II or the equivalent

0157 SPANISH IV **11-12** 10 Credits

Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Additional practice and review will be required.

Prerequisites: Spanish III or the equivalent

0158 HONORS SPANISH IV **11-12** 10 Credits

Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Students in this course will continue preparation for the Advanced Placement® exam. Additional practice and review will be required.

Prerequisites: Honors Spanish III or the equivalent

0159 ADVANCED PLACEMENT® SPANISH LANGUAGE **12** 10 Credits

Description: Advanced Placement® Spanish Language emphasizes listening, reading, writing, and speaking skills in preparation for the Advanced Placement® exam. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed. Creative and higher level thinking skills and activities are expected. This course will be conducted in Spanish, and students are expected to speak in Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language exam.

Prerequisites: Honors Spanish IV or the equivalent

0160 IB SPANISH B SL **12** **North only** 10 Credits

Description: The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. IB curriculum will be taught in this course. A student may take this course as a fifth year language course and/or choose to take the AP exam.

Prerequisites: Honors Spanish IV

0161 IB LATIN SL **12** **North only** 10 Credits

Description: IB curriculum will be taught in this course. Through the poetry of Ovid, Horace, Vergil, and Catullus, the scholar will demonstrate excellent knowledge and understanding of the influences and perspectives the modern world has of the ancient world. By intensely studying the grammar of Latin, the scholar will be more adept at analyzing the ancient authors' subtle and overt intentions. No study of the ancient world is complete, however, without including, where appropriate, studies of the authors' techniques, styles, and both the literary and non-literary connections to the Roman civilization. Scholars will use the Latin texts, as well as English translations, to support the development of analysis regarding the impact these authors and the Roman world had upon the past and the present cultures. The scholar will enjoy using these timeless pieces of literature as a basis of exploration into our own modern humanity.

The Standard Level assessment includes translating unprepared scripts and masterfully analyzing in-depth extracts from within subordinate topics.

Prerequisites: Latin III

- 0162 LATIN I** **9-12 North and West only** 10 Credits
Description: Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.
Prerequisites: None
- 0163 LATIN II** **10-12 North and West only** 10 Credits
Description: Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.
Prerequisites: Latin I
- 0164 LATIN III** **11-12 North and West only** 10 Credits
Description: Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.
Prerequisites: Latin II
- 0166 JAPANESE I** **9-12 North only** 10 Credits
Description: This course will be a thorough introduction to Japanese. Students will be introduced to the polite or formal speech patterns. The students will also learn the basics of reading and writing in hiragana, cursive alphabet, and katakana, printed alphabet. There will be a balanced emphasis on speaking, listening to, and writing Japanese. Topics covered will include daily situations, describing yourself and others, likes and dislikes, weather, time, days of the week and month, things that people do, and making requests. There will be presentations about the unique aspects of Japanese culture, geography, and perspectives on everyday life.
Prerequisites: None
- 0167 JAPANESE II** **10-12 North only** 10 Credits
Description: Japanese II is a continuation of the language skills acquisition process begun in Japanese I. New grammar concepts and active vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through oral exercises and small group practice. Writing skills are improved through written exercises and directed compositions. Students will learn to write using kanji. Several short passages provide reading practice. The study of the unique aspects of the Japanese culture that was begun in Japanese I will be continued.
Prerequisites: Japanese I or the equivalent
- 0168 JAPANESE III** **11-12 North only** 10 Credits
Description: This course will focus on developing the student's proficiency in speaking, reading, and writing Japanese in the context of Japan's culture, history, and people. In order to enhance their understanding of Japanese, students must be able to read and write hiragana and katakana. There will be a balance with speaking and listening. Students will expand their use of kanji.
Prerequisites: Japanese II or the equivalent
- 0169 JAPANESE IV** **12 North only** 10 Credits
Description: This course focuses on proficiency in speaking, reading, listening, and writing Japanese in the context of Japan's culture, history, and people. Students will refine their kanji reading and writing skills. Speaking and listening are emphasized. Readings will include short news articles and simple stories. Students will have an extended opportunity to strengthen individual areas of their language abilities with independent projects.
Prerequisites: Japanese III or the equivalent

0170 ADVANCED PLACEMENT® JAPANESE LANGUAGE & CULTURE 12 North only 10 Credits 240

Description: Students will improve in all skill areas. About 300 kanji will be incorporated into students' work, especially the ability to read kanji in context. Authentic materials, especially electronic sources, will be used to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. Completion of this course will prepare students to take the Advanced Placement® Japanese Language and Culture exam.

Prerequisites: Japanese III or the equivalent

0171 IB SPANISH A2 HL 12 North only 10 Credits

Description: This course is for the native Spanish speaker. The objective of the course is to advance students' reading comprehension, oral and listening skills, and writing proficiency through the study of literature and current events. Themes such as family, health, urban problems and civil rights are analyzed in Spanish and from many cultural perspectives. Special attention is devoted to current events and issues concerning the Hispanic world. Students should have strong grammatical skills at the onset because the class emphasizes building vocabulary and increasing fluency. Few new structures are introduced, and brief grammar review is done as necessary. Spanish is used almost exclusively in class. Students are expected to exercise analytical skills, critical thinking and creativity. An independent study of Hispanic literature is required. Students are encouraged to seek, and are provided, opportunities to participate in Spanish-speaking communities directly and by electronic means. Authentic sources from multiple countries, class standpoints and genres are incorporated. IB curriculum will be taught in this course. A student may take this course as a 5th year language course and/or choose to take the Advanced Placement® Spanish Language exam.

Prerequisites: Honors Spanish IV, native Spanish speaker

0172 ADVANCED PLACEMENT® LATIN: VERGIL 12 North only 10 Credits

Description: The final level of the Latin sequence involves intense study, analysis and translation of Vergil's *Aenid*, exclusively. A high degree of reading proficiency and vocabulary assimilation at this level allows the scholar to study the cultural, social and political context of this piece of literature, as well as its stylistic and literary techniques. Completion of this course will prepare students to take the national Advanced Placement® Latin: Vergil examination.

Prerequisites: Latin III

Specialized Programs

ACADEMIES AT MILLARD HIGH SCHOOLS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
Culinary Skills Academy								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ACS01	Culinary Orientation Seminar	10	11-12				M	
ACS05	Culinary Foundations	5	11-12				M	
ACS10	Vegetable, Starch & Protein Cookery	5	11-12				M	
ACS15	Soup And Sauce Cookery	5	11-12				M	
ACS20	Baking Seminar	20	11-12				M	
ACS25	Cakes	5	11-12				M	
ACS30	Spanish for Culinary Professionals	5	11-12				M	
ACS35	Culinary Internship I	5	11-12					
ACS40	Culinary Internship II	5	11-12					
Education Academy								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at West High. Participation is open to all Millard students.
0527	Child Development	5	11-12	HR			M	
AED01	Child Development Pre-Practicum	5	11-12				M	
AED05	College Composition and Research	5	11-12			•	M	
AED10	Introduction to Professional Education	5	11-12				O	
AED15	Education Seminar I	5	11-12					
0422	World Religions	5	11-12				M	
AED20	Behavior Modifications & Principles of Learning	5	11-12				M	
0453	Advanced Placement® Psychology	5	11-12	HR		•	O	
AED25	Introduction to Communication Disorders	5	11-12				O	
AED30	Best Practices in Education	5	11-12					
AED35	Professional Speaking	5	11-12	OC		•	M	
AED40	Education Seminar II	5	11-12					
AED45	Education Seminar III	5	11-12					
AED50	Education Practicum	5	11-12					
Entrepreneurship Academy								
AEN01	College Accounting I	10	11-12		Application		M	This academy is located at South High. Participation is open to all Millard students.
AEN05	Wealth Building and Personal Finance	5	11-12	FL			M	
AEN10	Introduction to Business	5	11-12				O	
AEN20	Introduction to Entrepreneurship	5	11-12				M	
AEN25	Legal Issues for the Entrepreneur	5	11-12				M	
AEN30	Entrepreneurship Feasibility Study	5	11-12				M	
0541	Advanced Placement® Microeconomics	5	11-12				O	
AEN15	College Accounting II	10	11-12				M	
AEN35	Financial Topics for the Entrepreneur	5	11-12				M	
AEN40	Marketing for the Entrepreneur	5	11-12				M	
AEN45	Entrepreneurship Seminar and Internship	10	11-12				M	
0540	Advanced Placement® Macroeconomics	5	11-12				O	
AEN50	Entrepreneurship Business Plan	5	11-12				M	

FL=Financial Literacy HR=Human Resource OC=Oral Communications M=Metropolitan Community College
O=University of Nebraska at Omaha

ACADEMIES AT MILLARD HIGH SCHOOLS

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
	Finance Academy				Application			
AFN01	College Accounting I	10	11-12				M	This academy is located at North High. Participation is open to all Millard students.
AFN05	Wealth Building and Personal Finance	5	11-12	FL			M	
AFN20	Business Math Financial Calculator Applications	5	11-12				M	
AFN10	Introduction to Business	5	11-12				O	
AFN25	Introduction to Investments	5	11-12				M	
0510	Business Law	5	11-12				M	
0541	Advanced Placement [®] Microeconomics	5	11-12				O	
AFN15	College Accounting II	10	11-12				M	
AFN30	Fundamentals of Financial Planning	5	11-12				M	
AFN35	Principles of Management	5	11-12				M	
AFN40	Finance Seminar and Internship	10	11-12				M	
AFN45	International Finance	5	11-12				M	
0540	Advanced Placement [®] Macroeconomics	5	11-12				O	
	Health Sciences Academy				Application			
0453	Advanced Placement [®] Psychology	5	11-12	HR		•	O	This academy is located at Horizon High. Participation is open to all Millard students.
AHS01	Human Anatomy and Physiology	5	11-12			•	M	
AHS05	Medical Terminology I	5	11-12				M	
AHS10	Medical Terminology II	5	11-12				M	
AHS15	Health Sciences Orientation Seminar	10	11-12				M	
AHS20	Introduction to Medical Law & Ethics	5	11-12				M	
AHS25	Nutrition in the Life Cycle	5	11-12				M	
AHS30	Disease Processes	10	11-12				M	
AHS35	Long Term Care/Certified Nursing Assistant	5	11-12				M	
AHS40	Genetics	5	11-12				M	
AHS45	Emergency Medical Technician-Basic	5	11-12				M	
AHS50	Health Sciences Internship	10	11-12					
	Transportation, Distribution & Logistics				Application			
0007	English 11	10	11-12	•		•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ATD60	College Composition & Research	5	11-12			•	M	
ATD10	Introduction to Business	5	11-12				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11-12					
ATD05	Industrial Safety and Health	5	11-12				M	
ATD15	Introduction to Distribution	5	11-12				M	
ATD20	Principles of Marketing	5	11-12				M	
ATD25	Principles of Management	5	11-12				M	
ATD30	Mechanical Print Reading	5	11-12				M	
ATD35	Business Logistics	5	11-12				M	
ATD40	Purchasing & Material Management	5	11-12				M	
ATD45	Problem Solving	5	11-12				M	
ATD50	Production & Operations Management	5	11-12				M	
ATD55	TDL Internship	10	11-12				M	

FL=Financial Literacy HR=Human Resource OC=Oral Communications M=Metropolitan Community College O=University of Nebraska at Omaha

CULINARY SKILLS ACADEMY

Culinary Skills Academy Course Sequence Sample			
Year One		Year Two	
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)
Culinary Orientation Seminar: Orientation, Sanitation, Culinary Math, Business Math	English 11	Baking Seminar: Baking Basics, Pastries, and Artisan Breads	
Culinary Foundations		Cakes	Spanish for Culinary Professionals
Vegetable, Starch, and Protein Cookery	Soups and Sauces	Culinary Internship I	Culinary Internship II

0007 ENGLISH 11

11 10 Credits

Description: This course includes both a survey of American Literature and an emphasis on writing skills. The literature component includes an emphasis on current American literature as well as a study significant works from the past. For the composition component, students will write short papers and essays based upon their experiences and/or assigned readings. The course emphasizes clear written expression based on the six traits of writing. The process of planning, writing, revising, and editing essays for a particular audience is also emphasized.

Prerequisites: English 9 and English 10

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENGL 1010 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

ACS01 CULINARY ORIENTATION SEMINAR

11-12 10 Credits

Description: This is a block course to provide the foundation skills for the culinary sequence. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

Prerequisites: None

- **ORIENTATION**

Description: This course is an introduction to the Culinary, Hospitality, Research and Management Programs (CHRM). Topics included are the professional kitchen, an overview of the tremendous career opportunities available in the industry and portfolio development.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1000 (2 credits) Orientation at Metropolitan Community College.

- **SANITATION**

Description: This course includes the study of safe food handling, identification of food-borne illness and establishment of a food safety system. The study of the flow of food through the operation, as well as safe storage, sanitary facilities, and equipment are included. Other topics include establishment of an integrated pest management system, accident prevention, and crisis handling. There will be an extensive discussion of sanitary regulations, agencies, and employee sanitation training. Upon successful completion of the Serv-Safe exam, students will receive the National Restaurant Association's certificate.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1020 (2 credits) Sanitation at Metropolitan Community College.

- **CULINARY MATH**

Description: This course will cover all of the basics of Culinary Math. Topics will include cost and profit formulas, recipe conversion, baking formulas, as well as basic math principles. This course does not count for mathematics credit.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 0950 (2 credits) Culinary Math at Metropolitan Community College.

- **BUSINESS MATHEMATICS**

Description: This course is directed toward the development and application of the mathematical skills needed to solve problems related to business occupations. Topics include percentages, trade and cash discounts, markup and markdown, property and sales taxes, interest and interest rates, installment purchases, loan payment plans and payroll. This course does not count for mathematics credit.

Dual Enrollment Credit: This course will be offered for dual enrollment credit for MATH 1220 (4.5 credits) Business Math at Metropolitan Community College.

ACS05 CULINARY FOUNDATIONS

11-12

5 Credits

Description: The student learns concepts of sanitation and safety as it relates to the food service industry. Areas addressed include tools, equipment, knife skills, food and plate presentation, food evaluation, basic cooking principles, to include moist and dry heat methods, seasonings, flavorings and aromatics, fats foams, gels, emulsions, dairy products, eggs and palate development.

Prerequisites: Orientation, Sanitation,

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1030 (4.5 credits) Culinary Foundations at Metropolitan Community College.

ACS10 VEGETABLE, STARCH, AND PROTEIN COOKERY

11-12

5 Credits

Description: Students study and apply cooking methods of scratch cookery through small batch assignments. Areas of study include rice and grains, potato products, wheat based products to include pastas, dumplings, and breakfast items, beans and soy products, fruits, vegetables, salads and sandwiches. The student practices elementary presentation and garnishing.

Prerequisites: Culinary Foundations

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1110 (4.5 credits) Vegetable Starch Protein Cookery at Metropolitan Community College.

ACS15 SOUP AND SAUCE COOKERY

11-12

10 Credits

Description: Students study and apply cooking methods of scratch cookery through small batch assignments. Areas of study include stocks, thickeners, roux-based sauces to include the four mother sauces, hot and cold butter sauces, emulsion sauces, salsas, sambas, vinaigrettes, and reductions, as well as soups to include cream, clear and potage soups.

Prerequisites: Culinary Foundations

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1120 (4 credits) Soup and Sauce Cookery at Metropolitan Community College.

ACS20 BAKING SEMINAR

11-12

20 Credits

Description: This is a block course to prepare the student for professional baking. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

Prerequisites: Culinary Foundations

- **BAKING BASICS**

Description: Students learn to apply fundamental baking skills in preparing yeast breads, quick breads, cookies, pies, pastries, cakes, custards, creams and sauces.

Prerequisites: Culinary Foundations

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1210 (4 credits) Baking Basics at Metropolitan Community College.

- **PASTRIES**

Description: This course provides an in-depth study of baking, emphasizing American and European pastries. Topics include knowledge of different fancy cookies, petit fours, puff pastries, paté a choux, meringues, assorted pastes and tarts, icing fillings and glazes.

Prerequisites: Baking Basics

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1220 (4 credits) Pastries at Metropolitan Community College.

- **ARTISAN BREADS**

Description: This course is an in-depth study of Artisan bread baking. Old-world techniques are applied with an emphasis on levians, poolish, and sponge bread methods.

Prerequisites: Sanitation

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1250 (4 credits) Artisan Breads at Metropolitan Community College.

ACS25 CAKES

11-12

5 Credits

Description: This course provides an in-depth study of cake formula and assembly techniques. Topics include knowledge of different cake making methods, ingredients for icings, fillings, coatings, glazes and production of finished cakes. Attention is given to production of layered and component cakes using an assortment of creams including crème patisserie, Bavarians and mousse.

Prerequisites: Baking Basics

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1260 (4 credits) Cakes at Metropolitan Community College.

ACS30 SPANISH FOR THE CULINARY PROFESSIONALS

11-12

5 Credits

Description: In this course the student will study the Spanish language as it relates to the foodservice profession. Students will demonstrate skill with vocabulary associated with the culinary arts, beginning grammatical concepts, and conversational elements of the Spanish language along with an understanding of the Hispanic culture.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for CHRM 1060 (3 credits) Spanish for the Culinary Professional at Metropolitan Community College.

ACS35 CULINARY INTERNSHIP I

11-12

5 Credits

ACS40 CULINARY INTERNSHIP II

11-12

5 Credits

Description: The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques, and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

Prerequisites: Year 1 Culinary Courses

Education Academy Course Sequence Sample			
Year One		Year Two	
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)
English 11	College Composition and Research	Behavior Modification and Principles of Learning	Professional Speaking
	Introduction to Professional Education	Introduction to Communication Disorders	Education Seminar II
Child Development	World Religions	Advanced Placement® Psychology	Education Seminar III
Child Development Pre-Practicum	Education Seminar I	Best Practices in Education	Education Practicum

0453 ADVANCED PLACEMENT® PSYCHOLOGY **11-12** 5 Credits

Description: The purpose of the Advanced Placement® course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They will learn about the methods psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Completion of this course will prepare students to take the Advanced Placement® Psychology exam.

Prerequisites: Psychology

Dual Enrollment Credit: This course will be offered for dual enrollment credit at University of Nebraska at Omaha (3 credits).

AED20 BEHAVIOR MODIFICATION AND PRINCIPLES OF LEARNING **11-12** 5 Credits

Description: This course will expose the student to the history and various theoretical approaches to the study of learning and behavior modification. The student will have opportunities to learn applied behavior modification techniques including observing and recording behavior as well as formulating and writing behavioral objectives. This course will also include an examination of motivation, attitude formation and cognitive intervention approaches.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for PSYCH 2140 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as a College of Education elective.

AED30 BEST PRACTICES IN EDUCATION **11-12** 5 Credits

Description: In this course, students will review the most recent research on best practices in education focusing on planning, instruction, assessment and classroom environment. Students will learn the components of creating an effective lesson and will then create and teach their own lesson using these components.

Prerequisites: None

0527 CHILD DEVELOPMENT **11-12** 5 Credits

Description: This course will teach students what it takes to create a positive environment for children. The students will explore the impact of childcare and parenting on the first years of development through interaction with babies, toddlers, and preschoolers. The students will examine the current legislation and licensing standards to help prepare for careers in education or childcare.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ECED 1150 (4.5 credits) at Metropolitan Community College. Completion of this course and Child Development Practicum and will transfer to University of Nebraska at Omaha as a College of Education elective course TED 2250 (3 credits).

- AED01 CHILD DEVELOPMENT PRE-PRACTICUM** **11-12** 5 Credits ²⁵⁰
Description: The course will provide an orientation to a practicum experience in early childhood education. Students will obtain a current health report and complete a background check, learn CPR, and obtain a First Aid Certification and release forms in order to participate in an internship in an early education classroom. The students will understand the importance of professionalism in the work place.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for ECED 1220 (1.5 credits) at Metropolitan Community College. Completion of this course and Child Development 0527 will transfer to University of Nebraska at Omaha as a College of Education elective course TED 2250.
- AED50 EDUCATION PRACTICUM** **11-12** 5 Credits
Description: Students will participate in a field experience. Students will create and deliver lessons to students in an educational setting. Students will be under the supervision of both a Millard West faculty member and the classroom teacher.
Prerequisites: Completion of Education Academy courses through Education Seminar II.
- AED15 EDUCATION SEMINAR I** **11-12** 5 Credits
Description: In this course, students will study and discuss issues which impact education today. Students will also observe and reflect on teaching practices of professionals in the field. They will use the information they gain to begin writing their own educational philosophy and belief statements.
Prerequisites: Completion of Education Academy courses through Introduction to Education.
- AED40 EDUCATION SEMINAR II** **11-12** 5 Credits
Description: In this course, students will further study and discuss issues which impact education today. Students will strengthen their own philosophy and belief statements about education. They will observe and reflect on teaching practices in a variety of educational settings.
Prerequisites: Completion of Education Academy courses through Best Practices in Education.
- AED45 EDUCATION SEMINAR III** **11-12** 5 Credits
Description: In this course, students will prepare to actually apply for admissions to a teacher's college. Part of this preparation will include creating a portfolio of their major learnings in the Education Academy. This portfolio will include their finalized teaching philosophy and belief statements. Students will also prepare for a practicum experience in a selected area of focus.
Prerequisites: Completion of Education Seminar II.
- 0007 ENGLISH 11** **11** 10 Credits
American Perspectives through Literature
Description: Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.
Prerequisites: English 10 or English 10 Literacy Enrichment
Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENGL 1010 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).
- AED25 INTRODUCTION TO COMMUNICATION DISORDERS** **11-12** 5 Credits
Description: This course is designed to introduce students to the fields of speech-language pathology, audiology, and education of the deaf/hearing impaired. The course is an overview of normal development of speech, language and hearing and the disorders of human communication in children and adults.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for SPED 1400 (3 credits) at University of Nebraska at Omaha.

AED10 INTRODUCTION TO PROFESSIONAL EDUCATION **11-12** 5 Credits ²⁵¹
Description: The course will provide an introduction to the education profession through career exploration and initial exposure to the dynamics of K-12 classroom teaching. The course will provide an overview of ethics, professionalism, pre-service preparation, societal influences, classroom practices and the governance structures which impact teachers and schools. The course has a required field experience.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit at University of Nebraska at Omaha (3 credits).

AED35 PROFESSIONAL SPEAKING **11-12** 5 Credits
Description: This course is designed to instruct students how to speak effectively in public. The students will compare and contrast the characteristics of informative, persuasive and entertainment speeches, and support these speeches with credible research and creative language. Students will practice speaking in front of educational audiences such as parents, students, and colleagues.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for SPCH 1110 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as SPCH 1110.

AED05 COLLEGE COMPOSITION AND RESEARCH **11-12** 5 Credits
Description: This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENGL 1020 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL1160 (3 credits).

0422 WORLD RELIGIONS **11-12** 5 Credits
Description: This course is an introduction to the great religions of humanity in the world. This course will examine and compare beliefs, philosophies of man, and thoughts about certain religions. This course will develop an appreciation of the complex history of these religions and man's place in the universe.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for PHIL 2200 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as RELI 1010(3 credits).

Entrepreneurship Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)	<u>Semester One</u> (Terms 1 & 2)	<u>Semester Two</u> (Terms 3 & 4)
College Accounting I	College Accounting I	College Accounting II	College Accounting II
Introduction to Business	Legal Issues for the Entrepreneur	Marketing for the Entrepreneur	Advanced Placement® Macroeconomics
Introduction to Entrepreneurship	Entrepreneurship Feasibility Study	Financial Topics for the Entrepreneur	Entrepreneurship Business Plan
Wealth Building and Personal Finance	Advanced Placement® Microeconomics	Entrepreneurship Seminar and Internship	Entrepreneurship Seminar and Internship

AEN01 COLLEGE ACCOUNTING I **11-12** 10 Credits

Description: This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. This course prepares students for college-level accounting.

Prerequisites: None

AEN15 COLLEGE ACCOUNTING II **11-12** 10 credits

Description: This course expands student’s ability to analyze and interpret financial data. Students will broaden their understanding of assets, liabilities, and stockholders’ equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

Prerequisites: College Accounting I

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ACCT 1100, 1110, 1120 (12 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as Accounting 2010 and 2020 (6 credits).

0540 ADVANCED PLACEMENT® MACROECONOMICS **11-12** 5 Credits

Description: Advanced Placement Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic goals in an international and global economy. Completion of this course will prepare students to take the Advanced Placement® exam in Macroeconomics.

Prerequisites: None

0541 ADVANCED PLACEMENT® MICROECONOMICS **11-12** 5 Credits

Description: Advanced Placement® Microeconomics is a one-semester course detailing the principles of economics that apply to individual decisions makers, both consumers and producers, within the economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Microeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Completion of this course will prepare students to take the Advanced Placement® exam in Microeconomics.

Prerequisites: None

- AEN50 ENTREPRENEURSHIP BUSINESS PLAN** **11-12** 5 Credits ²⁵³
- Description:** The student will evaluate a business concept and write a sound business plan. Students will assess the strengths and weaknesses of a business concept; collect, analyze and organize market research data into a marketing plan; and prepare the financial projections for their business concept. Students will be able to identify and evaluate various resources available for funding small businesses.
- Prerequisites:** Introduction to Entrepreneurship and Entrepreneurship Feasibility Study
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for ENTR 2090 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).
- AEN30 ENTREPRENEURSHIP FEASIBILITY STUDY** **11-12** 5 Credits
- Description:** The student will assess the current economic, social and political climate for the small business. The student will explain how demographic, technological and social changes create business opportunities. Students will assess business ideals based on their strengths and skills, personal, professional and financial goals. Students will test and analyze their concept through basic market research.
- Prerequisites:** Introduction to Entrepreneurship
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for ENTR 2040 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).
- AEN45 ENTREPRENEURSHIP SEMINAR AND INTERNSHIP** **11-12** 10 Credits
- Description:** The student participates in a workplace readiness seminar and will apply entrepreneurship principles in a business setting.
- Prerequisites:** Completion of Year I Entrepreneurship Academy courses
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for BSAD 2981 (4.5 credits) at Metropolitan Community College.
- AEN35 FINANCIAL TOPICS FOR THE ENTREPRENEUR** **11-12** 5 Credits
- Description:** This is a comprehensive course covering federal and state tax situations for businesses. Tax topics will include income tax, sales and use tax, payroll tax and unemployment tax. Financial topics will include insurance, employee benefits, retirement planning, budgeting, interpretation of financial statements, and learning how to work with an accounting professional.
- Prerequisites:** None
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for ENTR 2070 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective.
- AEN10 INTRODUCTION TO BUSINESS** **11-12** 5 Credits
- Description:** This course is for students who are interested in learning the fundamentals of business and entrepreneurship. Students will be taught the basics of many of the core areas that are critical in the business world. The course will cover key areas including economics, entrepreneurship, marketing, ethics and finance through a variety of learning experiences such as a stock market simulation, lectures, quizzes, and writing a business plan.
- Prerequisites:** None
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for BSAD 1500 (3 credits) at University of Nebraska at Omaha.
- AEN20 INTRODUCTION TO ENTREPRENEURSHIP** **11-12** 5 Credits
- Description:** The student will evaluate the business skills and commitment necessary to successfully operate an entrepreneurial venture and review the challenges and rewards of entrepreneurship. The student will understand the role of entrepreneurial businesses in the United States and the impact on our national and global economy.
- Prerequisites:** None
- Dual Enrollment Credit:** This course will be offered for dual enrollment credit for ENTR 1050 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as AEN20 Introduction to Entrepreneurship.

