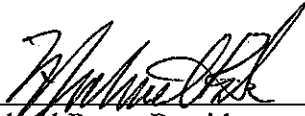
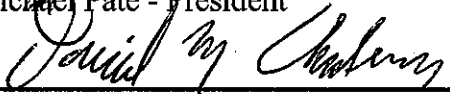


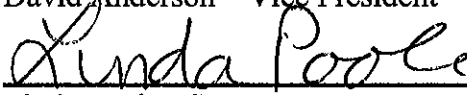
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**


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 May 3, 2010, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137

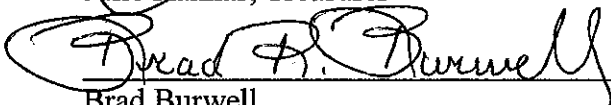
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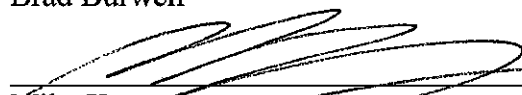
  
\_\_\_\_\_  
Michael Pate - President


  
\_\_\_\_\_  
David Anderson - Vice President

  
\_\_\_\_\_  
Linda Poole - Secretary

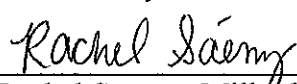
  
\_\_\_\_\_  
Julie Kannas, Treasurer

  
\_\_\_\_\_  
Brad Burwell

  
\_\_\_\_\_  
Mike Kennedy

  
\_\_\_\_\_  
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, May 3, 2010** 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.

LINDA POOLE,  
Secretary

4-30-10

**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 \_\_\_\_\_

April 30, 2010

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 \$ 12.80  
Additional Copies \$ \_\_\_\_\_  
Total \$ 12.80

Subscribed in my presence and sworn to before  
me this 30th day of  
April 20 10

Notary Public in and for Douglas County,  
State of Nebraska

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Rich Gaul

Millard Montessori

Katie Gaul

Millard Montessori

Mary Gaul

Millard Montessori

JOE GRENDAK

Millard North

Nelson Matsumura

Millard West

James Clam

Millard West

~~SAM FURVIS~~

~~Millard West~~

Souti P.V.

Millard North

Julie Becker

Millard Montessori

Claire Becker

" "

Belinko Family

Millard Montessori

Joel Klumpp

Millard West

CJ Vickers

Millard Montessori!

Kristine Schuler

Millard Montessori

Teresa Williams

Millard Montessori

Patrick Williams

Millard Montessori

Connor Oberding

Millard North

Kelly Kelly

Millard Montessori

Shari Prior

Millard Montessori

Megan Palik

Millard West

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Amy Aburdu	Millard Montessori
Kathy Neeson	Millard Montessori
Sue & Dorothy McQuigge	Millard South
Lynn Hill	MSHS DECA
Chaei Quandt	MSHS DECA
Genevieve Quandt	MSHS DECA
Tom Quandt	MSHS DECA
Hildi Adams	Millard Montessori
Candi Johnson	Millard Montessori
Susan Javan	MSHS HOSA
Tricia Seibach Green	Millard Montessori
Becky Kane	Millard Montessori
Kathleen Von Dolken Peter	Millard Montessori
Lisa Harner	Millard Montessori
ROBBY BAKER	Millard Montessori
ROBYN BAKER	Millard Montessori
Kimi Boyd	Millard Montessori
Maureen Mass	Millard Montessori
Paige Copple	MW CIVICS
Ryan Keenig	MSHS HOSA

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Melanie Long

Millard West

Alex Wulke

MW

Rachel Russell

Millard West

Lorina Heesch

Millard Central Montessori

Lukas Heesch

" "

Tyler Chans

MW

Colin Arntz

troop 282

Allison Arntz

troop 282

Ryan Wallace

troop 494

Mulo Belmer

CSM

Kathie Kavanagh

Norris Montessori

Melissa Campbell

Millard Central Middle School <sup>Montessori</sup>

Stephanie Hansen

Millard West

Emily Retzlaff

Millard West

Emily Hosten

Millard West

Rachel Tomlin

Millard West

Jessica Nechke

Millard West

Jim Maron

Millard Montessori

Melissa Blackburn

Montclair / Millard North Middle <sup>Troop 2825</sup>

~~XXXXXXXXXX~~

~~XXXXXXXXXX~~

Devin Fendrich

millard West

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Brandon Hestley	MW
Brett Buble	MW
Connor MILES	MW
Julie Dorak	Millard Montessori
Alex Schmitz	Boy Scouts
Noah Mueller	" "
Adam Mizek	" "
Billy Salsber	" "
Talk of B. S. rel.	" "
Christian Keller	" "
Nick Kilzer	" "
Mary Pamela	" "
Anthony Pamela	" "
Matt Kottwitz	MW
Kris Conroy	Civics MW
Morgan Mcaray	MW
Erin Shupe	Boy Scouts
Christa & Rex Reason	Montessori
Penny Sander	Millard Montessori
Cindy Kubat	Montessori

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Alexis Anderson

MW

Shelby Preister

MW

Jackie Pirtle

Montessori

Sara Pirtle

Montessori

~~Pat Fink~~

CMS

Jasmine Ramos

MW

Lynda Volcheck

Montessori

Susanne Miller

Millard Montessori

Jeff Schuel

MW

Brett Begley

MW

Ram Begley

MW

Molly Erickson

MEA

Robert Fulkerson

Montessori

Sarah Hamblin

Montessori

Gretchen Cox

Montessori

Christy Burell

David Nassi

Millard West

Mindy Howard

M South

Karen Parker

School Psychologist

Kate Johnson

Millard West

BOARD OF EDUCATION MEETING

MAY 3, 2010

NAME:

REPRESENTING:

Cpt. Skyler Joyke

MWHS

PAT RICKERTS

John Sam HM

BMS

Alexis Borden

BMS





*BOARD OF EDUCATION*  
MEETING



*MAY 3, 2010*

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
MAY 3, 2010

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 – April 19, 2010
2. \*Approval of Special Board of Education Minutes – April 20, 2010
3. \*Approval of Bills
4. \*Receive the Treasurer’s Report and Place on File

F. Information Items

1. Employees of the Month
2. Showcase: DECA, Debate, Forensics, World Languages, and Skills USA
3. Superintendent’s Comments
4. Board Comments/Announcements
5. Report from Student Representatives

G. Unfinished Business:

1. Approval of Policy 6675 – Curriculum, Instruction, and Assessment – Exempt School
2. Approval of Policy 6680 – Curriculum, Instruction, and Assessment – Nonpublic Schools

H. New Business

1. Approval of Rule 6675.1 – Curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials
2. Approval of Rule 6675.2 – Curriculum, Instruction, and Assessment – Admittance and Participation by Exempt School Students
3. Approval of Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services
4. Approval of Rule 6680.2 – Curriculum, Instruction, and Assessment – Nonpublic School Students: Placement, Credits and Grades
5. Reaffirm Policy 1115 – Community Relations – Advertising
6. Approval of Rule 1115.1 – Community Relations - Advertising
7. Approval of Rule 5100.8 – Pupil Services – Enrollment of Students: Learning Community Open Enrollment
8. Approval of i3 Innovation Grant Application
9. Approval of Adjustments to Millard Public Schools Mathematics Standards and Indicators for PK-12
10. Approval of Middle School Writing Cut Scores
11. \* Reaffirm Policy 3611 – Support Services – Construction – Planning – Determining Needs
12. \*Reaffirm Policy 3612 – Support Services – Construction – Planning – Forecasting Enrollments
13. \*Reaffirm Policy 3613 – Support Services – Construction – Planning – Master Facility Plan

14. \*Reaffirm Policy 3614 – Support Services – Construction – Planning – Special Projects
15. \*Reaffirm Rule 3614.1 – Support Services – Construction – Planning – Special Projects
16. \*Reaffirm Policy 3621 – Support Services – Construction – Professional Services – Architects & Engineers
17. \*Reaffirm Policy 3622 – Support Services – Construction – Professional Services – School Attorney
18. \*Reaffirm Rule 3622.1 – Support Services – Construction – Professional Services – School Attorney
19. \*Reaffirm Policy 3623 – Support Services – Construction – Professional Services – Project Manager
20. \*Reaffirm Policy 3631 – Support Services – Construction – Site – Acquisition
21. \*Reaffirm Policy 3632 – Support Services – Construction – Site – Landscaping
22. \*Reaffirm Policy 3641 – Support Services – Construction – Procedures – Bidding
23. \*Reaffirm Policy 3642 – Support Services – Construction – Procedures – Contracts
24. \*Reaffirm Policy 3643 – Support Services – Construction – Procedures – Naming of Facilities
25. \*Reaffirm Rule 3643.1 – Support Services – Construction – Procedures – Naming Facilities
26. \*Reaffirm Policy 3644 – Support Services – Construction – Procedures – Dedication Plaques
27. \*Reaffirm Rule 3644.1 – Support Services – Construction – Procedures – Dedication Plaque
28. \*Reaffirm Policy 3645 – Support Services – Construction – Procedures – Change Orders
29. \*Reaffirm Rule 3645.1 – Support Services – Construction – Change Orders
30. \*Reaffirm Policy 3646 – Support Services – Construction – Procedures - Closing
31. Administrator(s) for Hire
32. Approval of Personnel Actions: Amendment to Continuing Contract(s), Leave(s) of Absence, Resignation(s), and New Hire(s)
33. Negotiations (Executive Session)
34. Approval of Salaries for Employees not covered by a Collective Bargaining Agreement

I. Reports

1. Enrollment Report
2. Program Evaluation for the Middle School Alternative Program Modifications
3. Build America Bonds Report
4. Seniors' Status on ELOs

J. Future Agenda Items/Board Calendar

1. Millard Public Schools Foundation Hall of Fame Banquet on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center
2. Committee of the Whole Meeting on Monday, May 10, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
3. Employee Recognition Dinner on Wednesday, May 12, 2010 at 5:30 p.m. at the Georgetowne Club
4. Board of Education Meeting on Monday, May 17, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Special Board Meeting on Monday, May 24, 2010 at 4:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. 2010 Graduations on Saturday, May 29, 2010 for Millard South High School at 10 a.m., Millard West High School at 1 p.m., and Millard North at 4 p.m. at the Omaha Civic Auditorium
7. Board of Education Meeting on Monday, June 7, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
8. Committee of the Whole Meeting on Monday, June 14, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
9. Board of Education Meeting on Monday, June 21, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
10. Board of Education Meeting on Monday, July 12, 2010 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

11. New Staff Breakfast on Monday, August 2, 2010 at 7:30 a.m. at Millard South High School
12. Fall Kick-Off Celebration on Friday, August 6, 2010 at Embassy Suites in LaVista at 8:30 a.m.

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

L. Adjournment:

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

.BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

5

BOARD MEETING  
6:30 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
MAY 3, 2010

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 – April 19, 2010. (See enclosure.)

\*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Special Board of Education Minutes – April 20, 2010 (See enclosure.)

\*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills.

\*E.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and Place on File. (See enclosure.)

F.1. Employees of the Month

F.2. Showcase: DECA, Debate, Forensics, World Languages, and Skills USA

F.3. Superintendent's Comments

F.4. Board Comments/Announcements

F.5. Report from Students Representatives

G.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approval Policy 6675 – Curriculum, Instruction, and Assessment – Exempt School (See enclosure.)

G.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 6680 – Curriculum, Instruction, and Assessment – Nonpublic Schools (See enclosure.)

H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6675.1 – curriculum, Instruction, and Assessment – Exempt Schools: Requests for Programs, Services or Materials (See enclosure.)

- H.2. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 6675.2 – Curriculum, Instruction, and Assessment – Admittance and Participation by Exempt School Students (See enclosure.)
- H.3. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 6680.1 – Curriculum, Instruction, and Assessment – Nonpublic Schools: Requests for Programs, Services (See enclosure.)
- H.4. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 6680.2 – Curriculum, Instruction, and Assessment – Nonpublic School Students: Placement, Credits and Grades (See enclosure.)
- H.5. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to reaffirm Policy 1115 – Community Relations – Advertising (See enclosure.)
- H.6. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 1115.1 – Community Relations – Advertising (See enclosure.)
- H.7. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Rule 5100.8 – Pupil Services – Enrollment of Students: Learning Community Open Enrollment (See enclosure.)
- H.8. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, that the i3 Innovation Grant for the Early College program be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project (See enclosure.)
- H.9. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve Millard Mathematics Standards and Indicators adjustments to the Transformations and Probability concepts as presented (See enclosure.)
- H.10. Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, to approve the Middle School Writing Cut Scores (See enclosure.)
- H.11.- H.30.  
Motion by \_\_\_\_\_, seconded by, \_\_\_\_\_, reaffirm Policy 3611 – Support Services – Construction – Planning – Determining Needs; Policy 3612 – Support Services – Construction – Planning – Forecasting Enrollments; Policy 3613 – Support Services – Construction – Planning – Master Facility Plan; Policy 3614 – Support Services – Construction – Planning – Special Projects; Rule 3614.1 – Support Services – Construction – Planning – Special Projects; Policy 3621 – Support Services – Construction – Professional Services – Architects & Engineers; Policy 3622 – Support Services – Construction – Professional Services – School Attorney; Rule 3622.1 – Support Services – Construction – Professional Services – School Attorney; Policy 3623 – Support Services – Construction – Professional Services – Project Manager; Policy 3631 – Support Services – Construction – Site – Acquisition; Policy 3632 – Support Services – Construction – Site – Landscaping; Policy 3641 – Support Services – Construction – Procedures – Bidding; Policy 3642 – Support Services – Construction – Procedures – Contracts; Policy 3643 – Support Services – Construction – Procedures – Naming of Facilities; Rule 3643.1 – Support Services – Construction – Procedures – Naming Facilities; Policy 3644 – Support Services – Construction – Procedures – Dedication Plaques; Rule 3644.1 – Support Services – Construction – Procedures – Dedication Plaque; Policy 3645 – Support Services – Construction – Procedures – Change Orders; Rule 3645.1 – Support Services – Construction – Change Orders; and Policy 3646 – Support Services – Construction – Procedures – Closing (See enclosures.)

- H.31. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Administrator(s) for Hire: Alicia Feist, Assistant Principal at Montclair Elementary and Heather Daubert, Assistant Principal at Beadle Middle School (See enclosure.)
- H.32. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Amendment to Continuing Contract(s), Resignation(s), Leave(s) of Absence, and New Hires. (See enclosures.)
- H.33. Negotiations (Executive Session)
- H.34. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Food Service, Administrative, and Professional Technical Salaries for 2010-2011 (See enclosure.)

I. Report

1. Enrollment Report
2. Program Evaluation for the Middle School Alternative Program Modifications
3. Build America Bonds Report
4. Seniors' Status on ELOs

J. Future Agenda Items/Board Calendar.

1. Millard Public Schools Foundation Hall of Fame Banquet on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center
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6. 2010 Graduations on Saturday, May 29, 2010 for Millard South High School at 10 a.m., Millard West High School at 1 p.m., and Millard North at 4 p.m. at the Omaha Civic Auditorium
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12. Fall Kick-Off Celebration on Friday, August 6, 2010 at Embassy Suites in LaVista at 8:30 a.m.

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO 17

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. The meeting was convened in open and public session at 6:30 p.m., Monday, April 19, 2010, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

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

Absent: Julie Kannas and Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, April 16, 2010; 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.

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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 members present were: Mike Pate, Dave Anderson, Brad Burwell, and Linda Poole. Absent were Julie Kannas and Mike Kennedy.

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

Motion by Linda Poole, seconded by Brad Burwell, to approve Board of Education Minutes for April 5, 2010, approve the bills, and receive the Treasurer's Report and Place on File, upon roll call vote, all members voted aye. Motion carried.

Employees of the Month of April were Sharon Epstein, instructional facilitator at Aldrich Elementary and Kim Pirrone, secretary at Upchurch Elementary.

Showcase highlighted students who received state recognition in basketball, wrestling, and swimming.

Superintendent Comments:

1. Reminder of the Special Board meeting on Tuesday, April 20, 2010 at 12:00 noon to resell bonds.
2. Wednesday, April 21, 2010 through Friday, April 23, 2010 Dr. Lutz will be attending a Technology Leadership Conference sponsored by Apple Computer.
3. On Thursday, April 29, 2010 is the Millard Business Association Gala, and Governor Heineman will be honored at the evening festivities.
4. Dr. Lutz and four other Superintendents will be meeting with the Learning Community Executive Committee on Friday, April 30, 2010, of which Brad Burwell is a member of the Learning Community Executive Committee, and they are getting together to talk about areas of concern that each group has with the other.



Board of Education Minutes  
April 19, 2010  
Page 2

5. The May Committee meeting topics will include: the Learning Community common levy law suit, the opposition of Omaha Public Schools to Open Enrollment rules, Leadership Academy Program, health and welfare insurance programs, and an update on the build America bonds.

Dave Anderson thanked the District for the opportunity to attend the National School Boards Association conference. He said it is a great conference to get professional development. Mr. Anderson said he tries to attend sessions of those districts that are similar to Millard with shared topics of interest.

Mr. Anderson attended the session presented by the National Teacher of the Year, who is a retired police officer from the New York Police Department, and has taught for seven years with at-risk students. He had an interesting story.

Linda Poole reported she attended the National School Boards Association Conference. Mrs. Poole said one of the highlights for her to attend this conference is networking with other board members across the country, and see what they are doing in their school districts, and what concerns or problems they may be encountering.

Mrs. Poole said she will be attending the Millard Business Association Gala.

Mrs. Poole talked to a parent from another school district, who attended the basketball fundraiser at Beadle Middle School, and the parent said she was impressed the way the students behaved, and the way the administrators acted too, and that everyone did an awesome job. So, compliments to everyone at Beadle.

Mrs. Poole said there was a chance that she may not be able to attend the Committee meeting on May 10<sup>th</sup> due to the District soccer tournament.

Brad Burwell also attended the National School Boards Association Conference. He attended sessions on 21<sup>st</sup> Century learning skills, which financial literacy was one that was being presented. There were many school districts that are looking at this course, so Millard is ahead of other school districts. Another session he attended was on Extended Day Learning Opportunities, which is a before and after school program.

Mr. Burwell reported that the Learning Community Task Force on Diversity are discussing the issue of focus schools, and are in the process in developing the criteria for the application process for those districts interested in establishing a focus school. This is scheduled to go before the full board of the Learning Community in May and will be shared with the Superintendents in June.

Mike Pate asked Mr. Burwell how much the Learning Community has spent on legal fees. Mr. Burwell told the board they have spent \$118,847.65 from January 2009 through March 2010.

Mr. Pate said he attended the Metropolitan Area Board of Education meeting. The meeting was held at Westside Middle School, and saw their performing arts facilities. This is funded with public and private funds.

The MABE group talked about the Learning Community Coordinating Council, and particularly about the Superintendent group. The two Learning Community members said they were trying to get information from the Superintendents and wasn't able to get what they needed. Mr. Pate said there must be friction between the groups.

The Millard Public Schools Foundation banquet will be on Friday, May 7, 2010 at the Qwest Center. Mr. Pate said he will be unable to attend, but Dave Anderson said he will present the awards to the grant recipients.

Board of Education Minutes  
April 19, 2010  
Page 3

Mr. Pate congratulated Matt Dykstra for receiving the Nebraska State Education Association 2010 Teaching Excellence Award, and will go on for the National Education Association Award.

Dr. Lutz provided some explanation on why he thought the Learning Community board members were upset with the Superintendent group. He explained that Millard did not forward the open enrollment form based on advice from the District's attorney. However, the District will give the requested information numbers, but not the names of the students associated with those numbers. Dr. Lutz wants the Learning Community Coordinating Council to follow the law the way it was written.

Brad Burwell said the Learning Community Executive Committee invited five of the Superintendents to sit down with them to develop a better communication between the two groups.

Dave Anderson provided the final reading of Policy 3121 – Support Services – Business – Accounting – Practices. Motion by Dave Anderson, seconded by Linda Poole, to approve Policy 3121 – Support Services – Business – Accounting – Practices, upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell to reaffirm Policy 5400 – Pupil Services – Student Discipline; Policy 5410 – Pupil Services – Substance Use; and Rule 5410.1 – Pupil Services – Substance Use, upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 6675 – Curriculum, Instruction, and Assessment – Exempt School. This policy and accompanying rules will be on the next board agenda for approval.

Brad Burwell provided the first reading of Policy 6680 – Curriculum, Instruction, and Assessment – Nonpublic Schools. This policy and accompanying rules will be on the next board agenda for approval.

Motion by Dave Anderson, seconded by Brad Burwell, to approve Personnel Actions: Amendment to Continuing Contract: Lula McCaskill, Leave of Absence: Anne M. Sorensen, Resignations: Barbara H. Rodgers and Justin E. Hayes, and New Hires: Mark R. Bartlett, Rose E. Davidson, Sarah L. Feik, Kelly F. Gilson, Joseph M. Greco, Mary K. Grieve, Brianne Horton, Andrew B. Kanago, Joanne H. Kappas, Trevor M. Merz, Paul E. Putz, Timothy P. Richt, Matthew J. Scott, Tyler G. Struck, Sarah J. Sturgeon, Kristina D. Thompson, Megan N. Victor, Christopher A. Villarreal, and Timothy J. Williams, upon roll call vote, all members voted aye. Motion carried.

Mike Pate delayed Negotiations and Real Estate to the end of the meeting for Executive Session.

Reports included a Legislative Update, a Quarterly Investment Report, the Quarterly Operation and Maintenance Report, a Quarterly Food Service Report, and the Quarterly Summer Projects Report. Future Agenda Items/Board Calendar: Special Board Meeting on Tuesday, April 20, 2010 at 12:00 p.m. noon at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, May 3, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Millard Public Schools Foundation Hall of Fame Banquet will be on Friday, May 7, 2010 at 6:30 p.m. at the Qwest Center. A Committee of the Whole Meeting will be held on Monday, May 10, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The Employee Recognition Dinner will be on Wednesday, May 12, 2010 at 5:30 p.m. at the Georgetowne Club. A Board of Education Meeting will be held on Monday, May 17, 2010 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. The 2010 Graduations will be on Saturday, May 29, 2010 for Millard South High School at 10 a.m., Millard West High School at 1 p.m., and Millard North at 4 p.m. at the Omaha Civic Auditorium.

Board of Education Minutes  
April 19, 2010  
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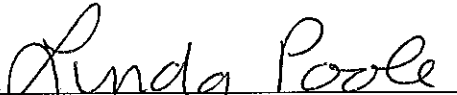
Mr. Pate announced the Board will go into Executive Session for the purposes of negotiations and real estate.

At 7:33 p.m. a motion by Linda Poole, seconded by Brad Burwell, to go into Executive Session for the purpose of negotiations and real estate, upon roll call vote, all members voted aye. Motion carried.

Mr. Pate announced the Board will go into Executive Session for the purposes of negotiations and real estate.

Motion by Brad Burwell, seconded by Dave Anderson, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Mike Pate adjourned the meeting.

  
SECRETARY

MILLARD PUBLIC SCHOOLS  
SCHOOL DISTRICT NO 17

A special 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 12:00 noon p.m., Tuesday, April 20, 2010, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Present: Michael Pate, Dave Anderson, Brad Burwell, and Mike Kennedy

Absent: Julie Kannas and Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, April 16, 2010; 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.

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At 12:40 p.m. Mike Pate called the meeting to order.

Mike Pate appointed Brad Burwell as acting Secretary for this meeting.

Board Members present were Mike Pate, Dave Anderson, Brad Burwell and Mike Kennedy. Absent were Julie Kannas and Linda Poole.

Motion by Brad Burwell, seconded by Mike Kennedy, to approve the RESOLUTION AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION BONDS, SERIES 2010, OF DOUGLAS COUNTY SCHOOL DISTRICT 017, IN THE STATE OF NEBRASKA, ALSO KNOWN AS MILLARD PUBLIC SCHOOLS, IN THE PRINCIPAL AMOUNT OF FIFTY ONE MILLION FOUR HUNDRED EIGHTY THOUSAND DOLLARS, upon roll call vote, all member voted aye. Motion carried.

The firm of Prager, Sealy & Company, LLC was the successful bidder with the lowest net interest cost of 3.38%. The gross savings amount is approximately \$2,650,000.

At 12:50 p.m. Mike Pate adjourned the meeting.

  
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SECRETARY

**Millard Public Schools**  
May 3, 2010

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312318	065420	CENTRAL MIDDLE SCHOOL	3,190.00
312319	025197	CITY OF OMAHA	90.00
312321	133617	CONOCOPHILLIPS	12,742.09
312322	108436	COX COMMUNICATIONS INC	42,907.17
312327	052150	INTERNATIONAL READING ASSOC	39.00
312328	052150	INTERNATIONAL READING ASSOC	560.00
312329	138043	SEAN P QUIRK	700.00
312330	060153	KEITH W LUTZ	55.00
312331	065233	MIDWEST TURF & IRRIGATION INC	2,438.54
312332	138044	MATTHEW FRANCIS NAUGHTIN	400.00
312335	137434	NORTHWESTERN UNIVERSITY	600.00
312339	138045	CITYFRONT HOTEL ASSOCIATES LP	229.65
312353	130674	BEADLE MIDDLE SCHOOL	400.00
312355	106110	BRAD BURWELL	140.93
312356	133617	CONOCOPHILLIPS	3,153.13
312360	132340	JENNIFER M JEROME	246.30
312361	065382	MILLARD LIONS CLUB	20.00
312362	065310	MILLARD PUBLIC SCHOOLS FOUNDATION	525.00
312363	132698	NATIONAL BAND ASSOCIATION	45.00
312364	132542	AMERICAN STRING TEACHERS ASSOC.	100.00
312367	134296	PETTY CASH/ALDRICH	73.43
312368	071368	PETTY CASH/MILLARD NORTH	222.14
312369	090673	QWEST	112.80
312370	098765	SECURITY BENEFIT LIFE INS CO	6,680.00
312371	133224	JEFF WARNOCK	37.50
312373	102837	4-IMPRINT	269.81
312374	010040	A & D TECHNICAL SUPPLY CO INC	1,479.12
312375	010165	ABLENET INC	561.30
312376	131632	AC AWARDS INC	90.00
312377	010275	ACADEMIC COMMUNICATION ASSOC INC	89.10
312378	131806	ACADEMIC SUPERSTORE	637.37
312379	130729	ACCONTEMPS	2,142.00
312380	010300	ACCURATE LOCKSMITHS, INC	267.30
312381	130455	ADAMS & SULLIVAN PC	187.50
312383	133402	KAREN S ADAMS	56.70
312384	137991	AGRIUM ADVANCED TECHNOLOGIES INC	13,208.44
312385	010809	AIRCAD INC	339.00
312386	108351	AIRGAS NORTH CENTRAL INC	16.12
312387	133620	AKSARBEN PIPE & SEWER CLEANING LLC	2,045.50
312388	136365	ALEGENT HEALTH	4,200.00
312389	107060	ALL FLAGS ETC	312.10
312391	107651	AMAZON.COM INC	315.84
312392	102430	AMI GROUP INC	1,373.00
312393	069689	AMSAN LLC	30,763.49
312394	010042	AMSCO SCHOOL PUBLICATIONS INC	158.31
312395	012590	HOLLAND USA INC	204.51

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312396	065425	ANDERSEN MIDDLE SCHOOL	173.05
312397	012850	ANDERSON INDUSTRIAL ENGINES CO INC	461.50
312398	131265	JILL M ANDERSON	82.50
312399	101318	ANTHRO CORP	38.04
312400	012989	APPLE COMPUTER, INC.	99,147.43
312401	106436	AQUA-CHEM INC	528.79
312402	133770	DIANE ARAUJO	49.60
312404	013214	ARTS & ACTIVITIES MAGAZINE	24.95
312405	134235	SARAH A ASCHENBRENNER	114.80
312407	134427	AUTISM ASPERGERS PUBLISHING CO	101.85
312408	102237	AUTO STATION	1,239.75
312409	108092	ARNOLD MOTOR SUPPLY LP	832.60
312410	010090	AUDIOVISUAL INC	2,934.00
312411	134267	B & D DIAMOND PRO INC	440.00
312412	133690	DEBRA A BABER	63.41
312413	109852	BAER SUPPLY	35.17
312417	135991	BAKER DISTRIBUTING CO LLC	97.44
312418	017789	BANCROFT BODY SHOP	53.00
312419	017908	REX J BARKER	108.50
312421	099646	BARNES & NOBLE BOOKSTORE	2,321.42
312422	017877	CYNTHIA L BARR-MCNAIR	185.50
312423	131142	CHERA A BARTELS	14.05
312424	107979	LORI A BARTELS	101.20
312425	136272	BEAR CONSTRUCTION INC	1,450.00
312426	107540	BRIAN F BEGLEY	62.50
312427	134884	JULIE K BERGSTROM	44.77
312429	018705	HAIAR & HAIAR INC	671.50
312430	134945	NOLAN J BEYER	223.00
312431	132475	BIO CORPORATION	340.29
312432	137140	ANNE M BIRKEL	57.60
312433	019111	BISHOP BUSINESS EQUIPMENT	38,965.22
312434	133364	BLACK & DECKER US INC	29.76
312435	137767	JOSE MAGANA	275.73
312436	130899	KIMBERLY M BOLAN	201.50
312437	135539	SHEILA F BOLMEIER	14.45
312440	137172	ANNE MARIE BOOSE	42.00
312442	019559	BOUND TO STAY BOUND BOOKS INC	8,644.13
312443	132888	MICHELLE M BOYD	72.00
312444	019835	BOYS TOWN NATIONAL	1,725.00
312445	015805	CORVUS INDUSTRIES LTD	24,775.00
312446	130576	PAMELA A BRENNAN	187.00
312447	019861	BRIGGS, INC.	14.20
312448	130346	BROCK ENTERPRISES INC.	301.52
312449	020101	LAURIE R BRODEUR	606.67
312450	133824	NANCY A BROWN	63.80
312451	137458	MICHAEL BRUCH	55.16

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312452	020550	BUREAU OF EDUCATION & RESEARCH	215.00
312453	135789	LINDA S BURKE	53.68
312454	132910	CHARLES J BURNEY	64.00
312455	099431	BUSINESS MEDIA INC	1,668.00
312456	137274	EILEEN CABRERA	36.20
312458	023831	CALLOWAY HOUSE INC	67.94
312459	134350	CAMBIUM LEARNING	46.57
312460	106806	ELIZABETH J CAREY	32.25
312461	131158	CURTIS R CASE	110.00
312462	133970	CCS PRESENTATION SYSTEMS	442.00
312463	133589	CDW GOVERNMENT, INC.	2,095.78
312466	135648	SUSAN M CHADWICK	24.40
312467	132271	ERIK P CHAUSSEE	85.50
312468	106851	CHILDREN'S HOME HEALTHCARE	9,132.00
312469	135968	CHOICE LITERACY	266.00
312470	025076	COLLEEN R CHRISTENSEN	11.00
312472	132697	CLASSROOM PRODUCTS WAREHOUSE LLC	166.00
312473	025235	DALE CLAUSEN	147.00
312474	137739	KAREN J COATES	64.50
312475	137013	NANCY S COLE	68.85
312477	022701	SHARON R COMISAR-LANGDON	102.50
312480	026057	CONTROL MASTERS INC	6,635.48
312481	132720	CONTROLTEMP INC	432.25
312484	026700	CRITICAL THINKING CO	137.45
312485	099957	CRYSTAL SPRINGS BOOKS	45.39
312486	027300	CUMMINS CENTRAL POWER LLC	1,770.77
312487	027345	CURRICULUM ASSOCIATES INC	4,375.80
312488	130731	D & D COMMUNICATIONS	2,897.00
312489	132671	JEAN T DAIGLE-ROSE	131.50
312490	131003	DAILY RECORD	69.74
312491	032246	PAMELA M DAVIS	121.50
312492	032497	CHERYL R DECKER	96.00
312493	107469	DEFFENBAUGH INDUSTRIES	12,038.73
312494	106713	ANDREW S DEFREECE	403.10
312495	135865	SABRINA DENNEY BULL	47.50
312496	032872	DENNIS SUPPLY COMPANY	2,087.31
312497	136316	EVA DENTON	20.09
312498	133009	ROBERTA E DEREMER	20.40
312500	137331	BASTIAN DERICHS	29.35
312501	137024	DEVELOPMENTAL SERVICES OF NE INC	2,310.12
312502	109850	DEX MEDIA EAST LLC	221.21
312504	132750	JOHN D DICKEY	11.10
312507	033473	DIETZE MUSIC HOUSE INC	3,273.15
312510	135373	LINDA K DONOHUE	63.00
312511	134086	AMBER J DOOLITTLE	57.40
312516	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	396,711.42

