

BOARD OF EDUCATION MEETING

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JUNE 6, 2011

STROH ADMINISTRATION CENTER 5606 SOUTH 147th STREET JUNE 6, 2011

5:55 p.m. Public Hearing on Policy 6800 – Parental Access

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 May 16, 2011
- 2. *Approval of Bills
- 3. *Receive the Treasurer's Report and Place on File

F. Information Items

- 1. Showcase: Spring Sports, Journalism, Destination Imagination, Math Counts, Knowledge Master, WordMaster, PTA Reflections
- 2. Superintendent's Comments
- 3. Board Comments/Announcements

G. Unfinished Business:

- H. New Business
 - 1. Approval of Collective Bargaining Agreement with the Millard Education Association
 - 2. Approval of Professional Technical Salaries 2011-2012
 - 3. *Reaffirm Policy 6800 Curriculum, Instruction, and Assessment Parental Access
 - 4. *Reaffirm Rule 6800.1 Curriculum, Instruction, and Assessment Parental Access
 - 5. Approval of PreK-12 Science Framework Part II
 - 6. Approval of PreK-12 Music Framework Part I
 - 7. Approval of Memorandum of Understanding with NDE for Use of Check 4 Learning
 - 8. Approval of High School Calendars for 2011-2012
 - 9. Administrator for Hire
 - 10. Approval of Personnel Actions: Amendment to Continuing Contracts, Resignations, and New Hires
 - 11. Personnel Issue (Executive Session)

I. Reports

- 1. Enrollment Report
- 2. Enrollment Projections
- 3. Legislative Update
- 4. Proposed NASB Resolutions or Standing Positions for 2012
- 5. Multicultural Education Report
- J. Future Agenda Items/Board Calendar.
 - 1. Millard Public Schools Foundation Golf Tournament on Friday, June 10, 2011 at the Players Club
 - Committee of the Whole Meeting on Monday, June 13, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

- Board of Education Meeting on Monday, July 11, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- Board of Education Meeting on Monday, August 1, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- Committee of the Whole Meeting on Monday, August 8, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- Board of Education Meeting on Monday, August 15, 2010, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- K. Public Comments This is the proper time for public questions and comments on <u>any topic</u>. <u>Please make sure a request form is</u> given to the Board President before the meeting begins.
- L. Adjournment:

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

BOARD OF EDUCATION MILLARD PUBLIC SCHOOLS OMAHA, NEBRASKA

BOARD MEETING 6:00 P.M.

STROH ADMINISTRATION CENTER 5606 SOUTH 147TH STREET JUNE 6, 2011

5:55 p.m. Public Hearing on Policy 6800 – Parental Access

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. <u>Please</u> 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 May 16, 2011. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the bills. (See enclosures.)
- *E.3. Motion by ______, seconded by ______, to receive the Treasurer's Report and Place on File. (See enclosure.)
- F.1. Showcase: Spring Sports, Journalism, American Mathematics Competition, USA Math Olympiad, Knowledge Master, WordMaster, PTA Reflections
- F.2. Superintendent's Comments
- F.3. Board Comments/Announcements
- H.1. Motion by ______, seconded by ______, to approve the Collective Bargaining Agreement with the Millard Education Association (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the Professional/Technical Salaries for 2011-2012 (See enclosure.)
- *H.3. Motion by ______, seconded by _____, to reaffirm Policy 6800 Curriculum, Instruction, and Assessment Parental Access (See enclosure.)
- *H.4. Motion by ______, seconded by _____, to reaffirm Rule 6800.1 Curriculum, Instruction, and Assessment Parental Access (See enclosure.)
- H.5. Motion by _____, seconded by _____, to approve the PreK-12Science Framework Part II (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve the PreK- 12 Music Framework Part I (See enclosure.)
- H.7. Motion by ______, seconded by ______, to approve the Check 4 Learning Memorandum of Understanding with the Nebraska Department of Education, and that the Superintendent or representative be authorized and directed to execute any and all documents related to this project (See enclosure.)
- H.8. Motion by ______, seconded by ______, to approve the 2011-2012 High School Calendars (See enclosure.)
- H.9. Motion by ______, seconded by ______. to approve Administrator for Hire: Alicia Feist, Principal at Montclair Elementary (See enclosure.)

H.10. Motion by ______, seconded by ______, to approve Personnel Actions: Amendment to Continuing Contracts, Resignations, and New Hires (See enclosure.)

H.11. Personnel Issue (Executive Session)

- I. <u>Reports:</u>
 - 1. Enrollment Report
 - 2. Enrollment Projections
 - 3. Legislative Update
 - 4. Proposed NASB Resolutions or Standing Positions for 2012
 - 5. Multicultural Education Report

J. Future Agenda Items/Board Calendar

- 1. Millard Public Schools Foundation Golf Tournament on Friday, June 10, 2011 at the Players Club
- Committee of the Whole Meeting on Monday, June 13, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
- Board of Education Meeting on Monday, July 11, 2010, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
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- K. Public Comments This is the proper time for public questions and comments on <u>any topic</u>. <u>Please make sure a request form is</u> given to the Board President before the meeting begins.

L. Adjournment

ll 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.

Parental Access Public Hearing Script

Monday, June 6, 2011 5:55 p.m. Don Stroh Administration Center

(Note: The Act requires that the public hearing be held at a special or regularly scheduled meeting of the Board of Education and, therefore, you should open the special meeting and state that the purpose of the special meeting is to hold the public hearing on the Parental Access Policy.)

Good evening and welcome to this meeting of the Millard Public Schools' Board of Education. The law requires that each school board hold a public hearing at a regular or special meeting for the purpose to address the Parental Access Policy

I would like to introduce the Board members who are present and will participate in this public hearing. They are:

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board Members. I also understand that the administration is not going to make a presentation. In order to allow everyone a chance to address the Board on the Parental Access Policy and accompanying Rule, I would like to ask each of you to limit your comments to five (5) minutes or so. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time.

The official Board action on the policy and accompanying rule will be acted on during the regular meeting which is scheduled to follow immediately after this public hearing.

I have received (numerous) (_____) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn. The first speaker that has requested an opportunity to address the Board is ______ (continue calling the individuals until you have gone through all of them).

Thank you very much for your participation in this public hearing. You have offered valuable information and insight to all of the Board members as well as to the Superintendent and his administrative staff. If there is no other person wishing to address the Board, I will now close the public hearing.

I will now entertain a motion to adjourn this hearing on Parental Access of the Millard Board of Education.

Meeting adjourned

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 5:15 p.m., Monday, May 16, 2011, at the Don Stroh Administration Center, 5606 South 147th Street.

Present: Dave Anderson, Mike Pate, Linda Poole, Mike Kennedy, and Patrick Ricketts

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, May 13, 2011; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 5:15 p.m. Dave Anderson called the meeting to order and announced the Public Meeting Act is posted on the wall and available for public inspection. Mr. Anderson asked everyone to say the Pledge of Allegiance.

Roll call was taken and all members were present.

Public Comments: A community member spoke of his concern of the elimination of bus service of those students who live within the one mile radius that is proposed this evening.

Molly Erickson, President of the Millard Education Association spoke in regards to the importance of collaborative planning time among teacher, because of the proposed increase of the instructional day for students.

Motion by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from May 2, 2011, to approve the bills, and receive the treasurer's report and place on file, upon roll call vote, all members voted aye. Motion carried.

Linda Poole summarized the Committee of the Whole meeting on May 9, 2011. The Board interviewed candidates for the board member opening.

Angelo Passarelli introduced the PAYBAC award winners.

Superintendent's Comments:

- 1. June 6, 2011 will be the next board of education meeting.
- 2. It has been suggested to have only one Board of Education Meeting and one Committee Meeting in June.
- 3. The last day of school will be one-half day.
- 4. Graduation will be Saturday, May 28 at Civic Auditorium. The District will be at the Civic Auditorium for 2012, but 2013 the Civic has been schedule for another function, which may make it necessary to have graduation ceremonies on Sunday.
- 5. On Saturday, May 28th anyone who wants to ride to graduation together should meet at DSAC at 9 a.m.
- 6. On Tuesday evening there will be a meeting with other superintendents and the Governor to talk a variety of topics.

Linda Poole said she would like to ride to graduation.

Mrs. Poole reported that she attended the Governor's Technical Advisory meeting, and she thanked Tami Williams for her leadership.

Mike Pate thanked the student representatives for their dedication in attending the board meetings. The Board appreciated their input during the year Mr. Pate, said.

Mr. Pate attended the Metropolitan Area Boards of Education meeting. He said the districts present were Millard, Ralston, Elkhorn, So. Sarpy, Papillion, and ESU. They discussed the value of foundations to their district and also talked about the Learning Community.

Mr. Pate attended the Learning Community Sub-council #4 meeting held in Millard last week. They talked about the elementary learning center allocation of dollars. Dr. Feldhausen was also in attendance.

Mr. Pate reported the Ted Stilwill, from the Learning Community, is making sure the requests for data collection is needed, and looking to see if some of this information could be provided by the Nebraska Department of Education. It is also be researched as to the rules by FERPA. Mr. Pate said he didn't know who was doing the research.

Mr. Pate said he has three Learning Community meetings this week.

Mike Kennedy expressed his frustration with the loss of state aid by Millard due to the class time formula, when there are other district's who have a high number of students who do not graduate and are not accountable.

Mr. Anderson said it will not be necessary to go into Executive Session for negotiation.

Mr. Anderson said there will be no meeting on June 20, 2011.

Mr. Anderson presented plaques to Jeff Story and Isis Hernandez for their service this year as student representatives.

Mr. Anderson said because he would be leaving the meeting he did want to express his thoughts on the instructional day, which is on the agenda. His main concern was that the teachers have adequate planning time. He was confident the District would be able to come up with sufficient time for the teachers at all buildings.

Jeff Story, student representative from Millard North and Isis Hernandez, student representative from Millard South updated the Board on academic and athletic activities at their respective high schools.

The Board voted on the candidates for the board opening. The vote was Jim Ritter -1, and Todd Clarke -4. Todd Clarke was declared the board member.

Dave Anderson had to leave the meeting for another function, so Linda Poole, who is Vice President, took charge of the meeting.

Patrick Ricketts provided the final reading of Policy 3122 – Support Services – Business – Procurement Cards. Motion by Patrick Ricketts, seconded by Mike Pate, to approve Policy 3122 – Support Services – Business – Procurement Cards, upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the final reading of Policy 5410 – Pupil Services – Substance Use. Motion by Mike Pate, seconded by Patrick Ricketts, to approve Policy 5410 – Pupil Services – Substance Use, upon roll call vote, all members voted aye. Motion carried.

Mike Kennedy provided the final reading of Policy 5480 – Pupil Services – Search and Seizure. Motion by Mike Kennedy, seconded by Mike Pate, to approve Policy 5480 – Pupil Services – Search and Seizure, upon roll call vote, all members voted aye. Motion carried.

Mike Kennedy provided the final reading of Policy 5490 – Pupil Services – Use of Alcohol and other Drug Screening and Testing Technology. Motion by Mike Kennedy, seconded by Mike Pate, to approve Policy 5490 – Pupil Services – Use of Alcohol and other Drug Screening and Testing Technology, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve Todd Clarke as the new board member for the Millard Public Schools, upon roll call vote, all members voted aye. Motion carried.

Motion by Patrick Ricketts, seconded by Mike Pate, to approve 2011 Graduates from Millard North, Millard South and Millard West, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Mike Kennedy, that regular education bus service be approved as submitted in the "2011-12 Elementary Transportation Areas" document, and further, that the price of middle school "bus tickets" be increased to \$1.50 per trip for the 2011-12 school year, upon roll call vote, all members voted aye. Motion carried.

Motion by Patrick Ricketts, seconded by Mike Pate, to approve Rule 5480.1 – Pupil Service – Search and Seizure, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Patrick Ricketts, to approve Rule 5490.1 – Pupil Services – Use of Alcohol and other Drug Screening and Testing Technology, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Mike Kennedy, to make the elementary starting and ending times to be 8:30 a.m. to 3:30 p.m. consistent throughout the district, that the middle school times be 7:45 a.m. to 2:45 p.m., to allow for busing and are currently the hours, no changes to the high school, and to eliminate the Wednesday early dismissal, upon roll call vote, Mike Pate voted aye. Mike Kennedy, Patrick Ricketts and Linda Poole voted nay. Motion failed.

Motion by Mike Kennedy, seconded by Patrick Ricketts, that the proposed revisions to Rule 6031.1 be approved as submitted, and 2) that the proposed instructional time parameters to the school day as contained herein for 2011-2012 be approved, upon roll call vote, Mike Kennedy, Patrick Ricketts, and Linda Poole voted aye. Mike Pate voted nay. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve Rule 6315.1 – Curriculum, Instruction, and Assessment – Millard Education Program – Use of Assessment Data, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve the Permanent Easement for MUD to install a water main near 144th and Blondo Streets as submitted, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve that the District commences a self-insured retention program for its liability coverage beginning June 1, 2011 as submitted, upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Kennedy, seconded by Patrick Ricketts, to approve PreK-12 Science Framework: Part I, upon roll call vote, all members voted aye. Motion carried.

Motion by Patrick Ricketts, seconded by Mike Kennedy, to approve PreK-5 Science Field Study, upon roll call vote, all members voted aye. Motion carried.

Motion by Patrick Ricketts, seconded by Mike Kennedy, to approve Personnel Actions: Amendment to Continuing Contract: Shannon M. Fischer, Leave of Absence: Kristie R. Teel, Resignations: Lisa K. Kaiser, Sarah M. Mendenhall, Michelle K. Baldwin, Teresa R. Oberdorfer, and Natalie J. Bieber, and New Hires: Heather L. Bruntz, Christopher M. Burke, Pia M. DeVries, Sandra R. Johnson, Kelsee A. Katsampes, Lindsey A. Lovette, Leigha M. McDonald, Kaleena M. Mora, Julie A Newlin, Marci J. Petta, Steven M. Powell, Laura K. Robbins, Phillip J. Smith, and Joseph P. Vanderhaar, upon roll call vote, all members voted aye. Motion carried.

Linda Poole administered the Oath of Office to Todd Clarke. Mr. Clarke took his seat with the Board.

Reports included the ELO Seniors' Status Report, a Legislative Update, and the Bond Issue Survey Report.

Future agenda Items/Board Calendar: 2011 Graduation on Saturday, May 28, 2011 at Civic Auditorium. – Millard North at 10 a.m., Millard South at 1:p.m., and Millard West at 4 p.m... A Board of Education Meeting will be held on Monday, June 6, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The Millard Public Schools Foundation Golf Tournament will be held on Friday, June 10, 2011 at the Players Club. A Committee of the Whole Meeting will be held on Monday, June 13, 2011 at 6:00 p.m. at the Don Stroh Administration Center. A Board of Education Meeting will be held on Monday, July 11, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, July 11, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, July 11, 2011 at 6:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 1, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, August 8, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 8, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, August 15, 2011 at 6:30 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Linda Poole asked for a motion to go into Executive Session for the purpose of a Personnel Matter.

At 8:13 p.m. motion by Mike Pate, seconded by Patrick Ricketts, to go into Executive Session for the purpose of a Personnel Matter, upon roll call vote, all members voted aye. Motion carried.

Mrs. Poole announced that the board would go into Executive Session for the purpose of a Personnel Matter.

Motion by Mike Pate, seconded by Patrick Ricketts, to come out of Executive Session, upon roll call vote, all members voted aye. Motion carried.

Linda Poole adjourned the meeting.

SECRETARY

Millard Public Schools June 6, 2011

Millard Public Schools

Check Register

Prepared for the Board Meeting of June 6, 2011

Check No	Vend No	Vendor Name	Amount
323771	136365	ALEGENT HEALTH	4,916.66
323774	135036	BRYAN ELEMENTARY	144.50
323775	033901	DOUGLAS COUNTY TREASURER	682.10
323778	131412	NE DEPT OF HEALTH & HUMAN SERVICES	40.00
323782	137510	JOHN D ROSE	64.00
323783	137873	JOHN W ROSE	7.50
323784	098765	SECURITY BENEFIT LIFE INS CO	716.60
323785	135505	TY'S OUTDOOR POWER & SERVICE INC	130.93
323787	106773	FIRST NATIONAL BANK VISA	14,957.16
323808	108436	COX COMMUNICATIONS INC	43,929.12
323809	138169	CROSS POINTE INNOVATIONS LLC	3,461.63
323811	130648	DOSTALS CONSTRUCTION CO INC	8,000.00
323813	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	22,664.26
323814	133397	HY-VEE INC	2,989.32
323815	132878	HY-VEE INC	304.15
323816	049850	HY-VEE INC	802.17
323817	102451	INTERNATIONAL BACCALAUREATE	675.00
323818	102451	INTERNATIONAL BACCALAUREATE	3,500.00
323819	102451	INTERNATIONAL BACCALAUREATE	675.00
323820	137753	MILT'S GOLF CENTER	64.00
323821	138628	MOBILE MEDIA BLASTING INC	400.00
323823	135251	OMAHA ROYALS LIMITED PARTNERSHIP	212.00
323826	133575	SIGN SOLUTIONS INC	2,540.00
323827	084352	SPRAY EQUIPMENT & SERVICE	107.40
323828	133300	TALX UC EXPRESS	674.46
323829	134604	TEXAS INTERNATIONAL BACCALAUREATE	3,750.00
323830	132138	TOYOTA FINANCIAL SERVICES	499.88
323837	102708	FLORIDA LEAGUE OF IB SCHOOLS/FLIBS	1,590.00
323838	107015	GEORGETOWNE CLUB	200.00
323839	132599	MID AMERICA COMPANY	503.35
323841	071368	PETTY CASH/MILLARD NORTH	237.97
323864	136271	TROPHY GUY INC	32.95
323865	010040	A & D TECHNICAL SUPPLY CO INC	76.59
323866	131632	AC AWARDS INC	370.00
323867	109853	ACCESS ELEVATOR INC.	110.00
323869	133402	KAREN S ADAMS	34.68
323870	132882	PPE INC	166.30
323871	108351	AIRGAS NORTH CENTRAL INC	35.79
323872		AKSARBEN PIPE & SEWER CLEANING LLC	2,679.50
323873	136365	ALEGENT HEALTH	4,916.66
323874		ALLIED OIL & SUPPLY, INC.	301.89
323875	011175		427.45
323876		AMAZON.COM INC	28.98
323877	069689	AMSAN LLC	74,780.21
323878	012590	HOLLAND USA INC	303.87
020010	0.2000	ANDERSEN MIDDLE SCHOOL	10,303.00

Millard Public Schools Check Register

Prepared for the Board Meeting of June 6, 2011

Check No	Vend No		Amount
323880	132585	ANDERSON BROTHERS ENGINEERING CO	1,135.96
323882	010112	ANDERSON ELECTRIC	772.20
323883	131265	JILL M ANDERSON	30.60
323885	138322	AOSNC LLC	106.50
323886	138550	APPERSON PRINT RESOURCES INC	107.83
323887	012989	APPLE COMPUTER INC	736.90
323888	106436	AQUA-CHEM INC	677.73
323889	133770	DIANE ARAUJO	47.28
323890	138685	ANGELA D ARKFELD	13.26
323891	102150	ARMAND HAMMER UNITED WORLD COLLEGE	1,109.00
323892	133406	BUSCO INC	71.00
323893	106167	ASCD (CONFERENCE/REGISTRATIONS)	429.00
323894	106207	ASCD (MEMBERSHIPS)	2,645.76
323895	134235	SARAH A ASCHENBRENNER	74.26
323898	138291	AUTISM CENTER OF NEBRASKA INC	12,718.23
323899	102237	AUTO STATION	94.69
323900	108092	ARNOLD MOTOR SUPPLY LP	1,438.28
323901	136853	AUTODESK INC	3,980.00
323902	132405	BAG 'N SAVE	344.31
323903	135245	BAHR VERMEER HAECKER ARCHITECTS	5,294.00
323906	137492	PAUL E BANCROFT SR	7.50
323907	138292	KRISTINA BANTA	60.00
323908	017908	REX J BARKER	38.91
323911	099646	BARNES & NOBLE BOOKSTORE	6,645.89
323912	017877	CYNTHIA L BARR-MCNAIR	64.01
323913	133359	TERA BASS	240.00
323914	138305	MEAGAN L BASYE	7.85
323915	099749	BAUDVILLE INC	205.85
323916	138054	BAXTER FORD INC	274.92
323917	107540	BRIAN F BEGLEY	58.65
323918	134884	JULIE K BERGSTROM	14.22
323919	133480	BERINGER CIACCIO DENNELL MABREY	4,398.50
323921	134945	NOLAN J BEYER	54.06
323923	132475	BIO CORPORATION	643.23
323924	019111	BISHOP BUSINESS EQUIPMENT	25,727.88
323925	135209	AMY M BLANCHARD	98.75
323926	136664	JAMIE L BLYCKER	7.02
323927	134478	TIFFANY M BOCK SMITH	47.94
323928	130899	KIMBERLY M BOLAN	217.26
323930	101364	BOOKWORM	95.06
323931	133647	BORDEN CONSULTING CORPORATION	440.00
323933	019559	BOUND TO STAY BOUND BOOKS INC	10,545.12
323934	132888	MICHELLE M BOYD	117.62
323935	019835	BOYS TOWN NATIONAL	3,536.24
323936		CORVUS INDUSTRIES LTD	22,438.00
	107281		4,978.95

Check No	Vend No	b Vendor Name	Amount
323939	130576	PAMELA A BRENNAN	152.4
323941	133392	ANTHONY J BRISBOIS	36.7
323942	130303	SCHOOL SPECIALTY INC	559.8
323943	136205	KIMBERLY A BROWN	2.7
323944	133824	NANCY A BROWN	65.8
323945	107595	STEPHANIE A BURDIC	309.2
323946	134585	KATHLEEN B BURKET	7.5
323947	132910	CHARLES J BURNEY	144.3
323948	099431	BUSINESS MEDIA INC	5,547.0
323949	134198	MELISSA K BYINGTON	84.0
323950	137274	EILEEN CABRERA	28.3
323952	023831	CALLOWAY HOUSE INC	43.9
323953	134350	CAMBIUM LEARNING	50,160.7
323954	106806	ELIZABETH J CAREY	18.7
323955	133246	RALPH CAREY	122.9
323956	023925	CARLEX INC	209.8
323957	023970	CAROLINA BIOLOGICAL SUPPLY CO	137.9
323958	024067	CARSON DELLOSA PUBLISHING	55.3
323959	131158	CURTIS R CASE	279.2
323960	133970	CCS PRESENTATION SYSTEMS	12,247.3
323961	133589	CDW GOVERNMENT, INC.	810.6
323962	051572	CENGAGE LEARNING	7,067.1
323963	024260	CENTER TROPHY COMPANY	4,795.2
323964	138613	CENTRAL SALES INC	394.2
323965	135648	SUSAN M CHADWICK	86.0
323967	132271	ERIK P CHAUSSEE	35.7
323968	106851	CHILDREN'S HOME HEALTHCARE	7,411.2
323969	025076	COLLEEN R CHRISTENSEN	3.0
323971	025197	CITY OF OMAHA	225.0
323972	132061	CITY OF OMAHA	140.0
323973	099222	SCHOOL SPECIALTY INC	559.5
323975	025221	GLEN S CLATTERBUCK	17.6
323976	025235	DALE CLAUSEN	100.9
323977	066006	JANET S CLURE	2.5
323978	137739	KAREN J COATES	21.4
323979	137013	NANCY S COLE	50.5
323980	138630	CARRIER ENTERPRISE LLC	19.4
323981	022701	SHARON R COMISAR-LANGDON	53.0
323982	138546	CFI TIRE SERVICE INC	1,535.6
323983	106902	COMMUNICATION SERVICES INC.	182.1
323984	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	780.0
323985	134374	CONSORTIUM FOR SCHOOL NETWORKING	1,000.0
323986	136574	CONTROL DEPOT INC	551.9
323987	026057	CONTROL MASTERS INC	7,982.4
323988	132720	CONTROLTEMP INC	1,557.2
323989	135992	DAVID J CORK	42.8

Check No	Vend No	b Vendor Name	Amount
323992	137395	CPI QUALIFIED PLAN CONSULTANTS INC	1,775.00
323993	100300	CREATIVE TEACHING PRESS INC	13.94
323994	026970	CRESCENT ELECTRIC SUPPLY CO	153.48
323996	138169	CROSS POINTE INNOVATIONS LLC	3,119.5 ⁻
323997	109021	PATRICIA A CRUM	121.48
323998	027130	CRYSTAL PRODUCTIONS	31.92
323999	099957	CRYSTAL SPRINGS BOOKS	82.6
324000	027300	CUMMINS CENTRAL POWER LLC	1,779.8
324001	133651	WILLIAM P CUNNINGHAM	89.2
324002	027345	CURRICULUM ASSOCIATES INC	6,271.3
324003	130731	D & D COMMUNICATIONS	47,854.9
324004	132671	JEAN T DAIGLE	175.4
324005	131003	DAILY RECORD	44.1
324006	138306	STACY DARNOLD	59.3
324007	138583	MICHAEL A DAUBERT	24.8
324008	136517	WILLIAM DAUGHTRIDGE	28.6
324009	032255	DAVIS PUBLICATIONS INC	2,593.6
324010	032246	PAMELA M DAVIS	72.9
324011	032497	CHERYL R DECKER	75.4
324012	107469	DEFFENBAUGH INDUSTRIES	10,814.4
324013	102577	DELL MARKETING LP	22,250.0
324014	032800	DEMCO INC	1,132.1
324016	032872	DENNIS SUPPLY COMPANY	1,648.3
324017	136316	EVA DENTON	59.3
324018	133009	ROBERTA E DEREMER	23.4
324019	137331	BASTIAN DERICHS	23.1
324020	137024	DEVELOPMENTAL SERVICES OF NE INC	3,914.0
324021	109850	DEX MEDIA EAST LLC	231.1
324022	099220	DICK BLICK CO	5,830.1
324023	132750	JOHN D DICKEY	38.3
324024	133760	ELIZABETH A DICKSON	75.0
324025	135133	DAVID M DIEHL	187.5
324026	033473	DIETZE MUSIC HOUSE INC	685.3
324027	135509	DIGIORGIO'S SPORTSWEAR INC	264.0
324028	132669	DIGITAL DOT SYSTEMS INC	1,824.0
324029	138677	DIGITAL RIVER EDUCATION SVCS INC	63,097.4
324031	107232	DLR GROUP INC	24,000.0
324032	135373	LINDA K DONOHUE	45.9
324038	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	708,685.1
324039	099556	DRAMATISTS PLAY SERVICE INC	48.4
324041	135689	SUSAN M DULANY	59.0
324042	034120	DULTMEIER SALES LLC	65.6
324044	137117	JEANNE J DYMOND	17.9
324045	131740	EAGLE SOFTWARE INC,	20,174.3
324046	102791	ERIC ARMIN INC	171.8
324047	138426	KELLY EALY	42.1

Check No	Vend No	b Vendor Name	Amount
324049	036520	EASTERN NE HUMAN SERVICES AGENCY	27,824.00
324050	136685	MARSHA A EDQUIST	27.45
324052	037525	EDUCATIONAL SERVICE UNIT #3	154,384.78
324053	038023	EGAN SUPPLY COMPANY	5,213.00
324054	133823	REBECCA S EHRHORN	203.64
324055	038100	ELECTRICAL ENGINEERING & EQPT CO	61.50
324056	038140	ELECTRONIC SOUND INC.	44,275.15
324057	131007	ELMAN & CO INC	509.00
324058	035579	EMC/PARADIGM PUBLISHING	274.9
324059	138089	RANDY BARGER	12,000.00
324060	138257	ENGAGING TECHNOLOGIES LLC	4,114.00
324061	132066	ENGINEERED CONTROLS INC	1,020.00
324062	134883	ERIC L ENGSTROM	91.04
324063	109066	TED H ESSER	295.24
324064	035610	ETA/CUISENAIRE	153.8
324065	134861	TARA R FABIAN	6.7
324069	132699	FATHER FLANAGANS BOYS HOME	4,970.00
324072	040450	FEDERAL EXPRESS	1,054.4
324073	136377	FEINER SUPPLY CO	99.9
324074	040470	MARK W FELDHAUSEN	52.8
324075	106956	FERRELLGAS	14.0
324076	137748	CHARLIE FERRIN	7.5
324077	138149	JILL A FIALA	6.02
324078	138070	FIELD PAPER CO	8,992.0
324079	133919	FILTER SHOP INC	4,420.2
324080	040919	FISHER SCIENTIFIC	111.6
324083	108075	MICHAEL FITZSIMMONS	275.0
324085	041086	FLINN SCIENTIFIC INC	610.6
324086	131555	FLOORS INC	13,429.0
324087	102708	FLORIDA LEAGUE OF IB SCHOOLS/FLIBS	795.0
324088	041098	FOLLETT EDUCATIONAL SERVICES	98.4
324089	041100	FOLLETT LIBRARY RESOURCES	7,797.1
324090	041146	KENNETH J FOSSEN	69.1
324091	134577	PATRICK R FOSTER	28.0
324092	041461	SHARON A FREEMAN	1.8
324093	132321	MICHAEL R FREY	15.0
324094	041543	AMY J FRIEDMAN	70.6
324095	133772	RYNETTE L FRIESEN	44.1
324096	137663	FUN AND FUNCTION LLC	85.7
324098	134989	CAROLYN A GASSERT	25.7
324099	131710	PATRICK T GEARY	496.4
324100	130343	DAVID L. GERARD	627.5
324101	133607	GIBBS M SMITH INC	490.8
324104	106660	GLASSMASTERS INC	570.2
324107	044891	GOPHER	2,373.8
324108	044896	KAREN A GORDON	70.84

Check No	Vend No	Vendor Name	Amount
324109	136192	DIANE K GOSE	11.2
324110	043609	GP DIRECT	427.4
324112	044950	GRAINGER INDUSTRIAL SUPPLY	657.5
324113	044965	KATHERINE A GRAY	102.0
324114	135016	CANDRA R GUENTHER	75.8
324116	135930	KATHLEEN M GUINAN	43.3
324117	059223	HAL LEONARD CORPORATION	372.9
324118	045354	CYNTHIA M HAMILTON	46.2
324119	047800	SCHOOL SPECIALTY	118.5
324120	138668	MICHAEL E HANSEN	13.1
324122	047853	HAPPY CAB COMPANY INC	23,836.1
324123	056820	HARRY A KOCH COMPANY	217.0
324124	136458	JEAN M HASTINGS	18.7
324126	048270	HAWTHORNE EDUCATIONAL SERVICES INC	211.0
324127	130609	HAYDEN-MCNEILL SPECIALTY	918.3
324128	048475	HEARTLAND FOUNDATION	22,046.0
324129	108273	MARGARET HEBENSTREIT PT	208.0
324131	048517	GREENWOOD PUBLISHING GROUP INC	2,721.6
324132	048517	GREENWOOD PUBLISHING GROUP INC	1,600.0
324133	102842	HELGET GAS PRODUCTS INC	54.7
324134	108478	DAVID C HEMPHILL	34.6
324135	132423	HEWLETT PACKARD CO	27,164.6
324136	138687	HIGHSMITH LLC	189.0
324138	138684	KELLY J HIPPEN	14.6
324139	048940	HOBBY LOBBY STORES INC	98.0
324141	049330	RICK W HOOK	111.1
324142	135658	SHAUN E HOOVER	30.1
324143	137943	STACY M HORSHAM	143.8
324144	095520	LINDA D HORTON	46.1
324145	049600	HOUCHEN BINDERY LTD	85.2
324147	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	43,061.9
324148	101533	DIANE F HOWARD	39.0
324149	108153	CHRISTOPHER M HUGHES	1,038.0
324150	049723	HUMAN RELATIONS MEDIA	153.9
324151	101032	HUSKER MIDWEST PRINTING	2,092.7
324152	134807	MONICA A HUTFLES	25.8
324153	130283	KARA L HUTTON	61.4
324154	133397	HY-VEE INC	1,342.9
324156	135004	HY-VEE INC	482.7
324157	049851	HY-VEE INC	1,322.4
324158	049850	HY-VEE INC	697.4
324159	051551	IBM CORPORATION	360.0
324160	051573	POPCO INC	33.0
324164	136223	IMAGESTUFF.COM INC	46.7
324166		INSECT LORE	212.8
324167		INTEGRATED MEDICAL INC	200.0

Check No	Vend No	b Vendor Name	Amount
324168	F03011	INTERNATIONAL BACCALAUREATE ORG.	80.18
324169	102958	INTERSTATE ALL BATTERY CENTER	15.96
324171	101991	J A SEXAUER	567.24
324172	100928	J W PEPPER & SON INC.	688.09
324173	138616	JACKSON-JACKSON & ASSOCIATES INC	4,708.00
324174	130259	IMAGINE THIS ENTERPRISES INC	68.90
324175	102287	JAMECO ELECTRONICS	124.0
324176	136314	KORRINDA K JAMIESON	232.3
324177	131157	CHRISTINE A JANOVEC-POEHLMAN	167.9
324178	054240	HANNELORE W JASA	73.3
324179	136953	JSDO I LLC	661.7
324180	135735	GEORGE W JELKIN	31.1
324181	133059	DEBBIE A JENKINS	92.2
324182	133037	JENSEN TIRE COMPANY	1,804.7
324183	130834	JANET L JIZBA	22.8
324185	135999	DESIREE K JOHN	72.0
324186	131367	AMANDA J JOHNSON	57.9
324187	130994	JOHNSON CONTROLS INC	5,731.0
324188	054500	JOHNSON HARDWARE CO LLC	930.4
324190	054630	JOHNSTONE SUPPLY	521.3
324193	026300	JP COOKE COMPANY	38.2
324194	135815	KYLE A JURGENS	82.1
324196	101224	KAPCO	975.4
324198	138681	HANS J KEIM	432.3
324199	132265	CATHERINE A KEISER	79.5
324200	132272	SUSAN L KELLEY	12.4
324201	056276	KELVIN ELECTRONICS	264.5
324202	134801	JULIE B KEMP	27.5
324203	131177	ANDREA L KIDD	21.3
324205	056742	BRADLEY A KISICKI	86.7
324206	056770	BETTY H KLESITZ	29.5
324207	134607	KONICA MINOLTA PRINTING SOLUTIONS	2,208.7
324208	130480	MARY K KREIS	21.4
324209	133923	KUBAT PHARMACY/HEALTHCARE	1,503.0
324210	137385	JOSEPH R KUEHL	38.1
324211	109033	AMANDA J KUNES	81.4
324212	132934	VICTORIA KYROS	15.3
324213	137010	CHRISTINA A LAGRONE	57.8
324216	058755	LAIDLAW TRANSIT INC	167,172.9
324217	099217	LAKESHORE LEARNING MATERIALS	1,460.6
324218	058775	LAMP RYNEARSON ASSOCIATES INC	340.0
324220	058861	LARRY'S BOILER SERVICE, INC.	172.5
324221	121124	LORENE M LARSEN	39.1
324222	135688	DENISE A LARSON	253.9
324223	136518	JANET L LARSON	464.9
324225	136051	LASEREQUIPMENT INC	150.0

Check No	Vend No	Vendor Name	Amount
324226	058875	KELLY A LATIMER-BRIGGS	71.0 ⁻
324228	135156	LAWSON PRODUCTS INC	3,193.69
324229	059100	JEFFREY SCHRANK	207.90
324230	102496	LEARNING ZONE EXPRESS	202.6
324231	108450	JACEN D LEFHOLTZ	414.50
324233	138688	JAN M LEHMS	16.04
324235	137345	BONNIE K LEVINGER	12.7
324236	059360	LIBRARY STORE INC	90.92
324237	059380	LIBRARY VIDEO COMPANY	286.69
324239	059470	LIEN TERMITE & PEST CONTROL INC	2,676.00
324240	059577	LINGUISYSTEMS, INC.	103.8
324241	059560	MATHESON TRI-GAS INC	307.20
324242	133758	KRAIG J LOFQUIST	97.86
324243	136315	COURTNEY LOHRENZ	17.90
324244	136913	LORENZ CORPORATION	64.9
324245	138354	STEFANIE N LORENZEN	25.58
324246	099965	LOVE AND LOGIC INSTITUTE INC	430.40
324247	060100	JOE MCDERMOTT & ASSOCIATES INC	35,910.0
324248	060111	LOVELESS MACHINE & GRINDING	131.5
324249	138680	LINDSEY LOVETTE	34.5
324250	131397	LOWE'S HOME CENTERS INC	232.1
324251	057770	LRP PUBLICATIONS INC	197.0
324252	135376	CASEY I LUNDGREN	65.7
324253	099321	MACKIN BOOK CO	10,768.8
324254	137007	KAREN M MARBLE	49.4
324255	106392	MARKING REFRIGERATION INC	103.7
324256	133505	SUSAN N MARLATT	31.6
324257	108052	MAX I WALKER	799.4
324258	138341	MAXIM HEALTHCARE SERVICES INC	6,636.0
324259	101129	MJ-1 LLC	74.9
324260	107123	SUSAN P MCADAM	6.7
324261	136618	DANIEL R MCCONNELL	49.9
324263	063262	LINDA J MCCREA	69.5
324264	133898	MCGILL RESTORATION INC.	325.0
324266	F03041	MCGRAW HILL RYERSON LIMITED	3,421.9
324267	063349	MCGRAW-HILL COMPANIES	4,198.8
324268	137014	RYE L MCINTOSH	127.6
324269	063361	ALBERT G MCKAIN	46.0
324270	121126	PATRICIA A MEEKER	29.5
324271	064413	MENARDS INC	170.9
324272	138691	MENARDS INC	147.8
324274	017611	ANGELA R MERCIER	62.2
324275	138669	TREVOR M MERZ	8.1
324276	064600	METAL DOORS & HARDWARE COMPANY INC	16,806.0
324278	133403	AMERICAN NATIONAL BANK	10,765.2
324279	064820	MICROFILM IMAGING SYSTEM INC	480.0

Check No	Vend No	o Vendor Name	Amount
324280	138671	MID AMERICA CLEANING SYSTEMS INC	959.00
324281	132113	MID-PLAINS INSULATION	1,967.78
324282	102466	MID-WEST TECH INC	140,355.00
324283	102870	MIDLAND COMPUTER INC	3,831.9
324284	101068	MIDWEST BOX COMPANY	2,693.3
324285	064950	MIDWEST METAL WORKS INC	110.0
324286	065233	MIDWEST TURF & IRRIGATION INC	3,064.1
324287	065400	MILLARD LUMBER INC	255.4
324288	099585	MILLARD MANUFACTURING COMPANY	1,087.5
324289	131328	MILLER ELECTRIC COMPANY	405.0
324290	135388	ANNE C MILLER	32.9
324291	132412	SANDRA R MILLER	36.7
324294	101158	MONTESSORI N SUCH INC	269.0
324295	066083	KAREN F MONTGOMERY	74.7
324297	134532	MORRISSEY ENGINEERING INC	25,357.4
324298	132491	DONITA L MOSEMAN	32.6
324299	066189	MOTION INDUSTRIES INC	16.7
324300	137961	MOUNTAIN MATH/LANGUAGE LLC	75.9
324301	063150	MSC INDUSTRIAL SUPPLY CO	410.7
324302	107539	MUELLER ROBAK LLC	249.5
324303	066490	JANIS R MULLINS	0.0
324304	135250	JUDITH E MUMM	37.7
324305	133712	MURPHY TRACTOR & EQUIPMENT CO	10.2
324306	066510	DANIEL M MURPHY	41.1
324307	066580	MUSIC IN MOTION INC	231.7
324308	067000	NASCO	3,125.8
324309	132854	NATIONAL SAFETY COUNCIL	710.0
324310	130548	SCANTRON CORP	54,896.5
324312	068334	NEBRASKA AIR FILTER INC	5,446.9
324313	068415	NEBRASKA COUNCIL OF SCHOOL	547.0
324314	100216	NEBRASKA EDUCATIONAL TECH ASSN	230.0
324315	068445	NEBRASKA FURNITURE MART INC	2,048.5
324316	134231	NEBRASKA SAFETY CENTER	150.0
324317	068684	NEBRASKA SCIENTIFIC	782.3
324319	068954	NEFF COMPANY	818.3
324320	131550	NANCY G NELSON	16.9
324321	136151	NETIQ CORPORATION	10,424.8
324323	138182	NEW CHEF FASHION INC	444.8
324324	069099	CAROL C NEWTON	37.6
324325	069561	LYNNE NEWVILLE	56.1
324326	109843	NEXTEL PARTNERS INC	8,179.5
324327	106326	NILA J NIELSEN	35.3
324328	069675	NOBBIES INC	111.9
324329	069930	NOVA HEALTH EQUIPMENT COMPANY	1,461.0
324330	138563	NOVACOAST INC	65,634.5
324331	069936	NOVEL UNITS INC	50,328.3