AEN25 LEGAL ISSUES FOR THE ENTREPRENEUR**11-12**254
5 Credits

Description: The student will explore state and local legal issues related to business entities including sole proprietorship, general partnerships, limited partnerships, and corporations. Students will review contract law, articles of incorporation and the filing process, employment law (including FEPA, ADA, FMLA), personnel policies and procedures, the hiring process, job descriptions, and disciplinary actions.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENTR 2060 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

AEN40 MARKETING FOR THE ENTREPRENEUR**11-12**

5 Credits

Description: Students will gain insights essential for marketing their entrepreneurial venture utilizing innovative and financially responsible marketing strategies. The student will analyze marketing philosophies implemented by key successful entrepreneurs. The student will prepare a marketing plan to launch the entrepreneurial venture and implement the first two years of business operation.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENTR 2050 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as College of Business Administration elective (3 credits).

AEN05 WEALTH BUILDING AND PERSONAL FINANCE**11-12**

5 Credits

Description: This course will provide an understanding and practical application of the theories and concepts of how to analyze and direct one's financial affairs and those of his/her family. This course fulfills the Millard Public Schools Financial Literacy graduation requirement.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for FINA 1200 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as FNBK 2280 (3 credits).

Finance Academy Course Sequence Sample			
Year One		Year Two	
<u>Semester One</u>	<u>Semester Two</u>	<u>Semester One</u>	<u>Semester Two</u>
College Accounting I	College Accounting I	College Accounting II	College Accounting II
Wealth Building and Personal Finance	Business Law	Principals of Management	Advanced Placement [®] Macroeconomics
Business Math with Financial Calculator Applications	Advanced Placement [®] Microeconomics	Fundamentals of Financial Planning	International Finance
Introduction to Business	Introduction to Investments	Finance Seminar and Internship	Finance Seminar and Internship

AFN01 COLLEGE ACCOUNTING I **11-12** 10 Credits

Description: This course teaches recording of financial transactions through manual and computerized problems. Spreadsheet applications and industry software are included. This course prepares students for college level accounting.

Prerequisites: None

AFN15 COLLEGE ACCOUNTING II **11-12** 10 credits

Description: This course expands student’s ability to analyze and interpret financial data. Students will broaden their understanding of assets, liabilities, and stockholders’ equity accounts. Accounting II is strongly recommended for students planning college study in business fields.

Prerequisites: College Accounting I

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ACCT: 1100, 1110, 1120 (12 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as Accounting 2010 and 2020 (6 credits).

0540 ADVANCED PLACEMENT[®] MACROECONOMICS **11-12** 5 Credits

Description: Advanced Placement Macroeconomics is a one-semester course detailing the principles and methods of understanding a mixed economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Macroeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature of the economic problem and marginal thinking, price theory, comparing and contrasting competing economic models to explain issues of price stability, employment, and economic goals in an international and global economy. Completion of this course will prepare students to take the Advanced Placement[®] exam in Macroeconomics.

Prerequisites: None

0541 ADVANCED PLACEMENT[®] MICROECONOMICS**11-12**5 Credits ²⁵⁶

Description: Advanced Placement Microeconomics is a one-semester course detailing the principles of economics that apply to individual decisions makers, both consumers and producers, within the economic system. Prerequisite skills include the ability to read and comprehend mathematical and algebraic principles, as well as primary documents, texts and graphical analyses. AP Microeconomics topics are highly sequential and require disciplined attendance and study habits. Economics topics include the nature and functions of product markets, factor markets and the role of government in promoting greater efficiency and equity in the economy. Completion of this course will prepare students to take the Advanced Placement[®] exam in Microeconomics.

Prerequisites: None

0510 BUSINESS LAW**11-12**

5 Credits

Description: Explore principles and legal concepts used to make business decisions through the use of case studies, current events, guest speakers, and classroom activities. This course will include a study of the legal system, law for minors, personal injury/torts, discrimination, contracts and other legal topics.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 1100 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as LAWS 3910 (3 credits).

AFN20 BUSINESS MATHEMATICS WITH FINANCIAL CALCULATOR APPLICATIONS**11-12**

5 Credits

Description: This course is directed toward the development and application of the mathematics skills needed to solve problems related to business occupations. This course teaches the skills necessary to utilize a financial calculator.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for FINA 1320 (1 credit) and MATH 1220 (4.5 credits) at Metropolitan Community College.

AFN40 FINANCE SEMINAR AND INTERNSHIP**11-12**

10 Credits

Description: The student applies the financial principles, procedures and rules learned in previous classes. The work setting is a public, private, or nonprofit organization. The student records the tasks performed in a notebook, which is reviewed periodically by the work supervisor and faculty sponsor to assure that appropriate competencies are developed an/or reinforced.

Prerequisites: None

AFN30 FUNDAMENTALS OF FINANCIAL PLANNING I**11-12**

5 Credits

Description: This course is the first of two courses examining the fundamentals of financial planning. Students will examine the principles of financial planning, steps in the financial planning process, tools and techniques used in the planning process and explore careers associated with financial planning.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit (4.5 credits) at Metropolitan Community College.

AFN45 INTERNATIONAL FINANCE**11-12**

5 credits

Description: An introduction to an analysis of international finance providing a conceptual framework within which the unique financial decisions of the multinational firm can be analyzed. The student gains an understanding of decision elements of the international organization such as divergences in currencies, exchange rate issues (variations and controls), rates of inflation, tax systems, money and capital markets, and political systems.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for FINA 2700 (4.5 credits) at Metropolitan Community College.

AFN10 INTRODUCTION TO BUSINESS**11-12**5 Credits ²⁵⁷

Description: This course is for students who are interested in learning the fundamentals of business and entrepreneurship. Students will be taught the basics of many of the core areas that are critical in the business world. The course will cover key areas including economics, entrepreneurship, marketing, ethics and finance through a variety of learning experiences such as stock market simulation, lectures, quizzes, and business plan writing.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 1500 (3 credits) at University of Nebraska at Omaha.

AFN25 INTRODUCTION TO INVESTMENTS**11-12**

5 Credits

Description: This course presents an introductory review of investment concepts and theory including analysis of individual investments, stocks, bonds, mutual funds, security markets and portfolio management.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit at Metropolitan Community College.

AFN05 WEALTH BUILDING AND PERSONAL FINANCE**11-12**

5 Credits

Description: This course will provide an understanding and practical application of the theories and concepts of how to analyze and direct one's financial affairs and those of his/her family. This course fulfills the Millard Public Schools Financial Literacy graduation requirement.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for FINA 1200 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as FNBK 2280 (3 credits).

AFN35 PRINCIPLES OF MANAGEMENT**11-12**

5 Credits

Description: This is an introduction to the theory and practice of management of the organization. The various schools of management theory are discussed. Special attention is devoted to the process of planning, decision making, organizing, leading and controlling the organization.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 2100 (4.5 credits) at Metropolitan Community College.

Health Sciences Academy Course Sequence Sample			
Year One		Year Two	
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)
Human Anatomy & Physiology for Health Sciences	Introduction to Medical Law & Ethics	Long Term Care/Certified Nursing Assistant	Emergency Medical Technician-Basic
	Medical Terminology II		
Medical Terminology I	Nutrition in the Life Cycle	Genetics	AP Psychology
Health Sciences Orientation Seminar: Cardiopulmonary Resuscitation and Heart Saver First Aid/AED & Foundations of Health Careers	Disease Processes	Health Sciences Internship	

0453 ADVANCED PLACEMENT® PSYCHOLOGY 11-12 5 Credits

Description: The purpose of the Advanced Placement® course in Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. They will learn about the methods psychologists use in their science and practice. All AP Psychology students will have already successfully completed the introductory psychology course, showing mastery in the areas of scientific methods, learning, memory, personality, abnormal and social psychology. Completion of this course will prepare students to take the Advanced Placement® exam in Psychology.

Prerequisites: Psychology

Dual Enrollment Credit: This course will be offered for dual enrollment credit (3 credits) at University of Nebraska at Omaha.

AHS01 HUMAN ANATOMY AND PHYSIOLOGY FOR HEALTH SCIENCES 11-12 5 Credits

Description: This survey course includes all systems of the human body emphasizing the relationship between structure and function. It is intended for certificate-seeking students in MCC programs; transfer elsewhere as anatomy/physiology credit is not assured. This course includes both lecture and lab components.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BIOS 1310 (5 credits) Survey of Human Anatomy and Physiology at Metropolitan Community College.

AHS05 MEDICAL TERMINOLOGY I 11-12 5 Credits

Description: This course assists the student in establishing a solid foundation of medical terminology and abbreviations. Prefixes, suffixes, and word roots used in the language of medicine are introduced. Emphasis is placed on understanding the medical vocabulary as it applies to the anatomy, physiology, and pathology of the human body. The functioning of the body systems, clinical/surgical procedures, and therapies are studied. Normal, pathological, clinical and laboratory considerations are examined in order to best prepare the student for entrance into the health care professions. Emphasis is also placed on correct spelling and pronunciation.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HIMS 1120 (4.5 credits) Medical Terminology I at Metropolitan Community College.

AHS10 MEDICAL TERMINOLOGY II**11-12**

5 Credits

Description: This course is a continuation of Medical Terminology I. Additional body systems, specialty medical areas, clinical procedures, laboratory tests, medical terms, and abbreviations are presented. Practical applications with case reports, operative and diagnostic tests, and laboratory and x-ray reports are studied. Upon completion, students should be able to pronounce, spell, and define a wide array of medical terms related to the human body.

Prerequisites: Medical Terminology I

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HIMS 1130 (4.5 credits) Medical Terminology II at Metropolitan Community College.

AHS15 HEALTH SCIENCES ORIENTATION SEMINAR**11-12**

10 Credits

Description: This is a block course to provide the foundation skills for the health science sequence. Students will complete the following short courses to fulfill Metropolitan Community College requirements.

Prerequisites: None

- **CARDIOPULMONARY RESUSCITATION & HEART SAVER FIRST AID/AED**

Description: This course will teach the participant how to recognize and respond to life-threatening emergencies such as cardiac arrest, respiratory arrest, and foreign-body airway obstruction (choking). The student will learn to recognize heart attack and stroke symptoms in adults and breathing difficulty in children. This course teaches the skills needed to respond to the emergencies identified. The participant will learn the skills of CPR for victims of all ages (including ventilation with barrier devices and bag-mask devices), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HLTH 1000 (1 credit) Cardiopulmonary Resuscitation and HLTH 1010 (1 credit) Heart Saver First Aid/AED at Metropolitan Community College.

- **FOUNDATIONS OF HEALTH CAREERS**

Description: This course is an overview of the fields of Healthcare Systems, Career Pathways, Emergency Management, basic concepts of biology, and related fields. Topics addressed will include implications of science and technology in society, appropriate communication styles/behaviors, employability skills, medical law and ethics, OSHA standards, fundamentals of wellness and disease prevention, first aid and understanding the role of self/others and relations within a healthcare team in a diverse society.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HLTH 1015 (4.5 credits) Foundations of Health Careers at Metropolitan Community College.

AHS20 INTRODUCTION TO MEDICAL LAW AND ETHICS**11-12**

5 Credits

Description: This course gives students a foundation into the federal and state laws of the medical profession and ethical issues associated with working in a healthcare setting. HIPAA (Health Insurance Portability and Accountability Act) regulations are explored in detail. Topics include professional, social and interpersonal healthcare issues. Coverage also includes identification of measures to promote confidentiality as major changes in electronic health care record technology occur. Investigation of techniques to maintain office safety as well as the safety and confidentiality of patients and medical records is also included.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HIMS 1150 (4.5 credits) Introduction to Medical Law and Ethics at Metropolitan Community College.

AHS25 NUTRITION IN THE LIFE CYCLE**11-12**

5 Credits

Description: Nutrition represents an important health concern throughout the life cycle. This course includes human nutrition, introduction to therapeutic and modified diets, nutrition in healthcare through the life cycle and drug-nutrient interactions, nutritional assessment and analysis. This course also covers gastrointestinal, cardiovascular, respiratory and endocrine systems as related to medical nutrition therapy.

Prerequisites: Biology, Human Anatomy and Physiology

Dual Enrollment Credit: This course will be offered for dual enrollment credit for SCI 1112 (4.5 credits) Nutrition in the Life Cycle at Metropolitan Community College.

AHS30 DISEASE PROCESSES **11-12** 5 Credits ²⁶⁰

Description: This course is an introduction to the fundamentals of human disease processes. The student gains knowledge in the study of the nature and description of disease, the study of etiology, signs and symptoms, diagnostic evaluation procedures, complications, treatment, management, prognosis, and prevention of disease. The coverage of diseases is organized by major body systems. Bacteriology as related to health, immunology, and infectious diseases is also explored. The student applies the knowledge learned and utilizes critical-thinking and problem-solving skills through the utilization of case studies and team activities.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HIMS 1180 (4.5 credits) Disease Processes at Metropolitan Community College.

AHS35 LONG-TERM CARE/CERTIFIED NURSING ASSISTANT (CNA) **11-12** 5 Credits

Description: The course is designed to meet the Nebraska Health and Human Services System training requirements for nursing assistant certification and employment in long term care facilities. The course combines classroom lecture, laboratory application and clinical experience for development of basic skills needed to care for the elderly. Course content will focus on teaching the nursing assistant to provide safe, effective, and caring services to the elderly or chronically ill patient of any age, in a long term care facility.

Prerequisites: Mantoux PPD Skin Test (Tuberculosis Test) within 12 months; Student Liability Insurance \$14.50

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HLTH 1200 (6.5 credits) Long Term Care/Certified Nursing Assistant at Metropolitan Community College.

AHS40 GENETICS **11-12** 5 Credits

Description: Many of the advances taking place in biology and medicine require a good understanding of genetics. Both classical and modern genetics are discussed in this course.

Prerequisites: Biology

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BIOS 2050 (4.5 credits) Genetics at Metropolitan Community College and transfers to UNO as BIOL 2140 (3 credits).

AHS45 EMERGENCY MEDICAL TECHNICIAN (EMT) -- BASIC **11-12** 5 Credits

Description: The Emergency Medical Technician course provides an introduction to emergency medical care. Modules of training include medical-legal, roles and responsibilities of the EMT, documentation and communication, human body, medical terminology, lifting and moving, airway management basic and advanced, patient assessment, medical and trauma, medical emergencies, treatment and use of assisted medications and IV maintenance, bleeding control and shock, trauma emergencies, use of immobilization devices, obstetrical emergencies, childbirth, pediatrics and children emergencies, ambulance operations, hazardous materials, mass casualty and triage.

Prerequisites: CPR Certification

Dual Enrollment Credit: This course will be offered for dual enrollment credit for HLTH 1100 EMT-Basic (9.5 credits) at Metropolitan Community College.

AHS50 HEALTH SCIENCES INTERNSHIP **12** 10 Credits

Description: This internship provides the student the opportunity to apply his/her knowledge in a clinical setting. Students will work 10-12 hours per week.

Prerequisites: AHS35 Long-term Care/Certified Nursing Assistant

TRANSPORTATION, DISTRIBUTION, & LOGISTICS ACADEMY

Transportation, Distribution, & Logistics Academy Course Sequence Sample			
Year One		Year Two	
Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)	Semester One (Terms 1 & 2)	Semester Two (Terms 3 & 4)
English 11	Industrial Safety & Health	Mechanical Print Reading	Purchasing and Material Management
	Introduction to Distribution	College Composition and Research	Problem Solving
Introduction to Business	Principles of Marketing	Business Logistics	Production & Operations Management
Introduction to Transportation, Distribution & Logistics	Principles of Management	Transportation Distribution & Logistics Internship	

0007 ENGLISH 11

11

10 Credits

American Perspectives through Literature

Description: Through this course, students will question how American literature reflects the identities and cultures of the United States. Students will become adept at analyzing increasingly challenging texts from a variety of genres through multi-cultural, multi-racial, women's and men's perspectives in historical and contemporary American literature. By analyzing the author's views and social context, students will delve into deeper understanding of language, literature, and the writing process. Students will study a variety of texts including short stories, novels, poetry, drama, fiction, non-fiction and visual text. This class will be assessed using a variety of methods, including, but not limited to, essays, presentations, and creative critical thinking activities.

Prerequisites: English 10 or English 10 Literacy Enrichment

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENGL 1010 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL 1150 (3 credits).

ATD60 COLLEGE COMPOSITION AND RESEARCH

11-12

5 Credits

Description: This course is designed to further develop the skills of English 11 by teaching students how to synthesize and organize primary and secondary sources for the purpose of composing a formal research paper on an educational topic using the Modern Language Association format.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for ENGL 1020 (4.5 credits) at Metropolitan Community College and will transfer to University of Nebraska at Omaha as ENGL1160 (3 credits).

ATD10 INTRODUCTION TO BUSINESS

11-12

5 Credits

Description: A survey of the structure and functions of the American business system is provided, together with an overview of business organization, finance, managerial control, production/distribution, personnel, the interdependence of business and government and consumer business relations.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 1000 (4.5 credits) Introduction to Business at Metropolitan Community College.

ATD01 INTRODUCTION TO TRANSPORTATION, DISTRIBUTION AND LOGISTICS

11-12

5 Credits

Description: This course is an introduction to the transportation, distribution and logistics career field. Students will study planning, management and movement of people, materials and products by road, air, rail, and water.

Prerequisites: None

- ATD05 INDUSTRIAL SAFETY AND HEALTH** **11-12** ²⁶² 5 Credits
Description: This course covers the basics of industrial safety and health. Topics include lock out/tag out, confined space entry, blood-borne pathogens, hot work, ladder safety, and fall protection. Additional safe work practices and procedures are covered. Students who successfully complete this course are eligible to receive the OSHA 30 hour general industry course completion card.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for INCT 1000 (4.5 credits) Industrial Safety and Health at Metropolitan Community College.
- ATD15 INTRODUCTION TO DISTRIBUTION** **11-12** 5 Credits
Description: Students interested in learning about the importance of distribution in manufacturing need a good overview of distributors and distributorships. This course provides this by examining the role of distributors in bringing goods to market, adding value through distributor services, and tracking products from procurement through final sale and installation. Basic accounting principles and contract law necessary for distribution will also be introduced.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for INCT 1500 (4.5 credits) Introduction to Distribution at Metropolitan Community College.
- ATD20 PRINCIPLES OF MARKETING** **11-12** 5 Credits
Description: This course features a survey of the distributive fields, their functions and interrelationships. The course covers pricing policies, promotional activities marketing in special fields and market analysis.
Prerequisites: Introduction to Business
Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 1010 (4.5 credits) Principles of Marketing at Metropolitan Community College and will transfer to University of Nebraska at Omaha as Marketing 3310.
- ATD25 PRINCIPLES OF MANAGEMENT** **11-12** 5 Credits
Description: This is an introduction to the theory and practice of organizational management. Various management theories are discussed. Special attention is devoted to the process of planning, decision making, organizing, leading, and controlling the organization.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 2100 (4.5 credits) Principles of Management at Metropolitan Community College.
- ATD30 MECHANICAL PRINT READING** **11-12** 5 Credits
Description: This course is directed toward the development of skills required for visualizing and interpreting industrial prints and freehand technical sketching. Topics include print identification, drafting and print reading procedures, machining specifications, geometric dimensioning and tolerancing, elements of welding symbols, symbols used in fluid power diagrams and applied mathematics.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for INCT1050 (4 credits) Mechanical Print Reading at Metropolitan Community College.
- ATD35 BUSINESS LOGISTICS** **11-12** 5 Credits
Description: Business Logistics is a study of the acquisition, storage, use, packaging, transportation and distribution of materials and products. Topics covered include management of materials and physical distribution; transportation choices, regulation and rates; traffic management; product storage, warehousing, handling and packaging; inventory management; acquisition and production scheduling; order entry and processing; logistics systems design and operation; and international logistics.
Prerequisites: None
Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 2400 (4.5 credits) Business Logistics at Metropolitan Community College.

ATD40 PURCHASING AND MATERIALS MANAGEMENT **11-12** 5 Credits ²⁶³

Description: This course acquaints the student with the theory and applications of purchasing and materials management concepts. The course content includes purchasing organization and administration, quality management, supplier relations, negotiations, legal considerations, logistics, international and governmental procurement, and strategic incentives.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 2410 (4.5 credits) Purchasing and Materials Management at Metropolitan Community College.

ATD45 PROBLEM SOLVING **11-12** 5 Credits

Description: This course builds troubleshooting expertise for maintenance professionals and decision-makers at all levels. Creative and critical thinking, problem solving and troubleshooting are examined.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for INCT 2050 (3 credits) Problem Solving at Metropolitan Community College.

ATD50 PRODUCTION & OPERATIONS MANAGEMENT **11-12** 5 Credits

Description: This course overviews the fundamentals of production and operations management used in service and manufacturing organizations. The student is introduced to the application of effective production and operations management techniques; the measurement of productivity and customer service; the planning and management of materials, manpower and capacity; and the concepts of quality and project management.

Prerequisites: None

Dual Enrollment Credit: This course will be offered for dual enrollment credit for BSAD 2420 (4.5 credits) Production and Operations Management at Metropolitan Community College.

ATD55 TRANSPORTATION, DISTRIBUTION AND LOGISTICS INTERNSHIP **11-12** 10 Credits

Description: The internship provides the student with the opportunity to apply his/her knowledge, learn new techniques and get on-the-job training at an approved work site. Students will work 10-12 hours per week.

Prerequisites: Year 1 Transportation, Distribution & Logistics Courses

Dual Enrollment Credit: This course will be offered for dual enrollment credit for INCT 2981 (4.5 credits) Internship at Metropolitan Community College.

ADVANCED PLACEMENT® COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	*Page Number	North High School	South High School	West High School
ADVANCED PLACEMENT®										
0047 A/B	AP English Language & Composition	10	11-12		0004-0007	•	40	•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004-0007	•	40	•	•	•
0119 A/B	AP German Language	10	12		0118		82	•	•	•
0139 A/B	AP French Language	10	12		0137		84	•	•	•
0159 A/B	AP Spanish Language	10	12		0158		85	•	•	•
0170 A/B	AP Japanese Language & Culture	10	12		0168		87	•		
0243 A/B	AP Statistics	10	10-12		0243	•	47	•	•	•
0252 A/B	AP Calculus AB	10	11-12		0231	•	47	•	•	•
0253 A/B	AP Calculus BC	10	11-12		0239	•	48	•	•	•
0257 A/B	AP Computer Science A	10	10-12		0258		22	•	•	•
0370 A/B	AP Chemistry	10	11-12		0231 †	•	68	•	•	•
0377 A/B	AP Biology	10	11-12		0327, 0334	•	68	•	•	•
0379 A/B	AP Physics B	10	11-12		0352	•	69	•	•	•
0450 A/B	AP United States History	10	11-12	AS		•	73	•	•	•
0451 A/B	AP European History	10	11-12	W		•	73	•	•	•
0453	AP Psychology	5	11-12	HR	0432	•	73	•	•	•
0456 A/B	AP Human Geography	10	10-12	W	0412 †	•	73	•	•	•
0457	AP Comparative Government and Politics	5	11-12	W		•	74	•	•	•
0540	AP Macroeconomics	5	11-12				20	•	•	•
0541	AP Microeconomics	5	11-12				20	•	•	•
0799	AP Music Theory	5	11-12	F	0798		52,55	•	•	•
0172 A/B	AP Latin: Vergil	10	11-12		0164		87	•		

AS = American Studies
WP = World Perspectives

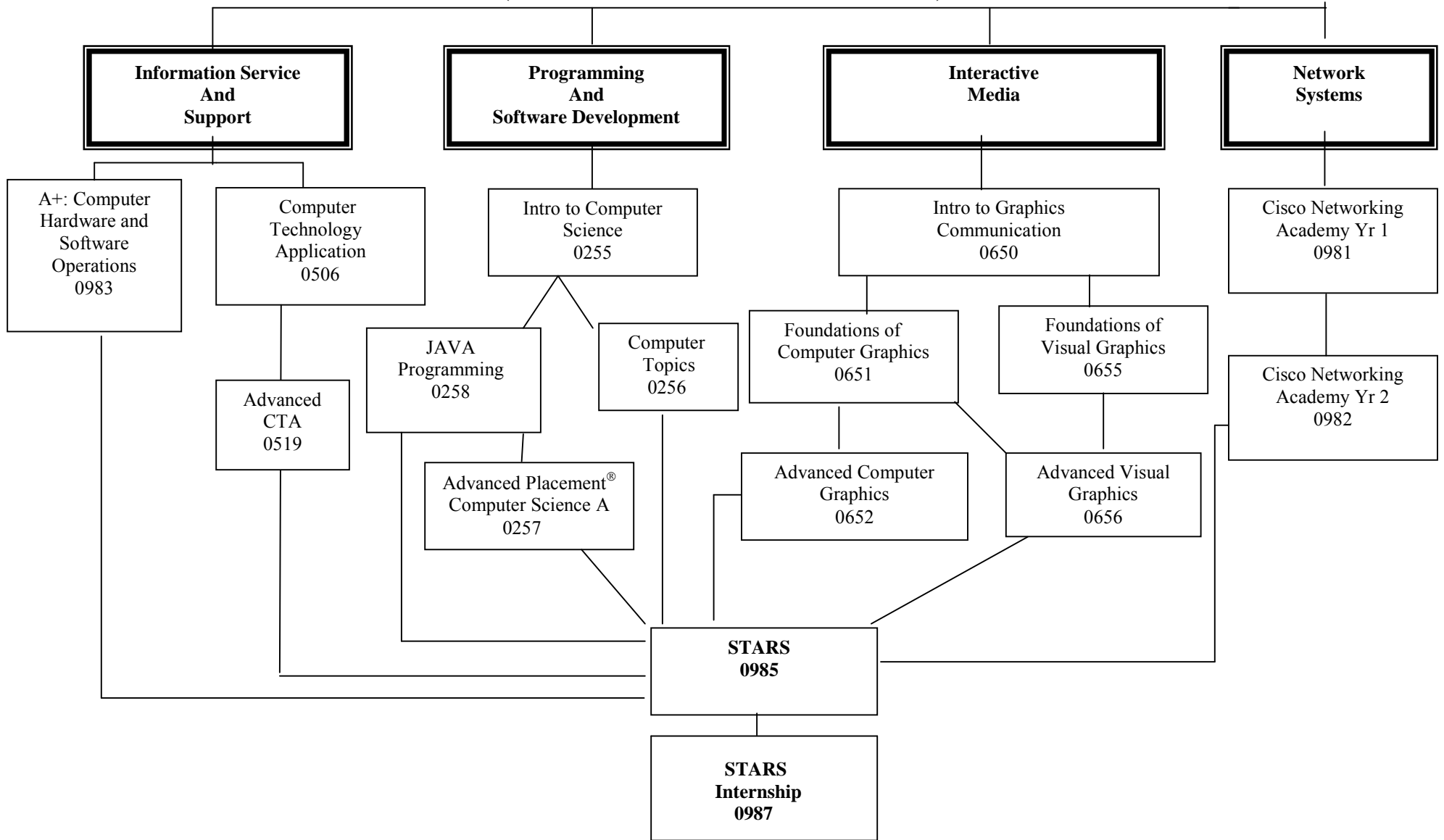
HR = Human Resources

F = Fine and Performing Arts

The College Board Advanced Placement® Program enables students to pursue college level studies while still in high school. Millard Public School District currently offers twenty-two courses. Based on student performance on rigorous AP exams, students can earn credit, advanced placement, or both for college.