Date: 4/28/10



# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312517	135689	SUSAN M DULANY	101.80
312518	034120	DULTMEIER SALES LLC	59.53
312519	094249	DURHAM MUSEUM	68.00
312523	036520	EASTERN NE HUMAN SERVICES AGENCY	17,374.00
312524	132240	EDUCATION LOGISTICS, INC	450.00
312525	037525	EDUCATIONAL SERVICE UNIT #3	95,288.16
312526	109135	EDUCATIONAL SERVICE UNIT 10	1,600.00
312527	130769	EDWARD DON & COMPANY	296.17
312528	133823	REBECCA S EHRHORN	442.00
312529	136916	KIRSTEN L EHRKE	29.94
312530	135425	EINSTRUCTION	20.00
312531	038100	ELECTRICAL ENGINEERING & EQPT CO	133.87
312532	038140	ELECTRONIC SOUND INC.	1,542.07
312533	132066	ENGINEERED CONTROLS INC	157.50
312535	102720	EPCO LTD. INC.	426.00
312536	102791	ERIC ARMIN INC	97.77
312537	109066	TED H ESSER	160.35
312539	099320	EYE ON EDUCATION	231.70
312540	136019	CARRIE J FAIRBAIRN	345.40
312542	040450	FEDERAL EXPRESS	1,219.13
312543	131826	ALICIA C FEIST	173.60
312544	133565	STEVE FELICI	57.00
312545	040537	FERGUSON ENTERPRISES INC	15.85
312546	106956	FERRELLGAS	33.64
312547	133919	FILTER SHOP INC	2,363.74
312548	132001	BETH L FINK	16.80
312549	040902	FIRST NATIONAL BANK TRUST DEPT	700.00
312550	040919	FISHER SCIENTIFIC	29.32
312551	136370	FLEET US LLC	14,112.00
312552	041086	FLINN SCIENTIFIC INC	124.80
312553	041100	FOLLETT LIBRARY RESOURCES	8,059.08
312555	041146	KENNETH J FOSSEN	199.05
312556	041543	AMY J FRIEDMAN	32.45
312557	134168	ERIC W FULLER	38.00
312558	137663	FUN AND FUNCTION LLC	357.23
312559	138033	SARA M FYE	29.96
312560	102650	GANDER PUBLISHING INC.	60.45
312562	133886	CHERYL V GERACE	14.17
312564	133607	GIBBS M SMITH INC	23,224.00
312566	133376	LINDA J GJERE	137.50
312567	106660	GLASSMASTERS INC	1,639.81
312568	135809	JUDITH A GLESNE	115.50
312569	135422	GODFATHERS PIZZA INC	31.72
312570	044891	GOPHER	10,747.62
312571	044896	KAREN A GORDON	37.10
312572	044950	GRAINGER INDUSTRIAL SUPPLY	1,584.34

Date: 4/28/10

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312573	133543	GRANTSMANSHIP CENTER	450.00
312574	044965	KATHERINE A GRAY	110.55
312575	099260	GREAT IDEAS FOR TEACHING INC	68.09
312579	135016	CANDRA R GUENTHER	129.65
312580	097900	GUIDANCE GROUP INC	81.35
312581	133739	DARWIN GUSHARD	55.16
312583	135382	MICHAEL HALE	55.16
312584	107311	HAMILTON COLOR LAB INC	207.50
312585	136805	JAMES R HANLON	467.00
312587	047853	HAPPY CAB COMPANY INC	21,308.20
312588	047856	HARCOURT OUTLINES INC	537.01
312589	135600	HARLAND CLARKE	37.63
312590	F3030	HARRIS COMPUTER	151.50
312591	056820	HARRY A KOCH COMPANY	3,037.00
312592	132314	HARVARD EDUCATION PRESS	35.90
312593	136458	JEAN M HASTINGS	29.60
312594	048475	HEARTLAND FOUNDATION	5,282.00
312597	048517	GREENWOOD PUBLISHING GROUP INC	2,679.37
312598	137695	MARTHA L HEITMAN	50.50
312599	048515	HELGET SAFETY SUPPLY INC	65.85
312600	108478	DAVID C HEMPHILL	53.40
312602	132423	HEWLETT PACKARD CO	2,456.00
312604	048840	SUZANNE J HINMAN	45.50
312605	049320	HONEYMAN RENT ALL	114.36
312606	049330	RICK W HOOK	150.00
312608	137943	STACY M HORSHAM	105.50
312609	095520	LINDA D HORTON	59.00
312610	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	1,086.54
312611	101533	DIANE F HOWARD	334.15
312612	138051	KATIE HUBBELL	55.16
312613	137426	HUGHES MULCH PRODUCTS LLC	1,920.00
312615	134807	MONICA A HUTFLES	37.20
312616	133397	HY-VEE INC	1,343.02
312618	135004	HY-VEE INC	169.77
312619	049844	HYDRONIC ENERGY INC	35.24
312620	135784	IB SOURCE	3,622.50
312621	051573	IDEAL PURE WATER	81.00
312623	102451	INTERNATIONAL BACCALAUREATE	610.00
312624	F03011	INTERNATIONAL BACCALAUREATE ORG.	244.22
312625	052150	INTERNATIONAL READING ASSOC	1,417.00
312626	135912	IT'S YOURS INC	519.00
312627	101991	J.A. SEXAUER	4,255.22
312628	100928	J.W. PEPPER & SON INC.	569.34
312629	136314	KORRINDA K JAMIESON	148.85
312630	131157	CHRISTINE A JANOVEC-POEHLMAN	71.65
312631	054240	HANNELORE W JASA	45.05

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312632	136953	JSDO I LLC	930.43
312634	133037	JENSEN TIRE COMPANY	11,353.08
312635	130834	JANET L JIZBA	24.61
312636	107039	SHARON KIM H JOHANSEN	27.50
312637	135999	DESIREE K JOHN	73.60
312641	138055	MICHELLE JOHNSON	55.16
312642	059573	NANCY A JOHNSTON	35.90
312643	054630	JOHNSTONE SUPPLY	871.37
312645	102309	JOURNEY EDUCATION MARKETING INC	160.80
312646	026300	JP COOKE COMPANY	31.67
312647	137214	DAVID KAHM	55.16
312648	137441	ANGELA C KARDELL	14.50
312649	132272	SUSAN L KELLEY	32.10
312651	131177	ANDREA L KIDD	48.11
312652	056550	MARK LEVINE	56.91
312653	134284	KIEWIT MIDDLE SCHOOL	38.85
312654	138056	COLLEEN M KILLEEN	49.74
312657	056770	BETTY H KLESITZ	48.00
312658	133944	SUSAN R KLOPP	64.20
312659	138024	JENNIFER L KNIPFER	48.50
312662	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,416.00
312663	134864	BRIDGET K KOWAL	132.00
312665	137385	JOSEPH R KUEHL	41.20
312667	109033	AMANDA J KUNES	264.35
312668	137694	MCKAYLA LABORDE	270.32
312670	099217	LAKESHORE LEARNING MATERIALS	539.35
312672	135257	LANGUAGE LINE SERVICES	192.50
312673	058861	LARRY'S BOILER SERVICE, INC.	255.00
312674	121124	LORENE M LARSEN	53.10
312675	135688	DENISE A LARSON	67.50
312676	136518	JANET L LARSON	10.00
312677	135156	LAWSON PRODUCTS INC	549.57
312679	130792	LEARNING RESOURCES	47.94
312680	108450	JACEN D LEFHOLTZ	88.00
312681	106469	LEGO EDUCATION NORTH AMERICA	117.59
312683	059470	LIEN TERMITE & PEST CONTROL INC	494.00
312684	133391	NORMAN R LING	5.53
312685	059577	LINGUISYSTEMS, INC.	4,772.10
312686	059560	LINWELD INC	453.50
312687	133758	KRAIG J LOFQUIST	128.06
312688	136315	COURTNEY LOHRENZ	18.70
312689	059866	STACY L LONGACRE	256.00
312690	136007	SARA Y LORENTZEN	6.39
312691	060111	LOVELESS MACHINE & GRINDING	67.00
312692	131397	LOWE'S HOME CENTERS INC	1,777.34
312693	057770	LRP PUBLICATIONS INC	524.40

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312694	060125	LUCKS MUSIC LIBRARY INC	350.10
312695	135420	MUSICIAN'S FRIEND INC	123.00
312696	099321	MACKIN BOOK CO	6,416.04
312697	099321	MACKIN BOOK CO	1,782.89
312699	138057	CONSTANTINO ENTERPRISES	156.00
312700	136704	ROBERT A MARCEAU	10.00
312702	108172	LISA A MASID SCHEPPERS	139.77
312703	108052	MAX I WALKER	596.25
312706	137014	RYE L MCINTOSH	150.90
312707	109819	RENE J MCQUINN	28.05
312708	121126	PATRICIA A MEEKER	70.65
312709	133998	SUZANNE R MELLIGER	254.00
312710	017611	ANGELA R MERCIER	21.95
312712	106393	WALTER B MERTZ	113.88
312713	064600	METAL DOORS & HARDWARE COMPANY INC	7,810.00
312715	133403	AMERICAN NATIONAL BANK	9,619.61
312716	102870	MIDLAND COMPUTER INC	2,390.03
312717	648477	MIDLANDS MESSENGER SERVICE INC	22.00
312718	137999	MIDLANDS PRINTING & BUS FORMS INC	362.44
312719	064950	MIDWEST METAL WORKS INC	123.50
312720	065233	MIDWEST TURF & IRRIGATION INC	46.82
312721	099585	MILLARD MANUFACTURING COMPANY	410.00
312722	065443	MILLARD WEST HIGH SCHOOL	438.97
312724	100316	MINDWARE	198.50
312725	065810	MIRACLE RECREATION EQUIPMENT	535.48
312726	065895	MODERN SCHOOL SUPPLIES INC	509.84
312727	066083	KAREN F MONTGOMERY	28.90
312728	138058	DUSTON MOREHEAD	55.16
312729	132491	DONITA L MOSEMAN	27.50
312730	063150	MSC INDUSTRIAL SUPPLY CO	861.05
312731	135332	SUZANNE MUELLER	244.68
312732	133712	MURPHY TRACTOR & EQUIPMENT CO	32.50
312733	133847	MUSIC 123	59.70
312734	067000	NASCO	189.23
312735	067087	NATIONAL ASSN GIFTED CHILDREN	80.00
312736	130548	SCANTRON CORP	6,525.56
312737	068334	NEBRASKA AIR FILTER INC	1,338.42
312738	068415	NEBRASKA COUNCIL OF SCHOOL	225.00
312739	068440	NEBRASKA DEPARTMENT OF EDUCATION	14,584.00
312740	100216	NEBRASKA EDUCATIONAL TECH ASSN	4,145.00
312741	068445	NEBRASKA FURNITURE MART INC	2,539.49
312742	068684	NEBRASKA SCIENTIFIC	393.70
312743	068740	NEBRASKA STATE EDUCATION ASSOC	30.00
312745	138026	NEW MEXICO HIGHLANDS UNIVERSITY	350.00
312746	069099	CAROL C NEWTON	35.95
312747	069561	LYNNE NEWVILLE	83.00

# Millard Public Schools

## Check Register

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Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312748	109843	NEXTEL PARTNERS INC	16,384.79
312749	069675	NOBBIES INC	80.75
312750	069930	NOVA HEALTH EQUIPMENT COMPANY	1,488.00
312752	133368	KELLY R O'TOOLE	49.00
312754	050042	ANNE M OETH	223.00
312757	100013	OFFICE DEPOT 84133510	9,285.06
312758	070245	OHARCO DISTRIBUTORS	629.73
312762	136898	OLSSON ASSOCIATES INC	3,454.50
312763	132460	OMAHA BOX CO	244.50
312765	134051	OMAHA SYMPHONY	1,315.00
312766	071024	OMAHA TRACTOR, INCORPORATED	885.11
312767	071050	OMAHA WORLD HERALD CO	423.96
312768	133850	ONE SOURCE	1,007.00
312770	107193	OTIS ELEVATOR COMPANY	432.51
312772	134428	ELIZABETH A PACHTA	125.60
312774	071545	PAPER CORPORATION	25,260.00
312775	137015	GEORGE PARKER	121.65
312776	132006	ANDREA L PARSONS	131.75
312777	108098	ANGELO D PASSARELLI	406.75
312778	135569	CYNTHIA L PAVONE	68.95
312779	071891	PAYFLEX SYSTEMS USA INC	4,938.00
312780	071947	PAULA A PEAL	97.61
312781	082652	PEARSON EDUCATION	11,748.24
312782	109831	JANET PELSTER	52.00
312784	107783	HEIDI T PENKE	53.00
312785	134365	VICKY L PETERSON	139.50
312787	132751	BETH A PFEIFFER	12.00
312788	138059	JOSEPH PICK	55.16
312789	072500	PIECES OF LEARNING	45.95
312790	130721	MARY J PILLE	97.50
312791	072785	PLANK ROAD PUBLISHING INC	127.20
312792	072850	PLAYTIME EQUIPMENT & SCHOOL SUPPLY	837.50
312793	072900	POPPLERS MUSIC INC	490.90
312794	079051	POSITIVE PROMOTIONS INC	428.90
312795	137301	POWERHOUSE DISTRIBUTING LLC	486.11
312796	131835	PRAIRIE MECHANICAL CORP	17,301.90
312797	102423	PRIMARY CONCEPTS	70.34
312798	133745	PRIMEX WIRELESS INC	150.75
312799	073427	PRO-ED INC	1,824.90
312800	138005	PRO-TECT COMPUTER PRODUCTS INC	108.45
312801	136558	PRUITT INC	3.75
312802	073040	PSI GROUP INC	20,000.00
312803	073840	PSYCHOLOGICAL ASSESSMENT	931.53
312804	137118	LISA M RANDS	81.00
312805	078420	RAWSON & SONS ROOFING, INC.	14,425.00
312806	109810	BETHANY B RAY	156.50

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Check No	Vend No	Vendor Name	Amount
312807	100389	REALITY WORKS INC	57.00
312808	100642	REALLY GOOD STUFF INC	725.20
312809	134858	JENNIFER L REID	68.35
312811	109192	KIMBERLI R RICE	102.85
312812	079162	KAREN RICHTER	10.75
312814	136847	RIVERSIDE TECHNOLOGIES INC	1,619.00
312815	131376	ROBERT BROOKE & ASSOCIATES, INC.	308.10
312816	079295	DALE H ROBINSON	118.60
312817	135301	KATHY ROCCO	80.00
312818	079310	ROCKBROOK CAMERA CENTER	499.99
312819	131723	EDWARD V ROCKWELL	24.82
312820	134882	LINDA A ROHMILLER	30.20
312821	134081	EILEEN A RONCI	193.00
312823	079440	ROSENBAUM ELECTRIC INC	16,995.63
312825	072286	JEAN M RUCHTI	136.10
312826	133572	RURAL METRO MEDICAL SERVICES	136.00
312827	137098	REE ENTERPRISES INC	138.50
312828	130477	KATHRYN I RYAN	259.50
312829	136595	THOMAS J RZEMYK	154.50
312830	081495	LEONARD E SAGENBRECHT	14.60
312831	081630	SAM'S CLUB DIRECT	224.46
312832	081640	JOAN M SANDERS	273.40
312833	081695	VWR CORPORATION	5.15
312834	081725	KIMBERLEY K SAUM-MILLS	44.95
312835	131353	HARLAND TECHNOLOGY SERVICES	1,644.26
312836	138060	DON SCHAAF	55.16
312837	109806	BRENT J SCHADE	15.50
312838	081880	SCHEMMER ASSOCATES INC	1,865.00
312839	106432	KELLI J SCHINSTOCK	69.00
312840	134174	ELIZABETH M SCHMIDT	69.00
312841	137012	SHELLEY L SCHMITZ	44.75
312842	136737	MICHAEL L SCHNEBEL	55.16
312843	082100	SCHOLASTIC INC	260.73
312845	082200	SCHOOL HEALTH CORPORATION	1,282.16
312846	135488	SCHOOL NURSE SUPPLY	39.53
312847	082350	SCHOOL SPECIALTY INC	1,187.64
312848	136869	LAURA E SCHULTE	1,500.00
312850	135102	SEAT SACK INC	382.25
312851	082905	KIMBERLY A SECORA	21.10
312852	098765	SECURITY BENEFIT LIFE INS CO	306,160.41
312853	098765	SECURITY BENEFIT LIFE INS CO	3,038.88
312854	082910	SECURITY EQUIPMENT INC	7,076.70
312855	108161	STAN J SEGAL	127.50
312856	082941	KELLY M SELTING	133.00
312857	134189	JODY L SEMPEK	31.94
312858	137681	ANNE M SERVAIS	35.00

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Check No	Vend No	Vendor Name	Amount
312859	133498	SHARED MOBILITY COACH INC	6,204.75
312860	137697	LARIA K SHEA	145.55
312862	083188	SHIFFLER EQUIPMENT SALES, INC.	1,191.74
312863	131887	SIEMENS INDUSTRY INC.	1,450.00
312864	132590	SILVERSTONE GROUP INC	12,403.00
312865	083400	SIMPLEXGRINNELL	1,014.30
312866	136137	JULIA C SINIARD	41.05
312867	099592	SMILE MAKERS INC.	36.98
312869	132808	SNYDER CHARLESON THERAPY SERVICES	2,860.00
312870	107093	CHARLENE S SNYDER	105.55
312871	083950	SOCIAL STUDIES SCHOOL SERVICE	48.04
312872	109793	LINCOLN OFFICE EQUIPMENT	57.50
312873	130722	LYON FINANCIAL SERVICES	1,561.96
312874	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	281.60
312875	131714	JOHN D SOUTHWORTH	89.50
312876	084397	STANDARD DIGITAL IMAGING INC	100.80
312877	084415	STANDARD STATIONERY SUPPLY CO	65.60
312878	137481	STAPLES INC & SUBSIDIARIES	329.65
312880	131099	STENHOUSE PUBLISHERS	184.70
312882	084630	CYNTHIA F STIGGE	28.98
312885	137867	MEGAN K STUMP	204.10
312886	138061	AMY M SUING	17.10
312887	084781	SUMMIT LEARNING	476.81
312888	084907	SUNDERLAND BROTHERS COMPANY	1,137.51
312889	084930	SUPER DUPER INC	129.71
312890	102869	SUPER SAVER #20	856.59
312891	130911	SWANDA BUSINESS FORMS	648.28
312892	132417	JAMES D SWITZER	75.50
312893	099302	SYSCO LINCOLN INC	46.45
312895	133300	TALX UC EXPRESS	654.82
312896	088654	TARGET	865.09
312899	103050	DRAPHIX, LLC	42.41
312901	133969	TENNANT SALES & SERVICE COMPANY	5,701.51
312902	137397	THINK SOCIAL PUBLISHING INC	171.99
312903	136381	ANNETTE J THOMAS	14.00
312904	107959	NANCY C THORNLAD	103.45
312906	134962	LAURIE R THROCKMORTON	61.00
312907	135006	STEVE D THRONE	189.50
312909	132493	GREGORY E TIEMANN	150.00
312910	136578	PEGGI S TOMLINSON	29.40
312911	106807	JEAN M TOOHER	40.85
312912	089572	TOOL SHED INC	916.96
312913	131446	TOSHIBA AMERICA INFO SYS INC	15,591.45
312914	131446	TOSHIBA AMERICA INFO SYS INC	1,339.00
312915	089574	TOTAL MARKETING INC	205.50
312916	132138	TOYOTA FINANCIAL SERVICES	528.26

# Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
312918	135247	MARIELA J TRIBULATO	90.00
312919	107719	KIMBERLY P TRISLER	44.75
312920	136110	DONNA R TROMBLA	44.95
312921	132268	LYNNE A TRUMAN	44.00
312923	135505	TY'S OUTDOOR POWER & SERVICE INC	20.67
312924	135716	TYCON ELECTRIC INC	275.00
312925	131819	JEAN R UBBELOHDE	170.00
312926	100096	UNIVERSITY OF NEBRASKA-LINCOLN	585.52
312927	090900	UNIVERSITY PUB, INC.	1,587.60
312928	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	155.00
312929	090440	SPORT SUPPLY GROUP INC	304.85
312930	137707	UTILITY TRENCHING INC	1,100.00
312931	091040	VAL LTD	403.15
312932	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	46.00
312933	136318	JENNIFER L VEST	28.75
312934	092323	VIRCO INC	1,102.50
312935	092834	WALKER TIRE INC	838.57
312936	093008	BARBARA N WALLER	146.29
312938	136313	DARCY N WARNER	47.00
312939	093772	WATKINS CONCRETE BLOCK CO. INC.	52.50
312940	133438	HEIDI J WEAVER	101.10
312941	093978	BECKY S WEGNER	109.40
312945	107563	CAROL M WEST	187.85
312946	134658	CRAIG T WHALEY	200.50
312947	130510	KIM WHEATLEY	31.35
312948	133061	JACKIE L WHISENHUNT	109.50
312949	094751	DEBBY A WHITAKER	179.45
312950	102785	WILLIAM V MACGILL & CO	78.38
312951	108433	WIN INVESTMENTS INC	329.85
312952	136323	STACIE A WITHERSPOON	204.70
312953	109073	CRAIG J WOLF	199.00
312954	095349	WOODWIND & BRASSWIND	39.97
312955	130716	SUSAN J WOOSTER	21.65
312956	095491	GLEN E WRAGGE	350.90
312957	095674	XEROX CORPORATION (LEASES)	9,088.15
312958	095674	XEROX CORPORATION (LEASES)	6,384.86
312961	102161	K & R MEDICAL SERVICE INC	317.92
312965	136855	PAUL R ZOHLEN	18.20
312966	135647	LACHELLE ZUHLKE	19.30
<b>Total for GENERAL FUND</b>			<b>1,668,198.66</b>
22402	133406	BUSCO INC	2,832.00
22403	010144	ABBOTT ELEMENTARY SCHOOL	36.00
22404	135033	ACKERMAN ELEMENTARY	124.03
22405	135034	ALDRICH ELEMENTARY	66.86
22406	135035	BLACK ELK ELEMENTARY	49.20
22407	135036	BRYAN ELEMENTARY	79.20

Date: 4/28/10



# Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
22408	135037	CATHER ELEMENTARY	24.11
22409	135038	CODY ELEMENTARY	48.00
22410	133178	COTTONWOOD ELEMENTARY	62.40
22411	135039	DISNEY ELEMENTARY	134.58
22412	132591	EZRA ELEMENTARY	110.40
22413	135040	HARVEY OAKS ELEMENTARY	14.85
22414	135041	HITCHCOCK ELEMENTARY	91.95
22415	131694	HOLLING HEIGHTS ELEMENTARY	107.02
22416	065410	MILLARD SCHOOLS ADMIN ACTIVITY FUND	197.54
22417	135042	MONTCLAIR ELEMENTARY	72.25
22418	133370	MORTON ELEMENTARY	28.94
22419	132398	NEIHARDT ELEMENTARY SCHOOL	186.00
22420	135043	NORRIS ELEMENTARY	95.20
22421	136841	REAGAN ELEMENTARY	67.20
22422	135044	REEDER ELEMENTARY	103.48
22423	135045	ROCKWELL ELEMENTARY	183.60
22424	135046	ROHWER ELEMENTARY	55.22
22425	135047	SANDOZ ELEMENTARY	51.84
22426	137245	UPCHURCH ELEMENTARY	16.80
22427	135048	WHEELER ELEMENTARY	72.06
22428	135049	WILLOWDALE ELEMENTARY	119.65
22429	010071	CALICO INDUSTRIES, INC.	701.82
22430	130769	EDWARD DON & COMPANY	30.00
22431	109843	NEXTEL PARTNERS INC	241.02
22432	100013	OFFICE DEPOT 84133510	548.35
22433	101476	SODEXO INC & AFFILIATES	733,835.17
<b>Total for FOOD SERVICE</b>			<b>740,386.74</b>
312374	010040	A & D TECHNICAL SUPPLY CO INC	59.62
312428	133480	BERINGER CIACCIO DENNELL MABREY	5,700.21
312463	133589	CDW GOVERNMENT, INC.	748.00
312482	132170	CORMACI CONSTRUCTION INC	480.00
312509	107232	DLR GROUP INC	9,052.90
312527	130769	EDWARD DON & COMPANY	725.93
312698	134668	MAGNUM RESOURCES INC	6,765.00
312705	100944	AMERICAN BUSINESS NETWORK	923.50
312713	064600	METAL DOORS & HARDWARE COMPANY INC	630.00
312861	083175	SHEPPARD'S BUSINESS INTERIORS	818.80
312924	135716	TYCON ELECTRIC INC	2,458.45
312927	090900	UNIVERSITY PUB, INC.	2,570.00
312930	137707	UTILITY TRENCHING INC	12,764.15
<b>Total for SPECIAL BUILDING</b>			<b>43,696.56</b>
312527	130769	EDWARD DON & COMPANY	0.00
312602	132423	HEWLETT PACKARD CO	581,884.96
312927	090900	UNIVERSITY PUB, INC.	1,503.00
<b>Total for CONSTRUCTION</b>			<b>583,387.96</b>

# Millard Public Schools

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Check No	Vend No	Vendor Name	Amount
312320	022701	SHARON R COMISAR-LANGDON	1,018.08
312326	049320	HONEYMAN RENT ALL	32.70
312333	100216	NEBRASKA EDUCATIONAL TECH ASSN	460.00
312334	135043	NORRIS ELEMENTARY	66.00
312336	106973	RITA PASKOWITZ	350.00
312337	106973	RITA PASKOWITZ	900.00
312391	107651	AMAZON.COM INC	53.52
312393	069689	AMSAN LLC	408.83
312403	133406	BUSCO INC	650.00
312415	132405	BAG 'N SAVE	60.91
312420	099646	BARNES & NOBLE BOOKSTORE	230.51
312438	101364	BOOKWORM	218.85
312441	136633	WILLIAMS PROPERTIES LLC	564.00
312457	137791	JAMES R MINOR	200.00
312458	023831	CALLOWAY HOUSE INC	389.00
312462	133970	CCS PRESENTATION SYSTEMS	1,450.00
312463	133589	CDW GOVERNMENT, INC.	67.00
312464	065420	CENTRAL MIDDLE SCHOOL	1,470.00
312465	136807	ELIZABETH A CHADEK	88.53
312471	025197	CITY OF OMAHA	96.00
312476	025455	COLLEGE BOARD	98.18
312478	130646	COMMONWEALTH ELECTRIC	20,115.00
312507	033473	DIETZE MUSIC HOUSE INC	150.00
312508	099552	DISCOUNT SCHOOL SUPPLY	34.99
312522	036510	EARLY CHILDHOOD TRAINING	100.00
312525	037525	EDUCATIONAL SERVICE UNIT #3	1,020.00
312534	130348	ENVIRONMENTS, INC.	528.19
312538	035610	ETA/CUISENAIRE	254.41
312550	040919	FISHER SCIENTIFIC	13,819.43
312554	107364	FONTENELLE NATURE ASSOC	56.00
312569	135422	GODFATHERS PIZZA INC	96.00
312596	137905	LEISA A HEIMANN	94.08
312597	048517	GREENWOOD PUBLISHING GROUP INC	2,573.64
312602	132423	HEWLETT PACKARD CO	890.00
312610	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	402.38
312614	137050	ANGELIA HUGHES	41.11
312617	132878	HY-VEE INC	58.72
312622	051795	INSTITUTE FOR ED DEVELOPMENT	1,194.00
312632	136953	JSDO I LLC	230.95
312638	137182	EMILY M JOHNSON	10.28
312640	138019	MARY ELIZABETH JOHNSON	45.00
312650	137982	KENDRA LYNN KELLY	75.00
312669	058755	LAIDLAW TRANSIT INC	1,620.72
312670	099217	LAKESHORE LEARNING MATERIALS	675.68
312701	133505	SUSAN N MARLATT	209.00
312702	108172	LISA A MASID SCHEPPERS	12.21

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Check No	Vend No	Vendor Name	Amount
312730	063150	MSC INDUSTRIAL SUPPLY CO	709.55
312734	067000	NASCO	48.20
312748	109843	NEXTEL PARTNERS INC	21.21
312751	069936	NOVEL UNITS INC	170.06
312757	100013	OFFICE DEPOT 84133510	94.48
312764	135792	OMAHA PERFORMING ARTS SOCIETY	100.00
312771	132443	OZANAM/BIST	12,000.00
312789	072500	PIECES OF LEARNING	45.95
312808	100642	REALLY GOOD STUFF INC	130.94
312813	130295	LINDA RIDGWAY	150.00
312818	079310	ROCKBROOK CAMERA CENTER	5,440.00
312822	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	99.00
312824	040323	ROSETTA STONE LTD	6,895.00
312843	082100	SCHOLASTIC INC	272.01
312847	082350	SCHOOL SPECIALTY INC	19.38
312849	082475	SCIENCE KIT & BOREAL LABS LLC	104.32
312894	136504	TAKE FLIGHT FARMS INC	1,200.00
312898	138063	TEA SMITH LLC	50.00
312899	103050	DRAPHIX, LLC	142.30
312905	137995	MARY KAY LEATHERMAN	335.50
312931	091040	VAL LTD	684.98
312937	136756	CAROL L WARDIAN	399.51
312964	136468	MAUREEN ZOHLN	30.00
<b>Total for GRANT FUND</b>			<b>82,321.29</b>
312483	136587	COVENTRY HEALTH & LIFE INS CO	129,220.08
<b>Total for</b>			<b>129,220.08</b>
312372	131288	3M COMPANY	1,544.40
312374	010040	A & D TECHNICAL SUPPLY CO INC	1,635.80
312416	135245	BAHR VERMEER HAECKER ARCHITECTS	2,917.50
312428	133480	BERINGER CIACCIO DENNELL MABREY	266.00
312439	108047	ARR-BOONE BROTHERS ROOFING	30,780.00
312455	099431	BUSINESS MEDIA INC	1,246.00
312520	133806	E & A CONSULTING GROUP INC	11,500.00
312527	130769	EDWARD DON & COMPANY	296.16
312595	100782	HEARTLAND SCENIC STUDIO INC	796.00
312671	058775	LAMP RYNEARSON ASSOCIATES INC	11,890.00
312723	131328	MILLER ELECTRIC COMPANY	5,764.57
312922	135148	TURF CARS LTD	2,000.00
312959	137601	YARD MARKET	900.00
<b>Total for DEPRECIATION</b>			<b>71,536.43</b>
312323	107948	DARREL DRAPER	144.00
312324	107948	DARREL DRAPER	125.00
312325	107948	DARREL DRAPER	250.00
312332	138044	MATTHEW FRANCIS NAUGHTIN	100.00
312338	138042	ANDREW PETERSON	0.00

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Check No	Vend No	Vendor Name	Amount
312354	138053	BOOKAROOS PUBLISHING INC	1,950.00
312357	107948	DARREL DRAPER	125.00
312358	107948	DARREL DRAPER	175.00
312359	135411	BRUCE B JUNEK	675.00
312365	138052	NEIHARDT PTO	184.79
312366	138042	ANDREW PETERSON	1,000.00
312373	102837	4-IMPRINT	6,812.80
312382	101489	ADAMS PROFESSIONAL SERVICES INC	130.00
312390	137976	HALEY E ALLEN	55.00
312406	138007	GARRETT ASHBY	75.00
312414	138009	AMBER LIN BAESLER	150.00
312421	099646	BARNES & NOBLE BOOKSTORE	466.09
312433	019111	BISHOP BUSINESS EQUIPMENT	1,100.00
312442	019559	BOUND TO STAY BOUND BOOKS INC	280.00
312499	032904	RONALD DEREMER	40.00
312503	099220	DICK BLICK CO	274.15
312507	033473	DIETZE MUSIC HOUSE INC	1,381.70
312521	137587	LEE ANNE EARDENSOHN	105.00
312541	136342	KEVIN FALCK	75.00
312561	138011	JAMES MICHAEL GEIGER JR	112.50
312565	138064	TAYLOR GILROY	35.00
312576	132710	MICHAEL T GREEN	120.00
312577	136464	RACHAEL GROHN	40.00
312578	137223	TY GRUBB	150.00
312582	135078	SHANNON GUY	216.00
312602	132423	HEWLETT PACKARD CO	650.00
312603	138065	MEGAN C HINGER	20.00
312607	132592	WILLIAM SPRAGUE, JR.	167.75
312610	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	86.00
312639	054492	JIM L JOHNSON	480.00
312644	134980	ABIGAIL C JORGENSEN	216.00
312655	135079	CHRISTIAN KLAIBER	140.00
312656	133279	COLLEEN KLAIBER	54.00
312660	136699	COURTNEY KOBOLD	112.50
312661	137451	CLARK KOCOUREK	60.00
312664	137045	ALYSON KRIZ	37.50
312666	137046	LAURA KUHN	160.00
312670	099217	LAKESHORE LEARNING MATERIALS	362.71
312678	136454	PIPPA LAWSON	325.00
312682	138013	JENNA KAYE LEMKAU	150.00
312704	138066	EMILY MCCOY	130.00
312711	134995	ALYSSA MERKEL	120.00
312740	100216	NEBRASKA EDUCATIONAL TECH ASSN	885.00
312744	138010	CODY NELSON	112.50
312753	137588	ERIN OELTJEN	80.00
312757	100013	OFFICE DEPOT 84133510	798.22

# Millard Public Schools

## Check Register

29

Prepared for the Board Meeting of May 3, 2010

Check No	Vend No	Vendor Name	Amount
312759	137702	STEPHANIE M OLMSTEAD	150.00
312760	138014	YVETTE TIFFANY OLMSTEAD	150.00
312761	138012	CAHNER JALINE OLSON	150.00
312765	134051	OMAHA SYMPHONY	339.50
312769	071138	ORIENTAL TRADING COMPANY	44.96
312773	135566	MEGAN PALIK	160.00
312783	135080	JULIE PENGILLY	40.00
312786	137986	CECILIA PETERSSON	97.50
312810	100813	MATT RESOURCES INC	88.00
312818	079310	ROCKBROOK CAMERA CENTER	45.00
312844	136895	BAILEY SCHOLLMAYER	160.00
312847	082350	SCHOOL SPECIALTY INC	452.89
312868	136131	BRENDON SMITH	40.00
312879	136465	JAKE STAUFFER	90.00
312881	138020	STEVEN W LEHR	75.00
312883	137761	ANDREW STIVERS	115.00
312884	138008	MORGAN STIVERS	35.00
312897	138062	DUSTIN TAYLOR	260.00
312908	138067	KACY THURMAN	75.00
312917	089740	TREETOP PUBLISHING INC	157.00
312922	135148	TURF CARS LTD	1,395.00
312935	092834	WALKER TIRE INC	97.50
312942	135522	AMANDA WEIHL	120.00
312943	134999	FAWN WEIHL	162.00
312944	094174	WEST MUSIC COMPANY	157.35
312960	137413	JAMES YONG	112.50
312962	136466	CARLY ZIEMER	80.00
312963	137589	ERICA ZIEMER	70.00
<b>Total for ACTIVITY FUND</b>			<b>26,413.41</b>
312329	138043	SEAN P QUIRK	-28.00
312354	138053	BOOKAROOS PUBLISHING INC	-48.00
312359	135411	BRUCE B JUNEK	-27.00
<b>Total for</b>			<b>-103.00</b>
<b>Report Total</b>			<b>3,345,058.13</b>

April 28, 2010

TO: Board Members


FROM: Amy Friedman

RE: Employees of the Month

The Employees of the Month for May are Christi Calder, 6<sup>th</sup> grade teacher at Central Middle School and Judy Hansen, school psychologist secretary at CSMI.