Millard Public Schools Check Register

Prepared for the Board Meeting of June 6, 2011

Check No	Vend No	b Vendor Name	Amount
324332	134628	AMY NUNAMAKER	262.50
324333	069945	NUTS & BOLTS INC	13.68
324335	133368	KELLY R O'TOOLE	83.13
324337	050042	ANNE M OETH	117.30
324342	100013	OFFICE DEPOT 84133510	15,680.93
324343	070245	OHARCO DISTRIBUTORS	4,190.30
324344	138694	CHRISTINE J OLSON	45.90
324347	136898	OLSSON ASSOCIATES INC	7,312.05
324348	132460	OMAHA BOX CO	178.00
324349 324350	070700 070800	OMAHA PAPER COMPANY INC. OMAHA PUBLIC POWER DISTRICT	55.91 750.00
324350 324351	070800		100.35
324351	070850	OMAHA SEINGS INC OMAHA TRACTOR, INCORPORATED	560.40
324353	071024	OMAHA WORLD HERALD CO	202.96
324354	133850	ONE SOURCE	774.00
324355	132779	MAUREEN P ORD	98.95
324356	071138	ORIENTAL TRADING COMPANY	54.96
324357	130092	MARY M OSTERLOH	386.55
324358	138662	KELLY D OSTRAND	69.00
324359	107193	OTIS ELEVATOR COMPANY	1,978.67
324360	071180	OUTWATER PLASTICS INDUSTRIES INC	75.83
324361	071190	OVERHEAD DOOR COMPANY OMAHA	250.00
324362	071240	OXFORD UNIVERSITY PRESS INC	26.40
324364	134428	ELIZABETH A PACHTA	123.32
324366	071545	PAPER CORPORATION	49,440.00
324369	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	14,601.00
324370	134636	JANIE L PAPP	27.64
324371	137015	GEORGE PARKER	96.39
324372		ANDREA L PARSONS	120.87
324373		ANGELO D PASSARELLI	317.33
324374		CYNTHIA L PAVONE	53.55
324375		PAXTON PATTERSON LLC	315.10
324376		PAYFLEX SYSTEMS USA INC	4,715.00
324377		PAYLESS OFFICE PRODUCTS INC	120.00
324378	131610		860.00
324379		PBS MEDIA DISTRIBUTION LLC-WGBH PEARSON EDUCATION	82.92
324381 324383	109831		14,143.05 55.59
324385		HEIDI T PENKE	30.60
324385		PERFECTION LEARNING CORP.	1,245.28
324388		VICKY L PETERSON	49.47
324389	130721		157.52
324390		ANDREW C PINKALL	435.30
324391		PITNEY BOWES PRESORT SERVICES INC	20,000.00
324392	072760		1,843.86
324394		JENNIFER M PLOEN	160.47

Check No	Vend No	b Vendor Name	Amount
324395	072900	POPPLERS MUSIC INC	119.44
324396	079051	POSITIVE PROMOTIONS INC	399.9
324397	131835	PRAIRIE MECHANICAL CORP	638.5
324398	131327	TAMI J PRATT	136.74
324399	101663	PRESTWICK HOUSE INC	249.9
324400	134598	PRIME COMMUNICATIONS INC	275.0
324401	073427	PRO-ED INC	1,063.7
324403	138487	PRODUCTIVITY INC	331.0
324404	073610	PROGRESS PUBLICATIONS	62.1
324405	073650	PRUFROCK PRESS INC	1,069.8
324406	131901	PUSH PEDAL PULL	45.3
324407	138683	PAUL E PUTZ	393.2
324408	109143	SANDRA L RALYA	11.7
324409	078420	RAWSON & SONS ROOFING, INC.	12,591.0
324410	109810	BETHANY B RAY	120.3
324411	138357	DANIELLE R RAYMAN	306.9
324413	100642	REALLY GOOD STUFF INC	1,931.5
324414	135511	MICHELE A REAVES	86.8
324415	078674	RECORDED BOOKS LLC	494.9
324416	135690	DEIDRE REEH	8.2
324417	078760	REGAL AWARDS, INC.	826.6
324418	134858	JENNIFER L REID	27.8
324419	099940	RENAISSANCE LEARNING INC.	173.4
324421	109192	KIMBERLI R RICE	98.2
324422	138690	TIMOTHY P RICHT	114.5
324423	079179	RIEKES EQUIPMENT COMPANY	334.0
324425	136847	RIVERSIDE TECHNOLOGIES INC	15,748.9
324426	131376	ROBERT BROOKE & ASSOCIATES, INC.	196.6
324427	138312	PAIGE E ROBERTS	440.0
324428	079295	DALE H ROBINSON	102.9
324429	135301	KATHY ROCCO	250.0
324431	079310	ROCKBROOK CAMERA CENTER	6,634.7
324432	138486	MIKE E ROGERS	
324433	134882	LINDA A ROHMILLER	15.7
324434	134081		175.9
324436	079440	ROSENBAUM ELECTRIC INC	8,139.2
324437	040323	ROSETTA STONE LTD	5,120.0
324439	072286	JEAN M RUCHTI	130.0
324440		RURAL METRO MEDICAL SERVICES	544.0
324441	130477		18.3
324442	136595	THOMAS J RZEMYK	129.0
324443	079685	S & W FENCE COMPANY	256.0
324444	079691	SADDLEBACK EDUCATIONAL INC	109.0
324445	138673		25.0
324446	081491		324.4
324447		-	36.5

Millard Public Schools

Check Register

Prepared for the Board Meeting of June 6, 2011

Check No	Vend No	Vendor Name	Amount
324448	081640	JOAN M SANDERS	139.74
324449	081725	KIMBERLEY K SAUM-MILLS	62.42
324450	131353	HARLAND TECHNOLOGY SERVICES	448.00
324451	109806	BRENT J SCHADE	52.02
324452	135433	MONTE G SCHEEF	137.70
324453	081880	SCHEMMER ASSOCATES INC	30,520.6
324454	106432	KELLI J SCHINSTOCK	39.78
324455	099640	SCHOLASTIC BOOK FAIRS	132.00
324456	082100	SCHOLASTIC INC	554.28
324458	082200	SCHOOL HEALTH CORPORATION	449.50
324459	130526	SCHOOL MEDIA ASSOCIATES LLC	604.7
324461	082350	SCHOOL SPECIALTY INC	8,731.12
324462	099808	SCHOOL-TECH INC	58.99
324463	136869	LAURA E SCHULTE	1,500.00
324464	082475	SCIENCE KIT & BOREAL LABS LLC	85.32
324465	130851	SEARCH INSTITUTE	199.18
324466	082905	KIMBERLY A SECORA	70.48
324467	138109	SECURE CONTENT SOLUTIONS INC	35,500.00
324468	098765	SECURITY BENEFIT LIFE INS CO	369,918.23
324469	098765	SECURITY BENEFIT LIFE INS CO	3,038.8
324470	082910	SECURITY EQUIPMENT INC	15,775.9
324471	108161	STAN J SEGAL	154.23
324472	082920	MARTI K SEIBERLING	8.54
324473	082941	KELLY M SELTING	129.03
324475	135140	SETPOINT CONTROLS LLC	3,391.04
324476	083149	SHERRYL K SHANNON	183.00
324477	131078	SHAR PRODUCTS COMPANY	45.9
324478	133498	SHARED MOBILITY COACH INC	2,910.7
324479	138692	ELIZABETH C SHARPE	144.3
324480	109800	AMY L SHATTUCK	324.30
324481	137697	LARIA K SHEA	306.5
324482	083175	SHEPPARD'S BUSINESS INTERIORS	4,393.6
324483	083188	SHIFFLER EQUIPMENT SALES, INC.	1,052.8
324485	131887	SIEMENS INDUSTRY INC.	2,945.4
324486	083310	SIGMA ALDRICH INC	77.6
324487	133575	SIGN SOLUTIONS INC	70.0
324490	083400	SIMPLEXGRINNELL	847.3
324492	138275	LORI L SMITH	19.8
324494	137828	BRENT D SNOW	115.7
324495	107093	CHARLENE S SNYDER	208.2
324496	083950	SOCIAL STUDIES SCHOOL SERVICE	369.1
324497	101476	SODEXO INC & AFFILIATES	194,307.54
324498		SOFTCHOICE CORPORATION	1,029.1
324499	067688	SOLUTION TREE LLC	388.3
324500	109793	LINCOLN OFFICE EQUIPMENT	66.1
324501	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	1,134.40

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Check No	Vend No		Amount
324502	100421	SOUTHWEST YMCA	126.00
324503	134143	JILL C SOUTHWORTH	20.81
324504	131714	JOHN D SOUTHWORTH	55.85
324505	102524	SPALDING EDUCATION INTERNATIONAL	834.51
324507	109836	AMY ST AMOUR	186.41
324508	137481	STAPLES CONTRACT & COMMERCIAL INC	3,115.89
324510	136440	JULIE A STEDNITZ	19.58
324514	138276	SUSAN STODDARD	26.52
324517	137867	MEGAN K STUMP	127.04
324518	084930	SUPER DUPER INC	236.15
324519	102869	SUPER SAVER #20	587.07
324520	136870	SUPPORTING EDUCATIONAL EXCELLENCE	3,369.08
324521	084954	BLASCHKO ENTERPRISES INC	43.02
324522	130911	SWANDA BUSINESS FORMS	473.00
324523	137011	CARRIE A SWANEY	262.14
324524	132417	JAMES D SWITZER	16.83
324525	099302	SYSCO LINCOLN INC	834.90
324526	088654	TARGET	1,345.79
324528	132962	CHILDCRAFT EDUCATION CORPORATION	9.06
324529	088709	AMERICAN EAGLE COMPANY INC	855.91
324530	088830	TED'S MOWER SALES & SERVICE INC	128.46
324531	133969	TENNANT SALES & SERVICE COMPANY	1,198.07
324532	138659	RONALD G RANSON JR	210.00
324533	130065	THERMAL SERVICES, INC.	820.00
324534	108099	THIELE GEOTECH INC	1,181.25
324535	136047	JAC L THIESSEN	180.54
324536	136381	ANNETTE J THOMAS	7.65
324537	102713	THOMPSON MEDIA GROUP LLC	339.00
324539	107959	NANCY C THORNBLAD	95.28
324540	132493	GREGORY E TIEMANN	114.67
324541	138304	TIME MANAGEMENT SYSTEMS	2,007.45
324542	136578	PEGGI S TOMLINSON	29.07
324543	131446	TOSHIBA AMERICA INFO SYS INC	2,998.88
324544	131446	TOSHIBA AMERICA INFO SYS INC	15,044.13
324545	089574	TOTAL MARKETING INC	368.00
324546	108055	TRADE WELL PALLET INC	11,000.00
324547	137829	BRYAN TRAN	22.55
324548	138478	TRANSWORLD SYSTEMS INC	39.96
324549	133067	BARBARA KAY MOCK	1,300.00
324550	089740	TREETOP PUBLISHING INC	11.25
324551	089760	TRIARCO ARTS & CRAFTS LLC	303.60
324552	135247	MARIELA J TRIBULATO	90.00
324553	107719	KIMBERLY P TRISLER	56.10
324554	136110	DONNA R TROMBLA	34.73
324555	132268	LYNNE A TRUMAN	31.62
324556	138663	ELISE M TURILLE	11.53

Check No	Vend No	o Vendor Name	Amount
324557	135505	TY'S OUTDOOR POWER & SERVICE INC	1,096.4
324558	131819	JEAN R UBBELOHDE	89.2
324559	090678	UNISOURCE WORLDWIDE INC	624.9
324560	090214	UNITED ELECTRIC SUPPLY CO INC	9.7
324561	109861	UNITED EQUIPMENT SERVICES CO INC	8,152.4
324562	138612	UNIVERSAL LASER SYSTEMS INC	345.10
324563	068840	UNIVERSITY OF NEBRASKA AT OMAHA	31,972.50
324565	068840	UNIVERSITY OF NEBRASKA AT OMAHA	45.0
324567	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	140.0
324570	138661	USA-CLEAN INC	1,476.9
324571	091040	VAL LTD	411.0
324572	136831	SALLYE VANDERPLAS-LEE	45.0
324573	135402	DIANNE C VANOURNEY	17.1
324574	134634	SCOTT A VANSURKSUM	13.7
324575	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	154.0
324576	136318	JENNIFER L VEST	310.9
324577	130676	VISITING NURSES HEALTH SERVICES	450.0
324578	138311	DAWN R WAGNER	8.4
324579	136166	RONALD J WALSH II	73.4
324580	131112	LINDA WALTERS	41.1
324581	137532	DINA L WALTON	7.5
324582	093650	WARD'S NATURAL SCIENCE EST LLC	88.0
324583	135660	CAMI J WARNEKE	14.0
324584	093765	WATER ENGINEERING, INC.	4,912.5
324585	133438	HEIDI J WEAVER	29.5
324586	132263	JILL E WEDDINGTON	76.5
324587	093978	BECKY S WEGNER	89.8
324590	131142	CHERA A WENZL	5.9
324591	094174	WEST MUSIC COMPANY	224.6
324592	136827	WEST PAYMENT CENTER	224.0
324593	107563	CAROL M WEST	100.5
324594	094630	WESTONE LABORATORIES	35.2
324595	094650	WESTSIDE COMMUNITY SCHOOLS	3,575.0
324596	130510	KIM WHEATLEY	53.7
324597	133061	JACKIE L WHISENHUNT	124.9
324598	094751	DEBBY A WHITAKER	119.3
324599	137878	WHITE WOLF WEB PRINTERS INC	327.1
324600	019459	WIESE RESEARCH ASSOCIATES INC.	14,300.0
324601	094859	WIESER EDUCATIONAL INC	782.6
324602	136162	CHRISTINA L WILCOXEN	59.6
324603	133153	JULIE L WILLIAMS	75.0
324607	136323	STACIE A WITHERSPOON	30.8
324608	130716	SUSAN J WOOSTER	38.8
324609	095491	GLEN E WRAGGE	251.1
324610	109852	WURTH BAER SUPPLY CO	152.8
324611	101370	XEROX CORPORATION (ORDERS)	1,052.0

Check No	Vend No	vendor Name	Amount
324612	095674	XEROX CORPORATION (LEASES)	7,370.9 ⁻
324613	138356	JEFFREY YOST	23.3
324614	137683	KATHRYN YOST	73.09
324616	101717	YOUTHLIGHT INC.	36.90
324617	099212	ZANER BLOSER INC	435.9
324618	136043	YUAN S ZHEN	25.0
324619	136855	PAUL R ZOHLEN	49.62
324620	135647	LACHELLE ZUHLKE	86.9
324622	137052	DEVONYE J MULLINS	117.2
		Total for GENERAL FUND	3,488,816.6
23083	135437	NEBRASKA SCHOOL NUTRITION ASSN	760.0
23084	101476	SODEXO INC & AFFILIATES	656,731.1
23085	101476	SODEXO INC & AFFILIATES	483,681.8
23086	109843	NEXTEL PARTNERS INC	214.9
23087	100013	OFFICE DEPOT 84133510	269.8
		Total for FOOD SERVICE	1,141,657.8
323885	138322	AOSNC LLC	36,360.0
323983	106902	COMMUNICATION SERVICES INC.	6,085.6
324033	136245	DONOVAN PROPERTIES LLC	1,662.6
324045	131740	EAGLE SOFTWARE INC,	6,234.2
324534	108099	THIELE GEOTECH INC	936.7
		Total for SPECIAL BUILDING	51,279.1
323772	136880	ARMBRUST FAMILY YMCA	84.3
323777	138653	SANDRA BRIGITTE LURRY	180.0
323779	137956	IRENE PULLUM	180.0
323780	138538	DENISE M RIEDER	150.0
323781	138654	ROLLING RIVER LLC	500.0
323786	138505	DANIEL P WOOTTON	150.0
323787	106773	FIRST NATIONAL BANK VISA	71.9
323805	020550	BUREAU OF EDUCATION & RESEARCH	339.0
323806	138539	TERENCE G CABRAL	606.2
323807	138547	DANIEL P CONWAY	300.0
323810	133261	ANGELA M DIEHM	150.0
323812	037525	EDUCATIONAL SERVICE UNIT #3	70.0
323815	132878	HY-VEE INC	397.3
323816	049850	HY-VEE INC	231.5
323822	136532	NEBRASKA LUTHERAN OUTDR MINISTRIES	195.0
323824	138504	TODD L REESON	206.2
323825	138538	DENISE M RIEDER	150.0
323831	107354	STEPHEN W. VENTEICHER	237.5
323832	135863	RUDOLPH A VLCEK III	300.0
323834	138537	JUSTIN L WILLIAMSON	450.0
323835	138505	DANIEL P WOOTTON	81.2
323836	138539	TERENCE G CABRAL	450.0

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Amount	b Vendor Name	Vend No	Check No
225.0	TODD L REESON	138504	323842
59.0	SAM'S CLUB DIRECT	081630	323843
1,360.9	UNIVERSITY OF NEBRASKA AT OMAHA	068840	323844
425.0	STEPHEN W. VENTEICHER	107354	323845
62.5	RUDOLPH A VLCEK III	135863	323846
300.0	DANIEL P WOOTTON	138505	323847
834.2	AMAZON.COM INC	107651	323876
26.6	MICHELE ANDERSON	138678	323881
13.6	NANCY G ANDERSON	012896	323884
2,802.4	ATTAINMENT COMPANY INC	013511	323897
39.0	KARA N BAKER	138666	323904
440.6	BARNES & NOBLE BOOKSTORE	099646	323909
387.4	BARNES & NOBLE BOOKSTORE	099646	323911
367.7	JULIE K BERGSTROM	134884	323918
738.0	WILLIAMS PROPERTIES LLC	136633	323932
122.3	MICHELLE M BRADY	137805	323937
734.0	BUSINESS MEDIA INC	099431	323948
49,327.5	CAMBIUM LEARNING	134350	323953
3,181.3	CCS PRESENTATION SYSTEMS	133970	323960
70.4	NICOLE A CHAPMAN	136654	323966
225.5	CICI'S MIDWEST 101	137273	323970
238.2	SCHOOL SPECIALTY INC	099222	323973
870.7	TRACY M COX	135387	323991
36.5	JODI L CRITSER	132845	323995
80.5	CRYSTAL SPRINGS BOOKS	099957	323999
24,806.5	CURRICULUM ASSOCIATES INC	027345	324002
17.3	DAILY RECORD	131003	324005
240.8	DIGIORGIO'S SPORTSWEAR INC	135509	324027
407.0	DIVISION FOR EARLY CHILDHOOD	134248	324030
222.9	ERIC ARMIN INC	102791	324046
40.0	EARLY CHILDHOOD TRAINING CENTER	036510	324048
650.0	EDUCATIONAL SERVICE UNIT #3	037525	324051
1,000.0	EDUCATIONAL SERVICE UNIT #3	037525	324052
126.3	RLB ENTERPRISE LLC	131927	324067
318.7	FAT BRAIN TOYS LLC	137477	324068
439.7	FATHER FLANAGANS BOYS HOME	132699	324070
26,855.7	FOLLETT EDUCATIONAL SERVICES	041098	324088
10,400.0	GALLUP ORGANIZATION	043760	324097
190.0	MOLLIE GRAHAM	138667	324111
30.0	GUILFORD PUBLISHING INC	045305	324115
43.9	KATHLEEN M GUINAN		324116
138.8	HATCH INC	102784	324125
36.5	AMANDA J HEGGE		324130
9,875.0		048517	324131
138.3	HOBBY LOBBY STORES INC	048940	324139
500.0	MARY K HOUGH	106169	324146

Check No	Vend No	o Vendor Name	Amount
324147	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	21,914.66
324155	132878	HY-VEE INC	905.86
324165	100016	INNOVATIVE LEARNING CONCEPTS	31,838.00
324170	136987	LESLIE S IRWIN	490.22
324197	056215	KAPLAN EARLY LEARNING CO	337.75
324216	058755	LAIDLAW TRANSIT INC	3,615.50
324217	099217	LAKESHORE LEARNING MATERIALS	1,271.56
324219	130462	WENDY H LANGER	490.22
324232	106469	LEGO EDUCATION NORTH AMERICA	0.00
324250	131397	LOWE'S HOME CENTERS INC	173.7 <i>°</i>
324267	063349	MCGRAW-HILL COMPANIES	83,781.84
324273	138682	SARAH M MENDENHALL	19.93
324282	102466	MID-WEST TECH INC	3,900.00
324292	100316	MINDWARE	155.50
324293	138670	WING ENTERPRISES INC	81.03
324310	130548	SCANTRON CORP	7,440.00
324313	068415	NEBRASKA COUNCIL OF SCHOOL	99.00
324317	068684	NEBRASKA SCIENTIFIC	157.83
324334	136502	KATIE M O'BRIEN	6.7
324335	133368	KELLY R O'TOOLE	175.9
324342	100013	OFFICE DEPOT 84133510	358.2
324346	135828	MARLO R OLSON	25.6
324357	130092	MARY M OSTERLOH	20.0
324363	132443	OZANAM/BIST	1,000.0
324380	071353	WARFIELD PCI LIMITED	5,358.93
324386		PERFECTION LEARNING CORP.	8,154.58
324387	136724		354.3
324401		PRO-ED INC	3,953.4
324402	138470		115.4
324403		PRODUCTIVITY INC	30,168.0
324413		REALLY GOOD STUFF INC	555.0
324431	079310	ROCKBROOK CAMERA CENTER	4,668.0
324435		OMAHA THEATER CO FOR YOUNG PEOPLE	2,443.5
324456	082100		400.0
324461		SCHOOL SPECIALTY INC	371.1
324465	130851	SEARCH INSTITUTE	132.2
324474	138544	KEGLER BOWLING LLC	619.2
324488		SIGNAL 88 SECURITY GROUP LLC	340.0
324515	134654		979.8
324520		SUPPORTING EDUCATIONAL EXCELLENCE	7,580.9
324527	103050	DRAPHIX, LLC	35.5
324564	068840	UNIVERSITY OF NEBRASKA AT OMAHA	870.73
324566	100096	UNIVERSITY OF NEBRASKA-LINCOLN	295.0
324567		UNL EXTENSION IN DOUGLAS/SARPY CO	50.0
324507		JENNIFER L VEST	70.4
324578		NICOLE K WEIDEMAN	19.13
JZ4000	155740		19.1

Check No	Vend No	b Vendor Name	Amount
324601	094859	WIESER EDUCATIONAL INC	270.5
324604	131026	KAREN E WILWERDING	51.3
324605	136011	WS LINES INC	413.4
324606	138347	WINSOR LEARNING INC	4,445.1
324615	135890	YOUTH FRONTIERS INC	750.0
324621	106469	LEGO EDUCATION NORTH AMERICA	153.4
		Total for GRANT FUND	377,018.8
323990	136587	COVENTRY HEALTH & LIFE INS CO	144,806.9
		Total for	144,806.9
323811	130648	DOSTALS CONSTRUCTION CO INC	4,000.0
323833	138626	WESTFALL O'DELL MOTORS INC	37,500.0
323948	099431	BUSINESS MEDIA INC	812.0
324135	132423	HEWLETT PACKARD CO	95.0
324207	134607	KONICA MINOLTA PRINTING SOLUTIONS	1,451.6
324482	083175	SHEPPARD'S BUSINESS INTERIORS	2,972.7
324498	F03032	SOFTCHOICE CORPORATION	1,048.8
324568	090440	SPORT SUPPLY GROUP INC	2,023.5
		Total for DEPRECIATION	49,903.6
323773	138053	BOOKAROOS PUBLISHING INC	2,250.0
323776	135204	DEAN JACOBS	800.0
323811	130648	DOSTALS CONSTRUCTION CO INC	46,500.0
323868	010298	TEK INDUSTRIES INC	255.2
323876	107651	AMAZON.COM INC	364.5
323887	012989	APPLE COMPUTER INC	2,194.0
323896	138007	GARRETT ASHBY	70.0
323905	136339	AIMEE BAKER	99.8
323920	138151	MADISON BESCH	35.0
323922	137705	DENA BIELSKI	160.0
323923	132475	BIO CORPORATION	98.5
323929	132829	BOLCHAZY CARDUCCI PUBLISHERS INC	526.7
323933	019559	BOUND TO STAY BOUND BOOKS INC	592.4
323940	138605	JAIME J BRIDGES	187.5
323951	138599	MEHGAN CAIN	127.5
323961	133589	CDW GOVERNMENT, INC.	2,320.0
323973	099222	SCHOOL SPECIALTY INC	98.7
323974	138660	CLASSROOM PRODUCTS LLC	98.7
323993	100300	CREATIVE TEACHING PRESS INC	47.6
324014	032800	DEMCO INC	322.3
324015	138160	HEIDI DEMUTH	191.2
324022	099220	DICK BLICK CO	984.6
324034	130648	DOSTALS CONSTRUCTION CO INC	3,500.0
324040	107948	DARREL DRAPER	125.0
324043		HAYLEY DUNCAN	210.0
324064		ETA/CUISENAIRE	98.9
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Check No	Vend No		Amount
324071	135766	KAITLYN FEDER	130.00
324081	138157	ALISON FISHER	200.00
324082	138314	OLIVIA FISHER	127.50
324083	108075	MICHAEL FITZSIMMONS	225.00
324084	132455	IMAPSUSA - FLAGS! GEORGIA	1,095.00
324089	041100	FOLLETT LIBRARY RESOURCES	1,614.30
324102	138064	TAYLOR GILROY	70.00
324103	137831	NEIL GIRMUS	210.00
324105	137760	JIM GLOVER	200.00
324106	137704	ROBERT S GLOVER	40.00
324137	138065	MEGAN C HINGER	60.00
324140	135313	RACHEL HOGAN	237.50
324161	135517	KAREN ILLG	84.00
324162	134557	ELLEN R ILLG	24.00
324163	135411	BRUCE B JUNEK	25.00
324172	100928	J W PEPPER & SON INC.	891.49
324184	138370	KAYLEE JOBEUN	70.00
324189	138199	MELISSA C JOHNSON	47.50
324191	138606	CAROLINE PEYTON JONES	65.00
324192	138648	RICK W JONES	52.0
324195	138601	MEGAN KAHN	127.5
324204	138159	BRAMSTRONG KIM	127.5
324217	099217	LAKESHORE LEARNING MATERIALS	286.5
324224	137154	MEREDITH LARSON	240.00
324227	138592	SAMANTHA LAU	30.0
324232	106469	LEGO EDUCATION NORTH AMERICA	0.0
324234	138013	JENNA KAYE LEMKAU	85.0
324259	101129	MJ-1 LLC	299.00
324262		EMILY MCCOY	70.0
324265		KATHERINE MCGINN	35.00
324296	137111		127.50
324308	067000	NASCO	70.79
324318		ALAN R NEESEN	237.50
324322		GISELLE NEVAREZ	35.00
324336		ERIN OELTJEN	70.00
324342		OFFICE DEPOT 84133510	232.7
324345		CAHNER JALINE OLSON	127.50
324365	102967		144.8
324382		PELLETS	80.7
324384		PENGUIN GROUP USA INC	575.6
324393		PLAYTIME EQUIPMENT & SCHOOL SUPPLY	51.3
324393	130904	JERRY REA	42.0
324412	100642		165.7
324413 324417		REGAL AWARDS, INC.	605.6
524417	138179	JACQUELINE REYES	60.0
324420			

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Check No	Vend No	b Vendor Name	Amount
324431	079310	ROCKBROOK CAMERA CENTER	1,280.00
324435	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	3,582.25
324438	138595	RYAN M ROTHMAN	60.00
324457	136895	BAILEY SCHOLLMEYER	70.00
324461	082350	SCHOOL SPECIALTY INC	289.30
324462	099808	SCHOOL-TECH INC	128.99
324484	137119	DAVID SHRIVER	255.00
324489	132213	JEFF SIKORA	325.00
324491	138135	HANNA MARIE SLOSSON	200.00
324493	138430	DUSTIN ROSS SMITH	40.00
324506	138679	ELIZABETH M SPARTZ	144.00
324509	136465	JAKE STAUFFER	50.00
324511	138676	JAMIE STEENSON	144.00
324512	138198	BROOKE STILMOCK	60.00
324513	137761	ANDREW STIVERS	60.00
324516	132315	STRATEGIC AIR & SPACE MUSEUM	117.00
324526	088654	TARGET	170.89
324538	137122	MORIAH THOMPSON	240.00
324550	089740	TREETOP PUBLISHING INC	131.25
324569	090632	US TOY CO/CONSTRUCTIVE PLAYTHINGS	35.85
324589	135522	AMANDA WEIHL	70.00
324591	094174	WEST MUSIC COMPANY	335.34
324621	106469	LEGO EDUCATION NORTH AMERICA	393.36
		Total for ACTIVITY FUND	85,103.98
323773	138053	BOOKAROOS PUBLISHING INC	-90.00
		Total for	-90.00
		Report Total	5,338,496.94

AGENDA SUMMARY SHEET

Agenda Item:	Collective Bargaining Agreement with the MEA
Meeting Date:	June 6, 2011
Department:	Human Resources
Title & Brief Description:	 The District and the Millard Education Association ("MEA") have reached tentative agreement for the 2011-12 school year. The MEA voted for approval of the tentative agreement on May 20, 2011. The proposed agreement includes the following changes: Estimated 1.55% total package; Reduction of base contract days from 194 days to 193 days Extra Duty changes in accordance with study committee formed by MEA and MPS including elimination of longevity and increase of some stipends; Phase out of National Board Certification payments; Changes to health insurance plan including; Change definition of qualifying employee from 17.5 hours per week to 20 hours per week; Increasing in-network deductibles from \$350/\$700 to \$500/\$1,000; Increase in-network out of pocket maximums from \$1,500/\$3,000 to \$2,000/\$,4000; Corresponding increases to out of network deductibles and maximums; Increasing prescription drug co-pays from \$10/\$25/\$40 to \$10/\$35/\$60; New program to decrease use of emergency rooms; and Inclusion of a wellness incentive that charges a portion of premium to non-participants. The District contribution to State retirement will increase 0.6%, per State law; Non-contract days will be at a District daily rate rather than individual teacher daily rates to assist with budgeting programs such as summer school; and Expand the definition of business and emergency leave.
Action Desired:	Approval
Background:	Wage increases are in line with other employee groups and budget parameters.
Options and Alternatives:	Return to the bargaining table.
Responsible Persons:	Chad Meisgeier. Jim Sutfin. Kevin Chick, Ken Fossen, Duncan Young, Keith Lutz

Superintendent's Approval:

Atow. Ing -

2011-2012 COLLECTIVE BARGAINING AGREEMENT between Millard Public Schools and the Millard Education Association

THIS AGREEMENT made and entered into this __day of _____,2011 by and between School District Number 17, Douglas County, Nebraska, also known as the Millard School district (thereinafter called "District"), and the **Millard Education Association** (hereinafter called "Association").

WHEREAS, the parties have from time to time met and negotiated the terms and conditions of employment for teachers for the 2011-12 school year; and

WHEREAS, the parties have reached an agreement with respect to the terms and conditions of the employment for teachers for the 2011-12 school year;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree as follows:

ARTICLE I RECOGNITION

The District hereby agrees to recognize the Millard Education Association as the exclusive bargaining agent for the certificated staff employed by the District defined as "teachers" under Nebraska Rev. Stat. §79-101 for the purpose of negotiating collectively on those terms and conditions of employment required by law.

ARTICLE II PROCEDURE AND PROTOCOL

The parties hereby agree that negotiation shall be commenced, conducted and completed according to the procedure and protocol set forth and described in Appendix "A", which is attached hereto and made a part of this agreement.

ARTICLE III TERMS AND CONDITIONS

1. Term of Contract:

The term of the contract shall begin on August 1, 2011 and terminate on July 31, 2012 and shall consist of <u>193</u> teacher days. The district may require any teacher covered by this agreement to work up to two additional days as needed; each teacher who works the additional day(s) shall be compensated at his or her daily rate. Each teacher required to work additional day(s) shall be given a minimum of 90 days written advance notice. A teacher may be excused without pay from working the additional day(s) by providing good cause; good cause shall include any of the leave of absence reasons set forth in Board Policy and Rule. Failure to show good cause may result in disciplinary action. Each new teacher hire who attends new teacher workshops outside the regular teacher calendar shall be compensated for each day of attendance at a rate of \$200 per day.

If upon the expiration of this agreement on the 31st day of July, 2012 the parties hereto have not agreed to a collective bargaining agreement for the school year 2012-13, the terms of this agreement shall continue in full force and effect so long as the parties are continuing to engage in good faith collective bargaining.

2. Salary / Compensation:

The salary ranges for 2011-12 are attached hereto as Appendix B and by reference incorporated and made a part of the contract.

Placement on the salary range: For the 2011-12 school year, the District shall pay each full-time teacher employed by the District during the 2010-11 school year an increase of 0.75%. The 0.75% will paid regardless of the loss of one day. Any other changes in days will be adjusted proportionately. A teacher's daily rate of pay is his or her annual salary divided by the number of contract days. To be eligible for the increase the teacher must have been employed at least 90 days during 2010-11. The salary will be adjusted proportionately according to changes in the individual teacher's F.T.E and/or contract days. A teacher returning from a leave of absence shall receive an increase over and above the daily rate paid during the year he or she was last employed.

Additional Days: Each teacher who is required to work extra days beyond the contracted days specified in this agreement will be compensated at his or her regular daily rate of pay, provided, however, that the District may set pay rates without reference to salary per diem under any of the following conditions:

(a) when non-teaching duties are offered and accepted during non-contract days (e.g. painting, maintenance, moving furniture, configuration and setup of computers, etc.), the rate of pay shall be at the sole discretion of the District;

(b) when non-required direct delivery of instruction is offered and performed as additional days (e.g. summer school), the District may set a rate of pay which shall not be less than \$250 per day;

(c) when non-required duties related to teaching are offered and performed as additional days (e.g. curriculum writing, required staff development, assessment development), the District may set a rate of pay which shall not be less than \$200 per day; and

(d) supervision duties during the year shall be at the extra duty rate provided in Appendix C.

(e) The District may offer optional staff development during off-contract time. Optional staff development may be offered with or without a monetary incentive (or other incentive), as offered by the District, for the employee to participate.

(f) In the event duties are performed for less than a full day, the District may set a comparable hourly rate by dividing the daily rate by eight (8) or a one-half daily rate set by dividing the daily rate by 2. In no event shall the totals an hourly rate or a one-half daily rate exceed the daily rate for any one day worked.

Payment for additional graduate hours: Each teacher who completes graduate semester credit hours from an accredited institution of higher learning shall receive a salary increase of \$165 for each credit hour. This increase will be added to the teacher's salary and become a part of his or her salary for future salary computations. The teacher must receive prior approval from the District for each specific course and institution (see Appendix D for additional terms and conditions). Maximum Credit hours shall be as follows:

Bachelor's: The maximum number of credit hours recognized for additional salary payment above a Bachelor's degree shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).

Master's: The maximum number of credit hours recognized for additional salary payment above a Master's degree, shall not exceed 39; provided however, the last 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).

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Educational Specialist: The maximum number of credit hours recognized for additional salary payment above an Educational Specialist degree, shall not exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).

Doctorate: The maximum number of credit hours recognized for additional salary payment above a Doctorate degree, shall not exceed 3; provided however, the 3 credit hours must have been earned after the second semester of 2006-07 and are from a list of courses specifically approved by the Superintendent (or designee).

Calculation Restrictions: In all salary ranges, (Bachelor's, Master's, Educational Specialist, and Doctoral), credit hours used for salary determination must not have previously been used to calculate salary. Credit hours used for salary determination must have been obtained after the date the preceding degree was earned as evidenced by the official college transcript.

Payment for Masters Degree: Each employee who received a Masters degree from an accredited institution of higher learning prior to September 1, 2005 shall receive a \$2,000 Masters Stipend and each employee who received a Masters from an accredited institution of higher learning after September 1, 2005 shall receive an \$800 Masters Stipend.

No teacher shall be eligible for more than one Masters Stipend. The Masters Stipend shall be decreased proportionately for persons less than one F.T.E.

The Masters Stipend will be tracked separately and will not be considered a part of salary for purposes of future salary computations, daily rate calculation, or the Voluntary Separation Program.

Employees must complete the Masters degree prior to September 1 of the current school year and must file an official college transcript with the Human Resources Office prior to December 15 of the school year in order to qualify for the Masters Stipend.

Payment for PhD/EdD Degree: Each teacher who completes an EdD or PhD degree from an accredited institution of higher learning shall receive a salary increase of \$1000; provided, however, the teacher has received prior approval for the degree from the District and provided the degree has not previously been used for salary determination. This increase will be added to the teacher's salary and become a part of his or her salary for future salary computations.

Initial Salary Placement: Teachers new to the District shall be given credit for graduate hours and years of previous teaching experience with limitations. Initial salary placement for years of service and for education attained prior to September 1, 2004 shall be based on a schedule maintained by the District based on the 2004-05 step and lane as increased over time commensurate with historical District teacher pay increases. Initial salary placement for years of service for education attained after September 1, 2004 shall be based on \$165 per graduate credit hour.

Credit hours used for salary placement after the initial year of hire must be earned after September 1 of the school year for which the teacher was initially hired.

The salary will be adjusted proportionately according to the individual teacher's F.T.E and/or contract days.

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Critical Shortage Program: The District may determine critical shortage teaching areas and may determine a stipend to be offered to candidates who accept job offers in those areas. Eligible stipend recipients shall include any teacher employed by the district in a non-critical shortage area who is selected to fill a critical shortage area position. The stipend will be distributed over a one-year period providing the recipient remains employed by the district in the critical shortage area during the entire one-year period. Recipients who cease to be employed by the District in the critical shortage area shall forfeit all future stipend payments on the day their assignment ends. The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

Extra Duty Compensation: The schedule for extra duty compensation is attached hereto as Appendix C and by reference incorporated and made a part of the contract. The District shall establish the procedures and rules for administration and payment of longevity stipends. Extra duty may be paid proportionately over the remaining contract beginning when the extra duty is assigned and when the District Human Resources office is notified of the extra duty assignment and ending in June. Extra duty may also be paid in annual or semi-annual amounts at specific dates set by the District. The choice of which extra duties will be paid proportionately and which will be paid in lump sum amounts will be at the discretion of the District, with input from the Association. In the event a teacher is permitted to withdraw from an extra duty assignment, any payments previously paid will be deducted from the employee's compensation.

National Board Certification for Professional Teaching Standards (NBCPTS): Each teacher holding an unexpired NBCPTS issued prior to July 31, 2012 shall be paid a stipend of \$2,000 by the District for the time remaining on that teacher's certification. No new stipends (or renewals of stipends) will be permitted after July 31, 2012.

3. Insurance:

The District shall provide each full-time teacher with health, dental, \$50,000 term life, and long-term disability coverage and benefits. Health Plan benefits are outlined in Appendix "F" which is attached hereto and by reference incorporated in and made a part of this Contract. Dental plan benefits are outlined in Appendix G. The District may set the District's contribution amounts towards Benefit Premiums. The amount of the District Premium contributions shall be made available to Teachers.

Health Insurance: For each eligible full-time teacher who participates in the employee wellness plan, the District shall pay the full cost for single or family health coverage. For each full-time employee who does not participate in the wellness plan or who does not meet the criteria in the wellness plan, the District may charge the employee a maximum of 10% of the District designated premium amount for the single or family health coverage. The District may deduct the wellness charge beginning in September for each full time employee who elects to not participate in the wellness plan. The District may deduct the wellness charge beginning in March for any participant in the wellness plan who has not, as of February 10, met the criteria of the wellness plan. The District shall rebate the deducted amount(s) upon verification that the employee has fully participated in the plan by July 10.

Emergency Room: The District may change the terms of the plan to include a penalty of up to \$100 for each nonqualified emergency room visit.

Wellness Program: The District may develop a wellness program. The policies, procedures, implementation and all decisions related to wellness program shall be the responsibility of the District; provided, however, that the District will develop the program with input from the Association. Any employee who is exempted from the wellness program due to requirement of law (e.g. Americans with Disabilities Act), will not be charged designated premium amounts for non-participation or failure to meet the criteria of the wellness plan.

Dental Insurance: The District shall pay the full cost of single dental coverage; the teacher may purchase family dental coverage by paying the additional premium through payroll deduction.

Life Insurance: The District shall pay the full cost of \$50,000 term life coverage.

Long-Term Disability Plan: Each full-time teacher shall participate in the long-term disability plan and the teacher shall pay the full premium through payroll deduction; the premium shall not be paid through the District's Section 125 plan.

Married Employees both Employed by the District: If two District employees are married to each other and each qualifies for District paid family health insurance, then the District shall provide and pay the premium for one family health plan and one family dental plan; provided neither of the employees is eligible for nor elects to participate in "cash option."

Part-time teachers: The District shall provide the same health, and dental insurance coverage and benefits for part-time teachers (who are employed as one-half F.T.E. or more, defined as at least 20 hours per week) as for full-time teachers. The District shall contribute an amount equal to one-half of the amount it contributes on behalf of a full-time teacher (including a proportionate employee charge for each employee who does not participate in the wellness plan or who does not meet the criteria in the wellness plan); provided, however that the part-time teacher elects coverage and pays the balance of the premiums for such coverage. The District shall provide each part-time teacher with a \$50,000 term life insurance policy and will pay the full premium. Additionally, each part-time teacher who is employed at least 17.5 hours per week or more shall participate in the District's long-term disability plan and the teacher shall pay the premium.

Cash Option: Each full-time teacher who was employed by the District during the 1996-97 school year and who has been continuously employed by the district thereafter, shall be eligible to exercise a cash option of \$325.28 per month in lieu of health and dental insurance in accordance with the cash option plan adopted by the District. Any such teacher electing cash option may, at his or her option, purchase single or family dental coverage. Any such teacher electing cash option may, at his or her option, receive a reduced cash option of \$157.40 per month and the district will pay the premium for single health and dental. Continuous service shall include school-years during which a teacher was on an approved leave of absence. Any teacher who discontinues cash-option shall not be allowed to elect cash-option at a later date, even if the teacher was continuously employed from the 1996-97 school year. Any teacher who elects cash-option of \$157.40 per month may not elect cash option of \$325.28 at a later date even if the teacher was continuously employed from the 1996-97 school year.