*Individual course descriptions are included within each department: see page number listed.

**INFORMATION TECHNOLOGY MINI MAGNET
(OFFERED AT MILLARD SOUTH ONLY)**



IT MINI-MAGNET PROGRAM

Millard South Only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
INFORMATION TECHNOLOGY (IT) MINI-MAGNET PROGRAM										
0255 A/B	Introduction to Computer Science	10	9-12						•	
0256 A/B	Computer Topics	10	9-12						•	
0258 A/B	Java Programming	10	9-12						•	
0257 A/B	Advanced Placement® Computer Science A	10	9-12						•	
0506	Computer Technology Applications	5	9-12						•	
0650	Introduction to Graphics Communication	5	9-12	T					•	
0651 A/B	Foundations of Computer Graphics	10	10-12		0650				•	
0652 A/B	Advanced Computer Graphics	10	11-12		0651				•	
0655	Foundations of Visual Graphics	5	10-12		0650				•	
0656	Advanced Visual Graphics	5	10-12		0655				•	
0981 A/B	Cisco Networking Academy I	10	11-12		0210				•	
0982 A/B	Cisco Networking Academy II	10	12		0981 †				•	
0983	A+: Computer Hardware & Software Operations	5	10-12						•	
0985 A/B	STARS	10	11-12		+				•	
0987 A/B	STARS Internship	10	11-12		0987 †				•	

T = Technology

IT MINI-MAGNET PROGRAM

0650 INTRODUCTION TO GRAPHICS COMMUNICATIONS **9-12** 5 Credits

Description: An exploratory-level class designed to introduce the student to the tools and techniques used in Graphic Communications. Activities provide the basis necessary for computer and visual graphic classes, including desktop publishing, computer graphics, and visual arts (digital photography and videography) exercises. Students may be asked to donate money or materials to defray costs of consumable materials or to provide personal equipment. Meets the technology requirement for graduation.

Prerequisites: None

0651 FOUNDATIONS OF COMPUTER GRAPHICS **10-12** 10 Credits

Description: An interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communications products, image generation and assembly, computer desktop publishing and web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Introduction to Graphics Communication

0652 ADVANCED COMPUTER GRAPHICS **11-12** 10 Credits

Description: An advanced, interactive media class designed to enhance the student's use of tools and techniques used in the computer graphics industry. Processes include advanced computer navigation, designing graphic communication products, image generation and assembly, computer desktop publishing, video production, and advanced web page design. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Foundations of Computer Graphics

0655 FOUNDATIONS OF VISUAL GRAPHICS **10-12** **5 Credits**

Description: A class designed to enhance the student's use of the tools and techniques used in visual graphics production. Processes include advanced computer navigation, digital photography, and videography. Projects will include subject photography, photo editing, and video segments. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Introduction to Graphics Communication

0656 ADVANCED VISUAL GRAPHICS **10-12** **5 Credits**

Description: An advanced class designed to enhance the student's use of tools and techniques used in visual graphics. Activities include advanced computer graphics navigation, advanced digital photography and videography. Projects include portraits, high contrast, still life, and video production. Students may be asked to donate money or materials to defray costs of consumable materials.

Prerequisites: Foundations of Computer Graphics

0983 A+: COMPUTER HARDWARE AND SOFTWARE OPERATIONS **10-12** **5 Credits**

Description: This class is designed for the student who is interested in computer maintenance, diagnostics, repair, and software installation. The curriculum follows rigorous industry guidelines. Instruction is delivered via lab activities and textbook assignments.

Prerequisites: None

NETWORK SYSTEMS: CISCO NETWORKING ACADEMY

This industry-recognized program provides instruction in the principles of network designing, building and maintaining. Online instruction and lab components adhere to the rigorous CISCO Networking Academy standards for instruction. Students entering this academy must have met the following requirements: successful completion of Algebra I. Keyboarding, Computer Technology Applications, and A+ (Computer Hardware and Software Operations) classes are highly recommended prior to Cisco enrollment.

0981 CISCO NETWORKING ACADEMY I **11-12** **10 Credits**

Description: The first year of the academy introduces the student to the basic networking field. Students will learn to configure routers, routing protocols, control access lists, and CISCO IOS software. Instruction is delivered via online instruction and lab activities.

Prerequisites: Algebra I. Keyboarding, CTA, and A+ are highly recommended.

0982 CISCO NETWORKING ACADEMY II **12** **10 Credits**

Description: The second year of the academy focuses on intermediate routing skills and basic switching theories. Students will also be introduced to WAN technologies. Instruction is delivered via online instruction and lab activities.

Prerequisites: Cisco certification requirement - students must have passed CISCO Academy I, Semester 1 and 2 exams with a 75% on the first attempt to continue with Year 2.

0985 STARS **11-12** **10 Credits**

Description: This class provides students an opportunity to enhance and expand their technology skills through work-based learning activities in a simulated business environment. Students will receive business-related instruction to include the following: communication, technology, and work related skills. Students will also participate in job shadowing opportunities during classroom time and will be able to enroll in STARS Internship concurrently.

Prerequisites: Completion of the Technology Mini-Magnet strands and completed application

0987 STARS INTERNSHIP **11-12** **10 Credits**

Description: This cooperative work program provides an opportunity for students to prepare for employment through on-the-job training in cooperating local businesses. STARS Internship is designed to provide students with computer-related work experience in conjunction with STARS class. Through part-time positions, students can enhance skills in technology. Students performing satisfactorily receive school credit and are paid an hourly wage by the business. Students may obtain part-time jobs through the teacher or they may seek one on their own subject to approval.

Prerequisites: The student must be concurrently enrolled in the STARS class.

**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME
Millard North High School only**



Middle Years Programme (IB-MYP)

The International Baccalaureate Organization's Middle Years Programme, offered by the IBO since 1994, provides a framework of academic challenge and life skills for students aged 11-16 years. The Areas of Interaction are the interdisciplinary approach for delivering the IB-MYP to connect the eight subject areas. These themes include: Approaches to Learning, Environment, Human Ingenuity, Health and Social Education, and Community and Service. The program is devised to help students develop the knowledge, attitude and skill to participate actively and responsibly in a changing and increasingly interrelated world. It includes problem solving and analysis which leads to critical thinking. The MYP is designed to teach students to become independent learners who can recognize relationships between school subjects and the world outside.

The program aims to enable students to:

- build upon their spirit of discovery to develop an understanding and enjoyment of the process of learning, independently and in cooperation with others
- acquire knowledge and understanding and prepare for further learning
- recognize the extent to which knowledge is interrelated
- learn to communicate effectively in a variety of ways
- develop a sense of personal and cultural identity and a respect for themselves and for others
- acquire insights into local and global concerns affecting health, the community and the environment, and develop a sense of individual and collective responsibility and citizenship.

This program requires enrollment at Millard North High School. It is a two-year program in which students must enter at the 9th grade level and continue through the 10th grade. It is not necessary for a student to have participated at the middle school level. The MYP is not a prerequisite to the Diploma Programme. This program is one of several paths to the IB Diploma Programme but neither guarantees entrance nor success in the Diploma Programme.

Students must sign up for the IB Middle Years Programme during registration. For further information about the IB Middle Years Programme contact Ms. Amber Ripa, IB-MYP Coordinator at 715-1226.

The IB-MYP curriculum at Millard North High School consists of eight subject groups:

Language A	English 9, Honors English 9, English 10, Honors English 10
Language B	(second language) German I, German II, Honors German II, Honors German III, French I, French II, Honors French II, Honors French III, Spanish I, Spanish II, Honors Spanish II, Honors Spanish III, Latin I, Latin II
Humanities	American History, World Geography
Science	Physical Science in Action, Biology, Chemistry, Physics, Intro to IB Chemistry and Physics
Mathematics	Algebra I, Geometry, Honors Geometry, Algebra II, Honors Algebra II, Precalculus, Honors Precalculus
Arts	Art Foundations, Choir, Band, Chorus, Intro to IB Visual Arts
Technology	Computer Technology Applications, Intro to IB Computer Science I
Physical Education	Sports Skills, Cross Training I, Intro to Aquatics, Fitness Swimming
Community Service	Students enrolled in the Middle Years Programme at the high school level must complete 20 hours of community service during their Freshmen year and an additional 20 hours during their Sophomore year.
Personal Project	Throughout the Sophomore year, students will complete a Personal Project as a culmination of the program. The Personal Project is a significant piece of work that is the product of the student's own initiative and creativity. Students will be guided through this process with the leadership of an assigned supervisor.

**INTERNATIONAL BACCALAUREATE
MIDDLE YEARS PROGRAMME**

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Offered at Millard North Only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	*Page Number
MIDDLE YEARS PROGRAMME							
0001	English 9	10	9			•	37
0002	English 10	10	10			•	37
0003	Honors English 9	10	9			•	37
0004	Honors English 10	10	10		0003	•	37
0112	German I	10	9-12				82
0113	German II	10	9-12		0112		82
0114	Honors German II	10	9-12		0112		82
0115	Honors German III	10	10-12		0113		82
0132 A/B	French I	10	9-12				83
0133 A/B	French II	10	9-12		0132		83
0134 A/B	Honors French II	10	9-12		0132		83
0136 A/B	Honors French III	10	10-12		0134		83
0152 A/B	Spanish I	10	9-12				84
0153 A/B	Spanish II	10	9-12		0152		84
0154 A/B	Honors Spanish II	10	9-12		0152		84
0156 A/B	Honors Spanish III	10	10-12		0154		85
0162 A/B	Latin I	10	9-12				86
0163 A/B	Latin II	10	10-12		0162		86
0211 A/B	Algebra I	10	9-12			•	46
0220 A/B	Geometry	10	9-12		0211	•	46
0221 A/B	Honors Geometry	10	9-12		0211	•	46
0231 A/B	Algebra II	10	9-12		0220	•	46
0233 A/B	Honors Algebra II	10	9-12		0221	•	46
0238 A/B	Precalculus	10	10-12		0231	•	46
0239 A/B	Honors Precalculus	10	10-12		0233	•	47
0506	Computer Technology Applications	5	9-12	T			19
0263	Intro to IB Computer Science I	5	9-11		0220		23
0320 A/B	Physical Science in Action	10	9			•	66
0321 A/B	Intro to IB Chemistry & IB Physics	10	10		0327	•	67
0327 A/B	Biology	10	9-12			•	67
0334 A/B	Chemistry	10	10-12		0211	•	67
0352A/B	Physics	10	10-12			•	67
0410 A/B	American History (Since 1914)	10	9			•	71
0412 A/B	World Geography	10	10			•	71
0705	Art Foundations	5	9-12	F			15
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		15
0750	Symphonic/Marching Band	10	9-12	F			50
0754 A/B	Orchestra	10	9-12	F			50
0760	Chorus	5	9-12	F			50
0761 A/B	Junior Varsity Choir	10	9-10	F			51
0763 A/B	Junior Varsity Choir/Forensics	10	9-10	F			51
0800	Sports Skills and Fitness	5	9-10				61
0801	Cross Training I	5	9-12				62
0808	Introduction to Aquatics	5	9-12				63
0810	Fitness Swimming	5	9-12				64

F = Fine and Performing Arts

T = Technology

Diploma Programme (IB-DP)

The International Baccalaureate (IB) Diploma Programme, created in 1968, is a demanding pre-university course of study that leads to examinations and is designed for highly motivated secondary school students aged 16 to 19 in the 11th and 12th grades. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. The IBO has shown, over the course of 42 years that students are well prepared for university work.

The Diploma Programme's grading system is criterion referenced: each student's performance is reassured against well-defined levels of achievement consistent from one examination session to the next. Grades reflect attainment of knowledge and skills relative to set standards that are applied equally to all schools.

The program is a comprehensive two-year international curriculum that generally allows students to fulfill the requirements of their national or state education systems. The Diploma Program incorporates the best elements of national systems without being based on any one. Internationally mobile students are able to transfer from one IB school to another while students who remain closer to home benefit from a highly respected international curriculum.

The program was born of efforts to establish a common curriculum and university entry credential for students moving from one country to another. International educators were motivated by practical considerations but also by an idealistic vision: students should share an academic experience that would emphasize critical thinking, intercultural understanding and exposure to a variety of points of view.

Today there are equal numbers of students from international schools and state or national systems. The idealism has remained unchanged, however. The IBO's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. The Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment.

The six academic subjects are studied concurrently; students are required to study both the humanities and the sciences. Diploma candidates must select one subject from each of the six groups. At least three but not more than four are taken at higher level (HL), while the others are standard level (SL); HL courses span two years of study, while SL courses represent one year. Students are thus able to explore some subjects in depth and others more broadly. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised collaboratively by IB teachers to meet contemporary needs.

The IB-DP curriculum at Millard North High School consists of six subject groups:

Group 1	Language A1	English HL (best language)
Group 2	Language B	(second language) French SL, German SL, Latin SL, Spanish SL
Group 3	Individuals and Societies	20th Century World History Topics SL/HL I, History of the Americas HL, Psychology SL
Group 4	Experimental Sciences	Biology SL/HL, Chemistry HL, Physics SL/HL
Group 5	Mathematics	Math Studies SL, Mathematics SL, Mathematics HL
Group 6	Electives	Computer Science SL/HL, Latin SL, Music SL, Psychology SL, Visual Arts SL/HL, Film SL, Film HL, and a second science from Group 4

<p><i>HL = Higher Level</i> <i>SL = Standard Level</i></p>
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*International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

Theory of Knowledge (TOK): TOK is an interdisciplinary requirement intended to stimulate critical reflection on knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyze evidence. TOK is a key element in encouraging students to appreciate other cultural perspectives. The course is unique to the International Baccalaureate, which recommends at least 100 hours of teaching time spanning the program's two years. Diploma candidates are encouraged to reflect on all aspects of their work throughout the program. They examine the grounds for the moral, political and aesthetic judgments that individuals must make in their daily lives.

Creativity, Action, Service (CAS): The IB's goal is to educate the whole person, to help students become responsible, compassionate citizens. The CAS requirement encourages students to share their energy and special talents with others; students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves and concern for others, and the ability to work cooperatively with other people.

Creativity is interpreted broadly. It includes a wide range of arts activities but can also be defined as the creativity students show in designing and implementing service projects. Action can include not only participation in individual and team sports but also taking part in expeditions and in local or international projects. Service encompasses a host of community and social service activities, such as helping children with special needs, visiting hospitals and working with refugees or homeless people.

Extended Essay (4,000 words): Each student has the opportunity to investigate a topic of special interest. The research-based essay requirement acquaints diploma candidates with the kind of independent research and writing skills expected by universities. The IB recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in English, French, or Spanish. The essay permits students to deepen their programs of study, for example by selecting a topic in one of their higher level (HL) courses; they might add breadth to their academic experience by electing to write in a subject not included in their program choices.

Assessment and Award of Diploma: Classroom teachers and IB examiners work in partnership to ensure that students have ample opportunity to demonstrate what they have learned. Responsibility for all academic judgments about the quality of candidates' work rests with some 4,000 IB teachers/examiners around the world, led by chief examiners with international authority in their fields. Over 62,000 students annually are assessed by the IB. Each year approximately 80% of candidates who attempt the diploma succeed in earning it worldwide.

All IB Diploma candidates are required to test in one subject from each of the six groups. At least three and not more than four of the six subjects are taken at the Higher Level, the others at Standard Level. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the Diploma requires a minimum total of 24 points and the satisfactory completion of three additional core requirements: the **Extended Essay**, the courses entitled **Theory of Knowledge (TOK), and CAS**. Up to 3 additional Diploma Points may be awarded for an Extended Essay or Theory of Knowledge essay above the minimum acceptable passing grade. A final, official IB transcript will be sent by the International Baccalaureate following the grade awarding and upon the request of the student. Results are available in July for May session candidates. Students also must satisfy the Millard School District graduation requirements to receive the Millard North High School diploma.

Students wanting to pursue the Diploma Programme are encouraged to begin the study of a world language in seventh grade. It is also preferable to have completed Algebra and/or Geometry by the end of eighth grade. Where there is no comparable AP course, students not in the Diploma Programme may register for unique IB DP courses: IB Film, TOK I and II, 20th Century World Topics, and Visual Arts. External IB examination would not be permitted for such students.

Meetings for interested parents and students are held in January. Applications are due by mid February of the student's 8th grade year. For further information about the IB Diploma Programme, contact Mr. Bill Daughtridge, International Baccalaureate Coordinator at 715-1363.

*International Baccalaureate Organization, February 2000: Reprinted by permission from the IBO 2002.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

Offered at Millard North only

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	*Page Number
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <i>HL = Higher Level</i> <i>SL = Standard Level</i> </div>							
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME							
0016 A/B	IB English HL I	10	11		0003, 0004	•	38
0017 A/B	IB English HL II	10	12		0016 †	•	38
0120 A/B	IB German B SL	10	12		0118		83
0140 A/B	IB French B SL	10	12		0138		84
0160 A/B	IB Spanish B SL	10	12				85
0161 A/B	IB Latin SL	10	12		0164		85
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•	47
0246 A/B	IB Mathematics HL II	10	12		0246	•	47
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•	47
0248 A/B	IB Mathematics SL	10	11-12		0233	•	47
0265 A/B	IB Computer Science SL	10	11-12		0264		23
0266 A/B	IB Computer Science HL I	10	11-12		0264		23
0267 A/B	IB Computer Science HL II	10	12		0266		23
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10				67
0371 A/B	IB Chemistry HL I	10	11			•	68
0372 A/B	IB Chemistry HL II	10	12			•	68
0375 A/B	IB Biology SL	10	11-12			•	68
0376 A/B	IB Biology HL I	10	11			•	68
0378 A/B	IB Biology HL II	10	12			•	69
0380 A/B	IB Physics SL	10	11-12		0321 †	•	69
0381 A/B	IB Physics HL I	10	11				69
0382 A/B	IB Physics HL II	10	12				69
0418 A/B	IB 20 th Century World History Topics SL/HLI	10	11-12	W		•	72
0433 A/B	IB Psychology SL	10	11-12			•	72
0455 A/B	IB History of the Americas HL	10	12	AS	0418	•	73
0727 A/B	IB Visual Arts SL	10	11-12		0706		16
0728 A/B	IB Visual Arts HL I	10	11	F	0706		16
0729 A/B	IB Visual Arts HL II	10	12		0729		16
0767 A/B	IB Music SL-Band	10	11-12	F			51
0768 A/B	IB Music SL-Chorus	10	11-12	F			51
0769 A/B	IB Music SL-Orchestra	10	11-12	F			51
0770 A/B	IB Music SL Piano	10	11-12	F			51
0850 A	IB Theory of Knowledge I	5	11	HR			120
0851 A	IB Theory of Knowledge II	5	12	HR			120
0073 A/B	IB Film SL	10	11-12				42
0074 A/B	IB Film HL I	10	11				42
0075 A/B	IB Film HL II	10	12		0074		43

AS = American Studies

HR = Human Resources

T = Technology

F = Fine and Performing Arts

WP = World Perspectives

SL – Standard Level

HL = Higher Level

*Course descriptions are included within each department description: see page listed above

0850 IB THEORY OF KNOWLEDGE I**11 North only 5 Credits**

Description: The Theory of Knowledge course is a required component of all International Baccalaureate Programme diploma candidates and is an elective course for students not working toward an IB diploma. The course may be seen as a matrix in which the distinct forms of knowledge specific to the various subject areas can be critically evaluated, compared and contrasted, and, to an appropriate degree, integrated. The Theory of Knowledge course is intended to encourage students to develop a critical awareness of what they and others know through analyzing concepts, arguments and the basis of value judgments. The course is taught as a two-year sequence beginning in the junior year. TOK I will satisfy the 5 credit Human Resources requirement in 11th grade.

0851 IB THEORY OF KNOWLEDGE II**12 North only 5 Credits**

Description: This course is the second year of a required component of the International Baccalaureate Programme. It is a continuation and expansion of the TOK curriculum taught in the 11th grade. The course includes an oral project as the internal IB assessment and culminates with the TOK Essay as the external assessment. TOK II is five credits of electives in 12th grade.

Prerequisites: IB Theory of Knowledge I

Millard North High School
IB Exams Offered and Course Completion Sequence

PROJECTED IB TEST	9th Grade	10th Grade	11th Grade	12th Grade
Group 1—Language A1				
English HL	Honors English 9	Honors English 10	IB English HL I	IB English HL II
Group 2—Language B				
French SL	Honors French II	Honors French III	Honors French IV	IB/AP French SL
German SL	Honors German II	Honors German III	Honors German IV	IB/AP German SL
Latin SL	Latin I	Latin II	Latin III	IB/AP Latin SL
Spanish SL	Honors Spanish II Hon. Spanish I/ II blocked	Honors Spanish III	Honors Spanish IV	IB Spanish SL
Group 3—Individuals and Society				
20 th Century World History Topics SL	American History Since 1914	Possible choices: World Perspectives /American Studies/Everyday Living/PE	IB 20 th Century World History Topics SL (11/12)	Possible choices: World Perspectives/American Studies/Everyday Living/PE
History of the Americas HL	American History Since 1914	Possible choices: Everyday Living/Fine Arts/PE/Tech	IB 20 th Century World History Topics SL	IB History of Americas HL
Psychology SL	American History Since 1914	World Geography	IB Psychology SL (11/12)	World Perspectives and American Studies/Everyday Living/PE
Group 4—Experimental Sciences				
Biology SL	Chemistry Physical Science in Action	Physics Chemistry/Human Physiology	IB Biology SL IB Biology SL	Elective Elective
Biology HL	Chemistry Physical Science in Action	Physics / Human Physiology Chemistry	IB Biology HL I IB Biology HL I	IB Biology HL II IB Biology HL II
Chemistry SL	Biology	Introduction to IB Chemistry & IB Physics	IB Chemistry SL	Elective
Chemistry HL	Biology	Introduction to IB Chemistry & IB Physics	IB Chemistry HL I	IB Chemistry HL II
Physics SL	Biology	Intro to IB Chemistry & Physics	IB Physics SL	Elective

Preferred Sequences in bold

Millard North High School
IB Exams Offered and Course Completion Sequence

Group 5—Mathematics	9th Grade	10th Grade	11th Grade	12th Grade
Math Studies SL	Geometry Algebra I Geometry Geometry	Algebra II Geometry Algebra II Algebra II	IB Math Studies SL Algebra II IB Math Studies SL Precalculus	Elective IB Math Studies SL Elective IB Math Studies SL
Mathematics SL	(Honors) Advanced Algebra II (Honors) Geometry	(Honors) Precalculus Precalculus (Honors) Algebra II	IB Mathematics SL IB Mathematics SL (Honors) Pre-calculus	Elective IB Mathematics SL
Mathematics Higher Level	Honors Advanced Algebra	Honors Precalculus	IB Mathematics HL I	IB Mathematics HL II
Group 6—Electives				
Visual Arts SL Visual Arts HL	Art Foundations/Elective Art Foundations/Elective	Intro to IB Visual Arts Intro to IB Visual Arts	IB Visual Arts SL IB Visual Arts HL I	Elective IB Visual Arts HL II
IB Film SL IB Film HL I IB Film HL II			IB Film SL IB Film HL I	IB Film HL II
Music SL	Chorensics/Band/Orchestra/ Concert Choir	Chorensics/Band/Orchestra/ Concert Choir	IB Music SL –11/12 with Band/Orchestra/Concert Choir (one class period)	Band/Orchestra/Concert Choir / Elective
Computer Science SL Computer Science HL		Intro to IB Comp Sci I Intro to IB Comp Sci II (or Intro I in 9 th)	IB Computer Science SL Intro to IB Comp Sci I/ II IB/AP Comp Sci I	IB Computer Science SL IB Computer Science HL II
Latin SL Psychology SL A second science from Group 4 (SL or HL)	Latin I	Latin II	Latin III IB Psychology SL IB Biology SL/HL I IB Physics SL, Chem SL/HLI	IB Latin SL Elective IB Biology HL II Elective, IB Chem HL II
Theory of Knowledge			Elective (1 st sem.) IB TOK (2 nd sem.)	IB TOK (1 st sem.) US Govt. & Econ. (2 nd sem.)
Extended Essay (no class)			Extended Essay	Cont. Extended Essay
CAS (no class)			Begin 150 hours	Cont. 150 hours

Preferred Sequences in bold

* only with completion of teacher recommendation form

OTHER OPPORTUNITIES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>+ see course description</i>	ACT Core	Horizon High School	North High School	South High School	West High School
OTHER PROGRAMS										
0980	Community Internship	5 or 10	12					•	•	•
---	ELO Reteaching Courses	5					•	•	•	•
---	Independent Study Courses	5 or 10						•	•	•
NF	New Frontier	50	9-12						•	

0980 COMMUNITY INTERNSHIP

12

5 or 10 Credits

Description: This experience enables students to explore possible career options by learning in a work environment. Students must complete a minimum of 80 contact hours to earn 5 credits and 160 contact hours for 10 credits. In addition, students will keep a time log, journal entries, read a minimum of 10 articles about the career, and give a presentation about the experience. The student is responsible for transportation to and from the work site.