AF:sp

## AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Policy 6675
<b>MEETING DATE:</b>	May 3, 2010
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Exempt Schools
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	Parents may elect to have their children attend a school that does not meet the accreditation requirements of the Nebraska Department of Education. This policy recognizes that right and the district's responsibility to such parents.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Approval will keep us current with standard practice and in concordance with Nebraska State Statute.
<b>TIMELINE:</b>	Immediate
<b>PERSONS RESPONSIBLE:</b>	<u>Dr. Kraig J. Lofquist, Director of Pupil Services</u>
<b>ASSOCIATE SUPERINTENDENT, CURRICULUM &amp; INSTRUCTION:</b>	<u>Dr. Mark Feldhausen, Associate Superintendent, Curriculum &amp; Instruction</u>
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Curriculum, Instruction, and Assessment

### Exempt School

6675

The ~~Millard Public Schools~~ District recognizes the rights of parents and guardians to educate their children and wards in an Exempt School, in accordance with state law and regulations. The Superintendent shall establish such guidelines and procedures to work cooperatively with such Exempt Schools and Exempt School Students as may be required by state and federal law.

Legal References:           Neb. Rev. Stat. §79-~~318~~ 2,136, 79-1601  
                                  Title 92, Nebraska Administrative Code, Chapter 12  
                                  Title 92, Nebraska Administrative Code, Chapter 13

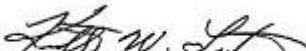
Related Policies & Rules: 5130, 6675.1, 6675.2

Policy Adopted: February 21, 2000  
Revised: August 4, 2003; May 3, 2010

Millard Public Schools  
Omaha, Nebraska



### AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Policy 6680
<b>MEETING DATE:</b>	May 3, 2010
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Nonpublic Schools
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	Parents may elect to have their children attend a private school that meets the accreditation requirements set forth by the Nebraska Department of Education. This policy recognizes that right and the district's responsibility to such parents.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Approval will keep us current with standard practice and in concordance with Nebraska State Statute.
<b>TIMELINE:</b>	Immediate
<b>PERSONS RESPONSIBLE:</b>	<u>Dr. Kraig J. Lofquist, Director of Pupil Services</u>
<b>ASSOCIATE SUPERINTENDENT, CURRICULUM &amp; INSTRUCTION:</b>	<u>Dr. Mark Feldhausen, Associate Superintendent, Curriculum &amp; Instruction</u>
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Curriculum, Instruction, and Assessment

### Nonpublic Schools

**6680**

The ~~Millard Public Schools~~ [District](#) recognizes the rights of parents and guardians to educate their children and wards in a nonpublic school, in accordance with state law and regulations. The superintendent shall establish such guidelines and procedures to work cooperatively with such nonpublic schools and nonpublic school students as may be required by state and federal law.


Legal References:       Neb. Rev. Stat. 79-~~318-2,136~~ and 79-1601  
                                  Title 92, Nebraska Administrative Code, Chapter 14  
                                  Title 92, Nebraska Administrative Code, Chapter 51

Related Policies & Rules: 5130P, 6680R1, 6680R2

Policy Adopted: August 4, 2003  
[Revised: May 3, 2010](#)

Millard Public Schools  
Omaha NE

### AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Rules 6675.1 and 6675.2
<b>MEETING DATE:</b>	May 3, 2010
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Exempt Schools
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	Parents may elect to have their children attend a school that does not meet the accreditation requirements of the Nebraska Department of Education. The policy and Rules recognize that right and the district's responsibility to such parents.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Approval will keep us current with standard practice and in concordance with Nebraska State Statute.
<b>TIMELINE:</b>	Immediate
<b>PERSONS RESPONSIBLE:</b>	<u>Dr. Kraig J. Lofquist, Director of Pupil Services</u>
<b>ASSOCIATE SUPERINTENDENT, CURRICULUM &amp; INSTRUCTION:</b>	<u>Dr. Mark Feldhausen, Associate Superintendent, Curriculum &amp; Instruction</u>
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Curriculum, Instruction, and Assessment

### Exempt Schools: Requests for Programs, Services or Materials

6675.1

- I. General Statement. Nebraska law provides parents and guardians the right to educate their children and wards in alternative schools, which are exempt from state approval or state accreditation requirements.
- II. Definitions.
  - A. Exempt School shall mean any private, parochial, denominational or home school which has elected not to meet approval and/or accreditation requirements pursuant to state law and regulations of the Nebraska Department of Education.
  - B. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school-sponsored clubs and activities which are available for students who are enrolled in the District. This definition shall not include any interscholastic athletics and activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.
  - C. Assigned School of Residence shall mean the District school where the Exempt Student would have attended and received educational instruction if the student had officially enrolled pursuant to the District's enrollment policies and rules.
  - ~~D. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school-sponsored clubs and activities which are available for students who are enrolled in the District, but excluding all interscholastic athletics and activities which are under the jurisdiction of the Nebraska School Activities Association.~~
- III. Cooperation with Exempt Schools.

The District shall cooperate with the education of Exempt School Students according to the state and federal law, and District policies and rules. In cooperating in the educational process of Exempt School Students the District shall:

- A. Provide special education services to qualified Exempt School Students pursuant to District policies and rules, and state and federal laws and regulations. Special education and related services will be provided at the assigned District school that is closest to the eligible student's Exempt School. Services will be available during the hours that public school students attend school.
- B. Not allow any Exempt School Student to participate in any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.
- C. Not provide any ELL, Title I, homebound instruction or other remedial services to Exempt School Students except as may be required by law.
- D. Not provide any textbooks, teacher's edition textbooks, ancillary textbook materials, consumable material, library or media materials, or other resources to Exempt School Students or Exempt Schools.

IV. Requests for Participation.

- A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:
1. Whether the school is closed to open and option enrollment or in-district transfers;
  2. The availability of the requested program at the assigned school;
  3. Whether the school environment or educational process will be disrupted;
  4. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;
  5. Whether the Exempt School Student meets academic eligibility requirements or course enrollment prerequisites for participation;
  6. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Exempt School Student; and
  7. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program.
- B. An Exempt School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM if such Student requests the District's programs or activities.
- C. Exempt School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identity, physical examination, and immunizations.
- D. Any Exempt School Student requesting participation in more than fifty percent (50%) of District classes on a daily or weekly basis must enroll as a full-time District student and be subject to all requirements of all other full-time students of the District.
- E. Exempt School Students may participate in those co-curricular activities and extracurricular school sponsored clubs and activities which are available to students who are enrolled in the District with the exception of any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.

Rule Approved: February 21, 2000

Revised: July 31, 2000; August 4, 2003; January 22, 2007; November 2, 2009;

[May 3, 2010](#)

Millard Public Schools  
Omaha, Nebraska

## Curriculum, Instruction, and Assessment

### Admittance and Participation by Exempt School Students

6675.2

#### I. Placement.

Grade and class placement of Exempt School Students requesting enrollment in the ~~Millard Public Schools~~ District as a full time student shall be determined by the District. The following factors shall be considered in determining the placement of an Exempt School Student:

- A. The age of the student;
- B. A review of the transcript of the program of instruction completed by the Exempt School Student which shall be provided by the parents or guardian of the student;
- C. Achievement test scores, which shall be provided to the District by the parents or guardian of the student; and
- D. Records from any schools previously attended by the student.

#### II. Official School Transcripts.

The transcript record of the Exempt School curriculum may become part of or incorporated into the official transcript records of the ~~Millard Public Schools~~ District, noting that the courses were completed in an Exempt School setting.

#### III. Credits and Grades.

- A. For the purpose of placement and graduation, credits may be given for Exempt School curriculum satisfactorily completed, as determined by the District. Credits may not necessarily be given for any Exempt School curriculum. In determining whether to give credits for Exempt School curriculum, the District may use a review of transcripts from prior schools attended, standardized tests, assessments, and teacher evaluations of student competency in the subject matter. The District may give credits for Exempt School curriculum if it is determined that the student demonstrates mastery of the subject matter and completion of course requirements.
- B. Grades awarded to an Exempt School Student for completion and evaluation of Exempt School curriculum shall not be utilized in the calculation of the student's grade point average or in determining class rank.

#### IV. Graduation Requirements.

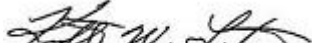
Exempt School Students enrolling in or returning to a District high school shall meet all of the graduation requirements of the ~~Millard Public Schools~~ District including the course and credit requirements as well as the District's Essential Learner Outcome (ELO) assessments in order to receive a District diploma.

Related Policy: 6675P, 5130P

Rule Adopted: February 21, 2000  
Revised: August 4, 2003; May 3, 2010

Millard Public Schools  
Omaha, Nebraska

### AGENDA SUMMARY SHEET

<b>AGENDA ITEM:</b>	Rules 6680.1 and 6680.2
<b>MEETING DATE:</b>	May 3, 2010
<b>DEPARTMENT:</b>	Pupil Services
<b>TITLE AND BRIEF DESCRIPTION:</b>	Nonpublic Schools
<b>ACTION DESIRED:</b>	Approval
<b>BACKGROUND:</b>	Parents may elect to have their children attend a private school that meets the accreditation requirements set forth by the Nebraska Department of Education. The policy and rules recognize that right and the district's responsibility to such parents.
<b>OPTIONAL/ALTERNATIVE CONSIDERATIONS:</b>	N/A
<b>RECOMMENDATIONS:</b>	Approval
<b>STRATEGIC PLAN REFERENCE:</b>	N/A
<b>IMPLICATIONS OF ADOPTION OR REJECTION:</b>	Approval will keep us current with standard practice and in concordance with Nebraska State Statute.
<b>TIMELINE:</b>	Immediate
<b>PERSONS RESPONSIBLE:</b>	<u>Dr. Kraig J. Lofquist, Director of Pupil Services</u>
<b>ASSOCIATE SUPERINTENDENT, CURRICULUM &amp; INSTRUCTION:</b>	<u>Dr. Mark Feldhausen, Associate Superintendent, Curriculum &amp; Instruction</u>
<b>SUPERINTENDENT APPROVAL:</b>	 _____

## Curriculum, Instruction, and Assessment

### Nonpublic Schools: Requests for Programs, Services

6680.1

- I. **General Statement.** Nebraska law provides parents and guardians the right to educate their children and wards in Nonpublic Schools that meet state approval or state accreditation requirements.
- II. **Definitions-**
  - A. Nonpublic School shall mean any private, parochial, or denominational school which has met approval and/or accreditation requirements pursuant to state law and regulations of the Nebraska Department of Education.
  - B. Nonpublic School Student shall mean any resident student of school age who has not graduated or received a G. E. D. diploma and who is attending a Nonpublic School.
  - C. Assigned School shall mean the District school where the Nonpublic School Student would have attended and received educational instruction if the student had officially enrolled pursuant to the District's enrollment policies and rules.
  - D. Programs shall mean the educational curriculum, co-curricular activities, and extracurricular school sponsored clubs and activities which are available for students who are enrolled in the District. This definition shall not include any interscholastic athletics and activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.
- III. **Cooperation with Nonpublic Schools.**

The District shall cooperate with the education of Nonpublic School Students according to the state and federal law, and District policies and rules. In cooperating in the educational process of Nonpublic School Students the District shall:

  - A. Provide special education services to qualified Nonpublic School Students pursuant to District policies and rules and state and federal laws and regulations. Special education and related services will be provided at the District school that is linked to the eligible student's Nonpublic School or the eligible student's assigned school. Services will be available during the hours that public school students attend school.
  - B. Not allow any Nonpublic School Student to participate in any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.
  - C. Not provide any ELL, Title I, or other remedial services to Nonpublic School Students except as may be required by law.
  - D. Provide textbooks for use by Nonpublic School Students in accordance with District Policy 6295 and Rule 6295.1.
  - E. Provide homebound instruction in accordance with District Rule 6670.1



**IV. Request for Participation.**

- A. All requests for participation in District programs shall be referred to the Superintendent or designee for consideration and approval or denial. The Superintendent or designee in considering and evaluating the request shall consider the following issues:
1. Whether the school is closed to open and option enrollment or in-district transfers;
  2. The availability of the requested program at the assigned school;
  3. Whether the school environment or educational process will be disrupted;
  4. Whether there is space available and a specified time can be assigned so as to minimize any conflicts or disruption of the education process;
  5. Whether the Nonpublic School Student meets academic eligibility requirements or course enrollment prerequisites for participation;
  6. Whether the requested program is appropriate for the knowledge level, intellectual maturity, competence, and age of the Nonpublic School Student; and
  7. Whether the requested program is part of an integrated program which cannot be isolated so as to allow participation in the requested program.
- B. A Nonpublic School Student shall be required to be officially enrolled and counted proportionately towards the District's ADA/ADM if such Student requests to participate in the District's program.
- C. Nonpublic School Students who participate in District programs shall be subject to all District and school policies and rules, including, but not limited to, District and school policies and rules regarding student conduct, discipline, attendance, student fees, student provided materials, equipment and attire, insurance, proof of age and identity, physical examination, and immunizations.
- D. Any Nonpublic School Student requesting participation in more than fifty percent (50%) of District classes on a daily or weekly basis must enroll as a full time District student and be subject to all requirements of all other full time students of the District.
- E. Nonpublic School Students may participate in those co-curricular activities and extracurricular school-sponsored clubs and activities which are available to students who are enrolled in the District with the exception of any interscholastic athletics or activities as well as any activity or interscholastic athletics under the jurisdiction of the Nebraska School Activities Association.

Related Policies & Rules: 6680, 6680.2, 6295, 6295.1, 6670.1

Rule approved: August 4, 2003

Revised: January 22, 2007; November 2, 2009; [May 3, 2010](#)

Millard Public Schools  
Omaha, NE

**Curriculum, Instruction, and Assessment****Nonpublic School Students: Placement, Credits and Grades****6680.2****I. Placement.**

Grade and class placement of Nonpublic School Students requesting enrollment in the District as a full time student shall be determined by the District. The following factors shall be considered in determining the placement of a Nonpublic School Student:

- A. The age of the student;
- B. A review of the transcript of the program of instruction completed by the Nonpublic School Student which shall be provided by the parents or guardian of the student;
- C. Achievement test scores, which shall be provided to the District by the parents or guardian of the student; and
- D. Records from any schools previously attended by the student.

**II. Official School Transcripts.**

The transcript record of the Nonpublic School curriculum may become part of or be incorporated into the official transcript records of the ~~Millard Public Schools~~ [District](#), noting that the courses were completed in a Nonpublic School setting.

**III. Credits and Grades.**

- A. For the purpose of placement and graduation, credits may be given for Nonpublic School curriculum satisfactorily completed, as determined by the District. Credits may not necessarily be given for any Nonpublic School curriculum. In determining whether to give credits for Nonpublic School curriculum, the District may use a review of transcripts from prior schools attended, standardized tests, assessments, and teacher evaluations of student competency in the subject matter. The District may give credits for Nonpublic School curriculum if it is determined that the student demonstrates mastery of the subject matter and completion of course requirements.
- B. Grades awarded to a Nonpublic School Student for completion and evaluation of Nonpublic School curriculum will be utilized in the calculation of the student's grade point average or in determining class rank if Nonpublic School curriculum meets District standards.

**IV. Graduation Requirements.**

Nonpublic School Students enrolling in or returning to a District high school shall meet all of the graduation requirements of the ~~Millard Public Schools~~ [District](#) including the course and credit requirements as well as the District's Essential Learner Outcome (ELO) assessments in order to receive a District diploma.

Related Policies and Rules: 6680, 6680.1

**AGENDA SUMMARY SHEET**

AGENDA ITEM: Policy 1115 and Rule 1115.1  
Community Relations – Advertising

MEETING DATE: Monday, May 3, 2010

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: Updating policy and rules: Advertising

ACTION DESIRED: Reaffirm Policy 1115  
Approval of Rule 1115.1

BACKGROUND: The District policy and rule on advertising was due for review since it was last approved by the school board in 2002. No changes were recommended.

OPTIONS AND ALTERNATIVES: Leave unchanged, delete, or revise.

RECOMMENDATION: Reaffirm Policy 1115 and Approve Rule 1115.1

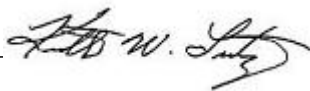
STRATEGIC PLAN REFERENCE: Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of community support.

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:

\_\_\_\_\_  \_\_\_\_\_

**Community Relations  
Advertising****1115**

The facilities, staff and students shall not be involved in advertising or promoting the interests of any political or commercial interest or interests during school hours or during school functions except as approved by the Board of Education or the Office of the Superintendent as hereinafter provided in Rule 1115.1. The District may permit advertising in recognition of contributions supporting the District and/or student activities. Such advertising or recognition shall be limited to areas and locations approved in accordance with the District Policies, Rules, state statutes and applicable regulations, and applicable city ordinances.

**Related Rule:** 1115.1**Date of Adoption:** June 6, 1977**Date of Revision:** January 7, 2002**Date of Affirmation:** May 3, 2010

Millard Public Schools  
Omaha, NE

## **Community Relations Advertising**

1115.1

The District may use educational materials bearing identification of the persons, firms, corporations or other business associations responsible for producing the educational materials provided such materials are used solely because of a bona fide educational value. Commercial advertising and advertisements for the purpose of this Rule is defined to be commercial promotion, acknowledgments, recognition of persons, firms, corporations or other business associations or other commercial organizations for promotion of products or services. All commercial advertisements must comply with the District's policies and rules. The acknowledgments, recognition or advertising shall not interfere with nor disrupt the operation of the schools, use of school facilities, school activities or the educational process.

### **I. Standards**

- A. The District does not by this rule create or establish an open or public forum and reserves the sole and absolute right to determine the acceptable content of any and all such commercial advertising or advertisements within the District.
- B. The content of any commercial advertising must meet with prior approval from the Superintendent or designee.
- C. The commercial advertisements shall not contain statements or commercial messages which the District determines, in its sole discretion, is contrary to educational values, is vulgar, obscene, defamatory, discriminatory, religious, political or ideological or which relates to a controversial topic or viewpoint.
- D. Commercial advertising or advertisements shall not relate to a product or service, which the District determines, in its sole discretion, to be inappropriate or illegal for minors, or violates any provisions of this rule.
- E. No commercial message may relate to a product or service that the District determines, in its sole discretion, to be educationally controversial or promotes the indoctrination of ideological, political, religious, or social beliefs.

### **II. Venues or Locations**

- A. Commercial advertisements, with the exception of district-owned athletic facilities, are not permitted on the interior or exterior of the Districts property including buildings or facilities. District-owned athletic facilities where advertising is permitted includes the Buell Stadium, football fields, baseball fields, soccer fields, softball fields, tennis courts, gymnasiums and swimming pools.
- B. Commercial advertising may be permitted in district-wide publications or district-sponsored projects.
- C. Commercial advertising may be permitted in school related publications, newspapers, yearbooks, newsletters, activity programs and school event programs.

### **III. Procedures**

A. Schools shall advise their PAYBAC partners of all advertising opportunities and may grant a priority to the PAYBAC partners for such opportunities. Additional commercial advertising opportunities may be offered to PAYBAC partners as part of the PAYBAC Partner Program with the approval of the Superintendent's designee.

B. The following shall apply to contracts for commercial advertising and the contracts shall be on district-approved contract forms.

1. Building principals or supervisors of facilities without approval of the Superintendent or designee may enter into contracts for commercial advertising for the building or facility under the principal's or supervisor's authority and responsibility if the contract does not require a payment exceeding \$1,000.00.
2. Subject to the prior approval of the Superintendent or designee, building principals or supervisors of facilities may enter into contracts for commercial advertising for the building or facility under the principal's or supervisor's authority and responsibility if the contract requires payment exceeding \$1,000.00.
3. Any contract providing for any payment exceeding \$10,000.00 shall be subject to the approval of the Board of Education.
4. Any contract which may only be economically feasible if for an extended term such as contracts for gymnasium floors or other similar facilities shall be subject to the approval of the Board of Education.
5. When a payment or donation is made in kind a fair and reasonable value of the donation or payment in kind shall be considered the amount of the payment received.
6. All revenue received from commercial advertising or institutional support for which recognition is granted shall be deposited into the District activities accounts and distributed as directed by the Superintendent or designee.

**Related Policies and Rules:** 1115, 1306, 1306.1, 1325.1, 3235, 3235.1, 4145, 4145.1, ~~5133.1~~, 5510, 5510.1, 6240, 6240.1

**Rule Approved:** February 17, 1975

**Revised:** January 7, 2002, May 3, 2010

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Rule 5100.8

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** Pupil Services

**TITLE AND BRIEF DESCRIPTION:** Enrollment of Students: Learning Community Open Enrollment

**ACTION DESIRED:**  Approval       Informational

**BACKGROUND:** Nebraska Law 79-2110 requires certain procedures to be in place regarding those students who wish to “open enroll” into another school district after the March 15<sup>th</sup> deadline. The requested changes to this rule would enable Millard Public Schools to accept more students after the aforementioned deadline.

**OPTIONAL/ALTERNATIVE CONSIDERATIONS:** N/A

**RECOMMENDATIONS:** Approval

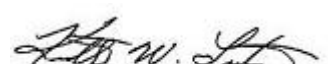
**STRATEGIC PLAN REFERENCE:** N/A

**IMPLICATIONS OF ADOPTION OR REJECTION:** Adopting the changes would allow our schools that have room to operate closer to capacity.

**TIMELINE:**

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

**EXECUTIVE DIRECTOR, HUMAN RESOURCES:** Dr. Jim Sutfin, Executive Director  
Human Resources

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  \_\_\_\_\_



## Pupil Services

### Enrollment of Students: Learning Community Open Enrollment

5100.8

#### I. General Statement

- A. Nebraska law provides kindergarten through twelfth grade students residing within any member school district of the Learning Community of Douglas and Sarpy Counties with the opportunity for open enrollment in school buildings in the Learning Community, subject to specific limitations necessary to bring about diverse enrollments in school buildings in the Learning Community.
- B. Open enrollment shall be administered under the direction of the District's Superintendent, and the Superintendent shall serve as the designee of the District's Board of Education for any matters involving open enrollment to be acted upon by the Board, except as otherwise required by law or hereinafter provided.

#### II. Application Process

- A. For a student to attend the District as a Learning Community open enrollment student, the student, parent or legal guardian shall submit an application to the District between January 15 and 5:00 pm on March 15 for open enrollment for the next school year. All such applications must either be postmarked by March 15 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, by 5:00 p.m. on March 15.
- B. Application forms shall be those prescribed by the Learning Community Coordinating Council and may be obtained from the Learning Community, 6949 South 110 Street, Omaha, NE 68128, (402) 964-2405, [www.learningcommunityds.org](http://www.learningcommunityds.org), or from the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, (402) 715-8300. A separate open enrollment application is required for each student. Up to three, open enrollment, school buildings in the District may be listed on the open enrollment application, and shall be listed in the order of preference.
- C. If all school buildings identified on an open enrollment application are at maximum capacity but the District has buildings offering the same grades which have remaining capacity, the District shall contact the student, parent or legal guardian and identify those school buildings within the District which have capacity, which the applicant may substitute for one or more school buildings identified on the submitted open enrollment application.
- D. Applications shall be accepted for the immediately following school year only. Applications will be dated upon receipt and processed in the order received.



- E. The District shall act on or before April 1 to accept or reject each application based on the capacity of the school building, the eligibility of the applicant for the school building or program, the number of such applicants that will be accepted for a given school building, and whether or not the applicant contributes to the socioeconomic diversity of the school building or program to which he or she has applied and for which he or she is eligible. The District shall notify the student, parent or legal guardian in writing of the acceptance or rejection of the application no later than April 1. If the application is denied, the reasons for the denial shall be stated. Copies of all open enrollment applications shall also be provided to the resident school district and the Learning Community on or before April 1.
- F. The student, parent or legal guardian must notify the District on or before April 25 of their acceptance of such open enrollment placement. Such acceptance must be on a form provided by the District and must be postmarked by April 25 or personally delivered to the District's Superintendent's Office, 5606 South 147 Street, Omaha, NE 68137, (402) 715-8300, by 5:00 p.m. on April 25. Failure to notify the District of acceptance of the open enrollment slot in accordance with the requirements hereof shall result in the forfeiture of the same by the applicant.

### III. **Acceptance or Rejection of Applications**

- A. The District shall accept or reject applications for open enrollment based on the capacity of the school building, the eligibility of the applicant for the school building or program, the number of such applicants that will be accepted for a given school building, and whether or not the applicant contributes to the socioeconomic diversity of the school building or program to which he or she has applied and for which he or she is eligible.
- B. The selection process for open enrollment applications shall be conducted on a "building by grade" basis, and according to the following selection priorities.
  - 1. The District shall give first priority for open enrollment to siblings of students who will be enrolled as continuing students in the requested school building or program for the first school year for which enrollment is sought in such school building. In the event the first priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
  - 2. Second priority for open enrollment shall be given to students who contribute to the socioeconomic diversity of the enrollment of the building they have applied to attend, up to the remaining capacity of such school building. In the event the second priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
  - 3. Third priority for open enrollment shall be given to students who do not contribute to the socioeconomic diversity of enrollment of the building they applied to attend, up to the remaining capacity of such school building. In the event that the third priority applications for open enrollment to a building exceed the capacity of such building, the selection shall be determined on a random basis.
  - 4. If the open enrollment applications received for a school building exceed the remaining capacity of a school building, the District shall establish a wait list order for all excess applications by random selection, and open enrollment slots which become available shall be filled from the random drawing list in order. All random drawing lists will become null and void prior to the first day of school.

5. The District may, in its discretion, accept open enrollment applications in excess of the maximum capacity of a school building, in the order of selection priority as hereinbefore provided.

#### IV. **Continuing Students**

- A. Any student who attended a particular school building in the prior school year and who is seeking education in the grades offered in such school building shall be allowed to continue attending such school building as a continuing student.
- B. On or before February 15 of each year, a parent of a student who is currently attending a school building or program, except a magnet school, focus school, or focus program, outside of the attendance area where the student resides and who will complete the grades offered at such school building prior to the following school year shall provide notice, on a form provided by the District, to the District's Superintendent, if such student will attend another school building within the District as a continuing student and which school building such student would prefer to attend. On or before March 1, the District's Superintendent shall provide a notice to such parent stating which school building or buildings the student shall be allowed to attend in the District as a continuing student for the following school year. If the student resides within the District, the notice shall include the school building offering the grade the student will be entering for the following school year in the attendance area where the student resides.

#### V. **Duties to Students**

Open enrollment students, once accepted, shall be treated as resident students by the District in all matters except transportation and within-district transfer.

#### VI. **Credits and Graduation**

The District will accept credits toward graduation that were awarded by another accredited school district. The District will award a diploma to an open enrollment student if the student meets the graduation requirements of the District.

#### VII. **Students Ineligible for Open Enrollment**

Students who have been disqualified from the school building pursuant to the District's Standards for Student Conduct, shall not be eligible for open enrollment pursuant to this Rule. Students may also not apply to attend a school building in the Learning Community for any grades that are offered by another school building for which the student had previously applied and been accepted pursuant to open enrollment, absent a hardship exception approved by the District.

#### VIII. **New Residence**

A parent of a student who moves to a new residence in the Learning Community after April 1 may apply directly to the District's Superintendent within ninety days after moving for the student to attend a school building outside of the attendance area where the student resides. The District's Superintendent shall accept or reject such application within fifteen days after receiving the application, based on the number of applications and the qualifications required for all other students.

#### IX. **School Building Change for Emergency or Hardship Reasons**

- A. A parent of a student who wishes to change school buildings for emergency or hardship reasons may apply directly to the District's Superintendent at any time for the student to attend a school

building outside of the attendance area where the student resides. Such application shall state the emergency or hardship and shall be kept confidential by the District. The District's Superintendent shall accept or reject such application within fifteen days after receiving the application. Applications shall only be accepted if an emergency or hardship was presented which justified an exemption from the procedures of this Rule based on the judgment of the District's Superintendent, and such acceptance shall not exceed the number of applications that will be accepted for the school year for such building.

- B. For purposes of this Rule, hardship exceptions and emergency or hardship reasons shall ~~mean circumstances and changes beyond the control and influence of the student, parent or legal guardian, which would cause a reasonably prudent person to conclude that the student's safety, health, or welfare would be in jeopardy if a change in school buildings was not allowed~~ be determined on an individual basis by the Board of Education.

#### X. Information on and Verification of Qualifications for Free or Reduced-Price Lunch

- A. A parent may provide information on the application for open enrollment regarding the applicant's potential qualification for free or reduced-price lunches. Any such information provided shall be subject to verification and shall only be used for the purposes of open enrollment. A parent is not required to provide such information. Determinations about an applicant's qualification for free or reduced-price lunches for purposes of open enrollment shall be based on any verified information provided on the application. If no such information is provided the student shall be presumed not to qualify for free or reduced-price lunches for the purposes of open enrollment.
- B. Each year the District shall randomly select at least three percent of the open enrollment applications accepted, for verification of free and reduced-price lunch or non-free and reduced-price lunch status. The District may, in its discretion, verify the free and reduced-price lunch status of all such applications.