Direct Bill: In order to be eligible for the Direct Bill Plan as an early retiree, the employee, the spouse and dependents each must have had a minimum number of months of continuous coverage under the District's Health and/or Dental Plan at the time continued coverage begins. The minimum number of months of continuous coverage required is 60 months

4. Leave of Absence:

Paid Leave: During each school year covered by this contract, each full-time teacher shall receive twelve (12) days leave, and further be allowed any unused and accumulated leave from the previous year to a maximum total of ninety-two (92) days of leave at full pay. Such leaves shall be taken only for reasons of: personal illness, family illness, family death, and business and emergency. The rules for use of leave are established in Board Policy and Rule.

Business and Emergency Leave: Up to three days of a teacher's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of teachers eligible for leave on any given day, and application procedures developed by the District. In addition to the sufficient grounds currently listed in Board Rule, Business and Emergency Leave may be approved for: (a) District approved college course work; (b) graduations, college visits, or competitions in which the employee's children participate; (c) serious illness of a friend or non-immediate family member; and (d) weddings of a friend or non-immediate family member (subject to single day restrictions in Board Rule). Additional clarification of business and emergency leave consistent with these parameters may be established in Board Policy or Rule.

Part-time teachers shall be allowed leave on a prorated basis equivalent to that portion of the total of twelve (12) days leave which is, equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year, and further be allowed any unused and accumulated leave from the previous school year to an equivalent total not to exceed what that proportion is to the ninety-two (92) days for regular full-time employees. Use of paid leave by part-time teachers shall only be allowed on a prorated basis. Effective August 1, 1994, a teacher whose employment status changes from full-time to part-time and whose accumulated leave is greater than the maximum allowable prorated amount shall have the excess amount placed in reserve until such time that the employee's full-time equivalency increases. When the employee's full-time equivalency increases, some or all of the reserve leave shall again be part of the accumulated leave up to the maximum allowable prorated amount.

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Extended Personal Illness Leave: Extended paid leave shall be provided to teachers as follows:

a) **Borrowed Personal Illness Leave:** Each eligible teacher who has used his or her current and accumulated paid leave may borrow up to ten (10) days from the next school year's paid leave allotment. If the teacher resigns before receiving sufficient additional paid leave days during the succeeding year(s) to repay the borrowed leave, the teacher shall be required to repay the District for the salary received for the borrowed leave. The salary repayment will be at the teacher's daily rate at the time of repayment for each borrowed day of paid leave and shall, if possible, be deducted from the employee's last paycheck. Should personal illness be the reason leading to resignation or termination of the teacher, the teacher shall not be required to pay back the salary for the borrowed days.

b) **Substitute Deduct Pay:** A teacher who will qualify for long-term disability and who has fully used all of his or her paid leave and any applicable borrowed personal illness leave, as identified in Paragraph (a) above, prior to being eligible to receive long-term disability benefits, will be eligible for substitute-deduct leave. During substitute-deduct leave, the teacher shall continue to receive his/her salary reduced by the cost to the District of the substitute employed to replace the teacher.

In the event the District and the teacher, after receiving any information which determines that a teacher may qualify for long-term disability (and the teacher elects substitute-deduct leave prior to being approved for long-term disability) and the insurance carrier subsequently denies the long-term disability request, the teacher will be responsible for reimbursing the District the total amount of payments made to the teacher during the substitute-deduct leave. Such reimbursement will be through payroll reduction, if possible.

c) **Procedures:** The procedures and rules for administration of extended personal illness leave shall be established by the District.

Reimbursement for unused Paid Leave: At the conclusion of each school year covered by this agreement, each full-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of eighty (80) days and further shall have his or her accumulated paid leave allotment reduced to eighty (80) days. Each part-time teacher shall receive reimbursement for each unused day of accumulated paid leave in excess of that portion of eighty (80) days which is equal to the proportion of his or her hours of part-time employment to the total regular employment hours per school year and further shall have his or her accumulated paid leave allotment reduced by the number of reimbursed leave days. The rate of reimbursement shall be \$100 per day. The District shall establish procedures for payment of the leave reimbursement program.

Association President Leave: The President of the Association representing the majority of the teachers, at the request of the Association, will be given leave with pay during such President's term of office; provided however, the Association shall reimburse the District the full cost of salary and fringe benefits of the Association President. The leave shall be for no less than one semester. The Association must provide the District a ninety (90) day notice in advance of such leave request. The president will be returned to the same position held when the leave commenced and be advanced on the salary schedule as other teachers and without any limitation because of the leave granted.

5. Voluntary Separation Program:

Each teacher who has completed the equivalent of ten (10) or more full-time years of service in the District as a fulltime or part-time certificated employee may participate in the Voluntary Separation Program (VSP) if the teacher is at least fifty-five (55) years of age; provided, however, that any teacher so electing to participate shall be required to complete the school year before retirement commences. VSP payments represent the purchase of a teacher's "permanent certificated/tenure rights". The procedures to administer this Program shall be established by the District. The schedule of payments to be made under this Program is as shown in "Appendix E which is attached hereto and by reference incorporated in and made a part of this Contract.

Each teacher retiring after 20 years of service in the District or who is at least 55 years of age with 10 years of service in the District shall receive \$100 per day for each day of unused accumulated paid leave at retirement. To the

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degree permitted by law, payment for unused paid leave at retirement will be paid as "employer contributions" to either a 403(b)/TSA account or a Health Reimbursement Arrangement (HRA) established for the employee by the District. Each employee participating in the District's Health Plan for retirees shall have these employer contributions made to the HRA; each employee not participating in the District's Health Plan for retirees shall have these employer contributions made to the District-designated 403(b). The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

6. Elementary Planning Time:

Elementary teachers shall have a minimum of 300 minutes, during student contact time, of preparation/conference/planning time during a two-week instructional period. Elementary teachers include all teachers who work in an elementary building.

7. Compensation for Lost Planning Time:

A teacher covered by this agreement shall not be required to cover a class for another teacher during his or her personal planning time when a substitute is authorized and available. In an emergency situation a teacher having personal planning time may be required by his or her principal or designee to cover a class. The teacher losing the personal planning time shall be paid for each clock hour (or porting thereof, rounded to the nearest one-fourth hour) at the rate of \$25 per hour. If no teacher with planning time is available students may be reassigned to other teacher's classes, such reassignment shall be divided equally among all teachers in the building over the course of the year.

8. Facility Use:

The Association shall be permitted to place in mailboxes provided for individual staff members MEA/NSEA newsletters, circulars, notices and other materials relating to the Association and its operations. The Association shall be permitted to post or place any material relating directly to Association business on the bulletin boards located in faculty lounges. No local, state or national political campaign material for public office or any other material which violates the Policies or Rules of the District will be permitted to be either distributed through the staff mailboxes or placed on faculty lounge bulletin boards.

IN WITNESS THEREOF, the parties have duly executed this agreement as of the day and year first above written.

Millard School District School District No. 17 Douglas County, Nebraska

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Millard Education Association

by_____

by_____

Appendix A

Procedure and Protocol of Contract Negotiations

- 1. Upon notice by either party to the other, the parties agree to enter into negotiations for the purpose of entering into a contract and agreement for teacher salaries and terms and conditions of employment which are either required by law or made the subject of negotiations by agreement of the parties.
- 2. Either party, upon giving notice to the other party, may include with such notice its proposals to be included in the contract to be negotiated by the parties.
- 3. The parties shall conduct negotiations in such a manner as to permit each of the parties to provide the other party with an explanation of its proposals, presentation of relevant data, dialogue and exchange of points of view.
- 4. Each of the parties may make proposals and counter proposals during the negotiations.
- 5. Either party may utilize the services of outside consultants to assist in negotiations.
- 6. Both parties shall designate and appoint representatives of that party for the conduct of negotiations.
- 7. Unless otherwise agreed upon, the negotiations shall be conducted, in closed sessions and no releases shall be made to any of the news media as to the progress of negotiations until the contract has been accepted by both parties whereupon the media will be given a joint statement.
- 8. If the parties fail to reach an agreement after good faith negotiations, the parties shall proceed in accordance with law.
- 9. If the representatives of the parties reach an agreement, the agreement shall be reduced to writing and submitted to the Board of Education of the District and to the membership of the Association for approval and acceptance and as approved and accepted by both parties, the Agreement shall be signed by the duly authorized officers of both parties.
- 10. The agreement shall constitute the full and complete agreement between the parties; provided however, that the agreement shall not supersede any rules, regulations, practices or policies of the Board of Education of the District. If any provision of these proposed terms and conditions are contrary to or inconsistent with any of the rules, regulations, practices or policies of the District, such inconsistencies shall be jointly submitted in writing to the Board of Education for its consideration at the time the Contract is submitted to the Board for its acceptance of rejection.
- 11. If any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect.

Appendix B

MILLARD PUBLIC SCHOOLS – TEACHER SALARY RANGES 2011-12

Salary ranges for 193 days full-time:

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Degree	Minimum	Maximum
Bachelors	\$36,032	\$67,202
Masters	\$38,288	\$74,984
Educational Specialist	\$44,248	\$74,984
EdD/PhD	\$45,576	\$76,128

Appendix C High School Extra Duty Activities

	Amount		Amount
Football (boys)		Volleyball (girls)	
Head Coach	\$6,660	Head Coach	\$4,920
Assistant Varsity	\$4,490	Asst. Coach	\$3,000
Asst. Coach	\$3,500	Softball (girls)	
Basketball (boys & girls)		Head Coach	\$4,920
Head varsity	\$6,660	Asst. Coach	\$3,000
J.V. Coach	\$4,490	Soccer (boys & girls)	
Asst. Coach	\$3,500	Head Coach	\$4,920
Track (boys & girls)		Asst. Coach	\$3,000
Head Coach	\$4,920	Golf (boys & girls)	
Asst. Coach	\$3,000	Head Coach	\$2,900
Wrestling (boys)		Tennis (boys & girls)	
Head Coach	\$4,920	Head Coach	\$2,900
Asst. Coach	\$3,000	Asst. Coach	\$2,200
Baseball (boys)		Cross Country (boys &	
Head Coach	\$5,210	Girls combined)	
Asst. Coach	\$3,000	Head Coach	\$2,900
Swimming (boys & girls combined) ¹		Asst. Coach	\$2,200
Head Coach	\$5,800	Weight Trainer	\$5,200
Asst. Coach	\$3,000	Asst. Activity Director	\$5,200
District Diving Coach		Intramural Supervisor	
Head Coach	\$4,920	Fall	\$1,110
Asst. Coach	\$3,000	Winter	\$1,300
		Spring	\$1,110
		Aquatics Director	\$10,140

Appendix C (continued) High School Extra Duty Activities

	Amount		Amount
Other Activities:		Academic Decatholon	\$1,740
Club sponsors	\$580	Debate	\$7,560
-		Assistant Debate	\$3,780
FBLA	\$1,110	Forensics	\$7,560
DECA	¢1.450	Assistant Forensics	\$3,780
DECA	\$1,450	Student Council	\$1,450
VICA	\$1,110	Band Director	\$7,560
FCCLA	\$1,110	Assistant Band Director	\$4,500
National Honor Society	\$1,450	Vocal Music Director	\$6,800
		Assistant Vocal Music Director	\$3,400
Literary magazine	\$870	Orchestra(Strings) Director	\$3,780
Annual (Yearbook)	\$3,770	Musical Director	\$3,030
School newspaper	\$3,190	Asst. Musical Director	\$1,520
Dance Team	\$2,320	Drama Director	\$5,750
Fall Color Guard	\$1,450	Asst. Drama Director	\$2,320
Cheerleading:		Senior Class Board Sponsor	\$870
Varsity	\$3,620	Junior Class Board Sponsor	\$1,300
Junior Varsity	\$2,320	Sophomore class sponsor	\$290
Freshman	\$2,320	Freshman class sponsor	\$290
Wrestling	\$1,450	MIT Leader	\$800
FinishLynx System Operator	\$580	MIT Consultant	\$800
		PAYBAC Liaison	\$580

Middle School Extra Duty Activities

	Amount		Amount
Basketball (boys & girls)		Club sponsors	\$580
Head 8th	\$1,740	Annual (Yearbook)	\$1,450
Assistant 8th	\$1,450	School Paper	\$730
C Team 8th	\$1,160	Student Council	\$1,010
Wrestling Boys		Volunteer Coordinator	\$290
Head 8th	\$1,740	Instrumental (Band) Director	\$1,740
Assistant 8th	\$1,450	Vocal Music Director	\$1,740
Track (boys & girls)		Orchestra (Strings) Director	\$1,160
Head 8th	\$1,740	Drama/Musical	\$510
Assistant 8th	\$1,450	Asst. Musical	\$410
Volleyball (girls)		MIT Leader	\$800
Head 8th	\$1,740	MIT Consultant	\$800
Assistant 8th	\$1,450	PAYBAC Liaison	\$580
Activities Director	\$6,660		
Intramural Football Boys	\$1,450		
Intramural Basketball Boys	\$730		
Intramural Basketball Girls	\$730		
Intramural Volleyball Girls	\$730		

Appendix C (continued)

Elementary Extra Duty Activities

Safety Patrol	\$1,110
Student Council	\$730
PAYBAC Liaison	\$580
Clubs:	\$580
MIT Leader	\$1,300
MIT Consultants	\$580

District Extra Duty Activities

		Amount
Department Head		\$2,320
Buildings with Instructional Team Leaders and Facilitators in lieu of Dept Heads, split building's allocated DH salaries		
Building Wellness Coordinators		\$580
Instrumental Music Department Head (4-12)		\$2,750
Computer Initiator (Elem, MS, HS)		\$2,320
Mentor		\$400
Staff Development Facilitator		\$860
TEAMMATES Sponsor (1 - 5 volunteer mentors)		\$290
TEAMMATES Sponsor (6 - 10 volunteer mentors)		\$580
TEAMMATES Sponsor (11 or more volunteer mentors)		\$870
IB Extended Essay Supervisor/Mentor		\$360
Building Web Page Initiator		\$1,450
Student Information System Trainer		\$870
New Staff Induction (Peer coaching and Productive Approaches)		\$290
Supervisor	\$25.00	per assignment

Amount

Appendix D

Salary Schedule - College Credit Courses for Salary Placement

The following terms and conditions shall apply for salary range placement:

- 1. For purposes of determining placement on the salary range, a teacher must have each college graduate course approved by the Building Principal and the Human Resource Office prior to taking the course. In making the approval/non-approval determination the District will consider: the individual teacher's assignment, the type and level of college accreditation, and the individual course.
- 2. Each teacher who has been accepted into and is working on a degree program may submit his or her program to the Building Principal and Human Resource Office for approval. If approved it will be placed on file in the Human Resource Office and each individual course listed in the program will automatically be approved for future salary range placement.
- 3. Application forms for approval of college graduate hours are available in the Principal's office or from Human Resources.
- 4. Procedure for placement on the salary range:

}

- a. Placement on the salary range will be determined annually based upon the teacher's status at the commencement of the school year.
- b. Placement determinations will be based upon the teacher's official college transcript filed with the Human Resource Office. A transcript must be on file prior to December 15 of the school year in order for courses to be considered in placement on the salary range for the current school year.
- c. Only those courses completed prior to September 1 of the current school year, as evidenced in the official college transcript, will be considered for placement on the salary range for the current school year.
- d. Any payment due as a result of a change in placement on the salary range will be retroactive to the beginning of the school year.

Appendix E

Schedule of Payments - Voluntary Separation Program

An eligible employee who has been approved by the Board for participation in the Voluntary Separation Program shall receive a total benefit equal to his or her final salary times years of credited service times the salary factor indicated in the table below. The total benefit shall be divided into equal monthly payments as indicated in the table below:

Year of Plan Eligibility	Total Benefit Formula	Number of Equal Monthly Payments
1	Salary x Years x .070	60
2	Salary x Years x .065	60
3	Salary x Years x .060	60
4	Salary x Years x .055	60
5	Salary x Years x .050	60
6	Salary x Years x .045	60
7	Salary x Years x .040	48
8	Salary x Years x .035	36
9	Salary x Years x .025	24
10	Salary x Years x .015	12
11	Eligibility Ends	

Definitions:

Salary shall mean the employee's final school-year annual salary including longevity pay but not including payments for extra-duty, performance bonus, cash-option or hourly paid work.

A year of credited service shall mean:

- (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or
- (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or
- (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.
- (d) Years of employment as a substitute shall not be counted toward years of service under this plan.

Monthly Payment Amount is the total benefit divided by the number of monthly payments

Age shall mean an employee's age on June 1 of any given school-year.

Year of Plan Eligibility is determined by the school year when the employee is first eligible to participate. When an employee first meets the qualifications described in the eligibility section of this agreement, the employee is in his or her 1^{st} year of eligibility. The following school-year is the employee's 2^{nd} year of eligibility; this pattern continues until the employee elects to participate or until the 11^{th} year when the employee is no longer eligible to participate.

Appendix F

MPS Health Plan

Benefit Overview	MPS PPO Plan Effective January 1, 2012
Annual Deductible In-network Individual Family Out-of-network Individual Family	\$500 \$1,000 \$1,000 \$2,000
Co-insurance % In-network Out-of-network	80% 60%
Out-of Pocket Max, NOT including deductible In-network Individual Family Out-of-network Individual Family	\$2,000 \$4,000 \$4,000 \$8,000
Prescription Drug Copay	Generic \$10 Preferred Brand \$35 Non-Preferred Brand \$60 Mail Order: 2.5 copays for 90 day supply
Lifetime Maximum	none

Appendix G

MPS Dental Plan for 2011-12

Benefit Overview		
	In-Network	Out-of-Network
Annual Deductible		
Individual	\$25	\$25
Family	\$75	\$75
Individual Annual Maximum	\$1,500 cor	nbined
Diagnostic & Preventive		
(no deductible)		
Exams	100%	90%
Cleanings	100%	90%
X-rays	100%	90%
Fluoride Treatment	100%	90%
Sealants	100%	90%
Space Maintainers	100%	90%
Regular Restorative Services		
(deductible applies)		
Emergency treatment to relieve pain	80%	70%
Fillings, stainless crowns	80%	70%
Simple extractions, surgical services	80%	70%
Major Services		
(deductible applies)	2004	700/
Endodontics – root canal therapy	80%	70%
Periodontics – treatment of gum disease	80%	70%
Crowns, inlays, onlays	50%	40%
Bridges and dentures	50%	40%
Repairs and adjustments	50%	40%
Orthodontics	N/A	N/A

AGENDA SUMMARY SHEET

Agenda Item:	Salary Program for Professional/Technical Employees 2011-12
Meeting Date:	June 6, 2011
Department:	Human Resources
Title & Brief Description:	Professional Technical Wages and Benefits for 2011-12. Professional Technical Employees are not represented by an employee organization. We are recommending the following changes:
	 Estimated 1.56% total package; Minimum salary of each position not increased; Maximum of the salary range for each position is increased by 0.5% Changes to health insurance plan including; Change definition of qualifying employee from 17.5 hours per week to 20 hours per week; Increasing in-network deductibles from \$350/\$700 to \$500/\$1,000; Increase in-network out of pocket maximums from \$1,500/\$3,000 to \$2,000/\$,4000; Corresponding increases to out of network deductibles and maximums; Increasing prescription drug co-pays from \$10/\$25/\$40 to \$10/\$35/\$60; New program to decrease use of emergency rooms; and Inclusion of a wellness incentive that charges a portion of premium to non-participants. The District contribution to State retirement will increase 0.6%, per State law;
Action Desired:	Approval
Background:	Wage increases are in line with other employee groups and budget parameters.
Options and Alternatives:	Accept, Reject, or Amend
Responsible Persons:	Chad Meisgeier, Jim Sutfin, Keith Lutz
Superintendent's Approval:	_ Ftow. Subs

AGENDA SUMMARY SHEET

AGENDA ITEM:	Reaffirm Policy 6800 and Rule 6800.1—Parental Access
MEETING DATE:	June 6, 2011
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	Reaffirmation of Policy 6800 Curriculum, Instruction, and Assessment: Parental Access Reaffirmation of Rule 6800.1 Curriculum, Instruction, and Assessment: Parental Access
ACTION DESIRED:	X Approval
BACKGROUND:	The policy and rule on parental access requires a yearly public hearing and review.
RECOMMENDATIONS:	Reaffirm Policy 6800 and Rule 6800.1 Parental Access
STRATEGIC PLAN REFE	CRENCE: None
TIMELINE: N/A	
RESPONSIBLE PERSON (S): Mark Feldhausen, Carol Newton, Nancy Johnston, Charlene Snyder, Tami Williams, and Kraig Lofquist

SUPERINTENDENT'S APPROVAL:

BOARD ACTION:

Curriculum, Instruction, and Assessment

Parental Access

It is the policy of the Millard School District to inform parents of the educational practices affecting their children, and to foster and facilitate parental involvement in educational practices affecting their children

This Policy shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104

Policy Approved: June 19, 1995 Revised: April 27, 1998; September 13, 1999 Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; June 17, 2002 July 7, 2003; May 17, 2004; June 6, 2005; June 5, 2006; June 4, 2007; June 2, 2008; June 1, 2009; June 7, 2010; June 6, 2011 Millard Public Schools Omaha, Nebraska

Curriculum, Instruction, and Assessment

Parental Access

- I. Access to Educational Practices. Parents will be afforded the following access to the District's educational practices as required by law:
 - A. **Textbooks, tests, and curriculum materials**: Parents may obtain access to textbooks, tests, and other curriculum materials used by the District by making a request to the Associate Superintendent of Educational Services or said Associate Superintendent's designee. Such request shall be reasonably specific in order that the District may comply with the request.
 - 1. **Courses, assemblies, and other instructional activities:** Parents may request to attend courses, assemblies, and other instructional activities by contacting the school principal or principal's designee reasonably in advance of the course, assembly, or instructional activity the parent desires to attend. The District will comply with such request if the request:
 - a. Does not materially interfere with the educational process; and/or
 - b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification. If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

- 2. **Counseling sessions:** Parents may request to attend counseling sessions by submitting a written request to the Director of Pupil Services or said Director's designee reasonably in advance of the counseling session the parent desires to attend. The District will comply with such request if the request:
 - a. Does not materially interfere with the educational process; and/or
 - b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification. If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Educational Services. Upon receipt of a written request for review, the Associate Superintendent for Educational Services will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for Educational Services will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

- B. Access to records: The District will permit access to student records pursuant to applicable law, District Policy 5710, and Rule 5710.1. Non-custodial parents will be permitted access to student records pursuant to applicable law, District Policy 5730, and Rule 5730.1.
- C. **District testing policy:** The District's administration and use of tests will be in accordance with established and recognized testing procedures for tests of scholastic, academic, and intellectual development and status. Testing pursuant to statutory requirements will be in compliance with recognized testing procedures and reasonable objectives. Drug, alcohol, and tobacco testing will be in compliance with District Policy and Rule.

D. Surveys:

- 1. **District participation in surveys.** The District will conduct all surveys of students required by law. The District will also participate in surveys of students conducted for educational purposes or which are reasonably related to the same.
- 2. **Protections of personal information and student privacy.** No surveys shall be conducted which require the disclosure of personally identifiable information unless the survey is required by law, District Policy, or Board authorization. Survey results shall not disclose personally identifiable information unless such disclosure is required by law, District Policy, or Board authorization.
- 3. **Notification and consent.** No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or which originates outside the District, without the prior written consent of the parent or without the prior consent of the student if the student is an adult or an emancipated minor. The District shall provide for reasonable notice of the adoption on continued use of this Rule directly to the parents of students enrolled in the District at least annually at the beginning of the school year and within a reasonable time after any substantive change in this Rule. The District shall directly notify the parents of students at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled.
- 4. **Right to inspect surveys and to opt out.** The parents of District students have the right to inspect any survey before the survey is administered or distributed, including all instructional materials, teacher's manuals, films, tapes, and other supplementary materials which will be used in connection with any such survey. A parent shall be provided reasonable access to a survey within a reasonable period of time after a request to inspect is received. Parents, adult students, and emancipated students, may opt out of participation in any such survey by not providing the required prior consent or by revoking any previously provided consent.
- 5. **Personal information for marketing or sale.** The District does not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. The District may engage in the collection, disclosure, or use of personal

information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to:

- a. Students;
- b. Educational institutions such as college or other post-secondary education recruitment, book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by elementary and secondary schools.
- d. Tests and assessments;
- e. The sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.
- II. **Annual Review.** This Rule shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

Legal Reference: Neb. Rev. Stat. §§ 79-530 through 79-533, 79-2, 104 20 U.S.C. § 1232h

Cross References: Rule <u>1310.2 (II)</u> Complaints: Instructional Materials

Rule 5720.1 Records Retention and Disposition

Policy 5730 Parents' Access to School Records and School Contact

Rule 5730.1 Non-Custodial Parents' Access to School Records and School Contact

Policy 5710 Access to Student Records

Rule 5710.1 Student Records

Rule 5740.1 Visits to the Schools - Visitations by Parents, Guardians, and Others

Policy <u>6700</u> Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (NSAA)

Rule <u>5530.1</u> Recognition of Religious Beliefs and Customs and Exclusion from Participation

Rule 6810.2 Curriculum Request for Exclusion

Policy 6810 Public Access to School Materials and Documents

Rule 6810.1 Public Access to School Materials and Documents

Policy 6900 Research: Testing

Rule 6900.1 Research: Testing

Related Policy: <u>6800P</u>

Rule Approved: June 19, 1995 Revised: April 27, 1998; September 13, 1999; July 7, 2003; May 17, 2004; June 6, 2006 Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; July 16, 2001; June 17, 2002; June 6, 2005; June 4, 2007; June 02, 2008; June 1, 2009; June 7, 2010; June 6, 2011

Millard Public Schools Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of the PreK-12 Science Framework: Part II 9-12
MEETING DATE:	June 6, 2011
DEPARTMENT:	Educational Services
TITLE:	PreK-12 Science Framework: Part II 9-12
BRIEF DESCRIPTION:	The PreK-12 Science Framework: Part II 9-12 is being presented for approval. Included in this portion of the framework (which will be combined with Part I) is: the adjusted Timeline of Developmental Events, the 9-12 Matrix, the 9-12 Restructured, Redesigned, and Proposed Courses: Rationale, 9-12 Science Flowchart, and the 9-12 Restructured, Redesigned, and Proposed Courses: Course Descriptions.
	The Nebraska State Science Standards are divided into grade bands: K-2, 3-5, 6-8, and 9-12. The standards and indicators for each grade band must be taught sometime during the grades within each band.
	The 9-11 portion of the Matrix reflects the Millard Standards and Indicators created from the 9-12 band of state standards and indicators, which will need to be taught prior to the NeSA-S state test in April of a student's eleventh grade year.
DESIRED ACTION:	Approval
BACKGROUND:	The PreK-12 Science Core Committee of 29 district members worked towards the completion of Phase I of the Curriculum Cycle. Part I, which focused on the PreK-8 Matrix, was approved by the Board of Education on May 16, 2011. Part II consisting of the 9-12 Matrix is being presented for approval at this time. Part III: Textbook/ Instructional Materials Selection will be presented in Winter 2011.
RECOMMENDATIONS:	Recommend approval of the PreK-12 Science Framework: Part II
STRATEGIC PLAN REFERENCE:	Strategic Plans 2, 4 & 5
IMPLICATIONS OF ADOPTION OR REJECTION:	Delayed implementation
TIMELINE:	Implementation August 2012
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Carol Newton, Dr. Nancy Johnston, Dr. Clara Hoover, and Nancy Thornblad
SUPERINTENDENT'S APPROVAL:	- Atow. Into
BOARD ACTION:	

PreK–12 Science Framework

- Part I: PreK-8 May 2011
- Part II: 9-12 June 2011
- Part III: Textbook/Instructional Materials Selection

Winter 2012



Millard Public Schools

Millard Board of Education Dave Anderson Todd Clarke Mike Kennedy Mike Pate Linda Poole Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances of District Rule 5010.2.

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9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions	

Timeline for Millard Education Program

October 2010	Orientation was held for Curriculum Planning Committee.					
November 2010	Curriculum Planning Committee met.					
December 2010	 Research groups conducted research in the following areas. Inquiry Integration with other content areas Technology Scope and sequence 					
December 2010	Community Focus Group met.					
January 2011	Curriculum Planning Committee met. Research shared with Curriculum Planning Committee.					
February 2011	Vendor fairs were held for Instructional Materials Selection Committees.					
March 2011	Instructional Materials Selection Committees met.					
March 2011	Curriculum Planning Committee members met in small, grade ban groups.					
April 2011	Curriculum Planning Committee members met in small, grade band groups.					
May 2011	MEP Science Facilitators, Elementary and Secondary Education Directors, and Associate Superintendent for Educational Services met with Jim Woodland, NDE Science Consultant.					
May 2011	Middle Level Instructional Materials Selection Committee met.					
May 2011	High School Curriculum Planning Committee members met with Jim Woodland, NDE Science Consultant, and finalized course offerings.					
May 2011	Framework Part I: PreK-8 approved by Board of Education.					
May 2011	Elementary Field Study Proposal approved by Board of Education.					
June 2011 Framework Part II: 9-12 presented to Board of Education for approval.						
August 2011 – January 2012	Textbook/Instructional Materials Selection Committee proposal to Board of Education for approval					
January – July 2012	Phase II: Course Guides created based on approved PreK-12 Framework					
July 2012 – July 2013Phase III: Implement new curriculum, allocate new resources provide staff development related to new curriculum, develop related assessments						

Introduction to PreK-12 Science Matrix

Introduction

The intent of this matrix is to display the Nebraska State Science Standards, approved by the Nebraska State Board of Education on October 6, 2010, as well as the additional Millard Standards and Indicators created through the Science Curriculum Planning Committee, in an organized fashion showing the scope and sequence of the standards and indicators. Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend

The Nebraska State Science Standards are divided into grade bands: K-2, 3-5, 6-8 and 9-12. The standards and indicators for each grade band must be taught sometime during the grades within each band.



Cell without shading: No State grade band standard or indicator exists.

Shaded cell: State grade band standard or indicator is not taught in this grade.

Inquiry, the Nature of Science, and Technology are taught in all grades where listed.

In the Life Science, Physical Science, and Earth and Space Sciences parts of the matrix, grade numbers are noted in highest grade of each grade band (2, 5, 8, 12). The grade number indicates the grade in which each indicator is taught. If no grade is noted, the indicator is taught in only the highest grade of the grade band.

Nomenclature

The PreK-12 Science Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

SCScienceLALanguage Arts	The underlined Millard Indicators within the matrix are those which will be taught in the 10
S State StandardM Millard Standard	credit Chemistry or Physics courses but are not included in the 5 credit Physical Science I: Chemistry or Physical Science II: Physics
P4-12 Grade Level	courses.

- 1-4 Comprehensive Standard
 - 1 Inquiry, the Nature of Science, and Technology
 - 2 Physical Science
 - 3 Life Science
 - 4 Earth and Space Sciences

Comprehensive Stan Inquiry, the Nature of Science and Technol	1 – Abilities to Do Scientific Inquiry
Physical Science	1 – Matter 2 – Force and Motion 3 – Energy
Life Science	 1 – Structure and Function of Living Systems 2 – Heredity 3 – Flow of Matter and Energy in Ecosystems 4 – Biodiversity
Earth and Space Scien	 ces 1 – Earth in Space 2 – Earth Structures and Processes 3 – Energy in Earth's Systems 4 – Earth's History
Examples	
	e, State Standard, Grade 8, Comprehensive Standard 1, Band Standard 3, Indicator a

SC M 03.1.1.b	Science, Millard Standard, Grade 3, Comprehensive Standard 1,
	Grade Band Standard 1, Indicator b

Indicators are grouped by concept within each grade band standard.

Grade Band Standard	Concepts of Each Grade Band Standard
Abilities to Do	Scientific Questioning
Scientific Inquiry	Scientific Investigations
	Scientific Controls and Variables
	Scientific Tools
	Scientific Observations
	Scientific Data Collection
	Scientific Interpretations, Reflections and Applications
	Scientific Communication
	Mathematics
	Reading Comprehension (LA)
Nature of Science	Scientific Knowledge
	Science and Society
	Science as a Human Endeavor
Technology	Abilities to Do Technical Design
	Understanding of Technical Design

Matter	Properties and Structure of Matter States of Matter Physical and Chemical Changes Atomic Structure Classification of Matter
Force and Motion	Motion Inertia/Newton's 1 st Law Forces/Newton's 2 nd Law Newton's 3 rd Law Universal Forces
Energy	Sound/Mechanical Waves Light Heat Electricity/Magnetism Nuclear Conservation Mechanical Energy Chemical Energy
Structure and Function of Living Systems	Characteristics of Life Cellular Composition of Organisms Characteristics of Living Organisms Behavior
Heredity	Inherited Traits Reproduction
Flow of Matter and Energy in Ecosystems	Flow of Energy Ecosystems Impact on Ecosystems
Biodiversity	Biological Adaptations Biological Evolution
Earth in Space	Objects in the Sky and Universe Motion of Objects in the Solar System Gravitational Effects
Earth Structures and Processes	Properties of Earth Materials Earth's Processes Use of Earth Materials
Energy in Earth's Systems	Energy Sources Weather and Climate
Earth's History	Past/Present Earth

				athered evidence.	d propose explanat						
Concepts	Grade Level Standards										
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Abilities to do Scientific Inquiry	SC S 05.1.1 Students will plan and conduct investigations that lead to the development of explanations.	SC M 06.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.	SC M 07.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.	SC S 08.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.	SC M 09.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC M 10.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC M 11.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC S 12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.			
Nature of Science	SC S 05.1.2 Students will describe how scientists go about their work.	SC M 06.1.2 Students will apply the nature of science to their own investigations.	SC M 07.1.2 Students will apply the nature of science to their own investigations.	SC S 08.1.2 Students will apply the nature of science to their own investigation.	SC M 09.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC M 10.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC M 11.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC S 12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.			
Technology	SC S 05.1.3 Students will solve a simple design problem.	SC M 06.1.3 Students will solve a design problem which involves one or two science concepts.	SC M 07.1.3 Students will solve a design problem which involves one or two science concepts.	SC S 08.1.3 Students will solve a design problem which involves one or two science concepts.	SC M 09.1.3 Students will solve a complex design problem.	SC M 10.1.3 Students will solve a complex design problem.	SC M 11.1.3 Students will solve a complex design problem.	SC S 12.1.3 Students will solve a comple design problem			

Concept	gathered evidence. Grade Level Standards										
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Abilities to do Scientific Inquiry	SC S 05.1.1 Students will plan and conduct investigations that lead to the development of explanations.	SC M 06.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations. (Structured Level Inquiry)	SC M 07.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations. (Guided Level Inquiry)	SC S 08.1.1 Students will design and conduct investigations that will lead to descriptions of relationships between evidence and explanations.	SC M 09.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC M 10.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC M 11.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.	SC S 12.1.1 Students will design and conduct investigations that lead to the use of logic and evidence in the formulation of scientific explanations and models.			
Scientific Questioning	SC S 05.1.1.a Ask testable scientific questions	SC M 06.1.1.a Formulate testable questions that lead to predictions and scientific investigations	SC M 07.1.1.a Formulate testable questions that lead to predictions and scientific investigations	SC S 08.1.1.a Formulate testable questions that lead to predictions and scientific investigations	SC M 09.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation	SC M 10.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation	SC M 11.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation	SC S 12.1.1.a Formulate a testable hypothesis supported by prior knowledge to guide an investigation			
Scientific Investigations	SC S 05.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation	SC M 06.1.1.b Conduct logical and sequential investigations	SC M 07.1.1.b Design and conduct logical and sequential investigations including repeated trials	SC S 08.1.1.b Design and conduct logical and sequential investigations including repeated trials	SC M 09.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations	SC M 10.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations (Qualitative analysis)	SC M 11.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations	SC S 12.1.1.b Design and conduct logical and sequential scientific investigations with repeated trials and apply findings to new investigations			

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Scientific Controls And Variables		SC M 06.1.1.c Determine controls and use independent (manipulated) variables	SC M 07.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables	SC S 08.1.1.c Determine controls and use dependent (responding) and independent (manipulated) variables	SC M 09.1.1.c Identify and manage variables and constraints	SC M 10.1.1.c Identify and manage variables and constraints	SC M 11.1.1.c Identify and manage variables and constraints	SC S 12.1.1.c Identify and manage variables and constraints
Scientific Tools	SC S 05.1.1.c Select and use equipment correctly and accurately	SC M 06.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques	SC M 07.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques, and apply appropriate mathematical concepts	SC S 08.1.1.d Select and use equipment appropriate to the investigation, demonstrate correct techniques, and apply appropriate mathematical concepts	SC M 09.1.1.d Select and use lab equipment and technology appropriately and accurately	SC M 10.1.1.d Select and use lab equipment and technology appropriately and accurately	SC M 11.1.1.d Select and use lab equipment and technology appropriately and accurately	SC S 12.1.1.d Select and use lab equipment and technology appropriately and accurately
Scientific Observations	SC S 05.1.1.d Make relevant observations and measurements	SC M 06.1.1.e Make qualitative and quantitative observations	SC M 07.1.1.e Make qualitative and quantitative observations	SC S 08.1.1.e Make qualitative and quantitative observations	SC M 09.1.1.e Use tools and technology to make detailed qualitative and quantitative observations	SC M 10.1.1.e Use tools and technology to make detailed qualitative and quantitative observations	SC M 11.1.1.e Use tools and technology to make detailed qualitative and quantitative observations	SC S 12.1.1.e Use tools and technology to make detailed qualitative and quantitative observations
Scientific Data Collection	SC S 05.1.1.e Collect and organize data SC M 05.1.1.e Collect and organize data (tables, graphs, charts)	SC M 06.1.1.f Record and represent data appropriately and accurately	SC M 07.1.1.f Record and represent data appropriately, and review for quality and accuracy	SC S 08.1.1.f Record and represent data appropriately and review for quality, accuracy, and relevancy	SC M 09.1.1.f Represent and review collected data in a systematic, accurate, and objective manner	SC M 10.1.1.f Represent and review collected data in a systematic, accurate, precise, objective and truthful (significant figures) manner	SC M 11.1.1.f Represent and review collected data in a systematic, accurate, precise, objective and truthful (significant figures) manner	SC S 12.1.1.f Represent and review collected data in a systematic, accurate, and objective manner
					SC M 09.1.1.h Use results to verify or refute a hypothesis	SC M 10.1.1.h Use results to verify or refute a hypothesis	SC M 11.1.1.h Use results to verify or refute a hypothesis	SC S 12.1.1.h Use results to verify or refute a hypothesis

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					SC M 09.1.1.i Propose and/or evaluate possible revisions and alternate explanations	SC M 10.1.1.i Propose and/or evaluate possible revisions and alternate explanations	SC M 11.1.1.i Propose and/or evaluate possible revisions and alternate explanations	SC S 12.1.1.i Propose and/or evaluate possible revisions and alternate explanations
Scientific Communication	SC S 05.1.1.g Share information, procedures, and results with peers and/or adults SC M 05.1.1.g Share information, procedures, and results with peers and/or adults (science notebooks)	SC M 06.1.1.h Share information, procedures, results, and conclusions with appropriate audiences	SC M 07.1.1.h Share information, procedures, results, and conclusions with appropriate audiences	SC S 08.1.1.h Share information, procedures, results, and conclusions with appropriate audiences	SC M 09.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)	SC M 10.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)	SC M 11.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)	SC S 12.1.1.j Share information, procedures, results, conclusions, and defend findings to a scientific community (peers, science fair audience, policy makers)
	SC S 05.1.1.h Provide feedback on scientific investigations	SC M 06.1.1.i Analyze and provide appropriate critique of scientific investigations	SC M 07.1.1.i Analyze and provide appropriate critique of scientific investigations	SC S 08.1.1.i Analyze and provide appropriate critique of scientific investigations		SC M 10.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate	SC M 11.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate	SC S 12.1.1.k Evaluate scientific investigations and offer revisions and new ideas as appropriate
Mathematics	SC S 05.1.1.i Use appropriate mathematics in all aspects of scientific inquiry	SC M 06.1.1.j Use appropriate mathematics in all aspects of scientific inquiry	SC M 07.1.1.j Use appropriate mathematics in all aspects of scientific inquiry	SC S 08.1.1.j Use appropriate mathematics in all aspects of scientific inquiry		SC M 10.1.1.I Use appropriate mathematics in all aspects of scientific inquiry	SC M 121.1.1.I Use appropriate mathematics in all aspects of scientific inquiry	SC S 12.1.1.I Use appropriate mathematics in all aspects of scientific inquiry

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Reading Comprehension: Informational Text	LA S 05.1.6 Extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text	LA S 06.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	LA S 07.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	LA S 08.1.6.e Summarize, analyze, and synthesize informational text using main idea and supporting details	LA S 12.1.6.d Summarize, analyze, synthesize, and evaluate informational text
	LA S 05.1.6.e Summarize and analyze the main ideas from informational text	LA S 06.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	LA S 07.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	LA S 08.1.6.f Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	LA S 12.1.6.e Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)
	LA S 05.1.6.f Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare / contrast)	LA S 06.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	LA S 07.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	LA S 08.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	LA S 12.1.6.f Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)

	K- 12 Comprehensive Standard: Inquiry, the Nature of Science, and Technology Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.								
Concept	Grade Level Standards								
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	
Nature of Science	SC S 05.1.2 Students will describe how scientists go about their work.	SC M 06.1.2 Students will apply the nature of science to their own investigations.	SC M 07.1.2 Students will apply the nature of science to their own investigations.	SC S 08.1.2 Students will apply the nature of science to their own investigations.	SC M 09.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC M 10.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC M 11.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	SC S 12.1.2 Students will apply the nature of scientific knowledge to their own investigations and in the evaluation of scientific explanations.	
Scientific Knowledge	SC S 05.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge	SC M 06.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations	SC M 07.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations	SC S 08.1.2.a Recognize science is an ongoing process and the scientific community accepts and uses explanations until they encounter new experimental evidence not matching existing explanations	SC M 09.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge	SC M 10.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge	SC M 11.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge	SC S 12.1.2.a Recognize that scientific explanations must be open to questions, possible modifications, and must be based upon historical and current scientific knowledge	
Science and Society	SC S 05.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge	SC M 06.1.2.b Describe how scientific discoveries influence and change society	SC M 07.1.2.b Describe how scientific discoveries influence and change society	SC S 08.1.2.b Describe how scientific discoveries influence and change society	SC M 09.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society	SC M 10.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society	SC M 11.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society	SC S 12.1.2.b Describe how society influences the work of scientists and how science, technology, and current scientific discoveries influence and change society	

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Science as a Human Endeavor	SC S 05.1.2.c Recognize many different people study science	SC M 06.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world	SC M 07.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world	SC S 08.1.2.c Recognize scientists from various cultures have made many contributions to explain the natural world	SC M.09.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world	SC M 10.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world	SC M 11.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world	SC S 12.1.2.c Recognize that the work of science results in incremental advances, almost always building on prior knowledge, in our understanding of the world
					SC M 09.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted	SC M 10.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted	SC M 11.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted	SC S 12.1.2.d Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted

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Concept	Grade Level Standards									
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade11	Grade 12		
Technology	SC S 05.1.3 Students will solve a simple design problem.	SC M 06.1.3 Students will solve a design problem which involves one or two science concepts.	SC M 07.1.3 Students will solve a design problem which involves one or two science concepts.	SC S 08.1.3 Students will solve a design problem which involves one or two science concepts.		SC M 10.1.3 Students will solve a complex design problem.	SC M 11.1.3 Students will solve a complex design problem.	SC S 12.1.3 Students will solve a complex design problem.		
Abilities to do Technical Design	SC S 05.1.3.a Identify a simple problem	SC M 06.1.3.a Identify problems for technical design	SC M 07.1.3.a Identify problems for technical design	SC S 08.1.3.a Identify problems for technical design						
	SC S 05.1.3.b Propose a solution to a simple problem	SC M 06.1.3.b Design a solution or product	SC M 07.1.3.b Design a solution or product	SC S 08.1.3.b Design a solution or product		SC M 10.1.3.a Propose designs and choose between alternative solutions of a problem	SC M 11.1.3.a Propose designs and choose between alternative solutions of a problem	SC S 12.1.3.a Propose designs and choose between alternative solutions of a problem		
						SC M 10.1.3.b Assess the limits of a technological design	SC M 11.1.3.b Assess the limits of a technological design	SC S 12.1.3.b Assess the limits of a technologica design		
	SC S 05.1.3.c Implement the proposed solution	SC M 06.1.3.c Implement the proposed design	SC M 07.1.3.c Implement the proposed design	SC S 08.1.3.c Implement the proposed design		SC M 10.1.3.c Implement the selected solution	SC M 11.1.3.c Implement the selected solution	SC S 12.1.3.c Implement the selected solution		
	SC S 05.1.3.d Evaluate the implementation	SC M 06.1.3.d Evaluate completed technological designs or products	SC M 07.1.3.d Evaluate completed technological designs or products	SC S 08.1.3.d Evaluate completed technological designs or products		SC M 10.1.3.d Evaluate the solution and its consequences	SC M 11.1.3.d Evaluate the solution and its consequences	SC S 12.1.3.d Evaluate the solution and its consequences		

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	SC S 05.1.3.e Communicate the problem, design, and solution	SC M 06.1.3.e Communicate the process of technical design	SC M 07.1.3.e Communicate the process of technical design	SC S 08.1.3.e Communicate the process of technical design	SC M 10.1.3.e Communicate the problem, process, and solution	SC M 11.1.3.e Communicate the problem, process, and solution	SC S 12.1.3.e Communicate the problem, process, and solution
Understanding of Technical Design	SC M 05.1.3.f Apply engineering design and creative thinking to solve practical problems	SC M 06.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)	SC M 07.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)	SC S 08.1.3.f Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems)	SC M 10.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology	SC M 11.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology	SC S 12.1.3.f Compare and contrast the reasons for the pursuit of science and the pursuit of technology
		SC M 06.1.3.g Describe how science and technology are reciprocal	SC M 07.1.3.g Describe how science and technology are reciprocal	SC S 08.1.3.g Describe how science and technology are reciprocal	SC M 10.1.3.g Explain how science advances with the introduction of new technology	SC M 11.1.3.g Explain how science advances with the introduction of new technology	SC S 12.1.3.g Explain how science advances with the introduction of new technology
		SC M 06.1.3.h Recognize that solutions have intended and unintended consequences	SC M 07.1.3.h Recognize that solutions have intended and unintended consequences	SC S 08.1.3.h Recognize that solutions have intended and unintended consequences	SC M 10.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering	SC M 11.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering	SC S 12.1.3.h Recognize creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering
		SC M 06.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge	SC M 07.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge	SC S 08.1.3.i Compare and contrast the reporting of scientific knowledge and the reporting of technological knowledge			

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Concepts		Grade Level Standards									
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Matter	SC S 05.2.1 Students will explore and describe the physical properties of matter and its changes.			SC S 08.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.		SC M 10.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.		SC S 12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.			
Force and Motion	SC S 05.2.2 Students will identify the influence of forces on motion.		SC M 07.2.2 Students will investigate and describe forces and motion.	SC S 08.2.2 Students will investigate and describe forces and motion.		SC M 10.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.	SC M 11.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.	SC S 12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.			
Energy	SC S 05.2.3 Students will observe and identify signs of energy transfer.	SC M 06.2.3 Students will identify and describe how energy systems and matter interact.	SC M 07.2.3 Students will identify and describe how energy systems and matter interact.	SC S 08.2.3 Students will identify and describe how energy systems and matter interact.		SC M 10.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.	SC M 11.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.	SC S 12.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.			