Prerequisites: An application form must be submitted to the Counseling Office. Course work related to the career area, previous job experience and volunteer experiences will all be considered in making placements.

NF NEW FRONTIER

9-10

South only

50 Credits

Description: This two-year program for 9th and 10th graders is designed to aid students who were not successful in middle school. Students take courses in science, math, English, and social studies. (Integrated Physical Science in Action, Biology, Algebra Foundations I, Algebra Foundations II, Algebra, English 9, English 10, American History Since 1914, and World Geography) Students also take a career course to assist them in pursuing a career path that interests them.

Prerequisites: Contact Millard South High School Administration for registration information.

INDEPENDENT STUDY COURSES

5 or 10 Credits

Description: Students will usually be required to meet with a coordinating independent study teacher for a block of time on a daily basis. Students must complete a minimum of 80 hours contact time to earn 5 credits and 160 contact hours for 10 credits. Independent studies can only be taken for course work that exceeds the sequence of course offerings and other elective courses within the discipline and/or Diploma Path. Independent studies count toward elective credit only.

Teachers work with students on independent studies voluntarily as an extra part of their workload. The student and teacher must mutually agree upon the requirements and expectations for granting of credit. The student and teacher must create a contract that they both sign including the meeting times, learning expectations and outcomes. This contract should be presented to and approved by the Assistant Principal of Curriculum and Instruction. Once this contract has been approved, the student should register for the independent study with the Assistant Principal of Pupil Services.

ESSENTIAL LEARNER OUTCOME (ELO) RETEACHING COURSES

5 Credits

Description: Elective review courses are available for students who have not met cut scores in Essential Learner Outcome Assessments in Math, Reading, Writing, Science or Social Studies. Students will acquire knowledge and skills in areas of deficiency as indicated by the Individualized Learning Plan (ILP), develop reading strategies that apply to the respective discipline and apply test-taking strategies to the respective discipline.

Prerequisites: Recommendation by ELO assessment administrator, two unsuccessful attempts to meet the cut score.

ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE										
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 1	20	11-12							
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 2	20	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 1	10	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 2	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 1	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 2	10	11-12							
0842 A/B/C/D	Criminal Justice	10	11-12							
0843 A/B/C/D	Electrical Technology-Year 1	15	11-12							
0843 A/B/C/D	Electrical Technology-Year 2	10	11-12							
0845 A/B/C/D	Diesel Service Technology	10	11-12							
0845 A/B/C/D	Diesel Service Technology-Year 2	10	11-12							
0846 A/B/C/D	Web Development	10	11-12							
0847 A/B/C/D	Small Engines/Machining-Year 1	15	11-12							
0848 A/B/C/D	Small Engines/Machining-Year 2	15	11-12							
0852 A/B/C/D	Welding Technology I-Year 1	10	11-12							
0853 A/B/C/D	Welding Technology-Year 2	10	11-12							
0854 A/B/C/D	Film Making	10	11-12							
0861 A/B/C/D	Medical Office Technology	10	11-12							
0865 A/BC/D	Computer Programming	10	11-12							
0866 A/B/C/D	Game Design	10	11-12							

These academies are located at a Metropolitan Community College campus. Participation is open to all Millard students.

These academies are available to all Millard high school students and are located at a Metropolitan Community College campus.

METROPOLITAN COMMUNITY COLLEGE ACADEMIES

DUAL CREDIT

Students may earn college credit by completing a Metropolitan Community College Academy. Students who meet the following conditions are eligible to participate in an academy:

- Be a high school junior or senior
- Be 16 years old
- Have transportation to and from classes and internship/apprenticeship site
- Complete an application and be selected to participate. (See counselor for application)
- Pay MCC tuition - current tuition is one half the MCC full time student rate

0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM-Year 1 11-12 20 Credits
0835 THEATRE TECHNOLOGY APPRENTICESHIP PROGRAM-Year 2 11-12 20 Credits

Description: This program is provided through a collaborative agreement with the Omaha Community Playhouse and Metropolitan Community College. Student stage technician apprentices learn to perform a variety of tasks required for preparing stages for theatrical, musical and other entertainment events in arenas, stadium, theaters, studios and amusement parks. Training encompasses about 4500 hours of instruction and on-the-job experiences. It exposes the stage-technician candidate to such skills as stage carpentry, stage lighting, stage props, rigging, stage wardrobe, stage setups of audiovisual equipment, special effects, makeup, laser and stage pyrotechnics, and the basics of television and video production. Students will complete Theatre Technology I (THEA 1110, Theatre Technology II (THEA 1120), Theatre Technology III (THEA 1130) and Cooperative Study (THEA 2981, 2982, 2983) during Year I and Script Analysis (THEA 2010), Theatre History (THEA 2110), Principles of Stage Lighting (THEA 2160), Theatre History II (THEA 2120), Stage Rigging (THEA 2150) and Cooperative Study (THEA 29894, 2985, 2986) during Year 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0837 AUTO COLLISION TECHNOLOGY-Year 1 11-12 10 Credits
0837 AUTO COLLISION TECHNOLOGY-Year 2 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus of Metropolitan Community College and participate in a paid internship program. The student will complete Automotive Welding (AUTB 1000), Non-Structural Repair I (AUTB 1200), Automotive Welding II (AUTB 1010), Automotive Refinishing (AUTB 2300), and Structural Repair I (AUTB 1100) during Year 1. The student will complete Non-Structural Repair II (AUTB 1210), Automotive Refinishing II (AUTB 2310) and Non-structural Repair III (AUTB 1220) during Year 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for more information.

0838 AUTOMOTIVE TECHNOLOGY-Year 1 11-12 10 Credits
0838 AUTOMOTIVE TECHNOLOGY-Year 2 11-12 10 Credits

Description: This two-year program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. Over the two years, students will complete Automotive Fundamentals (AUTT 0900), Introduction to Auto Service & Minor Repair (AUTT 1010), Auto Electricity and Electronics (AUTT 1210), Brake Systems (AUTT 1510), Suspension Systems (AUTT 2310), Technical Academy Internships (AUTT 1981, 1982, 1983). Students will be responsible for transportation, instructional materials, tuition and fees at MCC

Prerequisites: Approved application and interview. Contact your counselor for more information.

0842 CRIMINAL JUSTICE 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Criminal Justice (CRIM 1010), Police and Society (CRIM 2030), Introduction to Sociology (SOC1 1010) and Introduction to Corrections (CRIM 1020). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0843 ELECTRICAL TECHNOLOGY-Year 1 11-12 15 Credits
0843 ELECTRICAL TECHNOLOGY-Year 2 11-12 10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Electricity (ELTR 1200), Residential Wiring I (ELTR 1210), and Commercial Wiring (ELTR 1220). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

- 0845 DIESEL SERVICE TECHNOLOGY-Year 1** **11-12** 10 Credits
- 0845 DIESEL SERVICE TECHNOLOGY-Year 2** **11-12** 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus of Metropolitan Community College and participate in a paid internship program. The student will complete Basics of Diesel Mechanics (DESL 0900), Diesel Preventative Maintenance (DESL 1000), Diesel Engine Fundamentals (DESL 1230), and Heavy Duty Drivetrain (DESL 2100) in Year 1. The student will complete Diesel Internship I (DIESL 2981), Diesel Electricity (DESL 1010), Diesel Electronics (DESL 1210), Steering Suspension and Brakes (DESL 2200) and Climate Control/Heating and A/C (DESL 1620) during Years 2. Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for more information.
- 0846 WEBPAGE DEVELOPMENT** **11-12** 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Center Campus. Students will complete Introduction to Information Technology (INFO 1002), HTML/CSS (INFO 1311), Dreamweaver I (INFO 1316), Fireworks I (INFO 1318), and Flash I (INFO 1319). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 0847 SMALL ENGINES/MACHINING-Year 1** **11-12** 15 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Introduction to Precision Machine Technology (INCT 1400), Small Engine Repair (INCT 1304), Precision Lay-out and Finishing (INCT 1410), Basic Engine Lathe (INCT 1420), and Basic Milling Machine (INCT 1421). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 0848 SMALL ENGINES/MACHINING-Year 2** **11-12** 15 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Basic Grinding and Machine Setup (INCT 1422), Intermediate Lathing (INCT2420), Intermediate Grinding Machines (INCT 2422), Intermediate Milling Machines (INCT 2421), CNC Milling (INCT 2410), and Advanced Machining Process (INCT 2440). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 0852 WELDING I Year 1** **11-12** 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Print Reading & Layout for Welders I (WELD 1010), GMAW (MIG) Steel I (WELD 1200), GMAW (MIG) Steel II (WELD 2200), AutoCAD Fundamentals I (DRAF 110a), Flux-cored Arc Welding (WELD 2240), Industrial Cutting Processes (WELD 1100), and Special Topics in Welding-SkillsUSA Training (WELD 1910). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.
- 0853 WELDING TECHNOLOGY Year 2** **11-12** 10 Credits
- Description:** This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will Flux-cored Arc Welding II (WELD 2241), Print Reading & Layout for Welders II (WELD 1020), GMAW (MIG) Stainless (WELD 2220), GMAW (MIG) Aluminum (WELD 2230), AutoCAD Fundamentals II (DRAF 110b), Introductory Fabrication (WELD 1700) and Special Topics in Welding-SkillsUSA Training (WELD 2910). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.
- Prerequisites:** Approved application and interview. Contact your counselor for information.

0854 FILM MAKING**11-12**

10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Elkhorn Valley Campus. Students will complete Moving Image Lab (PHOT 1500), Intro to Scriptwriting (VACA 1110), Video I (VACA 1130), and Art in Film (VACA 2900). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0861 MEDICAL OFFICE TECHNOLOGY**11-12**

10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Sarpy Campus. Students will complete Career Planning (RDLS 1230), Introduction to Health Management (HIMDS 1110), Introduction to Medical Law & Ethics (HIMS 1150), Medical Terminology I (HIMS 1120), and Medical Terminology II (HIMS 1130). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0865 COMPUTER PROGRAMMING**11-12**

10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the South Omaha Campus. Students will complete Introduction to Computer Programming (INFO 1003), JAVA Programming I (INFO 1521), Visual Basic, NET I (INFO 1523), and Database Design, Implementation and Management (INFO 1620). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

0866 GAME DESIGN**11-12**

10 Credits

Description: This program is provided through agreement with Metropolitan Community College. Students will attend classes at the Fort Omaha Campus. Students will complete Introduction to Computer Programming (INFO 1003), Introduction to Gaming (INFO 1700), Visual C+ Programming I (INFO 1526), and Developing Games and Graphics (INFO 1710). Students will be responsible for transportation, instructional materials, tuition and fees at MCC.

Prerequisites: Approved application and interview. Contact your counselor for information.

Planning Resources

POST-SECONDARY PLANNING

PERSONAL LEARNING PLANS

Personal Learning Plans (PLPs) help students understand themselves, develop and meet goals, and document their accomplishments. Students use the Personal Learning Plan (PLP) as a guide to prepare for graduation, post-secondary education and a career. To be best prepared for college and/or careers, students should challenge themselves in the following ways:

1. Take more than the minimum graduation requirements.
2. Take as many core classes as possible. This is the best preparation for the ACT/SAT test and will also enhance your success in college classes.
3. Take a variety of courses from different subject areas. High school is the time to develop interests and try something new.
4. Take the most challenging classes. Colleges and universities look for students who continue to challenge themselves with higher level courses.
5. Take at least one Advanced Placement[®] course.
6. Enroll in dual credit courses.
7. Pursue a diploma path.

To challenge yourself, take the ACT core, Advanced Placement[®], and Dual Enrollment courses while also preparing for a career. Many courses enable students to accomplish all of the above. Details about each of these opportunities are identified below.

ACT SCORES AND CORE CURRICULUM

ACT scores are one of the best predictors of college success. To be well prepared for the ACT, take classes ACT considers core curriculum. The ACT core curriculum consists of the following:

English	4 years or more
Math	3 years or more including Algebra I, Geometry, and Algebra II
Social Studies	3 years or more
Natural Sciences	3 years or more including Physical Science, Biology, and Chemistry

ADVANCED PLACEMENT[®]

The Advanced Placement[®] is an endeavor between secondary schools and colleges and universities. AP courses provide students with the opportunity to take college-level courses in a high school setting. Based on performance on AP examinations, students may earn college credit, advanced placement, or both. This provides students the opportunity to reduce college tuition and graduate from college early.

Research indicates that students who take an AP course and exam but earn only a 1 or 2 (5 being the highest score) do better in college than students who have not taken an AP course.

Scholarships are available to reduce or cover the cost of AP exams. Applications are available through the Guidance Office at each high school.

PERSONAL LEARNING PLAN RUBRIC

As part of the Millard Public Schools Graduation Requirements, students must complete the following parts of his/her Personal Learning Plan (PLP). The PLP will be completed using the *Naviance Succeed* website. Student progress will be monitored and recorded in Naviance by a school representative, such as an advisor, counselor, assistant principal or principal.

Students and Parents may access *Naviance Succeed* from the link on each high school web page. The following table identifies tasks to be accomplished at each grade level.

PLP Tasks	Description	9th Grade	10th Grade	11th Grade	12th Grade
SMART Goals	Specific, Measurable, Attainable, Results Oriented, Timely	X	X	X	X
Resume	Record of accomplishments and activities, updated when changes occur and at least annually	X	X	X	X
My Game Plan	Post secondary and/or college goals	X	X	X	X
Career Interest Profiler	Inventory to identify personal career preferences	X			
Learning Styles Inventory	Inventory to identify personal learning style preferences	X			
Developmental Asset Profile [®]	Inventory to identify 40 Developmental Assets [®]	X		X	
Life Skills Self-Assessment	Assessment to measure Millard Life Skills		X		
Personality Inventory ("Do What You Are")	Inventory to identify personality traits		X		
PLAN (Academic Results and World of Work)	Academic assessment to identify areas of academic need and serves as a predictor of performance on the ACT. World of Work portion of the assessment provides individual career preferences.		X		
Counselor Interview	Individual interview to confirm post secondary plans				X
Annual reflection*	Prompts the student to reflect on activities that prepare for post secondary plans	X	X	X	X

Each Personal Learning Plan must meet the following minimum quality guidelines:

Task	Quality
SMART Goals	Each goal reflects all 5 aspects of a SMART Goal; Specific, Measurable, Attainable, Results Oriented, Timely
Resume	Answers for each aspect of the personal resume are in complete sentences or detailed phrases. All information is included. If a student did not participate in an activity, he/she responds: "Did not Participate."
Reflections	Answers are in complete sentences or detailed phrases. All questions are answered. "None" is not an acceptable answer. Details are encouraged.

- At least one month prior to graduation, the Senior PLP must be completed on *Naviance Succeed*.
- Transfer students are expected to complete a Personal Learning Plan, with the understanding that the principal (or designee) may waive unreasonable requirements, based on student entrance into Millard.

TENTATIVE HIGH SCHOOL PROGRAM PLANNING SHEETS CLASSES OF 2011 & 2012

NINTH GRADE

1. English 9 (two semesters A/B)	10
2. American History (two semesters A/B)	10
3. Physical Science in Action or Biology (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Physical Education _____	Oral Communications ** or Elective: _____
6. Fine and Performing Arts** or Elective: _____	Elective: _____
7. Elective: _____	Elective: _____
8. Elective: _____	Elective: _____
TOTAL: _____	

TENTH GRADE

1. English 10 (two semesters A/B)	10
2. World Geography (two semesters A/B)	10
3. Biology or Chemistry (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Physical Education _____	Everyday Living *** or Elective _____
6. Technology** or Elective: _____	Elective _____
7. Elective: _____	Elective _____
8. Elective: _____	Elective: _____
TOTAL: _____	

** One Oral Communications course, one Fine and Performing Arts course and one Technology course are required and can be taken at any time during the 9-12 program.

*** Everyday Living – a comprehensive health education course must be taken during the tenth or eleventh grades.

CLASSES OF 2011 & 2012 *continued*

ELEVENTH GRADE

1. English 11 (two semesters A/B)				10
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
TOTAL:				_____

TWELFTH GRADE

1. United States Government & Economics (one semester A)				5
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
TOTAL:				_____*

*At least 225 credits

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements (225 credits needed to graduate)
- Meet cutscores on Essential Learner Outcome assessments

There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs, students in that class will be given the opportunity of signing up for an alternative class.

TENTATIVE HIGH SCHOOL PROGRAM PLANNING SHEETS CLASS OF 2013 & BEYOND

Required Electives (scheduled throughout 9-12 Grades)

Oral Communications course	5 credits
Financial Literacy course	5 credits
Fine and Performing Arts course	5 credits
Technology course	5 credits

NINTH GRADE

1. English 9 (two semesters A/B)	10
2. American History (two semesters A/B)	10
3. Physical Science in Action or Biology (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Physical Education: _____ Elective: _____	
6. Elective: _____ Elective: _____	
7. Elective: _____ Elective: _____	
8. Elective: _____ Elective: _____	
TOTAL: _____	

TENTH GRADE

1. English 10 (two semesters A/B)	10
2. World Geography (two semesters A/B)	10
3. Biology or Chemistry (two semesters A/B)	10
4. Math: _____ (two semesters A/B)	10
5. Physical Education _____ Everyday Living * or Elective _____	
6. Elective: _____ Elective _____	
7. Elective: _____ Elective _____	
8. Elective: _____ Elective: _____	
TOTAL: _____	

* Everyday Living – a comprehensive health education course must be taken during the tenth or eleventh grades.

CLASS OF 2013 & BEYOND *continued*

ELEVENTH GRADE

1. English 11 (two semesters A/B)				10
2. Chemistry or Physics or 2 semesters of Science Electives				10
3. Math (two semesters A/B)	_____	_____	_____	10
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
			TOTAL:	_____

TWELFTH GRADE

1. United States Government & Economics (one semester A)				5
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____
			TOTAL:	_____*

*At least 230 credits

To graduate, each Millard student must meet three criteria:

- Complete a Personal Learning Plan (PLP)
- Complete course and credit requirements (230 credits needed to graduate)
- Meet cutscores on Essential Learner Outcome assessments

There may be occasions when low enrollments will lead to the cancellation of a given class. If such a cancellation occurs, students in that class will be given the opportunity of signing up for an alternative class.

INTERNATIONAL BACCALAUREATE FOUR-YEAR PLAN

Student Name: _____ Counselor: _____

Advisor: _____ Graduation Year: _____

Reminders:

- Theory of Knowledge (TOK) is a Human Resource Course

IB GROUP/COURSE	9th Grade	10th Grade	11th Grade	12th Grade
Group I Language A1				
Group II Language B				
Group III Individuals and Societies				
Group IV Experimental Science				
Group V Mathematics				
Group VI Arts and Electives				
Zero Hour				
8th Hour				
Summer School				
Alternate Courses				

- Remember to include other graduation requirements:
 - 3 semesters of PE
 - Everyday Living
 - World Geography in 10th Grade or 20th Century World History Topics in 11th Grade
 - Technology
 - Fine and Performing Arts
 - World Perspectives/American Studies
 - Financial Literacy (2013 and beyond)

Notes:

Updated: _____

MPS DIPLOMA PATHS OVERVIEW

A world-class school district facilitates student goal-setting. High school students in the Millard Public Schools will choose a diploma path to pursue during their high school years. In addition to the Regular Diploma, students may choose from two other diploma paths.

One diploma path, the **Liberal Arts** path, specifically addresses the needs of students who plan to earn a baccalaureate degree after graduation. The second diploma path, the **Specialty** path, focuses on the needs of students who plan to specialize in a particular career field. In the Specialty areas students must complete an approved sequence of study in a career field. Both paths include incentive categories by which students can achieve a more rigorous diploma by taking more classes and achieving a higher GPA. These incentive categories are labeled "Commended" and "Distinguished." The minimum requirements for the diploma paths and categories are outlined below:

Criteria	Regular		Liberal Arts Commended		Liberal Arts Distinguished		Specialty Commended		Specialty Distinguished	
	2011- 2012	2013 & beyond	2011- 2012	2013 & beyond	2011-2012	2013 & beyond	2011- 2012	2013 & beyond	2011- 2012	2013 & beyond
English	40	40	45	45	45*	45*	40	40	40	40
Math	25	30	40	40	40*	45*	25	30	25	30
Social Studies	30	30	30	30	30*	30*	30	30	30	30
Science	25	30	30	35	30*	35*	25	30	25	30
World Language			20	20	20*	20*				
Additional Core Credits					40 from any asterisked areas	40 from any asterisked areas				
Physical Education	15	15	15	15	15	15	15	15	15	15
Everyday Living	5	5	5	5	5	5	5	5	5	5
Technology	5	5	5	5	5	5	5	5	5	5
Arts	5	5	5	5	5	5	5	5	5	5
Human Resources	5	5	5	5	5	5	5	5	5	5
Financial Literacy	0	5	0	5	0	5	0	5	0	5
Required Electives	70	60	35	30			50	40	35	30
Specialty Area							30	30	50	50
AP/IB DP Credits (included in total credits)			(20) from any area	(20) from any area	(40) from any area	(40) from any area				
Total Credits	225	230	235	240	240	250	235	240	240	250
GPA			3.0 Overall		3.5 Overall		3.0 in Spec. Area; 2.0 Overall		3.5 in Spec. Area; 2.5 Overall	

Specialty Areas for 2010-2011 include Industrial Technology, Family and Consumer Science, Fine and Performing Arts, Business, Technology and Health Occupations, and Journalism. Students may choose to change diploma paths and/or incentive categories during their high school years. These diploma paths function as one tool to help students set goals challenging themselves to reach their full potential. It supports the philosophy that the path to graduation begins much earlier than senior year. Determining one's diploma path will begin through completion of the Personal Learning Plan.

To learn which diploma paths are offered at each high school, refer to each school's web site.

SPECIALTY DIPLOMA PATH

The Specialty Diploma Path is for students who plan to specialize in the following career fields:

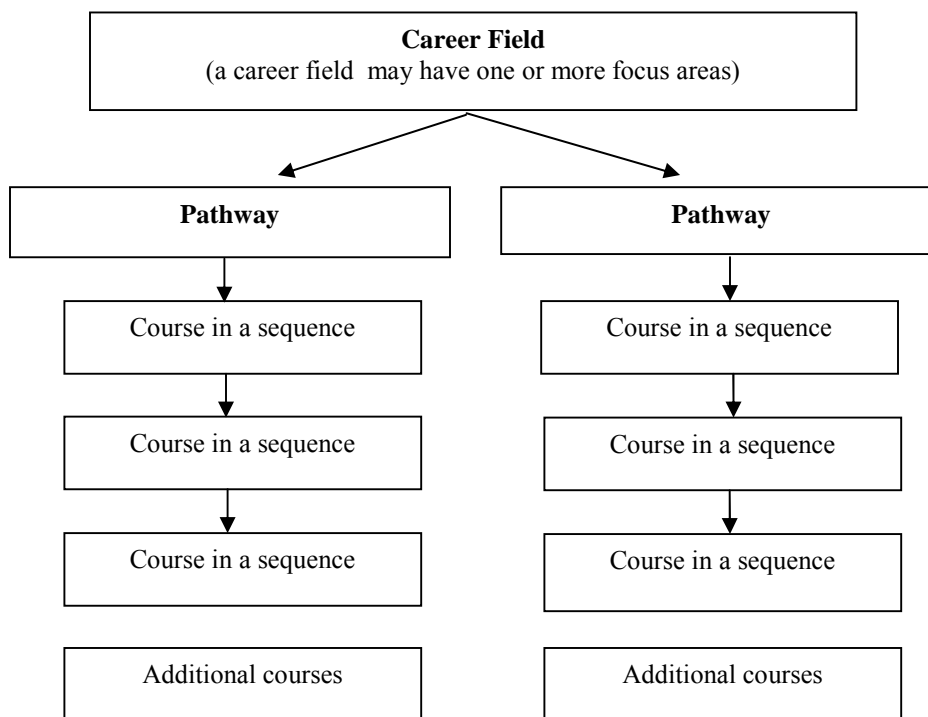
Business, Marketing, and Management
 Communication and Information Systems: Arts, AV Technology, and Communication
 Health Sciences
 Human Services and Resources
 Industrial, Manufacturing, and Engineering Systems

All students must meet the requirements for a regular diploma. The Specialty Diploma recognizes accomplishments over and above the minimum requirements for a regular diploma.

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the focus areas in the career field. A Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

The diagram below illustrates the organizational structure of a career field. Each career field is represented in this way on the tables on the following pages. Please refer to the curriculum handbook for course descriptions and an explanation of Metropolitan Community College academies.



Refer to Diploma Path Overview, page 138

BUSINESS, MARKETING AND MANAGEMENT SPECIALTY DIPLOMA

In order to graduate, all students must take a technology course.
The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If Computer Technology Applications is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

- Millard Public Schools Entrepreneurship, Finance, and Culinary Skills Career Academies fulfill the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If Computer Technology Applications is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

- Millard Public Schools Entrepreneurship, Finance, and Culinary Skills Career Academies fulfill the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

FINANCE	BUSINESS MANAGEMENT AND ADMINISTRATION		MARKETING	HOSPITALITY AND TOURISM
Personal Finance (5) Accounting I (10) Accounting II (10) AP Macroeconomics (5) AP Microeconomics (5) Or *Millard Public Schools Finance Career Academy	Management	Administrative Services	Marketing I (10) Marketing II (10) Marketing Internship (10) AP Macroeconomics (5) Or Fashion Marketing (10) Marketing II (10) Marketing Internship (10) AP Macroeconomics (5)	*Millard Public Schools Culinary Skills Academy
	International Business (5) Business Law (5) Business Communications (5) Or *MCC Legal Assistant Academy Or *Millard Public Schools Entrepreneurship Career Academy	Keyboarding & Input Technology (5) Computer Technology Applications (5) Advanced Computer Technology Applications (5) Or Keyboarding & Input Technology (5) Business Procedures & Technology (10) Business Procedures & Technology Internship (10) Or Keyboarding & Input Technology (5) Computer Technology Applications (5) Business Procedures & Technology (10) Or Computer Technology Applications (5) Adv. Computer Technology Applications (5) STARS (10) Or *MCC Microcomputer Information Technology Academy		

Refer to Diploma Path Overview, page 138

COMMUNICATION AND INFORMATION SYSTEMS

In order to graduate, all students must take a fine and performing arts course.