#### XI. Transportation or Allowance

- A. The parents or legal guardians of students participating in the open enrollment program shall be responsible for required transportation except as herein provided.
- B. The District shall provide free transportation or pay an allowance for transportation in lieu of free transportation for a student who resides in the Learning Community and attends school in the District pursuant to open enrollment, if the student qualified for free or reduced-price lunches and lives more than one mile from the school to which he or she transfers, or the student is a student who contributes to the socioeconomic diversity of enrollment at the school building he or she attends and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school to which he or she transfers, or the student is attending a focus school or program approved by the Learning Community and lives more than one mile from the school building housing such focus school or program approved by the Learning Community, or the student is attending a magnet school or program approved by the Learning Community and lives more than one mile from the magnet school or the school housing the magnet program approved by the Learning Community.
- C. The transportation allowance which may be paid to the parent, custodial parent, or guardian of students qualifying for free transportation pursuant to the above Section XI(B), shall be in

accordance with the requirements of Neb. Rev. Stat. §§ 79-611(3) and (4) as amended.

**XII. Maximum Capacity of School Buildings**

- A. On or before March 1, the District shall have completed and submitted an Enrollment Capacity Data Worksheet for each school building in the District to the Learning Community Coordinating Council, reporting the maximum capacity and total projected enrollment, including intradistrict transfers, if any, before open enrollment for each school building for the following year.
- B. In establishing a maximum capacity for each school building, the District shall follow the specific criteria, procedures, definitions and instructions set forth in the Diversity Plan of the Learning Community and the Learning Community's Enrollment Capacity Data Sheets, and, in addition, shall take into consideration any unique circumstances having an impact on enrollment capacity. Such unique circumstances having an impact on enrollment capacity shall include, but shall not be limited to, planned expansion and increases of enrollment, projected future enrollments, growth issues pertaining to instructional staff, class size and unassigned instructional space, housing construction projections, and planned accommodations for future enrollment growth.

**XIII. Promotional Efforts and Information**

- A. The District will collaborate with the Learning Community and with the other member school districts of the Learning Community, in promotional efforts to encourage open enrollment participation.
- B. On or before February 15, the District shall make available to the general public certain information, in compliance with the applicable requirements of the Learning Community's Diversity Plan, for each school building operated by the District, by sending such required information to the Learning Community for dissemination to the general public.

**XIV. Open Enrollment Report**

On or before September of each year, the District shall provide to the Learning Community Coordinating Council a complete and accurate report of all open enrollment applications received, including the number of students who applied at each grade level at each building, the number of students accepted at each grade level at each building, the number of such students that contributed to the socioeconomic diversity that applied and were accepted and were accepted, the number of applicants denied and the rationales for denial, and other such information as requested by the Learning Community Coordinating Council.

**XV. Definitions**

- A. "Parent" shall mean, in the case of parents who are divorcing or divorced, the custodial parent.
- B. "Resident school district" shall mean the public school district in which a student resides and which is a member school district of the Learning Community of Douglas and Sarpy Counties.
- C. "Sibling" shall mean all children residing in the same household on a permanent basis who

have the same mother or father or who are stepbrother or stepsister to each other.

- D. “Student who contributes to the socioeconomic diversity of enrollment” means a student who does not qualify for free or reduced-price lunches when, based upon the certification pursuant to Neb. Rev. Stat. §79-2110, the school building the student will attend has more students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community, or a student who qualifies for free or reduced-price lunches when, based upon the certification pursuant to Neb. Rev. Stat. §79-2110, the school building the student will attend has fewer students qualifying for free or reduced-price lunches than the average percentage of such students in all school buildings in the Learning Community.

Related Rules: [5100.1](#), [5100.2](#), [5100.5](#), [5100.6](#)

Legal Reference: Neb. Rev. Stat. §§ 79-611(2)-(4) and 79-2100

Date of Adoption: December 21, 2009

Revised: May 3, 2010

Millard Public Schools  
Omaha, Nebraska

**AGENDA ITEM:** i3 Innovation Grant Application

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** Educational Services

**TITLE AND**

**BRIEF DESCRIPTION:** i3 Innovation Grant for Early College Program

**ACTION DESIRED:** Approval X

**BACKGROUND:**

The i3 Innovation Grant from the U.S. Department of Education is a mechanism by which the Early College program for Millard South High School might be underwritten. Millard Public Schools intends to submit its application under the Development Grant category and has secured collaborative commitments from the Millard Public Schools Foundation and the Bright Futures Foundation. The details of the grant are provided in the attached application which includes:

- Grant Application Abstract
- Grant Proposal Narrative
- Grant Application Budget (for fifty students in the programs first year growing to 200 students in its fourth year of operation),
- Letters of Commitment and Endorsement
- District Control Budget

The grants estimated value is \$4,923,627 (\$5,000,000 is the maximum in this category). Of this, \$731,654 is unrestricted indirect costs which are intended to be used to offset District administrative expenses. The District's cost for the Early College program outside of the grant is currently calculated as \$ 0.00 additional cost. The grant would cover all staff (14 FTE), textbooks and materials, technology, and incidentals. Tuition and student support, provided by the required in-kind matches from 501(c)(3) private foundation partners equals 23.59% (20% required).

**RECOMMENDATIONS:** It is recommended that the i3 Innovation Grant for the Early College program be approved and that the Associate Superintendent for Educational Services be authorized and directed to execute any and all documents related to this project.

**STRATEGIC PLAN REFERENCE:** Strategy 6, Plan 4; and Superintendent Goal #2

**TIMELINE:** If grant received proceeds would be used to support year 1 development activities in the 2010-2011 school year with the first year of Early College with student participation slated for 2011-2012.

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen, Dr. Curtis Case, Nancy Johnston, Susan McAdam, and Barb Waller

**SUPERINTENDENT'S APPROVAL:**



**BOARD ACTION:**

ABSTRACT  
Millard Public Schools  
Early College Program  
Development Grant Request

Millard Public Schools will implement an Early College (EC) program at the district's lowest performing high school, Millard South, that targets students typically underrepresented in post-secondary institutions. Those groups include economically disadvantaged, limited English proficient, and ethnic/racial minority students. Students from the predominant White population will also be served. Juniors and seniors will simultaneously earn high school and college credit, gain experience in and an understanding of the academic rigor and effort required at the college level. They will earn a high school diploma and up to two-years college credit by high school graduation, thus reducing time necessary to complete post secondary education. After marketing the program to students and their parents during the first year of the grant period, 50 juniors will be selected to participate, beginning the following year. As the initial cohort group begins their senior year, 100 new junior will be added. One hundred students will be added each subsequent year for a total of 350 unduplicated project participants. Students will earn college credit at no personal cost. Tuition will be reduced by Metropolitan Community College and scholarships for the remainder will be provided to all students by the Millard Public Schools Foundation.

Planning will be finalized and preparation for instruction will occur during the first year of the project. EC teachers will be identified and tuition scholarships provided to those who have a Master's degree with fewer than 18 hours in their field to help them earn the qualifications required by the college to serve as adjunct faculty. Only teachers with these qualifications will be hired in the future. The district will collaborate with Metropolitan Community College to align dual credit high school and college courses; initiate support systems for college and career planning such as mentoring and seminars for students and parents on financial assistance, scholarship applications, and college admission. Beginning in the second year, instruction will be delivered and monitoring and learning assessed. An independent evaluator will conduct ongoing program evaluation, with support provided by the district.

The EC program goal is to increase the rate of college attendance after high school graduation and completion of a Bachelor's degree by student subgroups underrepresented in post-secondary education. The following objectives support this goal. 1) 90% of EC students will complete high school with both a diploma and an Associate's degree or two years college credit as measured by high school and college transcripts. 2) The achievement gap between groups of EC students and the predominant school population will decrease by 20% by completion of the two-year program as measured by the difference between the 10th grade PLAN composite score and spring 12th grade ACT composite score. 3) The overall GPA for 85% EC participants will improve by 10 % by the completion of the two years as measured by annual grade point averages from the district student data base. 4) 85% of EC participants will obtain a C or better on a 10-point college grading scale in all early college courses as measured by college transcripts.

Millard Public Schools is applying for a Development grant independently. Other partners include the Millard Public Schools Foundation who has agreed to provide matching funds by paying the students' college tuition and Bright Futures Foundation who has agreed to provide the in-kind services of counselor and the student support services center. Metropolitan Community College is an additional partner who will support Millard's goal by reducing tuition for all participating students.

**Millard Public SCHOOLS, Investing in Innovation Development Grant Proposal****Competitive Preference Priority 6 – Innovations that Support College Access and Success**

Millard Public Schools (MPS) provides a high-quality education to over 22,000 students in the Omaha, Nebraska metropolitan area. Currently .39% are American Indian, 4.13% Asian or Pacific Island, 3.18% Black, 4.14% Hispanic, and 88.16% White; 11.5% are economically disadvantaged, and 1.8% are limited in English proficiency. The concentration of groups under-represented in post-secondary is greatest at Millard South High School (MSHS) and even greater at the elementary and middle schools that matriculate to MSHS. MSHS also has the lowest college attendance rate of any high school in the district. For example, in 2008-09, the rate of college attendance by economically disadvantaged students, Millard's largest subgroup, was 42.1% at MSHS in comparison to Millard North's rate of 70% and Millard West's rate of 75%. To intervene, MPS will develop and implement an Early College program based on the Early College High School Initiative (ECHS) implemented in other areas of the country.

By simultaneously earning high school and college credit, juniors and seniors will gain experience in and an understanding of the academic rigor and effort required at the college level. They will earn a high school diploma and up to two years college credit by high school graduation, thus reducing time and money required to complete post-secondary education.

The ECHS Initiative includes a provision for student support. MPS' EC students will participate in seminars on career and college planning, applying for scholarships and financial aid, college visits, and mentoring during high school through college graduation by the Bright Futures Foundation's Avenue Scholars program. The EC structure will provide peer support by placing students in cohort groups.



## **A. Need and Quality of Design**

### **(1) Exceptional Approach to Priority**

The Early College High School (ECHS) Initiative is a partnership between private foundations, post-secondary institutions, and local education agencies. It is an exceptional approach because it is a program housed within a high school; results in up to two years college credit while simultaneously earning a high school diploma; is tuition free; focuses on a targeted group of students underrepresented in post-secondary education, including economically disadvantaged students, limited English proficient students, first-generation college attendees, and racial/ethnic populations; is limited to 100 students juniors and 100 seniors; provides an intensive support system for student success. (<http://www.jff.org/>)

Over 200 Early College schools exist in 24 states but none are located in Nebraska (The Council of State Governments, 2009). They account for only 1.22% of the country's 16,386 public and private schools serving students in grades nine through 12 during the 2007-08 school year (U.S. Department of Education, National Center for Educational Statistics, 2007).

District data documents a gap in academic performance and the rate of college attendance for economically disadvantaged students, students from major racial/ethnic groups, students with limited English proficiency, and students with disabilities. Millard Public Schools (MPS) has made adequate yearly progress in increasing achievement every year since 2005-06 when data were first recorded. MPS also has made progress in closing the achievement gap between student subgroups. Although progress has been made, gaps between subgroups continue to exist, particularly at Millard South High School (MSHS). In addition to achievement gaps, there are gaps in the rate of students who go on to post-secondary education and persist through the

completion of a Bachelor's degree. MPS uses the National Student Clearing House (NSCH) to monitor graduates' enrollment in post-secondary education. NSCH represents 92% of the United States collegiate enrollment to track and assess the educational achievement of former high school students for state and federal reporting requirements. A comparison of data for MSHS graduates and NSCH data from 2006 to 2009 indicates an increase in non-college attendance at a rate greater for subgroups than the predominant White student population. In 2009, a year in which 27.8% of White students did not attend college, 57.9% of economically disadvantaged students, 60% of students with limited English proficiency, 60% of Native American students, 40% of Asian or Pacific Island students, 47.1% of Black students, and 35.5% of Hispanic students did not attend. Between 2006 and 2009 when the rate of non-college attending White students increased from 20.6% to 27.8%, non-attendance by economically disadvantaged student increased from 37% to 57.9%, students with limited English proficiency from 30% to 60%, Native American students from 33.3% to 60%, Asian or Pacific Island students from 14.3% to 40%, Black students from 40% to 47.1%, and Hispanic students 18.8% to 35.5%.

## **(2) Goals, Objectives, Strategies, and Outcomes**

The MPS project addresses Absolute Priority 3 – Innovations that Complement the Implementation of High Standards and High-Quality Assessments by establishing an early college program at the district's lowest performing high school, Millard South High School (MSHS). This program will serve subgroups underrepresented in higher education to raise academic standards and support transitions toward post-secondary education, by creating a learning environment in which a cohort group of students simultaneously earn a high school diploma and an Associate's degree or up to two years of college credit. The EC program goal is

to increase the rate of these populations attending college after high school graduation and completing a Bachelor's degree. The following objectives support this goal:

1. 90% of EC students will complete high school with both a diploma and an Associate's degree or two years college credit as measured by high school and college transcripts.
2. The achievement gap between groups of EC students and the predominant school population will decrease by 20% by completion of the two-year program as measured by the difference between the 10th grade PLAN composite score and spring 12th grade ACT composite score.
3. The overall GPA for 85% of EC participants will improve by 10% by the completion of the two years as measured by annual grade point averages from the district student data base.
4. 85% of EC participants will obtain a C or better on a 10-point college grading scale in all early college courses as measured by college transcripts.

MPS will accomplish the above objectives with the following strategies:

- In collaboration with post-secondary partner, align dual credit high school and college courses.
- Initiate support systems for college and career planning including mentoring and seminars for students and parents on financial assistance, scholarship applications, and college admission.
- Staff development: Scholarships for high school teachers to earn graduate credit necessary to qualify as adjunct college faculty; training on effective instructional practices for dual enrollment courses; training on instructional technology such as interactive white board, student response system, learning management software, and college grading report procedures; staff orientation on Early College goals.
- Deliver instruction, monitor, and assess learning in dual enrollment courses.

## **B. Strength of Research, Significance of Effect, Magnitude of Effect**

### **(1) Research-based Findings or Hypotheses**

Two reports funded by the U.S. Department of Education document the effect of high school dual enrollment programs on college success. *The Post-Secondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States* (2007) identifies reasons for providing dual enrollment programs, aligns practices to these reasons, and measures the effectiveness of the practices. Dual enrollment programs support post-secondary preparation for average-achieving students by bridging the gap between high school, college and career. Participants experience increased academic rigor and low-achieving students meet high academic standards. The link between secondary and post-secondary institutions helps increase student success. Dual enrollment programs were found to positively impact all students, but have a greater effect on male and low-income students.

The study concluded that the results are promising but not conclusive. Students who complete dual enrollment programs are more likely to: earn a high school diploma, enroll in a four-year institution, persist in college to a second semester and be enrolled two years after high school. They make more progress toward a degree by the third year after high school. The following practices are recommended: expand eligibility requirements; create sequences of dual enrollment courses; provide dual enrollment courses tuition-free for low-income students.

Another report confirms the practices identified in the previous summary and suggests additional recommendations to increase the likelihood of earning a bachelor's degree. Adelman, in *The Toolbox Revisited Paths to Degree Completion from High School through College* (2006), suggests course work needs to be focused, rigorous, and linked to post-secondary education to

enable a student to complete a Bachelor's degree in a minimum length of time. Adelman also identifies specific courses as gateways or predictors of successful completion of a bachelor's degree. Another indicator a student is likely to complete a Bachelor's degree is completion of six college credits in high school, four in summer school, and 20 in the first year after high school graduation. Study results indicate that 95% of the students who completed academically intense coursework completed a Bachelor's. Forty-one percent also earned graduate degrees.

Early College (EC) incorporates the elements of dual credit courses identified in the previous studies. The 2007 *Evaluation of the Early College High School Initiative* funded by the Gates Foundation confirms these elements contribute to student success. EC includes concurrent completion of high school and college credit, involves a range of learners, populations under-represented in post-secondary institutions, and tuition at no cost to students.

## **(2) Previous Attempts with Promising Results**

Over 200 EC high schools have opened in 24 states and the District of Columbia since 2002. None are located in Nebraska. The 2003-2005 evaluation of EC programs indicates EC high schools served more minority students than the general population of the schools and mirrored the ratio of economically disadvantaged students. For the first EC graduating class in 2006, 60% were accepted by four year colleges, 85% graduated with 30-60 college credits and more than 57% obtained an Associate's degree by the time they graduated from high school. Average daily attendance was over 90% and over 90% of the students were promoted to the next grade. Other studies confirm similar results. EC students outperformed their peers on state mandated math, language arts, and reading assessments. Since the target population is students who are under-represented in college, these results are significant. (<http://www.earlycolleges.org>)

### **(3) Positive Impact**

District data documents a gap in academic performance and the rate of college attendance for economically disadvantaged students, students from major racial/ethnic groups, students with limited English proficiency, and students with disabilities. In addition to achievement gaps, there are gaps in the rate of students who go on to post-secondary education and persist through the completion of a Bachelor's degree. MPS uses the National Student Clearing House (NSCH) to monitor graduates' enrollment in post-secondary education. NSCH represents 92% of the United States collegiate enrollment to track and assess the educational achievement of former high school students. A data match between MSHS graduates and NSCH data from 2006 to 2009 indicates an increase in non-college attendance at a rate greater for subgroups than the predominant White school population. Between 2006 and 2009 when the rate of non-college attending White students increased from 20.6% to 27.8%, non-attendance by economically disadvantaged students increased from 37% to 57.9%, students with limited English proficiency from 30% to 60%, Native American students from 33.3% to 60%, Asian or Pacific Island students from 14.3% to 40%, Black students from 40% to 47.1%, and Hispanic students from 18.8% to 35.5%. Inherent in an early college program is an increase in the rate of post-secondary attendance as well as improved academic achievement specifically for these student subgroups.

### **C. Experience of the Applicant**

#### **(1) Past Performance Implementing Projects Similar in Size and Scope**

Millard uses a strategic planning process with established support systems, including program-based budgeting, curriculum and staff development. These systems define operating parameters for accomplishing goals. All district staff is accountable to strategic planning goals

through annual performance evaluations. An example is the International Baccalaureate program at Millard North High School funded in 1998 by the competitive Goals 2000 state grant, supported by the strategic plan, and sustained by the district over the past 12 years.

A strategy in the most recent plan states: *We will develop innovative approaches to motivate and educate those students who learn in non-traditional ways.* To support this strategy, the district implemented six career academies over a two-year period in which juniors and seniors complete a series of career related courses to simultaneously earn a high school diploma and college credit. In the first year, 2009-10, 46 students were accepted into three academies. For 2010-11, 106 applications for six academies have been accepted, an increase of 123%.

The current Advanced Placement<sup>®</sup> (AP<sup>®</sup>) culture was created to support a strategy in the previous strategic plan. Annual goals to increase participants and testing were established, dual credit courses offered, AP<sup>®</sup> teachers trained, and financial aid provided to students for the testing fee. In 2006-07, the first year of data collection, 2,775 students completed AP<sup>®</sup> courses but only 56% took the AP<sup>®</sup> exam at the end of the year. By 2008-09, the number of students completing AP<sup>®</sup> courses had increased 15% and the number of students testing by 67%. The AP<sup>®</sup> culture created by the strategic planning process continues to be a high priority.

Annual goals assigned to the Superintendent by the Board of Education support the strategic plan. One of the current goals is to establish an EC program for 100 students annually at Millard South High School. In addition, the Millard South High School plan includes a strategy to create an EC program. This program will be supported by all components of the district's strategic planning process indicated previously to ensure the success of the EC program.

**(a) Information and Data Demonstrating that an LEA has -**

**(i) Closed Achievement Gaps or Increased Student Achievement**

Nebraska has state standards for reading, writing, math, science, and social studies. Nebraska Department of Education (NDE) has developed assessments for reading and writing. District data reflects performance on these state measures. Statewide math and science assessments are being developed. District data reported are on locally developed assessments approved by NDE as meeting or exceeding state standards.

The district assesses reading in third through ninth grade; math in third through eighth and tenth grade; science in fifth, eighth, and eleventh grade; and writing in fourth, eighth, and eleventh grade. The achievement gap between Black students and the predominant White student population was reduced over two years in five of seven reading assessments, three of the seven math assessments, two of the three science assessments, and one of the three writing assessments. Also in comparison to the predominant White student population, the gap for Hispanic students closed in six of seven reading assessments, five of seven math assessments, one of three science assessments, and one of three writing assessments. Improvement for economically disadvantaged students in comparison to the general student population is documented in five of seven reading assessments, two of seven math assessments, two of three science assessments, and two of three writing assessments. A gap reduction between students with special learning needs and the general student population is indicated in all seven reading assessments, five of seven math assessments, two of three science assessments, and two of three writing assessments. For students with limited English proficiency, the gap decreased in five of six reading assessments, two of six math assessments, and one of three science assessments.



The achievement gap closed significantly for subpopulations in reading and math over a two-year period and science and writing over a four-year period. The reading gap between Black and White students was reduced by 11.42% for third grade, 10.24% for fourth grade students, and 13.95% for eighth grade students. The math gap between Black and White students closed by 10.47% for tenth grade students. The reading gap between students with special learning needs and the general student population was reduced by 10.98% in third grade, 13.02% in fifth grade, 9.34% in seventh grade, and 12.77% in eighth grade, and 9.6% in ninth grade. The reading gap closure between students with limited English proficiency and the general student population was 17.78% in third grade, 21.29% in sixth grade, and 21.21% in eighth grade. In math, the gap for students with limited English proficiency was reduced 11.3% for third grade and 19.01% for sixth grade. For eighth grade students with limited English proficiency, the science gap closed by 31.26%. For privacy reasons, NDE data are not published for subgroups with a population of less than 10 students. Therefore, data is unavailable for Native American students in any grade. It is also unavailable for students with limited English proficiency and students with special learning needs in eighth grade writing, ninth grade reading, and tenth grade math. Student numbers also are too small to report results for students with special learning needs in eleventh grade writing.

#### **(ii) Improvements in Other Areas**

The Millard Public Schools (MPS) graduation rate has always been high in comparison to the state graduation rate, and it continues to improve. Between 2001 and 2009, the rate increased 1.47% from 94.64% to 96.11%. The most recent overall improvement is due to the increase in graduation rate at two of the three district high schools. Between 2007 and 2009, Millard South

High School's graduation rate increased 7.69% from 88.53% to 96.22%. During that same period, Millard North High School's rate increased 4.61% from 92.9% to 97.51%.

The percentage of highly qualified teachers, defined as those who teach in their endorsed subject areas, increased 2.25% from 95.98% in 2001 to 98.23% in 2009. The number of teachers holding Master's degrees increased 6.23% from 48.54% in 2001 to 54.77% in 2008.

**(b) Information Concerning a Nonprofit Applicant**

Not applicable. The applicant is a local education agency.

**D. Quality of Project Evaluation**

**(1) Evaluation Methods Appropriate to Size and Scope of Project.**

The Early College (EC) program will be evaluated from multiple perspectives using multiple approaches. The methods will range from statistical analyses of academic data, both formative and summative, to qualitative approaches of perceptual data from students, parents, EC high school teachers and college faculty. Students will be tracked longitudinally over the course of the dual enrollment experience into their post-secondary education. Evaluation will be approached from both qualitative and quantitative standpoints. Since the project will begin with 50 student in a single high school the first year and expand to 100 in the second and subsequent years, the external evaluator will team with the district assessment staff to review existing sources of data already being gathered by the district and utilize additional methodologies designed to produce a complete picture of the project. The use of internal staff to gather data will reduce project expense and allow for sufficient funding for the research component, the quasi-experimental design approach of a Nonequivalent Groups Design.

The limited number of EC students will enable the evaluator to conduct qualitative evaluation methods including site visits, walkabout studies, focus groups, interviews, and surveys. Quantitative methods will include trend analysis of grades and scores from standardized assessments and comparative analysis of disaggregated data of the general student population and specialized populations within the EC Program.

An additional focus of evaluation (qualitative and quantitative) will be professional development of the teaching staff. Growth in acquiring the qualifications required by Metropolitan Community College to teach dual enrollment courses will be monitored. They will be assessed in the use of appropriate teaching strategies and the level of student achievement.

## **(2) Evaluation Methods Provide High-Quality Data, Feedback, and Progress Assessment**

The development and implementation of the evaluation will follow the guidelines of the Joint Committee on Standards for Education Evaluation. 1) Utility – serve the information needs of intended users; 2) Feasibility – insure that evaluation will be realistic, prudent, diplomatic, and frugal; 3) Propriety – will be conducted legally, ethically, and with regard to the welfare of those involved; 4) Accuracy – reveal and convey technically adequate information. While utility is the primary standard for the formative evaluation, the other three standards require strict adherence.

The evaluation will apply the theories of Total Quality Management: plan, do, study, act. The plan phase will be the development of the work and plan. In the do phase, the program will be implemented. The implementation data and performance feedback for the study phase will be conducted using the methods described in the previous section. The act phase will include formative assessment based on the accumulating data throughout the course of the program. The external evaluator will work with the district's Department of Assessment, Research and

Evaluation (evaluation department) to compile and submit quarterly reports to the district's management team. The district will use the data to make continuous program improvements. The previously described protocol will constitute the formative aspects of the evaluation. The external evaluator will submit a comprehensive report to the Millard Public Schools (MPS) management team annually.

### **(3) Further Development, Replication, or Testing in Other Settings**

Quarterly and annual reports will provide an executive summary, a narrative, and data to explain the emerging development and refinement of the program. Documentation will be available to ensure replication and testing in other settings. Each activity will have process measures, results, and multiple data sources to guarantee accuracy. All EC staff will be prepared to share program information with other districts. Program decisions will consider sustainability and the financial plan. MPS has established Board policy and processes for program budgeting and curriculum development to ensure continuity of the EC program.

To assure development, replication and testing in other settings, program facilitators will seek networking and collaboration opportunities. The external evaluator will partner with members of the Evaluation Network of the Missouri River Basin, a chapter of the American Evaluation Association, to serve as "critical friends" as the program and the emerging evaluation develop. In addition, the external evaluator will team with an educational research group with expertise in educational programs to publish the results.

### **(4) Sufficiency of Resources**

The district's evaluation department will assist with the development, data collection, and analysis of pre- and post-surveys of EC students, parents, and other stakeholders. The student

data base system currently in place at MPS will be used for data collection and analysis. An independent outside evaluator will design the evaluation process in collaboration with district staff and will conduct the process with assistance from the district's evaluation department. Existing personnel and financial resources will support the internal portion of the evaluation, while grant funds will be budgeted to retain the independent evaluator.

## **E. Strategy and Capacity to Further Develop and Scale**

### **(1) Number of Students and Capacity to Reach Them by End of Grant Period**

Preparation for project implementation will occur during the first year of the grant period. Fifty juniors will be selected to participate in 2011-12. In each subsequent year one hundred new juniors will be selected, for a total of 350 unduplicated students during grant period.

To remove financial barriers for participants, Metropolitan Community College (MCC) will reduce tuition by 50% and Millard Public Schools Foundation will award 100 scholarships annually for the remaining tuition. The support system for student success will be provided by a full time EC counselor and Bright Futures Foundation (BFF). This includes mentoring, financial aid and scholarship seminars, college and career planning, and use of the BFF student resource center for tutoring, technology access, and other services.

To offer dual enrollment credit, high school teachers must be approved as adjunct faculty at MCC by having a graduate degree that includes 18 graduate-hours in their field. Tuition scholarships for 14 teachers will be awarded to provide qualified teachers for the EC program. After the grant period, Millard will hire teachers with a Master's and 18 hours in their field.

Millard will provide all EC teachers with professional development in instructional technology, software to align with college curriculum, and effective dual enrollment instructional practices. This training will be embedded in the district's annual professional development plan.

Existing classroom space is available. School and district administrators involved in planning and development will provide oversight and maintain partnerships with MCC, Millard Public Schools Foundation, and BFF. The district's Department of Assessment, Research and Evaluation, in cooperation with the independent evaluator, will assist with data baseline and ongoing data collection for program evaluation.

## **(2) Further Develop and Bring to Scale**

In addition to funding from the State of Nebraska, the district has successfully managed several competitive federal, state, and local grants, including the federal Teaching American History, Carol M. White Physical Education Program, and Smaller Learning Communities Planning grants. All projects have been closed on time and within budget. The district has strong financial, business, and program management systems in place, as well as qualified and experienced business and program staffs. The systems enable the district to maintain effective internal control and fund accountability. Grants are administered by the project director in collaboration with the district's grants coordinator and accountant to ensure compliance with applicable grant parameters and federal regulations. An annual audit is performed by an independent accounting firm in accordance with generally accepted auditing standards.

Additional systems exist to enable the district to further develop and bring the Early College (EC) program to scale. When developing new programs, it is standard practice to absorb each component into existing curriculum and staff development, budgeting, assessments, and

evaluation systems. Following implementation, the EC program will become institutionalized within the district using these systems.

The EC management team consists of the Millard South High School Principal, Coordinator of Career and Technical Education, Director of Secondary Education, and Associate Superintendent of Educational Services. To further develop and bring the program to scale, they will consult with other districts to align the program with their existing systems to minimize the impact on resources. Established partnerships with the Nebraska Coordinating Commission for Post-Secondary Education, the Nebraska Community College Association, and the Nebraska Department of Education provide a venue for sharing results and information for potential replication by other local education agencies.

### **(3) Feasibility of Replication**

A key factor in an EC program is the potential to offer dual enrollment courses. The six Nebraska community colleges collaborate to provide consistent opportunities for students across the state. This includes reduced tuition. This existing practice contributes to the feasibility of duplicating EC programs across the state with fidelity, which will include both urban and rural school districts ranging from 66,000 students in Omaha Public Schools, the largest district in Nebraska, to 94 in Arthur Public Schools, one of the smallest. Many of Nebraska's schools serve high concentrations of economically disadvantaged students, students with limited English proficiency, and racial/ethnic populations. Strategic staff development and hiring practices will allow school districts to implement an EC program with limited additional expense; they would need to seek funds for student scholarships and the necessary instructional resources.

**(4) Cost Estimate for Reaching Proposed Students; 100,000; 250,000; and 500,000 students.**

Millard's Early College (EC) program will serve 350 unduplicated students over the life of the project, although the number served differs each year depending on the stage of the project. The first year includes expenses for planning and most start-up. Some start-up expenses also are included in the second year. The focus of the second year is on the first cohort group of 50 juniors who will begin EC classes. In the third year, the original group of 50 students will continue on as seniors and a second cohort group of 100 juniors will begin, for a total of 150 juniors and seniors. Each subsequent year juniors will continue on as seniors and a new cohort group of 100 juniors will begin, for an annual total of 200 students enrolled in the EC program.

College tuition for dual enrollment courses and support services at no personal cost to students is essential for EC students to simultaneously earn a high school diploma and an Associate's Degree or up to two years college credit. Partners will provide cash and in-kind funding for these expenses. Because college tuition and student support services are essential, these matching costs are included in the cost per student shown below.

Annual project expenses will increase proportionately in order to scale up the project with fidelity from 350 students to 100,000; 250,000; and 500,000 students (all unduplicated numbers). Consequently, the annual cost per student will remain the same regardless of the scale.

- **Year 1 (Planning & Start-up):** Total cost for 350 unduplicated students - \$555,805; per student cost - \$1,588. Costs include substitute teacher salaries and benefits to release classroom teachers for curriculum writing and course alignment with college curriculum; counselor salaries and benefits; textbooks for half the classes, technology equipment and



supply purchases; travel to the required project director's meeting; scholarships for teachers to qualify as adjunct faculty; project evaluation; and indirect costs.

- **Year 2 (Start-up, Instruction):** Total cost for 350 unduplicated students - \$943,764; 100,000 unduplicated students - \$218,371,065; 250,000 unduplicated students - \$545,942,862; 500,000 unduplicated students - \$1,091,855,326. The \$15,199 per student cost remains the same, no matter how many students are served. Start-up costs include alignment of courses with college curriculum, remaining textbook purchases, and teacher scholarships. Instructional costs include teacher and counselor salaries and benefits, college tuition for dual credit courses, student support services, instructional models and consumables, student transportation for student field trips to college, project evaluation, and indirect costs.
- **Year 3 (Instruction):** Total cost for 350 unduplicated students - \$1,304,910; 100,000 unduplicated students - \$374,971,509; 250,000 unduplicated students - \$937,454,870; 500,000 unduplicated students - \$1,874,857,544. The cost per student, which remains the same for all unduplicated student numbers, is \$8,699. Instructional costs include teacher and counselor salaries and benefits, college tuition for dual credit courses, student support services, instructional models and consumables, student transportation for student field trips to college, project evaluation, and indirect costs.
- **Year 4 (Instruction):** Total cost for 350 unduplicated students - \$1,624,458; 100,000 unduplicated students - \$466,794,973; 250,000 unduplicated students - \$1,167,019,922; 500,000 unduplicated students - \$2,333,974,865. The cost per student is \$8,122. Cost categories for instruction remain the same: teacher and counselor salaries and benefits, college tuition for dual credit courses, student support services, instructional models and

consumables, student transportation for student field trips to college, project evaluation, and indirect costs.