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Concept	Grade Level Standards									
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Matter	SC S 05.2.1 Students will explore and describe the physical properties of matter and its changes.			SC S 08.2.1 Students will identify and describe the particulate nature of matter including physical and chemical interactions.		SC M 10.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.		SC S 12.2.1 Students will investigate and describe matter in terms of its structure, composition and conservation.		
Properties and Structure of Matter	SC S 05.2.1.a Identify mixtures and pure substances			SC S 08.2.1.a Compare and contrast elements, compounds, and mixtures		SC M 10.2.1.a Identify and describe the role of atoms in elements, compounds and mixtures				
	SC S 05.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)			SC S 08.2.1.b Describe physical and chemical properties of matter		SC M 10.2.1.b Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent) SC M 10.2.1.c Use appropriate nomenclature when classifying compounds SC M 10.2.1.d Identify the elements contained in organic compounds		SC S 12.2.1.a Recognize bonding occurs when outer electrons are transferred (ionic) or shared (covalent)		

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	SC S 05.2.1.c Use appropriate metric measurements to describe physical properties				
States of Matter	SC S 05.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gasses		SC S 08.2.1.c Recognize most substances can exist as a solid, liquid, or gas depending on temperature SC M 08.2.1.d Explain how most substances can exist as a solid, liquid, or gas depending on temperature	SC M 10.2.1.e Describe the energy transfer associated with phase changes between solids, liquids, and gasses	SC S 12.2.1.b Describe the energy transfer associated with phase changes between solids, liquids, and gasses
	SC M 05.2.1.e Describe the characteristics of physical change (materials can be changed to their original state)		SC S 08.2.1.d Compare and contrast solids, liquids, and gasses based on properties of these states of matter	SC M 10.2.1.f Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules SC M 10.2.1.g Describe the interrelationship of moles, temperature, pressure and volume within gases SC M 10.2.1.h Solve problems using gas laws	SC S 12.2.1.c Describe the three normal states of matter (solid, liquid, gas) in terms of energy, particle arrangement, particle motion, and strength of bond between molecules

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Physical and Chemical Changes	SC S 08.2.1.e Distinguish between physical and chemical changes (phase changes, dissolving, burning, rusting)	SC M 10.2.1.i Write, predict and balance types of chemical reactions (neutralization, oxidation/reduction, combustion, decomposition, combination, and single/ double replacement	
	SC S 08.2.1.f Recognize conservation of matter in physical and chemical changes	SC M 10.2.1.j Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/ reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms SC M 10.2.1.k Identify factors affecting rates of chemical reactions (temperature, particle size, surface area) SC M 10.2.1.I Solve number problems using stoichiometry and the mole concept	SC S 12.2.1.d Recognize a large number of chemical reactions involve the transfer of either electrons (oxidation/ reduction) or hydrogen ions (acid/base) between reacting ions, molecules, or atoms SC S 12.2.1.e Identify factors affecting rates of chemical reactions (temperature, particle size, surface area)

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Atomic Structure			SC M 10.2.1.m Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)	SC S 12.2.1.f Recognize the charges and relative locations of subatomic particles (neutrons, protons, electrons)
			SC M 10.2.1.n Describe properties of atoms, ions, and isotopes	SC S 12.2.1.g Describe properties of atoms, ions, and isotopes

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	SC S 08.2.1.g	SC M 10.2.1.o	SC S 12.2.1.h
Classification of	Classify	Describe the	Describe the
Matter	substances into	organization of the	organization of
	similar groups	periodic table of	the periodic table
	based on	elements with	of elements with
	physical	respect to patterns	respect to
	properties	of physical and	patterns of
		chemical properties	physical and chemical
		<u>SC M 10.2.1p</u>	properties
		Identify the three	
		types of mixtures:	
		solutions,	
		suspensions and	
		colloids	
		<u>SC M 10.2.1.q</u>	
		Explain the factors	
		(temperature,	
		surface area,	
		physical mixing,	
		and the shape of	
		the water	
		molecule) that	
		affect solubility,	
		and use solubility	
		graphs to classify	
		types of solutions	
		<u>SC M 10.2.1.r</u>	
		Classify	
		substances by pH:	
		acids, bases and	
		neutrals	
		<u>noutrais</u>	
		<u>SC M 10.2.1.s</u>	
		Describe	
		periodicity within	
		periods and groups	

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Concept				Ŭ	I Standards			
Force and Motion	Grade 5 SC S 05.2.2 Students will identify the influence of forces on motion.	Grade 6	Grade 7 SC M 07.2.2 Students will investigate and describe forces and motion.	Grade 8 SC S 08.2.2 Students will investigate and describe forces and motion.	Grade 9	Grade 10 SC M 10.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.	Grade 11 SC M 11.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.	Grade 12 SC S 12.2.2 Students will investigate and describe the nature of field forces and their interactions with matter.
Vectors and Scalars							SC M 11.2.2a Explain the difference between vectors and scalars, give examples of each, and add vectors graphically and mathematically	
Equilibrium							SC M 11.2.2.b Recognize that the sum of all forces and the sum of all torques must equal 0 to achieve equilibrium	
Motion	SC S 05.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed) (Grade 4)		SC M 07.2.2.a Describe motion of an object by its position and velocity	SC S 08.2.2.a Describe motion of an object by its position and velocity (Grade 7)			SC M 11.2.2.c Describe motion with respect to displacement and acceleration SC M 11.2.2.d Analyze vertical and horizontal velocities in two- dimensional motion	SC S 12.2.2.a Describe motion with respect to displacement and acceleration

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					SC M 11.2.2.e Measure the acceleration due to gravity	
Inertia / Newton's 1 st Law		SC M 07.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law) SC M 07.2.2.b Describe experiments with inertia	SC S 08.2.2.b Recognize an object that is not being subjected to a force will continue to move at a constant speed in a straight line or stay at rest (Newton's 1st law) (Grade 7)		SC M 11.2.2.f Describe how the law of inertia (Newton's 1st law) is evident in a real-world event	SC S 12.2.2.b Describe how the law of inertia (Newton's 1st law) is evident in a real-world event
Forces / Newton's 2 nd Law	SC S 05.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)	SC M 07.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces SC M 07.2.2.c Identify and apply the relationship among force, mass and acceleration	SC S 08.2.2.c Compare the motion of objects related to the effects of balanced and unbalanced forces (Grade 7)		SC M 11.2.2.g Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law) SC M 11.2.2.h Draw free-body force diagrams for accelerating and non- accelerating objects SC M 11.2.2.i Solve problems involving the coefficient of friction	SC S 12.2.2.c Make predictions based on relationships among net force, mass, and acceleration (Newton's 2nd law)

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					SC M 11.2.2.j Connect the conservation of motion to collisions SC M 11.2.2.k Investigate forces causing circular motion	
Newton's 3 rd Law		SC M 07.2.2.d Explore Newton's 3 rd law (forces act in pairs)			SC M 11.2.2.I Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)	SC S 12.2.2.d Recognize that all forces occur in equal and opposite pairs (Newton's 3rd law)
					SC M 11.2.2.m Describe how Newton's 3rd law of motion is evident in a real- world event	SC S 12.2.2.e Describe how Newton's 3rd law of motion is evident in a real- world event
Universal Forces	SC S 05.2.2.c Describe magnetic behavior in terms of attraction and repulsion (Grade 3) SC M 05.2.2.c Describe magnetic behavior in terms of attraction, repulsion and magnetic fields (Grade 3)		SC S 08.2.2.d Recognize that everything on or around the Earth is pulled toward the Earth's center by gravitational force		SC M 11.2.2.n Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them	SC S 12.2.2.f Describe gravity as a force that each mass exerts on another mass, which is proportional to the masses and the distance between them

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Universal Forces (continued)			SC M 10.2.2.g Recognize than an attractive or repulsive electric force exists between two charged particles with respect to sub-atomic particles and/or ions	SC M 11.2.2.0 Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them SC M 11.2.2.p Explain the concept of an electrical field	SC S 12.2.2.g Recognize that an attractive or repulsive electric force exists between two charged particles and that this force is proportional to the magnitude of the charges and the distance between them

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Energy	Grade 5 SC S 05.2.3 Students will observe and identify signs of energy transfer.	Grade 6 SC M 06.2.3 Students will identify and describe how energy systems and matter.	Grade 7 SC M 07.2.3 Students will identify and describe how energy systems and matter.	Grade 8 SC S 08.2.3 Students will identify and describe how energy systems and matter interact.	Grade 9	Grade 10 SC M 10.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.	SC M 11.2.3 Students will describe and investigate energy systems relating to the conservation and interaction of energy and matter.	Grade 12 SC S 12.2.3 Students will describe and investigate energy system relating to the conservation a interaction of energy and matter.		
Sound / Mechanical Waves	SC S 05.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration (Grade 3)	SC M 06.2.3.a Recognize that vibrations set up wave-like distur- bances that spread away from the source (sound, seismic, water waves)		SC S 08.2.3.a Recognize that vibrations set up wave-like distur- bances that spread away from the source (sound, seismic, water waves) (Grade 6)		SC M 10.2.3.a Describe the properties of waves as they apply to chemistry	SC M 11.2.3.a Describe mechanical wave properties (speed, wavelength, frequency, amplitude) and how waves travel through a medium	SC S 12.2.3.a Describe mechanical wa properties (speed, wavelength, frequency, amplitude) and how waves tra through a medium		
		SC M 06.2.3.b Identify that waves move at different speeds in different materials		SC S 08.2.3.b Identify that waves move at different speeds in different materials (Grade 6)			SC M 11.2.3.b Recognize that the energy in waves can be changed into other forms of energy	SC S 12.2.3.1 Recognize tha the energy in waves can be changed into other forms of energy		
Light	SC S 05.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)						SC M 11.2.3.c Recognize that light can behave as a wave (diffraction and interference)	SC S 12.2.3.0 Recognize tha light can beha as a wave (diffraction an interference)		

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Light (continued)	SC S 05.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)	SC M 06.2.3.c Recognize that light interacts with matter by transmission (including refraction), absorption, or scattering (including reflection)	SC S 08.2.3.c Recognize that light inter-acts with matter by trans-mission (including refract- tion), absorption, or scattering (including reflection) (Grade 6)		SC M 11.2.3.d Quantify the laws of reflection and refraction	
		SC M 06.2.3.d Recognize that to see an object, light from the surf- ace of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources	SC S 08.2.3.d Recognize that to see an object, light from the sur- face of the object must enter the eye; the color seen depends on the properties of the surface and the color of the available light sources (Grade 6)			
Heat					SC M 11.2.3.e Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature) SC M 11.2.3.f Quantify heat transfer	SC S 12.2.3.d Distinguish between temperature (a measure of the average kinetic energy of atomic or molecular motion) and heat (the quantity of thermal energy that transfers due to a change in temperature)

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Heat (continued)	SC S 05.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)	SC M 07.2.3.a Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature SC M 07.2.3.a Identify the three ways heat moves from warmer objects to cooler objects (convection, conduction, radiation)	SC S 08.2.3.e Recognize that heat moves from warmer objects to cooler objects until both reach the same temperature (Grade 7)	SC M 11.2.3.g Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation	SC S 12.2.3.e Compare and contrast methods of heat transfer and the interaction of heat with matter via conduction, convection, and radiation
Electricity / Magnetism	SC S 05.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop			SC M 11.2.2.h Define electrical resistance in terms of voltage and current, and relate them to power	
				SC M 11.2.3.i Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field	SC S 12.2.3.f Recognize that the production of electromagnetic waves is a result of changes in the motion of charges or by a changing magnetic field
				SC M 11.2.3.j Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength	SC S 12.2.3.g Compare and contrast segments of the electromagnetic spectrum (radio, micro, infrared, visible, ultraviolet, x-rays, gamma) based on frequency and wavelength

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Nuclear					SC M 11.2.3.k Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions	SC S 12.2.3.h Recognize that nuclear reactions (fission, fusion, radioactive decay) convert a fraction of the mass of interacting particles into energy, and this amount of energy is much greater than the energy in chemical interactions
Conservation	SC M 06.2.3.e Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound)	SC M 07.2.3.b Describe transfer of energy from electrical and magnetic sources to different energy forms (heat)	SC S 08.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound)			
			SC M 08.2.3.f Describe transfer of energy from electrical and magnetic sources to different energy forms (heat, light, sound, chemical)			
	SC M 06.2.3.f Recognize all energy is neither created nor destroyed	SC M 07.2.3.c Recognize all energy is neither created nor destroyed	SC S 08.2.3.g Recognize all energy is neither created nor destroyed		SC M 11.2.3.I Interpret the law of conservation of energy to make predictions for the outcome of an event	SC S 12.2.3.i Interpret the law of conservation of energy to make predictions for the outcome of an event

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Mechanical Energy				SC M 11.2.3.m Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves) SC M 11.2.3.n Compare and contrast power and energy SC M 11.2.3.0 Calculate and explain elastic potential energy for a metallic spring	SC S 12.2.3.j Identify that all energy can be considered to be either kinetic, potential, or energy contained by a field (e.g. electromagnetic waves)
Chemical Energy			SC M 10.2.3.k Identify endothermic and exothermic reactions		SC S 12.2.3.k Identify endothermic and exothermic reactions

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Concepts	Grade Level Standards									
Structure and Function of	Grade 5 SC S 05.3.1 Students will investigate and compare the characteristics	Grade 6	Grade 7 SC M 07.3.1 Students will investigate and describe the structure and	Grade 8 SC S 08.3.1 Students will investigate and describe the structure and	Grade 9 SC M 09.3.1 Students will investigate and describe the chemical basis	Grade 10	Grade 11	Grade 12 SC S 12.3.1 Students will investigate and describe the chemical basis		
Living Systems	of living things.		function of living organisms.	function of living organisms.	of the growth, development, and maintenance of cells.			of the growth, development, and maintenance of cells.		
Heredity	SC S 05.3.2 Students will identify variations of inherited characteristics and life cycles.		SC M 07.3.2 Students will investigate and describe the relationship between reproduction and heredity.	SC S 08.3.2 Students will investigate and describe the relationship between reproduction and heredity.	SC M 09.3.2 Students will describe the molecular basis of reproduction and heredity.			SC S 12.3.2 Students will describe the molecular basis of reproduction and heredity.		
Flow of Matter and Energy in Ecosystems	SC S 05.3.3 Students will describe relationships within an ecosystem.	SC M 06.3.3 Students will describe populations and ecosystems.		SC S 08.3.3 Students will describe populations and ecosystems.	SC M 09.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.			SC S 12.3.3 Students will describe, on a molecular level, the cycling of matter and the flow of energy between organisms and their environment.		
Biodiversity	SC S 05.3.4 Students will describe changes in organisms over time.			SC S 08.3.4 Students will identify characteristics of organisms that help them survive.	SC M 09.3.4 Students will describe the theory of biological evolution.			SC S 12.3.4 Students will describe the theory of biological evolution.		

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Concept	Grade Level Standards									
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12		
Structure and Function of Living Systems	SC S 05.3.1 Students will investigate and compare the characteristics of living things.		SC M 07.3.1 Students will investigate and describe the structure and function of living organisms.	SC S 08.3.1 Students will investigate and describe the structure and function of living organisms.	SC M 09.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.			SC S 12.3.1 Students will investigate and describe the chemical basis of the growth, development, and maintenance of cells.		
Characteristics of Life	SC S 05.3.1.a Compare and contrast characteristics of living and nonliving things (Grades 3, 4)		SC M 07.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms)	SC S 08.3.1.a Recognize the levels of organization in living organisms (cells, tissues, organs, organ systems, organisms) (Grade 7)	SC M 09.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms			SC S 12.3.1.a Identify the complex molecules (carbohydrates, lipids, proteins, nucleic acids) that make up living organisms		
Cellular Composition of Organisms			SC M 07.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly	SC S 08.3.1.b Recognize that all organisms are composed of one or many cells; that these cells must grow, divide, and use energy; and that all cells function similarly (Gr. 7)	SC M 09.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities			SC S 12.3.1.b Identify the form and function of sub-cellular structures that regulate cellular activities		

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Cellular Composition of Organisms <i>(continued)</i>		SC M 07.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms	SC S 08.3.1.c Recognize specialized cells perform specialized functions in multicellular organisms (Grade 7)	SC M 09.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, energy capture/release and enzyme function		SC S 12.3.1.c Describe the cellular functions of photosynthesis, respiration, cell division, protein synthesis, transport of materials, and energy capture/release
		SC M 07.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other	SC S 08.3.1.d Identify the organs and functions of the major systems of the human body and describe ways that these systems interact with each other (Grade 7)			
Characteristics of Living Organisms	SC S 05.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water) (Grades 3, 4)			SC M 09.3.1.d Explain the goal of modern evolutionary classification.		
Behavior			SC S 08.3.1.e Describe how plants and animals respond to environmental stimuli	SC M 09.3.1.e Describe how an organism senses changes in its internal or external environment and responds to ensure survival		SC S 12.3.1.d Describe how an organism senses changes in its internal or external environment and responds to ensure survival

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Concept	Grade Level Standards										
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12			
Heredity	SC S 05.3.2 Students will identify variations of inherited characteristics and life cycles.		SC M 07.3.2 Students will investigate and describe the relationship between reproduction and heredity	SC S 08.3.2 Students will investigate and describe the relationship between reproduction and heredity.	SC M 09.3.2 Students will describe the molecular basis of reproduction and heredity.			SC S 12.3.2 Students will describe the molecular basis of reproduction and heredity.			
Inherited Traits	SC S 05.3.2.a Identify inherited characteristics of plants and animals (Grades 3, 4)		SC M 07.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell	SC S 08.3.2.a Recognize that hereditary information is contained in genes within the chromosomes of each cell (Grade 7)	SC M 09.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules			SC S 12.3.2.a Identify that information passed from parents to offspring is coded in DNA molecules			
					SC M 09.3.2.b Describe the basic structure of DNA and its function in genetic inheritance			SC S 12.3.2.b Describe the basic structure of DNA and its function in genetic inheritance			
					SC M 09.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms			SC S 12.3.2.c Recognize how mutations could help, harm, or have no effect on individual organisms			

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Reproduction	SC S 05.3.2.b Identify the life cycle of an organism (Grades 3, 4)	SC M 07.3.2.b Compare and contrast sexual and asexual reproduction	SC S 08.3.2.b Compare and contrast sexual and asexual reproduction (Grade 7)	SC M 09.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents (simple Mendelian genetics)		SC S 12.3.2.d Describe that sexual reproduction results in a largely predictable, variety of possible gene combinations in the offspring of any two parents

		Students will integrative theories, and mo	ate and communic odels of the Life S							
Concept	Grade Level Standards									
	Grade 5 SC S 05.3.3 Students will describe	Grade 6 SC M 06.3.3 Students will describe	Grade 7	Grade 8 SC S 08.3.3 Students will describe	Grade 9 SC M 09.3.3 Students will describe, on a	Grade 10	Grade 11	Grade 12 SC S 12.3.3 Students will describe, on a		
Flow of Matter and Energy in Ecosystems	relationships within an ecosystem.	populations and ecosystems.		populations and ecosystems.	molecular level, the cycling of matter and the flow of energy between organisms and their environment.			molecular level, the cycling of matter and the flow of energy between organisms and their environment.		
Flow of Energy	SC S 05.3.3.a Diagram and explain a simple food chain beginning with the Sun SC M 05.3.3.a Diagram and explain a simple food chain and food web beginning with the Sun	SC M 06.3.3.a Diagram and explain the flow of energy through a simple food web		SC S 08.3.3.a Diagram and explain the flow of energy through a simple food web (Grade 6)	SC M 09.3.3.a Explain how the stability of an ecosystem is increased by biological diversity			SC S 12.3.3.a Explain how the stability of an ecosystem is increased by biological diversity		
	SC S 05.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem	SC M 06.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem		SC S 08.3.3.b Compare the roles of producers, consumers, and decomposers in an ecosystem (Grade 6)						

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Ecosystems	SC S 05.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem	SC M 06.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis	SC S 08.3.3.c Recognize that producers transform sunlight into chemical energy through photosynthesis (Grade 6)	SC M 09.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere		SC S 12.3.3.b Recognize that atoms and molecules cycle among living and nonliving components of the biosphere
			SC S 08.3.3.d Determine the biotic and abiotic factors that impact the number of organisms an ecosystem can support	SC M 09.3.3.b Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials		SC S 12.3.3.b Explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials
		SC M 06.3.3.d Recognize a population is all the individuals of a species at a given place and time	SC S 08.3.3.e Recognize a population is all the individuals of a species at a given place and time (Grade 6)			
		SC M 06.3.3.e Identify symbiotic relationships among organisms	SC S 08.3.3.f Identify symbiotic relationships among organisms (Grade 6)			
Impact on Ecosystems	SC S 05.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live		SC S 08.3.3.g Identify positive and negative effects of natural and human activity on an ecosystem	SC M 09.3.3.d Analyze factors which may influence environmental quality		SC S 12.3.3.d Analyze factors which may influence environmental quality

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SC M 05.3.3.d Describe beneficial and detrimental changes organisms cause in their environment				

K-12 Comprehensive Standard: Life Science

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and

engineered world.

Concept

Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Biodiversity	SC S 05.3.4 Students will describe changes in organisms over time.			SC S 08.3.4 Students will identify characteristics of organisms that help them survive.	SC M 09.3.4 Students will describe the theory of biological evolution.			SC S 12.3.4 Students will describe the theory of biological evolution.
Biological Adaptations	SC S 05.3.4.a Describe adaptations made by plants or animals to survive environmental changes (Grades 4, 5) SC M 05.3.4.a Describe adaptations made by animals to survive environmental changes			SC S 08.3.4.a Describe how an inherited characteristic enables an organism to improve its survival rate	SC M 09.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)			SC S 12.3.4.a Identify different types of adaptations necessary for survival (morphological, physiological, behavioral)

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Biological Evolution		SC S 08.3.4.b Recognize the extinction of a species is caused by the inability to adapt to an environmental change	SC M 09.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring		SC S 12.3.4.b Recognize that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring
		SC S 08.3.4.c Use anatomical features of an organism to infer similarities among other organisms	SC M 09.3.4.c Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms		SC S 12.3.4.C Explain how natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms

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	SC M 09.3.4.d Apply the theory of biological evolution to explain diversity of life over time	SC S 12.3.4.d Apply the theory of biological evolution to explain diversity of life over time

		Students will integ	rate and communion dels of Earth and S	e Standard: Earth cate the informatior pace Sciences to n	n, concepts, princip nake connections v	les, processes,				
Concepts			and	d engineered world Grade Leve	l Standards					
	Grade 5 Grade 6 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12									
Earth in Space	SC S 05.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.			SC S 08.4.1 Students will investigate and describe Earth and the solar system.		SC M 10.4.1 Students will investigate and describe the known universe.		SC S 12.4.1 Students will investigate and describe the known universe.		
Earth Structures and Processes	SC S 05.4.2 Students will observe and describe Earth's materials, structure, and processes.	SC M 06.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC M 07.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC S 08.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC M 09.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.		SC M 11.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.	SC S 12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.		
Energy in Earth's Systems	SC S 05.4.3 Students will observe and describe the effects of energy changes on Earth.		SC M 07.4.3 Students will investigate and describe energy in Earth's systems.	SC S 08.4.3 Students will investigate and describe energy in Earth's systems.	SC M 09.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.		SC M 11.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.	SC S 12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.		
Earth's History	SC S 05.4.4 Students will describe changes in Earth.	SC M 06.4.4 Students will use evidence to draw conclusions about changes in Earth.		SC S 08.4.4 Students will use evidence to draw conclusions about changes in Earth.	SC M 09.4.4 Students will explain the history and evolution of Earth.			SC S 12.4.4 Students will explain the history and evolution of Earth.		

			els of Earth and S	icate the information Space Sciences to m id engineered world.				
Concept				Grade Leve	l Standards			
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Earth in Space	SC S 05.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.			SC S 08.4.1 Students will investigate and describe Earth and the solar system.		SC M 10.4.1 Students will investigate and describe the known universe.		SC S 12.4.1 Students will investigate and describe the known universe.
Objects in the Sky and Universe	SC S 05.4.1.a Compare and contrast characteristics of living and nonliving things SC M 05.4.1.a Identify relationships between the Earth and Moon over time			SC S 08.4.1.a Describe the components of the solar system (the Sun, planets, moons, asteroids, comets)		SC M 10.4.1.a Describe the formation of the universe using the Big Bang Theory		SC S 12.4.1.a Describe the formation of the universe using the Big Bang Theory
						SC M 10.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements		SC S 12.4.1.b Recognize that stars, like the Sun, transform matter into energy by nuclear reactions which leads to the formation of other elements
						SC M 10.4.1.c Describe stellar evolution		SC S 12.4.1.c Describe stellar evolution

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Motion of Objects in the Solar System	SC S 05.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns SC M 05.4.1b Identify basic relationships between the Sun, Earth and Moon (day, night, month, year)	SC S 08.4.1.b Describe the relationship between motion of objects in the solar system and the phenomena of day, year, eclipses, phases of the Moon and seasons	
Gravitational Effects		SC S 08.4.1.c Describe the effects of gravity on Earth (tides) and the effect of gravity on objects in the solar system	

K- 12 Comprehensive Standard: Earth and Space Sciences Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

Concept

Grade Level Standards

	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Earth Structures and Processes	SC S 05.4.2 Students will observe and describe Earth's materials, structure, and processes.	SC M 06.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC M 07.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC S 08.4.2 Students will investigate and describe Earth's structure, systems, and processes.	SC M 09.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.		SC M 11.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.	SC S 12.4.2 Students will investigate the relationships among Earth's structure, systems, and processes.
Properties of Earth Materials	SC S 05.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere (Grade 4)	SC M 06.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere)		SC S 08.4.2.a Describe the layers of Earth (core, mantle, crust, atmosphere) (Grade 6)	SC M 09.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter			SC S 12.4.2.a Recognize how Earth materials move through geochemical cycles (carbon, nitrogen, oxygen) resulting in chemical and physical changes in matter
		SC M 06.4.2.b Describe the physical composition of soil		SC S 08.4.2.b Describe the physical composition of soil (Grade 6)				
		SC M 06.4.2.c Recognize the different levels of the atmosphere.	SC M 07.4.2.c Describe the mixture of gasses in Earth's atmosphere and how the atmosphere's properties change at different elevations	SC S 08.4.2.c Describe the mixture of gasses in Earth's atmosphere and how the atmosphere's properties change at different elevations (Grades 6, 7)				

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Properties of Earth Materials <i>(continued)</i>		SC M 06.4.2.d Describe evidence of Earth's magnetic field		SC S 08.4.2.d Describe evidence of Earth's magnetic field (Grade 6)			
Earth's Processes	SC S 05.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface (Grade 4)	SC M 06.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface SC M 06.4.2.f		SC S 08.4.2.e Compare and contrast constructive and destructive forces (deposition, erosion, weathering, plate motion causing uplift, volcanoes, earthquakes) that impact Earth's surface (Grade 6) SC S 08.4.2.f		SC M 11.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)	SC S 12.4.2.b Describe how heat convection in the mantle propels the plates comprising Earth's surface across the face of the globe (plate tectonics)
		Describe the rock cycle		Describe the rock cycle (Grade 6)			
			SC M 07.4.2.g Describe the water cycle (evaporation, condensation, precipitation)	SC S 08.4.2.g Describe the water cycle (evaporation, condensation, precipitation) (Grade 7)			
Use of Earth Materials	SC S 05.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life) (Grade 4)			SC S 08.4.2.h Classify Earth materials as renewable or nonrenewable	SC M 09.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)		SC S 12.4.2.c Evaluate the impact of human activity and natural causes on Earth's resources (groundwater, rivers, land, fossil fuels)

		Students will integ	rate and communic lels of Earth and S	cate the information	and Space Science n, concepts, principle nake connections wi	es, processes,						
Concept	Grade Level Standards											
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12				
Energy in Earth's Systems	SC S 05.4.3 Students will observe and describe the effects of energy changes on Earth.		SC M 07.4.3 Students will investigate and describe energy in Earth's systems.	SC S 08.4.3 Students will investigate and describe energy in Earth's systems	SC M 09.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.		SC M 11.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.	SC S 12.4.3 Students will investigate and describe the relationships among the sources of energy and their effects on Earth's systems.				
Energy Sources	SC S 05.4.3.a Describe the Sun's warming effect on the land and water (Grade 3)		SC M 07.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth	SC S 08.4.3.a Describe how energy from the Sun influences the atmosphere and provides energy for plant growth (Grade 7)			SC M 11.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems	SC S 12.4.3.a Describe how radiation, conduction, and convection transfer heat in Earth's systems				
					SC M 09.4.3.b Identify external sources of heat energy in Earth's systems		SC M 11.4.3.b Identify internal sources of heat energy in Earth's systems	SC S 12.4.3.b Identify internal and external sources of heat energy in Earth's systems				
					SC M 09.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources			SC S 12.4.3.c Compare and contrast benefits of renewable and nonrenewable energy sources				

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Weather and Climate	SC S 05.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation) (Grade 3)	SC M 07.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses)	SC S 08.4.3.b Identify factors that influence daily and seasonal changes on Earth (tilt of the Earth, humidity, air pressure, air masses) (Grade 7)			
	SC S 05.4.3.c Recognize the difference between weather, climate, and seasons (Grade 3)	SC M 07.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream)	SC S 08.4.3.c Describe atmospheric movements that influence weather and climate (air masses, jet stream) (Grade 7)	SC M 09.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate		SC S 12.4.3.d Describe natural influences (Earth's rotation, mountain ranges, oceans, differential heating) on global climate

		Students will integra	ate and communic els of Earth and Sp	ate the information	and Space Scienc n, concepts, principle nake connections wi	es, processes,						
Concept		Grade Level Standards										
	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12				
Earth's History	SC S 05.4.4 Students will describe environments based on fossil evidence.	SC M 06.4.4 Students will use evidence to draw conclusions about changes in Earth.		SC S 08.4.4 Students will use evidence to draw conclusions about changes in Earth.	SC M 09.4.4 Students will explain the history and evolution of Earth.			SC S 12.4.4 Students will explain the history and evolution of Earth.				
Past / Present Earth	SC S 05.4.4.a Describe how slow processes (erosion, weathering, deposition) and rapid processes (landslides, volcanic eruptions, earthquakes) change Earth's surface (Grade 4)	SC M 06.4.4.a Recognize that the earth processes we see today are similar to those that occurred in the past (uniformity of processes)		SC S 08.4.4.a Recognize that the earth processes we see today are similar to those that occurred in the past (uniformity of processes) (Grade 6)	SC M 09.4.4.a Recognize that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition)			SC S 12.4.4.a Recognize that in any sequence of sediments or rocks that has not been overturned, the youngest sediments or rocks are at the top of the sequence and the oldest are at the bottom (law of superposition)				
		SC M 06.4.4.b Describe how environmental conditions have changed through use of the fossil record		SC S 08.4.4.b Describe how environmental conditions have changed through use of the fossil record (Grade 6)	SC M 09.4.4.b Interpret Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods			SC S 12.4.4.b Interpret Earth's history by observing rock sequences, using fossils to correlate the sequences at various locations, and using data from radioactive dating methods				

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	SC M 09.4.4.c Compare and contrast the physical and biological differences of the early Earth with the planet we live on today	SC S 12.4.4.c Compare and contrast the physical and biological differences of the early Earth with the planet we live on today

SCIENCE COURSES

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
			Science 8	Biology	Chemistry Physical Science I: Chemistry	Physics Physical Science II: Physics	Astronomy Zoology Environmental Science Human Physiology AP Environ- mental Science AP Biology AP Chemistry AP Physics B
					IB course Introduction to IB C and IB Physics IB Biology SL IB Biology HL I IB Biology HL II	IB CI IB Pr IB Pr	MNHS only. nemistry HL I nemistry HL II nysics SL nysics HL I nysics HL I

APPENDIX

- 9-12 Restructured, Redesigned and Proposed Courses: Rationale
- 9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions

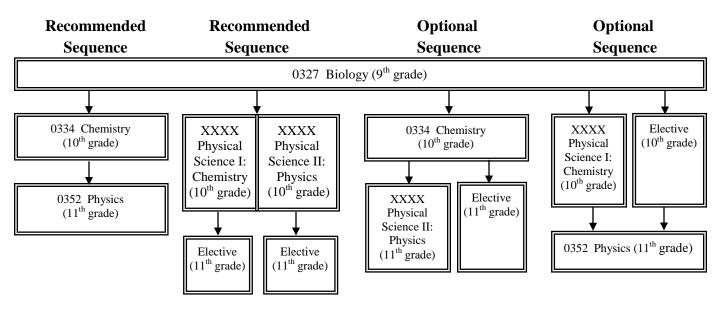
9-12 Restructured, Redesigned and Proposed Courses: Rationale All proposed courses will be implemented during the 2012-2013 school year.

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Biology • Primarily 10 th grade • 10 Credits	 Biology 9th grade for all students 10 Credits 	 Ensures new Nebraska State Science Standards are appropriately addressed. Ensures all students have learned the science standards and indicators in preparation for the NeSA-S. Provides equity of opportunity. Delays decision about physical science choices. Includes appropriate Earth science standards and indicators. (8) Can be taught in existing Biology classrooms. Expect large class sizes during first year of implementation.
Physical Science in Action • 9 th grade • 10 Credits	Replaced by: Physical Science I: Chemistry • 10 th or 11 th grade • 5 credits and Physical Science II: Physics • 10 th or 11 th grade • 5 credits	 Ensures new Nebraska State Science Standards and Indicators are appropriately addressed. Ensures all students have learned the science standards and indicators in preparation for the NeSA-S. Includes appropriate Earth and space science indicators. (6) Taking both 5 credit courses can satisfy one year of a lab-based science course required for entrance into the University of Nebraska system. Gives students the options of a 5 or 10 credit Chemistry course and a 5 or 10 credit Physics course. Example: students could take a 10 credit Chemistry course and the 5 credit Physical Science II: Physics course. Can be taught in any existing science classroom.

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
• 10 th or 11 th grade		• Includes appropriate space science indicators. (3)
 Physics 10th or 11th grade 		• Includes appropriate Earth science indicators. (3)
	Advanced Placement [®] Environmental Science	 Continues to build an AP culture in Millard Public Schools. Provides a 5 credit Advanced Placement[®] science option. Does not replace the current Environmental Science course. The current Environmental Science course is not a pre- requisite. Students may select environmental science in a general or an AP course. Can be taught in any existing science classroom.

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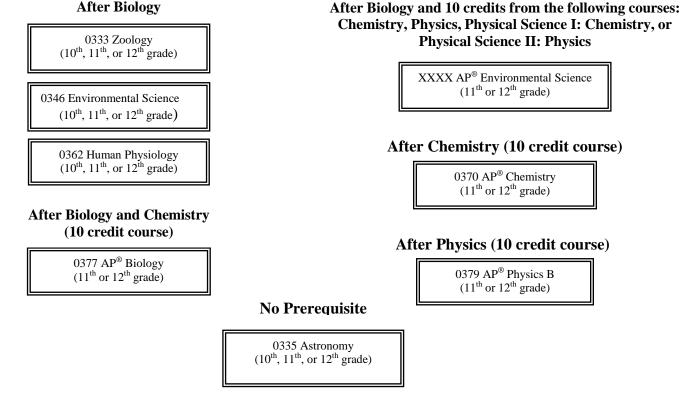
9-12 Science Flow Chart



Required science courses: Follow one of the sequences depicted below.

Science electives: May be taken after the specified prerequisites listed below.

After Biology



9-12 Restructured, Redesigned and Proposed Courses: Course Descriptions

0327 BIOLOGY 9 **Course Description**: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry, interdependence of organisms, and related Earth science concepts. Through inquiry, students develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. Prerequisites: None

0334 CHEMISTRY Course Description: In Chemistry, students develop a strong understanding of atomic structure, chemical properties, periodicity and reactions while enhancing critical thinking and lab skills through hands-on experiences. In addition, related space science concepts are explored. This college preparatory class is beneficial for all students going to college, not just students planning to major in science. Completion of the entire 10-credit chemistry course fulfills the chemistry graduation requirement.