The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 30 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the fine arts graduation requirement may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

ARTS, A/V TECHNOLOGY, AND COMMUNICATION				
JOURNALISM	VISUAL ARTS	PERFORMING ARTS		
		Vocal Music	Instrumental Music	Drama
<p><u>North & South High</u> Beginning Journalism (5) Newspaper (10) Yearbook (10) Introduction to Photojournalism (5)</p> <p><u>West High</u> Beginning Journalism (5) Newspaper (20) Yearbook (20)</p>	<p>Art Foundations (5) Drawing (5) Advanced Drawing (5) Or Art Foundations (5) Drawing (5) Painting (5) Or Art Foundations (5) Pottery and Sculpture (5) Advanced Pottery and Sculpture (5) Or Introduction to IB Visual Arts (10) IB Visual Arts SL(10) IB Visual Arts HL I (10)</p> <p>To complete the requirement for 30 or 50 credits students may take any of the courses above not already taken or any of the following: Color and Design (5) Understanding Art (5) Commercial Art (5) Advanced Studio Art (10) IB Visual Arts HL II (10)</p>	<p>J.V. Choir (10) Varsity Choir-4 semesters (20)</p> <p>Distinguished Diploma: Music Theory (5) AP Music Theory (5), plus Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p> <p>Or AP Music Theory (5) IB Music SL (10) and Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p>	<p>Orchestra-6 semesters (30) Or Band-6 semesters (30)</p> <p>Distinguished Diploma: Music Theory (5) AP Music Theory (5), plus Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p> <p>Or AP Music Theory (5) IB Music SL (10) and Music Consumer (5) or classes from the Instrumental Music Sequence or Choral Performance Music courses to complete 50 credits</p>	<p>Drama I (5) Drama II (5) Theatre Technology (5) Or IB Film (10) Or *MCC Theatre Technology Year I Academy</p> <p>To complete the requirement for 30 or 50 credits students may take any of the courses above or the following: Theatre Appreciation (5) *MCC Theatre Technology Year II Academy</p>
AUDIO/VIDEO TECHNOLOGY & FILM				
*MCC Video Media Arts Academy				

Refer to Diploma Path Overview, page 138

**COMMUNICATION AND INFORMATION SYSTEMS
INFORMATION TECHNOLOGY
Millard North and Millard West**

In order to graduate, each student must take a technology course.
The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If Introduction to Computer Science or Introduction to IB Computer Science is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses but is not included in the 30 credits. The Specialty Distinguished diploma is not available for the Programming & Software Development Sequence.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete the MCC Academy. If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

INFORMATION TECHNOLOGY	
MILLARD NORTH	MILLARD WEST
PROGRAMMING & SOFTWARE DEVELOPMENT	PROGRAMMING & SOFTWARE DEVELOPMENT
<p>Introduction to Computer Science (5) JAVA Programming (5) Computer Topics (5)</p> <p style="text-align: center;">Or</p> <p>Introduction to Computer Science (5) JAVA Programming (5) Advanced Placement® Computer Science A (10)</p> <p style="text-align: center;">Or</p> <p>Introduction to IB Computer Science I (5) Introduction to IB Computer Science II (5) IB Computer Science SL (10)</p> <p style="text-align: center;">Or</p> <p>Introduction to IB Computer Science I (5) Introduction to IB Computer Science II (5) IB Computer Science HL I (10)</p> <p>To complete 30 credits, students may take any of the courses not already taken from the Technology pathway or any of the following:</p> <p>Advanced Placement® Computer Science A (10) IB Computer Science HL II (10) Computer Technology Applications (5)</p>	<p>Introduction to Computer Science (5) JAVA Programming (5) Computer Topics (5)</p> <p style="text-align: center;">Or</p> <p>Introduction to Computer Science (5) JAVA Programming (5) Advanced Placement® Computer Science A (10)</p> <p style="text-align: center;">Or</p> <p>To complete 30 credits students may take any of the courses not already taken from the Technology pathway or any the following:</p> <p>Computer Technology Applications (5)</p>

Refer to Diploma Path Overview, page 138

COMMUNICATION AND INFORMATION SYSTEMS INFORMATION TECHNOLOGY

Millard South

In order to graduate, each student must take a technology course.

The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

INFORMATION TECHNOLOGY				
MILLARD SOUTH				
PROGRAMMING & SOFTWARE DEVELOPMENT	WEB AND DIGITAL COMMUNICATIONS		NETWORK SYSTEMS	INFORMATION SERVICE & SUPPORT
Intro. to Computer Science (5) JAVA Programming (5) Computer Topics (5) Advanced Placement® Computer Science (10) To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following: STARS (10) STARS Internship (10)	Computer Graphics Introduction to Graphic Communication (5) Foundation of Computer Graphics (5) Advanced Computer Graphics (10) To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following: STARS (10) STARS Internship (10)	Visual Graphics Introduction to Graphic Communication (5) Foundations of Visual Graphics (5) Advanced Visual Graphics (5) To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following: STARS (10) STARS Internship (10)	Cisco Networking I (10) Cisco Networking 2 (10) STARS (10) To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following: STARS Internship (10)	Computer Technology Applications (5) A+ Computer Hardware & Software Operations (5) STARS (10) To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following: Keyboarding & Input Technology (5) STARS Internship (10)

Refer to Diploma Path Overview, page 138

COMMUNICATION AND INFORMATION SYSTEMS INFORMATION TECHNOLOGY

In order to graduate, each student must take a technology course.
The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 30 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If one of these courses is taken to fulfill the technology graduation requirement, it may be part of the sequence of courses, but is not included in the 50 credits.

- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

INFORMATION TECHNOLOGY				
MILLARD SOUTH				
PROGRAMMING & SOFTWARE DEVELOPMENT	WEB AND DIGITAL COMMUNICATIONS		NETWORK SYSTEMS	INFORMATION SERVICE & SUPPORT
	Computer Graphics	Visual Graphics		
Intro. to Computer Science (5)	Introduction to Graphic Communication (5)	Introduction to Graphic Communication (5)	Cisco Networking I (10)	Computer Technology Applications (5)
JAVA Programming (5)	Foundation of Computer Graphics (5)	Foundations of Visual Graphics (5)	Cisco Networking 2 (10)	A+ Computer Hardware & Software Operations (5)
Computer Topics (5)	Advanced Computer Graphics (10)	Advanced Visual Graphics (5)	STARS (10)	STARS (10)
Advanced Placement® Computer Science (10)	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:	To complete the requirement for 30 or 50 credits, take courses not already taken from any technology sequence, or the following:
STARS (10)	STARS (10)	STARS (10)	STARS Internship (10)	Keyboarding & Input Technology (5)
STARS Internship (10)	STARS Internship (10)	STARS Internship (10)		STARS Internship (10)

Refer to Diploma Path Overview, page 138

HEALTH SCIENCES SPECIALTY DIPLOMA

This diploma path is unique because it includes courses from multiple departments.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses the pathway. (see chart below). The Distinguished Diploma path is available for the Therapeutic Services Pathway.

- The Millard Public Schools Health Sciences Career Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete the Millard Public Schools Health Sciences Academy.

- The Millard Public Schools Health Sciences Career Academy fulfills the sequence requirement.

THERAPEUTIC SERVICES	DIAGNOSTIC SERVICES
Human Physiology (10) Sports Injury & Training (5)* Sports Injury & Training Internship (10)* To complete the requirement for 30 credits, students may take any of the courses below if not already taken: Advanced Performance (5) Cross Training I (5) Cross Training II (5) Lifetime Fitness (5)	Millard Public Schools Health Sciences Career Academy

*MSHS & MWHS only

Refer to Diploma Path Overview, page 138

HUMAN SERVICES AND RESOURCES SPECIALTY DIPLOMA

In order to graduate, all students must take a human resource course.

The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 30 credits.

- The Millard Public Schools Education Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 50 credits.

- The Millard Public Schools Education Career Academy fulfills the sequence requirement.
- The Metropolitan Community College (MCC) Academy fulfills the sequence requirement.

HUMAN SERVICES		EDUCATION AND TRAINING	LAW, PUBLIC SAFETY & SECURITY
Textiles, Clothing & Design	Foods & Nutrition		
Interior Design (5) Apparel Design and Production (5) Creative Textile Design (5) Textiles Independent Study (5)	Foods for Today (5) International Foods (5) Culinary Skills (5) Foods and Nutrition Independent Study (5)	Millard Public Schools Education Career Academy	MCC Criminal Justice Academy
To complete the requirement for 30 or 50 credits, students may take any of the courses above not already taken.			

The following courses may be completed to earn 30 or 50 credits if not taken for the human resource graduation requirement:

Child Development (5)
 Adult Living (5)

To earn a distinguished diploma, the student will need to complete all courses listed above.

Refer to Diploma Path Overview, page 138

INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS SPECIALTY DIPLOMA

In order to graduate, each student must take a technology course.
The following courses exceed this requirement.

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

- The Millard Public Schools Transportation, Distribution, & Logistics Career Academy fulfills the sequence requirement.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of three courses in one of the pathways (see chart below). The course taken to fulfill the technology graduation requirement may not be included in the 30 credits.

- The Millard Public Schools Career Academy fulfills the sequence requirement.

ARCHITECTURE AND CONSTRUCTION		SCIENCE TECHNOLOGY ENGINEERING AND MATH	MANUFACTURING		TRANSPORTATION, DISTRIBUTION, & LOGISTICS
Design and Pre-construction	Construction	Introduction to Engineering & Architectural Drawing (5) Engineering Drafting & Design (10) Advanced Engineering Concepts (5) Select from the following to complete 30 credits: Advanced Engineering Structural Design (5) Advanced Engineering: Industrial/Mechanical (5) Civil/Surface Design (5)	Welding	Metals	Millard Public School Transportation, Distribution, & Logistics Career Academy
Introduction to Engineering & Architectural Drawing (5) Residential Architectural Drafting & Design (10) Advanced Architecture Concepts (5) Select from the following to complete 30 credits: Commercial Design, Presentation (5) Residential Design, Presentation (5) Modeling & Presentation (5)	Introductory Woodworking (5) Woods I (5) Woods II (10) Introduction to Building Trades (5)		Manufacturing Technology (5) Welding (5) Advanced Welding (5) Or MCC Welding Technology Year I Academy MCC Welding Technology Year II Academy	Manufacturing Technology (5) Metals I (5) Comprehensive Metals (20)	

To complete 30 or 50 credits, students may take any of the above courses not already taken or any of the following:
 Consumer Maintenance (5) Cooperative Related Instruction (10) Foundations of Technology II (5)
 Electricity (5) Foundations of Technology I (5) Trades and Industry (10)

Refer to Diploma Path Overview, page 138

INDUSTRIAL, MANUFACTURING, AND ENGINEERING SYSTEMS

(continued)

These Metropolitan Community College (MCC) Academies fulfill the sequence requirement for the Specialty Commended and Distinguished Diploma Paths:

HVAC	Electrical	Machining	Diesel	Automotive
MCC Air Conditioning, Refrigeration & Heating Year I Academy	MCC Electrical Technology Academy	MCC Small Engines/Machining Year I Academy MCC Small Engines/Machining Year II Academy	MCC Diesel Service Technology Academy	MCC Automotive Technology Year I Academy MCC Automotive Technology Year II Academy MCC Auto Collision Technology Year I Academy

Refer to Diploma Path Overview, page 138

DUAL ENROLLMENT OPPORTUNITIES

University of Nebraska-Omaha

Students have the option to enroll for college credit while taking high school courses. The number of college credits is determined by the corresponding college course. The grade earned appears on both the high school and UNO transcript. This credit may be transferable to other colleges and universities. Students are urged to check with the college they plan to attend regarding their transfer policies. Students are required to take the AP exam if earning dual enrollment in an AP course. Select AP courses, Academy courses and Athletic Training & Sports Injury Internship are available for dual credit. Please contact counselor for more information.

Tuition costs for 2009-2010 are \$225.00 per UNO course (2010-2011 costs to be determined).

Metropolitan Community College

Students have the option to earn dual enrollment credit while taking specific high school or Metropolitan Community College (MCC) courses. The number of credits is determined by the corresponding college course and the grade earned appears on both the high school and MCC transcript. This credit may transfer to other colleges and universities. Students are urged to check with the college they plan to attend regarding transfer policies.

Tuition costs for 2009-2010 are \$21.00 per MCC credit (2010-2011 costs to be determined).

METROPOLITAN COMMUNITY COLLEGE

Millard Public Schools and Metropolitan Community College (MCC) maintain an articulation agreement which may give students advanced standing in approved courses when they attend Metropolitan Community College. Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of a 1 or 2 in the Millard course(s) to be considered for advanced standing.
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.

METROPOLITAN COMMUNITY COLLEGE ARTICULATED COURSES

Students interested in these courses should discuss these opportunities with their counselor.			
Millard Courses		Metropolitan Community College	
0504	Keyboarding and Input Technology	INFO 1005	Keyboarding
0506	Computer Technology Applications	INFO 1001	Microcomputer Fundamentals
0983	A+ Hardware, Software Troubleshooting	ELEC 1001	PC Troubleshooting
0502	Accounting I	ACCT 1050	Bookkeeping
0503	Accounting II	ACCT 1050 ACCT 1100	Bookkeeping and/or Accounting I
0512	Marketing I/0513 Marketing II	BSAD 1100	Principals of Marketing
0527	Child Development	ECED 1150	Introduction to Early Childhood Education
0981	CISCO Networking Academy I – Semester I	ELEC 1200	CISCO Networking Fundamentals
0981	CISCO Networking Academy I – Semester II	ELEC 1201	CISCO Routing Fundamentals
0982	CISCO Networking Academy II – Semester I	ELEC 2200	CISCO Switching and LAN Design
0982	CISCO Networking Academy II – Semester II	ELEC 2230	CISCO Wide Area Networking
0525	Culinary Skills	CHRM 1000 CHRM 1110	CHRM Orientation Vegetables & Starch Basics
0601	Introductory Woodworking	CNST 1050	Introduction to Carpentry
0622	Welding/0623 Advanced Welding	WELD 1300	Oxyacetylene Welding (OAW)
0640	Engineering Drafting & Design	ARCH 1100	Beginning AutoCAD
0641	Residential Architecture Drafting & Design	ARCH 1110 ARCH 1200	Intermediate AutoCAD or Woodframe Architecture
0651	Foundations of Computer Graphics (Millard South only)	GCAD 1010	Creativity: Concept Development
0655	Foundations of Visual Graphics (Millard South only)	PHOT 1110	Basic Photography
0656	Advanced Visual Graphics (Millard South only)		

COLLEGE ATHLETICS ELIGIBILITY

Students who wish to compete as freshmen on college athletic teams after completion of high school must meet established eligibility guidelines from the National Collegiate Athletic Association (NCAA), the National Association of Intercollegiate Athletics (NAIA), or the National Junior College Athletic Association (NJCAA). Information concerning eligibility for each of these organizations can be found on the following websites:

NCAA: www.ncaa.org or www.ncaaclearinghouse.net

NAIA: www.naia.org

NJCAA: www.njcaa.org

NCAA

Student athletes who wish to participate in NCAA Division I or Division II sports **MUST BE CERTIFIED** by the NCAA Initial-Eligibility Clearinghouse which will analyze your academic information to determine if you meet NCAA initial-eligibility requirements. **DON'T DELAY THIS PROCESS** – if you are uncertain about participation in Division I or II it is best to complete this process anyway. This process does NOT bind you to participate; however, it is a necessary procedure should you elect to participate. Failure to be certified may affect visitations to colleges regarding athletics, and college coaches may be reluctant to make commitments to athletes who have not completed the NCAA initial-eligibility certification.

You are encouraged to visit with your counselor to review the policies which will affect you. Athletes or their parents are encouraged to obtain additional references pertaining to student athletes. The best single reference is **2009-2010 NCAA Guide for the College Bound Student Athlete** published by the NCAA Eligibility Center, PO Box 7136, Indianapolis, Indiana, 46207-7136. The toll-free phone number is (877) 262-1492; Monday through Friday from 8 a.m. to 6 p.m. Eastern time. This document is also available on-line at www.ncaa.org.

If you plan to enroll in a Division I college after August 1, 2009, and want to participate in athletics or receive an athletics scholarship during your first year, you must:

1. Graduate from high school.
2. Successfully complete a core curriculum of at least 16 academic course units as follows: (Core curriculum courses are considered college preparatory. Courses listed as “Basic” may only be used for eligibility by students who have a verified disability. Accepted courses are listed on the NCAA Initial Eligibility Clearinghouse website. Contact your counselor if you have questions regarding core courses.)
 - English – 4 years,
 - Mathematics – 3 years (Algebra I or above),
 - Natural or Physical Science (including one year of lab science, if offered by the school) – 2 years,
 - Social Science – 2 years,
 - Additional course in English, mathematics, or natural or physical science – 1 year,
 - Additional academic courses (in any of the above areas or world language, philosophy or non-doctrinal religion) – 4 years.
3. Have a combined SAT or ACT sum score that matches your core-course grade point average in the grade point average and test score index. (Index scale is available through the Counseling or Activities Office or on-line.)
4. Complete the amateurism questionnaire and request amateurism certification.

Computer Science courses will no longer be able to be used for initial-eligibility purposes. This rule was effective for students first entering a collegiate institution on or after August 1, 2005. Computer science courses that are taught through the math or natural/physical science departments and receive either math or science credit and are on the high school's list of approved core courses as math or science may be used after the August 1, 2005, date.

In order to be classified a “qualifier” at a Division II college, you are required to:

1. Graduate from high school.
2. Have a GPA of 2.00 (based on a maximum of 4.000) in a successfully completed core curriculum of at least 14 academic course units as follows:
 - English – 3 years,
 - Mathematics – 2 years (Algebra I or above),
 - Natural or Physical Science (including one year of lab science, if offered by the school) – 2 years,
 - Social Science – 2 years,
 - Two additional courses in English, mathematics, or natural or physical science – 2 years,

- Additional academic courses (in any of the above areas or world language, philosophy or non-doctrinal religion) – 3 years.
- 3. Have a combined score on the SAT verbal and math sections of 820 or a 68 sum score on the ACT.
Please note that for Division II athletic eligibility there is no such thing as the combined SAT or ACT sum score that matches your core-course grade point average in the grade point average and test score index.
- 4. Complete the amateurism questionnaire and request amateurism certification.

Computer science courses will no longer be able to be used for initial-eligibility purposes in Division II, which is similar to the Division I rule. Computer science courses that are taught through the math or natural/physical science departments and receive either math or science credit and are on the high school's list of approved core courses as math or science may be used after the August 1, 2005, date.

Please note that beginning August 1, 2013, students planning to attend an NCAA Division school will be required to complete the core curriculum of at least 16 academic course units that includes: 3 years of English; 2 years of mathematics (Algebra I or higher); 2 years of natural/physical science (1 year of lab if offered by your high school); 3 years of additional English, mathematics or natural/physical science; 2 years of social science; 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy).

Student athletes who wish to participate in NCAA Division III are not currently certified by the NCAA Initial-Eligibility Clearinghouse. Those wanting to participate in Division III athletics should contact the Division III institutions of interest regarding their policies on admission, financial aid, practice and competition.

NAIA

The National Association of Intercollegiate Athletics requires a participant in athletics during the first year in school to meet two of three basic education requirements.

1. Achieve a minimum of 18 on the Enhanced ACT or 860 on the SAT. The ACT/SAT test must be taken on a national testing date. The SAT score of 860 must be achieved on the Critical Reading and Math sections of the SAT and must be achieved on a single test.
2. Achieve a minimum overall high school grade point average of 2.000 on a 4.000 scale.
3. Graduate in the top half of his/her high school graduating class.

NJCAA

The National Junior College Athletic Association requires a participant in athletics to meet the following criteria.

1. A student-athlete must be a graduate of a high school with an academic diploma or a General Education diploma. The high school must not be a high school affected by the NCAA Initial Eligibility process at the time of the student-athlete's enrollment. See the list on the NCAA website of high schools affected by the Initial Eligibility process.
2. Non-high school graduates can establish eligibility by competing one term of college work and passing 12 credits with a 1.75 grade point average or higher. This term must be taken after the student's high school class has graduated.
3. Non-high school graduates who have earned sufficient credit for high school graduation status can establish eligibility for athletic participation by completing one term of college work passing 12 credits with a 1.75 GPA or higher. This term can be completed before the student's high school class has graduated.
4. Student-athletes who are completing high school and are simultaneously enrolled in 12 or more credits at a college are eligible for athletic participation with the completion of the NJCAA High School Waiver Form. This form must be signed by the student-athlete's high school Principal and the College President. This provision is applicable to only those student-athletes whose high school class has not graduated at the time of college enrollment.

Please note that once the NJCAA High School Waiver Form has been signed by the student-athlete's high school Principal and the College President, that student-athlete is no longer eligible to participate in interscholastic athletics.

QUICK REFERENCE TABLE OF ALL MILLARD COURSES

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
ART										
0701	Art History: Art Through the Ages	5	9-12	F				•	•	•
0704	Color and Design	5	9-12	F			•	•	•	•
0705	Art Foundations	5	9-12	F			•	•	•	•
0710	Pottery and Sculpture	5	10-12	F	0705		•	•	•	•
0711	Advanced Pottery and Sculpture	5	10-12	F	0710		•	•	•	•
0720	Drawing	5	10-12	F	0705			•	•	•
0721	Advanced Drawing	5	10-12	F	0720			•	•	•
0722	Painting	5	10-12	F	0705			•	•	•
0709	Commercial Graphic Design	5	11-12	F	0720			•	•	•
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705			•		
0727 A/B	IB Visual Arts SL	10	11-12	F	0706			•		
0728 A/B	IB Visual Arts HL I	10	11	F	0706			•		
0729 A/B	IB Visual Arts HL II	10	12	F	0729			•		
0730 A/B	Advanced Studio Art	10	12	F	0720,0721, †			•	•	•
BUSINESS										
0500	Personal Finance	5	9-12	FL			•	•	•	•
0501	International Business	5	10-12				•	•	•	•
0502 A/B	Accounting I	10	10-12					•	•	•
0503 A/B	Accounting II	10	11-12		0502			•	•	•
0504	Keyboarding and Input Technology	5	9-12					•	•	•
0506	Computer Technology Applications	5	9-12	T			•	•	•	•
0507	Business Communications	5	11-12					•	•	•
0508 A/B	Business Procedures and Technology	10	10-12		0504			•	•	•
0509 A/B	Business Procedures and Tech. Internship	10	11-12		0504			•	•	•
0510	Business Law	5	11-12				•	•	•	•
0511 A/B	Fashion Marketing	10	11-12				•	•	•	•
0512 A/B	Marketing I	10	11-12					•	•	•
0513 A/B	Marketing II	10	11-12		0511 or 0512			•	•	•
0514 A/B	Marketing Internship	10	12		0513			•	•	•
0519	Advanced Computer Technology Applications	5	9-12		0506			•	•	•
0540	Advanced Placement® Macroeconomics	5	11-12					•	•	•
0541	Advanced Placement® Microeconomics	5	11-12					•	•	•
COMPUTER SCIENCE										
0255	Introduction to Computer Science	5	9-12	T	0211			•	•	•
0256	Computer Topics	5	9-12		0255			•	•	•
0258	Java Programming	5	9-12		0255			•	•	•
0263	Introduction to IB Computer Science I	5	9-11	T	0211			•		
0264	Introduction to IB Computer Science II	5	9-11		0263			•		
0265 A/B	IB Computer Science SL	10	11-12		0264			•		
0266 A/B	IB Computer Science HL I	10	11-12		0264			•		
0267 A/B	IB Computer Science HL II	10	12		0266			•		
0257 A/B	Advanced Placement® Computer Science A	10	10-12		0258			•	•	•

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ENGLISH LANGUAGE LEARNERS (ELL)										
0989	ELL Basic Beginner	15	9-12		†				•	
0990	ELL Beginner	15	9-12		†				•	
0991 A/B	ELL Low Intermediate	10	9-12		†				•	
0992	ELL High Intermediate	5	9-12		†				•	
0993	ELL Advanced	5	9-12		†				•	
FAMILY AND CONSUMER SCIENCE										
0520	Interior Design	5	9-12				•	•	•	•
0533	Clothing, Textiles & Design	5	9-12					•	•	•
0522	Creative Textile Design	5	9-12					•	•	•
0523	Foods for Today	5	9-12				•	•	•	•
0532	International Foods	5	9-12					•	•	•
0525	Culinary Skills	5	10-12					•	•	•
0526	Everyday Living	5	10-11	H			•	•	•	•
0527	Child Development	5	11-12	HR			•	•	•	•
0528	Adult Living	5	11-12	HR			•	•	•	•
INDUSTRIAL TECHNOLOGY										
0601	Introductory Woodworking	5	9-12					•	•	•
0602	Manufacturing Technology	5	9-12					•	•	•
0603	Introduction to Engineering & Architectural Graphics	5	9-12					•	•	•
0605	Foundations of Technology I	5	9-12	T				•	•	•
0606	Foundations of Technology II	5	9-12		0605			•	•	•
0610	Electricity	5	10-12					•	•	•
0612	Industrial Plastics	5	10-12						•	•
0613	Consumer Maintenance	5	9-12					•	•	•
0620	Metals	5	10-12		0602			•	•	•
0621 A/B/C/D	Comprehensive Metals	20	11-12		0620			•	•	•
0622	Welding	5	10-12		0660 †			•	•	•
0623	Advanced Welding	5	11-12		0622			•	•	•
0630	Woods I	5	10-12		0601			•	•	•
0632 A/B	Woods II	10	11-12		0632			•	•	•
0637	Introduction to Building Trades	5	10-12		0630 †			•	•	•
0641 A/B	Residential Architectural Drafting and Design	10	10-12		0603			•	•	•
0646	Advanced Architectural Concepts	5	11-12		0641			•	•	•
0647	Adv. Arch: Residential Design & Presentation	5	11-12		0646			•	•	•
0648	Adv. Arch: Commercial Design & Presentation	5	11-12		0646			•	•	•
0649	Adv. Arch: Modeling & Presentation	5	11-12		0646			•	•	•
0660 A/B	Trades and Industry	10	12					•	•	•
0661 A/B	Cooperative Related Instruction	10	12					•	•	•
0670	Engineering Drafting & Design	10	10-12		0603			•	•	•
0671	Adv. Engineering Concepts	5	11-12		0670			•	•	•
0672	Adv. Engineering: Structural Design	5	11-12		0671			•	•	•
0673	Adv. Engineering Industrial/Mechanical Design	5	11-12		0671			•	•	•
0674	Adv. Engineering: Civil/Surface Design	5	11-12		0671			•	•	•