- **Year 5 (Instruction):** Total cost for 350 unduplicated students - \$1,659,160; 100,000 unduplicated students - \$476,766,780; 250,000 unduplicated students - \$1,191,950,132; 500,000 unduplicated students - \$2,383,833,898. The cost per student is \$8,296. Costs include teacher and counselor salaries and benefits, college tuition for dual credit courses, student support services, instructional models and consumables, student transportation for student field trips to college, project evaluation, and indirect costs.

#### **(5) Mechanisms for Information Dissemination**

The district will communicate the elements of Millard’s EC program, including planning, implementation, and evaluation. This information will be shared with other high schools within the district, K-12 school systems throughout the state including the Omaha metropolitan area, and educational service units and post-secondary institutions statewide. Dissemination mechanisms will include an EC page on the district’s website, presentations at professional development workshops within the district and at state conferences, a journal article written by the independent evaluator, and others upon invitation. In addition, project staff will seek other presentation opportunities regionally and nationally.

### **F. Sustainability**

#### **(1) Resources and Stakeholder Support**

Creating the EC program at Millard South High School (MSHS) is one of the Superintendent’s four annual goals. As a result, it is also a goal of other district leaders, including the Associate Superintendent of Educational Services, the Director of Secondary

Education, and the MSHS Principal. Following the grant period, the EC program will be financially supported through the district's annual budgeting process, which includes district administrators, teachers, support staff, students, and parents; the local teachers union representative; the local business community; and members of the general community, thus establishing the support of all stakeholders. Partnerships with Metropolitan Community College (MCC), Bright Futures Foundation (BFF), and the Millard Public Schools Foundation (MPSF) will continue after the grant period to ensure program sustainability. Through the support by MCC and MPSF, college tuition will be free for participating students. BFF will continue to provide support services to students and their families. Another component of program sustainability is the perceived value of participation by students, their parents, and the community to ensure ongoing demand for the program.

**(2) Incorporation into the Ongoing Work of the LEA.**

In the second year of the grant period, the district will begin institutionalizing EC project components into existing systems, including hiring, curriculum and staff development, the budget, textbook adoption, assessments, and evaluation. Only applicants with the requisite qualifications will be considered for future staffing needs which will eliminate tuition scholarships for teachers. Human resource costs will be incorporated into the district through the established budgeting process. EC courses will be updated within the existing seven-year curriculum review and update cycle. Staff development aligns with the curriculum cycle. Within this cycle, the district will provide financing for technology, textbooks, and instructional resources, thus establishing curriculum support for all EC courses.

**G. Quality of the Management Plan and Personnel (10 points – 6 pages )**

**(1) Adequacy of Management Plan to Achieve Objectives on Time and within Budget**

Goal: Increase the number of students underrepresented in post-secondary institutions who pursue a Bachelor’s degree after high school graduation.			
Objectives:			
1. 90% of enrolled students complete high school on time, with both a high school diploma and an Associate’s degree.			
2. The achievement gap between groups of students in the EC program and the predominant school population will decrease by 20% by completion of the two-year program.			
3. The overall GPA for 85% of EC participants will increase by 10% by the completion of the second year of the program.			
4. 85% of EC participants will obtain a “C” or better on a 10-point grading scale in all early college courses.			
Activity	Responsibility	Timeline	Milestone
Design EC staff development	Director of Staff Development (DSD)	Oct. 2010	Approval by Associate Superintendent
Select staff	MSHS Principal, Director of Human Resources	Oct. 2010	Teachers assigned to EC

Award teacher scholarships	DSD	Dec. 2010	Reimbursement
Professional development (EC/dual enrollment, orientation, instructional technology for teachers)	Coordinator of Career and Technical Ed. Programs (CTE Coordinator)	Jan. – Aug. 2011	Participation records
Review staffing needs	MSSH Principal	Annually	Adequate staff
Update dual enrollment agreement with community college	Associate Superintendent	Oct. 2010	Agreement between MCC and MPS Boards
Align EC/dual credit high school and college courses	CTE Coordinator, MCC Deans	Oct. 2010	Course list approved by Director of Secondary Education
Invite qualified students to apply	MSSH Principal, Director of Secondary Education	Annually beginning Dec. 2010	Student applications received
Select 50 juniors annually	MSSH Principal	Annually beginning Jan. 2011	Student registrations

Identify EC/dual enrollment students who need special services	Special Education and LEP teachers, Counselors	Mar. – May 2011	Approval by Director of Pupil Services, Director of Special Education, LEP Department Head
Purchase instructional resources such as texts, technology, supplies and materials	CTE Coordinator	Apr. – June 2010	Requisitions and Purchase Orders
Implement EC classes	EC teachers, administrators	Annually Aug. – May beginning 2011	Semester grades reported to MCC and recorded on high school transcripts
Evaluate student performance	EC teachers, CTE Coordinator	Ongoing	PLAN scores, semester grades, ACT scores
Disseminate program info and results	All key project personnel	Ongoing	EC website, presentation outlines

## **(2) Qualifications of Project Director and Key Personnel**

Key Millard personnel are: Dr. Curtis Case, Millard South High School Principal; Barbara Waller, Coordinator of Career and Technical Education Program; Nancy Johnston, Director of Secondary Education; and Dr. Mark Feldhausen, Associate Superintendent of Educational Services. All are highly qualified and experienced in overseeing and managing projects the size and scope of the proposed EC program.

Dr. Case will be directly involved with the implementation of the EC program at Millard South High School (MSHS). Dr. Case earned his Bachelor's degree, Master's degree, and Ph.D. from the University of Nebraska at Lincoln. He has both teaching and administrative experience in Nebraska and Texas over a nine-year period. He has led Millard South High School as its principal for the past four years and provides direct oversight of the MSHS Entrepreneurship dual enrollment career academy and the Advanced Placement<sup>®</sup> dual enrollment program. In addition, he oversees the New Frontier program for approximately 50 freshmen and sophomores at MSHS, a school-within-a-school for students who need a smaller, non-traditional learning environment to be successful.

Ms. Waller, who will coordinate EC planning and development, holds a Bachelor's and a Master's from the University of Nebraska at Lincoln, and a second Master's in Educational Leadership from Doane College. Ms. Waller also has completed 40 graduate hours in curriculum, instruction, and evaluation. She has 32 years of experience in education, including 18 as a classroom teacher, 10 as a curriculum facilitator, and two in district-level administration. Ms. Waller is responsible for developing six dual enrollment career academies which will serve approximately 145 students. She is experienced in program and grants management.

Ms. Johnston, Director of Secondary Education, will provide EC program oversight. Ms. Johnston holds a Bachelor's of Education from Northern Illinois University and a Master's of Education from the University of Nebraska at Omaha. Upon completion of her dissertation in August, she will be awarded a Doctorate from the University of Nebraska at Omaha. She has 32 years experience in education with 18 in school and district-level administration. Ms. Johnston is responsible for overseeing all secondary programs including International Baccalaureate, Advanced Placement<sup>®</sup>, Career Academy, and Dual Enrollment.

Dr. Feldhausen, Associate Superintendent of Educational Services, has responsibility through the strategic planning process for directing the implementation of the EC program and other innovative approaches to motivate and educate students, including the district's six career academies. He holds a Bachelor's and a Master's degree in history from Creighton University in Omaha, an Administrative Endorsement in Principalship and Superintendency from the University of Nebraska at Omaha, and a Ph.D. in K-12 Administration, Curriculum, and Instruction from the University of Nebraska at Lincoln. Dr. Feldhausen has 32 years of progressively more responsible experience in education including classroom teaching, secondary school administration, and K-12 district level administration.



Category/Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>1 Personnel</b>					
Align Dual Credit Curriculum:					
16 Year 1 and 8 Year 2 Substitute Teacher Days for Social Studies Curriculum Development @ \$140/Day	\$2,240	\$1,120	\$0	\$0	\$0
12 Year 1 and 4 Year 2 Substitute Teacher Days for Language Arts Curriculum Development @ \$140/Day	\$1,680	\$560	\$0	\$0	\$0
6 Year 1 and 6 Year 2 Substitute Teacher Days for Science Curriculum Development @ \$140/Day	\$840	\$840	\$0	\$0	\$0
12 Substitute Teacher Days for Math Curriculum Development @ \$140/Day	\$1,680	\$0	\$0	\$0	\$0
8 Year 1 Substitute Teacher Days for Arts Curriculum Development @ \$140/Day	\$1,120	\$0	\$0	\$0	\$0
8 Year 1 Substitute Teacher Days for World Language Curriculum Development @ \$140/Day	\$1,120	\$0	\$0	\$0	\$0
4 Substitute Teacher Days for Technology Curriculum Development @ \$140/Day	\$560	\$0	\$0	\$0	\$0
4 Year 1 Substitute Teacher Days for Human Relations Curriculum Development @ \$140/Day	\$560	\$0	\$0	\$0	\$0
14 Substitute Teachers for 9 Days/Each to Release EC Teachers for Technology Training	\$17,640	\$0	\$0	\$0	\$0
Classroom Instruction:					
.5 FTE Language Arts Teacher in Year 2, 1.5 FTE in Year 3, 2.25 FTE in Years 4 & 5 @ \$50,894, with 3% Annual Salary Increase	\$0	\$25,447	\$78,632	\$121,486	\$125,131

Category/Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1 FTE Social Studies Teacher in Year 2, 3 FTE Year 3, 4 FTE Years 4 & 5 @ \$50,894, with 3% Annual Salary Increase	\$0	\$50,894	\$157,264	\$215,975	\$222,455
.5 FTE Science Teacher in Year 2, 1.5 FTE Year 3, 2.5 FTE Years 4 & 5 @ \$50,894, with 3% Salary Increase	\$0	\$25,447	\$78,632	\$121,486	\$125,131
.5 FTE Arts Teacher in Years 1 - 5 @ \$50,894, with 3% Annual Salary Increase	\$0	\$25,447	\$26,210	\$26,997	\$27,807
1.5 FTE Math Teacher in Year 2, 2 FTE in Years 3,4 & 5 @ \$50,894, with 3% Salary Increase	\$0	\$76,342	\$104,842	\$107,988	\$111,227
.5 FTE World Language Teacher in Year 2, 1.5 FTE Years 3, 4 & 5 @ \$50,894, with 3% Salary Increase	\$0	\$25,447	\$78,632	\$80,991	\$83,420
.5 FTE Technology Teacher @ \$50,894 in Years 1 - 5, with 3% Annual Salary Increase	\$0	\$25,447	\$26,210	\$26,997	\$27,807
Student Support:					
1 Early College Counselor FTE @ \$50,894 in Years 1 - 5, with 3% Annual Salary Increase	\$0	\$50,894	\$52,421	\$53,993	\$55,613
<b>Personnel Subtotal</b>	<b>\$27,440</b>	<b>\$307,885</b>	<b>\$602,844</b>	<b>\$755,913</b>	<b>\$778,590</b>
<b>2 Fringe Benefits</b>					
Align Dual Curriculum					
Substitute Teachers @7.65% for FICA and Social Security	\$750	\$193	\$0	\$0	\$0
Staff Development:					
Substitute Teachers @7.65% for FICA and Social Security	\$1,349	\$0	\$0	\$0	\$0
Instruction:					

<b>Category/Description</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
Teachers @16.01% for FICA, Social Security, and Retirement; Average of 19% for Variable Cost Health, Dental, and Other Insurance	\$0	\$104,689	\$203,465	\$251,222	\$254,852
<b>Fringe Benefits Subtotal</b>	<b>\$2,099</b>	<b>\$104,882</b>	<b>\$203,465</b>	<b>\$251,222</b>	<b>\$254,852</b>
<b>3 Travel</b>					
Required Project Directors' Meeting:					
Airfare for 2 Project Personnel, Project Evaluator, and 1 Other Partner @ \$350/person for 2 Nights	\$2,800	\$0	\$0	\$0	\$0
Meal Allowance @ \$71/day for 3 days (including travel) for 4 People	\$852	\$0	\$0	\$0	\$0
Hotel, 2 nights @ \$200/night for 4 People	\$1,600	\$0	\$0	\$0	\$0
Local Mileage and Parking for 2 Days @\$55/person for 4 People	\$220	\$0	\$0	\$0	\$0
<b>Travel Subtotal</b>	<b>\$5,472</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4 Equipment</b>					
Classroom Instruction:					
5 Laptop Carts with 25 Laptops/Cart @ \$28,000	\$140,000	\$0	\$0	\$0	\$0
<b>Equipment Subtotal</b>	<b>\$140,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5 Supplies</b>					
Classroom Instruction:					
100 Text Books for Each of 22 Courses (English, math, social studies, science, world language, art, technology, human relations) @ Average of \$145/Text	\$159,500	\$159,500	\$0	\$0	\$0

**Budget Narrative**

<b>Category/Description</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Project Year 4</b>	<b>Project Year 5</b>
Instructional Resources (Media, Instructional Models, Etc.) for 11 Courses/Year @ \$2,000/Course	\$22,000	\$22,000	\$0	\$0	\$0
5 SMART Boards (including installation) @ \$3,091/Unit	\$15,455	\$0	\$0	\$0	\$0
5 Epson Projector @ \$589 Each	\$2,945	\$0	\$0	\$0	\$0
5 Docking Stations @ \$95 Each	\$475	\$0	\$0	\$0	\$0
5 Media Carts @ \$500 Each	\$2,500				
5 Document Camera @ \$618/Camera	\$3,090	\$0	\$0	\$0	\$0
5 Speakers @ \$55/Speaker	\$275	\$0	\$0	\$0	\$0
5 DVD/VHS Recorders @ \$75/Recorder	\$375	\$0	\$0	\$0	\$0
5 Set of 25 Interactive "Clickers" and MOBI @ \$3,200/Set	\$16,000	\$0	\$0	\$0	\$0
Consumables (i.e., Biology Specimens)	\$0	\$3,000	\$3,000	\$3,000	\$3,000
<b>Supplies Subtotal</b>	<b>\$222,615</b>	<b>\$184,500</b>	<b>\$3,000</b>	<b>\$3,000</b>	<b>\$3,000</b>
<b>6 Contractual</b>					
Project Evaluation:					
Independent Evaluator @ 7% of Project Expenses Averaged Over Grant Period	\$30,262	\$43,962	\$56,687	\$70,745	\$72,586
Program Marketing					
Early College Web Page Designer @ \$2,500	\$2,500	\$0	\$0	\$0	\$0
5,000 Tri-fold EC Brochures @ \$1,929	\$1,929	\$0	\$0	\$0	\$0
Student Support:					
Bus Rental for 4 Trips to Community College for Classes/Campus Field Trips @ \$126/Trip	\$0	\$504	\$504	\$504	\$504
<b>Contractual Subtotal</b>	<b>\$34,691</b>	<b>\$44,466</b>	<b>\$57,191</b>	<b>\$71,249</b>	<b>\$73,090</b>

Budget Narrative

Category/Description	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
<b>7 Construction</b>	\$0	\$0	\$0	\$0	\$0
<b>8 Other</b>					
Staff Development:					
7 Scholarships/Year for Teachers to Qualify as Adjunct Faculty @ \$4,322/Teacher	\$30,253	\$30,253	\$0	\$0	\$0
<b>Other Subtotal</b>	<b>\$30,253</b>	<b>\$30,253</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>9 Total Direct Cost</b>	<b>\$462,569</b>	<b>\$671,985</b>	<b>\$866,500</b>	<b>\$1,081,383</b>	<b>\$1,109,533</b>
<b>10 Indirect Costs at 17.4537%</b>	<b>\$80,735</b>	<b>\$117,286</b>	<b>\$151,236</b>	<b>\$188,741</b>	<b>\$193,655</b>
<b>11 Training Stipends</b>	\$0	\$0	\$0	\$0	\$0
<b>Total Costs</b>	<b>\$543,305</b>	<b>\$789,271</b>	<b>\$1,017,736</b>	<b>\$1,270,125</b>	<b>\$1,303,188</b>

<b>Category/Description</b>	<b>Non-Federal Project Year 1</b>	<b>Non-Federal Project Year 2</b>	<b>Non-Federal Project Year 3</b>	<b>Non-Federal Project Year 4</b>	<b>Non-Federal Project Year 5</b>
<b>1 Personnel</b>					
Administration					
Millard Public Schools - Millard South High School Principal, \$111,191 @ .05 FTE in Years 1 - 5, with 3% Annual Salary Increase	\$5,560	\$5,726	\$5,898	\$6,075	\$6,257
Millard Public Schools - Coordinator of Career and Technical Education Programs, \$77,471 @ 20% FTE in Year 1, 15% FTE in Years 2 - 5, with 3% Annual Salary Increase	\$15,494	\$11,969	\$12,328	\$12,698	\$13,079
Millard Public Schools - Director of Secondary Education, \$108,079 @ .02 FTE in Years 1 - 5, with 3% Annual Salary Increase	\$2,162	\$2,226	\$2,293	\$2,362	\$2,433
Millard Public Schools - Associate Superintendent of Educational Services, \$147,047 @ .02 FTE in Years 1 - 5, with 3% Annual Salary Increase	\$2,141	\$2,205	\$2,271	\$2,339	\$2,410
Millard Public Schools - Educational Services Secretary, \$42,913 @ .05 FTE, with 3% Annual Salary Increase	\$2,146	\$2,210	\$2,276	\$2,345	\$2,415
Student Support Services					
Bright Futures Foundation - Full Time Guidance Counselor @ \$50,000, with 3% Annual Salary Increase, for Planning in Year 1 and Work with Students in Years 2 - 5	\$12,500	\$51,500	\$53,045	\$54,636	\$56,275
<b>Personnel Subtotal</b>	<b>\$40,002</b>	<b>\$75,837</b>	<b>\$78,112</b>	<b>\$80,456</b>	<b>\$82,869</b>

**2 Fringe Benefits**

## Administration

Millard Public Schools Administrators - 16.01% for FICA, Social Security, and Retirement; Average of 19% for Variable Cost Health, Dental, and Other Insurance	\$8,877	\$7,747	\$7,979	\$8,219	\$8,465
Millard Public Schools Secretary - 16.01% for FICA, Social Security, and Retirement; 1.15% for Variable Cost Health, Dental, and Other Insurance	\$6,888	\$13,675	\$14,085	\$14,508	\$14,943
<b>Fringe Benefits Subtotal</b>	<b>\$15,765</b>	<b>\$21,422</b>	<b>\$22,064</b>	<b>\$22,726</b>	<b>\$23,408</b>
<b>3 Travel</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>4 Equipment</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>5 Supplies</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>6 Contractual</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>7 Construction</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>8 Other</b>					
Millard Public Schools Foundation Match - Payment of 48 Credit Hours College Tuition Annually @ \$27.32/Credit Hour for 50 Students in Year 2, 150 in Year 3, and 200 in Years 4 and 5	\$0	\$65,568	\$196,704	\$262,272	\$262,272
Bright Futures Foundation (BFF) Match - Student Center for Student Access to Technology, Mentoring, and Other Support Services	\$0	\$9,350	\$9,350	\$9,350	\$9,350

BFF Match - Student Transportation for College Campus Visits	\$0	\$9,360	\$9,360	\$9,360	\$9,360
BFF Match - College Academic Support	\$0	\$8,365	\$8,365	\$8,365	\$8,365
BFF Match - Intervention and Counseling	\$0	\$2,875	\$2,875	\$2,875	\$2,875
BFF Match - Social Services for Students	\$0	\$7,475	\$7,475	\$7,475	\$7,475
<b>Other Subtotal</b>	<b>\$0</b>	<b>\$102,993</b>	<b>\$234,129</b>	<b>\$299,697</b>	<b>\$299,697</b>
<b>9 Total Direct Cost</b>	<b>\$55,767</b>	<b>\$200,252</b>	<b>\$334,306</b>	<b>\$402,879</b>	<b>\$405,974</b>
<b># Indirect Costs at 17.4537%</b>	<b>\$9,733</b>	<b>\$34,951</b>	<b>\$58,349</b>	<b>\$70,317</b>	<b>\$70,858</b>
<b># Training Stipends</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Costs</b>	<b>\$65,500</b>	<b>\$235,203</b>	<b>\$392,654</b>	<b>\$473,196</b>	<b>\$476,832</b>



February 2010

To Whom It May Concern:

On behalf of Metropolitan Community College (Metro), I write this support letter for the Millard Public Schools (MPS). MPS is writing a proposal for the Investing In Innovation (i3) Grant through the American Recovery and Investment Act (ARRA). By participating extensively in the proposed activities, Metropolitan Community College welcomes the opportunity to strengthen an already effective collaboration with the Millard Public Schools.

Millard Public Schools and Metropolitan Community College currently work together in several ways. The first is a number of Millard students, as juniors and seniors, participate in career academies at various Metro locations. A second is through dual enrollment opportunities offered in the Millard high schools, having the MPS high school teacher become Metro adjunct qualified. The third is technical support for classes in which the Metro instructor works directly with the Millard high school teacher to deliver instruction.

Metro looks forward to working with Millard Public School staff to provide a unique opportunity for Millard students, instructional programs which will allow the high school student to complete an Associate's Degree while in high school. The MPS i3 grant proposal includes several opportunities for postsecondary involvement. One is the availability for scholarship funds for high school teachers who want to become Metro adjunct eligible, requiring a Master's degree with 18 graduate hours in the subject to be taught. Metro can advise high school staff of which courses to take to complete the eligibility requirements. Metro academic staff will work with Millard staff to align coursework, creating more dual enrollment classes for high school students. Metropolitan Community College will work with the Millard Public Schools to establish the Millard Early College Program, enabling students to earn an Associate's Degree while completing high school graduation requirements.

Please give strong consideration to the Millard Public Schools proposal for the Investing In Innovation grant. MPS has a long history of researching and using data to develop new programs/projects. MPS works effectively and efficiently to accomplish its goals and to do what is in the best interest of students. MPS will reach all the goals and objectives determined for this grant proposal.

If you have questions, please contact me at 402-457-2343 or via email, [ceichhorn@mccneb.edu](mailto:ceichhorn@mccneb.edu).

Sincerely,



Connie Eichhorn, Ph. D.  
Director, Secondary Partnerships



U.S. Department of Education  
Office of Innovation and Improvement  
400 Maryland Avenue, SW  
Washington, D.C. 20202

April 27, 2010

To Whom It May Concern:

This is in support of the Millard Public Schools' Development Grant proposal and to confirm Bright Futures Foundation's in-kind contribution to the program. Millard's Early College goal of increasing the college attendance rate of students at risk of limited life opportunities by dropping out of the educational process during high school or upon high school graduation meshes perfectly with the Bright Futures Foundation's mission of helping young people make a better life for themselves by providing access to post-secondary education and wrap-around support services beginning in high school and continuing through college graduation.

As a partner with Millard on the Early College program at Millard South High School, Bright Futures Foundation will provide a Talent Advisor to work with students in collaboration with Millard's Early College counselor; provide use of the Avenue Center for students to access technology, meet with their mentors, and receive other wrap-around services; provide transportation for college campus visits; individual counseling; and social services as needed. The annual in-kind cost for the Talent Advisor is \$12,500 in the first year; \$51,500 in the second; \$53,045 in the third; \$54,636 in the fourth; and \$56,275 in the fifth. Beginning in the second year, the annual in-kind contribution will be \$9,350 for student use of the Avenue Center, \$9,360 for transportation, \$8,365 for college academic support, \$2,875 for counseling, and \$7,475 for social services, for an annual total of \$37,425. Over the five year grant period, Bright Futures Foundation's in-kind contribution for the Talent Advisor and wrap-around support services will be \$352,657. These in-kind expenses will be provided on an ongoing basis throughout the project through the Foundation's Avenue Scholars program.

Bright Futures Foundation also will partner with Millard to disseminate program results and information to the other 10 Omaha area school districts that may be interested in duplicating the program. Bright Futures Foundation is pleased to work in collaboration with Millard Public Schools on its Early College program at Millard South High School. Together over the years we will make a positive difference in the lives of thousands of students in need of educational support and encouragement.

Sincerely,

A handwritten signature in black ink that reads "Jeffrey R. Johnston". The signature is written in a cursive style with a large, prominent "J" at the beginning.

Jeffrey R. Johnston, Chief Operating Officer

**Early College 4 year budget**  
This budget is for 50 students per grade.

Bdg. Cat.	Course	Adop. Yr	Qty.	Item	Unit	Total	Planning Year 1	Year 2	Year 3	Year 4	Year 5	Total
330.0331												
330.0331	Tranportation		4	Field trips-to campus or for courses	\$ 126.00	\$ 504.00		\$ 504.00	\$ 504.00	\$ 504.00	\$ 504.00	
<b>30.0331 Total</b>							<b>\$ -</b>	<b>\$ 504.00</b>	<b>\$ 504.00</b>	<b>\$ 504.00</b>	<b>\$ 504.00</b>	<b>\$ 2,016.00</b>
1210	Curric. Dev. for Social Studies Yr 1	09-10	16	4 courses x 4 days per course	\$ 140.00	\$ 2,240.00	\$ 2,240.00					
1210	Curric. Dev. for Social Studies Yr 2	10-11	8	2 courses x 4 days per course	\$ 140.00	\$ 1,120.00		\$ 1,120.00				
1210	Curriculum Development for Lang. Arts Yr 1	08-09	12	3 courses x 4 days per course	\$ 140.00	\$ 1,680.00	\$ 1,680.00					
1210	Curriculum Development for Lang. Arts Yr 2	09-10	4	1 courses x 4 days per course	\$ 140.00	\$ 560.00		\$ 560.00				
1210	Curriculum Development for Science	08-09	12	3 courses x 4 days per course	\$ 140.00	\$ 1,680.00	\$ 840.00	\$ 840.00				
1210	Curriculum Development for Math	08-09	12	3 courses x 4 days per course	\$ 140.00	\$ 1,680.00	\$ 1,680.00					
1210	Curriculum Development for Fine Arts	09-10	8	2 courses x 4 days per course	\$ 140.00	\$ 1,120.00	\$ 1,120.00					
1210	Curriculum Development for World Lang	09-10	8	2 courses x 4 days per course	\$ 140.00	\$ 1,120.00	\$ 1,120.00					
1210	Curriculum Development-CTA		4	1 course x 4 days per course	\$ 140.00	\$ 560.00	\$ 560.00					
1210	Curriculum Development-Human Relations		4	1 course x 4 days per course	\$ 140.00	\$ 560.00	\$ 560.00					
?	Staff Development for Technology Pkg/Angel		126	14 teachers, 9 days	\$ 140.00	\$ 17,640.00	\$ 17,640.00					
<b>1210 Total</b>							<b>\$ 27,440.00</b>	<b>\$ 2,520.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 29,960.00</b>
	Language Arts Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 25,447.18	\$ 78,631.79	\$ 121,486.11	\$ 125,130.69	
	Social Studies Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 50,894.36	\$ 157,263.57	\$ 215,975.31	\$ 222,454.57	
	Science Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 25,447.18	\$ 78,631.79	\$ 121,486.11	\$ 125,130.69	
	Arts Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 25,447.18	\$ 26,210.60	\$ 26,996.91	\$ 27,806.82	
	Math Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 76,341.54	\$ 104,842.38	\$ 107,987.65	\$ 111,227.28	
	World Language			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 25,447.18	\$ 78,631.79	\$ 80,990.74	\$ 83,420.46	
	Technolgy Teacher			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 25,447.18	\$ 26,210.60	\$ 26,996.91	\$ 27,806.82	
	Early College Counselor			FTE (inc. 3% yrs 2-5)	\$ 49,412.00	\$ -		\$ 50,894.36	\$ 52,421.19	\$ 53,993.83	\$ 55,613.64	
<b>Total</b>			<b>0</b>			<b>\$ -</b>	<b>\$ -</b>	<b>\$ 305,366.16</b>	<b>\$ 602,843.69</b>	<b>\$ 755,913.57</b>	<b>\$ 778,590.98</b>	<b>\$ 2,442,714.40</b>
	Variable & Fixed Benefits			Early College Teachers				\$ 104,689.12	\$ 203,465.28	\$ 251,221.76	\$ 254,852.42	

**Early College 4 year budget**  
This budget is for 50 students per grade.

Bdg. Cat.	Course	Adop. Yr	Qty.	Item	Unit	Total	Planning Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Variable Benefits (subs)			Curriculum writing			\$ 2,099.16	\$ 192.78				
<b>??Total</b>							<b>\$ 2,099.16</b>	<b>\$ 104,881.90</b>	<b>\$ 203,465.28</b>	<b>\$ 251,221.76</b>	<b>\$ 254,852.42</b>	<b>\$ 816,520.52</b>
04100	Consumables	09-10	1	Biology?	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	\$ 3,000.00	
<b>04100 Total</b>							<b>\$ -</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 3,000.00</b>	<b>\$ 12,000.00</b>
04200	Text Estimate		100	Est. 11 books @ 145.00	\$ 1,595.00	\$ 159,500.00		\$ 159,500.00				
04200	Text Estimate		100	Est. 11 books @ 145.00	\$ 1,595.00	\$ 159,500.00	\$ 159,500.00					
??	Instructional Resources		22	22 courses \$ 2000 per cr.	\$ 44,000.00	\$ 44,000.00	\$ 22,000.00	\$ 22,000.00				
<b>04200 Total</b>							<b>\$ 181,500.00</b>	<b>\$ 181,500.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 363,000.00</b>
04600	Instructional technology	09-10	5	Smart Board	\$ 1,291.00	\$ 6,455.00	\$ 6,455.00					
04600	Epson Prrojector		5	Projector	\$ 589.00	\$ 2,945.00	\$ 2,945.00					
04600	Docking Station		5	Docking Station	\$ 95.00	\$ 475.00	\$ 475.00					
04600	Installation, SMART Board & Projector	09-10	5	Installation	\$ 1,800.00	\$ 9,000.00	\$ 9,000.00					
04600	Document Camera	09-10	5	Document Camera	\$ 618.00	\$ 3,090.00	\$ 3,090.00					
04600	Speakers		5	Speakers	\$ 55.00	\$ 275.00	\$ 275.00					
04600	DVD/VHS		5	DVD/VHS	\$ 75.00	\$ 375.00	\$ 375.00					
04600	E-Instruction		5	Set of 25 intractive "clickers" and MOBI	\$ 3,200.00	\$ 16,000.00	\$ 16,000.00					
04601	Cart for media equip		5		\$ 500.00	\$ 2,500.00	\$ 2,500.00					
<b>04600 Total</b>							<b>\$ 41,115.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 41,115.00</b>
?	Laptop cart (25)	09-10	5	Complete laptop cart (25)	\$ 28,000.00	\$ 140,000.00	\$ 140,000.00					
<b>Total</b>							<b>\$ 140,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 140,000.00</b>
?	Staff Development/Scholarships		252	14 teachers x 18 cr. Hrs	\$ 240.10	\$ 60,505.20	\$ 30,252.60	\$ 30,252.60				
<b>Total</b>							<b>\$ 30,252.60</b>	<b>\$ 30,252.60</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 60,505.20</b>
	Marketing-Web Development		1		\$ 2,500.00	\$ 2,500.00	\$ 2,500.00					
	Marketing-print resources		1		\$ 1,929.00	\$ 1,929.00	\$ 1,929.00					
<b>Total</b>							<b>\$ 4,429.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,429.00</b>
												\$ -
?	Meeting in DC for grant management						\$ 5,472.00					
							\$ 5,472.00	\$ -	\$ -	\$ -	\$ -	\$ 5,472.00
<b>Total</b>							<b>\$ 432,307.76</b>	<b>\$ 628,024.66</b>	<b>\$ 809,812.97</b>	<b>\$ 1,010,639.33</b>	<b>\$ 1,036,947.39</b>	<b>\$ 3,917,732.12</b>
?	Independent Evaluator			7% of M54			\$ 30,261.54	\$ 43,961.73	\$ 56,686.91	\$ 70,744.75	\$ 72,586.32	\$ 274,241.25
							\$ 462,569.30	\$ 671,986.39	\$ 866,499.88	\$ 1,081,384.09	\$ 1,109,533.71	\$ 4,191,973.37
?	Unrestricted indirect cost			17.4537% of M56	\$ 731,654.46		\$ 80,735.46	\$ 117,286.49	\$ 151,236.29	\$ 188,741.53	\$ 193,654.69	\$ 731,654.46
<b>al Project Cost</b>							<b>\$ 1,005,874.06</b>	<b>\$ 1,461,259.27</b>	<b>\$ 1,884,236.04</b>	<b>\$ 2,351,509.71</b>	<b>\$ 2,412,722.11</b>	<b>\$ 4,923,627.82</b>
?	MPS Foundation-student scholars ships		100	48 credits, 27.33per credit	\$ 1,311.36	\$ 131,136.00		\$ 65,568.00	\$ 196,704.00	\$ 262,272.00	\$ 262,272.00	\$ 786,816.00
	Bright Futures Foundation			Talent Advisor			\$ 12,500.00	\$ 51,500.00	\$ 53,045.00	\$ 54,636.00	\$ 56,275.00	\$ 227,956.00
	Bright Futures Foundation			Student Center			\$ -	\$ 9,350.00	\$ 6,350.00	\$ 9,350.00	\$ 9,350.00	\$ 34,400.00

**Early College 4 year budget**  
This budget is for 50 students per grade.

Bdg. Cat.	Course	Adop. Yr	Qty.	Item	Unit	Total	Planning Year 1	Year 2	Year 3	Year 4	Year 5	Total
	Bright Futures Foundation			Transportation to College Campus Visits			\$ -	\$ 9,360.00	\$ 9,360.00	\$ 9,360.00	\$ 9,360.00	\$ 37,440.00
	Bright Futures Foundation			College Academic Support			\$ -	\$ 8,365.00	\$ 8,365.00	\$ 8,365.00	\$ 8,365.00	\$ 33,460.00
	Bright Futures Foundation			Intervention & Counseling			\$ -	\$ 2,875.00	\$ 2,875.00	\$ 2,875.00	\$ 2,875.00	\$ 11,500.00
	Bright Futures Foundation			Social Services			\$ -	\$ 7,475.00	\$ 7,475.00	\$ 7,475.00	\$ 7,475.00	\$ 29,900.00
	<b>BBF Total</b>											<b>\$ 374,656.00</b>
Total Private							<b>\$ 12,500.00</b>	<b>\$ 154,493.00</b>	<b>\$ 284,174.00</b>	<b>\$ 354,333.00</b>	<b>\$ 355,972.00</b>	<b>\$ 1,161,472.00</b>
							<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>	<i>2013-2014</i>	<i>2014-2015</i>	
							<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	

Note: 20% of \$4,923,627.82=\$984,725.58

Private Funding = 23.59%

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approve Adjustment to Millard Public Schools Mathematics Standards and Indicators for PK-12

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Approve Adjustment to Millard Public Schools Mathematics Standards and Indicators for PK-12

**ACTION DESIRED:** Approval

**BACKGROUND:** The Board of Education approved the Millard Math Standards and Indicators on March 15, 2010. Since that time it has come to our attention that two of the secondary concepts within the matrix were incorrectly submitted.