Prerequisites: Algebra I (or Algebra I/Geo: Foundations 2)

XXXX PHYSICAL SCIENCE I: CHEMISTRY 10-11

Course Description: In Physical Science I: Chemistry, students explore traditional concepts of atomic structure, properties of matter, and interactions of matter, as well as related space science concepts, while enhancing critical thinking and lab skills through hands-on experiences. Completion of this 5-credit course fulfills the chemistry graduation requirement. Prerequisites: None

0352 PHYSICS

10 Credits Course Description: In Physics, students investigate the physical world through hands-on, technology-based laboratory experiences that emphasize critical thinking and problem solving. This survey course will provide insight into topics of forces and motion, gravitation, heat, energy transformations, nuclear energy, electricity and magnetism, light, sound, and relevant Earth science concepts. Completion of the entire 10-credit physics course fulfills the physics graduation requirement.

Prerequisites: Algebra II (or Algebra II: Foundations 4)

XXXX PHYSICAL SCIENCE II: PHYSICS **5** Credits 10-11 Course Description: In Physical Science I: Physics, students use hands-on, technology-based laboratory experiences to explore and verify Newton's three laws of motion, universal forces, energy transformations, heat, sound, light, nuclear physics, and related Earth science concepts. Completion of this 5-credit course fulfills the physics graduation requirement. Prerequisites: None

10 Credits

10 Credits

5 Credits

10-11

10-11

XXXX ADVANCED PLACEMENT® ENVIRONMENTAL SCIENCE 11-12 5 Credits <u>Course Description</u>: In this course, students learn about the interrelationships of the natural world. Students analyze natural and human-made environmental problems, evaluate their risks, and examine potential solutions for preventing or solving these problems. Critical thinking is necessary in this course that includes a strong laboratory and field investigation component. <u>Prerequisites</u>: Biology and 10 credits from the following courses: Chemistry, Physics, Physical Science I: Chemistry, or Physical Science II: Physics

AGENDA SUMMARY SHEET

AGENDA ITEM:	Approval of the PreK-12 Music Education Framework
MEETING DATE:	June 6, 2011
DEPARTMENT:	Educational Services
TITLE:	PreK-12 Music Education Framework: Part I
BRIEF DESCRIPTION:	The PreK-12 Music Education Framework: Part I is being presented for approval. Included in the framework: District Mission and Beliefs; Content Area Philosophy; Academic and Life Skills; Curriculum Planning Committee and Focus Group Participants; and the Timeline of Developmental Events. Included is the Music Education Matrix based on the Music Education National Standards.
DESIRED ACTION:	Approval
BACKGROUND:	The PreK-12 Music Education Core Committee of 27 district and community members completed Phase I of the Curriculum Cycle. Research reviewed by subcommittees in 2010 and 2011 included: Scope and Sequence, Course Offerings, Student Engagement, Technology, Assessment, Advocacy, Staffing, Scheduling, and Facility Considerations.
	The elementary band and strings subcommittee will provide a proposal to the PreK-12 Music Curriculum Planning Committee during the first semester of the 2011-12 school year. An updated PreK-12 Music Framework will return to the Board of Education along with the Textbook/Instructional Materials Selection Committee proposal by January, 2012.
RECOMMENDATIONS:	Recommend approval of the PreK-12 Music Education Framework
STRATEGIC PLAN REFERENCE:	Strategic Plans 2, 4 & 5
IMPLICATIONS OF ADOPTION OR REJECTION:	
TIMELINE:	Implementation August 2012
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Carol Newton, Dr. Nancy Johnston, Devonye Mullins
SUPERINTENDENT'S APPROVAL:	Atow. Sty
BOARD ACTION:	

BOARD ACTION:

PreK-12 Music Education Framework

Part I: PreK-12 Music Education Framework Part II: Updated PreK-12 Music Education Framework

Spring, 2011



Millard Public Schools

Millard Board of Education

Dave Anderson Todd Clarke Mike Kennedy Mike Pate Linda Poole Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Notice of Non-Discrimination

The Millard School District does not discriminate on the basis of race, color, religion, national origin, gender, marital status, disability, or age, in admission or access to or treatment of employment, or in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Superintendent of Schools, 5606 South 147th Street, Omaha, NE 68137 (402) 715-8200. The Superintendent may delegate this responsibility as needed. Complaints and grievances by school personnel or job applicants regarding discrimination or sexual harassment shall follow the procedures of District Rule 4001.2. Complaints and grievances of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs Music Education Philosophy

Millard Public Schools Mission

The mission of the Millard Public Schools is to guarantee that each student develops the character traits and masters the knowledge and skill necessary for personal excellence and responsible citizenship by developing a world-class educational system with diverse programs and effective practices designed to engage and challenge all students.

Millard Public Schools Beliefs

We believe:

- Each individual has worth.
- Individuals are responsible for their actions.
- Our greatest resource is people.
- Diversity enriches life.
- All people can learn.
- High expectations promote higher achievement.
- Achievement builds self-esteem; self-esteem promotes achievement.
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Excellence is worth the investment.
- Educated and involved citizens are necessary to sustain our democratic society.
- Public education benefits the entire community.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Music Education Philosophy Statement

Music is a fundamental form of human expression. Music education engages students in unique, creative, and aesthetic experiences that develop essential skills and knowledge for lifelong musical opportunities.



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Curriculum, Instruction, and Assessment

Written Curriculum - Content Standards

The Essential Learner Outcomes of the Millard Public Schools are the following:

MILLARD ESSENTIAL LEARNER OUTCOMES

• CITIZENSHIP • FINANCIAL LITERACY • HUMAN RELATIONS • LANGUAGE ARTS • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING • SCIENCE

• SOCIAL STUDIES • TECHNOLOGY • FINE AND PERFORMING ARTS • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards on districtwide assessments. This proficiency, along with the successful completion of 225 credits (230 credits for class of 2013 and beyond) and a Personal Learning Plan (PLP), is used for diploma granting or denial.

LANGUAGE ARTS

- Students will learn and apply reading skills and strategies to comprehend text.
- Students will apply writing skills and strategies to communicate.

MATHEMATICS

- Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.
- Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

SCIENCE

- Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.
- Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Earth and Space Sciences to make connections with the natural and engineered world.

SOCIAL STUDIES

- 9. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments
- 10. Demonstrates practical knowledge of history, economics and geography
- 11. Understand global independence.

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

LANGUAGE ARTS

- Students will learn and apply speaking and listening skills and strategies to communicate
- Students will identify, locate, and evaluate information.

FINANCIAL LITERACY

- Demonstrates skills to manage financial resources.
- Makes sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understands ethnic and cultural differences.
- Understands human differences.

- Obtains information electronically and organizes it successfully
- Conveys information using technology
- Uses a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

• Experiences and evaluates a variety of music, art, or drama.

WELLNESS

TECHNOLOGY

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

LIFE SKILLS AND PERFORMANCES

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

READINESS FOR WORK

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

2

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

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

Rule Adopted: May 3, 1999 Revised: June 18, 2001; July 21, 2003; December 4, 2006; March 2, 2009; March 1, 2010; April 18, 2011 Millard Public Schools Omaha, Nebraska



6110.1

Curriculum Planning Committee Members 2010-2011

Under the facilitation of Devonye Mullins, MEP Facilitator

Sarah Aschenbrenner	Hitchcock/Ackerman/Willowdale
Michelle Baldwin	Abbott
Rex Barker	SHS/Department Head
Karen Benson	Cody
Dr. Melissa Berke, Music Education Department	UNO
Barb Carlsen	Willowdale
Monica Cox	CMS/Department Head
Jacinda Despines	NMS
Jeanne Dymond	RMS/Ackerman/Willowdale
Denny Hanley, MEP Technology	District
Dr. Fred Hanna, Music Education Department	Creighton
Rick Hook, Activities Director	WHS
Tyler Hottovy	Norris
Dr. Nancy Johnston, Director of Secondary Education	District
Anne Keith	Rockwell
John Keith	WHS
Bethany Magana, Principal	Disney
Debbie Martinez	NHS
Julie Naber	Wheeler
Dr. Carol Newton, Director of Elementary Education	District
Anne Oeth, ACP	District
Melissa Poloncic, Principal	Ackerman
Patty Ritchie	WHS/Upchurch
Kathy Simpson	WHS
Jason Stevens	SHS
Joan Wilson, Principal	NMS



PreK-12 Research Subcommittees 2010-2011

1. Scope and Sequence Research Committee

- 1. Karen Benson, Cody
- 2. Jacinda Despines, NMS
- 3. Michelle Baldwin, Abbott

2. Course Offerings Research Committee

- 1. Debbie Martinez, NHS
- 2. Jason Stevens, SHS

- 3. Jeanne Dymond, RMS
- 4. John Keith, WHS

3. Instruction, Student Engagement Research Committee

- 1. Kathy Simpson, WHS
- 2. Bethany Magana, Disney

4. Technology, Resources Research Committee

- 1. Tyler Hottovy, Norris
- 2. Joan Wilson, NMS

5. Assessment Research Committee

- 1. Melissa Poloncic, Ackerman
- 2. Sarah Aschenbrenner
- 3. Anne Keith

6. Advocacy Research Committee

- 1. Melissa Berke, UNO
- 2. Patty Ritchie, WHS

7. Staffing Research Committee

- 1. Anne Oeth, District ACP
- 2. Rex Barker, SHS
- 3. Monica Cox, CMS

8. Scheduling Structure Research Committee

- 1. Anne Oeth, District ACP
- 2. Rex Barker, SHS

9. Facility Consideration Research Committee

- 1. Fred Hanna, Creighton
- 2. Barb Carlsen, Willowdale

10. Elementary Band and Strings Subcommittee

- 1. Josh Fields, Black Elk
- 2. Carrie Novotny-Buss, Ezra
- 3. Bethany Magana, Disney
- 4. Melissa Poloncic, Ackerman
- 5. Brittany Rom, MSHS
- 6. Rex Barker, MSHS
- 7. Dr. Carol Newton, District
- 8. Devonye Mullins, District MEP



PreK-12 Music Community Focus Group

December 13, 2010

Under the facilitation of Devonye Mullins, MEP Facilitator

David Barg	Director of Community and Institutional Development, Omaha Conservatory
Rex Barker	MPS Teacher and District Instrumental Department Head
Karen Benson	MPS Teacher
Susan Brandquist	Parent
Melanie & Craig Dallon	Parents
Deb Gelvin	Parent
Jaci Goldhorn	Parent and MPS Teacher
Cheryl Gresham	Secretary, Secondary Education
Dr. Matthew Harden	Director of Choral Activities/Coordinator of Vocal Studies UNO
Beth Katz	Project Interfaith
Helen Lykke-Wisler	Parent and MPS Teacher
Linda Meuret	Parent
Patty Ritchie	MPS Teacher
Denise Thomas	Former Millard music teacher
Rob Wisler	Parent



Timeline	for	Millard	Education	Program
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Date	Group: Purpose
August 2010	PreK-12 Music Staff Overview of the purpose of Phase I
October 21, 2010	PreK-12 Music Curriculum Planning Committee: met to overview the Data Book
December 6, 2010	PreK-12 Music Curriculum Planning Committee: met to identify critical issues
December 9, 2010	Community Focus Group: met to discuss identified critical issues and instructional needs
December 16, 2010	PreK-12 Music Curriculum Planning Committee: met to research identified critical issues and instructional needs
January 20, 2011	PreK-12 Music Curriculum Planning Committee: met to report on the research of the identified critical issues and instructional needs
February 15, 2011	PreK-12 Music Curriculum Planning Committee: met to draft scope and sequence of the music matrix
March 3, 2011	PreK-12 Music Curriculum Planning Committee: met to review the draft of the scope and sequence of the music matrix and check for vertical alignment
March 28, 2011	6-12 Music Curriculum Planning Committee: met to discuss course offerings and create recommendations for retaining or changing course offerings
March 29, 2011	PreK-5 Music Curriculum Planning Committee: met to preview music materials from several vendors
April 18, 2011	Pre-K 12 Music Curriculum Planning Committee: met to present and review technology research topics and implications for music
Fall 2011	The Elementary Band & Strings Subcommittee will meet to review research and draft a proposal to the PreK-12 Music Curriculum Planning Committee
August 2011	Updated PreK-12 Music Education Framework to Board of Education for approval Textbook/Instructional Materials Selection Committee proposal to Board of Education for approval
August 2011 – January 2012	Textbook/Instructional Materials Selection Committee proposal to Board of Education for approval
January – July 2012	Phase II: Course Guides created based on approved PreK-12 Framework
July 2012 – July 2013	Phase III: Implement new curriculum, allocate new resources, provide staff development related to new curriculum, develop related assessments



PreK-12 Music Education Courses Program Overview

The PreK-12 Music Course document provides a sequential listing of all required and elective music courses offered to Millard Public School students.

Preschool level lessons and activities are provided daily through indoor/outdoor play experiences facilitated by the classroom teacher and/or music teacher.

Elementary level lessons and activities are based on the National Standards for Music Education and are taught by certified music educators within a general music class.

An Elementary Band & Strings subcommittee began meeting in August 2010 to review and research program configurations for delivery of elementary band and orchestra courses. They compiled data from the *Best Communities for Music in America* and from the Millard Public Schools Benchmark School Districts (comparable to Millard district size, demographics, and educational expectations).

The Elementary Band & Strings subcommittee will provide a proposal to the PreK-12 Music Curriculum Planning Committee during the first semester of the 2011-12 school year. An updated PreK-12 Music Framework will return to the Board of Education along with the Textbook/Instructional Materials Selection Committee proposal in January, 2012.

At this time, references within the Framework for Orchestra 4, 5, and Band 5 are in italics until the study is completed and recommendation is approved.

In sixth and seventh grade, students are required to take General Music during a hexter (6 weeks) course. Sixth and Seventh grade may also select an elective performance class through a variety of course offerings including band, orchestra and chorus. Eighth grade students do not have a required music course; however, they may select an elective class through the same elective course offerings as sixth and seventh grade. Dependent upon the recommendations of the Elementary Band & Strings subcommittee, an analysis of the impact on Middle School band and strings would be evaluated at that time to determine if the Middle School Course offerings would need to be adjusted.

Students at the high school level have a variety of music offerings they can elect to participate in when selecting their high school courses. High school offerings include band, choir, orchestra, Music Connections and theory classes. High school students have a 5 credit Fine Arts graduation requirement. All of the listed music courses fulfill this requirement.



Introduction to PreK-12 Music Education Matrix

Introduction

The Pre K-12 Music Education Standards and Indicators are based on the Music Education National Content Standards and Performance Standards and are sequenced in the following Matrix. For the purpose of vertical articulation, fifth grade is included in both elementary and secondary matrices.

Nomenclature

The National Standards for Music Education are found in grades 4, 8, and 12. The Curriculum Planning Committee utilized the National Standards for Music education to plan backwards from grades 4, 8, and 12 to create a PreK-12 Scope and Sequence.

The nomenclature for the standards and indicators is as follows:

MU	Music Education	
Ν	National Standard	
М	Millard Standard	
P4-12	Grade Level	
1-9	Content Standards	
	National Music Standard 1:	Singing, alone and with others, a varied repertoire of music
	National Music Standard 2:	Performing on instruments, alone and with others, a varied repertoire of music
	National Music Standard 3:	Improvising melodies, variations, and accompaniments
	National Music Standard 4:	Composing and arranging music within specified guidelines
	National Music Standard 5:	Reading and notating music
	National Music Standard 6:	Listening to, analyzing, and describing music
	National Music Standard 7:	Evaluating music and music performances
	National Music Standard 8:	Understanding relationships between music, the other arts, and disciplines outside the arts
	National Music Standard 9:	Understanding music in relation to history and culture

Examples

MU M 03.5.cMusic Education, Millard Standard, Grade 3, Standard 5, Indicator cMU N 04.1.aMusic Education, National Standard, Grade 4, Standard 1, Indicator aMU M 09.6.bMusic Education, Millard Standard, Grade 9, Standard 6, Indicator b



PreK- 12 Content Standard: 1 Students sing, alone and with others, a varied repertoire of music

Pre K	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.1.a Students explore voice types, melody, contours, high and low pitches	MU M 00.1.a Students explore voice types, melody, contours, high and low pitches	MU M 01.1.a Students explore voice types, melody, contours, high and low pitches	MU M 02.1.a Students develop independent singing on pitch and in rhythm with a steady tempo	MU M 03.1.a Students develop independent singing on pitch, and in rhythm with appropriate timbre, diction and posture with a steady tempo	MU N 04.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, dictation and posture, and maintain a steady tempo	MU M 05.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, dictation and posture, and maintain a steady tempo
MU M P4.1.b Students explore expressive singing with dynamics and interpretation	MU M 00.1.b Students explore expressive singing with dynamics and interpretation	MU M 01.1.b Students explore expressive singing with dynamics and interpretation	MU M 02.1.b Students experience expressive singing with appropriate dynamics, phrasing, and interpretation	MU M 03.1.b Students develop expressive singing with appropriate, phrasing, and interpretation	MU N 04.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation	MU M 05.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation
MU M P4.1.c Students sing a variety of songs representing genres and styles from diverse cultures	MU M 00.1.c Students sing a variety of songs representing genres and styles from diverse cultures	MU M 01.1.c Students sing a variety of songs representing genres and styles from diverse cultures	MU M 02.1.c Students sing a variety of songs representing genres and styles from diverse cultures	MU M 03.1.c Students sing a variety of songs representing genres and styles from diverse cultures	MU N 04.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	MU M 05.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
	MU M 00.1.d Students explore beginning speech and part singing that includes ostinati and partner songs	MU M 01.1.d Students explore beginning speech and part singing that includes ostinati and partner songs	MU M 02.1.d Students practice beginning speech and part singing that includes ostinati, partner songs, and 2- part rounds	MU M 03.1.d Students practice beginning part singing that includes ostinati, partner songs, and rounds	MU N 04.1.d Students sing ostinatos, partner songs and rounds	MU M 05.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos
	MU M 00.1.e Students explore group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor	MU M 01.1.e Students explore group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor	MU M 02.1.e Students develop group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor	MU M 03.1.e Students practice group singing, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor	MU N 04.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor	MU M 05.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2-part music



PreK- 12 Content Standard: 2 Performing on instruments, alone and with others, a varied repertoire of music

Pre K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	MU M 00.2.a Students explore performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo	MU M 01.2.a Students explore performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo	MU M 02.2.a Students practice performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo	MU M 03.2.a Students practice performing on pitch, with appropriate dynamics and timbre, and maintain a steady tempo	MU N 04.2.a Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo	MU M 05.2.a Students perform independently on pitch, in rhythm, with appropriate timbre, and maintain a steady tempo
	MU M 00.2.b Students explore easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	MU M 01.2.b Students explore easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	MU M 02.2.b Students practice easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	MU M 03.2.b Students practice easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	MU N 04.2.b Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments	MU M 05.2.b Students perform intermediate and advanced rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments
	MU M 00.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles	MU M 01.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles	MU M 02.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles	MU M 03.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles	MU N 04.2.c Students perform expressively a varied repertoire of music representing diverse genres and styles	MU M 05.2.c Students perform a varied repertoire of music representing diverse genres and styles
MU M P4.2.a Students explore rhythmic and melodic patterns using instruments	MU M 00.2.d Students experience rhythmic and melodic patterns	MU M 01.2.d Students echo short rhythms and melodic patterns	MU M 02.2.d Students echo short rhythms and melodic patterns	MU M 03.2.d Students echo short rhythms and melodic patterns	MU N 04.2.d Students echo short rhythms and melodic patterns	MU M 05.2.d Students echo rhythmic and melodic patterns of varying length
	MU M 00.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	MU M 01.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	MU M 02.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	MU M 03.2.e Students explore in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	MU N 04.2.e Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor	MU M 05.2.e Students perform in groups responding to the cues of a conductor



PreK- 12 Content Standard: 3 Improvising melodies, variations, and accompaniments

Pre K	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.3.a Students explore response to given musical prompt	MU M 00.3.a Students explore response to given musical prompt	MU M 01.3.a Students explore response to a given musical prompt	MU M 02.3.a Students improvise a response to a given musical prompt within specified guidelines	MU M 03.3.a Students improvise a response to a given musical prompt within specified guidelines	MU N 04.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases	MU M 05.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases
MU M P4.3.b Students explore musical accompaniments	MU M 00.3.b Students explore musical accompaniments	MU M 01.3.b Students explore musical accompaniments	MU M 02.3.b Students explore and create simple, rhythmic and melodic, ostinato accompaniments	MU M 03.3.b Students explore and create simple, rhythmic and melodic, ostinato accompaniments	MU N 04.3.b Students improvise simple rhythmic and melodic ostinato accompaniments	MU M 05.3.b Students improvise intermediate to advanced rhythmic and melodic ostinato accompaniments
MU M P4.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies	MU M 00.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies	MU M 01.3.c Students explore rhythmic variations and melodic embellishments on familiar melodies	MU M 02.3.c Students create simple rhythmic variations and melodic embellishments on familiar melodies	MU M 03.3.c Students create simple rhythmic variations and melodic embellishments on familiar melodies	MU N 04.3.c Students improvise simple rhythmic variations and simple melodic embellishments on familiar melodies	MU M 05.3.c Students improvise intermediate to advanced rhythmic variations and simple melodic embellishments on familiar melodies
MU M P4.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources	MU M 00.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	MU M 01.3.d Students explore a variety of songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	MU M 02.3.d Students create short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	MU M 03.3.d Students create short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	MU N 04.3.d Students improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means	MU M 05.3.d Students improvise songs and instrumental pieces of varying lengths using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means



PreK- 12 Content Standard: 4 Composing and arranging music within specified guidelines

PreK	к	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.4.a Students explore music to accompany readings or dramatizations	Students explore music to accompany readings or dramatizationsStudents explore music to accompany readings or dramatizations		MU M .02.4.a Students practice creating music to accompany readings or dramatization	MU M 03.4.a Students practice creating music to accompany readings or dramatization	MU N 04.4.a Students create and arrange music to accompany readings or dramatizations	MU M 05.4.a Students will compose music within specific guidelines to accompany readings or dramatizations
	MU M 00.4.b	MU M 01.4 b	MU M 02.4.b	MU M 03.4.b	MU N 04.4.b	MU M 05.4.b
	Students explore music	Students explore music	Students practice	Students practice	Students create and	Students create and
	to create short songs	to create short songs	creating short songs	creating short songs	arrange within specified	arrange within
	and instrumental pieces	and instrumental pieces	and instrumental pieces	and instrumental pieces	guidelines	specified guidelines
	MU M 00.4.c	MU M 01.4.c	MU M 02.4.c	MU M 03.4.c	MU N 04.4.c	MU M 05.4.c
	Students use a variety	Students use a variety	Students use a variety	Students use a variety	Students use a variety	Students use a variety
	of sound sources when	of sound sources when	of sound sources when	of sound sources when	of sound sources when	of sound sources when
	composing	composing	composing	composing	composing	composing



PreK- 12 Content Standard: 5 Reading and notating music Grade Level Indicators

PreK	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.5.a Students experience rhythmic values through patterns	MU M 00.5.a Students experience rhythmic values through multiple mediums and with iconic symbols and notation	MU M 01.5.a Students experience rhythmic values through multiple mediums and with iconic symbols and notation	MU M 02.5.a Students practice traditional rhythmic notation	MU M 03.5.a Students practice traditional rhythmic notation	MUN 04.5.a Students read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures	MU M 05.5.a Students read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in a variety of meters
	MU M 00.5.b Students experience reading pitches through multiple mediums with iconic symbols and notation	MU M 01.5.b Students experience reading pitches through multiple mediums with iconic symbols and notation	MU M 02.5.b Students practice traditional melodic notation	MU M 03.5.b Students practice traditional melodic notation	MU N 04.5.b Students use a system (that is, syllables, numbers, or letters) to read simple pitch notation in the treble clef in major keys	MU M 05.5.b Students read simple melodies using solfege in the treble clef and experiences bass clef
	MU M 00.5.c Students explore traditional terms referring to dynamics, tempo and articulation	MU M 01.5.c Students explore traditional terms referring to dynamics, tempo and articulation	MU M 02.5.c Students practice traditional terms referring to dynamics, tempo and articulation	MU M 03.5.c Students practice traditional terms referring to dynamics, tempo and articulation	MUN 04.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and interpret them correctly when performing	MU M 05.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and correctly perform them
	MU M 00.5.d Students explore standard symbols to notate meter, rhythm, pitch, and dynamics	MU M 01.5.d Students explore standard symbols to notate meter, rhythm, pitch, and dynamics	MU M 02.5.d Students practice using standard symbols to notate meter, rhythm, pitch, and dynamics	MU M 03.5.d Students practice using standard symbols to notate meter, rhythm, pitch, and dynamics	MUN 04.5.d Students use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher	MU M 05.5.d Students accurately use standard symbols to notate meter, rhythm, pitch, and dynamics



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PreK- 12 Content Standard: 6 Listening to, analyzing, and describing music

PreK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.6.a Students explore and discover simple music forms	MU M 00.6.a Students explore and discover simple music forms	MU M 01.6.a Students explore and discover simple music forms through movement and other media	MU M 02.6.a Students recognize simple music forms	MU M 03.6.a Students recognize simple music forms	MU N 04.6.a Students identify simple music forms when presented aurally	MU M 05.6.a Students identify simple music forms when presented aurally
MU M P4.6.b Students explore through movement and other media, aural examples of various styles and cultures	MU M 00.6.b Students discover through movement and other media, aural examples of various styles and cultures	MU M 01.6.b Students discover through movement and other media, aural examples of various styles and cultures	MU M 02.6.b Students discover through movement and other media, aural examples of various styles and cultures	MU M 03.6.b Students discover through movement and other media, aural examples of various styles and cultures	MU N 04.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures	MU M 05.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
	MU M 00.6.c Students discover appropriate terminology that explains and describes music notation, instruments, voices and performances	MU M 01.6.c Students discover appropriate terminology that explains and describes music notation, instruments, voices and performances	MU M 02.6.c Students build and practice vocabulary that explains music notation, music instruments and voices, and music performances	MU M 03.6.c Students build and practice vocabulary that explains music notation, music instruments and voices, and music performances	MU N 04.6.c Students use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances	MU M 05.6.c Students express knowledge of basic principles of music, music notation, music instruments, voices and music performances
MU M P4.6.c Students explore sounds of instruments and voices	MU M 00.6.d Students discover sounds of instruments and voices	MU M 01.6.d Students discover sounds of instruments and voices	MU M 02.6.d Students practice identifying the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	MU M 03.6.d Students practice identifying the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	MU N 04.6.d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices	MU M 05.6.d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices



PreK- 12 Content Standard: 7						
Evaluating music and music performances						
Grade Level Indicators						

PreK	к	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	MU M 00.7.a Students rate their individual or group performance using a provided scale or rubric with assistance	MU M 01.7.a Students rate their individual or group performance using a provided scale or rubric with assistance	MU M 02.7.a Students rate their individual or group performance using a provided scale or rubric	MU M 03.7.a Students rate their individual or group performance using a provided scale or rubric	MU N 04.7.a Students devise criteria for evaluating performances and compositions	MU M 05.7.a Students devise criteria for evaluating performances and compositions
	MU M 00.7.b Students describe musical examples	MU M 01.7.b Students describe musical examples	MU M 02.7.b Students explore musical examples using basic terminology	MU M 03.7.b Students explore musical examples using basic terminology	MUN 04.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles	MU M 05.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles
						MU M 05.7.c Students express the emotions experienced in music performances and musical works



PreK- 12 Content Standard: 8 Understanding relationships between music, the other arts, and disciplines outside the arts

Grade Level Indicators

Pre K	к	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.8.a Students explore a variety of arts experiences	MU M 00.8.a Students explore a variety of arts experiences	MU M 01.8.a Students explore a variety of arts experiences	MU M 02.8.a Students will compare and contrast a variety of arts experiences	MU M 03.8.a Students will compare and contrast a variety of arts experiences	MU N 04.8.a Students identify similarities and differences in the meanings of common terms used in the various arts	MU M 05.8.a Students identify similarities and differences in the meanings of common terms used in the various arts
MU M P4.8.2b Students experience a variety of cross- curricular music activities	MU M .00.8.b Students experience a variety of cross- curricular music activities	MU M 01.8.b Students experience a variety of cross- curricular music activities	MU M 02.8.b Students experience a variety of cross- curricular music activities	MU M 03.8.b Students experience a variety of cross- curricular music activities	MUN 04.8.b Students identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	MU M 05.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music



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PreK- 12 Content Standard: 9 Understanding music in relation to history and culture

Pre K	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MU M P4.9.a Students experience music from various historical periods and cultures	MU M 00.9.a Students experience music from various historical periods and cultures	MU M 01.9.a Students experience music from various historical periods and cultures	MU M 02.9.a Students discover similarities and differences among music from various historical periods and cultures	MU M 03.9.a Students discover similarities and differences among music from various historical periods and cultures	MU N 04.9.a Students identify by genre or style aural examples of music from various historical periods and cultures	MU M 05.9.a Students identify by genre or style aural examples of music from various historical periods and cultures
	MU M 00.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU M 01.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU M 02.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU M 03.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU N 04.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU M 05.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world
	MU M 00.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MU M 01.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MU M 02.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MU M 03.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MUN 04.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MU M 05.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
	MU M 00.9.d Students experience roles of musicians in various music settings and cultures	MU M 01.9.d Students experience roles of musicians in various music settings and cultures	MU M 02.9.d Students experience roles of musicians in various music settings and cultures	MU M 03.9.d Students discover roles of musicians in various music settings and cultures	MU N 04.9.d Students identify and describe roles of musicians in various music settings and cultures	MU M 05.9.d Students identify and describe roles of musicians in various music settings and cultures

MUSIC COURSES									
PreK Music Kindergarten General Music Grade 1 General Music Grade 2 General Music Grade 3 General Music Grade 4 General Music Grade 5 General Music Music Music Grade 1 General Music Grade 2 General Music Grade 3 General Music Grade 4 General Music Grade 5 General Music									
* Band and Strings continue to be under review for possible program change. All PreK-5 standards and indicators are able to be met by general music classes.									

PreK- 12 Content Standard: 1 Students sing, alone and with others, a varied repertoire of music

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.1.a Students sing independently on pitch, and in rhythm with appropriate timbre, dictation and posture, and maintain a steady tempo	MU M 06.1.a Students sing accurately and with good breath control throughout their singing ranges	MU M 07.1.a Students sing accurately and with good breath control throughout their singing ranges	MU N 08.1.a Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles	MU M 09.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory	MU M 10.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory	MU M 11.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature from memory	MU N 12.1.a Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
MU M 05.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation	MU M 06.1.b Students sing expressively, with appropriate dynamics, phrasing, and interpretation a repertoire of vocal literature, including some songs performed from memory	MU M 07.1.b Students sing with expression a repertoire of vocal literature, including some songs performed from memory	MU N 08.1.b Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory	MU M 09.1.b Students sing music written in 3- and 4- parts with accompaniment	MU M 10.1.b Students sing music written in 3- and 4- parts with and without accompaniment	MU M 11.1.b Students sing music written in four parts, with and without accompaniment	MU N 12.1.b Students sing music written in four parts, with and without accompaniment
MU M 05.1.c Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures	MU M 06.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed	MU M 07.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed	MU N 08.1.c Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed	MU M 09.1.c Students demonstrate well- developed ensemble skills	MU M 10.1.c Students demonstrate well- developed ensemble skills	MU M 11.1.c Students demonstrate well- developed ensemble skills	MU N 12.1.c Students demonstrate well- developed ensemble skills
MU M 05.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos	MU M 06.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos	MU M 07.1.d Students demonstrate 2- and 3-part singing that includes ostinati, partner songs, rounds, and octavos	MU N 08.1.d Students sing music written in two and three parts				



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MU M 05.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2- part music	MU M 06.1.e Students sing in groups, blending vocal timbre, matching dynamic levels, and responding to the cues of a conductor with unison and 2- part music	MU M 07.1.e Students sing music written in 2 parts with expression a varied repertoire of literature including some songs performed from memory	MU N 08.1.5 Students who participate in a choral ensemble sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory		
	MU M 06.1.f Students sing music written in 2 parts with expression a varied repertoire of literature including some songs performed from memory				



PreK- 12 Content Standard: 2 Performing on instruments, alone and with others, a varied repertoire of music

NU M 05.2.a Students perform independently on pitch, in chythm, with appropriate timbre, and maintain a, steady tempo MU M 05.2.a Students refine intonation and ability io manipulate pitch MU M 07.2.a Students perform and a situation and a situation and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick MU M 12.2.a Students perform and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick MU M 12.2.a Students perform and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick MU M 12.2.b Students perform with expression and technical accuracy on at least one instrument advanced rhythm chechnical accuracy on at least one instrument atexnetical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 05.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 07.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 07.2.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 02.b Students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 12.2b students perform with expression and technical accuracy on at least one string, wind, percussion, or classroom instrumenta MU M 02.2c students perform with expression and teast one string, wind, percussion, or classroom instrumenta MU M 02.2c students perform with expression and teast one string, wind, percussion, or classroom MU M 02.2c Students perform music representing diverse genres and s	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
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MU M 05.2.d Students echo rhythmic and melodic patterns of varying length	MU M 06.2.d Students perform rhythmic and melodic patterns of varying length	MU M 07.2.d Students perform rhythmic and melodic patterns of varying length	MU N 08.2.d Students play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument				
MU M 05.2.e Students perform in groups responding to the cues of a conductor	MU M 06.2.e Students demonstrate good posture, playing technique, basic right and left hand technique, and play in tune	MU M 06.2.e Students demonstrate good posture, playing technique, basic right and left hand technique, learn tuning procedures, and respond to the conductor	MU N 08.2.e Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory	MU M 09.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory	MU M 10.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory	MU M 11.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory	MU M 12.2.d Students who participate in an instrumental ensemble or class perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory



Pre-K- 12 Content Standard: 3 Improvising melodies, variations, and accompaniments

Grade Level In	dicators
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Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases	MU M 06.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases	MU M 07.3.a Students improvise "answers" in the same style to given rhythmic and melodic phrases	MU N 08.3.a Students improvise simple harmonic accompaniments	MU M 09.3.a Students improvise simple harmonic accompaniments	MU M 10.3.a Students improvise simple harmonic accompaniments	MU M 11.3.a Students improvise simple harmonic accompaniments	MU N 12.3.a Students improvise stylistically appropriate harmonizing parts
MU M 05.3.b Students improvise intermediate to advanced rhythmic and melodic ostinato accompaniments	MU M 06.3.b Students improvise intermediate and advanced rhythmic variations	MU M 07.3.b Students improvise intermediate and advanced rhythmic variations	MU N 08.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	MU M 09.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	MU M 10.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	MU M 11.3.b Students improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys	MU N 12.3.b Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
MU M 05.3.c Students improvise intermediate to advanced rhythmic variations and simple melodic embellishments on familiar melodies	MU M 06.3.c Students improvise short songs and instrumental pieces using a variety of sound sources	MU M 07.3.c Students improvise short songs and instrumental pieces using a variety of sound sources	MU N 08.3.c Students improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality				MU N 12.3.c Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality
MU M 05.3.d Students improvise songs and instrumental pieces of varying lengths using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sound produced by electronic means							



PreK- 12 Content Standard: 4 Composing and arranging music within specified guidelines

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.4.a Students will compose music within specific guidelines to accompany readings or dramatizations	MU M 06.4.a Students will compose music within specific guidelines to accompany readings or dramatizations	MU M 07.4.a Students will compose short pieces within specific guidelines, demonstrating how the elements of music are used	MU N 08.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	MU M 09.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	MU M 10.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	MU M 11.4.a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance	MU N 12.4.a Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
MU M 05.4.b Students create and arrange within specified guidelines	MU M 06.4.b Students create and arrange within specific guidelines	MU M 07.4.b Students create and arrange within specific guidelines	MU N 08.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written	MU M 09.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written	MU M 10.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written	MU M 11.4.b Students arrange simple pieces for voices or instruments other than those for which the pieces were written	MU N 12.4.b Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
MU M 05.4.c Students use a variety of sound sources when composing	MU M 06.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	MU M 07.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	MU N 08.4.c Students use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging	MU M 09.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	MU M 10.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	MU M 11.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	MU N 12.4.c Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources



PreK- 12 Content Standard: 5 Reading and notating music

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.5.a Students read whole, half, dotted half, quarter, eighth and sixteenth notes and rests in a variety of meters	MU M 06.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of meters	MU M 07.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in a variety of meters	MU N 08.5.a Students read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures	MU M 09.5.a Students explore in an ensemble the ability to read a music score and are aware of the rhythmic connectivity across the ensemble	MU M 10.5.a Students demonstrate in an ensemble the ability to read a music score up to 4 parts using solfege syllables or counting techniques	MU M 11.5.a Students demonstrate and evaluate in an ensemble the ability to read a music score up to 4 parts using solfege syllables or counting techniques isolating challenging passages and resolve them	MU N 12.5.a Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
MU M 05.5.b Students read simple melodies using solfege in the treble clef and experiences bass clef	MU M 06.5.b Students read simple melodies using solfege in the treble clef	MU M 07.5.b Students read simple melodies using solfege in the treble clef and experience the bass clef	MU N 08.5.b Students read at sight simple melodies in both the treble and bass clefs	MU M 09.5.b Students explore and individually demonstrate sight reading using solfege syllables or counting techniques	MU M 10.5.b Students accurately individually demonstrate and evaluate sight reading using solfege syllables or counting techniques	MU M 11.5.b Students accurately individually demonstrate sight reading using solfege syllables or counting techniques	MU N 12.5.b Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6
MU M 05.5.c Students identify symbols and traditional terms referring to dynamics, tempo, and articulation and correctly perform them	MU M 06.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	MU M 07.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	MU N 08.5.c Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	MU M 09.5.c Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	MU M 10.5.3 Students identify and define and interpret correctly standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression	MU M 11.5.c Students demonstrate understanding of all symbols and terms in the music being played or sung	MU M 12.5.c Students demonstrate understanding of all symbols and terms in the music being played or sung
MU M 05.5.d Students accurately use standard symbols to notate meter, rhythm, pitch, and dynamics	MU M 06.5.d Students practice standard notation to record their musical ideas	MU M 07.5.d Students practice standard notation to record their musical ideas	MU N 08.5.d Students use standard notation to record their musical ideas and the musical ideas of others	MU M 09.5.d Students accurately notate musical ideas (melodic and or rhythmic)	MU M 10.5.4 Students accurately notate musical ideas (melodic and or rhythmic)	MU M 11.5.d Students accurately notate a 4-12 measure composition	



PreK- 12 Content Standard: 6 Listening to, analyzing, and describing music Grade Level Indicators

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.6.a Students identify simple music forms when presented aurally	MU M 06.6.a Students describe specific music events in a given aural example, using appropriate terminology	MU M 07.6.a Students describe specific music events in a given aural example, using appropriate terminology	MU N 08.6.a Students describe specific music events in a given aural example, using appropriate terminology	MU M 09.6.a Students explore aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices	MU M 10.6.a Students demonstrate knowledge using aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices	MU M 11.6.a Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices	MU N 12.6.a Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
MU M 05.6.b Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures	MU M 06.6.b Students demonstrate the uses of elements of music in aural examples representing diverse genres and cultures	MU M 07.6.b Students demonstrate the uses of elements of music in aural examples representing diverse genres and cultures	MU N 08.6.b Students analyze the uses of elements of music in aural examples representing diverse genres and cultures	MU M 09.6.b Students demonstrate knowledge of the technical vocabulary of music	MU M 10.6.b Students demonstrate advanced knowledge of the technical vocabulary of music	MU M 11.6.b Students demonstrate extensive knowledge of the technical vocabulary of music	MU N 12.6.b Students demonstrate extensive knowledge of the technical vocabulary of music
MU M 05.6.c Students express knowledge of basic principles of music, music notation, music instruments, voices and music performances	MU M 06.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	MU M 07.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	MU N 08.6.c Students demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music	MU M 09.6.c Students examine and compare the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progression in the analysis of music	MU M 10.6.c Students examine and compare the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progression in the analysis of music	MU M 11.6.c Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	MU N 12.6.c Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques



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MU M 05.6.d Students identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices			



PreK- 12 Content Standard: 7 Evaluating music and music performances

Grade Level Indicators

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.7.a Students devise criteria for evaluating performances and compositions	MU M 06.7.a Students identify criteria for evaluating the effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	MU M 07.7.a Students evaluate the quality and effectiveness of music performances and compositions and apply the criteria using appropriate vocabulary in their personal listening and performing	MUN 08.7.a Students develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing	MU M 09.7.a Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music	MU M 10.7.a Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music	MU M 11.7.a Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music	MU N 12.7.a Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
MU M 05.7.b Students explain, using appropriate music terminology, their personal preferences for specific musical works and styles	MU M 06.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	MU M 07.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	MU N 08.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	MU M 09.7.b Students evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement	MU M 10.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	MU M 11.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models	MU N 12.7.b Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models
MU M 05.7.c Students express the emotions experienced in music performances and musical works	MU M 06.7.c Students express the emotions experienced in music performances and musical works	MU M 07.7.c Students express the emotions experienced in music performances and musical works	MU M 08.7.c Students express the emotions experienced in music performances and musical works	MU M 09.7.c Students articulate emotions experienced in music performance	MU M 10.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions	MU M 11.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions	MU N 12.7.c Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions