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LANGUAGE ARTS										
0001 A/B	English 9	10	9			•	•	•	•	•
0059 A/B	English 9 Literacy Enrichment	10	9				•	•	•	•
0003 A/B	Honors English 9	10	9			•		•	•	•
0002 A/B	English 10	10	10			•	•	•	•	•
0060 A/B	English 10 Literacy Enrichment	10	10				•	•	•	•
0004 A/B	Honors English 10	10	10			•		•	•	•
0007 A/B	English 11	10	11			•	•	•	•	•
0061 A/B	Literacy Enrichment	10	11				•	•	•	•
0047 A/B	AP English Language & Composition	10	11-12		0004 or 0007	•		•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004 or 0007	•		•	•	•
0016 A/B	IB English HL I	10	11		0004	•		•		
0017 A/B	IB English HL II	10	12		0016 †	•		•		
0067	Global Perspective Through Literature	5	12					•	•	•
0062	Literacy for Life I	5	12				•	•	•	•
0063	Literacy for Life II	5	12				•	•	•	•
0068	Contemporary Literature	5	11-12				•	•	•	•
0033	Creative Writing	5	11-12			•	•	•	•	•
0065	Literature and Film	5	11-12					•	•	•
0035	Research Methods	5	11-12			•	•	•	•	•
0069	21st Century Media Literacy	5	11-12					•	•	•
0020	Speech	5	9-12	OC		•	•	•	•	•
0021 A/B	Forensics	10	9-12	OC		•		•	•	•
0772	Concert Choir/Forensics	10	9-10					•		
0022	Debate I	5	9-12	OC		•		•	•	•
0023 A/B	Advanced Debate	10	10-12		0022 †			•	•	•
0024	Drama I	5	9-12	F				•	•	•
0025	Drama II	5	9-12		0024 †			•	•	•
0026	Theatre Technology	5	9-12		0024 †			•	•	•
0039	Theatre Appreciation	5	9-12	F				•	•	•
0064	Intro to Journalism	5	9-12					•	•	•
0066 A/B	Advanced Journalism	10	10-12					•	•	•
0013 A/B	Yearbook (0013 A/B/C/D 20 credits at WHS)	10	10-12		0011 †			•	•	•
0014	Intro to Photojournalism	5	9-12					•	•	
0073 A/B	IB Film SL	10	11-12					•	•	•
0074 A/B	IB Film HL I	10	11					•	•	•
0075 A/B	IB Film HL II	10	12		0074 †			•	•	•

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MATHEMATICS										
0205 A/B	Algebra Foundations I	10	9-10				•	•	•	•
0206 A/B	Algebra Foundations II	10	10-11				•	•	•	•
0211 A/B	Algebra I	10	9-12			•	•	•	•	•
0220 A/B	Geometry	10	9-12		0211	•	•	•	•	•
0221 A/B	Honors Geometry	10	9-12		0211	•		•	•	•
0222 A/B	Practical Geometry	10	11-12				•	•	•	•
0231 A/B	Algebra II	10	9-12		0220	•	•	•	•	•
0233 A/B	Honors Algebra II	10	9-12		0221	•		•	•	•
0236 A/B	College Prep Mathematics	10	11-12		0231	•	•	•	•	•
0238 A/B	Precalculus	10	10-12		0231	•		•	•	•
0239 A/B	Honors Precalculus	10	10-12		0233	•		•	•	•
0243 A/B	Advanced Placement® Statistics	10	10-12		0243	•		•	•	•
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•		•		
0246 A/B	IB Mathematics HL II	10	12		0246	•		•		
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•		•		
0248 A/B	IB Mathematics SL	10	11-12		0233	•		•		
0250 A/B	Consumers Math	10	12				•	•	•	•
0252 A/B	Advanced Placement® Calculus AB	10	11-12		0231	•		•	•	•
0253 A/B	Advanced Placement® Calculus BC	10	11-12		0239	•		•	•	•
0254 A/B	Calculus III/Differential Equations	10	11-12		0253	•			•	
MUSIC – NORTH HIGH										
0750 A/B	Symphonic/Marching Band	10	9-12	F	†			•		
0754 A/B	Orchestra	10	9-12	F	†			•		
0760	Chorus	5	9-12	F				•		
0761 A/B	Junior Varsity Choir	10	9-10	F	†			•		
0762 A/B	Varsity Choir	10	11-12	F	†			•		
0763 A/B	Junior Varsity Choir/Forensics (Pre-IB)	10	9-10	F	†			•		
0764 A/B	Varsity Choir/Forensics	10	11-12	F	†			•		
0767 A/B	IB Music SL-Band	10	11-12	F	†			•		
0768 A/B	IB Music SL-Chorus	10	11-12	F	†			•		
0769 A/B	IB Music SL-Orchestra	10	11-12	F	†			•		
0770 A/B	IB Music SL-Piano	10	11-12	F	†			•		
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•

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MUSIC – SOUTH HIGH										
0732	Marching Band	5	9-12	F	†				•	
0733	Concert Band	5	9-12	F	†				•	
0734	Symphonic Band	5	9-12	F	†				•	
0735	Wind Ensemble	5	9-12	F	†				•	
0738 A/B	Orchestra	10	9-12	F	†				•	
0741	Chorus	5	9-12	F					•	
0742 A/B	Chorus	10	9-12	F	†				•	
0743 A/B	Freshman Choir	10	9	F	†				•	
0744 A/B	Junior Varsity Choir	10	10	F	†				•	
0745 A/B	Varsity Choir	10	11-12	F	†				•	
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•
MUSIC – WEST HIGH										
0778 A/B/C/D	Symphonic Band/Marching Band	20	10-12	F						•
0782 A/B	Wind Ensemble	10	10-12	F	†					•
0783 A/B/C/D	Orchestra	20	9-12	F	†					•
0786 A/B	Concert Band/Marching Band	10	9	F						•
0788 A/B/C/D	Varsity Choir	20	10-12	F	†					•
0791 A/B/C/D	Junior Varsity Choir	20	10-12	F						•
0792 A/B/C/D	Freshman Choir	20	9	F						•
0793 A/B/C/D	Freshman Choir with Band	20	9	F						•
0794 A/B	Freshman Choir (1st & 2nd Semester)	10	9	F						•
0795 C/D	Freshman Choir (3rd & 4th Semester)	10	9	F						•
0797	The Music Consumer	5	9-12	F				•	•	•
0798	Music Theory	5	9-12	F				•	•	•
0799	Advanced Placement® Music Theory	5	11-12	F	0798			•	•	•
PHYSICAL EDUCATION										
0800	Sports Skills and Fitness	5	9-10					•	•	•
0801	Cross Training I	5	9-12					•	•	•
0802	Cross Training II	5	9-12		0801			•	•	•
0803	Lifetime Fitness	5	11-12					•	•	•
0805	Weight Training I	5	10-12					•	•	•
0806	Weight Training II	5	10-12		0805			•	•	•
0808	Introduction to Aquatics	5	9-12		†			•	•	•
0809	Lifeguard Training	5	10-12		†			•	•	•
0810	Fitness Swimming	5	9-12		†			•	•	•
0814	Athletic Training & Sports Injury	5	9-12		†				•	•
0815 A/B	Athletic Training & Sports Injuries Internship, Dual Enrollment Credit	10	11-12		†				•	•
0816	Advanced Performance	5	11-12		†			•	•	•
0817	Sport Officiating	5	10-12					•	•	•

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SCIENCE										
0319 A/B	Basic Physical Science in Action	10	9							
0320 A/B	Physical Science in Action	10	9			•	•	•	•	•
0321 A/B	Intro to IB Chemistry & IB Physics	10	10		0327	•		•		
0326 A/B	Basic Biology	10	10						•	
0327 A/B	Biology	10	9-10			•	•	•	•	•
0333	Zoology	5	10-12		0327	•	•	•	•	•
0334 A/B	Chemistry	10	10-12		0211	•	•	•	•	•
0335	Astronomy	5	10-12			•	•	•	•	•
0346	Environmental Science	5	10-12		0327	•	•	•	•	•
0352 A/B	Physics	10	10-12			•		•	•	•
0362 A/B	Human Physiology	10	10-12		0327	•	•	•	•	•
0363 A/B	IB Chemistry SL	10	11-12		0321	•		•		
0370 A/B	Advanced Placement® Chemistry	10	11-12		0231 †	•		•	•	•
0371 A/B	IB Chemistry HL I	10	11		0321 †	•		•		
0372 A/B	IB Chemistry HL II	10	12		0371	•		•		
0375 A/B	IB Biology SL	10	11-12		0334	•		•		
0376 A/B	IB Biology HL I	10	11		0334	•		•		
0377 A/B	Advanced Placement® Biology	10	11-12		0327, 0334	•		•	•	•
0378 A/B	IB Biology HL II	10	12		0377	•		•		
0379 A/B	Advanced Placement® Physics B	10	11-12		0352	•		•	•	•
0380 A/B	IB Physics SL	10	11-12		0321 †	•		•		
0381 A/B	IB Physics HL I	10	11			•		•		
0382A/B	IB Physics HL II	10	12			•		•		
SOCIAL STUDIES										
0410 A/B	American History (Since 1914)	10	9			•	•	•	•	•
0412 A/B	World Geography	10	10			•	•	•	•	•
0414	United States Government & Economics	5	12			•	•	•	•	•
0418 A/B	IB 20 th Century World History Topics	10	11-12	WP		•		•		
0420 A/B	World History	10	11-12	WP		•	•	•	•	•
0421	World Affairs	5	11-12	WP		•	•	•	•	•
0422	World Religions	5	11-12	WP		•		•	•	•
0423	Ethnic Studies	5	10-12	AS		•	•	•	•	•
0430	Introduction to Behavioral Sciences	5	10-12	HR		•	•	•	•	•
0431	Sociology	5	11-12	HR		•	•	•	•	•
0432	Psychology	5	11-12	HR		•	•	•	•	•
0433 A/B	IB Psychology SL	10	11-12	HR		•		•		
0442	Law Studies	5	11-12	AS		•		•	•	•
0450 A/B	AP United States History	10	11-12	AS		•		•	•	•
0451 A/B	AP European History	10	11-12	WP		•		•	•	•
0453	AP Psychology	5	11-12	HR	0432	•		•	•	•
0455 A/B	IB History of the Americas HL II	10	12	AS	0418	•		•		
0456 A/B	AP Human Geography	10	10-12	WP	†			•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP				•	•	•

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SPECIAL EDUCATION										
0900 A/B	Fundamental English	10	9-12		†			•	•	•
0903 A/B	Essentials of English 11	10	11					•	•	•
0908 A/B	Fundamental Reading	10	9-12		†			•	•	•
0920 A/B	Fundamental Math	10	9-12		†			•	•	•
0921 A/B	Essentials of Intro to Algebra	10	9-12		†				•	
0922 A/B	Essentials of Algebra Foundations I	10	9-10		†			•	•	•
0923 A/B	Essentials of Algebra Foundations II	10	10-11		†			•	•	•
0924 A/B	Essentials of Geometry	10	10-12		†				•	•
0925 A	Essentials of Consumer Math I	5	12		†				•	•
0926 A	Essentials of Consumer Math II	5	12		†				•	•
0930 A/B	Fundamental Science	10	9-12		†			•	•	•
0931 A/B	Essentials of Physical Science in Action	10	9		†			•	•	•
0932 A/B	Essentials of Biology	10	10		†			•	•	•
0933 A	Essentials of Human Physiology I	5	11-12		†			•		•
0934 A	Essentials of Human Physiology II	5	11-12		†			•		•
0935 A	Essentials of Environmental Science	5	9-12		†				•	•
0940 A/B	Fundamental Social Studies	10	9-12		†			•	•	•
0941 A/B	Essentials of American History (Since 1914)	10	9		†			•	•	•
0942 A/B	Essentials of World Geography	10	10		†			•	•	•
0943 A	Essentials of Ethnic Studies	5	11-12		†			•	•	•
0944 A	Essentials of United States Government & Economics	5	12		†			•	•	•
0950 A	Fundamental Daily Living	5	10-12		†			•	•	•
0951 A	Fundamental Independent Living	5	9-12		†			•	•	•
0970 A	Fundamental Technology	5	9-12		†				•	•
0971 A/B	Fundamental Prevocational Skills	10	9-12		†			•	•	•
0973 A	Work Introduction Network I	5	9-12		†			•	•	•
0974 A	Work Introduction Network II	5	9-12		†			•	•	•
0975 A	Occupational Skills I	5	9-10		†			•	•	•
0976 A	Occupational Skills II	5	11-12		†		•	•	•	•
0977 A/B	Supervised Occupations	10	9-12		†		•	•	•	•

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites * see course description	ACT Core	Horizon High School	North High School	South High School	West High School
WORLD LANGUAGE										
0112 A/B	German I	10	9-12					•	•	•
0113 A/B	German II	10	9-12					•	•	•
0114 A/B	Honors German II	10	9-12					•	•	•
0115 A/B	German III	10	10-12					•	•	•
0116 A/B	Honors German III	10	10-12					•	•	•
0117 A/B	German IV	10	11-12					•	•	•
0118 A/B	Honors German IV	10	11-12					•	•	•
0119 A/B	Advanced Placement® German Language	10	12		0118			•	•	•
0120 A/B	IB German B SL	10	12		0118			•		
0132 A/B	French I	10	9-12					•	•	•
0133 A/B	French II	10	9-12					•	•	•
0134 A/B	Honors French II	10	9-12					•	•	•
0135 A/B	French III	10	10-12					•	•	•
0136 A/B	Honors French III	10	10-12					•	•	•
0137 A/B	French IV	10	11-12						•	•
0138 A/B	Honors French IV	10	11-12					•	•	•
0139 A/B	Advanced Placement® French Language	10	12		0137			•	•	•
0140 A/B	IB French B SL	10	12		0138			•		
0152 A/B	Spanish I	10	9-12					•	•	•
0153 A/B	Spanish II	10	9-12					•	•	•
0154 A/B	Honors Spanish II	10	9-12					•	•	•
0155 A/B	Spanish III	10	10-12					•	•	•
0156 A/B	Honors Spanish III	10	10-12					•	•	•
0157 A/B	Spanish IV	10	11-12					•	•	•
0158 A/B	Honors Spanish IV	10	11-12					•	•	•
0159 A/B	Advanced Placement® Spanish Language	10	12		0158			•	•	•
0160 A/B	IB Spanish B SL	10	12		0158			•		
0171 A/B	IB Spanish A2 HL	10	12					•		
0161 A/B	IB Latin B SL	10	12		0164			•		
0162 A/B	Latin I	10	9-12					•		•
0163 A/B	Latin II	10	10-12					•		•
0164 A/B	Latin III	10	11-12					•		•
0172 A/B	Advanced Placement® Latin: Vergil	10	12		0164			•		
0166 A/B	Japanese I	10	9-12					•		
0167 A/B	Japanese II	10	10-12					•		
0168 A/B	Japanese III	10	11-12					•		
0169 A/B	Japanese IV	10	12					•		
0170 A/B	Advanced Placement® Japanese Lang. & Culture	10	12		0168			•		

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Dual Enrollment Credit	
ACADEMIES IN MILLARD HIGH SCHOOLS								
Culinary Skills Academy								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ACS01	Culinary Orientation Seminar	10	11-12				M	
ACS05	Culinary Foundations	5	11-12				M	
ACS10	Vegetable, Starch & Protein Cookery	5	11-12				M	
ACS15	Soup And Sauce Cookery	5	11-12				M	
ACS20	Baking Seminar	20	11-12				M	
ACS25	Cakes	5	11-12				M	
ACS30	Spanish for Culinary Professionals	5	11-12				M	
ACS35	Culinary Internship I	5	11-12					
ACS40	Culinary Internship II	5	11-12					
Education Academy								
0007	English 11	10	11-12	•	Application	•	M	This academy is located at West High. Participation is open to all Millard students.
0527	Child Development	5	11-12	HR			M	
AED01	Child Development Pre-Practicum	5	11-12				M	
AED05	College Composition and Research	5	11-12			•	M	
AED10	Introduction to Professional Education	5	11-12				O	
AED15	Education Seminar I	5	11-12					
0422	World Religions	5	11-12				M	
AED20	Behavior Modifications & Principles of Learning	5	11-12				M	
0453	Advanced Placement® Psychology	5	11-12	HR		•	O	
AED25	Introduction to Communication Disorders	5	11-12				O	
AED30	Best Practices in Education	5	11-12					
AED35	Professional Speaking	5	11-12	OC		•	M	
AED40	Education Seminar II	5	11-12					
AED45	Education Seminar III	5	11-12					
AED50	Education Practicum	5	11-12					
Entrepreneurship Academy								
AEN01	College Accounting I	10	11-12		Application		M	This academy is located at South High. Participation is open to all Millard students.
AEN05	Wealth Building and Personal Finance	5	11-12	FL			M	
AEN10	Introduction to Business	5	11-12				O	
AEN20	Introduction to Entrepreneurship	5	11-12				M	
AEN25	Legal Issues for the Entrepreneur	5	11-12				M	
AEN30	Entrepreneurship Feasibility Study	5	11-12				M	
0541	Advanced Placement® Microeconomics	5	11-12				O	
AEN15	College Accounting II	10	11-12				M	
AEN35	Financial Topics for the Entrepreneur	5	11-12				M	
AEN40	Marketing for the Entrepreneur	5	11-12				M	
AEN45	Entrepreneurship Seminar and Internship	10	11-12				M	
0540	Advanced Placement® Macroeconomics	5	11-12				O	
AEN50	Entrepreneurship Business Plan	5	11-12				M	

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ACADEMIES IN MILLARD HIGH SCHOOLS								
Finance Academy								
					Application			
AFN01	College Accounting I	10	11-12				M	This academy is located at North High. Participation is open to all Millard students.
AFN05	Wealth Building and Personal Finance	5	11-12	FL			M	
AFN20	Business Math Financial Calculator Applications	5	11-12				M	
AFN10	Introduction to Business	5	11-12				O	
AFN25	Introduction to Investments	5	11-12				M	
0510	Business Law	5	11-12				M	
0541	Advanced Placement [®] Microeconomics	5	11-12				O	
AFN15	College Accounting II	10	11-12				M	
AFN30	Fundamentals of Financial Planning	5	11-12				M	
AFN35	Principles of Management	5	11-12				M	
AFN40	Finance Seminar and Internship	10	11-12				M	
AFN45	International Finance	5	11-12				M	
0540	Advanced Placement [®] Macroeconomics	5	11-12				O	
Health Sciences Academy								
					Application			
0453	Advanced Placement [®] Psychology	5	11-12	HR		•	O	This academy is located at Horizon High. Participation is open to all Millard students.
AHS01	Human Anatomy and Physiology	5	11-12			•	M	
AHS05	Medical Terminology I	5	11-12				M	
AHS10	Medical Terminology II	5	11-12				M	
AHS15	Health Sciences Orientation Seminar	10	11-12				M	
AHS20	Introduction to Medical Law & Ethics	5	11-12				M	
AHS25	Nutrition in the Life Cycle	5	11-12				M	
AHS30	Disease Processes	10	11-12				M	
AHS35	Long Term Care/Certified Nursing Assistant	5	11-12				M	
AHS40	Genetics	5	11-12				M	
AHS45	Emergency Medical Technician-Basic	5	11-12				M	
AHS50	Health Sciences Internship	10	11-12					
Transportation, Distribution & Logistics								
					Application			
0007	English 11	10	11-12	•		•	M	This academy is located at Horizon High. Participation is open to all Millard students.
ATD60	College Composition & Research	5	11-12			•	M	
ATD10	Introduction to Business	5	11-12				M	
ATD01	Intro. Transportation, Distribution & Logistics	5	11-12					
ATD05	Industrial Safety and Health	5	11-12				M	
ATD15	Introduction to Distribution	5	11-12				M	
ATD20	Principles of Marketing	5	11-12				M	
ATD25	Principles of Management	5	11-12				M	
ATD30	Mechanical Print Reading	5	11-12				M	
ATD35	Business Logistics	5	11-12				M	
ATD40	Purchasing & Material Management	5	11-12				M	
ATD45	Problem Solving	5	11-12				M	
ATD50	Production & Operations Management	5	11-12				M	
ATD55	TDL Internship	10	11-12				M	

FL=Financial Literacy HR=Human Resource O=Oral Communications M=Metropolitan Community College
 O=University of Nebraska at Omaha

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	Horizon High School	North High School	South High School	West High School
ADVANCED PLACEMENT®										
0047 A/B	AP English Language & Composition	10	11-12		0004-0007			•	•	•
0048 A/B	AP English Literature & Composition	10	12		0004-0007	•		•	•	•
0119 A/B	AP German Language	10	12		0118			•	•	•
0139 A/B	AP French Language	10	12		0137			•	•	•
0159 A/B	AP Spanish Language	10	12		0158			•	•	•
0170 A/B	AP Japanese Language & Culture	10	12		0168			•		
0243 A/B	AP Statistics	10	10-12		0243	•		•	•	•
0252 A/B	AP Calculus AB	10	11-12		0231	•		•	•	•
0253 A/B	AP Calculus BC	10	11-12		0239	•		•	•	•
0257 A/B	AP Computer Science A	10	10-12		0258			•	•	•
0370 A/B	AP Chemistry	10	11-12		0231 †	•		•	•	•
0377 A/B	AP Biology	10	11-12		0327, 0334	•		•	•	•
0379 A/B	AP Physics B	10	11-12		0352	•		•	•	•
0450 A/B	AP United States History	10	11-12	AS		•		•	•	•
0451 A/B	AP European History	10	11-12	WP		•		•	•	•
0453	AP Psychology	5	11-12	HR	0432	•		•	•	•
0456 A/B	AP Human Geography	10	10-12	WP	0412 †			•	•	•
0457	AP Comparative Government and Politics	5	11-12	WP				•	•	•
0540	AP Macroeconomics	5	11-12					•	•	•
0541	AP Microeconomics	5	11-12					•	•	•
0799	AP Music Theory	5	11-12	F	0798			•	•	•
0172 A/B	AP Latin: Vergil	10	11-12		0164			•		
INFORMATION TECHNOLOGY (IT) MINI-MAGNET PROGRAM										
0255 A/B	Introduction to Computer Science	10	9-12						•	
0256 A/B	Computer Topics	10	9-12						•	
0258 A/B	Java Programming	10	9-12						•	
0257 A/B	Advanced Placement® Computer Science A	10	9-12						•	
0506	Computer Technology Applications	5	9-12						•	
0650	Introduction to Graphics Communication	5	9-12	T					•	
0651 A/B	Foundations of Computer Graphics	10	10-12		0650				•	
0652 A/B	Advanced Computer Graphics	10	11-12		0651				•	
0655	Foundations of Visual Graphics	5	10-12		0650				•	
0656	Advanced Visual Graphics	5	10-12		0655				•	
0981 A/B	Cisco Networking Academy I	10	11-12		0210				•	
0982 A/B	Cisco Networking Academy II	10	12		0981 †				•	
0983	A+: Computer Hardware & Software Operations	5	10-12						•	
0985 A/B	STARS	10	11-12		†				•	
0987 A/B	STARS Internship	10	11-12		0987 †				•	

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites <i>† see course description</i>	ACT Core	*Page Number
MIDDLE YEARS PROGRAMME							
0001	English 9	10	9			•	37
0002	English 10	10	10			•	37
0003	Honors English 9	10	9			•	37
0004	Honors English 10	10	10		0003	•	37
0112	German I	10	9-12				82
0113	German II	10	9-12		0112		82
0114	Honors German II	10	9-12		0112		82
0115	Honors German III	10	10-12		0113		82
0132 A/B	French I	10	9-12				83
0133 A/B	French II	10	9-12		0132		83
0134 A/B	Honors French II	10	9-12		0132		83
0136 A/B	Honors French III	10	10-12		0134		83
0152 A/B	Spanish I	10	9-12				84
0153 A/B	Spanish II	10	9-12		0152		84
0154 A/B	Honors Spanish II	10	9-12		0152		84
0156 A/B	Honors Spanish III	10	10-12		0154		85
0162 A/B	Latin I	10	9-12				86
0163 A/B	Latin II	10	10-12		0162		86
0211 A/B	Algebra I	10	9-12			•	46
0220 A/B	Geometry	10	9-12		0211	•	46
0221 A/B	Honors Geometry	10	9-12		0211	•	46
0231 A/B	Algebra II	10	9-12		0220	•	46
0233 A/B	Honors Algebra II	10	9-12		0221	•	46
0238 A/B	Precalculus	10	10-12		0231	•	46
0239 A/B	Honors Precalculus	10	10-12		0233	•	47
0506	Computer Technology Applications	5	9-12	T			19
0263	Intro to IB Computer Science I	5	9-11		0220		23
0320 A/B	Physical Science in Action	10	9			•	66
0321 A/B	Intro to IB Chemistry & IB Physics	10	10		0327	•	67
0327 A/B	Biology	10	9-12			•	67
0334 A/B	Chemistry	10	10-12		0211	•	67
0352A/B	Physics	10	10-12			•	67
0410 A/B	American History (Since 1914)	10	9			•	71
0412 A/B	World Geography	10	10			•	71
0705	Art Foundations	5	9-12	F			15
0706 A/B	Introduction to IB Visual Arts	10	10-11	F	0705		15
0750	Symphonic/Marching Band	10	9-12	F			50
0754 A/B	Orchestra	10	9-12	F			50
0760	Chorus	5	9-12	F			50
0761 A/B	Junior Varsity Choir	10	9-10	F			51
0763 A/B	Junior Varsity Choir/Forensics	10	9-10	F			51
0800	Sports Skills and Fitness	5	9-10				61
0801	Cross Training I	5	9-12				62
0808	Introduction to Aquatics	5	9-12				63
0810	Fitness Swimming	5	9-12				64