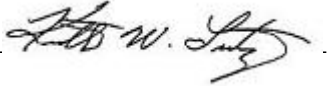
- Within Transformations, a standard was listed under Grade 11 which should not have been included as the standard and corresponding indicators are mastered within Geometry, typically in Grade 10.
- Within Probability, a standard was listed under Grade 9 without the corresponding indicators.

**RECOMMENDATIONS:** Approve Millard Mathematics Standards and Indicators adjustments to the Transformations and Probability concepts as presented.

**STRATEGIC PLAN REFERENCE:** None

**TIMELINE:** Changes will be applied immediately.

**RESPONSIBLE PERSON(S):** Mark Feldhausen, Carol Newton, Nancy Johnston

**SUPERINTENDENT'S APPROVAL:**  .

**BOARD ACTION:**

**K-12 Comprehensive GEOMETRIC/MEASUREMENT Standard:  
Students will communicate geometric concepts and measurement concepts using multiple representations  
to reason, solve problems, and make connections within mathematics and across disciplines.**

<b>Concept</b>	<b>Grade Level Standards</b>
----------------	------------------------------

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Transformations</b>	MA S 05.2.3 Students will identify and use simple transformations.	MA S 06.2.3 Students will use and describe results of transformations on geometric shapes.	MA S 07.2.3 Students will use transformations and symmetry to analyze geometric shapes.	MA S 08.2.3 Students will perform transformations and use them to analyze the orientation and size of geometric shapes.		MA M 10.2.3 Students will apply and analyze transformations.	<del>MA S 11.2.3</del> <del>Students will apply and analyze transformations</del>	MA S 12.2.3 Students will apply and analyze transformations.
<b>Curricular Indicators</b>	MA S 05.2.3.a Perform one-step transformations on two dimensional shapes (e.g., translation, rotation, reflection, of 90, 180, and 270)	MA S 06.2.3.a Perform and describe positions and orientation of shapes under single transformations (translation, rotation, reflection) not on a coordinate plane	MA S 07.2.3.a Identify lines of symmetry for a reflection	MA S 08.2.3.a Identify the similarity of dilated shapes		MA M 10.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes		MA S 12.2.3.a Explain and justify the effects of simple transformations on the ordered pairs of two-dimensional shapes
			MA S 07.2.3.b Perform and describe positions and orientation of shapes under a single transformation (e.g., translation, rotation, reflection) on a coordinate plane	MA S 08.2.3.b Perform and describe positions and sizes of shapes under dilations (e.g., scale factor, ratios)		MA M 10.2.3.b Perform and describe multiple transformations		MA S 12.2.3.b Perform and describe multiple transformations

**K-12 Comprehensive DATA ANALYSIS / PROBABILITY Standard:  
Students will communicate data analysis/probability concepts using multiple representations  
to reason, solve problems, and make connections within mathematics and across disciplines.**

Concept	Grade Level Standards							
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>Probability</b>	MA S 05.4.3 Students will determine theoretical probabilities.	MA S 06.4.3 Students will apply basic concepts of probability.	MA S 07.4.3 Students will apply and interpret basic concepts of probability.	MA S 08.4.3 Students will apply and interpret basic concepts of probability.	MA M 09.4.3 Students will apply and interpret concepts of probability.		MA M 11.4.3 Students will apply and analyze concepts of probability.	MA S 12.4.3 Students will apply and analyze concepts of probability.
<b>Curricular Indicators</b>	MA S 05.4.3.a Perform and record results of probability experiments	MA S 06.4.3.a Describe the theoretical probability of an event using a fraction, percentage, decimal, or ratio	MA S 07.4.3.a Find the probability of independent compound events (e.g., tree diagram, organized list)	MA S 08.4.3.a Identify complementary events and calculate their probabilities	<a href="#">MA S 09.4.3.a Identify complementary events and calculate their probabilities</a>		MA M 11.4.3.a Construct a sample space and a probability distribution	MA S 12.4.3.a Construct a sample space and a probability distribution
	MA S 05.4.3.b Generate a list of possible outcomes for a simple event	MA S 06.4.3.b Compute theoretical probabilities for independent events	MA S 07.4.3.b Compare and contrast theoretical and experimental probabilities	MA S 08.4.3.b Compute probabilities for independent compound events	<a href="#">MA S 09.4.3.b Compute probabilities for independent compound events</a>		MA M 11.4.3.b Identify dependent and independent events and calculate their probabilities	MA S 12.4.3.b Identify dependent and independent events and calculate their probabilities
	MA S 05.4.3.c Explain that the likelihood of an event that can be represented by a number from 0 (impossible) to 1 (certain)	MA S 06.4.3.c Find experimental probability for independent events		MA M 08.4.3.c Compute probabilities for dependent events	<a href="#">MA M 09.4.3.c Compute probabilities for dependent events</a>		MA M 11.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)	MA S 12.4.3.c Use the appropriate counting techniques to determine the probability of an event (e.g., combinations, permutations)
				MA M 08.4.3.d Determine the odds of an event	<a href="#">MA M 09.4.3.d Determine the odds of an event</a>		MA M 11.4.3.d Analyze events to determine if they are mutually exclusive	MA S 12.4.3.d Analyze events to determine if they are mutually exclusive
				MA M 08.4.3.e Compare and contrast combinations and permutations	<a href="#">MA M 09.4.3.e Compare and contrast combinations and permutations</a>		MA M 11.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome	MA S 12.4.3.e Determine the relative frequency of a specified outcome of an event to estimate the probability of the outcome



## AGENDA SUMMARY SHEET

**AGENDA ITEM:**           **6th and 7th Grade Analytical Writing ELO Cutscore**

**Meeting Date:**           **May 3, 2010**

**Department:**            Planning & Evaluation

**Title and Brief  
Description:**

New ELO Cutscores: District ELO Assessments are updated along with the curriculum to ensure the accurate measurement of student achievement. Multi-level cutscores are set in order to classify students in one of four proficiency levels. Teams of teachers are led by psychometric consultants from Alpine Testing Solutions in the process of setting defensible and accurate cutscores.

**Action Desired:**       Approval   X     Discussion      Information Only   

**Background:**

**Options/Alternatives  
Considered:**

N.A.

**Recommendations:**

**Strategic Plan**

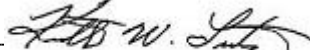
**Reference:**

To meet the mission of the district.

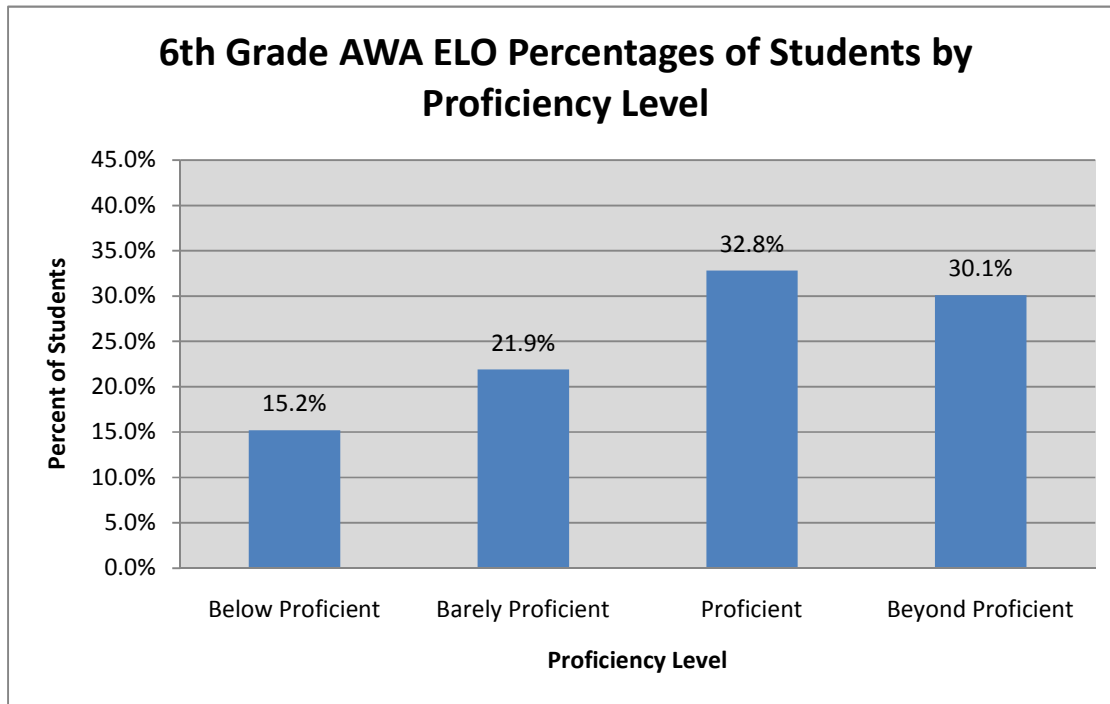
**Responsible**

**Persons:**

Dr. Jon Lopez, Dr. Patricia Crum

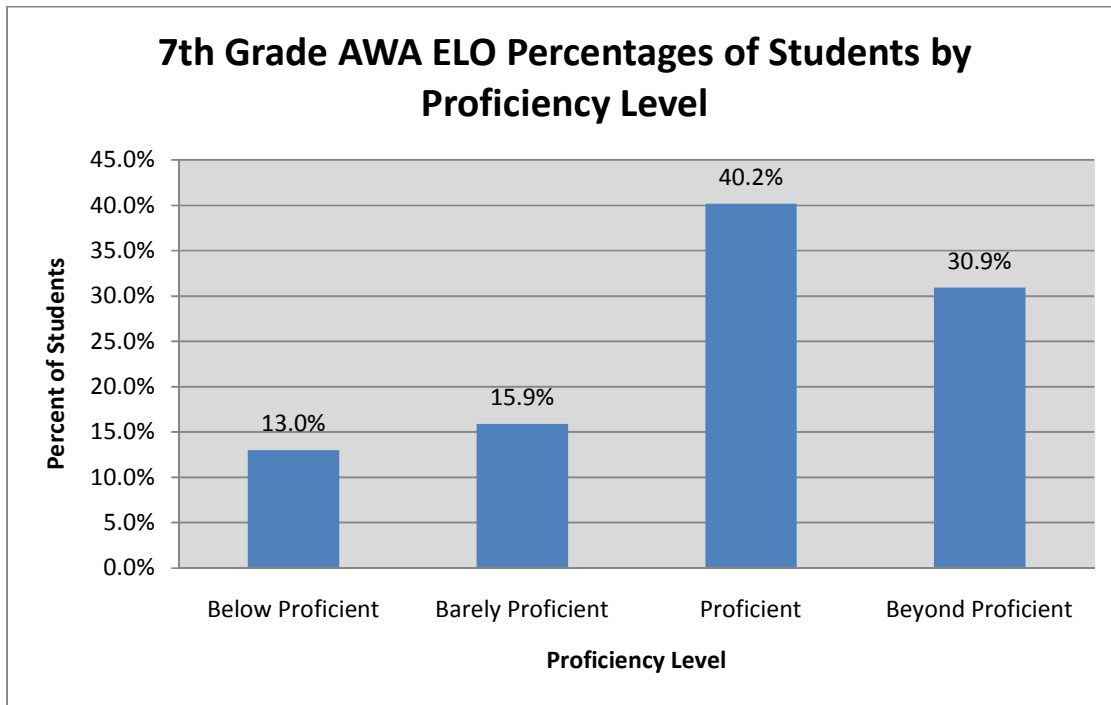
**Superintendent's Signature:**   \_\_\_\_\_  \_\_\_\_\_

### Single Prompt 6<sup>th</sup> Grade AWA Assessment Cutscore 2009-2010



Form C (Operational)	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		20		23		27	
Score Range	19 and Below		20 to 22		23 to 26		27 and above
% of All Students	15.2%		21.9%		32.8%		30.1%

**Single Prompt 7<sup>th</sup> Grade AWA Assessment Cutscore 2009-2010**



Form A (Operational)	Below Proficient		Barely Proficient		Proficient		Beyond Proficient
Cutscore		21		24		28	
Score Range	20 and Below		21 to 23		24 to 27		28 and above
% of All Students	13%		15.9%		40.2%		30.9%

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Reaffirmation of Construction Policies

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Reaffirmation of Construction Policies – the review and reaffirmation of all of the board policies pertaining to construction

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** As the District worked its way through the construction projects related to the 1997 bond issue, the District’s policies and rules related to construction were reviewed and revised. Those policies remained, for the most part, unchanged for the 2005 bond issue projects.

The policies appear to have served us reasonably well since their adoption. Therefore, we are recommending that they be reaffirmed as submitted.

**OPTIONS AND ALTERNATIVES:** n/a

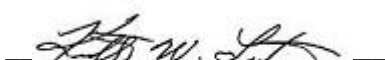
**RECOMMENDATION:** It is recommended that the following policies and rules be reaffirmed: 3611; 3612; 3613; 3614; 3614.1; 3621; 3622; 3622.1; 3623; 3631; 3632; 3641; 3642; 3643; 3643.1; 3644; 3644.1; 3645; 3645.1; and 3646.

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** n/a

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

**SUPERINTENDENT’S APPROVAL:** 

## **Support Services – Construction**

### **Planning - Determining Needs**

**3611**

The significance of providing school facilities that enhance the District's educational program is recognized by the Board. To assure a comprehensive approach to projecting and planning needs, at least the following aspects of need will be considered:

- A. Expansions or changes in educational programs in the district
- B. Plant and site aesthetics and suitability for construction
- C. Demographic characteristics
- D. City/county master plan and zoning
- E. Financial ability of the school district
- F. Safety and welfare of pupils
- G. Relationship (proximity, boundary conditions) between the projected new facilities and those already in existence

The Superintendent or designee is directed to establish such administrative arrangements, as he or she considers necessary to determine such needs.

Legal Reference: RRS 79-4, 151; 79-443; 79-441

Policy Adopted: February 4, 1974  
Revised: September 23, 2002

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Planning - Forecasting Enrollments****3612**

Methods for forecasting enrollment shall make use of the following:

- A. Prior enrollment history (3 to 5 year trend)
- B. Pre-kindergarten census data and historical trend for kindergarten class
- C. Number of students on in-district transfers and number in option enrollment program
- D. Final plat number of lots available for development
- E. Expected ratio of students to number of lots
- F. Information from city and county planning regarding future development

Legal Reference: RRS 79-312, 79-543, 79-458

Rules Approved: February 4, 1974  
Revised: September 23, 2002

Millard Public Schools  
Omaha, NE

**Support Services – Construction****Planning – Master Facility Plan****3613**

The District shall develop and maintain a Master Facility Plan which shall include Standard Facility Guidelines and Facility Depreciation Plans.

The Standard Facility Guidelines shall contain general guidelines for planning construction and/or renovation projects for elementary schools, middle schools, and high schools in the District.

The Facility Depreciation Plans shall contain general guidelines for the replacement of major depreciable items in the District's buildings and on its grounds. These items shall include roofs, parking lots, sidewalks, irrigation systems, tracks, HVAC systems, and other such depreciable items.

The District may employ the services of consultants or other professionals to assist with the development and maintenance of the information in the Master Facility Plan.

Legal References: Neb. Rev. Stat §79-1094 *et seq.*

Policy Adopted: January 27, 2003

Millard Public Schools  
Omaha NE

**Support Services – Construction**

**Planning – Special Projects**

**3614**

Every proposed project that impacts the facilities and/or grounds of the District shall receive written approval from the Superintendent (or designee) before such project commences.

Related Policies & Rules: 3614.1

Policy Adopted: August 6, 2007

Millard Public Schools  
Omaha NE



## Support Services – Construction

### Planning – Special Projects

**3614.1**

- I. All special projects shall require written approval by the Superintendent (or designee) prior to commencement of the project.
  - A. “Special projects” shall include, but no necessarily be limited to, projects that involve the following:
    1. Building additions or renovations (including out-buildings)
    2. Planting of trees, shrubs, flowers, or any other plants
    3. Landscaping
    4. Drilling, cutting, or otherwise penetrating the walls, ceilings, or floors of any facility.
    5. Carpeting & painting
    6. HVAC, electrical, & plumbing
    7. Installation of marquees or other permanent exterior signs
    8. Fencing
    9. Irrigation systems
    10. Sidewalks, driveways, parking lots or other concrete work
    11. Playground equipment
    12. Technology (including but not limited to data, voice, and video systems) that would be (or could be) connected to or impact the District’s data network
    13. Any equipment or devise that would become permanently affixed to any building or grounds (e.g., picnic tables, bike racks, benches, etc. that are anchored in concrete)
  - B. “Special projects” shall not include the following:
    1. The taping of materials to walls (within the limitations provided by the fire code).
    2. The tacking of materials to bulletin boards or other surfaces designed specifically for such use.
    3. The moving of desks, chairs, file cabinet, or other stand alone furniture or equipment that is not fastened to or otherwise attached to the floors, walls, or ceilings of a facility.
    4. The routine repairing and/or maintaining of existing facilities, grounds, and equipment by the District’s custodial, grounds, maintenance, and technology personnel.
    5. The hanging of pictures, plaques, posters, etc. that are light-weight (i.e., not exceeding 10 lbs.). Such hangings shall not be in close proximity to electrical wiring; data, video, or voice cabling; HVAC control systems; or any other such installations that may be present in or on the walls.

- C. All proposed special projects shall be reviewed in light of the following criteria:
1. The project must be clearly defined.
  2. The project must be beneficial and desirable to the District.
  3. The funding for the project must be clearly delineated and the funds must be committed and immediately available.
  4. The project must contain materials and equipment that are appropriate for their intended use.
  5. The project materials, equipment, and workmanship must meet the standards of the District for those areas for which standards have been established (e.g., color and quality of paint, width and depth of sidewalks, make and model of defibrillators, etc.).
  6. The project shall not present unacceptable long-term operational, maintenance, licensing, or other expenses for the District.
  7. The project must meet all building, fire, and safety codes; all ADA requirements; and all other requirements of local, state, and federal law.
  8. The project must not interfere with the physical integrity of (or access to) existing utilities, cabling, irrigation systems, or other installations (either above or below the surface) or, in the alternative, must provide for the relocation of such installations.
  9. The outside contractors (or others acting as such) for the project shall possess the appropriate skills and experience and, further, shall carry insurance coverage deemed appropriate by the District (with the District named as an additional insured).
  10. Any other reasonable criteria deemed appropriate by the Superintendent (or designee).
- II. The District may require that a project be designed by an architect and/or engineer. The architect and/or engineer shall be selected by (and be directed by) the District. The cost of such services shall be paid for by the District.
- III. All applications for approval of special projects must be submitted by the building principal (or the highest ranking administrator at a site without a principal). If any student, parent, or community groups are directly involved in a special project, such group(s) shall work directly with and through the building principal. They shall not work with or through the District's architects, engineers, or project managers.
- IV. No administrator shall approve (or acquiesce to) any special project being conducted in the facilities or on the grounds under his/her supervision unless such project has received prior written approval as noted hereinabove.
- V. Any employee who has knowledge of the planning or commencement of an unapproved project in the facilities or on the grounds of the District shall immediately notify the Superintendent (or designee) or the administrator who has supervisory responsibility for such facilities or grounds.

Related Policies & Rules: 3614

Rule Adopted: August 6, 2007

Millard Public Schools  
Omaha NE

**Support Services – Construction****Professional Services – Architects & Engineers****3621**

Except as provided by law, the District shall not engage in the construction of any public works involving architecture or engineering unless the plans, specifications, and estimates have been prepared and the construction has been observed by an architect, a professional engineer, or a person under the direct supervision of an architect or professional engineer except that this requirement shall not apply to any public work in which the contemplated expenditure for the complete project does not exceed eighty thousand dollars.

In conjunction with each bond issue for the construction of new facilities and/or the renovation of existing facilities, the District shall convene an ad hoc Architect Selection Committee. The Architect Selection Committee shall consist of at least four members recommended by the superintendent and approved by the board of education. The committee shall be responsible for conducting a selection process and making recommendations to the board regarding the selection of architect(s) for the bond issue construction project(s).

The selection of architects for projects that are not related to a bond issue shall be made by the administration from the list of architects previously engaged by the District to do construction and/or renovation projects.

The professional services contracts for architects and engineers may be in the form of a standard AIA (American Institute of Architects) contract as it may be amended by the District's attorneys and shall set forth the services to be performed by the architect and/or engineer. Such contract shall provide for a reasonable retainage of fees until the project is closed out, all contractors and vendors have been paid, and all issues have been resolved.

Legal References: Neb. Rev. Stat. § 81-3445 *et seq.*

Policy Adopted: February 17, 2003

Millard Public Schools  
Omaha NE

**Support Services - Construction****Professional Services - School Attorney****3622**

The services of the school attorney may be accessed by the superintendent (or designee) for matters pertaining to site acquisition, easements, dedications, contracts, contract payments, liens or claims, and such other matters as may arise.

Related Policies & Rules: 3622.1

Legal Reference: Neb. Rev. Stat §79-513

Policy Adopted: February 4, 1974

Revised: November 3, 2003

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Professional Services - School Attorney****3622.1**

1. The school attorney shall review
  - a. land purchase contracts.
  - b. construction contracts.
  - c. easements and/or permits for utilities.
  - d. title and deeds for dedicated sites.
  - e. the need for new legislation relative to special land use.
2. The school attorney shall prepare
  - a. titles and deeds.
  - b. settlement documents for land transfer.
  - c. condemnation documents for site and easement acquisition.
  - d. liens and claims.
  - e. deeds of dedication for rights-of-way.
  - f. resolutions for Board approval involving easements, rights-of-way, and land sales.
3. The school attorney shall provide legal representation during condemnation proceedings, suits involving construction contracts and payments.
4. The school attorney shall coordinate settlement and condemnation payments for land and easement acquisition.

Related Policies &amp; Rules: 3622p

Rules Approved: February 4, 1974  
Revised: November 3, 2003Millard Public Schools  
Omaha, NE

**Support Services – Construction  
Professional Services – Project Manager**

**3623**

The District may employ the services of a project manager to supervise construction and/or renovation projects when such services would be in the best interest of the District. Such project manager shall represent the interests of the District exclusively and shall have no financial business or other relationships with architects, engineers, contractors, manufacturers or suppliers that could create a conflict of interest with the District on such projects.

Legal References: Neb. Rev. Stat. §81-3445

Policy Adopted: November 17, 2003

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Site - Acquisition****3631**

Real property acquisition for school purposes shall proceed in the following manner:

- A. The proposed property shall be evaluated by an architect or engineer to determine whether or not such property is suitable for its intended purpose.
- B. The property shall be appraised by a certified real estate appraiser.
- C. Acquisition of the property shall be made by purchase or eminent domain proceedings pursuant to law.

Legal References:   Neb. Rev. Stat. §13-403  
                          Neb. Rev. Stat. §25-2501 through §25-2506  
                          Neb. Rev. Stat. §76-704 through §76-724  
                          Neb. Rev. Stat. §79-1095 through §79-1086

Policy Adopted: February 4, 1974

Policy Revised: November 17, 2003

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Site - Landscaping****3632**

To the extent permitted by site topography and site improvements and where economically feasible, all desirable trees, shrubs, and vegetation shall be preserved.

Policy Adopted: February 4, 1974  
Policy Revised: November 17, 2003

Millard Public Schools  
Omaha, NE



**Support Services – Construction****Procedures – Bidding****3641**

The District shall bid every project for the construction, remodeling, or repair of any school-owned building or for site improvements when the contemplated expenditures for such project are forty thousand dollars or more.

Each bid shall be accompanied by a bid bond or certified check in the amount of five percent (5%) of such bid.

The bidding procedures shall comply with the requirements of state law.

Legal References:       Neb. Rev. Stat. §73-101 *et seq.*  
                              Neb. Rev. Stat. §73-106  
                              State ex rel. Neb. Bldg. & Inv. Co. v. Bd. Of Comm., 105 Neb. 570 (1921)

Policy Adopted: December 15, 2003

Millard Public Schools  
Omaha NE

**Support Services - Construction  
Procedures - Contracts****3642**

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

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

Related Policies and Rules: 1347P, 1347R1, 4172P

Policy Adopted: October 18, 2004

Millard Public Schools  
Omaha NE

**Support Services - Construction****Procedures - Naming Facilities****3643**

Responsibility for naming all schools and portions of existing facilities, indoor and outdoor, rests with the Millard Board of Education.

Policy Adopted: September 17, 1979  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Procedures - Naming Facilities****3643.1**

A committee of the Board, appointed by the Board President, will consider all suggestions offered and will make a recommendation to the Board of Education. The chairperson of the committee shall be appointed by the Board President.

The chairperson shall determine the timelines, schedules and name collection procedures for completing the committee's assignment. The committee may solicit names from the community or from members on the committee. In considering names for the facility, the committee shall consider individuals, living or deceased, who have contributed to education, the community, the city, the state, or the country. Consideration may also be given to geography, location of subdivision, former owners of the property on which the building is situated, or major financial contributors to a particular project or the district.

Buildings that may be named include new school buildings, outdoor facilities including stadiums and facilities within the building such as the media center, gymnasium, or auditoriums. Facilities that currently exist will not be rededicated or renamed unless the facility is relocated to a new site or a different purpose is designated for an existing facility. Facilities within existing buildings that are not currently named or dedicated may be named in accordance with this policy.

Rule Adopted: July 26, 1999  
Revised: March 15, 2004

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Procedures - Dedication Plaques****3644**

All major building projects will be identified by a suitable plaque(s) identifying the project, year completed, the names of the board members, superintendent, architectural firm, project manager, general, mechanical and electrical contractors.

Policy Adopted: November 21, 1977  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE

**Support Services Construction****Procedures - Dedication Plaque****3644.1**

Officers of the Board of Education at the time the contract is awarded will be listed, followed by other Board members. Members who join the Board during construction of the building will be included on the list.

Rules Approved: November 7, 1977  
Revised: July 26, 1999; March 15, 2004

Millard Public Schools  
Omaha, NE

**Support Services - Construction****Procedures - Change Orders****3645**

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

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

Related Policies/Rules: 3645.1

Adopted: May 18, 1998  
Revised: October 18, 2004

Millard Public Schools  
Omaha, Nebraska

## Support Services – Construction

### Procedures – Change Orders

3645.1

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

#### **A. Definitions:**

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

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

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

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

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

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

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

1. Where Time Is of the Essence:
  - a. Where time is of the essence, proposed Change Orders may be approved by the Superintendent or his/her designee without prior presentation to the Board of Education if:
  - b. The owner's representative(s) with the responsibility of submitting recommendations for Change Orders to the District determines that time is of the essence and that the decision on the Change Order cannot reasonably be delayed for submission to and consideration by the Board of Education, and submits its determination in writing to the Superintendent, and
  - c. The Superintendent or his/her designee determines that time is of the essence and that a decision in the Change Order cannot reasonably be delayed for submission to and consideration by the Board of Education prior to the approval of the Change Order, and



- d. Both the owner's representative(s) and the Superintendent or his/her designee agree that the Change Order is reasonable and necessary, and
- e. In the event the superintendent or his/her designee, in consultation with the Superintendent's Construction Review Committee and the owner's representative(s) are of the opinion that the proposed cost, scope, or effect of the Change Order is not reasonable or beneficial to the district, the contractor may be directed to proceed with the change proposed subject to a determination of cost at a later date.

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

2. Where Time is Not of the Essence:

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

**E. Material Changes:**

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

**F. Execution of Documents:**

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

Adopted: May 18, 1998  
Revised: October 18, 2004

Millard Public Schools  
Omaha, Nebraska

**Support Services – Construction****Procedures – Closing****3646**

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

- A. Each contractor has satisfactorily addressed all "punch list" items remaining at the time of substantial completion.
- B. Each contractor has provided satisfactory "as built" drawings to the District or its architect.
- C. Each contractor has provided warranty certificates, operations and maintenance manuals and all other required documents related to the project.
- D. Each contractor has provided the required training to District personnel and has met all other requirements for the project.

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

Policy Adopted: October 18, 2004

Millard Public Schools  
Omaha, NE

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** May 4, 2010

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Elementary Assistant Principal – Montclair Elementary School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised on Millard’s job posting website and the Omaha World Herald. Thirteen internal and twelve external applications were received. The applications were reviewed by Dr. Jim Sutfin and Matt Rega. Five applicants from within the district and one external applicant were selected to interview for the position. The interview team included: Dr. Jim Sutfin, Dr. Carol Newton, Kevin Chick, Jeanine Beaudin, Matt Rega, Paula Peal, Brad Sullivan, Kim Reid, Kendall Rider, Amanda Kruse, Amy Goetz, Kathleen Vondollen-Peters, Ellen Miller, Kirk Rasmussen, and Mary O’Neill.

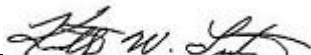
**RECOMMENDATION:** The superintendent’s recommendation is approval of **Alicia Feist** for Assistant Elementary Principal at Montclair Elementary School. Ms. Feist is currently a CADRE Associate for Induction Programs for Millard Public Schools. Montessori Teacher for MPS (2001-2008); Elementary Special Education Teacher, Norfolk Public Schools (1999-2001)

**Education:** BA – Elementary Education – University of Wyoming (1996); MA – Educational Administration and Supervision – University of Nebraska, Omaha (2004); Nebraska Leadership for Learning in Assessment Endorsement – University of Nebraska, Lincoln (2008)

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Dr. Jim Sutfin

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  \_\_\_\_\_

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Middle School Assistant Principal – Beadle Middle School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised on Millard’s job posting website. Ten internal and seventeen external applications were received. The applications were reviewed by Dr. Jim Sutfin and John Southworth. Four applicants from within the district were selected to interview for the position. The interview team included: Dr. Jim Sutfin, Dr. Kraig Lofquist, Kevin Chick, Kim Saum-Mills, Nancy Johnston, John Southworth, Scott Ingwerson, Scott Butler, Heather Phipps, Dana Chamberlain, Nancy Haith, Rhonda Hildebrand, Gayle Jeffers, Micki Zoucha, Lisa Wittgren, and LaVon Wells.