PreK- 12 Content Standard: 8 Understanding relationships between music, the other arts, and disciplines outside the arts

Grade Level Indicators

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.8.a Students identify similarities and differences in the meanings of common terms used in the various arts	MU M 06.8.a Students identify similarities and differences in the meanings of common terms used in the various arts	MU M 07.8.a Students identify similarities and differences in the meanings of common terms used in the various arts	MU N 08.8.a Students compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art	MU M 09.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts	MU M 010.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts	MU M 11.8.a Students express how music elements, artistic processes, organizational principles, repetitions and contrast are used in various arts	MU N 12.8.a Students explain how elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
MU M 05.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	MU M 06.8.b Students explore ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	MU M 06.8.b Students explore 2 or more ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music	MU N 08.8.b Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music				MU N 12.8.b Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
							MU N 12.8.c Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music



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	MU M 09.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	MU M 10.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	MU M 11.8.b Students explore the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures	MU N 12.8.d Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
	MU M 09.8.c Students discover how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts	MU M 10.8.c Students discover how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts	MU M 11.8.c Students discover how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts	MU N 12.8.e Students explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts



PreK- 12 Content Standard: 9 Understanding music in relation to history and culture

Grade Level Indicators

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
MU M 05.9.a Students identify by genre or style aural examples of music from various historical periods and cultures			MU N 08.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures	MU M 09.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures	MU M 10.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures	MU M 11.9.a Students describe distinguishing characteristics of representative music genres and styles from a variety of cultures	MU N 12.9.a Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
MU M 05.9.b Students describe in simple terms how elements of music are used in music examples from various cultures of the world	MU M 06.9.a Students recognize by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU M 07.9.a Students recognize by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU N 08.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU M 09.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU M 10.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU M 11.9.b Students classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary	MU N 12.9.b Students identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
MU M 05.9.c Students identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use	MU M 06.9.b Students identify and describe and discuss roles of musicians in various music settings and cultures		MU N 08.9.b Students compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed				MU N 12.9.c Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements



			MUSI	C COURSES			
Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Grade 5 General Music Grade 5 Strings * Grade 5 Band * * Band and Strings continue to be under review for possible program change. All PreK- 5 standards and indicators are able to be met by general music classes.	General Music 6 Band 6 Chorus 6 Orchestra 6	General Music 7 Band 7 Chorus 7 Orchestra 7	Band 8 Chorus 8 Orchestra 8	Concert Band Marching Band Symphonic Band Wind Ensemble Voce Contemporary Ensemble Music Theory Music Connections Philharmonic Orchestra	Concert Band Marching Band Symphonic Band Wind Ensemble Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections Symphony Orchestra	Concert Band Marching Band Symphonic Band Wind Ensemble Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections Symphony Orchestra	Concert Band Marching Band Symphonic Band Wind Ensemble Voce Cantori Contemporary Ensemble Singers Music Theory AP Music Theory Music Connections Symphony Orchestra
			IB IB C IB Or	ered at MNHS only. Band horus chestra Piano			



APPENDIX

- PreK-12 Music Education Courses
- 9-12 Proposed Course Changes: Rationale
- 9-12 Course Descriptions for Redesigned Courses



Elementary Music Cour	ses		
Music Education		Pre K	
Music Education		Grade 1	
Music Education		Grade 2	
Music Education		Grade 3	
Music Education		Grade 4	
Music Education		Grade 5	
Orchestra 4		Grade 4	Curriculum Planning
Orchestra 5		Grade 5	Committee proposal returns
Band 5		Grade 5	to the Board of Education by January, 2012
Middle School Music Co	ourses		· · ·
General Music 6		Grade 6	
General Music 7		Grade 7	
Chorus 6		Grade 6	
Chorus 7		Grade 7	
Chorus 8		Grade 8	
Band 6		Grade 6	
Band 7		Grade 7	
Band 8		Grade 8	
Orchestra 6		Grade 6	
Orchestra 7		Grade 7	
Orchestra 8		Grade 8	
High School Current Course Names	Proposed Course Names		
Marching Band/Concert Band	Marching Band	Grades 9-12	5 credits (10 at WHS)
Marching Band/Concert	Concert Band	Grades 9-12	5 credits (10 at WHS)
Band			
Marching	Symphonic Band	Grades 9-12	5 credits (10 at WHS)
Band/Symphonic Band	Wind En 11	Cardina () 12	5 and 14 (10 - (10 10)
Marching Band/Wind	Wind Ensemble	Grades 9-12	5 credits (10 at WHS)
Ensemble	Dhilhomeoria	Cradas 0	$\frac{10}{10} \text{ and its } (20 \text{ at } WUS)$
Orchestra	Philharmonic Orchestra	Grades 9	10 credits (20 at WHS)
Orchestra	Symphony Orchestra	Grades 10-12	10 credits (20 at WHS)

PreK-12 Music Education Courses



Freshman Choir	Voce	Grades 9-12	10 credits (20 at WHS)
Junior Varsity	Cantori	Grades 10-12	10 credits (20 at WHS)
Choir/Forensics			
Varsity Choir/Forensics	Singers	Grades 10-12	10 credits (20 at WHS)
Chorus	Contemporary	Grades 9-12	10 credits (NHS/SHS)
	Ensemble		
Music Theory	Music Theory	Grades 9-12	5 credits
AP Music Theory	AP Music Theory	Grades 10-12	5 credits
Music Consumer	Music	Grades 9-12	5 credits
	Connections		
IB Band		Grades 11-12	10 credits (NHS)
IB Chorus		Grades 11-12	10 credits (NHS)
IB Orchestra		Grades 11-12	10 credits (NHS)
IP Piano		Grades 11-12	10 credits (NHS)



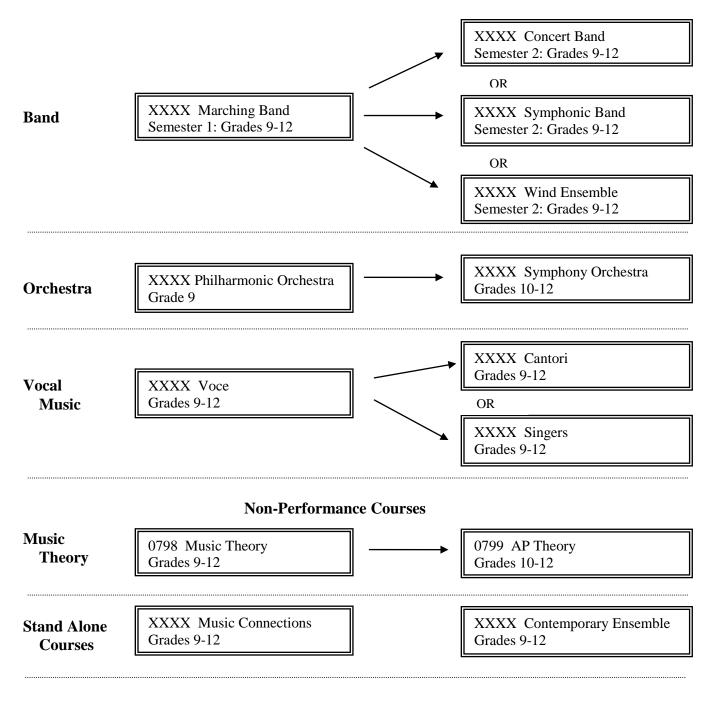
Current Courses	Proposed Changes	Rationale
Marching Band/Concert Band	Marching Band	Accurately reflects the course content
Marching Band/Concert Band	Concert Band	Accurately reflects the course content
Marching Band/Symphonic Band	Symphonic Band	Accurately reflects the course content
Marching Band/Wind Ensemble	Wind Ensemble	Accurately reflects the course content
Orchestra: Section 1	Philharmonic	Transitions students to high school level
	Orchestra	performance classes
		Curriculum to be adapted for this class
Orchestra: Section 2	Symphony Orchestra	An audition group which will provide more rigorous repertoire
		Provides increased performance opportunities
		• Curriculum to be adapted for this class
Freshman Choir	Voce	• Transitions students to high school level
		performance classes
		Focus on skill level and fundamentals
Junior Varsity	Cantori	• An audition group which will provide more
Choir/Forensics		rigorous focus
		Changes offering to students 9-12Focus on skill level and fundamentals regardless
		• Focus on skill level and fundamentals regardless of grade level of students
		 Changes negative connotation of junior varsity
Varsity Choir/Forensics	Singers	An audition group which will provide more
5	C	rigorous focus
		Changes offering to students 9-12
		• Focus on skill level and fundamentals regardless
		of grade level of students
Chorus	Contemporary	Changes focus to explore contemporary music
	Ensemble	genres
		Develop vocal music instrument knowledge
Music Constants	Music Commenting	Non-performance class
Music Consumer	Music Connections	 Students will learn about connections to music Students will have the encertwrite to enclore
		• Students will have the opportunity to explore careers in music, history and culture, styles and
		genres, connections with other disciplines, and
		evaluate and analyze music
		• Provides a non-performance class that is
		structured around National Music Standards 8
		and 9

9-12 Proposed Course Changes: Rationale



MUSIC

Performance Courses



All music courses satisfy the Fine and Performing Arts Graduation Requirement.



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9-12 Course Descriptions for Redesigned Courses

XXXX MARCHING BAND

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in band music literature. All students registered for Marching Band are required to participate in either Concert Band, Symphonic Band, or Wind Ensemble during second semester based on auditions.

<u>Prerequisite</u>: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX CONCERT BAND

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in progressing band music literature. All students registered for Concert Band are required to participate in Marching Band and Pep Band.

<u>Prerequisite</u>: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX SYMPHONIC BAND

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advancing band music literature. All students registered for Symphonic Band are required to participate in Marching Band and Pep Band.

<u>Prerequisite</u>: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX WIND ENSEMBLE

Description: This course is for all ninth, tenth, eleventh, and twelfth grade students who play a band instrument and have an interest in advanced music literature. All students registered for Wind Ensemble are required to participate in Marching Band and Pep Band.

<u>Prerequisite</u>: Successful completion of the previous year Band course or qualifying audition with the band director.

XXXX PHILHARMONIC ORCHESTRA

Description: Philharmonic orchestra is a ninth grade ensemble which emphasizes fundamental skills that prepare students for Symphony Orchestra. Students will have opportunities for large ensemble, chamber music and solo performances as part of a rigorous curriculum that develops artistry. Freshmen are encouraged to audition for special ensembles within the department. Instruction is differentiated to involve and challenge all students. Orchestra students will be asked to provide performance appropriate clothing and their instrument (some school instruments available for rental). This course will include concerts outside of the school day. **Prerequisite**: Successful completion of eighth grade orchestra or recommendation of instructor.



9 10 Credits (20 at WHS)

9-12 5 Credits (10 at WHS)

XXXX SYMPHONY ORCHESTRA

Description: This orchestra continues the momentum built in Philharmonic Orchestra with great classical, pop and jazz repertoire. A three year rotated cycle of study provides advanced skill development and keeps the orchestra fresh each year. Following Marching Band season, the string orchestra will be joined by wind, brass and percussion players selected from the bands to form the full Orchestra. Students will have opportunities for chamber music, conducting, solo performances, and participation in honor groups, contests, studio orchestra (jazz and pop) and chamber orchestra (by audition). Students will play for the director the previous year to determine proper placement in this group. This course will include concerts outside of the school day.

<u>**Prerequisite**</u>: Successful completion of Philharmonic Orchestra or recommendation of instructor.

XXXX VOCE

Description: This course is designed for any student who wants to sing. No experience necessary. Emphasis will be placed on developing basic vocal techniques and rehearsing skills, music literacy, and appropriate performance practice. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy and performing technique. This course will include concerts outside of the school day.

Prerequisite: None. Audition is NOT required for this class.

XXXX CANTORI

Description: This is a course for students wanting to experience singing and performing in a large choral ensemble. Musical repertoire will range from Pop and Broadway to choral master works including sacred and secular texts. Emphasis will focus on developing vocal skills, choral rehearsal techniques, music literacy and performing technique. This course will include concerts outside of the school day.

<u>Prerequisite</u>: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

XXXX SINGERS

Description: This is a select mixed chorus designed for students who want to experience singing in a large ensemble. Emphasis will focus on advanced vocal technique and choral rehearsal skills, music literacy, sacred and secular texts. This is a yearlong class and will include concerts outside of the school day.

<u>Prerequisite</u>: Successful audition required for membership in class. Ensemble placement is based upon score of audition rubric.

XXXX CONTEMPORARY ENSEMBLE

Description: Contemporary Music Ensemble is a course for students to explore music with more modern ensemble settings. The focus of this class will be to advance any skills the students already possess and focus on improvisation and composition. Students will improvise and compose music with the aid of electronic devices. Students will work in groups and alone to write, arrange and share their work.

<u>Prerequisite</u>: None. This is a non-performance course.

9-12 10 Credits (20 at WHS)

10-12 10 Credits (20 at WHS)

9-12 10 Credits (20 at WHS)

9-12 10 Credits (20 at WHS)



9-12 5 Credits

XXXX MUSIC CONNECTIONS

Description: In this course, students will learn about *Music Connections* by completing projects based on students' interest. Students will have the chance to explore careers in music, history and culture, styles and genres, connections with other disciplines, and evaluate and analyze music. Project based learning will occur varying from creating your own music video to discovering other musical opportunities.

<u>Prerequisite</u>: None. This is a non-performance course.

9-12 5 Credits (10 at WHS)

Paillard



AGENDA SUMMARY SHEET

AGENDA ITEM:	Check 4 Learning MOU
Meeting Date:	June 6, 2011
Department:	Department of Assessment, Research, and Evaluation
Title and Brief Description:	The purpose of Check 4 Learning (C4L) is to assess students on the state standards at point of instruction and to see how students are progressing in their mastery of the standards. Participation in C4L is voluntary. In order to participate in the state-provided C4L, MPS is required to submit 10-15 test items for each subject math, reading, and science and provide staff for state-directed training in September and November. Our recommendation is to participate in C4L and provide the required items for C4L from our bank of past ELO test questions.
Action Desired:	Approval Discussion Information Only
Options/Alternatives Considered:	N.A.
Strategic Plan Reference:	Strategy 4
Implications of Adoption/Rejection:	Adoption: Access to collective state bank of formative items to use prior to spring state testing. Additional student opportunities for original practice with the state testing softwareRejection: Practice prior to spring state testing is limited to State Practice Tests (one per subject per grade level).
Timeline:	Submission of MOU is due September 1, 2011.
Recommendations:	It is recommended that the Check 4 Learning Memorandum of Understanding with the Nebraska Department of Education be approved and that the Superintendent or representative be authorized and directed to execute any and all documents related to this project.
Responsible Persons:	Dr. Mark Feldhausen and Dr. Tami Williams

Memorandum of Understanding:

Nebraska State Accountability – Check for Learning System: NeSA-C4L

The Nebraska Department of Education is building a new interim assessment system and state item bank that will provide districts the opportunity to "Check for Learning" and to build interim assessments on selected state standards throughout the school year. This system – called **Check 4 Learning** (C4L) will allow districts to "check for learning" on student performance on Nebraska academic content standards throughout the 2011-12 school year and to adjust instruction prior to district administration of the summative NeSA tests in the spring.

The Check for Learning System (C4L) will be made accessible to all Nebraska school districts, using the CAL software system, the same software used for the state NeSA tests. Participation by districts is strictly voluntary. C4L will be made available only to districts that choose to participate and sign a Memorandum of Understanding, agreeing to specific conditions. The C4L Memorandum of Understanding will commit the district to specific contributions to the system.

As superintendent of Millard Public Schools _____ Dr. Keith Lutz

District Name

Superintendent Name

am committing our district to participate in the Nebraska Department of Education's Check 4 Learning (C4L) in 2011-2012. I understand that participation in this assessment system will not require any direct payment to the NDE, but our district will be committing the following resources:

- One certificated staff member in each subject area (reading, mathematics, and science) to participate in NDE training sessions in September and November 2011. Depending upon the total number of participants, additional staff members and /or other authorized district representatives may be allowed to attend the trainings. The staff members attending training in September do not have to be the same staff members attending the November training. The staff members selected to attend the training are to be identified in the informational sheet attached to this MOU. The September training is item review work and training is specific to the item submission process. The November training will require content area expertise.
- Submission to NDE of 10-15 items in each subject area (reading, mathematics, and science) due on or before November 1, 2011. The items may be from any of the grade

levels, 3-8, 11 in reading and mathematics and grades 5, 8, and 11 in science. The items will be submitted based upon the specified requirements in the September training provided by the NDE. Once copies of the items are submitted to the NDE, they shall remain the property of the NDE for future use.

Terms of the Agreement

To be effective, this MOU and accompanying contact sheet shall be signed, dated and submitted to the NDE Assessment Office no later than September 1, 2011 and will remain in effect until June 30, 2012. NDE will not reimburse travel, lodging, meals, substitutes or pay stipends. Districts will be responsible for paying their own staff costs. You may fax, scan or mail the forms to NDE. It is effective upon receipt by NDE (so long as received by September 1, 2011).

Statewide Assessment Office Nebraska Department of Education 301 Centennial Mall South Lincoln, NE 68501 <u>nde.stateassessment@nebraska.gov</u> Phone 402/471-2495 Fax: 402/471-4311

The school district agrees that NDE, and its officials, employees and agents will not be liable to the district or any of its officials in regard to the district's use of Check 4 Learning.

Either party may terminate the agreement without liability upon 5 days written notice to the other.

As Superintendent, I have read the above Memorandum of Understanding and agree to its terms on behalf of the school district below:

Name Millard Public Schools Date

School District



Check 4 Learning – Training Information Sheet

District Name_Millard Public S	Schools_Superintendent Name_	Dr. Keith Lutz
Address 5606 South 147th	Street _{City} Omaha	_{Zip} 68137
Phone 402-715-8200	_{Email} kelutz@mpsoma	ha.org
Name of District Assessment Conta	_{act:} Dr. Tami Williams	
Phone 402-715-8214	_{_Email} tjwilliams@mpso	maha.org

September Training: Item Submission

Sessions will run 9:00 am to 3:30 pm. Identify which training session your district representatives will attend:

____September 8 – Scottsbluff-ESU# 13 ____September 9 - Kearney Holiday Inn ____September 19 –Norfolk –Lifelong Learning Center ____September 21 – Lincoln Country Inn & Suites

The September training is about the process: requirements of the items, passages, format, and preparation of the items. Content expertise is welcomed not required.

Names of the three assigned staff members (one for each content area)

Names	Content	Email	Phone	
_{I.} Dr. Tami Williams	Assessment/Math	tjwilliams@	mpsomaha.org	402-715-8214
2. Chad Hayes	Assessment	cehayes@n	npsomaha.org	402-715-8214
_{3.} Dr. Pat Crum	Assessment/Science	pacrum@m	ipsomaha.org	402-715-8214

If additional space permits additional district representation, the following people should be considered as participants. Additional representation will be determined based on student population within the state.

4. please see attached

5._____



November Training: Item Review Process

The November training will be held at the Younces Conference Center in Kearney on the following dates:

November 29^{th -} Reading

November 30th - Mathematics

December 1st - Science

The November-December training is about the content; therefore, content expertise is needed.

If the names of the three assigned staff members are the same as those attending the September training, please check below:

Names of the training participants are the same three names as those who attended the September training.

If the staff training participants are different, please complete the following:

Names	Content	Email	Phone
l			
2			·
3.			

If additional space permits additional district representation, the following people should be considered as participants. Additional representation will be determined based on student population within the state.

4. please see attached

5.

For NDE use only:

Accepted by NDE

Date

September training

Names	Content	Email	Phone
Dr. Tami Williams	Math/Assessment	tjwilliams@mpsomaha.org	402-715-8214
Chad Hayes	Assessment	cehayes@mpsomaha.org	402-715-8214
Dr. Pat Crum	Science/Assessment	pacrum@mpsomaha.org	402-715-8214

If additional names are accepted for the September training in order of preference:

1.	Tammy Gebhart	Math	tjgebhar@mpsomaha.org	402-715-1420
2.	Janet Larson	Math	jllarson@mpsomaha.org	402-715-6356
3.	Jan Dahlgaard	Language Arts	jdahlgaa@mpsomaha.org	402-715-8480
4.	Jodi Sempek	Language Arts	jlsempek@mpsomaha.org	tbd
5.	Nancy Thornblad	Science	nthornbl@mpsomaha.org	402-715-1198
6.	Clara Hoover	Science	choover@mpsomaha.org	402-715-8245

November training

Names	Content	Email	Phone
Dr. Tami Williams	Math/Assessment	tjwilliams@mpsomaha.org	402-715-8214
Chad Hayes	Assessment	cehayes@mpsomaha.org	402-715-8214
Dr. Pat Crum	Science/Assessment	pacrum@mpsomaha.org	402-715-8214

If additional names are accepted for the November training in order of preference:

1. Tammy Gebhart	Math	tjgebhar@mpsomaha.org	402-715-1420
2. Janet Larson	Math	jllarson@mpsomaha.org	402-715-6356
3. Jan Dahlgaard	Language Arts	jdahlgaa@mpsomaha.org	402-715-8480
4. Jodi Sempek	Language Arts	jlsempek@mpsomaha.org	tbd
5. Nancy Thornblad	Science	nthornbl@mpsomaha.org	402-715-1198
6. Clara Hoover	Science	choover@mpsomaha.org	402-715-8245

AGENDA ITEM: Approve 2011-2012 High School Calendars

MEETING DATE: June 6, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: 2011-2012 High School Calendars

ACTION DESIRED: APPROVAL XX DISCUSSION INFORMATION ONLY

BACKGROUND:

The attached high school calendars were derived from the district calendar previously approved by the board (attached). High schools have reduced the number of flexible days to three. High schools are flexing time for freshman orientation and late start days to accommodate state required testing in January. If there is any deviation from these calendars, it will be according to rule 6020.2 approved on September 10, 2001, which allows the board and/or superintendent to dismiss school in emergency situations. The calendars are approved by the school improvement team at each school which includes staff and parents.

These calendars are published by each school and are also available on the school web site.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION: Approve the 2011-2012 high school calendars.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____

Aton Sito -

BOARD ACTION:

Millard North High School Comprehensive Calendar 2011-2012

28 29 30 31

	AUG	UST 2	2011	
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Aug. 1	First Day for New Teachers	De
Aug. 1	Fall Orientation	De
	10 th Grade 8-11 am	De
	11 th Grade 1-4 pm	De
Aug. 2	9 th Grade 8-11 am	
5	12 th Grade 1-4 pm	
Aug. 3	Make-Up Day Grades 9-12 4-6 pm	
Aug. 3	First Day for Veteran Teachers	
Aug. 8	New Student ELO Testing	
Aug. 10	FIRST DAY OF SCHOOL-GRADE 9 ONLY	
Aug. 11	FIRST DAY OF SCHOOL-ALL STUDENTS	
Aug. 12	First day for 0 and 8 th hour classes	
Aug. 18	MNHS Open House 6-8pm	
Sep. 5	Labor Day – NO SCHOOL	
Sep. 10	ACT at MNHS	
Sep. 24	Homecoming Dance 8-11pm	
Oct. 11	End of 1 st Quarter	
Oct. 11-12	Parent-Teacher Conferences 4-8:00 pm	
Oct. 12	NO SCHOOL – Teacher Workday	
Oct. 13	NO SCHOOL – Staff Development 8-4pm	
Oct. 14	NO SCHOOL – Teacher Compensation Day	
Oct. 15	PSAT at MNHS 8am – 12pm	
Oct. 22	ACT at MNHS	
Oct. 27	9 th Grade Terra Nova – 8:00-12:00 (PM classes)	
	10 th Grade – Report at 12:00	
	11 th Grade Science & Social Studies ELO – 8:00-12	2:00
	(PM classes)	
Oct. 28	12 th Grade- Senior Meeting 11:00-12:00 (PM class 9 th Grade Terra Nova 8-12:00 pm (12:00 dismissa	
001.20	10^{th} Grade PLAN – 8:00-12:00 pm (12:00 dismissant dismission of the state	
	11 th Grade – Job Shadow/College Visit All Day	ai)
	12 th Grade – Job Shadow/College Visit All Day	
Nov. 18	Mustang Mania	
Nov. 24-25	NO SCHOOL – Thanksgiving Break	
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)e	Dec. 10	ACT at MNHS
)e	Dec. 20	Final Exams periods 1,3, 5, 7, 0
)e	Dec. 21	Final Exams periods 2,4,6, 8
)e	Dec. 22 – Jan. 4	NO SCHOOL-WINTER BREAK
	Jan. 5	2 nd Semester Begins
	Jan. 9	Middle School Visits this Week-Registration
	Jan. 16	NO SCHOOL-MLK Day –Staff Development
	Jan. 23	IB Information/Application Night
	Jan. 24	8 th Grade Orientation 5-7pm (Auditorium)
	Jan. 24-25	9 th Grade- Report at 9:45
		10 th Grade- AWA Testing 8:00-9:30am
		11 th Grade- State Writing 8:00-9:30am
		12 th Grade- Report at 9:45
	Jan. 26	8 th Grade Orientation 5-7pm (Auditorium)
	Feb. 7	Mustang Time Advise. Conferences 4-8 pm
	Feb. 8	Mustang Time Advise. Conferences 4-8 pm
	Feb. 9	NO SCHOOL-Staff Development
	Feb. 9	Traditional Conferences 1:00-4:00 pm
	Feb. 10	NO SCHOOL-Teacher Compensation Day
	Feb. 11	ACT at MNHS
	Feb. 20	NO SCHOOL-President's/ Staff Dev. Day
	Feb. 21	8 th Grade Registration Night 5-7 pm (C)
	Feb. 23	8 th Grade Registration Night 5-7 pm (C)
	Feb. 28	IB MYP/DP 2/4-year Plan Night 6:00pm (MC/C)
	Mar. 1	IB MYP/DP 2/4-year Plan Night 6:00pm (MC/C)
)	Mar. 13-14	10 th Grade ELO Math - Pullout
	Mar. 15	End of 3 rd Quarter
	Mar. 16	NO SCHOOL-Teacher Workday
	Mar. 27-28	11 th Grade State Reading Assessment - Pullout
	Apr. 2-6	NO SCHOOL-Spring Break
	Apr. 10-11	11 th Grade State Science Assessment – Pullout
	Apr. 14	Prom @ Qwest 8-11pm
	Apr. 14	ACT at MNHS
	Apr. 17-18	11 th Grade State Math Assessment – Pullout

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May 10	Senior Honors Night 6-7 pm (Auditorium)
May 11	Class Recognition Ceremony
May 14-18	9 th Grade Reading ELO – In English Classes
May 25	Commencement Rehearsal @ Civic 10 am
	Last day for Seniors
May 26	Commencement @ Civic Auditorium 1 pm
May 28	NO SCHOOL-Memorial Day
TBD	Final Exams periods 1,3,5,7
TBD	Final Exams periods 0,2,4,6,8
May 30	LAST DAY OF SCHOOL (Full Day)
May 31	Teacher work day
Jun. 9	ACT at MNHS
	No School for Students
	Late Start or Early Dismissal

This calendar includes four days of school that may be used in case of inclement weather. If fewer (or more) days are used, the last day of school will be adjusted accordingly.

Students will only be allowed to take final exams in order to receive full credit on the designated dates.



2011-2012 Millard South Calendar

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REVISED 5-25-11

AUGUST 16 M T W Th F 11 22 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31	Aug. 1-2 Aug. 1-3 Aug. 2 and 3 Aug. 3-9 Aug. 10 Aug. 11 Aug. 15 Aug. 24	New Student Registration New Teacher Induction Student Fall Orientation All Certificated Staff – Workshops Ninth Graders Welcome Day, full day First day of school 9-12th graders/Student handbook orientation Make-up date for student fall orientation Open House 6:30PM Fall Pep Rally
SEPTEMBER20 M T W Th F 1256789121314151619202122232627282930	Sept. 5 Sept. 7 Sept. 8 Sept. 9 Sept. 10 Sept. 10 Sept. 13 Sept. 20 Sept. 27	Labor Day Progress grades due Extended PRIDE Time Last day to drop a class Homecoming Dance ACT Senior Information Night 6:30 PM Academic Letter Awards 7:00 PM Progress grades due
OCTOBER 7,11 M T W Th F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31	Oct. 5 Oct. 11 Oct. 12-14 Oct. 12 Oct. 12 Oct. 12 Oct. 13 Oct. 14 Oct. 20 Oct. 22 Oct. 27	 PAYBAC Interviews End of Quarter 1/Parent/Teacher Conf 4:00-7:45 (3:45-4:00 prep) No school for students Teacher Work Day/Parent/Teacher Conf 4:00-7:45 (3:45-4:00 prep) PSAT Staff Development 7:30-3:45 Teacher comp day for conferences Extended PRIDE Time ACT Terra Nova, Grade 9/11th Sci & Soc Stu ELO 8:00AM 12th Grade Senior Workshop 11:00AM 12:00 PM School Starts Grades 9-12 Terra Nova, Grade 9 8:00AM-12:00 PM PLAN Test 10th Gr 8:00AM- 11:30 AM Junior and Senior College/Career/Community Service Day
NOVEMBER 21 M T W Th F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 30	Nov. 1 Nov. 8 Nov. 24 and 25 Nov. 29 Nov. 30	College Prep/AP Night 7:00 PM Tuesday Progress grades due Thanksgiving Break Progress grades due Winter Pep Rally
DECEMBER 15 M T W Th F 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	Dec. 1 Dec. 10 Dec. 15-21 Dec. 22-Jan 4	Extended PRIDE Time ACT Finals Week Winter Break

REVISED 5-25-11

JANUARY 18	Jan. 5	Semester 2 begins. Teachers and students return. PRIDE Time first
M T W Th F	Jan. 16	MLK Day. No school for students
2 3 4 5 6		Staff Development
9 10 11 12 13	Jan. 19	Vocational Career Fair 7:45-10:30AM
16 17 18 19 20	Jan. 24	AWA-10th and State Writing Assessment-Gr 11/Classes start @ 9:45AM
23 24 25 26 27	Jan. 25	AWA-10th and State Writing Assessment-Gr 11-Classes Start @ 9:45AM
30 31	Jan. 26	Extended PRIDE Time for Registration
	Jan. 27	Extended PRIDE Time for Registration
	Jan. 31	Progress grades due
FEBRUARY 18	Feb. 2	Eighth Grade Orientation/Activities Fair 6:30-8:30 PM
M T W Th F	Feb. 3	Last Day to drop a class
1 2 3	Feb. 7 and 8	Advisement Conferences 4:00-7:45 (3:45-4:00 prep)
6 7 8 9 10	Feb. 9-10	No school for students
13 14 15 16 17	Feb. 9	AM Building Staff Dev 7:30-11:00 AM/Advisement Conf 1:00-3:00PM
20 21 22 23 24	Feb. 10	Teacher comp day for conferences
27 28 29	Feb. 20	President's Day. No School for Students or Teachers (Tentative)
	Feb. 21 and 23	Eighth Grade Registration 4-6 PM, CMS 2-21 and AMS 2-23
	Feb. 22	Progress grades due
MARCH 11,10	Mar. 7	PAYBAC Interviews
M T W Th F	Mar. 12-15	Math ELO 10th in class/ pullout
	Mar. 14	Spring Pep Rally
5 6 7 8 9	Mar. 15	End of Quarter 3
12 13 14 15 16	Mar. 16	No School for Students/ Teacher Work Day
19 20 21 22 23	Mar.27-30	State Reading 11th in class
26 27 28 29 30		
	A	Genter Darah
$\begin{array}{c c} \mathbf{APRIL} & 16 \\ \hline M & T & W & Th & F \\ \end{array}$	Apr. 2-6 Apr. 10-13	Spring Break State Math 11 in class/pullout
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Apr. 10-13 Apr. 14	Prom
9 10 11 12 13	Apr. 14	ACT
16 17 18 19 20	Apr. 17	Progress grades due
23 24 25 26 27	Apr. 17	Senior Meeting and Extended PRIDE Time
30	Apr. 24-27	State Science 11th in class
	-	
MAY 17	May 7-18	Advanced Placement Exams
M T W Th F	May 8	Progress grades due
1 2 3 4	May 14-17	ELO Reading 9th in class
7 8 9 10 11	May 17	Honors Night/ Senior Art Show 7:00 PM
14 15 16 17 18	May 26	Graduation 4:00 PM
21 22 23 24 25 28 29 30 31	May 28 May 30	Memorial Day Last day for students
28 29 50 51	May 50	Last day for students.
JUNE	June 9	АСТ
M T W Th F		
		This calendar includes four days of school that may be used in case of
4.5.6.7.8		inclement weather. If fewer than four days are used, the last day of school
11 12 13 14 15		will be adjusted accordingly.
18 19 20 21 22		
25 26 27 28 29		

MILLARD WEST HIGH SCHOOL CALENDAR 2011-2012

Tuesday, August 2	Back-To-School Process 11:00 – 6 p.m.
Wednesday, August 3	Back-To-School Process 8:00 – 2:00 p.m.
Monday, August 8 (Make-up Session)	Back-To-School Process 1:30 – 3:30 p.m.
<u>First Term: August 10 – October 12</u>	
Wednesday, August 10	First day of School for 9 th Grade Students <u>only</u>
	First day of School for 9 th Grade Students <u>only</u> All Grades Report for School – Regular Schedule
	All Grades Report for School – Regular Schedule

Thursday, September 1..... Parent Teacher Conferences 4:30 – 8:00 p.m.

Thursday, September 29	Prearranged Conferences for Struggling Students
	(By appointment only) 4:30 – 8:00 p.m.

Saturday, October 1...... Homecoming Dance 8:00 – 11:00 p.m.

Tuesday, October 11	End of 1 st Term
October 12 – October 14	No School for Students
Wednesday, October 12	Teacher Workday
Thursday, October 13	Staff Development

Friday, October 14 Compensation Day

Monday, September 5 No School – Labor Day

Second Term: October 17 – December 21

Monday, October 17	Second Term begins
Thursday, October 27	9 th Grade and 11 th Grade Testing from 8:00 a.m 12:00 noon Classes for all grades begin at 12:15 p.m.
Friday, October 28	9 th and 10 th Grade Testing from 8:00 a.m. – 12 noon Junior & Senior – College/Career Day <u>No</u> afternoon classes
Thursday & Friday, November 24 & 25	No School – Thanksgiving Break
Wednesday, December 21	Winter Break begins at <u>3:15 p.m. Dismissal</u> End of 2 nd Term

MILLARD WEST HIGH SCHOOL CALENDAR 2011-2012

<u>Third Term: January 5 – March 15</u>

Thursday, January 5	School Resumes – Third Term begins
Thursday, January 12	
Monday, January 16	
Tuesday, January 24	
Wednesday, January 25	
Thursday, January 26	
Tuesday, January 31	
Tuesday, February 7	
Wednesday, February 8	Advisement Conferences 4:30 – 8:00 p.m.
Thursday, February 9	
Friday, February 10	
Thursday, February 16	Incoming 9 th Grade Advisement Conference/Activity Fair 7:00 p.m.
Monday, February 20	
Thursday, March 15	End of Third Term
Friday, March 16	
Fourth Term: March 19 – June 1	
Monday, March 19	
March 20 – 23	
March 26 – 30	
April 2 – 6	No School – Spring Break
April 10 – 19	
Saturday, April 21	Prom 8:00 – 11:00 p.m.
Tuesday, May 8	Honors Night for Seniors at 7:00 p.m.
Friday, May 25	
Saturday, May 26	
Monday, May 28	No School – Memorial Day
Wednesday, May 30	Last Day of School for Students – Dismissal at 3:15 p.m.
Thursday, May 31	Teachers Last Day

**This calendar <u>includes</u> four days of school that may be used in case of inclement weather. If fewer (or more) days are used, the last day of school will be adjusted accordingly.

Proud to be	>	2011-12 School Calendar	
PUBLIC SCHOOLS www.mpsomaha.org	5	*Middle and high school calendars vary and are available at <	www.mpsomaha.org>
$\begin{array}{ccc} \mathbf{AUGUST} & 16 \\ \hline M & T & W & Th & F \end{array}$	Aug. 10	First Day for Students	FEBRUARY 18 <i>M T W Th F</i>
$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	Sep. 5	No School - Labor Day	$ \begin{array}{cccccccccccccccccccccccccccccccccccc$
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Oct. 11	End of First Quarter	13 14 15 16 17 20 21 22 23 24
29 30 31	Oct. 12-14	No School - Conferences/Work Day/Professional Development	27 28 29
SEPTEMBER 21 <i>M T W Th F</i>	Nov. 24-25	No School - Thanksgiving Break	$\begin{array}{ccc} \mathbf{MARCH} & 11,10 \\ \hline M & T & W & Th & F \end{array}$
1 2 5 6 7 8 9	Dec. 21	First Semester Ends	1 2 5 6 7 8 9
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Jan. 5	Second Semester Begins	12 13 14 15 16 19 20 21 22 23
26 27 28 29 30	Jan. 16	No School - Martin Luther King, Jr. Day	26 27 28 29 30
$\begin{array}{c} \textbf{OCTOBER} & 7,11 \\ M & T & W & Th & F \end{array}$	Feb. 9-10	No School - Conferences/Professional Development	$\begin{array}{c} \mathbf{APRIL} & 16 \\ M & T & W & Th & F \end{array}$
3 4 5 6 7 10 11 12 13 14	Feb. 20	No School - Presidents' Day - District Professional Development	23456 9 10 11 12 13
$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Mar. 15	End of Third Quarter	16 17 18 19 20 23 24 25 26 27
31	Mar. 16	No School - Teacher Work Day	30
NOVEMBER 20	Apr. 2-6	Spring Break	MAY 17
$ \begin{array}{ccccc} M & T & W & Th & F \\ 1 & 2 & 3 & 4 \end{array} $	May 4	Half-Day for Middle Schools (5th Grade Orientation)	M T W Th F 1 2 3 4
7 8 9 10 11 14 15 16 17 18	May 26	High school graduation	7 8 9 10 11
7 8 9 10 11	-	High school graduation Memorial Day	7 8 9 10 11 14 15 16 17 18
7 8 9 10 11 14 15 16 17 18 21 22 23 24 25	May 26	Memorial Day Last Day of School	7 8 9 10 11 14 15 16 17 18 21 22 23 24 25
7 8 9 10 11 14 15 16 17 18 21 22 23 24 25	May 26 May 28	Memorial Day	7 8 9 10 11 14 15 16 17 18 21 22 23 24 25
7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	May 26 May 28	Memorial Day Last Day of School	7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31

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Quarter Dates/Student Days Oct. 11 44 days Dec. 21 46 days 90 Mar. 15 47 days May 30 43 days 90 Total 180 days

will be adjusted accordingly.

No School for Students

Make-up snow days

Board Approved: December 21, 2009

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AGENDA ITEM:	Administrator Recommended for Hire
MEETING DATE:	June 6, 2011
DEPARTMENT:	Human Resources
TITLE & DESCRIPTION:	Elementary Principal – Montclair Elementary School
ACTION DESIRED:	Approval
BACKGROUND:	The position was advertised on Millard's job posting website. Two internal and two external applications were received. The applications were reviewed by Dr. Jim Sutfin and Dr. Keith Lutz. Alicia Feist was chosen to be interviewed by the School Improvement Team at Montclair Elementary.
RECOMMENDATION:	The superintendent's recommendation is approval of Alicia Feist for Elementary Principal at Montclair Elementary School. Ms. Feist is currently an Assistant Principal at Montclair (2008-present). Previously she was a CADRE Associate for Induction Programs - MPS (2008-2010), Montessori Teacher for MPS (2001-2008); and an 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:	Jim Sutfin, Ed.D.

SUPERINTENDENT APPROVAL: ______ How we share a second seco

AGENDA SUMMARY SHEET

Meeting Date:	June 6, 2011
Department	Human Resources
Action Desired:	Approval
Background:	Personnel item: (1) Hires; (2) Resignations; (3) Amendments
Options/Alternatives Considered:	N/A
Recommendations:	Approval
Strategic Plan Reference:	N/A
Implications of Adoption/Rejection:	N/A
Timeline:	N/A
Responsible Persons:	Jim Sutfin, Ed.D.

Superintendent's Signature: ______ How W. Sats _____

AMENDMENT TO CONTINUING CONTRACTS

Recommend: Amendment to the following contracts:

- 1. LaDonna K. McCabe World Language teacher at Millard North High School Amend contract from 100% (1.0) FTE to 50% (.5) FTE) for the 2011-2012 school year.
- 2. Traci L. Gemberling Resource teacher at Reagan Elementary School. Amend contract from 50% (.5) FTE to 100% (1.0) FTE and assignment change to Grade 3 at Reagan Elementary for the 2011-2012 school year.

June 6, 2011

RESIGNATIONS

Recommend: The following resignation be accepted:

- 1. Sarah Gigstad Grade 4 Teacher at Bryan Elementary School. Relocating at the end of the 2010-2011 school year.
- 2. Matthew Rega Principal at Montclair Elementary School. Resigning at the end of the 2010-2011 school year for personal reasons.
- 3. Christopher L. Johnson Physical Education Teacher at Beadle Middle School. Resigning at the end of the 2010-2011 school year for personal reasons.