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Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites † see course description	ACT Core	*Page Number
INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME							
0016 A/B	IB English HL I	10	11		0003, 0004	•	38
0017 A/B	IB English HL II	10	12		0016 †	•	38
0120 A/B	IB German B SL	10	12		0118		83
0140 A/B	IB French B SL	10	12		0138		84
0160 A/B	IB Spanish B SL	10	12				85
0161 A/B	IB Latin SL	10	12		0164		85
0245 A/B	IB Mathematics HL I	10	11		0231, 0239	•	47
0246 A/B	IB Mathematics HL II	10	12		0246	•	47
0247 A/B	IB Mathematical Studies SL	10	11-12		0233	•	47
0248 A/B	IB Mathematics SL	10	11-12		0233	•	47
0265 A/B	IB Computer Science SL	10	11-12		0264		23
0266 A/B	IB Computer Science HL I	10	11-12		0264		23
0267 A/B	IB Computer Science HL II	10	12		0266		23
0321 A/B	Introduction to IB Chemistry & IB Physics	10	10				67
0371 A/B	IB Chemistry HL I	10	11			•	68
0372 A/B	IB Chemistry HL II	10	12			•	68
0375 A/B	IB Biology SL	10	11-12			•	68
0376 A/B	IB Biology HL I	10	11			•	68
0378 A/B	IB Biology HL II	10	12			•	69
0380 A/B	IB Physics SL	10	11-12		0321 †	•	69
0381 A/B	IB Physics HL I	10	11				69
0382 A/B	IB Physics HL II	10	12				69
0418 A/B	IB 20 th Century World History Topics SL/HLI	10	11-12	W		•	72
0433 A/B	IB Psychology SL	10	11-12			•	72
0455 A/B	IB History of the Americas HL	10	12	AS	0418	•	73
0727 A/B	IB Visual Arts SL	10	11-12		0706		16
0728 A/B	IB Visual Arts HL I	10	11	F	0706		16
0729 A/B	IB Visual Arts HL II	10	12		0729		16
0767 A/B	IB Music SL-Band	10	11-12	F			51
0768 A/B	IB Music SL-Chorus	10	11-12	F			51
0769 A/B	IB Music SL-Orchestra	10	11-12	F			51
0770 A/B	IB Music SL Piano	10	11-12	F			51
0850 A	IB Theory of Knowledge I	5	11	HR			120
0851 A	IB Theory of Knowledge II	5	12	HR			120
0073 A/B	IB Film SL	10	11-12				42
0074 A/B	IB Film HL I	10	11				42
0075 A/B	IB Film HL II	10	12		0074		43

Course	Course Name	Credits	Grade	Graduation Requirement	Prerequisites * see course description	ACT Core	Horizon High School	North High School	South High School	West High School
ACADEMIES AT METROPOLITAN COMMUNITY COLLEGE										
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 1	20	11-12				These academies are located at a Metropolitan Community College campus. Participation is open to all Millard students.			
0835 A/B/C/D	Theatre Technology Apprenticeship-Year 2	20	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 1	10	11-12							
0837 A/B/C/D	Auto Collision Technology-Year 2	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 1	10	11-12							
0838 A/B/C/D	Automotive Technology-Year 2	10	11-12							
0842 A/B/C/D	Criminal Justice	10	11-12							
0843 A/B/C/D	Electrical Technology-Year 1	15	11-12							
0843 A/B/C/D	Electrical Technology-Year 2	10	11-12							
0845 A/B/C/D	Diesel Service Technology	10	11-12							
0845 A/B/C/D	Diesel Service Technology-Year 2	10	11-12							
0846 A/B/C/D	Web Development	10	11-12							
0847 A/B/C/D	Small Engines/Machining-Year 1	15	11-12							
0848 A/B/C/D	Small Engines/Machining-Year 2	15	11-12							
0852 A/B/C/D	Welding Technology I-Year 1	10	11-12							
0853 A/B/C/D	Welding Technology-Year 2	10	11-12							
0854 A/B/C/D	Film Making	10	11-12							
0861 A/B/C/D	Medical Office Technology	10	11-12							
0865 A/BC/D	Computer Programming	10	11-12							
0866 A/B/C/D	Game Design	10	11-12							

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MILLARD HIGH SCHOOL CREDIT COUNT CLASSES OF 2011 and 2012

Language Arts: English	40 Cr	9-A	9-B	10-A	10-B	11-A	11-B	Elective	Oral C.
									Speech
									Debate
									Forensics

Math	25 Cr	220+	220+	Additional Math	University Requirement	University Requirement	University Requirement

Science	25 Cr	332+	University Requirement

Social Studies	30 Cr	Am. Hist. 9-A	Am. Hist. 9-B	World Geo 10-A Or IB Students Only: 20 th Cen.	World Geo 10-B Or American Studies	US Gov't & Economics Seniors Only

Human Resource	5 Cr	Psychology	Child Dev
		Sociology	Adult Living
		IBS	AP Psychology
		IB TOK (IB Students Only)	IB Psychology

Health Phys. Ed.	5 Cr 15 Cr	PE-9	PE-10	PE 11/12	Everyday Living

Tech Ed	5 Cr	Computer Tech. Applications
		Introduction to Computer Science
		Foundations of Technology
		Information. Tech. Magnet Courses
		Introduction to IB Computer Science I

Fine & Performing Arts	5 Cr	Any Art course
		Any Music course
		Drama I
		Theater Appreciation

Electives – 70 Credits	
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Completed

In Progress

Remaining

- ◆ Students are responsible for determining courses that will satisfy specific university/college admission requirements.
- ◆ Students may need 2 years or 4 semesters of the same World Language to gain entrance into most universities.
- ◆ Students must earn 225 credits, meet District ELO Assessment cutscores, and successfully complete a Personal Learning Plan (PLP) to graduate.
- ❖ Dotted boxes count as elective credits.

Total Credits Earned (Cumulative)

9 _____

10 _____

11 _____

12 _____

(need 225)

ELO's	Cutscore Met
Reading 9	<input type="checkbox"/>
Writing 10	<input type="checkbox"/>
Math 10	<input type="checkbox"/>
Science 11	<input type="checkbox"/>
Social Studies 11	<input type="checkbox"/>

PLP Completed

MILLARD HIGH SCHOOL CREDIT COUNT CLASS OF 2013 AND BEYOND 321

Language Arts: English	40 Cr	9-A	9-B	10-A	10-B	11-A	11-B	Elective	Oral C. Speech Debate Forensics
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Math	30 Cr			220+	220+	Additional Math	Additional Math	University Requirement	University Requirement
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Science	30 Cr					332+	Additional Science
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Social Studies	30 Cr	Am. Hist. 9-A	Am. Hist. 9-B	World Geo 10-A Or IB Students Only: 20th Cen.	World Geo 10-B Or American Studies	World Perspectives Or American Studies	US Gov't & Economics Seniors Only
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Human Resource	5 Cr	Psychology Sociology IBS IB TOK (IB Students Only)	Child Dev Adult Living AP Psychology IB Psychology
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Health Phys. Ed.	5 Cr 15 Cr	PE-9	PE-10	PE 11/12	Everyday Living
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Tech Ed	5 Cr	Computer Tech. Applications Introduction to Computer Science Foundations of Technology Information. Tech. Magnet Courses Introduction to IB Computer Science I
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Financial Literacy	5 Cr	Personal Finance Wealth Building and Personal Finance
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Fine & Performing Arts	5 Cr	Any Art course Any Music course Drama I Theater Appreciation
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- ◆ **Students are responsible for determining courses that will satisfy specific university/college admission requirements.**
- ◆ **Students may need 2 years or 4 semesters of the same World Language to gain entrance into most universities.**
- ◆ **Students must earn 230 credits, meet District ELO Assessment cutscores, and successfully complete a Personal Learning Plan (PLP) to graduate.**

❖ **Dotted boxes count as elective credits.**

Electives – 60 Credits	
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Completed

In Progress

Remaining

Total Credits Earned (Cumulative)

9 _____

10 _____

11 _____

12 _____

(need 230)

<u>ELO's</u>	<u>Cutscore Met</u>
Reading 9	<input type="checkbox"/>
Writing 10	<input type="checkbox"/>
Math 10	<input type="checkbox"/>
Science 11	<input type="checkbox"/>
Social Studies 11	<input type="checkbox"/>

PLP Completed



AGENDA SUMMARY SHEET

Agenda Item: 2010 Summer School Proposal

Meeting Date: December 07, 2009

Department: Educational Services

Title and Brief Description: Summer Sessions 2010 for elementary, middle school and high school students

- A brief overview of proposed location and changes for each level
- A brochure for each level

Action Desired: Approval X

Background: We propose to continue the summer school format as described in Nebraska Statute 79-1003.0 1. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

Summer school tuition will remain the same, as stated in policy 6750.1; \$100 for Millard residents and \$150 for non-residents. Special education fee is \$95.

Recommendations: Approve proposal

Timeline: 2010 Summer School

Responsible Person(s): Dr. Mark Feldhausen, Kara Hutton, Dr. Carol Newton, and Nancy Johnston

Superintendent's Approval: _____

2010 Summer Session Proposal

For summer school 2010, the proposed format remains the same as described in Nebraska Statute 79-1003.01. Classes will be three hours long, in blocks of 12 (elementary and middle school) or 24 (high school) sessions.

The budget for Summer School 2009, with funds dedicated from Educational Services, was able to meet expenses. Due to similar expectations for cost and enrollment, it is proposed for tuition to remain the same for 2010; \$100 for Millard residents and \$150 for non-residents. Provided enrollment is sufficient, specialized cluster site programs for some elementary and secondary students with disabilities will be offered, the fee for these courses is \$95. This fee structure is in alignment with policy 6750.1.

In order to attract many types of learners and engage all students in their summer school courses, class offerings were revisited. Recommended changes and additions are included.

Elementary

June 14-July 1, 2010 (no school on Fridays) 8:30-11:50 A.M. Montclair Elementary

Students can participate in one class. Classes developed in the past will continue, with a few changes and additions:

- Books and Bugs - rotates with Animal Habitats
- Primarily Physics - rotates with Construct It!
- Math Pentathlon Games - New for identified math and visual spatial HAL students, Grades 2-3 and 4-5
- Journeys and Destinations (2-3) and Literary Reflections (4-5) - New literature studies for identified HAL reading students

Middle School

June 14-July 1, 2010 (no school on Fridays) 8:00-11:15 A.M., 11:50-3:00 P.M. Russell Middle School

In order to promote growth in attendance, as well as provide engaging opportunities for students to be successful (MPS Strategies 2 and 5), the following new courses are proposed:

- Persuasion (6-8) - A 3 week course of literature studies for identified HAL reading students.
- Math Plus (7-8) - A 3 week math course for identified HAL students in mathematics and visual spatial. Includes problem-solving, logic activities, critical thinking and algebraic exploration with Mortensen Math materials.
- Art Expressions (6-8) - Self expression through the exploration of pottery, painting, sculpture and more in this 3 week course.
- Get a Move-On (6-8) - A 3 week course with physical activities for the brain and body.
- Going Green (6-8) - This one week mini-course will explore science concepts through conservation and environmental studies.

Due to low enrollment the following course has been discontinued: *StudyStrong* - 8th

High School

June 14-July 16, 2010 (no school July 2) 7:45-10:50 A.M., 11:25-2:30 P.M. Millard West High School

The following additions are proposed:

- Personal Finance
- Potential to hold two additional PE courses at Russell Middle School if needed pending student registration
- Teacher or paraprofessional support for students with disabilities or those students who struggle

Due to low enrollment in past summers, the following courses will not be offered:

- Accounting I
- Spanish I

REGISTRATION FORM
(Please use one form per child)

Student Last Name First MI Millard ID

Address City State Zip

Home Phone email address

Mother's name Work phone cell phone

Father's name Work phone cell phone

Emergency Contact Name Phone numbers

Health Concerns

Birth Date : _____

Ethnicity (Optional) -

 K 1 2 3 4 5

Grade in August 2010 (circle)

 Male Female

Gender: (circle)

- 01 American Indian or Alaskan Native
- 02 Asian or Pacific Islander
- 03 Hispanic
- 04 Black/African American, not Hispanic

Select Course (please choose a 2nd choice in case first choice is full)

First choice _____

Second choice _____

Tuition: Millard Resident \$100.00 Non-Resident \$150.00

check# _____ Total Enclosed: : _____

Please make checks payable to Millard Public Schools. Please return payment and registration form to: Millard Public Schools, Don Stroh Admin Center

5606 S 147th St. Omaha, NE 68137

Questions- 715-8253 or 715-8708

My student has qualified for free or reduced priced lunches. I authorize access to my child's Free or Reduced Price Lunch Application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)

My student may qualify for free or reduced priced lunches. (A Free or Reduced Price Application will be mailed. Return the Application as soon as possible. Your check for tuition will be returned if the Application is approved.)

Parent Signature: _____

Feel free to call 715-8253 if you have any questions.

2010 ELEMENTARY
SUMMER SESSION

June 14 to July 1, 2010
Monday through Thursday

Course Hours:
8:30 AM - 11:50 AM

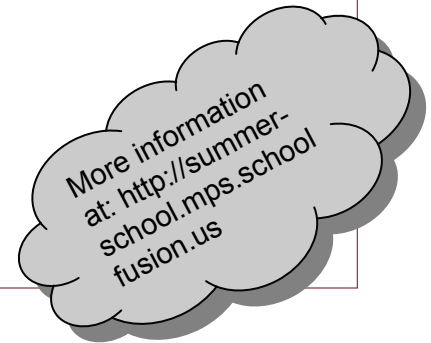


General Information

- For students entering Kindergarten -Grade 5
- Three weeks
- Open to all K-5 students
- Fun classes in reading, writing, and math
- Enrichment classes in music, science, art, social studies and computers
- Register soon!
- Summer Session information: Kara Hutton @ 715-8708, khutton@mpsomaha.org

Location:
Montclair Elementary
2405 S. 138th Street
Omaha, NE 68144

Millard
PUBLIC SCHOOLS



More information
at: <http://summer-school.mps.school-fusion.us>

COURSE SELECTION

Select **one** class based on interest or on areas of weakness. Students will gain experience in academic areas in preparation for the coming school year. Kindergartners will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. Courses may be combined if there is insufficient enrollment.

Summer Attendance

- Parents provide transportation
- Parents are asked to call the school office if their child will be absent or tardy: 715-1265

Tuition Assistance

A full tuition waiver is available to students who qualify for the Federal free or reduced price lunch program during the regular school year. (See registration form) Families not currently participating in the Federal lunch program who need information about qualifying should call 715-1433. There is no other tuition assistance available.

Registration

- Register for the grade level your student will attend next school year. Next years' 6th grade see middle school information.
- Millard resident (public & private) tuition for each elementary course is \$100. (Non-resident \$150.)
- Please complete the registration form, enclose the tuition payment, and mail to: Kara Hutton, Don Stroh Administration Center, 5606 So. 147th Street, Omaha, NE 68137. **DO NOT SEND REGISTRATION WITH YOUR CHILD TO SCHOOL.**
- A \$20 processing charge will be assessed for each course registration canceled after May 21st. No refunds will be given after June 11th.

Course Offerings

Kindergarten

- Kindergarten Readiness and Movement ABC's (This **all morning** class will give students experience in working independently, sharing, taking turns, using fine and gross motor skills, identifying colors, using numbers, cutting, pre-reading, etc.)

Grade 1 Select One

- Reading and Math Skills
- Fizzing Liquids and Measurement (Scientific reactions & measuring skills)
- Simple Spanish

Grades 2-3 Select One

- Reading and Math Skills
- Lego Technics and Math Applications
- Books and Bugs (Study of insects with literature)
- Computers and the Internet
- Music, Movement and Drama
- Spanish
- Math Pentathlon Games (For identified math and visual spatial HAL students)
- Journeys and Destinations (Literature studies for the identified HAL reading student)

Grades 4-5 Select One

- Reading and Math Skills
- Creative Writing
- Music Explosion!! (vocal and instrumental, plus software, and art)
- Primarily Physics (Study concepts of motion, force, energy, light, etc.)
- Spanish
- Math Pentathlon Games (For identified math and visual spatial HAL students)
- Literary Reflections (Literature studies for the identified HAL reading student)

Current 5th graders need to register for middle level Summer Session classes. Registration forms available at all elementary and middle schools or at <http://summer-school.mps.schoolfusion.us>

REGISTRATION FORM

Student Last Name	First	MI	Millard ID
Address		City	State Zip
Home Phone		email address	
Mother's name		Work phone	cell phone
Father's name		Work phone	cell phone
Emergency Contact Name		Phone numbers	
Health Concerns			

Birth Date : _____ **Gender:** Male Female **Ethnicity** (Optional) –

01 American Indian or Alaskan Native
 02 Asian or Pacific Islander
 03 Hispanic
 04 Black/African American, not Hispanic

Grade in August 2010 (circle) 6 7 8

School attending next fall (2010) _____

Select Course (please choose a 2nd choice in case first choice is full)

AM Course _____

PM Course _____

Mini-Course _____ Week: _____

Mini-Course _____ Week: _____

Mini-Course _____ Week: _____

Tuition: Millard Resident \$100.00 Non-Resident \$150.00

Mini Course : Millard Resident \$35.00 Non-Resident \$50.00

check# _____ **Total Enclosed :** _____

Please make checks payable to Millard Public Schools. Please return payment and registration form to: Millard Public Schools, Don Stroh Admin Center
 5606 S 147th St. Omaha, NE 68137 Questions- 715-8314 or 715-8708

____ My student has qualified for free or reduced priced lunches. I authorize access to my child's Free or Reduced Price Lunch Application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)

____ My student may qualify for free or reduced priced lunches. (A Free or Reduced Price Application will be mailed. Return the Application as soon as possible. Your check for tuition will be returned if the Application is approved.)

 Parent Signature

Millard Public Schools³²⁹



Where: Russell Middle School
 5304 So. 172nd St

When: June 14 to July 1, 2010
 Monday through Thursday

Times: 8:00–11:15 A.M. & 11:50– 3:00 P.M.

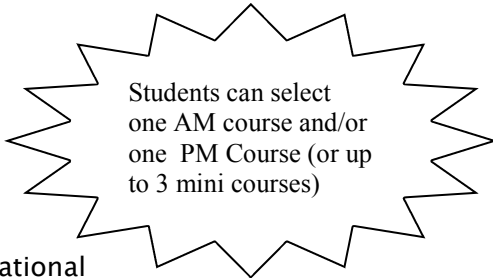
Send registration forms and payments to:

Millard Public Schools
 Don Stroh Administration Center
 5606 S. 147th Street
 Omaha, NE 68137

- * Register soon!
- * Confirmation will be sent in the first week of June
- * Lunch is available between classes
- * Call 715-8555 to report absences

<http://summer-school.mps.schoolfusion.us>

AM Session- 8:00-11:15 A.M.



6th Grade

Read-Write
 Master your Math
 Be Cool in Middle School—study and organizational skills for middle school
 Prep for Pre-Algebra— must be registered for Pre-Algebra in 6th grade

7th Grade

Read-Write
 Master Your Math
 Sweet Reads—Study current literature in this middle school book club

8th Grade

Write
 Master your Math

Grades 6,7,8

AM Session-8:00- 11:15 A.M.

- | | |
|--------------------------------|--|
| Unplugged | Beginning and intermediate guitar |
| ¿Qué Pasa? | Intro to Spanish and cultural Exploration |
| Persuasion | Literature studies for students identified as HAL in reading |
| Get a Move-On | Physical fitness for the brain and body |
| P.M. Session- 11:50- 3:00 P.M. | |
| Digital Art | Photo Shop |
| Computer/Multi-Media Graphics | |
| Math Plus | Problem solving, critical thinking and algebraic exploration for students identified as HAL in mathematics |
| Art Expressions | Pottery, painting, sculpture and more |

Select a grade level class based on the grade you will be entering next year. Students entering 9th grade should register for high school classes. Registration forms and information are available at all middle and high schools or on-line.

Mini Course Offerings 11:50-3:00³⁰

June 9-12
 Babysitting Basics
 Forensics-hands on activities for science and lab techniques.

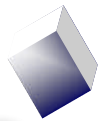


June 16-19
 Babysitting Basics
 Drama
 Forensics

June 23-26
 Going Green—Science through environmental studies
 Babysitting Basics

3 week courses:

Millard resident	\$100
Non-resident	\$150



Mini courses:

Resident	\$35
Non-resident	\$50

- * Cancellations after May 21 will be charged a \$20 processing fee
- * NO refunds after June 11th

Tuition assistance is available for students who qualify for the federal free or reduced price lunch program.

Registrations forms and payments to:
 Millard Public Schools
 Don Stroh Administration Center
 5606 S. 147th Street
 Omaha, NE 68137

PLEASE NOTE**TUITION**

<u>Course</u>	<u>Resident</u>	<u>Non-Resident</u>
1 Semester/ 5 credits	\$100.00	\$150.00
2 Semesters/ 10 credits	\$200.00	\$300.00
Mini Course No credit	\$60.00	\$90.00

TUITION ASSISTANCE

Full tuition waivers are available for students who qualify for the federal free or reduced price lunch program.

INFORMATION, REGISTRATION & PAYMENTS TO:

Don Stroh Administration Center
5606 S 147th St
Omaha, NE 68137
Kara Hutton or Adina Babko
715-8708 715-8253
khutton@mpsomaha.org
ebabko@mpsomaha.org

**IMPORTANT INFORMATION**

- A confirmation letter including class schedule will be mailed the first week in June.
- Students dropping a class after June 29 will receive a failing grade (5) that will be recorded on their transcript.
- Good attendance is vital to success in summer school. On the fifth absence a student is placed in failing status.

REFUNDS

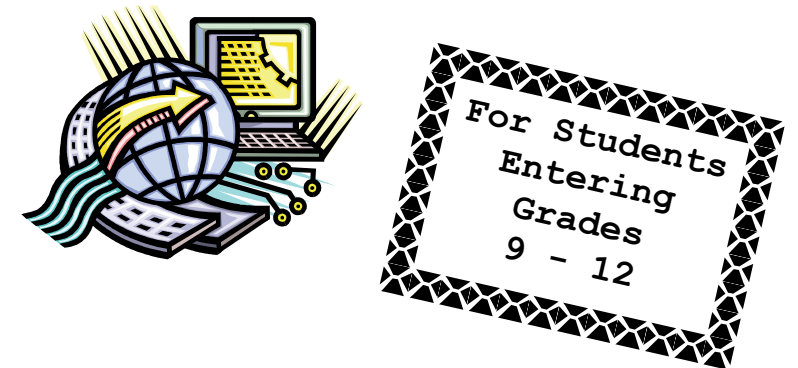
- ◆ Cancellations after May 21 will be charged a \$20 processing fee for EACH class. (Double course/\$40)
- ◆ NO Refunds after Wednesday, June 11 at 4:00 pm.
- ◆ If Millard Public Schools cancels a class for any reason parents will be offered a full refund.

Please call in all absences
and tardies:
Attendance line @ West High School
715-6010

No School July 5th

Semester Courses
June 14 - July 16

HIGH SCHOOL SUMMER SESSION 2010

**LOCATION**

Millard West High School
5710 S. 176th Ave.
Omaha, NE 68135
715-6010

More information at:
<http://summer-school.mps.schoolfusion.us>

AVAILABLE COURSES

Course Name	5 Credits	Starting Times
Reading 9		11:25
English 9 – 1 st Semester	7:45	
English 9 – 2 nd Semester		11:25
English 10 – 1 st Semester		11:25
English 10 – 2 nd Semester	7:45	
English 11 – 1 st Semester	7:45	
English 11 – 2 nd Semester		11:25
College Grammar & Reading		11:25
Creative Writing	7:45	11:25
Drama		11:25
Speech	7:45	11:25
Personal Finance		11:25
Algebra I– 1 st Semester	7:45	
Algebra I– 2 nd Semester	7:45	11:25
Geometry – 1 st Semester	7:45	
Geometry – 2 nd Semester		11:25
Algebra II – 1 st Semester	7:45	
Algebra II – 2 nd Semester		11:25
Everyday Living	7:45	11:25

Double-Semester Courses – (10 credits)	
(Complete 1st semester in 12 days then 2nd semester the next 12 days)	
Resident-\$200.00/course	Non-resident-\$300.00/course
Algebra – 1 st and 2 nd Semester	7:45 to 2:30
Geometry – 1 st and 2 nd Semester	7:45 to 2:30
Biology—1 st and 2 nd Semester	7:45 to 2:30
<i>Above classes include a brunch break from 10:50 to 11:25</i>	

*Additional fees due during class for art supplies, field trips, projects, commercial tests, study guides, etc.

Course Name	5 Credits	Starting Times
International Foods *		11:25
Art Foundations	7:45	
Color and Design *		11:25
Physical Science in Action–1 st Semester		11:25
Physical Science in Action–2 nd Semester	7:45	
Environmental Science	7:45	
Chemistry – 1 st Semester	7:45	
Chemistry – 2 nd Semester		11:25
American History – 1 st Semester		11:25
American History – 2 nd Semester	7:45	
World Geography – 1 st Semester	7:45	
World Geography – 2 nd Semester		11:25
Ethnic Studies (grade 10 & above)		11:25
U.S. Government (grade 12 only)	7:45	11:25
Computer Tech. Applications	7:45	11:25
Sports Skills (grades 9 & 10) *	7:45	11:25
Cross Training I (grades 9-12)*	7:45	11:25
Lifetime Fitness (grades 11 & 12)*	7:45	11:25

ELO Reteaching Classes (by invitation only – No charge)		
ELO Reading		11:25
ELO Math		11:25
ELO Science	7:45	
ELO Social Studies	7:45	

Non-Credit Mini Classes	
June 14 – July 1	Resident- \$60/course Non-Resident- \$ 90
Pre-Algebra Warm-up	7:45 to 10:50
ACT/SAT Prep	7:45 to 10:50

Student Last Name _____ First _____ MI _____ Millard ID _____

Address _____ City _____ State _____ Zip _____

Home Phone _____ email address _____

Mother’s name _____ Work phone _____ cell phone _____

Father’s name _____ Work phone _____ cell phone _____

Emergency Contact Name _____ Phone numbers _____

Health Concerns _____

School to receive final grade _____ School Complete Address (if not Millard) _____

<p>Birth Date</p> <p>____ 8 ____ 9 ____ 10 ____ 11 ____ 12</p> <p>Circle Current Grade (09-10)</p> <p><u>Male</u> <u>Female</u></p> <p>Gender: (circle)</p>
--

Ethnicity (Optional) –

___ 01 American Indian or Alaskan Native

___ 02 Asian or Pacific Islander

___ 03 Hispanic

___ 04 Black/African American, not Hispanic

___ 05 White, not Hispanic

Select Courses

7:45-10:50 _____ \$ _____

11:25-2:30 _____ \$ _____

(Double-period class)

7:45-2:30 _____ \$ _____

Non-Credit Mini Class June 14-July 1

7:45-10:50 _____ \$ _____

check# _____ Total enclosed \$ _____

Checks payable to Millard Public Schools. (Cash or check only, no credit cards)

____ My student has qualified for Free or Reduced priced lunches. I authorize access to my child’s Free or Reduced Price Lunch Application information to document eligibility for the waiver of summer school tuition. (No summer school tuition will be charged for students who qualify for free or reduced price meals.)