**RECOMMENDATION:** The Superintendent’s recommendation is approval of **Heather Daubert** for Assistant Principal at Beadle Middle School. Ms. Daubert is currently an MEP Curriculum and Instruction Facilitator for Millard Public Schools. Peter Kiewit Middle School (1996-2006); Millard Central Middle School (1994-1996)

**Education:** BA of Science – University of Nebraska, Kearney (1994); MA – Educational Curriculum and Instruction – University of Nebraska, Kearney (1997); MA – Educational Curriculum and Instruction – University of Nebraska, Kearney (1997); MA – Educational Leadership (2010)

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Dr. Jim Sutfin

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_

**AGENDA SUMMARY SHEET**

**Meeting Date:** May 3, 2010

**Department:** Human Resources

**Action Desired:** Approval

**Background:** Personnel items: (1) Hires; (2) Contract Amendments; (3) Leave of Absence; (4) Resignations

**Options/Alternatives Considered:** N/A

**Recommendations:** Approval

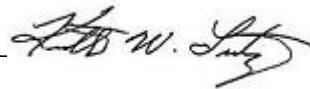
**Strategic Plan Reference:** N/A

**Implications of Adoption/Rejection:** N/A

**Timeline:** N/A

**Responsible Persons:** Dr. Jim Sutfin

**Superintendent's Signature:** \_\_\_\_\_



May 3, 2010

**AMENDMENT TO CONTINUING CONTRACTS****Recommend: Amendment to the following contracts:**

1. Kristi Amos – Special Education Resource Teacher – Amend contract to 50% FTE at Central Middle School. (She is currently .49% FTE at Central Middle School.)
2. Colleen Beckwith – Amend contract to Kindergarten teacher at Upchurch Elementary for the 2010-2011 school year.
3. Andrea Kidd – Early Childhood Literacy Teacher – Amend contract to 50% FTE at Disney Elementary School. (She is retaining her .5 PWP position.)
4. Laurie A. Lofquist – Social Studies Teacher – Amend contract to 50% FTE at Millard South High School. (She is currently a 100% FTE Social Studies teacher at Millard South High School.)

May 3, 2010

### **LEAVE OF ABSENCE**

**Recommend: the following Leave of Absence be accepted:**

1. Sarah L. Peterson – Grade 3 teacher at Disney Elementary School. She is requesting a Leave of Absence for the 2010-2011 school year for family reasons.

**May 3, 2010****RESIGNATIONS****Recommend: The following resignations be accepted:**

1. Terry Dostal – Counselor at Russell Middle School. Resigning at the end of the 2009-2010 school year for another position in education.
2. Kristen Treat – Counselor at Willowdale Elementary School. Resigning at the end of the 2009-2010 school year for family reasons.
3. Alice M. Roberts – Montessori Teacher at Central Middle School. Resigning at the end of the 2009-2010 school year for personal reasons.
4. Tim Fickenscher – Montessori Teacher at Central Middle School. Resigning at the end of the 2009-2010 school year for personal reasons.



May 3, 2010

**TEACHERS RECOMMENDED FOR HIRE****Recommend: the following teachers be hired for the 2010/2011 school year:**

1. Tessa E. McDaniel – MA – Hastings College. Grade 3 teacher at Disney Elementary School for the 2010-2011 school year.
2. Amy M. Suing – BA – Kansas State University. Grade 2 teacher at Morton Elementary School for the 2010-2011 school year. Previous Experience: Short Term Contract, Hitchcock Elementary School (2009-2010)
3. Kyle J. Wetgen – BA – University of Nebraska, Omaha. Grade 4 teacher at Neihardt Elementary School for the 2010-2011 school year.
4. Ashley J. Willson – BA+30 – University of Nebraska, Omaha. Grade 4 teacher at Neihardt Elementary School for the 2010-2011 school year. Previous Experience: Omaha Public Schools (2007-2009)

## AGENDA SUMMARY SHEET

**Agenda Item:** Salary & Benefit Program for Non-Collectively Bargained Employee Groups 2010-11

**Meeting Date:** May 3, 2010

**Department:** Human Resources

**Title & Brief Description:** Pay and benefit changes for non-collectively bargained employee groups (Food Service, Administrators, and Professional Technical) for 2010-11 are recommended as follows:

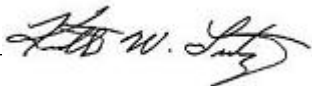
- The salary of Professional Technical employees and Administrators (including Associate Superintendents) shall increase by 3.5% similar to collective bargaining agreements for the 2010-11 year;
- Each ten month Food Service employee will receive seven paid holidays (currently most receive five paid holidays);
- The salary of each Food Service employee will increase by 3.1% which, when combined with the cost of additional holidays, creates a comparable increase to collective bargaining agreements;
- Other benefit costs such as insurance shall increase by the same amounts as collectively bargained employees;
- New hire minimum salaries shall increase by 2.5%; and
- Other terms of employment shall be consistent with 2009-10.

**Action Desired:** Approval

**Background:** Wage increases are in line with other employee groups and budget parameters.

**Options And Alternatives:** Accept, Reject, or Amend.

**Responsible Person:** Chad Meisgeier, Keith Lutz

**Superintendent's Approval:** \_\_\_\_\_  \_\_\_\_\_

# AGENDA SUMMARY SHEET

**AGENDA ITEM:** Enrollment Report

**Meeting Date:** 05/03/10

**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 from February 19 to April 19, 2010.

**Action Desired:** Approval  Discussion  Information Only

**Background:**

Reason	North	South	West	MLC
Transfer out of district	8	18	7	2
Early Graduate	0	0	13	11
Not attending, eligible to return	4	18	4	0
Withdraw for personal or academic reasons	2	6	0	5
TOTAL	14	42	24	18

Reports show 478 students have left the high schools since the start of the year. Since the enrollment sheet shows a net year-to-date loss of -211, this means that 267 students have enrolled in the high schools since August, 2009. There were 143 students graduating early in 09-10.

**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:** 

April 20, 2010  
 Millard Public Schools  
 Total Enrollment

Elementary							SpEd Cluster Prgm	Total	Current Change	YTD Change	Official 09/09 Enrollment
	K	1	2	3	4	5					
Abbott (3 unit)	78	80	66	70	71	65		430	0	3	427
Ackerman (4 unit)	79	96	98	87	83	95		538	-1	2	536
Aldrich (3 unit)	71	59	58	94	66	80		428	-6	-7	435
Black Elk (4 unit)	84	81	86	100	85	106		542	0	3	539
Bryan (3 unit)	66	69	63	64	60	53		375	4	-4	379
Cather (3 unit)	83	78	82	76	70	66		455	-1	0	455
Cody (2 unit)	38	33	33	42	26	34	22	228	-3	-5	233
Cottonwood (3 unit)	70	52	52	51	62	66		353	0	0	353
Disney (3 unit)	46	49	40	42	37	45	15	274	-2	8	266
Ezra Millard (3 unit)	59	59	66	63	63	63	7	380	0	-3	383
Harvey Oaks (2 unit)	49	43	44	53	55	45		289	-2	-5	294
Hitchcock (2 unit)	33	25	26	28	26	22	20	180	0	-1	181
Holling Heights (3 unit)	69	63	62	60	66	65	8	393	-2	-15	408
Montclair (4 unit)	90	83	83	90	85	78		509	-2	-12	521
Morton (3 unit)	53	49	54	62	71	56	14	359	-1	1	358
Neihardt (4 unit)	96	85	95	106	102	70		554	0	-3	557
Norris (3 unit)	74	57	49	59	64	50		353	1	-3	356
Reagan (4 unit)	108	127	106	105	79	93		618	2	11	607
Reeder (3 unit)	72	62	95	76	79	70	18	472	5	11	461
Rockwell (3 unit)	53	58	50	57	48	47	21	334	1	-1	335
Rohwer (3 unit)	76	67	83	83	78	82	15	484	0	-4	488
Sandoz (3 unit)	58	57	60	41	49	50		315	-3	7	308
Upchurch (3 unit)	104	80	68	53	46	43		394	3	4	390
Wheeler (4 unit)	87	105	105	104	103	81	28	613	-2	0	613
Willowdale (3 unit)	58	58	66	72	89	73		416	1	-1	417
<b>Totals</b>	1754	1675	1690	1738	1663	1598	168	<b>10286</b>	-7	-14	10300

Middle				SpEd Prgm	Total	Change	Change	Official 09/09 Enrollment
	6	7	8					
Andersen MS	241	261	275	0	777	-2	-6	783
Beadle MS	273	300	294	28	867	2	5	862
Central MS	245	258	219	20	722	-6	-5	727
Kiewit MS	272	308	295	0	875	-3	-9	884
North MS	315	251	238	14	804	-2	0	804
Russell MS	289	287	291	0	867	2	1	866
MS Alternative	8	13	15		36	0	13	23
<b>Totals</b>	1643	1678	1627	62	<b>4948</b>	-9	-1	4949

High					SpEd Prgm	Total	Change	Change	Official 09/09 Enrollment
	9	10	11	12					
North HS		631	587	580	30	2391	-1	-67	2458
South HS		486	481	495	31	1897	-11	-96	1993
West HS		561	523	512	30	2106	0	-38	2144
Millard Learning Center		0	0	36		88	-6	6	82
<b>Totals</b>		1678	1591	1623	91	<b>6482</b>	-18	-195	6677

**Early Grads: NHS = 17; SHS = 40; WHS = 44; MLC = 36 TOTAL = 143**

Preschool	SPED	Not SPED	Total
Bryan	2	34	36
Cody	79	23	102
Cody Early Start	6	8	14
Disney	34	16	50
Hitchcock	31	12	43
Holling Heights	2	28	30
Montclair	29	8	37
Montclair Montessori	3	82	85
Neihardt	1	34	35
Norris ELL	1	17	18
Norris Montessori	0	25	25
Reeder	34	9	43
Rockwell	2	43	45
Sandoz	25	4	29
Sandoz ELL	0	34	34
Homebased Infants			115
<b>TOTAL</b>			<b>741</b>

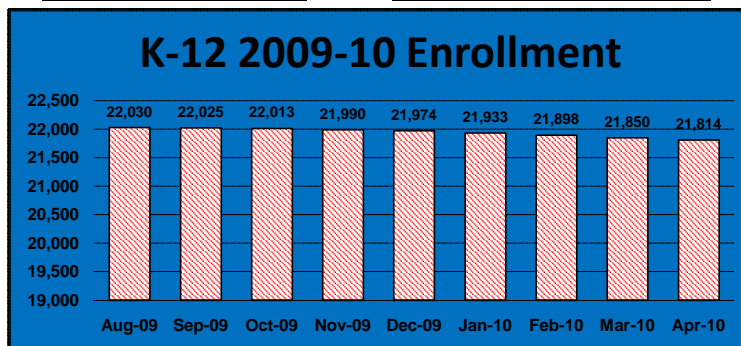
Contracted SPED	44	0	0	44
Young Adult Program	54	-1	-1	55
<b>Total District K-12</b>	<b>21814</b>	<b>-35</b>	<b>-211</b>	<b>22025</b>
<b>Total District PreK-12</b>	<b>22555</b>	<b>12</b>	<b>-43</b>	<b>22598</b>

4/20/2010	
Elementary	10286
Middle School	4948
High School	6482
Contracted	44
Young Adult	54
<b>TOTAL</b>	<b>21814</b>

9/18/2009	
Elementary	10300
Middle Sch	4949
High Sch	6677
Contracted	44
Young Adult	55
<b>TOTAL</b>	<b>22025</b>

Ombudsmen	Expelled or Re-Entry	38
	Long Term Suspension	9

High School Career Academies				
Academy Name	NHS	SHS	WHS	TOTAL
Education	3	1	11	15
Entrepreneurship	4	4	2	10
Finance	4	3	1	8



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	24	22					33					
	20	20	23	23	24	22										
	19	19	22	23	23	21										
	19	21														
Total Students	78	80	66	70	71	65	430	0	3	427	430					
Total Teachers	4	4	3	3	3	3	20				20.0					
Classroom Avg	19.50	20.0	22.0	23.3	23.7	21.7	22				22					
Ackerman	20	18	19	23	21	23										
	19	19	20	21	22	25										
	21	19	20	22	19	24										
	19	20	20	21	21	23										
		20	19													
Total Students	79	96	98	87	83	95	538	-1	2	536	538					
Total Teachers	4	5	5	4	4	4	26				26.0					
Classroom Avg	19.8	19.2	19.8	21.8	20.8	23.8	21				21					
Aldrich	25	19	19	23	22	18										
	23	20	20	24	22	21										
	23	20	19	23	22	19										
				24		22										
Total Students	71	59	58	94	66	80	428	-6	-7	435	428					
Total Teachers	3	3	3	4	3	4	20				20					
Classroom Avg	23.7	19.7	19.3	23.5	22.0	20.0	21				21					
Black Elk	20	20	21	25	21	26										
	22	20	22	26	22	27										
	21	20	22	24	21	27										
	21	21	21	25	21	26										
Total Students	84	81	86	100	85	106	542	0	3	539	542					
Total Teachers	4	4	4	4	4	4	24				24					
Classroom Avg	21.0	20.3	21.5	25.0	21.3	26.5	23				23					
Bryan	23	17	21	22	21	17										
	23	17	20	21	20	20										
	20	17	22	21	19	16										
		18														
Total Students	66	69	63	64	60	53	375	4	-4	379	375					
Total Teachers	3	4	3	3	3	3	19				19					
Classroom Avg	22.0	17.3	21.0	21.3	20.0	17.7	20				20					
Cather	17	15	17	14	22	21	C-K	C-1	C-2	C-3	C-4	C-5	Total	Current Change	YTD Change	Official 09/09 Enrollment
	18	15	17	13			24	24	24	24	24	23				
							24	24	24	25	24	22				
Total Students	35	30	34	27	22	21	48	48	48	49	48	45	455	-1	0	455
Total Teachers	2	2	2	2	1	1	2	2	2	2	2	2	22			22
Classroom Avg	17.5	15.0	17.0	13.5	22.0	21.0	24.0	24.0	24.0	24.5	24.0	22.5	21			21
Cody	20	17	16	22	12	18	SpEd Cluster Prgm					Total	Current Change	YTD Change	Official 09/09 Enrollment	
	18	16	17	20	14	16						7				
												7				
												8				
Total Students	38	33	33	42	26	34						22	228	-3	-5	233
Total Teachers	2	2	2	2	2	2						3	15			12
Classroom Avg	19.0	16.5	16.5	21.0	13.0	17.0						7.3	15			17
Cottonwood	24	20	17	16	20	21						Total	Current Change	YTD Change	Official 09/09 Enrollment	
	22	14	19	17	21	23										
	24	18	16	18	21	22										
Total Students	70	52	52	51	62	66						353	0	0	353	
Total Teachers	3	3	3	3	3	3						18			18	
Classroom Avg	23.3	17.3	17.3	17.0	20.7	22.0						20			20	
Disney	15	25	20	21	19	16	SpEd Cluster Prgm					Total	Current Change	YTD Change	Official 09/09 Enrollment	
	16	24	20	21	18	15						8				
	15					14						7				
Total Students	46	49	40	42	37	45						15	274	-2	8	266
Total Teachers	3	2	2	2	2	3						2	16			14
Classroom Avg	15.33	24.50	20.00	21.00	18.50	15.00						8	17			19

	K 1 2 3 4 5						SpEd Cluster Prm	Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED
Ezra Millard	20	19	22	22	21	21	5				383	373
	19	19	23	21	21	22	2					
	20	21	21	20	21	20	2					
Total Students	59	59	66	63	63	63	7	380	0	-3		
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	19.7	19.7	22.0	21.0	21.0	21.0	4	19				21

134

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Harvey Oaks	16	22	24	18	18	23					289	289
	16	21	20	18	20	22						
	17			17								
Total Students	49	43	44	53	55	45		289	-2	-5	294	
Total Teachers	3	2	2	3	3	2		15.0				15
Classroom Avg	16.3	21.5	22.0	17.7	18.3	22.5		19				19

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Hitchcock	17	13	13	12	26	22	8				181	160
	16	12	13	16			12					
Total Students	33	25	26	28	26	22	20	180	0	-1	181	160
Total Teachers	2	2	2	2	1	1	2	12.0				10
Classroom Avg	16.5	12.5	13.0	14.0	26.0	22.0	10.0	15				16

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Holling Heights	22	21	21	19	22	23	1				408	385
	25	21	21	20	23	21	7					
	22	21	20	21	21	21						
Total Students	69	63	62	60	66	65	8	393	-2	-15	408	385
Total Teachers	3	3	3	3	3	3	2	20.0				18
Classroom Avg	23.0	21.0	20.7	20.0	22.0	21.7	4.0	20				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
Montclair	21	19	19	20	26	22	16	23	21				509	509
	21	19	19	19	23	24	16	23	15					
							16	24	14					
							23	18						
							24							
Total Students	42	38	38	39	49	46	48	141	68	509	-2	-12	521	509
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	21.0	19.0	19.0	19.5	24.5	23.0	16.0	23.5	17.0	20				20

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Morton	18	17	18	21	23	19	7				358	345
	21	15	18	21	23	18	7					
	14	17	18	20	25	19						
Total Students	53	49	54	62	71	56	14	359	-1	1	358	345
Total Teachers	3	3	3	3	3	3	2.0	20				18.0
Classroom Avg	17.7	16.3	18.0	20.7	23.7	18.7	7.0	18				19

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Neihardt	19	22	20	21	21	22					557	554
	18	23	19	22	20	24						
	20	19	19	21	21	24						
	19	21	19	20	21							
	20		18	22	19							
Total Students	96	85	95	106	102	70		554	0	-3	557	554
Total Teachers	5	4	5	5	5	3		27.0				27.0
Classroom Avg	19.2	21.3	19.0	21.2	20.4	23.3		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
Norris	25	18	16	19	24	16	12	17	21				353	353
	25	19	16	19	22	16	12	21	15					
								20						
Total Students	50	37	32	38	46	32	24	58	36	353	1	-3	356	353
Total Teachers	2	2	2	2	2	2	2	3	2	19.0				19.0
Classroom Avg	25.0	18.5	16.0	19.0	23.0	16.0	12.0	19.3	18.0	19				19

	K 1 2 3 4 5						Total	Current Change	YTD Change	Official 09/09 Enrollment	Class Size W/out SPED	
Reagan	21	22	20	21	19	23					607	618
	22	21	20	21	20	23						
	22	20	22	21	20	23						
	22	22	22	21	20	24						
	21	21	22	21								
		21										
Total Students	108	127	106	105	79	93		618	2	11	607	618
Total Teachers	5	6	5	5	4	4		29.0				29.0
Classroom Avg	21.6	21.2	21.2	21.0	19.8	23.3		21				21



**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Program Evaluation for the Middle School Alternative Program Modifications

**Meeting Date:** May 3, 2010

**Department:** Planning & Evaluation

**Title and Brief** In 2006-2007, the district made considerable capital improvements, staffing increases and increased transportation for students attending MSAP. This report demonstrates movement toward achieving the goals of the site plan and district strategic plan as well as toward the recommendations of the District Alternative Education Taskforce. This is the second annual program evaluation for the current MSAP program.

**Action Desired:** Approval \_\_\_ Discussion x Information Only \_\_\_

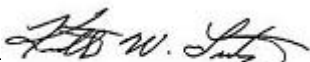
**Options/Alternatives Considered:** NA

**Recommendations:** Continue to implement this program and to monitor the progress.

**Strategic Plan Reference:** To meet the mission of the district

**Implications of Adoption/Rejection:** NA

**Responsible Persons:** Dr. Jon Lopez, Dr. Patricia Crum

**Superintendent's Signature:** \_\_\_\_\_  \_\_\_\_\_



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

### **Introduction and Purpose**

The purpose of the modifications to the Middle School Alternative Program beginning in 2005-2006 was to identify the behavior improvement needs of the alternative population, to decrease negative school behaviors, to increase service to all at-risk middle school students across the district, to provide transportation and accessibility to the program for more students and to align the curriculum at MSAP with the district curriculum in order to increase student achievement.

### **MODIFICATION GOALS FOR MSAP PER MSAP 2005 STRATEGIC PLAN:**

- A School within a School concept
- Transportation, physical space, and staffing should be provided to meet the needs of all students.
- The transition and placement referral process is necessary from the regular setting to MSAP and from MSAP into high school.
- Staff development instructional strategies are necessary in the area of working with at-risk students.
- Before and after school program should be available to engage students.

### **ISSUES AND CONCERNS ADDRESSED AT MSAP SINCE 2006-2007:**

A. Issue/Concern: MSAP students do not benefit from all of the components of middle level education that best practice deems necessary. These include exploratory curriculum and health education as well as community service projects and career field trips.

Response A1: Since 2007-2008 some students come at 7:45 AM and participate in exploratory curriculum at Central Middle School (CMS) main campus. Exploratory options at the Millard middle schools include computer science, art, family consumer science, health, P.E., industrial technology, music, and world language. The initial recommendations that MSAP exploratory options be tailored to fit the needs of the learners in that setting and to ensure that space and material needs (curriculum; technology) has not been implemented. As a result the impact of this change is somewhat limited. Some MSAP students do not participate as they cannot function appropriately in the larger school setting which is required for this participation. These students start their school day at 9:00 AM due to transportation limitations.

Response A2: In 2007-2008 provisions for the health and wellness for students at MSAP were made, including health education and mental health services: counseling, psychological, and social services. Additionally the social worker FTE was increased in the fall of 2008, which has provided additional support for students in the area of counseling and social services.

Response A3: Since 2007-2008 transportation has been provided to allow MSAP students to experience community service projects and career field trips. This transportation is also critical to continuing the Take Flight program.

B. Issue/Concern: To maximize student engagement, MSAP students require intentional programming designed to meet their unique needs. This includes integrated curriculum, real world application, service-learning, mentoring (relationship-building), technology, flexible scheduling, and curriculum support for all levels of learners.

Response B1: The staff to student ratio and enrollment caps per grade level were established to ensure that there is enough staff to teach all subjects for all three grade levels while meeting the students' individual needs. This includes relationship-building and mentoring. To help meet this need paraprofessional staff FTE was increased in 2008-2009.

Response B2: In order to allow for flexible scheduling and reading support for low level readers, MSAP implemented Read 180 classes in their building starting during the 2007-2008 school year. This keeps the MSAP students from being tied to the CMS schedule for this service.

Response B3: A common core area teacher planning time was put in place during the 2007-2008 school year. The schedule was changed to allow teachers common planning time in the morning.

Response B4: In 2007-2008 "time out" space was created on site at MSAP thus eliminating frequent transfer of MSAP students to CMS for timeout. Due to relationships built over time with MSAP staff, students are much more successful working through problems at MSAP than at CMS.

C. Issue/Concern: MSAP student transition disrupts the normal daily operation of the program.

Recommendation C1: Separate the department head and the behavior interventionist position at MSAP.

The behavior interventionist would work with students all day every day. The department head could handle transition and day to day program operations (attendance, subs, budget, scheduling, parent meetings, etc.). As time allows, he or she could also assist with behavior intervention at the other middle school buildings.

This recommendation issue/concern has not been addressed as recommended. This recommendation is to be reviewed in the next MSAP site plan.

D. Issue/Concern: MSAP students do not have access to after school programming options. MSAP students, like all middle school students, benefit from after school programs for homework assistance and for clubs and sports. MSAP students are rarely successful in CMS after school programs because these programs are not part of the structure they are used to with the people they know well.

Response D: A Foundation Grant has provided funds for after school activities, clubs and homework assistance. Since 2007-2008, MSAP students have had after school activities including career exploration, special interest clubs and homework assistance.

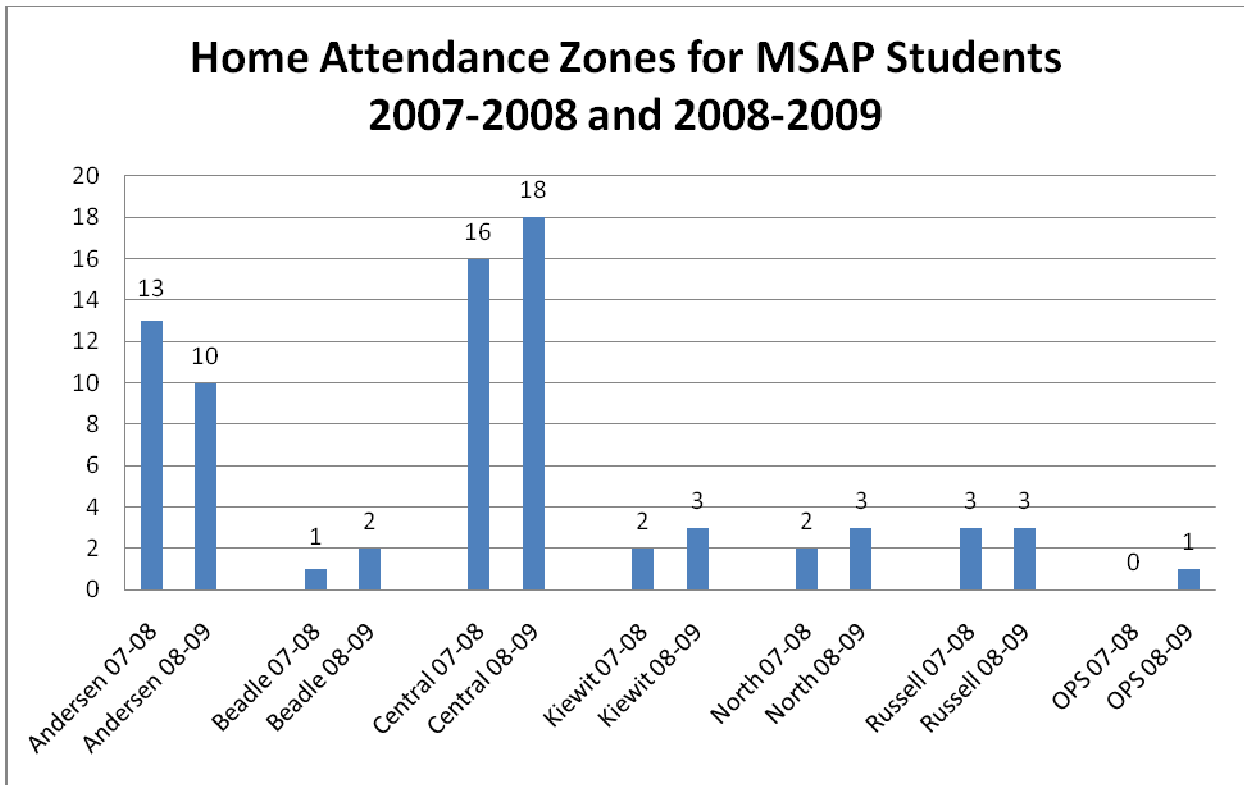
E. Issue/Concern: MSAP teachers need professional development that addresses the uniqueness of their student population.

Response E: MSAP teachers began benefiting from the same professional development offerings as traditional teachers during the 2007-2008 school year. In 2008-2009 their need for opportunities to experience learning that is specific to their alternative setting was addressed in part by providing the opportunity for these teachers to observe other alternative programs. This Issue/Concern should continue to be addressed.

### **Participation**

Students are recommended for placement in the Middle School Alternative Program from all middle schools in the district. Transportation is provided for all students who wish to participate in the program.

The following graph and chart illustrate the home attendance zones and grade levels for the students enrolled in the MSAP program during the 2007-2008 and 2008-2009 school years.



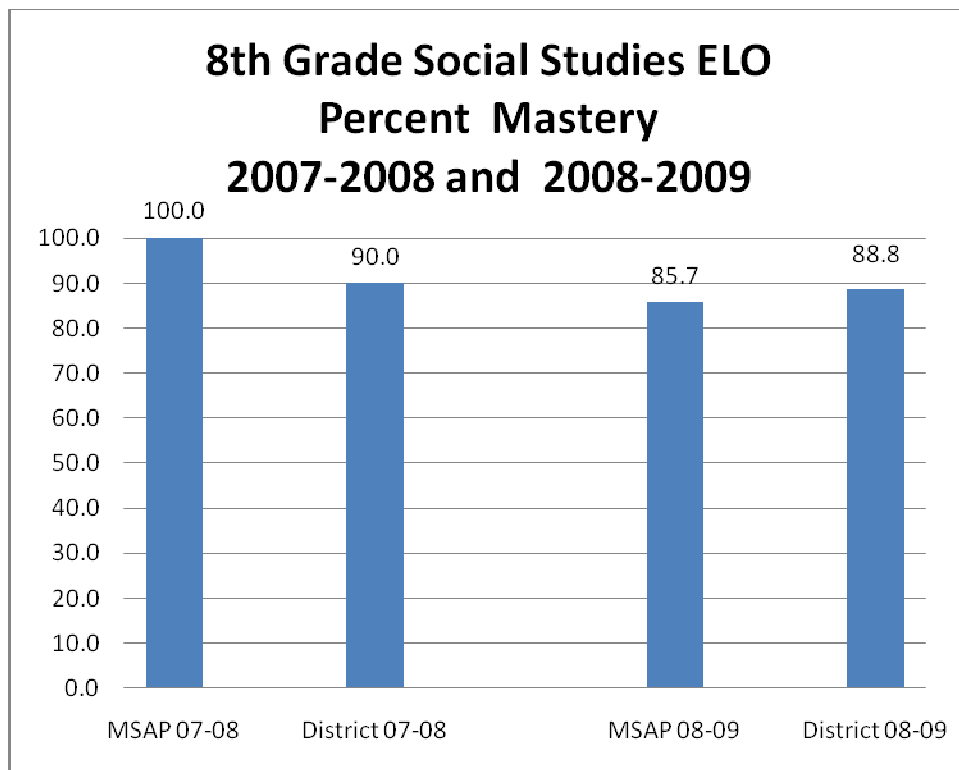
### MSAP Enrollment

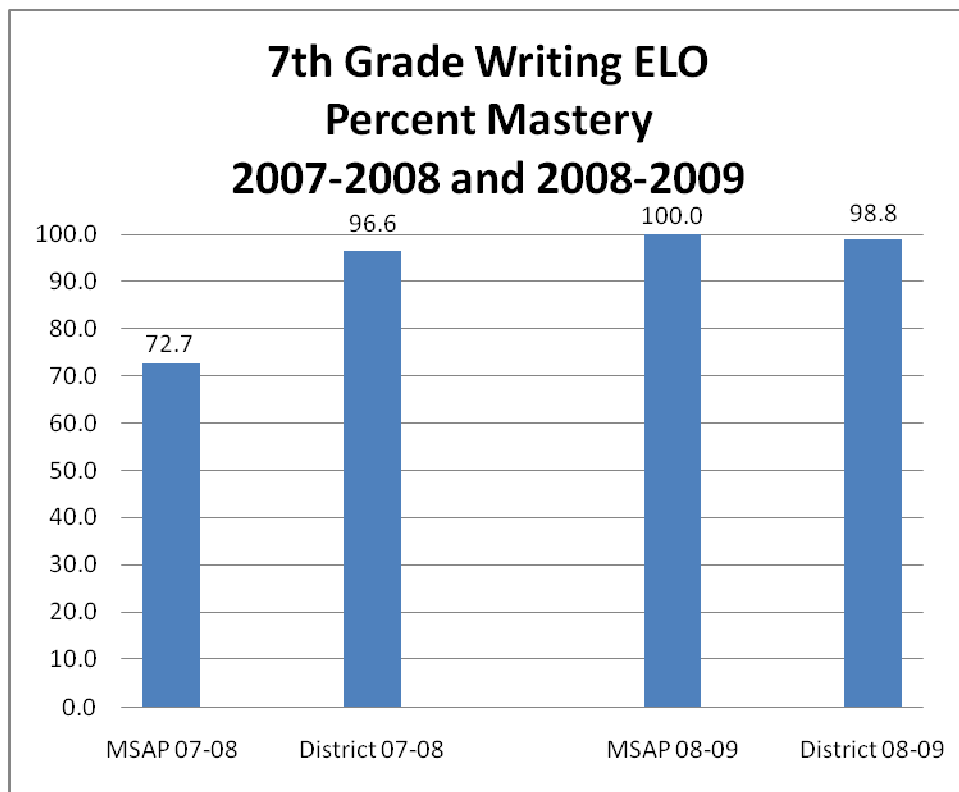
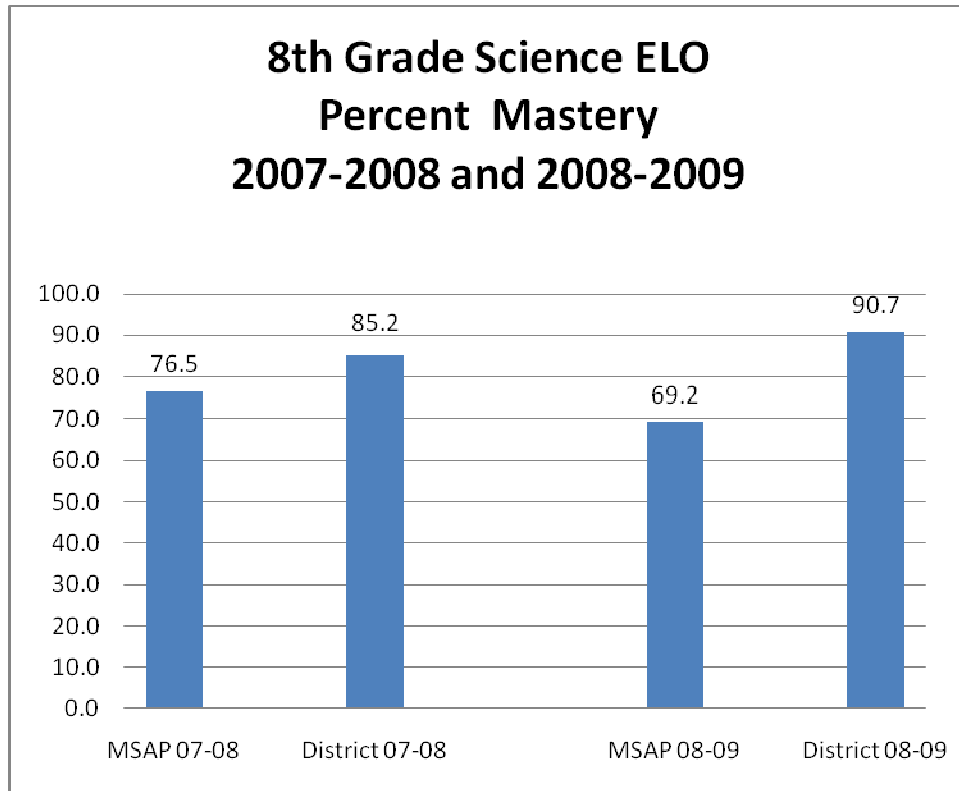
Grade	2007-2008	2008-2009
6th	6	8
7th	12	15
8th	19	17

## Assessment Results

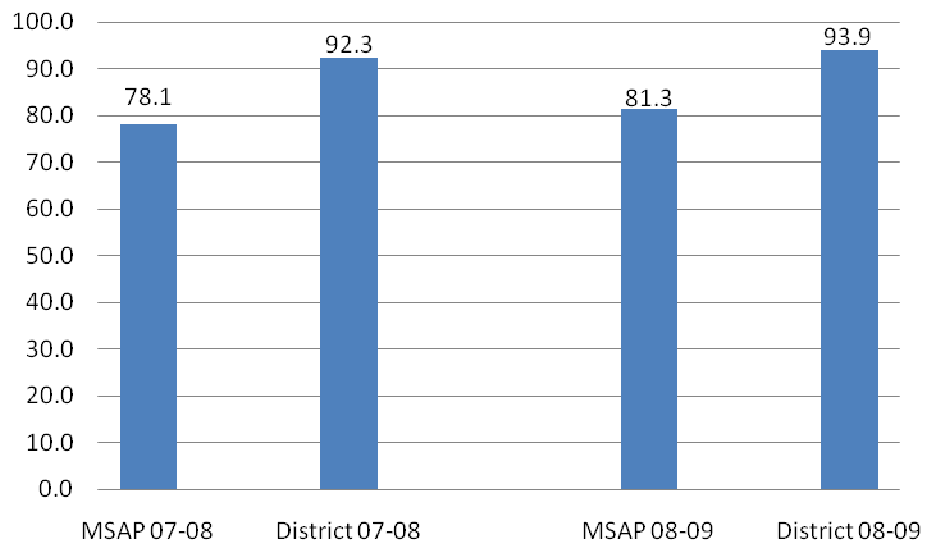
### ELO Results

The following graphs represent performance of MSAP students on Millard's Essential Learner Outcome (ELO assessments along with performance of all students at the indicated grade levels. Any attempt to interpret these results or to look at trends from 2007-2008 to 2008-2009 must take into account the small size and transitory nature of the MSAP student population as well as the fact that the MSAP population consists of, by definition, at risk learners.