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2011/2012 school year:

- 1. Jennifer A. Bath BA+36 University of Nebraska, Lincoln. Spanish Teacher at Millard South High School for the 2011-2012 school year.
- Angela J. Bosak BA+21 University of Nebraska, Omaha. Social Studies Teacher at Horizon High School for the 2011-2012 school year. Previous Experience: Omaha Public Schools (2010current)
- 3. Ashley M. Buman BA University of Nebraska, Lincoln. Grade 1 teacher at Cody Elementary School for the 2011-2012 school year.
- 4. Melissa A. Colling BA Peru State. Special Education Preschool Teacher at Hitchcock Elementary School for the 2011-2012 school year.
- 5. Nicole J. Fuehrer MA College of St. Mary. Grade 7 Reading Teacher at Beadle Middle School for the 2011-2012 school year.
- 6. Dennis M. Gehringer BA+33 University of Nebraska, Omaha. Science Teacher at Millard West for the 2011-2012 school year. Previous Experience: Millard Public Schools (1979-1998)
- 7. Andrea L. Geveshausen BA University of Nebraska, Omaha. Grade 6 Science Teacher at Beadle Middle School for the 2011-2012 school year.
- Bradley R. Gibson MA University of Nebraska, Omaha. Speech Pathologist at Ackerman Elementary for the 2011-2012 school year. Previous Experience: Omaha Public Schools (2002current)
- Carrie A. Hamill BA+36 University of Nebraska, Omaha. Elementary Counselor at Morton (.5) and Black Elk (.5) for the 2011-2012 school year. Previous Experience: Omaha Public Schools (2007-current)
- Suzanne E. Hanish BA Wayne State. Family Consumer Science (.75) Teacher at Kiewit Middle School for the 2011-2012 school year. Previous Experience: Omaha Public Schools (2007current)
- 11. Thomas C. Lesiak BA Hastings College. Vocal Music Teacher at Abbott Elementary school for the 2011-2012 school year.
- 12. Amanda M. Moerles BA University of Nebraska, Omaha. Grade 5 Teacher at Upchurch Elementary School for the 2011-2012 school year.
- Ann M. Petry MA+6 University of Nebraska, Omaha. Speech Pathologist at Ezra Elementary School for the 2011-2012 school year. Previous Experience: Contracted SLP-OPS and various other schools. (2007-2011)
- Korryn J. Phillips MA University of Nebraska, Omaha. Kindergarten Teacher at Harvey Oaks Elementary School for the 2011-2012 school year. Previous Experience: Papillion-LaVista Public Schools (2004-current)

- 15. Lindsey M. Revers BA University of Nebraska, Omaha. Grade 4 Teacher at Hitchcock Elementary School for the 2011-2012 school year.
- 16. Andrew R. Schulze MA Creighton University. Grade 5 teacher at Norris Elementary School for the 2011-2012 school year.
- 17. Benjamin T. Thorn BA Peru State University. Resource Teacher at Millard South High School for the 2011-2012 school year.
- Heather A. Timm MA University of Nebraska, Omaha. Grade 3 Teacher at Rockwell Elementary School for the 2011-2012 school year. Previous Experience: CADRE Teacher – Millard Public Schools (2010-current)
- 19. Roxie L. Znamenacek School Nurse at Horizon High School and elementary schools. Previous Experiencez: Children's Physician's Clinic (2003-current), Columbus Family Planning (2000-2003)

AGENDA SUMMARY SHEET

AGENDA ITEM:	Enrollment Report
MEETING DATE:	June 6, 2011
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Enrollment Report – The monthly report on district-wide student enrollment.
ACTION DESIRED:	Approval Discussion Information Only
BACKGROUND:	n/a
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
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:	_ Atton. Lato

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May 20, 2011 Millard Public Schools Total Enrollment

										6-E4				
										SpEd Cluster	Current	Current	YTD	Sept. 2010
Elementary		к	1	2	3	4	5			Prgm	Total	Change	Change	Enrollment
Abbott	(3 unit)	65	76	82	68	70	72			g	433	0	1	432
Ackerman	(4 unit)	68	79	88	91	88	83				497	-2	-5	502
Aldrich	(3 unit)	63	91	59	65	96	71				445	0	0	445
Black Elk	(4 unit)	71	85	87	96	103	88				530	0	4	526
Bryan	(3 unit)	64	63	67	60	60	67				381	0	-2	383
Cather	(3 unit)	81	72	74	83	75	71				456	6	-2	458
Cody	(2 unit)	29	33	31	31	40	24			22	210	1	-1	211
Cottonwood	(3 unit)	63	59	53	52	57	60				344	0	0	344
Disney	(3 unit)	40	43	37	41	39	31			15	246	-3	-14	260
Ezra Millard	(3 unit)	61	61	58	68	60	72			13	393	0	5	388
Harvey Oaks	(2 unit)	40	52	47	43	47	56				285	2	2	283
Hitchcock	(2 unit)	29	34	27	29	31	28			16	194	0	1	193
Holling Heights	(3 unit)	67	59	60	60	59	68			11	384	0	6	378
Montclair	(4 unit)	87	95	85 52	88	86 64	87			10	528	1 2	5 4	523
Morton Neihardt	(3 unit)	59 79	51 101	52 82	54 96	04 104	70 97			16	366 559	2	-3	362 562
Norris	(4 unit) (3 unit)	79 59	73	60	90 52	59	97 65				368	0	-3	366
Reagan	(3 unit) (4 unit)	122	106	120	108	94	78				628	1	-10	638
Reeder	(3 unit)	98	85	68	97	84	80			18	530	-1	-1	531
Rockwell	(3 unit)	57	53	56	49	54	50			19	338	1	1	337
Rohwer	(3 unit)	65	76	66	81	78	82			15	463	0	1	462
Sandoz	(3 unit)	53	53	52	60	39	49			10	306	0	0	306
Upchurch	(3 unit)	105	112	84	71	60	43				475	0	1	474
Wheeler	(4 unit)	78	92	106	101	109	111			20	617	-1	1	616
Willowdale	(3 unit)	63	61	64	70	67	93				418	1	12	406
Totals	(****)	1666	1765	1665	1714	1723	1696			165	10394	8	8	10386
										SpEd				Sep-10
Middle	6	7	8							Prgm*	Total	Change	Change	Enrollment
Andersen MS	229	255	265							0	749	-1	1	748
Beadle MS	337	271	306							27	914	-2	-5	919
Central MS	247	249	249							23	745	1	-5	750
Kiewit MS	289	285	310							0	884	0	6	878
North MS	241	316	253							17	810	0	-3	813
Russell MS	282	290	280							0	852	-1	3	849
MS Alternative	7	13	12								32	1	11	21
Totals	1632	1679	1675							67	4986	-2	8	4978
High				9	10	11	12							
North HS				614	615	581	536			20	2346	-2	-49	2395
South HS				493	494	460	449			29	1896	-8	-74	1970
West HS Horizon HS				595 0	550 1	511 53	447			32	2103 109	-27	-73 -13	2176
Totals							55			0.4	109	-2		122
				1702			1/187				6454	-30		6663
	cluded in M	IS/HS Gra		1702	1660	1605	1487	(81	6454 50	-39	-209	6663
*Sped Program In				el totals	1660	1605			Contracted SPED	81	50	2	-209 10	40
HS Totals reflect e	arly grads \	TD: MWH		el totals //HHS 31; /	1660	1605		`	Young Adult Program	81	50 46	2 0	-209 10 -6	40 52
HS Totals reflect e Preschool	arly grads \ SPED	TD: MWH		el totals IHHS 31; I Total	1660	1605		Č	Young Adult Program Ombudsman (Primary)	81	50 46 38	2 0 16	-209 10 -6 9	40 52 29
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HS Totals reflect e Preschool Bryan Cody Cody Early Start Disney Hitchcock Holling Heights Montclair Montessori Rockwell Sandoz Sandoz CLL Wheeler Homebased Infants TOTAL Career Academies Culinary Education Entrepreneurship	Arrly grads SPED SPED 5 600 3 16 29 11 26 00 22 11 11 121 14 333 121 669 7 8 33	Not SPED 30 31 10 14 7 27 7 80 35 17 6 32 9 SHS 3 4 6	WHS 5 20 7	el totals IHHS 31; I Total 35 91 13 30 36 288 333 80 37 188 177 356 422 121 HHS HHS	1660 MNHS 26; TOTAL 15 32 16	1605		22,50 22,00 21,50 20,00 19,50	Young Adult Program Ombudsman (Primary) Total District K-12 Total District PreK-12 5/20/2011 Elementary Widdle School High School Contracted Young Adult Ombudsman (Primary) TOTAL E22,025 22,171 22,148 0 0 0 0 0 0 0 0 0	10394 4986 6454 50 46 38 21968	50 46 38 21968 22637	2 0 16 -15 -13 Elementary Middle Sch High Sch Contracted Young Adul Ombudsma TOTAL	-209 10 -6 9 -180 -118 9/23/2010 t n (Primary) 0-11	40 52 29 22148 22755 10386 4978 6663 40 52 29 22148
HS Totals reflect e Preschool Bryan Cody Cody Early Start Disney Hitchcock Holling Heights Montclair Montclair Montessori Neihardt Norris ELL Norris ELL Norris Montessori Rockwell Sandoz Sandoz ELL Wheeler Homebased Infants TOTAL Career Academies Culinary Education Entrepreneurship Finance	Arrly grads SPED SPED 5 600 3 16 29 11 26 00 2 11 11 121 12 4 33 121 669 NHS 7 8 3 33 3	Not SPED 30 31 10 14 7 80 35 17 16 34 5 32 9 SHS 3 4 6 3	WHS 5 20 0 0	el totals IHHS 31; I Total 35 91 13 30 36 28 33 80 37 18 17 35 17 36 422 121 HHS HHS	1660 MNHS 26; TOTAL 15 32 16 6	1605		22,50 22,00 21,50 20,00	Young Adult Program Ombudsman (Primary) Total District K-12 Total District PreK-12 5/20/2011 Elementary Viiddle School High School Contracted Young Adult Ombudsman (Primary) TOTAL Elementary Young Adult Ombudsman (Primary) TOTAL	10394 4986 6454 50 46 38 21968	50 46 38 21968 22637	2 0 16 -15 -13 Elementary Middle Sch High Sch Contracted Young Adul Ombudsma TOTAL t 201	-209 10 -6 9 -180 -118 9/23/2010 t n (Primary) 0-11 2,029 21,995 3	40 52 29 22148 22755 10386 4978 6663 40 52 29 22148 21,983 21,968
HS Totals reflect e Preschool Bryan Cody Cody Early Start Disney Hitchcock Holling Heights Montclair Sandoz Sandoz Sandoz ELL Wheeler Homebased Infants TOTAL Career Academies Culinary Education Entrepreneurship	Arrly grads SPED SPED 5 600 3 16 29 11 26 00 22 11 11 121 14 333 121 669 7 8 33	Not SPED 30 31 10 14 7 27 7 80 35 17 6 32 9 SHS 3 4 6	WHS 5 20 7	el totals IHHS 31; I Total 35 91 13 30 36 28 33 80 37 18 17 35 17 36 422 121 HHS HHS	1660 MNHS 26; TOTAL 15 32 16	1605		22,50 22,00 21,50 20,00 19,50	Young Adult Program Ombudsman (Primary) Total District K-12 Total District PreK-12 5/20/2011 Elementary Widdle School High School Contracted Young Adult Ombudsman (Primary) TOTAL E22,025 22,171 22,148 0 0 0 0 0 0 0 0 0	10394 4986 6454 50 46 38 21968	50 46 38 21968 22637	2 0 16 -15 -13 Elementary Middle Sch High Sch Contracted Young Adul Ombudsma TOTAL t 201	-209 10 -6 9 -180 -118 9/23/2010 t n (Primary) 0-11 2,029 21,995 3	40 52 29 22148 22755 10386 4978 6663 40 52 29 22148 21,983 21,968
HS Totals reflect e Preschool Bryan Cody Cody Early Start Disney Hitchcock Holling Heights Montclair Montessori Neihardt Norris ELL Norris ELL Norris Montessori Rockwell Sandoz Sandoz ELL Wheeler Homebased Infants TOTAL Career Academies Culinary Education Entrepreneurship Finance Health Services	Arily grads N SPED 5 600 3 1 16 299 1 1 26 0 0 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Not SPED 30 31 10 14 7 80 35 17 16 34 5 32 9 SHS 3 4 6 3	WHS 5 200 7 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	el totals IHHS 31; I Total 335 911 133 300 366 288 333 800 377 188 177 365 177 366 422 1211 HHS HHS 100 100 100 100 100 100 100 10	1660 WNHS 26; TOTAL 15 32 16 6 41	1605		22,50 22,00 21,50 20,00 19,50	Young Adult Program Ombudsman (Primary) Total District K-12 Total District PreK-12 5/20/2011 Elementary Viiddle School High School Contracted Young Adult Ombudsman (Primary) TOTAL Elementary Young Adult Ombudsman (Primary) TOTAL	10394 4986 6454 50 46 38 21968	50 46 38 21968 22637	2 0 16 -15 -13 Elementary Middle Sch High Sch Contracted Young Adul Ombudsma TOTAL t 201	-209 10 -6 9 -180 -118 9/23/2010 t n (Primary) 0-11 2,029 21,995 3	40 52 29 22148 22755 10386 4978 6663 40 52 29 22148 21,983 21,968

Elementary			~	Classroom	Enrollmer	nt									181	Class
Liementary												Current	Current	YTD	Sept. 2010	Size W/out
Abbott	K 23	1 19	2 20	3 23	4 24	5 24						Total	Change	Change	Enrollment	SPED
	23 21 21	19 19 19 19	21 21	23 22 23	24 22 24	24 24 24										
Total Students	65	76	20 82	68	70	72						433	0	1	432	433
Total Teachers	3	4	4	3	3	3						20				20
Classroom Avg	21.67	19.0	20.5	22.7	23.3	24.0						22 Current	Current	YTD	Sept. 2010	22
	К	1	2	3	4	5						Total	Change	Change	Enrollment	_
Ackerman	18 17	20 20	19 16	25 23	24 22	20 22										
	17	20 19	18	23	19	19										
	18	20	17	19	23	22										
Total Students	68	79	18 88	91	88	83						497	-2	-5	502	497
Total Teachers	4	4	5	4	4	4						25				25
Classroom Avg	17.0	19.8	17.6	22.8	22.0	20.8						20				20
												Current	Current	YTD	Sept. 2010	
	K	1	2	3	4	5						Total	Change	Change	Enrollment	-
Aldrich	22 21	23 23	20 20	22 22	24 24	23 24										
	20	23	19	21	25	24										
Total Students	63	22	E0	65	23 96	71						445	0	0	445	445
Total Teachers	3	91 4	59 3	65 3	96	3						445 20	0	0	445	5 445 20
Classroom Avg	21.0	23.0	19.7	21.7	24.0	23.7						22				22
												Current	Current	YTD	Sept. 2010	
	К	1	2	3	4	5						Total	Change	Change	Enrollment	_
Black Elk	18	22	22	26	26	23										
	17 19	21 22	21 22	26 22	25 26	22 21										
	17	20	22	22	26	22										
Total Studente	74	05	07	06	102	00						520	0	4	FOR	520
Total Students Total Teachers	71 4	85 4	87 4	96 4	103 4	88 4						530 24	0	4	526	5 530 24
Classroom Avg	17.8	21.3	21.8	24.0	25.8	22.0						22				22
												Current	Current	YTD	Sept. 2010	
	к	1	2	3	4	5						Current Total	Change	Change	Sept. 2010 Enrollment	
Bryan	21	16	23	20	20	23							5	J.		
	22 21	16 16	22 22	20 20	20 20	23 21										
	21	15	22	20	20	21										
Total Students	64	63	67	60	60	67						381	0	-2	383	
Total Teachers Classroom Avg	3 21.3	4 15.8	3 22.3	3 20.0	3 20.0	3 22.3						19 20				19 20
<u> </u>												Current	Current	YTD	Sept. 2010	
Cather	<u>К</u> 19	1 12	2 15	3 16	4 15	5 27	<u>C-K C-1</u> 24 23	C-2 24	C-3 24	C-4 22	C-5 23	Total	Change	Change	Enrollment	٦
Carlo	14	16	13	19	15	21	24 21		24	23	21					
Tatal Otvalanta	20	00	00	25	20	07	40 44	40	40	45	4.4	450	<u> </u>	0	450	450
Total Students Total Teachers	33 2	28 2	28 2	35 2	30 2	27 1	48 44 2 2		48 2	45 2	44 2	456 23	6	-2	458	456 23
Classroom Avg	16.5	14.0	14.0	16.0	15.0	27.0	24.0 22.0		24.0		22.0	20				20
											SpEd	Current	Current	YTD	Sept. 2010	
	К	1	2	3	4	5				C	Cluster	Total	Change	Change	Enrollment	
Cody	14	16	14	17	20	24					6					
	15	17	17	14	20						8 8					
Total Students	29	33	31	31	40	24					22	210	1	-1	211	188
Total Teachers	2 14.5	2 16.5	2 15 5	2 15.5	2 20.0	1 24.0					3 7.3	14 15				11 17
Classroom Avg	14.5	10.5	15.5	15.5	20.0	24.0					1.3	15				17
												Current	Current	YTD	Sept. 2010	
Cottonwood	K 22	1 21	2 17	3 17	4 19	5 20						Total	Change	Change	Enrollment	٦
Contonwood	21	19	18	18	19	19										
	20	19	18	17	19	21										
Total Students	63	59	53	52	57	60						344	0	0	344	344
Total Teachers	3	3	3	3	3	3						18				18
Classroom Avg	21.0	19.7	17.7	17.3	19.0	20.0						19				19
											SpEd	Current	Current	YTD	Sept. 2010	
	К	1	2	3	4	5				C	Cluster	Total	Change	Change	Enrollment	7
B i	19 21	14 14	21 16	19 22	18 21	16 15					8 7					
Disney	21	14	10	~~~	21	10					'					
Disney		10														1
Disney		10														
Disney Total Students	40	43	37	41	39	31					15	246	-3	-14	260	231
-	40 2 20.00		2	41 2 20.50	39 2 19.50	2					15 2 8	246 15 16	-3	-14	260	231 13 18

															<u> 182 </u>	
14					-						SpEd	Current	Current	YTD	Sept. 2010	Class Size W/out
K 20 21 20	1 21 20 20	2 19 20 19	3 23 23 22	4 21 18 21	5 24 24 24 24					(Cluster 7 6	Total	Change	Change	Enrollment	SPED
61 3 20 3	61 3 20.3	58 3 19.3	68 3 22 7	60 3 20.0	72 3 24 0						13 2 7	393 20 20	0	5	388	380 18 21
к	1	2	3	4	5							Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	, <u>-</u> .
20	17	24 23	21	23 24	20											
40 2 20.0	52 3 17.3	47 2 23.5	43 2 21.5	47 2 23.5	56 3 18.7							285 14 20	2	2	283	285 14 20
K	1	2	3	4	5					C		Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	-
16 13	17 17	13 14	15 14	15 16	28						8 8					
29 2 14.5	34 2 17.0	27 2 13.5	29 2 14.5	31 2 15.5	28 1 28.0						16 2 8.0	194 13 15	0	1	193	178 11 16
К	1	2	3	4	5					(Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	-
21	18	19	21	20	22						6 5					
67 3 22.3	59 3 19.7	60 3 20.0	60 3 20.0	59 3 19.7	68 3 22.7						11 2 5.5	384 20 19	0	6	378	373 18 21
к	1	2	3	4	5							Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
22 21	24 23	21 21	20 20	21 21	26 26	14 15 15	23 23 24 23 24 23 24	18 20 22 19								
43 2 21.5	47 2 23.5	42 2 21.0	40 2 20.0	42 2 21.0	52 2 26.0	44 3 14.7	139 6 23.2	79 4 19.8				528 25 21	1	5	523	528 25 21
к	1	2	3	4	5					(SpEd Cluster	Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
22 17 20	21 17 13	20	17	23 21 20	24 24 22						7 9		Ť	¥		
59 3 19.7	51 3 17.0	52 3 17.3	54 3 18.0	64 3 21.3	70 3 23.3						16 2.0 8.0	366 20 18	2	4	362	350 18 19
к	1	2	3	4	5							Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	_
19 20 20 20	21 19 21	21 21 20 20	25 23 24 24	21 21 21	24 24 25 24											
79 4 19.8	20 101 5 20.2	82 4 20.5	96 4 24.0	21 104 5 20.8	97 4 24.3							559 26 22	0	-3	562	559 26 22
K 19	1 25	2	3	4	5							Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	٦
19	24	20	19	20	23	10	19 20	17								
38 2 19.0	49 2 24.5	41 2 20.5	36 2 18.0	39 2 19.5	47 2 23.5	21 2 10.5	59 3 19.7	38 2 19.0				368 19 19 Current	0 Current	2 YTD	366	368 19 19
К 20 20 21 21 21 20	1 22 21 21 21 21	2 22 16 23 20 21	3 22 21 21 22 22	4 18 18 20 20 18	5 20 20 19 19							Total	Change	Change	Enrollment]
20 20 122 6	106 5 21.2	21 18 120 6 20.0	108 5 21.6	94 5 19.0	78 4 19.5							628 31 20	1	-10	638	628 31 20
	21 20 61 3 20.3 K 20 20 20 40 2 20.0 K 16 13 29 2 14.5 K 23 21 5 7 3 22.3 K 23 2.3 K 23 2.3 K 23 2.3 K 23 2.3 K 23 2.3 K 23 2.3 K 23 2.3 C 7 3 22.3 K 21 5 9 3 2.15 K 22 21 5 7 7 20 2 14.5 K 22 21 5 7 7 20 2 14.5 K 22 21 5 7 7 2 2 14.5 K 22 21 5 7 7 2 2 14.5 K 22 21 7 2 2 14.5 K 22 21 7 2 2 14.5 K 22 21 7 2 2 14.5 K 22 21 4 5 7 2 21 4 5 7 7 3 22.3 7 2 21 4 5 7 7 2 2 14.5 K 22 21 2 14.5 K 22 21 2 14.5 K 22 21 3 22.3 K 22 21 2 14.5 K 22 21 5 7 7 2 2 14.5 K 20 2 2 14.5 K 20 2 2 14.5 K 20 2 2 14.5 K 20 2 2 14.5 K 20 2 2 14.5 K 20 2 2 14.5 K 20 2 2 1 2 1 2 1 2 1 2 2 1 2 1 2 1 2 1	$\begin{array}{c ccccc} 20 & 21 \\ 21 & 20 \\ 20 & 20 \\ \hline \\ 20 & 20 \\ \hline \\ 20 & 20 \\ \hline \\ \hline \\ 20 & 20 \\ \hline \\ $	20 21 19 21 20 20 20 20 19 61 61 58 3 3 203 203 19.3 K 1 2 20 17 24 20 17 23 20 17 23 20.0 17.3 23.5 K 1 2 20.0 17.3 23.5 K 1 2 20.0 17.3 23.5 K 1 2 21 18 19 23 20 20 67 59 60 3 3 3 22.3 19.7 20.0 K 1 2 21 23 21 23 20 20 3 3 3 22.1 23.5 21.0	20 21 19 23 20 20 19 22 61 61 58 68 3 3 3 3 20 20 17 24 21 20 17 24 21 20 17 24 21 20 17 23 22 40 52 47 43 2 3 2 2 200 17.3 23.5 21.5 K 1 2 3 2 20.0 17.3 23.5 21.5 K 1 2 3 15 13 17 14 14 29 34 27 29 2 2 2 2 14.5 K 1 2 3 3 20 20 20 20 20 21 23	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	20 21 19 23 21 24 20 20 23 18 24 20 20 19 22 21 24 61 61 58 68 60 72 3 3 3 3 3 3 3 20.3 20.3 19.3 22.7 20.0 24.0 K 1 2 3 4 5 20 17 24 21 23 17 20 17 23 22 24 20 18 2 2 2 2 2 2 16 17 13 15 15 28 14.5 17.0 13.5 14.5 155 28 23 21 21 19 19 23 21 18 19 21 20 22 23 21 20	20 21 19 23 21 24 21 20 20 19 22 21 24 61 61 58 68 60 72 3<	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$\begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	$ \begin{array}{c c c c c c c c c c c c c c c c c c c $

	K	4	0	0	4	r						SpEd	Current	Current	YTD	Sept. 2010	
Reeder	K 20 20 20 20 20	1 23 21 21 21 20	2 23 23 22	3 24 25 24 24 24	4 23 21 25 15	5 15 20 23 22						Cluster 9 9	Total	Change	Change		
Total Students	18 98	85	68	97	84	80						18	530	-1	-1	531	512
Total Teachers Classroom Avg	5 20.0	4 21.7	3 22.7	4 24.3	4 23.0	4 19.3						2 9.0	26 20				24 21
	к	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
Rockwell	19 19 19	18 18 17	19 19 18	24 25	19 18 17	25 25						9 10		U	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
Total Students Total Teachers	57 3	53 3	56 3	49 2	54 3	50 2						19 2	338 18	1	1	337	319 16
Classroom Avg	19.0	17.7	18.7	24.5	18.0	25.0						9.5 SpEd	19 Current	Current	YTD	Sept. 2010	20
Rohwer	K 21	1 20	2 24	3 21	4 19	5 20						Cluster 8	Total	Change	Change	Enrollment	
	21 23	20 19 17	19 23	19 20 21	21 18 20	21 21 20						7					
Total Students Total Teachers	65 3	76	66 3	81 4	78	82 4						15 2 8.0	463 24	0	1	462	448 22 20
Classroom Avg	21.7	19.0	22.0	20.3	19.5	20.5						8.0	19 Current	Current	YTD	Sept. 2010	20
Sandoz	K 17 18	1 19 17	2 17 18	3 20 20	4 20 19	5 25 24							Total	Change	Change	Enrollment	
Total Students Total Teachers	<u>18</u> 53 3	<u>17</u> 53 3	<u>17</u> 52 3	20 60 3	39 2	49 2							306	0	0	306	306
Classroom Avg	3 17.7	3 17.7	3 17.3	20.0	2 19.5	24.5							16 19	Ourse at	VTD	0	16 19
I la chuach	ĸ	1	2	3	4	5							Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
Upchurch	22 20 21 21	23 22 23 21	21 20 21 22	23 24 24	21 20 19	22 21											
Total Students	21 105	23 112	84	71	60	43							475	0	1	474	475
Total Teachers Classroom Avg	5 21.0	5 22.4	4 21.0	3 23.7	3 20.0	2 21.5							22 22	-			22 22
	к	1	2	3	4	5						SpEd Cluster	Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
Wheeler	20 20 18 20	21 19 16 19 17	20 20 22 22 22	21 21 18 21 20	22 19 23 22 23	23 16 26 23 23						9 6 5					
Total Students	78	92	106	101	109	111						20	617	-1	1	616	597
Total Teachers Classroom Avg	4 19.5	5 18.4	5 21.2	5 20.0	105 5 21.8	5 22.2						3 6.7	32 19	-1	·	010	29 21
Classicolii Avg		10.4										0.7	Current	Current	YTD Change	Sept. 2010	21
Willowdale	K 20 21 22	1 21 20 20	2 22 21 21	3 24 23 23	4 23 23 21	5 23 23 23							Total	Change	Change	Enrollment	
Total Students	63	61	64	70	67	24 93							418	1	12	406	418
Total Teachers Classroom Avg	3 21.0	3 20.3	3 21.3	3 23.3	3 22.3	4 23.3							19 22				19 22
Elementary Totals Grade	к	1	2	3	4	5 N	W-1	M-2	M-3	M-4	M-5	SpEd Cluster	Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
Students	1666	1765	1665	1714	1723	1696	72	62		64	53	165	10394	8	8	10386	10229
Teachers Classroom Avg	86 19.4	87 20.3	81 20.6	78 22.0	80 21.5	74 22.9	9			6		22 7.5	523 19.87				501 20.417
	6	7	8									SpEd Cluster	Current Total	Current Change	YTD Change	Sept. 2010 Enrollment	
Andersen MS Beadle MS	229 337	255 271	265 306									0 27	749 914	-1 -2	1 -5	748 919	
Central MS Kiewit MS	247 289	249 285	249 310									23 0	745 884	1 0	-5 6	750 878	
North MS Russell MS	241 282	316 290	253 280									17 0	810 852	0 -1	-3 3	813 849	
MS Alternative Totals	7 1632	13 1679	12 1675									67	32 4986	1 -2	<u>11</u> 8	21 4978	
North HS				9 614	10 615	11 581	12 536					20	2346	-2	-49	2395	
South HS West HS				493 595	494 550	460 511	449 447	1				29 32	1896 2103	-8 -27	-74 -73	1970 2176	
Horizon HS Totals				0 1702	1 1660	53 1605	55 1487	i				81	109 6454	-2 -39	-13 -209	122 6663	
							2.	Contra	cted SPI Adult Pr				50 46	2 0	10 -6	40 52	
								Ombud		imary Ei	nrollment) ent		38 21968	<u>16</u> -15	9 -180	29 22148	
									nati i Gt I		on		21900	-10	-100	22148	

AGENDA SUMMARY SHEET

AGENDA ITEM:	Enrollment Projections for 2011-12
MEETING DATE:	June 6, 2011
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Enrollment Projections for 2011-12 – The K-12 enrollment projections for next year (including open enrollment students)
ACTION DESIRED:	Approval Discussion Information Only x .
BACKGROUND:	The enrollment projections attached are a combined effort of multiple departments. They were arrived at via information related to enrollment "roll-ups," cohort survival factors, in-district transfer factors, open enrollment acceptances, information received from principals, and historical trends.
	In short, the 2011-12 projections indicate a K-12 growth in student enrollment of a little over 1%.
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	n/a
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	n/a
RESPONSIBLE PERSON:	Ken Fossen, Jim Sutfin, Bill Jelkin, Tami Williams, and Joe Crum
SUPERINTENDENT'S APPROVAL:	_ Atow. Sug

	Proj K 2011	Proj 1st 2011	Proj 2nd 2011	Proj 3rd 2011	Proj 4th 2011	Proj 5th 2011	sel	Projected f cont Total	I	Official End- of-Sept. 2010	Difference	
Abbott	72	64	76	86	70	72		44	0	432	8	
Ackerman	76	68	81	88	89	85		48	57	502	-15	
Aldrich	61	61	92	67	68	95		44	4	445	-1	
Black Elk	61	71	87	88	94	102		50	3	526	-23	
Bryan	56	60	60	64	58	58		35	6	383	-27	7
Cather	70	77	76	76	83	74		45	6	458	-2	
Cody	41	30	36	30	31	40		23 23	51	211	20	
Cottonwood	59	61	61	58	52	59		35	60	344	6	
Disney	45	40	43	36	41	39		18 26	62	260	2	
Ezra Millard	66	61	61	61	71	60		11 39)1	388	3	
Iarvey Oaks	43	37	54	44	46	49		27	'3	283	-10	
litchcock	42	30	37	33	29	34		19 22	24	193	31	
Iolling Heights	51	70	62	60	61	61		11 37	6	378	-2	
Aontclair	84	93	91	84	85	91		52		523	5	
Aorton	41	55	52	52	59	65		16 34	0	362	-22	
leihardt	77	80	101	84	96	106		54	4	562	-18	
lorris	64	62	72	58	49	56		36	51	366	-5	
leagan	130	127	110	123	111	96		69)7	638	59	
leeder	79	97	89	69	99	84		19 53	6	531	5	
lockwell	51	51	52	59	50	54		18 33	5	337	-2	
Rohwer	70	63	75	66	82	78		18 45	2	462	-10	
andoz	64	53	53	52	60	39		32	21	306	15	
Jpchurch	104	106	112	84	71	61		53		474	64	
Vheeler	86	77	92	106	101	110		22 59	4	616	-22	
Villowdale	55	60	60	64	68	65		37		406	-34	
	1648	1654	1785	1692	1724	1733		175 104	1	10386	25	5
		Proj 6th 2011	Proj 7th 2011	Proj 8th 2011	Proj Total					Official End-of- Sept. 2010	Difference	
MS		270	240	253	763					748	15	
BMS		360	334	274	968					919	49	
CMS		252	254	253	759					750	9	
SMS		309	307	297	913					878	35	
MS		262	247	313	822					813	9	
RMS		293	285	292	870					849	21	
AS Alter				20	20					21	-1	
		1746	1667	1702	5115					4978	137	7
		Proj 9th 2011	Proj 10th 2011	Proj 11th 20011	Proj 12th 2011	Proj Total				Official End-of- Sept. 2010	Difference	
lorth HS		625	621	623	590	2459				2395	64	
		525	501	495	474	1995				1970	25	
		610	595	554	516	2275				2176	99	
South HS		010	~ ~ ~			45				122	-77	
South HS West HS		010										
South HS West HS HHS		1760	1717	1672	1580	6774				6663	111	
South HS West HS HHS		1760	1717	1672	1580					6663	111	
South HS West HS	50 m 46	1760	1717	1672	1580							

AGENDA SUMMARY SHEET

AGENDA ITEM: Legislative Update

MEETING DATE: June 6, 2011

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 102nd Legislature 1st session.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY _XX

The legislative summary is attached.

RECOMMENDATION:

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _______

Legislative Update June 6, 2011

Energy Efficiency Project

LB 283 that provides boards with tax levy and bond authority relating to energy efficiency projects was vetoed by the Governor. The override attempt failed. Senator Haar said he will try this bill again next year.

Commission of Industrial Relations

LB 397 was signed into law by the Governor. The bill provides for computation of total compensation which includes employer's contributions to retirement, health insurance, FICA and any costs associated with the benefits. The bill also establishes two midpoint ranges, 98%-102% in "Normal Economic Times" and 95%-102% in a "Recession Occurrence". The bill repealed the Special Master provisions.

The timeline established in the bill (beginning July 1, 2012):

September 1 – Bargaining unit must request recognition
October 1 – Governing Board must respond to request
November 1 – Negotiations must begin
February 8 – If no agreement parties must submit to resolution officer proceeding
March 25 – Negotiations must end (or within 25 days of certification of state aid)
September 15 – CIR must render decision on dispute

Learning Community - Truancy

LB 463 that changes provisions relating to excessive absenteeism and truancy was passed on Final Reading and signed by Governor. There continues to be some controversy over this legislation but most of that is surrounding LB 800, 2010 that directed districts to report excessive absences to the county attorney. The changes passed this year will allow the district and county attorney to resolve medically related absences.

Learning Community – Student Records

LB 615 and 636 changes provisions relating to access to student records - These bills remain in committee and will likely be considered next session.

LB 53 and 572 which deal with transportation are being held in committee. This bill will also stay in committee and will be considered next session.

National News and Advocacy Issues

AASA, May 24, WASHINGTON, D.C. -- AASA and NSBA have joined forces, issuing a joint resolution that calls for regulatory relief -- until a new version of the Elementary and Secondary Education Act is enacted -- from the NCLB sanctions for the nation's school districts, before the 2011-12 school year begins. The resolution reads, in part: "We urge the

Department of Education to exercise their regulatory authority to relieve school districts from the constraints of current statutes, keeping schools from being held hostage while Congress moves forward with complete reauthorization."

No Child Left Behind Fix Lagging in Congress, The Associated Press, May 20,

WASHINGTON, D.C. -- The president's hope to renew and restructure NCLB by August "is just not going to happen," said House education committee Chairman John Kline, R-Minn. His approach is to rebuild the law with a series of small bills, such as a current one that would cut some 40 small programs. Both major parties agree NCLB is "broken," but each chamber has its own approach. Kline's Senate counterpart, education committee Chairman Tom Harkin, Dlowa, said his panel's comprehensive bill "may not be what everybody wants, but I hope it will be broadly supported."

MILLARD PUBLIC SCHOOLS

LEGISLATIVE SUMMARY

102nd Legislature - First Session - 2011

MUELLER | ROBAK LLC

530 South 13th Street | Suite 110 | Lincoln, Nebraska 68508

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO. LB18	Adams	SUMMARY OF BILL Provide for distribution of allocations from the federal Education Jobs Fund	HRG. DATE Education 01/18/11 1:30 p.m. Room 1525	01/19/11	01/21/11	01/31/11	Passed 02-04-11 Signed by the Governor 02/10/11	Support
LB19	McCoy	Prohibit the use of certain drug substances as prescribed Adds to Schedule 1 of the controlled substances act Any material, compound, mixture, or preparation containing any detectable quantity of synthetically produced cannabinoids. Makes such substances unlawful to posses. Punishment for such offense shall be equal to those of possession of marijuana.	Judiciary 01/19/11 at 1:30 p.m. Room 1113	01/21/11	02/15/11	02/10/11	Passed w/E 02/16/11 Signed by the Governor 02/23/11	Support
LB33	Louden	Change valuation of agricultural and horticultural land Beginning January 1, 2012 Ag and horticultural land shall be valued at 70 rather than 75% of its actual value. Changes acceptable range for valuation from 69-75% to 64-70% of actual value. Changes state aid value of ag and horticultural land to 67 rather than 72%.	Revenue 01/21/11 at 1:30 p.m. Room 1524					Oppose
LB50	Krist	Adopt the Elementary and Secondary Educational Opportunity Act and provide for income tax credits Provides income tax credits for contributions to entities that provide scholarships to children attending privately operated elementary or secondary schools. Scholarships can only be granted to kids of certain incomes. For grades K-8, the household income eligibility is three times the standard for free or reduced price lunch; for grades 9-12 the eligibility is increased to four times.	Revenue 02/16/11 at 1:30 p.m. Room 1524					Oppose

BILL		DESCRIPTION AND	COMM. &	CE	an a	ED		DOCUTION
NO.	INTRODUCER(S)	SUMMARY OF BILL	HRG. DATE	GF	SF	FR	Status	POSITION
LB53	Krist	Change free transportation provisions relating to learning community students	Education 02/28/11					Support
		Provides that Learning Community school districts must provide free transportation to students residing in	at 1:30 p.m.					
		the learning community and attending school in the school district if the student is transferring pursuant to	Room 1525					
		the open enrollment provisions of section 79-2110 and either (i) is a						
		student who contributes to the socioeconomic diversity of enrollment at the school building to which he or						
		she attends, transfers and lives more than one mile from the school to which he or she transfers, or (ii) is a						
		student attending a focus school or program and lives more than one mile from the school building housing						
		the focus school or program.						
		Deletes eligibility for free and reduced lunch kids who don't affect diversity of building.						
LB58	Adams	Provide for a study of dual-enrollment courses and career academies	Education					Support
LDUU			03/15/11					Support
		Provides that the Coordinating Commission for Postsecondary Education should study dual enrollment	at 1:30 p.m.				LB58	
		courses and report to the Legislature before December 15, 2011.	room 1525				amended into	
							LB637	
LB84	Fischer	Adopt the Build Nebraska Act and authorize bonds for the highway system	Revenue 02/10/11	02/17/11	03/25/11	04/20/11	Passed 05/11/11	Oppose
	FISCHER	• The bill establishes the Build Nebraska Act and Creates the State Highway Capitol Improvement Fund for					Signed by the	
	PRIORITY BILL	surface transportation projects, providing for security, investment, and repayment of bonds.	room 1524				Governor	
	(2011)	 Funding: ½ cent of existing sales tax for 20 years, raising \$125 million annually Effective: 2013 					5/18/11	
	SPEAKER MAJOR PROPOSAL (2011)	• Funds shall be used as follows:						
	~ /	\$60 million will be used to pay for surface transportation projects of the						
		highest priority of NDOR						
		\$20 million for cities and counties						
		\$15 million for completion of expressway system						
		\$25 million for used for payment of bonds and interest, bonding limit not to						
		exceed \$500 million (Bonds must be issued between 2013 and 2018.)						
LB123	Heidemann	Provide for disciplinary actions and policies relating to cyber-bullying	Education					Oppose
			01/18/11					
		Provides that cyber-bullying shall constitute, in some cases, grounds for long-term suspension, expulsion,	at 1:30 p.m.					
		or mandatory reassignment. Cyber-bullying means any ongoing use of electronic mail, text messaging,	Room 1525					
		social networking web sites, or any other form of electronic communication, on or off of school grounds,						
		with the intention of causing harm or serious emotional distress to students or school personnel. Requires school districts to develop policies concerning cyber-bullying prevention and education.						
		school districts to develop policies concerning cyber-bunying prevention and cudedton.						
	8		1				I	

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO. LB125	Avery	SUMMARY OF BILL Create the Children's Health Advisory Committee To create and provide duties for the Children's Health Advisory Committee, to provide duties for the chief executive officer of the Department of Health and Human Services and the Commissioner of Education to provide for and require schools to implement nutrition and physical activity standards.	HRG. DATE Health and Human Services 02/10/11 at 1:30 p.m. Room 1510					Oppose
LB130	Heidemann	Provide for adjustment of formula need in calculation of state aid to schools Provides that for school fiscal years 2011-12 and 2012-13, if the total amount of TEEOSA Aid as determined by the department to be distributed to school districts is different than the total amount of funds appropriated for distribution, the department shall proportionally adjust each district's formula need as calculated pursuant to section 12 79-1007.11 so that the total amount of aid determined is equal to the amount of funds appropriated.	Education 01/25/11 at 1:30 p.m. Room 1525				Killed 02/17/11	Oppose
LB143	Haar	Require public education institutions to file certain contracts of employment with the Nebraska Accountability and Disclosure Commission Provides that public schools shall file with the Accountability and Disclosure Commission a copy of each contract of employment for officials of the institution with the title or function of president, vice president, chancellor, superintendent, assistant superintendent, chief executive officer, or chief financial officer or any other senior administrative personnel under contract with the institution performing similar functions. The contract of employment shall include the salary and benefit package provided to the official and shall identify each benefit provided and its source and value.	Government, Military and Veterans Affairs 02/17/11 at 1:30 p.m. Room 1507				Killed 03/09/11	Oppose
LB145	Haar	Provide for school transportation safety committees Provides for creation of school transportation safety committees and submission of child access routing plans for each school within a school district. Further provides for committee procedures when a new school is proposed.	Education 02/28/11 at 1:30 p.m. Room 1525					Oppose
LB148	Avery	Exclude lobbying expenses from the definition of general fund operating expenditures for state aid to education purposes The one-liner says it all.	Education 01/31/11 at 1:30 p.m. Room 1525				LB148 amended into LB 235	Oppose
LB149	Avery	Adopt the Blind Persons Literacy Rights and Education Act Provides that a teacher employed by or under contract with a school district, educational service unit, other education agency, or the State Department of Education who teaches blind or visually impaired children shall demonstrate competence in reading and writing Braille. Provides how such demonstration may be made.	Education 02/08/11 at 1:30 p.m. Room 1525					Oppose

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.		SUMMARY OF BILL	HRG. DATE					
LB173	Avery	Prohibit natural resources district board members from running for or holding more than one office	Government,					Monitor ?
			Military and					
		No person serving in a natural resource district shall simultaneously hold another high elective office.	Veterans Affairs					
			02/02/11					
			at 1:30 p.m.					
			Room 1507					
LB189	Council	Adopt the Criminal Offender Employment Act	Business and					Oppose
			Labor					
		On an initial application for public employment, there shall be no question or checkbox for the applicant	01/24/11					
		regarding the applicant's criminal record. Any criminal record of the applicant shall not operate as an	at 1:30 p.m.					
		automatic bar to otherwise qualified applicants in obtaining public employment and shall only be taken into	Room 2102					
		consideration after the applicant has been selected as a finalist for employment. Certain criminal records						
		shall not be used in connection with application for public employment.						
LB192	Council	Require school districts to offer instruction in sexual health education	Education					Oppose
			02/08/11					
			at 1:30 p.m.					
		health education with a curriculum pursuant to listed criteria in the bill and State Board of Education regulations.	Room 1525					
_B204	Council	Require blood-lead testing prior to enrollment in school	Education	03/08/11	03/28/11	04/12/11		Oppose
			02/08/11				04/20/11	
		Provides that school districts shall require students to have undergone lead testing after the age of 18	at 1:30 p.m.				Returned by	
		months and before the age of 4 years. Provides for testing and notification procedures.	Room 1525				Governor	
	(2011)						without	
							approval	
							04/26/11	
							Failed to pass	
							notwithstandin	
							g the	
							objections of	
							the Governor	
							05/03/11	

BILL **DESCRIPTION AND** COMM. & INTRODUCER(S) GF SF FR POSITION Status NO. **SUMMARY OF BILL HRG. DATE** LB235 03/28/11 04/06/1 04/13/11 Passed Adams Change provisions relating to state aid to schools Education Support 01/25/11 04/20/11 ADAMS PRIORITY Reduces the base limitation rate for school district to 0.5% for 2011-12 and 2012-13. Elements of the at 1:30 p.m. (LB148: BILL (2011) budget lids would be permanently modified. Modifications that would reduce the total amount of state aid: Room 1525 MPS Oppose) Signed by (LB273: The cost growth factor would be permanently reduced by eliminating the factor that is added on to the two Governor years of basic allowable growth rates in the calculation. The upper and lower ends of the range for need 04/26/11 MPS Support) (LB287: stabilization would be reduced by 5% for 2011-12. The threshold for the averaging adjustment would also be reduced by 5% for 2011-12 and the additional 0.5% that is used in the calculation of the threshold would LB148, MPS Support) be permanently eliminated to reflect the change in the cost growth factor. The local effort rate would be LB273, and LB287 increased from \$1.00 to \$1.025 for 2011-12 and 2012-13. The allocated income tax reduction would be extended for 2011-12 and 2012-13 and would be increased to \$21 million. NCSA Summary. amended into It is istimated that LB235 would decrease the amount of state aid distributed in FY2011-12 by \$140.9 LB 235 million and the amount distributed in FY2012-13 by \$172.8 million of general funds. Education Committee amendment: \$822 million for 2011-12. \$880 million for 2012-13. (LB148: Exclude lobbying expenses from the definition of general fund operating expenditures for state aid to education purposes) (LB273: Change the Tax Equity and Educational Opportunities Support Act to provide for converted contracts and converted contract option students) (LB287: Change provisions relating to summer school and early childhood summer sessions) LB235 will: allow school districts with unused budget authority to spend 2 percent of their prior year expenditures; eliminate the allowable growth rate for FY 2011-12 and increase the rate to 0.5% in FY 2012. LB236 Adams Change provisions relating to state aid to schools Education Oppose 01/25/11 Reduces the base limitation rate for school district to 0% for 2011-12 and 2012-13, which would affect at 1:30 p.m. budget lids and several elements of the aid formula. Elements of the budget lids would be permanently Room 1525 modified. Modifications reducing total amount of state aid: The cost growth factor would be permanently reduced by eliminating the factor that is added on to the two years of basic allowable growth rates in the calculation. Need stabilization and the averaging adjustment would be eliminated beginning with the 2011 12 calculation of aid. The local effort rate would be increased from \$1.00 to \$1.025 for 2011-12 and 2012-13. The allocated income tax reduction would be extended for 2011-12 and 2012-13 and would be increased to \$21 million. NCSA Summary. It is estimated that LB236 would decrease the amount of state aid distributed in FY2011-12 by \$184.8 million and the amount distributed in FY2012-13 by \$231.9 million of general funds. LB247 Pahls Adopt the Classrooms First Act Education Oppose 01/25/11 Requires 65% or more of each district's total operating expenditures on direct classroom instruction at 1:30 p.m. beginning in 2012-13. Defines what constitutes "direct classroom instruction". Requires Commissioner of Room 1525 Education to send an "intervention team" to any district failing to comply, in order to help the school board and administration meet the requirements of the legislation. Beginning in 2013-14, failure to comply for three consecutive years would mean loss of accreditation. NCSA Summary.