____ My student may qualify for Free or Reduced priced lunches. (A Free or Reduced Price Application will be mailed. Return the application as soon as possible. Your check for tuition will be returned if the application is approved.)

Parent Signature: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: Committee to Name Facility

MEETING DATE: December 7, 2009

DEPARTMENT: Board of Education

TITLE AND BRIEF DESCRIPTION: Appointment of the committee to name facilities.

ACTION DESIRED: Approval

BACKGROUND: According to Policy 3643 the naming of all facilities rests with the Board of Education. The President of the Board appoints the committee members. The building to be named is the old Excel Building, which is now a property of the Millard School District.

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Approval of committee.

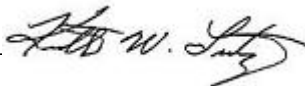
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE:

PERSONS RESPONSIBLE: Mike Pate, Board President

SUPERINTENDENT'S APPROVAL: _____



AGENDA SUMMARY SHEET

Meeting Date: December 7, 2009

Department: Human Resources

Action Desired: Approval

Background: Personnel items: (1) Hires; (2) Leave of Absence; (3) Resignation Notification Incentive (RNI); (4) Voluntary Separation Program (VSP)

Options/Alternatives Considered: N/A

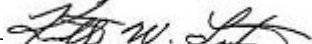
Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: N/A

Responsible Persons: Dr. Jim Sutfin

Superintendent's Signature: _____  _____

December 7, 2009

LEAVE OF ABSENCE**Recommend: the following leave of absence be accepted:**

1. Laurie Lofquist – Social Studies teacher at Millard South High School. She is requesting a Leave of Absence for the remainder of the 2009/2010 school year for family reasons.
2. Anna E. Henning – Kindergarten teacher at Reeder Elementary School. She is requesting a Leave of Absence (.5 F.T.E.) beginning December 8, 2009, for the remainder of the 2009/2010 school year for personal reasons.
3. Katie Van Camp – Social Studies teacher at Millard North High School. She is requesting a Leave of Absence for the remainder of the 2009/2010 school year for family reasons.

December 7, 2009

Resignation Notification Incentive

Recommend: The following resignations be approved to participate in the District's Resignation Notification Incentive program:

15. Von A. Bachle – Science teacher at Central Middle School. He is retiring at the end of the 2009/10 school year.
16. Angela Baratta – Grade 3 teacher at Neihardt Elementary School. She is resigning at the end of the 2009/10 school year for personal reasons.
17. Pam Boosalis – Grade 6 teacher at Andersen Middle School. She is retiring at the end of the 2009/10 school year.
18. Alice J. Brown – Kindergarten teacher at Willowdale Elementary School. She is retiring at the end of the 2009/10 school year.
19. Merry Ann Coe – Science teacher at Russell Middle School. She is retiring at the end of the 2009/10 school year.
20. Crystal Crites – teacher at Black Elk Elementary School. She is resigning at the end of the 2009/10 school year for family reasons.
21. Robert Downs – Computer teacher at Andersen Middle School. He is retiring at the end of the 2009/10 school year.
22. Sharon Fitzwater – Resource teacher at Cather Elementary School. She is retiring at the end of the 2009/10 school year.
23. Mike Foyt – Grade 4 teacher at Norris Elementary School. He is retiring at the end of the 2009/10 school year.
24. Janet M. Frank – Grade 3 teacher at Ackerman Elementary School. She is retiring at the end of the 2009/10 school year.
25. Phyllis Glab – Language Arts teacher at South High School. She is retiring at the end of the 2009/10 school year.
26. Lori Hanks – Speech/Language Pathologist at Ackerman Elementary School. She is retiring at the end of the 2009/10 school year.
27. Brittney Hansen – German teacher at Kiewit Middle School. She is resigning at the end of the 2009/10 school year.
28. Sandra Hoffman – World Language teacher at Millard North High School. She is retiring at the end of the 2009/10 school year.
29. Steven Hultman – Title I Reading teacher at Norris Elementary School. He is retiring at the end of the 2009/10 school year.
30. Sara Lorentzen – Grades 2/3 teacher at Morton Elementary School. She is retiring at the end of the 2009/10.
31. JoAnn Lutz – New Staff Induction teacher at Beadle Middle School. She is retiring at the end of the 2009/10 school year.
32. Linda Miller – Health teacher at Kiewit Middle School. She is retiring at the end of the 2009/10 school year.
33. Linda Ray – Language Arts/Social Studies teacher at Russell Middle School. She is retiring at the end of the 2009/10 school year.
34. Amy Sauser – English teacher at Millard North High School. She is resigning at the end of the 2009/10 school year for family reasons.

35. Loretta Schrad – Family Consumer Science teacher at Andersen Middle School. She is retiring at the end of the 2009/2010 school year.
36. Melinda Turner – Grade 4 teacher at Willowdale Elementary School. She is retiring at the end of the 2009/10 school year.
37. Lewis Wyant – Computer teacher at Kiewit Middle School. He is retiring at the end of the 2009/10 school year.
38. Rita Van Deursen – Grade 2 teacher at Harvey Oaks Elementary School. She is retiring at the end of the 2009/10 school year.
39. Mary Voss – Math teacher at Andersen Middle School. She is retiring at the end of the 2009/10 school year.

December 7, 2009

Voluntary Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program:

1. Martha A. Anderson – Media Specialist/ELL teacher at Willowdale Elementary School – 17 years of service.
2. Von A. Bachle – Science teacher at Central Middle School – 25 years of service.
3. Pamela A. Butcher – Science teacher at Millard North High School – 32 years of service.
4. Michael A. Foyt – Grade 4 teacher at Norris Elementary School – 28 years of service.
5. Janet M. Frank – Grade 3 teacher at Ackerman Elementary School – 27 years of service.
6. Phyllis K. Glab – Language Arts teacher at Millard South High School – 12 years of service.
7. Lori K. Hanks – Speech/Language Pathologist at Ackerman Elementary School – 29 years of service.
8. Gerald Johnette – Science teacher at Millard North High School – 36 years of service.
9. Sara Y. Lorentzen – Grade 2/3 teacher at Morton Elementary School – 29 years of service.
10. Donna J. Mehlin – Montessori teacher at Montclair Elementary School – 18 years of service.
11. Nancy L. Patton – Vocal Music teacher at Cather Elementary School – 17 years of service.
12. Kathleen J. Vacek – Grade 2 teacher at Neihardt Elementary School – 33 years of service.

December 7, 2009

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2009/2010 school year:

1. Kimberly J. Wiley – BA – University of Nebraska at Omaha. Short-Term teacher at Reeder Elementary for the remainder of the 2009/2010 school year.

AGENDA SUMMARY SHEET

AGENDA ITEM: November Enrollment Report

Meeting Date: 12/07/09

Department: Planning and Evaluation

Title and Brief Description: Once each quarter, we will put a summary sheet on the monthly enrollment report, indicating why the high school numbers are down. The information in the table below presents changes through November 20, 2009.

Action Desired: Approval ___ Discussion ___ Information Only x

Background:

Reason	North	South	West	MLC
Transfer out of district	22	56	13	2
Early Graduate	0	0	7	11
Not attending, eligible to return	6	7	0	8
Withdraw for personal or academic reasons	9	5		5
Exiter, neither completer or drop out				
TOTAL	37	68	20	26

The totals above indicate 151 students have left the high schools since the start of the year. The enrollment sheet shows a loss of 39 which means 112 have enrolled in the high schools since August 2009.

Options/Alternatives Considered: N.A.

Recommendations: N.A.

Strategic Plan Reference: N.A.

Implications of Adoption/Rejection: N.A.

Timeline: N.A.

Responsible Persons: Dr. Jon Lopez

Superintendent's Signature: _____

**November 20, 2009
Millard Public Schools
Total Enrollment**

Elementary	K	1	2	3	4	5	SpEd	Current	YTD	Official 09/09	
							Cluster Prgm				Total
Abbott (3 unit)	78	80	66	70	70	65		429	-1	2	427
Ackerman (4 unit)	80	98	95	86	82	94		535	-1	-1	536
Aldrich (3 unit)	71	60	57	95	66	82		431	-5	-4	435
Black Elk (4 unit)	83	81	87	100	85	106		542	5	3	539
Bryan (3 unit)	69	68	60	67	58	53		375	-3	-4	379
Cather (3 unit)	85	77	80	77	70	67		456	0	1	455
Cody (2 unit)	38	33	35	42	25	36	21	230	-3	-3	233
Cottonwood (3 unit)	68	54	54	50	61	66		353	0	0	353
Disney (3 unit)	49	46	40	43	32	47	15	272	5	6	266
Ezra Millard (3 unit)	58	60	65	63	63	61	8	378	-1	-5	383
Harvey Oaks (2 unit)	48	45	46	53	55	47		294	0	0	294
Hitchcock (2 unit)	33	26	25	28	26	23	20	181	-1	0	181
Holling Heights (3 unit)	70	63	65	64	69	66	8	405	-2	-3	408
Montclair (4 unit)	90	82	89	91	87	77		516	-3	-5	521
Morton (3 unit)	55	48	58	61	71	54	14	361	1	3	358
Neihardt (4 unit)	93	86	99	107	98	72		555	0	-2	557
Norris (3 unit)	69	59	47	60	66	53		354	-1	-2	356
Reagan (4 unit)	107	125	105	105	79	91		612	2	5	607
Reeder (3 unit)	70	62	92	75	78	70	17	464	5	3	461
Rockwell (3 unit)	55	57	52	56	48	46	21	335	-1	0	335
Rohwer (3 unit)	75	70	83	83	78	83	17	489	-1	1	488
Sandoz (3 unit)	57	56	62	41	50	49		315	4	7	308
Upchurch (3 unit)	103	81	68	51	47	42		392	-1	2	390
Wheeler (4 unit)	88	102	105	105	103	82	29	614	0	1	613
Willowdale (3 unit)	59	59	68	72	88	71		417	-2	0	417
Totals	1751	1678	1703	1745	1655	1603	170	10305	-2	5	10300

Middle	6	7	8	SpEd Prgm	Total	Change	Change	Official 09/09 Enrollment
Andersen MS	243	258	278	0	779	0	-4	783
Beadle MS	270	299	292	28	861	2	-1	862
Central MS	252	264	216	19	732	3	5	727
Kiewit MS	272	309	300	0	881	0	-3	884
North MS	312	251	241	13	804	0	0	804
Russell MS	285	287	291	0	863	-1	-3	866
MS Alternative	0	9	13	22	22	-2	-1	23
Totals	1634	1677	1631	60	4942	2	-7	4949

High	9	10	11	12	SpEd Prgm	Total	Change	Change	Official 09/09 Enrollment	
North HS		637	596	587	621	30	2441	-14	-17	2458
South HS		485	486	509	494	31	1974	-10	-19	1993
West HS		565	517	513	537	30	2132	-11	-12	2144
Millard Learning Center		0	0	22	69		91	10	9	82
Totals		1687	1599	1631	1721	91	6638	-25	-39	6677

Contracted SPED	51	2	7	44
Young Adult Program	53	-1	-2	55

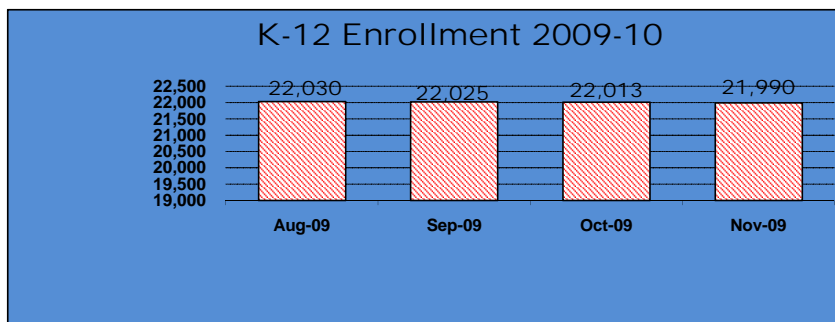
Total District K-12	21989	-24	-36	22025
Total District PreK-12	22662	-17	64	22598

Preschool	SPED	Not SPED	Total
Bryan	3	31	34
Cody	62	24	86
Cody Early Start	4	10	14
Disney	31	17	48
Hitchcock	24	11	35
Holling Heights	2	26	28
Montclair	8	23	31
Montclair Montessori	2	81	83
Neihardt	1	35	36
Norris ELL	0	17	17
Norris Montessori	0	23	23
Reeder	31	8	39
Rockwell	0	44	44
Sandoz	21	4	25
Sandoz ELL	0	35	35
Homebased Infants			94
TOTAL			672

Homebound	(1 student, 5th Gr, Reagan)	1
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High School Career Academies	NHS	SHS	WHS	TOTAL
Education	3	2	12	17
Entrepreneurship	4	6	3	13
Finance	5	7	4	16
TOTAL	12	15	19	46

11/20/2009		9/18/2009	
Elementary	10305	Elementary	10300
Middle School	4942	Middle Sch	4949
High School	6638	High Sch	6677
Contracted	51	Contracted	44
Young Adult	54	Young Adult	55
TOTAL	21990	TOTAL	22025



Elementary		Classroom Enrollment										Class Size W/out SPED
	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Abbott	20	20	21	24	23	22						
	20	20	23	23	24	22						
	19	19	22	23	23	21						
	19	21										
Total Students	78	80	66	70	70	65	429	-1	2	427		429
Total Teachers	4.0	4	3	3	3	3	20.0					20.0
Classroom Avg	20	20.0	22.0	23.3	23.3	21.7	21					21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Ackerman	20	19	19	22	18	23						
	19	19	19	21	22	25						
	21	19	20	22	20	24						
	20	20	19	21	22	22						
		21	18									
Total Students	80	98	95	86	82	94	535	-1	-1	536		535
Total Teachers	4	5	5	4	4	4	26.0					26.0
Classroom Avg	20.0	19.6	19.0	21.5	20.5	23.5	21					21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Aldrich	25	20	19	24	23	18						
	22	20	19	24	22	21						
	24	20	19	23	21	21						
				24		22						
Total Students	71	60	57	95	66	82	431	-5	-4	435		431
Total Teachers	3	3	3	4	3	4	20.00					20
Classroom Avg	23.7	20.0	19.0	23.8	22.0	21.3	22					22

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Black Elk	20	20	21	25	21	26						
	22	20	22	26	21	27						
	20	20	22	24	21	27						
	21	21	22	25	22	26						
Total Students	83	81	87	100	85	106	542	5	3	539		542
Total Teachers	4	4	4	4	4	4	24					24
Classroom Avg	20.8	20.3	21.8	25.0	21.3	26.5	23					23

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Bryan	23	16	20	22	19	16						
	23	17	19	23	20	20						
	23	17	21	22	19	17						
		18										
Total Students	69	68	60	67	58	53	375	-3	-4	379		375
Total Teachers	3	4	3	3	3	3	19					19
Classroom Avg	23.0	17.0	20.0	22.3	19.3	17.7	20					20

	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 09/09 Enrollment	
Cather	19	14	15	15	22	21	24	24	24	24	24	23					
	18	15	17	13			24	24	24	25	24	23					
Total Students	37	29	32	28	22	21	48	48	48	49	48	46	456	0	1	455	456
Total Teachers	2	2	2	2	1	1	2	2	2	2	2	2	22				22
Classroom Avg	18.5	14.5	16.0	14.0	22.0	21.0	24.0	24.0	24.0	24.5	24.0	23.0	21				21

	K	1	2	3	4	5	SpEd Cluster Prgm						Total	Current Change	YTD Change	Official 09/09 Enrollment	
Cody	20	17	16	21	12	19						8					
	18	16	19	21	13	17						5					
												8					
Total Students	38	33	35	42	25	36						21	230	-3	-3	233	209
Total Teachers	2	2	2	2	2	2						3	15				12
Classroom Avg	19.0	16.5	17.5	21.0	12.5	18.0						7.0	15				17

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Cottonwood	23	20	17	15	20	21						
	21	16	19	17	21	23						
	24	18	18	18	20	22						
Total Students	68	54	54	50	61	66	353	0	0	353		353
Total Teachers	3	3	3	3	3	3	18					18
Classroom Avg	22.7	18.0	18.0	16.7	20.3	22.0	20					20

	K	1	2	3	4	5	SpEd Cluster Prgm						Total	Current Change	YTD Change	Official 09/09 Enrollment	
Disney	17	24	19	22	16	17						8					
	16	22	21	21	16	16						7					
	16					14											
Total Students	49	46	40	43	32	47						15	272	5	6	266	257
Total Teachers	3	2	2	2	2	3						2	16				14
Classroom Avg	16	23	20	22	16	16						8	17				18

	K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
							Cluster Prgm					
Ezra Millard	19	20	22	22	21	21	6				383	370
	19	19	22	20	21	21	2					
	20	21	21	21	21	19						
Total Students	58	60	65	63	63	61	8	378	-1	-5		370
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	19.3	20.0	21.7	21.0	21.0	20.3	4	19				21

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	16	22	23	18	20	23					
	16			17	16						
Total Students	48	45	46	53	55	47	294	0	0		294
Total Teachers	3	2	2	3	3	2	15.0				15
Classroom Avg	16.0	22.5	23.0	17.7	18.3	23.5	20				20

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	16	13	12	16			12				
Total Students	33	26	25	28	26	23	20	181	-1	0	181
Total Teachers	2	2	2	2	1	1	2	12.0			10
Classroom Avg	16.5	13.0	12.5	14.0	26.0	23.0	10.0	15			16

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	24	20	21	21	23	21	6				
	23	21	22	22	24	22					
Total Students	70	63	65	64	69	66	8	405	-2	-3	408
Total Teachers	3	3	3	3	3	3	2	20.0			18
Classroom Avg	23.3	21.0	21.7	21.3	23.0	22.0	4.0	20			22

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	21	20	21	20	24	23	16	24	14					
							16	24	16					
								24	18					
								24						
Total Students	43	38	42	39	50	46	47	143	68	516	-3	-5	521	
Total Teachers	2	2	2	2	2	2	3	6	4	25			25	
Classroom Avg	21.5	19.0	21.0	19.5	25.0	23.0	15.7	23.8	17.0	21			21	

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	22	16	21	20	24	18	7				
	14	17	18	20	25	19					
Total Students	55	48	58	61	71	54	14	361	1	3	358
Total Teachers	3	3	3	3	3	3	2.0	20			18.0
Classroom Avg	18.3	16.0	19.3	20.3	23.7	18.0	7.0	18			19

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	18	23	21	23	19	25					
	20	19	19	21	21	24					
	18	21	20	20	19						
	19	18	22	19							
Total Students	93	86	99	107	98	72	555	0	-2	557	
Total Teachers	5	4	5	5	5	3	27.0			27.0	
Classroom Avg	18.6	21.5	19.8	21.4	19.6	24.0	21			21	

	K	1	2	3	4	5	M-K	M1-3	M4-5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	23	19	16	20	23	17	11	19	18					
								20						
Total Students	46	38	31	40	47	34	23	57	38	354	-1	-2	356	
Total Teachers	2	2	2	2	2	2	2	3	2	19.0			19.0	
Classroom Avg	23.0	19.0	15.5	20.0	23.5	17.0	11.5	19.0	19.0	19			19	

	K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
	21	21	20	21	19	22					
	22	20	22	21	20	23					
	22	22	22	21	20	23					
	21	20	22	21							
		20									
Total Students	107	125	105	105	79	91	612	2	5	607	
Total Teachers	5	6	5	5	4	4	29.0			29.0	
Classroom Avg	21.0	21.3	20.8	21.0	19.8	22.8	21			21	

K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment		
						Program						
Reeder	22	21	23	25	20	23	8					
	25	20	23	26	18	23	9					
	23	21	23	24	20	24						
			23		20							
					20							
Total Students	70	62	92	75	78	70	17	464	5	3	461	447
Total Teachers	3	3	4	3	4	3	2.0	22.0				20.0
Classroom Avg	22.0	20.7	23.0	25.5	19.3	23.3	8.5	21				22

344

K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment		
						Cluster Program						
Rockwell	18	18	17	19	24	23	11					
	18	19	19	19	24	23	10					
	19	20	16	18								
Total Students	55	57	52	56	48	46	21	335	-1	0	335	314
Total Teachers	3.0	3	3	3	2	2	2	18.0				16.0
Classroom Avg	18.3	19.0	17.3	18.7	24.0	23.0	10.5	19				20

K	1	2	3	4	5	SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment		
						Cluster Program						
Rohwer	20	24	22	21	19	22	9					
	20	22	21	20	20	21	8					
	20	24	18	21	20	18						
	15		22	21	19	22						
Total Students	75	70	83	83	78	83	17	489	-1	1	488	472
Total Teachers	4	3	4	4	4	4	2	25.0				23
Classroom Avg	18.8	23.3	20.8	20.8	19.5	20.8	8.0	20				21

K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment			
										Sandoz	19	18
	20	18	21	20	16	24						
	18	20	20		17							
Total Students	57	56	62	41	50	49		315	4	7	308	315
Total Teachers	3	3	3	2	3	2		16				16
Classroom Avg	19.0	18.7	20.7	20.5	16.7	24.5		20				20

K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment			
										Upchurch	21	21
	22	21	23	17	23	21						
	21	22	22	17								
	21	17										
	18											
Total Students	103	81	68	51	47	42		392	-1	3	390	392
Total Teachers	5	4	3	3	2	2		19				19
Classroom Avg	20.6	20.3	22.7	17.0	23.5	21.0		21				21

K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment			
										Wheeler	18	22
	16	21	24	21	26	23						
	17	19	23	21	24	21						
	19	20	22	20	26	21						
	18	20	15	22								
Total Students	88	102	105	105	103	82		614	0	1	613	585
Total Teachers	5	5	5	5	4	4		31				28
Classroom Avg	17.6	20.4	21.0	21.0	25.8	20.5		20				21

K	1	2	3	4	5	Total	Current Change	YTD Change	Official 09/09 Enrollment			
										Willowdale	20	19
	20	20	23	24	21	23						
	19	20	22	24	22	24						
					22							
Total Students	59	59	68	72	88	71		417	-2	0	417	417
Total Teachers	3	3	3	3	4	3		19.0				19
Classroom Avg	19.7	19.7	22.7	24.0	22.0	23.7		22				22

Elementary Totals											SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment		
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5					Cluster Prgm	
Students	1751	1678	1703	1745	1655	1603	65	63	72	56	50	170	10305	-2	5	10300	10135
Teachers	89.0	82.0	81.0	80.0	76.0	72.0				6.0		22.0	517				495.0
Classroom Avg	19.7	20.5	21.0	21.8	21.8	22.3						7.7	19.93				20.475

6	7	8	9	10	11	12	SpEd	Total	Current Change	YTD Change	Official 09/09 Enrollment
							Cluster				
Andersen MS	243	258	278				0	779	0	-4	783
Beadle MS	270	299	292				28	861	2	-1	862
Central MS	252	264	216				19	732	3	5	727
Kiewit MS	272	309	300				0	881	0	-3	884
North MS	312	251	241				13	804	0	0	804
Russell MS	285	287	291				0	863	-1	-3	866
MS Alternative	0	9	13					22	-2	-1	23
Totals	1634	1677	1631				60	4942	2	-7	4949

North HS				637	596	587	621	30	2441	-14	-17	2458
South HS				485	486	509	494	31	1974	-10	-19	1993
West HS				565	517	513	537	30	2132	-11	-12	2144
Millard Learning Center				0	0	22	69		91	10	9	82
Totals				1687	1599	1631	1721	91	6638	-25	-39	6677

Contracted SPED									51	2	7	44
Young Adult Program									53	-1	-2	55
Total District Enrollment									21989	-24	-36	22025

AGENDA ITEM: United Way Campaign Summary - 2009

MEETING DATE: December 7, 2009

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: This is a report on the district United Way Campaign

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

BACKGROUND:

Each year the district supports two charitable fund drives as stated in Community Policy 1425 Cooperation with Non-Profit Agencies. The two campaigns are the United Way of the Midlands Campaign and the Millard Public Schools Foundation Campaign.

We conducted another successful United Way Campaign and increased our giving by 4% this year.

I have attached a summary of giving since 1988.

OPTIONS AND ALTERNATIVES CONSIDERED:

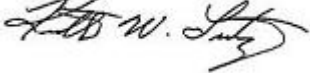
RECOMMENDATION:

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON:

SUPERINTENDENT'S APPROVAL: _____  _____

BOARD ACTION:



December 3, 2009

TO: Keith Lutz
 FROM: Angelo Passarelli
 RE: United Way Summary of Giving

YEAR	STAFF	STUDENTS	TOTAL	% GROWTH
1988	\$35,517	\$1,494	\$37,011	N/A
1989	\$36,279	\$3,161	\$39,440	6.6%
1990	\$36,279	\$4,690	\$40,969	0.6%
1991	\$35,002	\$8,582	\$43,584	22.5%
1992	\$37,260	\$4,634	\$41,894	-13.8%
1993	\$40,294	\$4,804	\$45,098	7.6%
1994	\$42,514	\$3,318	\$45,832	1.6%
1995	\$35,405	\$15,591	\$50,996	11.3%
1996	\$41,708	\$6,882	\$48,590	-4.7%
1997	\$42,563	\$8,355	\$50,918	4.8%
1998	\$42,324	\$9,364	\$51,688	1.5%
1999	\$42,236	\$12,945	\$55,181	6.8%
2000	\$45,863	\$10,953	\$56,816	3.0%
2001	\$52,370	\$17,654	\$70,024	23.2%
2002	\$51,550	\$18,439	\$69,989	-0.2%
2003	\$52,361	\$17,503	\$69,864	0.1%
2004	\$50,088	\$24,320	\$74,408	6.6%
2005	\$55,704	\$25,865	\$81,569	9.6%
2006	\$50,004	\$21,684	\$71,688	-12.1%
2007	\$56,928	\$26,148	\$83,076	15.9%
2008	\$50,722	\$21,071	\$71,793	-13.6%
2009	\$55,486	\$19,300	\$74,786	4.2%