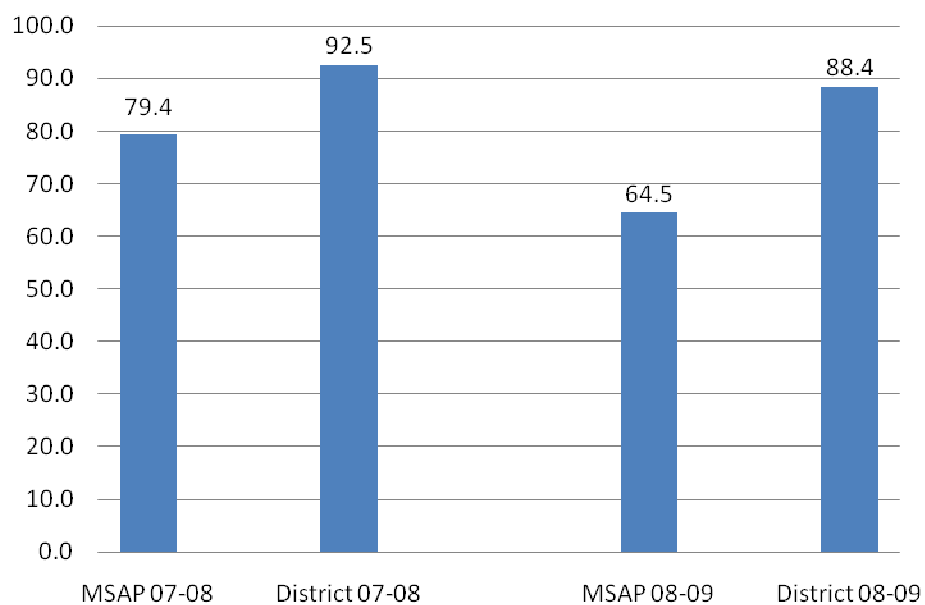




### Grades 6, 7 & 8 Reading ELO Percent Mastery 2007-2008 and 2008-2009



### Grades 6, 7 & 8 Math ELO Percent Mastery 2007-2008 and 2008-2009



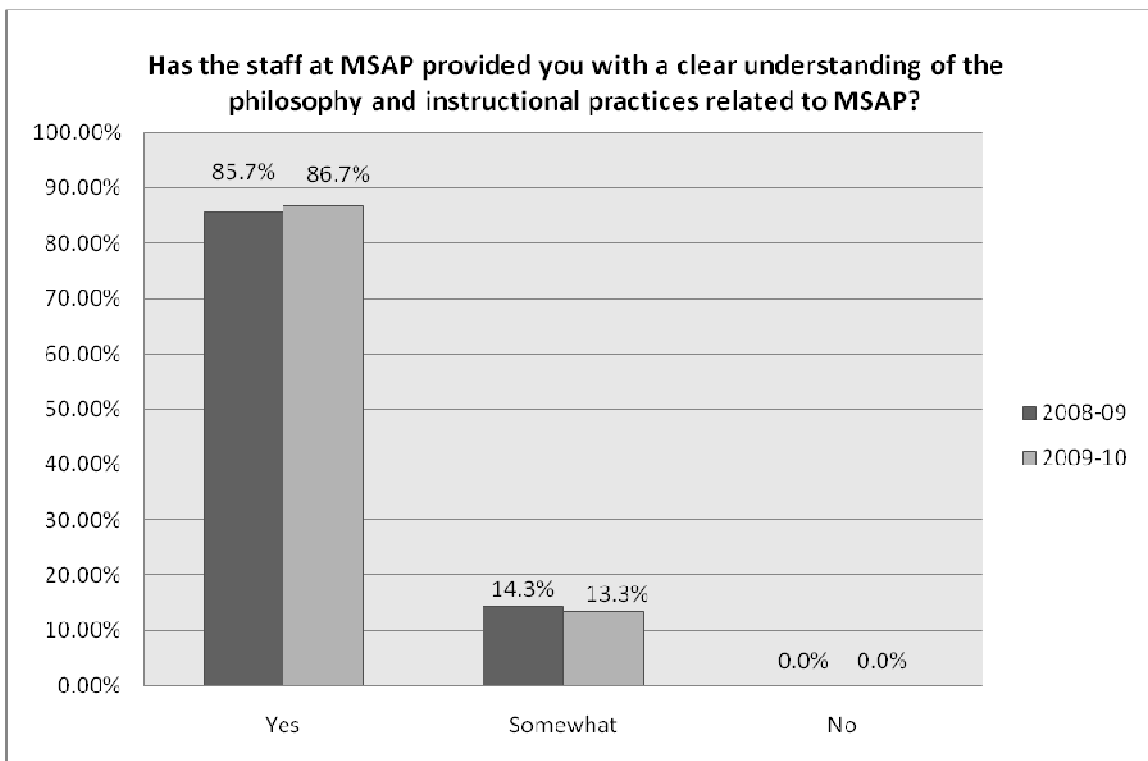
**Behavior Results**

The following table shows behavior infractions reported during the school years 2007-2008 and 2008-2009.

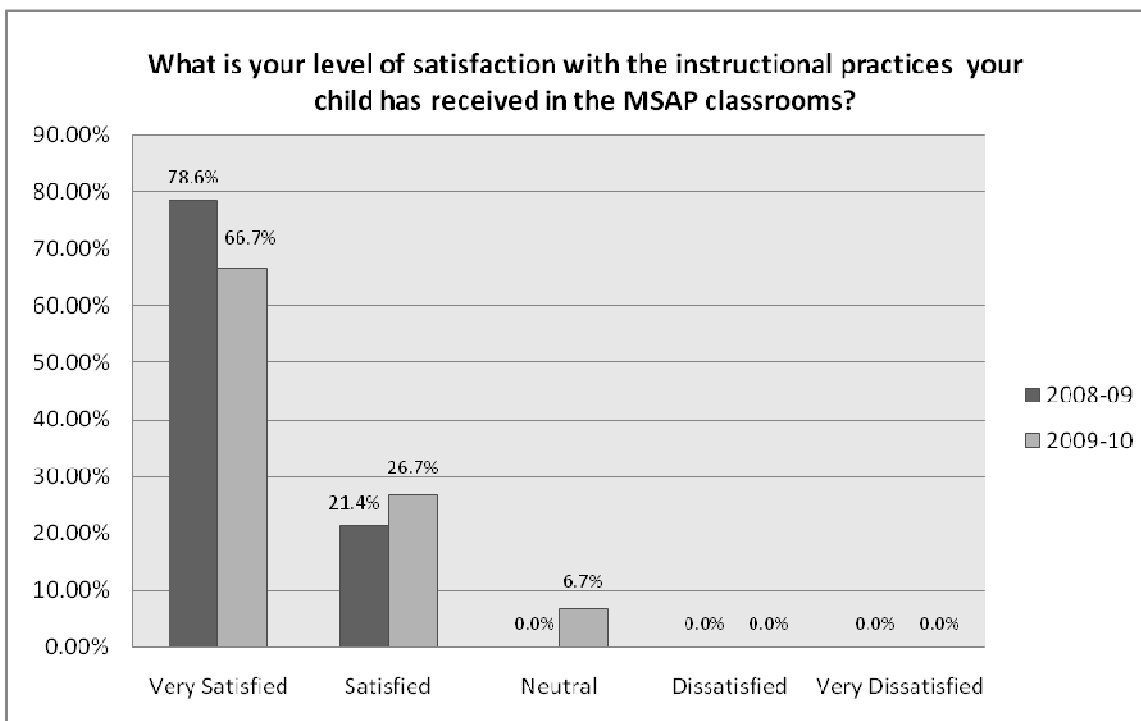
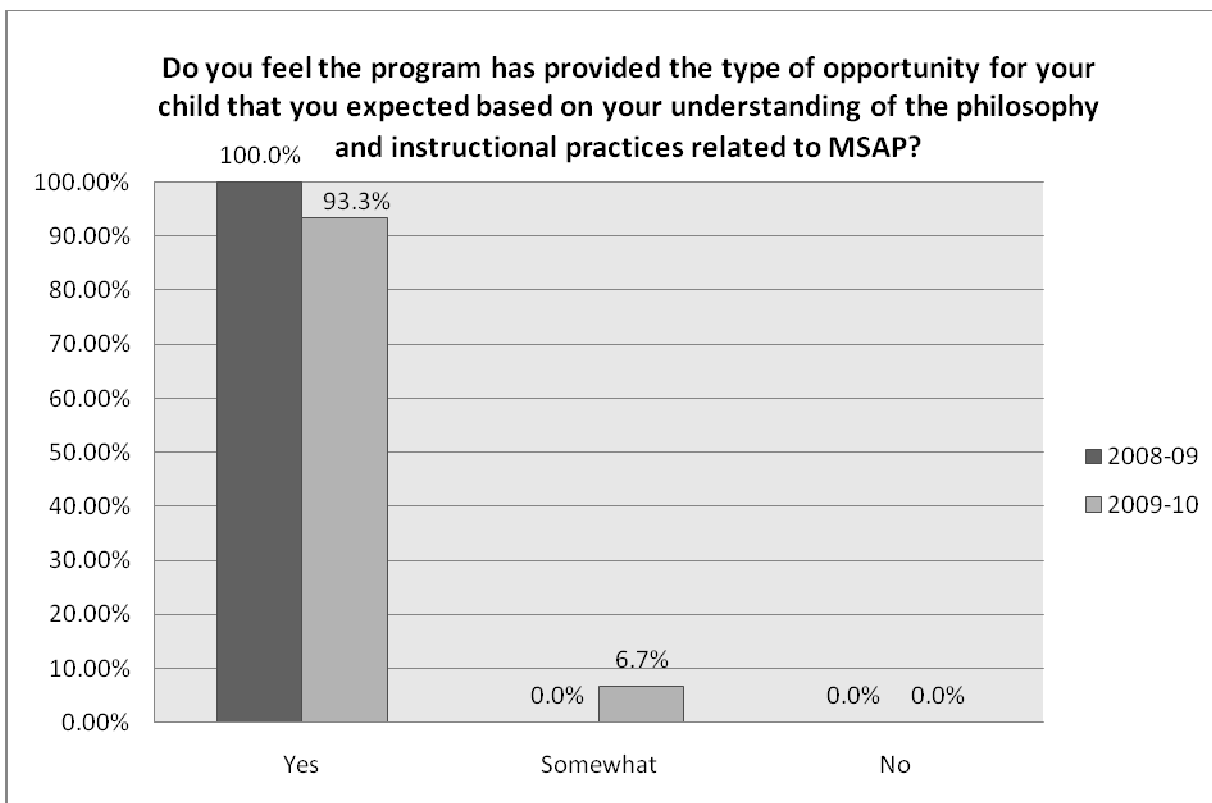
School Year and Number of Infractions	Number of Students Committing Infractions	Enrollment
2007-2008 42	16	37
2008-2009 24	12	40

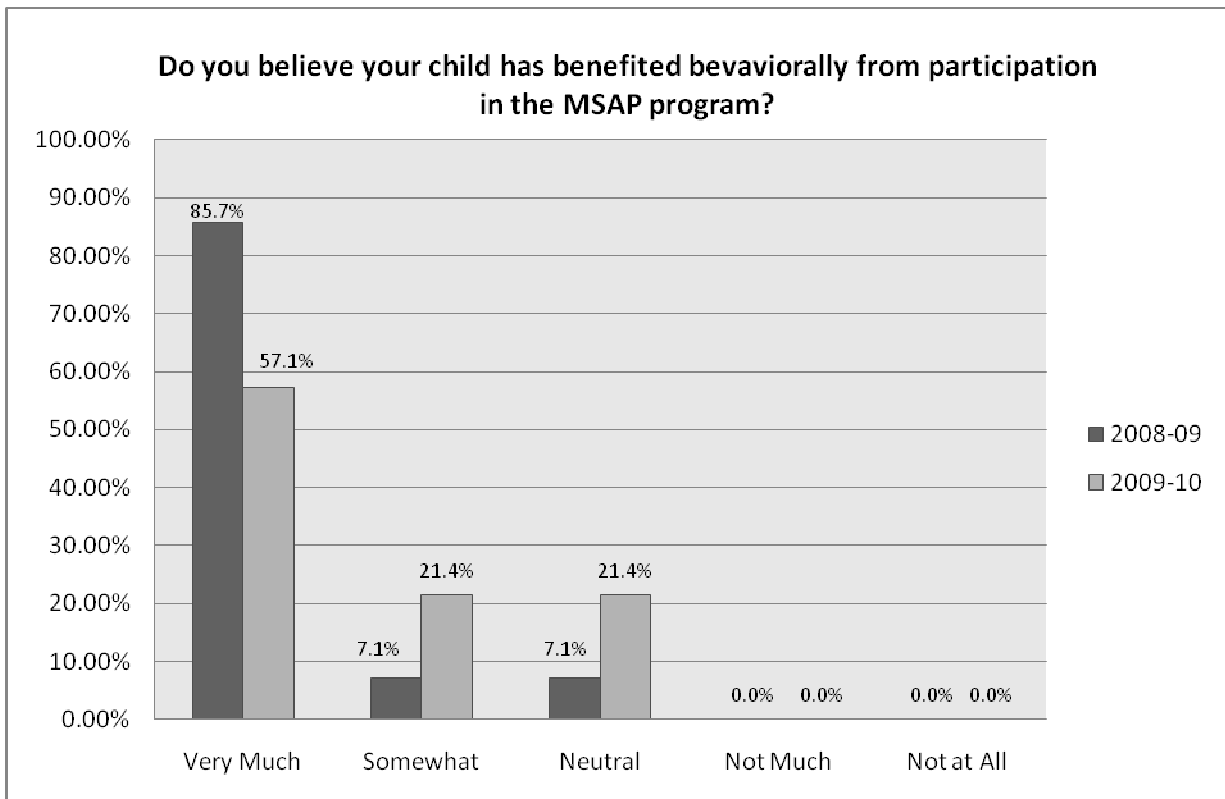
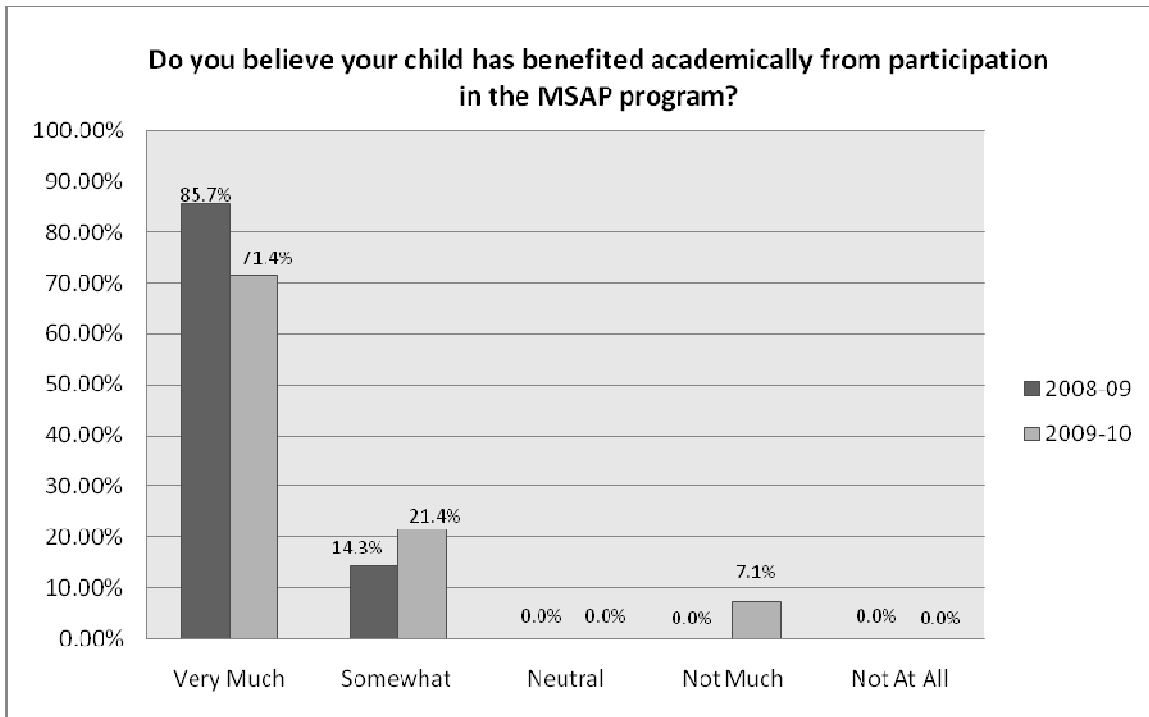
**Parent Survey Results 2008-2009 and 2009-2010**

All MSAP parents were sent a survey asking questions about their experiences and satisfaction with the MSAP program. Fourteen parents returned the surveys in 2009 and fourteen in 2010. Of the 14 returned, one parent had a student in 6<sup>th</sup> grade, seven parents had students in 7<sup>th</sup> grade, five of the parents had students in 8<sup>th</sup> grade, and one was unknown each year. The following graphs indicate their responses to survey questions.









## Parent Survey Comments 2009-2010

\* My son has accomplished so much attending MSAP.

\* I think the program has helped him gain confidence and preparation for high school.

\* It would be very good for more parent involvement to know what is really happening sometimes.

The daily point is very good; but unfortunately it does not tell the grade level; i.e., 1, 2, 3, 4 Fail. If we could see these clearly, then we the parents can help to avoid the 4s and fail before the end of the semester

\* His grades have improved!

\* The teachers are fair and willing to help my son and also myself. They have provided many things for us and

\* I appreciate all they do.

\* My daughter enjoys school and the staff takes care of her like she's their own.

\* MSAP has helped my child's grades and his willingness/desire to go to school. He truly enjoys the staff/teachers.

The van transportation works great. We may have to wait until he is a freshman to see longlasting results, but I am confident. Thanks!

\* I believe MSAP has helped my son a lot.

\* Knowing the curriculum and what they cover each week sent to parents may help to determine their progress as far as parents are concerned.

\* My child has gone up and down. When my child thinks the subject is interesting, my child does good. When my child is not interested.

\* My child acts up and tunes out the teacher. My child has gone up levels so my child is learning!

\* Smaller classes and extra time with the teachers has been very helpful.

\* He is able to complete schoolwork and get it turned in gives him a sense of accomplishment.

\* She was failing classes prior to coming to MSAP

\* My son did not go to MSAP for behavioral reasons but the social activities are very healthy and helps the children behaviorally in my opinion. It helps them focus better and are more willing to work for the instructors in class.

\* It is not that MSAP has not tried with my child. My child does not think adults know what is right.

\* He was sent home many times before going to MSAP. He is doing so much better and is in school.

\* Trained teachers that know how to handle his behaviors has benefited him greatly.

**Program Costs**

Table 1 Personnel Expenditures 2008-2009 based on district average for each category.

Assignment	FTE	Salary and Benefits
Certified Teacher	3.0	\$164,320
Lead Teacher	1.0	\$69,341
Psychologist	.8	\$44,370
Paraprofessional	1.3	\$24,145
Principal	.10	\$11,506
Assistant Principal	.10	\$8,960
Totals	6.3	\$322,642

Table 2 Per-Pupil Personnel Expenditures 2008-2009

Number of Students	Student Staff Ratio	Per-Pupil Personnel Cost
40	6.35:1	\$8,066

Table 3 Transportation Costs 2008-2009

Number of Students Receiving Transportation	Number of Vehicles	Per-Participant Transportation Cost
33	9	\$2960

## **Summary and Conclusions**

The Millard Middle School Alternative Program began to operate under the adaptations made in their 2005-2006 site plan during the 2006-2007 school year. Many of these adaptations are in alignment with the recommendations of the Alternative Education Taskforce that convened in May 2008. Many program modifications have taken place including provisions in the areas of the health and wellness program, transportation, increased FTE for paraprofessionals, Read 180 at MSAP, "Time Out" at MSAP, teacher common planning time, increased professional development and after school programming. Two recommendations have been met only in part. The Issue/Concern that MSAP students do not have opportunity to participate in the MPS exploratory curriculum has been partially met by allowing those students to participate in exploratory curriculum at Central Middle School (CMS) main campus at 7:45 AM. However, students who do not fare well in the regular classroom environment do not participate. The initial recommendation that MSAP exploratory options be tailored to fit the needs of the MSAP learners has not been implemented. The second issue/concern that has not been addressed involves separation of the department head and the behavior interventionist position at MSAP. The intent of this recommendation is to allow the behavioral interventionist to assist with behavior intervention at the other middle school buildings. This recommendation is to be reviewed in the next building site plan.

Each of the district's six middle schools has capitalized on the program to serve students. The largest proportion of students attending MSAP comes from Andersen and Central with 70% to 80% of the students coming from these two attendance areas. Students generally come to MSAP with behavioral and/or academic deficiencies. Behavior data indicates that there was an infraction rate of approximately two and a half infractions per student during the 2007-2008 school year and a rate of two infractions per student during the 2008-2009 school year. The proportion of students with infractions during the 2008-2009 school year was 30% which was less than the 45% reported during the 2007-2008 school year. When examining achievement data on the district ELO exams, MSAP students yield respectable scores which indicate academic recovery in all areas. Parent survey responses indicate strong support and gratitude for the program.

It may be concluded that MSAP is well on its way in accomplishing the goals that they have established in their site plan and that the program is working toward meeting the goals of the district strategic plan and the recommendations of the District Alternative Education Taskforce. Continued efforts to follow these goals and recommendations will continue to enhance the program.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Report on Build America Bonds

**MEETING DATE:** May 3, 2010

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Report on Build America Bonds – A report on the amount of funds that could be raised via Build America Bonds

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** At a previous board meeting, there was discussion about the possible use of Build America Bonds (BABs) to fund future projects. At that meeting, additional information was requested by the board.

Attached is information related to two BAB scenarios:

1. The first attachment shows that the principal amount of \$24.2 million could be raised with 20-year BABs. This would require a little over a \$0.01 levy (interest only) until existing bonds were paid off. After that, the levy would be \$0.05 for the remainder of the 20 years.
2. The second attachment shows that the principal amount of \$53.8 million could be raised with 30-year BABs. This would require over a \$0.02 levy (interest only) until existing bonds were paid off. After that, the levy would be \$0.05 for the remainder of the 30 years.

Dan Smith plans to be at the meeting to address any questions board members may have with regard to Build America Bonds.

**OPTIONS AND ALTERNATIVES:** n/a


**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

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

**TIMELINE:** Soon

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

**SUPERINTENDENT'S APPROVAL:** 

## NET DEBT SERVICE

**DOUGLAS COUNTY SCHOOL DISTRICT 0017, NEBRASKA  
(Millard Public Schools)  
G. O. BUILDING IMPROVEMENT BONDS,  
TAXABLE SERIES 2010 (BUILD AMERICA BONDS -- DIRECT PAYMENT)  
Assumes AA/Aa2 ratings, 2030 final maturity  
Fill @ \$0.05 levy, wrap existing debt  
[ Preliminary -- for discussion only ]**

Period Ending	Principal	Interest	Total Debt Service	BAB 35% Int. Credit Adj.	Capitalized Interest (to 12/1/10 on net int.)	Net Debt Service
08/31/2011		1,451,700	1,451,700	-508,095.00	471,802.50	471,802.50
08/31/2012		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2013		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2014		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2015		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2016		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2017		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2018		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2019		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2020		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2021		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2022		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2023		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2024		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2025		1,451,700	1,451,700	-508,095.00		943,605.00
08/31/2026	3,650,000	1,342,200	4,992,200	-469,770.00		4,522,430.00
08/31/2027	3,795,000	1,118,850	4,913,850	-391,597.50		4,522,252.50
08/31/2028	3,945,000	886,650	4,831,650	-310,327.50		4,521,322.50
08/31/2029	4,105,000	645,150	4,750,150	-225,802.50		4,524,347.50
08/31/2030	4,265,000	394,050	4,659,050	-137,917.50		4,521,132.50
08/31/2031	4,435,000	133,050	4,568,050	-46,567.50		4,521,482.50
	<b>24,195,000</b>	26,295,450	50,490,450	-9,203,407.50	471,802.50	40,815,240.00

**NET DEBT SERVICE**

**DOUGLAS COUNTY SCHOOL DISTRICT 0017, NEBRASKA  
(Millard Public Schools)  
G. O. BUILDING IMPROVEMENT BONDS,  
TAXABLE SERIES 2010 (BUILD AMERICA BONDS -- DIRECT PAYMENT)  
Assumes AA/Aa2 ratings, 2040 final maturity  
Fill @ \$0.05 levy, wrap existing debt  
[ Preliminary -- for discussion only ]**

Period Ending	Principal	Interest	Total Debt Service	BAB 35% Int. Credit Adj.	Capitalized Interest (to 12/1/10 on net int.)	Net Debt Service
08/31/2011		3,230,100	3,230,100	-1,130,535.00	1,049,782.50	1,049,782.50
08/31/2012		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2013		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2014		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2015		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2016		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2017		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2018		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2019		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2020		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2021		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2022		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2023		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2024		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2025		3,230,100	3,230,100	-1,130,535.00		2,099,565.00
08/31/2026	2,470,000	3,156,000	5,626,000	-1,104,600.00		4,521,400.00
08/31/2027	2,570,000	3,004,800	5,574,800	-1,051,680.00		4,523,120.00
08/31/2028	2,670,000	2,847,600	5,517,600	-996,660.00		4,520,940.00
08/31/2029	2,780,000	2,684,100	5,464,100	-939,435.00		4,524,665.00
08/31/2030	2,890,000	2,514,000	5,404,000	-879,900.00		4,524,100.00
08/31/2031	3,005,000	2,337,150	5,342,150	-818,002.50		4,524,147.50
08/31/2032	3,125,000	2,153,250	5,278,250	-753,637.50		4,524,612.50
08/31/2033	3,245,000	1,962,150	5,207,150	-686,752.50		4,520,397.50
08/31/2034	3,375,000	1,763,550	5,138,550	-617,242.50		4,521,307.50
08/31/2035	3,510,000	1,557,000	5,067,000	-544,950.00		4,522,050.00
08/31/2036	3,650,000	1,342,200	4,992,200	-469,770.00		4,522,430.00
08/31/2037	3,795,000	1,118,850	4,913,850	-391,597.50		4,522,252.50
08/31/2038	3,945,000	886,650	4,831,650	-310,327.50		4,521,322.50
08/31/2039	4,105,000	645,150	4,750,150	-225,802.50		4,524,347.50
08/31/2040	4,265,000	394,050	4,659,050	-137,917.50		4,521,132.50
08/31/2041	4,435,000	133,050	4,568,050	-46,567.50		4,521,482.50
	<b>53,835,000</b>	76,951,050	130,786,050	-26,932,867.50	1,049,782.50	102,803,400.00



## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Seniors' Status on ELOs

**Meeting Date:** 05/03/10

**Department:** Planning, Evaluation & Information Services

**Title and Brief Description:** Each year, in the spring semester, we monitor the status of seniors and their ELO performance. The focus is on students who do have (or will have, by May) sufficient credits to graduate, but who have not achieved mastery on all 5 ELO assessments.

**Action Desired:** Approval \_\_\_ Discussion  x  Information Only \_\_\_

**Background:** There are currently 11 students (out of more than 1,644 seniors) who appear to have enough credits to graduate but have not mastered all ELOs. Of that number, 5 are qualified for Special Education service and 3 are receiving ELL services. These students are currently being retested on these ELOs.

**Options/Alternatives Considered:** N.A.

**Recommendations:** Monitor the performance of these students after the April retesting occasions. Report to the board and superintendent in May following the remaining testing occasion.

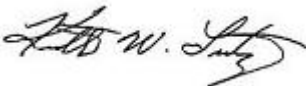
**Strategic Plan Reference:** To meet the mission of the district.

**Implications of Adoption/Rejection:** N.A.

**Timeline:** Continue monitoring through end of semester.

**Responsible Persons:** Dr. Jon Lopez and High School Building Administrators

**Superintendent's Signature:**

\_\_\_\_\_  \_\_\_\_\_