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.		SUMMARY OF BILL	HRG. DATE					
LB260	Lathrop	Adopt the Concussion Awareness Act Provides that after a concussion or brain injury is sustained or suspected to have been sustained, schools are to prohibit athletes from playing or practicing again until they have been cleared by a health care professional. Requires schools to make available training to recognize the symptoms of a concussion or brain injury and send out information regarding concussion and brain injury information on annual basis to student athletes. Cities, villages, businesses, and non-profits who organize youth athletic activities must also provide information on concussions and brain injuries to participants, make available training, and prohibit an athlete from resuming playing or practicing after a concussion or brain injury is sustained or suspected to have been sustained until cleared by a health care professional.	Health and Human Services 01/27/11 at 1:30 p.m. Room 1510	02/15/11	03/09/11	03/23/11	Passed 04/08/11 Signed by the Governor 04/14/11	Support
LB266	Sullivan	Change the Open Meetings Act relating to closed sessions Provides that a public body may go into closed session for the evaluation of the job performance of a nonelected official or employee if such person has not requested a public meeting. Current statute provides the body may go into closed session for evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting.	Government, Military and Veterans Affairs 01/26/11 at 1:30 p.m. Room 1507					Support
LB273	Dubas	Change the Tax Equity and Educational Opportunities Support Act to provide for converted contracts and converted contract option students	Education 01/31/11 at 1:30 p.m. Room 1525				LB273 amended into LB 235	Support
LB283	Haar HAAR PRIORITY BILL (2011)	Provide school boards with tax levy and bond authority relating to energy efficiency projects Permits tax levy authority and bond authority for energy efficiency projects under the existing environmental hazard/accessibility barrier abatement provisions of law. NCSA Summary. (LB430: Change property tax levy limitations) (LB522: Adopt the High Performance Green Schools Transparency Act)	Education 03/01/11 at 1:30 p.m. Room 1525	03/09/11	03/23/11	1 04/20/11	Passed 04/28/11 Returned by Governor without approval 05/04/11 Failed to pass notwithstandin g objections of the Governor 05/11/11 LB430 and LB522 amended into LB 283	Support

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB287	Adams	Change provisions relating to summer school and early childhood summer sessions Expands the existing TEEOSA summer school allowance for students enrolled in a summer session of an early childhood education program. Changes the calculation of the allowance. Further provides that each school district will receive an additional six-tenths of a summer school student unit for each early childhood education student unit attributed to a free lunch and free milk. NCSA Summary.	Education 01/31/11 at 1:30 p.m. Room 1525				LB287 amended into LB235	Support
LB364	Fischer	Change provisions relating to calculation of state aid to schools Revises state aid formula to eliminate the instructional time allowance, the teacher education allowance, and the student growth adjustment for computation of state aid in school fiscal year 2011-12 and beyond. Although the effect on individual school districts is not yet known, Senator Fischer has indicated her intent was to reduce the total liability for state aid to schools. NCSA Summary.	Education 01/31/11 at 1:30 p.m. Room 1525					Oppose
LB381	Speaker Flood	Change provisions relating to educational service units, withdraw from the Compact for Education, and eliminate a student achievement coordinator	Education 02/14/11 at 1:30 p.m. Room 1525					Monitor?
LB382		Change deposit and contribution rates for certain retirement systems Requires School Retirement Fund retirement contributions from employees of 9.28% of compensation from 9/2011 through 8/2013 and contributions of 8.28% from 9/2013 through 8/2014. The most recent required contribution was 8.28%. From 7/2011 until 7/2013, requires retirement contributions paid by Nebraska State Patrol officers or paid on the officer's behalf of 19% of monthly compensation. From 2013 onward, requires 16% contribution. Provides for assessments against the appropriation of the Nebraska State Patrol in those amounts for those periods. NCSA: Proposes to change the employee contribution rate for the School Employees Plan from 8.28% to 9.28% effective September 1, 2011. The employer rate (equal to 101% of the employee rate) would increase from 8.36% to 9.37%. It is important to note that the bill was introduced on behalf of the Governor and that, while the proposal calls for a full percentage increase, the Retirement Committee is not bound to that idea. It is likely that LB 382 will be advanced from committee this session, but it may not have to include a full percent increase. Talks are under way to examine, for instance, a half percent increase or some figure less than a full percent. The underlying objective is to address the immediate actuarial shortfall and to be cognizant of the increased burden placed on employees as well as employers. Increase the employee contribution rate from 8.28% to 8.88% beginning September 1, 2011 (8.97% for		04/07/11	04/18/11	04/26/11	Passed w/E 04/28/11 Signed by the Governor 05/04/11 LB510 amended into LB382	Monitor ?

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.		SUMMARY OF BILL	HRG. DATE					
LB397	Lathrop	Redefine a term in the Industrial Relations Act	Business and	04/07/11	05/04/11	05/20/11		Monitor ?
	DUGD IEGG AND		Labor				05/25/11	
	BUSINESS AND	See LB 555, LB 619, LB 664, LR29CA	02/07/11				Signed by the	
	LABOR PRIORITY		at 1:30 p.m.				Governor	
	BILL (2011)	As it pertains to schools and ESUs, includes four major components: (1) negotiations timeline, (2)	Room 1524				05/26/11	
	OPEAKED MAJOD	provision for computation of total compensation, (3) an array midpoint range, and (4) a repealer section for $\sum_{i=1}^{n} \frac{1}{2} \sum_{i=1}^{n} 1$					LDCCC	
	SPEAKER MAJOR	an existing provision in law concerning special master. Effective July 1, 2012.	at 12:00 p.m.				LB555	
	PROPOSAL (2011)	Tetablisher tur annun ida intanan dan milia annun akatar tur tur tur in annun isin annun i	Room 2102				amended into LB 397	
		Establishes two array midpoint ranges depending upon whether the ecomony is in recession. Normal Economic Times. The CIR must determine whether the total compensation of the members of the					LB 39/	
		bargaining unit or classification falls within a 98% to 102% range of the array's midpoint. Recession						
		Occurrence. If the CIR finds that the year in dispute occurred during a time of recession, the applicable range will be 95% to 102%. "Recession occurrence" is defined as the two quarters immediately preceding						
		the effective date of the contract term in which net (i) state sales and use tax, (ii) individual income tax, and						
		(iii) corporate income tax receipts are less than the same quarters for the prior year. Each of these receipts						
		shall be rate and base adjusted for state law changes.						
		shah be fate and base aujusted for state faw changes.						
		When determining total compensation for a school district, ESU, or certificated and instructional						
		employees, the CIR must consider the employer's contribution to retirement plans and health insurance						
		premiums, premium equivalent payments, or cash equivalent payments and any other costs, including						
		Federal Insurance Contributions Act (FICA) contributions, associated with provising such benefits.						
		redetar insurance contributions ret (ricra) contributions, associated with provising such benefits.						
		Under current law (§48-811.02), an employer school district, ESU, or community college upon agreement						
LB400	Janssen	Eliminate the Long-Term Care Savings Plan Act	Revenue	05/11/11	05/18/11	05/20/11	Passed	LB 430: Support
			03/02/11				05/25/11	
	SPEAKER FLOOD	Eliminates the Long-Term Care Savings Plan Act and returns contributions and investment earnings to	at 1:30 p.m.				Signed by the	
	PRIORITY BILL	participants.	Room 1524				Governor	
	(2011)		CANCELLED				05/26/11	
		(LB430: Change property tax levy limitations)	03/04/11					
			at 1:30 p.m.				LB430 and	
		(LB528: Change tax levy authority of natural resources districts)	Room 1524				LB528	
							amended into	
							LB400	
LB430	Cornett	Change property tax levy limitations	Revenue	03/04/11			Killed	Support
			02/02/11	55, 51, 11			05/26/11	~
		Provides that property tax levies for "bonds as defined in section 10-134" rather than "bonded	at 1:30 p.m.					
		indebtedness" are not subject to the local government levy limits established under section 77-3442.	Room 1524				LB400 and	
		Resolves a dispute between State Auditor's office and certain SIDs.					LB430	
							amended into	
		ENDC legislation					LB283	

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB439	Heidemann	Change valuation of agricultural and horticultural land for school tax purposes Provides that for school district taxation purposes, agricultural and horticultural land shall be valued at 65%	Revenue 03/03/11 at 1:30 p.m. Room 1524					Oppose
LB440	Heidemann	Provides for a gradual reduction (1% per year) in agricultural and horticultural land state aid value and	Education 02/01/11 at at 1:30 p.m. Room 1525				Killed 2/17/2011	Oppose
LB446	Adams	Change duties and funding provisions relating to educational service units Provides that an ESU may consist of a single school district if that district is a Class IV or Class V district. Provides that only an ESU with four or members or that is composed of a single Class IV or V school district may levy a tax. Provides for the calculation of the adjusted students number for a single member ESU. Provides that it is the intent of the legislature that each multidistrict ESU use 5% of its funding for core services and technology infrastructure for cooperative projects between member school districts and 5% for core services and technology infrastructure statewide projects.	Education 02/14/11 at 1:30 p.m. Room 1525					Oppose
LB463	Ashford JUDICIARY PRIORITY BILL (2011)		Judiciary 02/24/11 at 1:30 p.m. Room 1113	03/14/11	04/11/11		Passed 05/05/11 Signed by the Governor 05/11/11 LB79, LB301, and portion of LB669 amended into LB 463	Oppose
	Utter UTTER PRIORITY BILL (2011)	Change provisions governing industrial disputes involving municipal corporations under the Industrial Relations Act	Business and Labor 02/07/11 at 1:30 p.m. Room 1524				Killed 05/04/11	Support

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.	. ,	SUMMARY OF BILL	HRG. DATE	01	51	IN		robinon
LB486	Louden	Sunsets the 7% rule effective June 30, 2012. Thereafter, any amount of annual salary increase exceeding 9% would be excluded for purposes of computation of retirement benefits and there would be no exemptions to this rule. Currently, a plan member of the School Employees Retirement System applying for retirement benefits is subject to have his/her salary examined by NPERS (the Retirement Agency) for the 60 months leading up to the anticipated date of retirement. Under the current rule, any amount of annual salary increase exceeding 7% would be excluded for purposes of computation of retirement benefits unless at least one of three exemptions applies. NCSA: Proposes to eliminate the 7% Rule under the School Employees Plan along with the three exemptions under the rule and, in exchange, to raise the cap for purposes of calculating benefits to 9% with no exemptions. Under the existing rule, a plan member applying for retirement benefits is subject to have his/her salary examined by NPERS (the Retirement Agency) for the 60 months leading up to the declared date of retirement. Any amount of annual salary exceeding 7% would be excluded for purposes of computation of retirement benefits unless at least one of three exemptions applies.	Nebraska Retirement Systems 02/08/11 at 12:10 p.m. room 1525				Killed 05/24/11 LB486 amended into LB 509	Oppose
LB509	Nebraska Retirement Systems Committee NE RETIREMENT SYSTEMS PRIORITY BILL (2011)	Under LB 486, the existing 7% Rule would sunset on June 30, 2012, and, beginning July 1, 2012, a new Change provisions relating to retirement NCSA: Represents the technical cleanup bill for the NPERS. One of the more significant changes proposed in LB 509 is a re-codification effort to place all cost-of-living (COLA) related provisions of each retirement plan into one section of law and to eliminate obsolete language. The bill does not change or alter any existing COLA laws. The bill neither increases nor diminishes any benefit for current or future retires. (LB246: Provide Nebraska State Patrol retirement benefits to a spouse who remarries) (LB486: Change provisions relating to compensation and contributions under the School Employees Retirement Act) (LB532: Provide for potential transfer of certain Department of Labor employees to the state retirement system)	Nebraska Retirement Systems 02/08/11 at 12:10 p.m. Room 1525	03/04/11	03/22/11	03/29/11	Passed w/E 04/08/11 04/14/11 LB246, LB486, and LB 532 amended into LB 509	Support (LB486 Oppose)
LB512	Christensen SPEAKER FLOOD PRIORITY BILL (2011)	Change provisions relating to mental health determinations regarding the possession and purchase of handguns (LB138: Change residency requirements under the Concealed Handgun Permit Act) (LB618: Authorize possession of firearms as prescribed for school or school event security)	Judiciary 02/23/11 at 1:30 p.m. Room 1113	03/08/11	03/29/11	04/12/11	Passed 04/20/11 Signed by Governor 04/26/11 LB138 and LB 618 amended into LB 512	Support

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.	INTRODUCER(S)	SUMMARY OF BILL	HRG. DATE	Gr	ы	ГК	Status	rosition
LB531	Fulton	Change permissible budget reserves for schools	Education					Oppose
			02/01/11 at					
		Lowers MPS allowable reserve percentage from 20% to 15%. Provides that any reduction in a school	at 1:30 p.m.					
		district's budget made to comply with the budget limitation under the state aid formula must affect	Room 1525					
		classroom expenses at a last resort. The obvious intent behind the bill is to force school districts to utilize						
		its reserves toward instructional staff and to place instructional staff as the priority for budget expenditures.						
		NCSA Summary.						
LB537	Karpisek	Change provisions relating to budget limitations and property tax levy limitations	Revenue					Support
			02/04/11					
			at 1:30 p.m.					Oppose
l			Room 1524					
LB544	Pahls	Change provisions relating to civics education for students	Education	03/03/11	03/15/11	03/29/11		Oppose
			03/15/11				04/20/11	
		Currently, state law provides that for grades below grade 6, one hour a week of school time should be	at 1:30 p.m.				Signed by the	
	BILL (2011)	devoted to "the duties of citizenship." This bill expands upon that by adding "including active	room 1525				Governor	
		participation in the improvement of a citizen's community, state, country, and world and the value and	CANCELLED				04/26/11	
		practice of civil discourse between opposing interests."	02/14/11					
			at 1:30 p.m.					
			Room 1525					
LB548	McCoy	Change, transfer, and eliminate provisions relating to learning communities	Education				Killed	Support
			02/22/11				03/03/11	
		Replaces the 18 generally elected voting members of learning community coordinating council with 9	at 1:30 p.m.					
		school board members from the districts in the learning community. Selection of members: (a) one school	Room 1525					
		board member would be appointed by the other school district members from each of the six learning						
		community geographic districts (the elected member must live in the district) and (2) three at large school						
		board members as appointed by all school board members within the learning community. Changes duties						
		of the superintendent advisory committee. Eliminates the achievement subcouncil and gives some of those						
		previous duties to the superintendent advisory committee.						
		Provides that the learning community coordinating council must approve a focus program, focus school, or						
		pathway program before it is established by a learning community school districts. Provides that learning						
		community school districts may independently participate in one or more joint entities formed pursuant to						
		the Interlocal Cooperation Act for the purpose of creating, implementing, and operating focus programs,						
		focus schools, magnet schools, or pathway programs which shall not require the approval of the learning						
		community coordinating council. Removes language designating a school district as the primary school						
		district when the school districts collaborate on a focus program, focus school, or magnet school. Provides						
		that student selection and attendance for such focus programs, focus schools, magnet schools, and pathway						
		programs whether approved by the learning community coordinating council or created and operated			I	I	1	

BILL	INTRODUCER(S)	DESCRIPTION AND	COMM. &	GF	SF	FR	Status	POSITION
NO.		SUMMARY OF BILL	HRG. DATE				Status	
LB558	Nordquist	Change provisions relating to focus schools, focus programs, and magnet schools	Education 02/22/11	03/10/11	03/29/11		Passed 04/20/11	Monitor
	NORDQUIST PRIORITY BILL (2011)	Removes the "pursuant to the diversity plan developed by the learning community coordinating council" language after the section that allows any members school district of a learning community to establish one or more focus programs, focus schools, or magnet schools. Provides that if a focus school or focus program is part of a diversity plan of the learning community, it is eligible for an allowance. Removes the designation of a primary school district when the school districts collaborate on a focus program, focus school, or magnet school.	at 1:30 p.m. Room 1525				Signed by the Governor 04/26/11	
LB564	Fulton FULTON PRIORITY BILL (2011)	Change and eliminate provisions of the Industrial Relations Act and the State Employees Collective Bargaining Act	Business and Labor 02/07/11 at 1:30 p.m. Room 1524				Killed 05/04/11	Supprot
LB572	Price	Limit transfers of students between learning community member school districts Provides that if a learning community coordinating council creates an elementary learning center within a member school district, a student residing in such member school district is not eligible to transfer to another school district within the learning community.	Education 02/28/11 at 1:30 p.m. Room 1525					Oppose
LB582	Haar	Adopt the Student Expression Act Provides that the right of students to free expression in all public schools in Nebraska shall not be abridged except as provided in the Student Expression Act. Prohibits certain types of student expression including (1) obscene expressions, defamatory expressions, and expression that creates clear and present danger of unlawful acts or causes material and substantial disruption of the school or invasion of privacy. Provides that the Legislature encourages school districts to adopt and publish policies on student expression following the guidelines of the Student Expression Act.	Education 03/08/11 at 1:30 p.m. Room 1525					Oppose

BILL		DESCRIPTION AND	COMM. &	CE	CE	ED	64-4	DOCITION
NO.	INTRODUCER(S)	SUMMARY OF BILL	HRG. DATE	GF	SF	FR	Status	POSITION
LB591	Gloor	Provide for a syndromic surveillance program and change immunization information exchange provisions The Department of Health and Human Services shall develop a syndromic surveillance program that respects patient privacy and benefits from advances in both electronic health records and electronic health information exchange. The syndromic surveillance program shall include the monitoring, detection, and investigation of public health threats. The department shall adopt standards for syndromic surveillance reporting by hospitals. The department may require syndromic surveillance reporting by other health care facilities or any person issued a credential by the department. The department shall a schedule for the implementation of full electronic reporting of all syndromic surveillance data elements. Confidentiality and immunity provisions apply to syndromic surveillance data reports. It is the intent of immunization information between professionals, facilities, and departments health care professionals, health care facilities, health care services, schools, postsecondary educational institutions, licensed child care facilities, electronic health-record systems, public health departments, health departments of other states, Indian health services, and tribes for the purpose of protecting the public health by facilitating age-appropriate immunizations which will minimize the risk of outbreak of childhood vaccine-preventable diseases. The Department of Health and Human Services shall establish an immunization information system for the purpose of providing a central data base.	Health and Human Services 02/24/11 at 1:30 p.m. Room 1510	03/10/11	04/28/11	05/05/11	Passed 05/12/11 Signed by the Governor 5/18/11	Oppose
LB615	Krist	Change provisions relating to access to student records and learning community reporting and diversity plans See LB 636	Education 02/22/11 at 1:30 p.m. Room 1525					Oppose
LB618	Harr	Authorize possession of firearms as prescribed for school or school event security Provides that peace officers or other duly authorized law enforcement officers, when contracted to or otherwise requested to by a school district, may possess a firearm on school property. Christensen introduced an amendment on select file containing provisions from LB618, a bill originally introduced by Omaha Sen. burke Harr. The amendment would allow peace officers or other duly authorized law enforcement officers to possess firearms when contracted by a school to provide school security or school event control services. The amendment would provide a great option for schools to allow private security on their property for school functions, Christensen said. The amendment was adopted 29-0 and the bill was given second-round approval on a voice vote.	Judiciary 02/16/11 at 1:30 p.m. Room 1113	03/08/11			Killed 05/26/11 LB618 amended into LB 512	Support
LB619	Larson	Remove school districts, learning communities, and educational service units from the Industrial Relations Act See LB 397, LB 664, LR29CA	Business and Labor 02/07/11 at 1:30 p.m. Room 1524				Killed 05/04/11	Oppose

BILL		DESCRIPTION AND	COMM. &	CT	GE	F D	<u> </u>	DOCUTION
NO.	INTRODUCER(S)	SUMMARY OF BILL	HRG. DATE	GF	SF	FR	Status	POSITION
LB633	Adams	Change provisions relating to certain tax levies and certain bonds of school districts and authorize refunding bonds	Education 03/01/11 at 1:30 p.m. Room 1525	03/17/11				Support
LB634	Adams	Change provisions relating to the tax levy authority of school districts relating to certain bonds Allows a school district to exceed the maximum levy of 5.2¢ (to cover environmental hazard abetment and other projects) in any year in which: (1) the taxable valuation of the district is lower than the taxable valuation in the year in which the district last issued bonds pursuant to this section and (2) the maximum levy of 5.2¢ is insufficient to meet the combined annual principal and interest obligations for all bonds issued under section 79-10,110. The amount generated from a district's levy in excess of the maximum levy of 5.2¢ upon the taxable valuation of the district may not exceed the combined annual principal and interest obligations for such bonds minus the amount generated by levying the maximum levy of 5.2¢ upon the taxable valuation of the district and minus any federal payments or subsidies associated with such bonds.	Education 03/01/11 at 1:30 p.m. Room 1525					Support
LB635	Adams	Change the Quality Education Accountability Act Requires the State Board of Education to establish an index to be used to measure the performance of individual public schools beginning with school year 2012-13. Schools who do not meet the minimum level of performance established by the board would be designated as a "priority school" and an intervention team would be established for each priority school. The intervention team would develop annual progress plans. Provides for possible loss of accreditation after 5 years of being a priority school.	Education 03/15/11 at 1:30 p.m. room 1525				LB635 amended into LB 637	Support
LB636	Adams	Change provisions relating to access to student records and learning community reporting and diversity plans Permits the disclosure of certain student records to learning community employees, but without identifiable personal information. Requires the learning community coordinating council to annually report data and information provided by member school districts under certain sections to the Education Committee. Changes requirements for the learning community school districts to provide copies of applications submitted to attend a focus school, focus program, magnet school, or school building not in the student's attendance area and to mark whether that application was accepted or rejected.	Education 02/22/11 at 1:30 p.m. Room 1525					Oppose

BILL **DESCRIPTION AND** COMM. & INTRODUCER(S) GF SF FR POSITION Status NO. **SUMMARY OF BILL HRG. DATE** LB637 Adopt the Postsecondary Institution Act and change provisions relating to the Coordinating Commission Education 03/17/11 04/07/11 04/20/11 Passed w/E (LB58: Adams for Postsecondary Education 02/07/11 04/28/11 MPS Support) EDUCATION at 1:30 p.m. Signed by the PRIORITY BILL (LB58: Provide for a study of dual-enrollment courses and career academies) Room 1525 Governor (LB635: 05/04/11 (2011)MPS Support) (LB372: Change provisions relating to postsecondary course and program offerings) LB58, 372, (LB637: Change the Quality Education Accountability Act) and LB 635 amended into LB 637 Nelson Killed LB664 Repeal the Industrial Relations Act and the State Employees Collective Bargaining Act and prohibit public Business and Support collective bargaining and work stoppage Labor 05/04/11 NELSON 02/07/11 PRIORITY BILL at 1:30 p.m. (2011)Room 1524 LB680 Heidemann Adopt the School Employees Cash Balance Retirement Act Nebraska Oppose Retirement Creates a cash balance retirement system for new hire school employees, similar to the current plan offered Systems 03/01/11 to state employees, often referred to as a hybrid of both defined benefit and defined contribution plans. Does not impact the retirement system for existing school employees. Under the State Employees at 12:10 p.m. Retirement Plan, employees contribute about 4.8% of salary and the employer (the state) contributes about Room 1525 7.5% of salary to an employee account. The employee cannot control investment of the account, but is guaranteed an annual return of at least 5% a year. The account can receive a higher return, depending on investment earnings. At retirement, the employee may buy an annuity, or withdraw the balance in a lump sum or in installments. The bill will likely be referred to an interim study after the session adjourns. NCSA: Would create a cash balance retirement system for new hire school employees. It is important to note this legislation would not change the retirement system for existing school employees. The bill proposes a retirement system similar to the current plan offered to state employees, often referred to as a hybrid system (both a defined benefit and defined contribution plan). Senator Heidemann offered the bill knowing that it would require significant study. The bill will likely be referred to an interim study after the session adjourns.

AGENDA SUMMARY SHEET

AGENDA ITEM: Legislative Standing Positions 2011

MEETING DATE: June 7, 2010

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Standing Position for 2011

ACTION DESIRED: APPROVAL ____ DISCUSSION ___ INFORMATION ONLY XX___

Each year the Board takes a position on Legislative Standing Positions which guide the lobbying efforts on all bills and amendments to bills.

Attached are the standing positions that were adopted last year.

I would like the board to discuss if they wish to continue with these positions and/or add additional positions.

Nebraska school board resolutions are due July 8, 2011.

STRATEGIC PLAN: Implemented Strategies and Superintendent's Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: ______

Millard Public Schools 2011 Standing Positions

- The Millard Public Schools supports legislation that replaces the current governance structure of the Learning Community with locally elected school boards and superintendents working together. Rationale: Locally elected school boards are in the best position to make decisions on tax levies, elementary learning centers, diversity plans, focus schools, and open enrollment (2010).
- 2. The Millard Public Schools supports the independence of established Class III school districts (2009).
- 3. The authority to levy for the general fund should remain with locally elected school boards. Rationale: Locally elected boards are in the best position to make decisions on levies and taxes-(2009).
- 4. <u>ESU Local Initiative Funds should be restored to previous levels rather than be diverted for Learning</u> <u>Community Governance expenses. Rationale: School districts should not have to reduce programs and</u> <u>staff to support the governance of the Learning Community Coordinating Council (2009).</u>
- 5. Locally elected school boards should have the ultimate authority to approve diversity and poverty plans. Rationale: Locally elected boards are more responsive to local needs (2009).
- 6. State aid decisions should not be reconsidered after the February 1st certification date. Rationale: School districts need time in order to make proper plans for funding school systems. The rules for state aid should not change after districts have established their budgets and levies (2009).
- 7. State funding should be sufficient to keep teacher's salaries regionally competitive (2003).
- 8. State and local taxpayers share the responsibility for the Pre-K through 12th grade educational program. The funding should reflect an equitable distribution of state revenue (2001).
- 9. School districts should be encouraged to support ongoing maintenance of school buildings; therefore spending and levy restrictions should be removed from the building fund (2001).
- 10. Federal and state governments should never impose un-funded mandates (2001).
- 11. Local boards of education are accountable to their community for making decisions regarding the educational program and are in the best position to make decisions on curriculum, management and funding (2001).
- 12. Financial decisions on lids and levies are best made at a local level where elected officials are most accountable to the community (2001).

AGENDA SUMMARY SHEET

AGENDA ITEM:	Multicultural Education Report
MEETING DATE:	June 6, 2011
DEPARTMENT:	Educational Services
TITLE AND BRIEF DESCRIPTION:	2010-2011 Report on Multicultural Education
ACTION DESIRED:	X Information

BACKGROUND: Nebraska Department of Education Rule 10 stipulates that "The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races."

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

In addition to District curriculum information, building principals were asked to respond to three questions:

- 1. List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.
- 2. List and describe those provided for students <u>that are beyond those called for by district</u> <u>curriculum</u>.

3. List and describe those called for by the building's site plan, if applicable. The building reports are included herein.

RECOMMENDATIONS: NA

STRATEGIC PLAN REFERENCE: None

TIMELINE: An annual report to the Board of Education is required by Rule 10

RESPONSIBLE PERSON(S):	Mark Feldhausen, Carol Newton, Nancy Johnston,
	Kim Saum-Mills, and Building Principals

SUPERINTENDENT'S APPROVAL: ____

(Signature)

BOARD ACTION:

2010-2011 Report on Multicultural Education

Presented to the Board of Education

June 6, 2011



Millard Public Schools Multicultural Education Report 2010-2011

Nebraska Department of Education Rule 10 stipulates that "The instructional program in public schools incorporates multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races."

In addition, Rule 10 requires (sections 004.01F and 004.01F1-F5) that:

- The district has a statement of philosophy or mission for the multicultural education program. Local program goals address multicultural education.
- The district curriculum guides, frameworks, or standards incorporate multicultural education.
- The district multicultural education program includes a process for selecting appropriate instructional materials.
- The district has a process for provision of staff development in multicultural education including professional development for administrators, teachers, and support staff which is congruent with local district and program goals.
- The district has a process for periodic assessment of the multicultural education program. An annual status report is provided to the local board of education.

Board of Education Policy 6610 and Rule 6610.1, Curriculum, Instruction, and Assessment: Multicultural Education, address these requirements including the mission of the Multicultural Education Program as defined by a District task force and approved by the Board of Education on October 17, 1994.

In addition, Multicultural Education continues to be one of several filters or screening variables within each of the four phases of the Millard Education Program curriculum model. In this way, the District meets the requirements of Rule 10 ensuring that multicultural instructional materials are identified and secured, staff development provided, and all curriculum documents incorporate multicultural education components.

An example of multicultural incorporation into the curriculum and instructional materials is provided by the matrix for Scott Foresman Science and the Guidelines for the Scott Foresman Reading Street program.



Category: Curriculum, Instruction, and Assessment Policy: Multicultural Education

6610

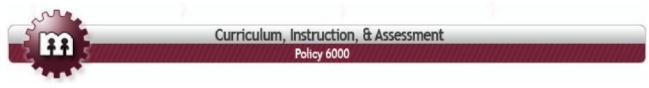
The instructional program of the Millard Public Schools shall incorporate multicultural education in all curriculum areas at all grades. Multicultural education includes, but is not limited to, studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races.

Related Rule: <u>6610.1</u>

Legal Reference: Neb. Rev. Stat. § 79-7 19 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10 Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools Omaha, NE



Category:Curriculum, Instruction, and AssessmentPolicy:Multicultural EducationRule:Multicultural Education

6610.1

The Multicultural Education Program shall comply with the requirements of Nebraska law and the accreditation rules of the Nebraska Department of Education.

- I Statement of Philosophy
 - A. Multicultural Education is essential in meeting the mission of the Millard Public Schools. Students will be provided with opportunities:
 - 1. to gain knowledge and appreciation of their own unique racial and ethnic heritage
 - 2. to gain knowledge, understanding and respect for the racial and ethnic diversity of our country, our world and its peoples.
- II. Program Parameter
 - A. The Multicultural Education Program shall be incorporated into the Millard Education Program, all curriculum frameworks and course guides, and include a process for selecting appropriate instructional materials, providing staff development, and periodic assessment of the program.

An annual report shall be provided to the Board of Education.

Related Policies and Rule: <u>6100</u>, <u>6120</u>, <u>6610</u>, <u>6120.1</u>

Legal Reference: Neb. Rev. Stat. § 79-703, 79-7 19 to 79-723; Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01G

Date of Revision: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006; September 15, 2008

Millard Public Schools Omaha, NE

Multi- Cultural Representation in Scott Foresman Science

People and	l Regions	of the	World

Grade Level	Examples of Multicultural Ties
All Grade Levels	Teacher Support for working with different cultures:
An Orace Levels	TEs -Professional Development section that addresses how to support diversity in
	Science Education
	"Every Student Learns" support book addresses working with ELL students.
	All print materials: student and parent, including songs are in Spanish
	Student DVDs:
	Discovery School (content knowledge), Activity (inquiry)
	<u>People represented</u> – African American, Asian, East Indian, Hispanic; <u>Regions of the world</u> - All 7 continents
T 7* 1 4	
Kindergarten	Careers/Scientists:
	<u>African American, Asian, Hispanic:</u> Astronauts, Medical Professionals, Inventor - Stoplight
	Children and Families in Big Books and Flip Chart:
	African-American, Asian, East Indian, Hispanic
First Grade	Careers/Scientists:
	African American, Asian, East Indian, Hispanic:
	Marine biologist, Physician, Meteorologist, NASA Rocket engineer, Electrical Engineer,
	Astronaut, Computer engineer
	Children and Families in Big Book:
	African American, Asian, East Indian, Hispanic
	Leveled Readers:
~ . ~ .	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions
Second Grade	Careers/Scientists:
	African American, Hispanic:
	Marine biologist, Aerospace engineer, Meteorologist,
	Professional Athlete, Creator of Lunar Rover
	Children and Families in Text:
	Asian, African, East Indian, Hispanic
	Leveled Readers:
	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions
Third Grade	Careers/Scientists:
	African American, East Indian:
	Fire fighter, Computer Engineer, Park Ranger
	Children and Families:
	African American, Asian, East Indian, Hispanic
	Leveled Readers:
	Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar
	Regions
Fourth Grade	Careers/Scientists:
	African American, Hispanic:
	Analytical Chemist, NASA Research Scientist, Astronaut,
	Inventor – Pacemaker
	Children and Families:
	African American, East Indian, Asian, Hispanic
	Leveled Readers:
	Egyptian Desert, African Grasslands, African & Indian Jungle, So American Rainforest, Polar
	Regions
Fifth Grade	Careers/Scientists:
	African American, Asian, Hispanic:
	Inventor – blood-mobile, Research Scientist, Research Physicist,
	Jet engineer, Space Shuttle Specialist
	Children and Families:
	African American, East Indian, Asian, Hispanic
	Leveled Readers:
	Egyptian Desert, African Grasslands, African Jungle, So American Rainforest, Polar Regions



Multicultural Guidelines for Program Development

Scott Foresman Reading Street 2007





"The literature must work very hard. It must represent a variety of genres. It must deepen and broaden the theme and represent dozens of cultures, including the culture of being a child."

Candy Dawson Boyd, Ph.D.

Professor, School of Education Saint Mary's College of California



PEARSON SCOTT FORESMAN

UNDERSTANDING THE GOALS OF MULTICULTURAL EDUCATION

Pearson Scott Foresman has systematically developed its educational products implementing criteria and standards that reflect multiethnic, multiracial and multicultural perspectives. Over the years, we have worked with numerous experts and consultants from universities and other educational institutions to ensure that we have a broad perspective from the most respected experts in their fields.

While creating the very best educational content, our standards are aimed at:

- Ensuring that we integrate multicultural experiences into program content so students see themselves as part of what is valued in the school's curriculum;
- Fostering self esteem for greater academic achievement;
- Empowering students to act effectively in a democratic society and reach their full potential; and
- Reducing prejudice by showing multicultural friendships and people from different backgrounds, working, playing and living together.

It is important that we consider the needs of all students.

Our educational materials have a fair and balanced representation of members of various cultural groups, including racial, ethnic and religious groups, males and females, older people, and people with disabilities.

Our educational materials accurately portray diverse groups within our society as well as diversity within groups. And our educational materials use language that is appropriate to and respectful of our cultural diversity.

Our Teacher's Editions provide background information to explain multicultural connections, cultural sensitivities, different viewpoints, and other helpful notations that will help teachers appropriately incorporate multicultural education in the classroom.

We involve members of diverse ethnic and cultural groups in the concept development of our products as well as in the writing, editing, illustrating and designing.



PEARSON SCOTT FORESMAN

[Excerpts from Multicultural Guidelines]

UNDERSTANDING THE GOALS OF MULTICULTURAL EDUCATION

It is important that we consider the needs of all students when developing the pedagogy for our educational materials. Editors and designers who are aware of the following goals of multicultural education will be better able to create, design, and judge curriculum materials in all phases of development.

• **Integrating multicultural content** - Integrating multicultural experience into curriculum content helps students see themselves as part of what is valued in the school's curriculum, leading to increased self-esteem and greater understanding of all people. James A. Banks has described a process of integrating multicultural content into the curriculum that many people find useful.

At the lowest level, multicultural education takes a **contributions approach** by celebrating the heroes, holidays, foods, and so on, of diverse cultural groups. This approach easily turns into stereotyping and continues to isolate special groups outside of the main curriculum. At a higher level is what Banks calls the **additive approach**, in which in-depth units of study of particular ethnic groups are added to the curriculum. While this approach certainly leads to greater understanding of a particular ethnic group, it still sends the message that ethnic groups are not integral parts of the mainstream culture. Banks advocates a **transformation approach**, in which multicultural education moves from the periphery to the center, transforming the entire curriculum. In this approach, events or conflicts are viewed and interpreted from different perspectives. Finally, Banks argues that the transformation approach should lead to **social action**. The aim of the curriculum should be for students to acquire the knowledge necessary to make decisions and to begin to act in our democratic society as citizens. Therefore, Banks argues, the curriculum should promote decision-making skills and social participation skills.

- Fostering self-esteem A healthy level of self-esteem is vital to the general well-being of children, and some studies show a correlation between high self-esteem and greater academic achievement. Effective methods to enhance self-esteem involve finding ways to change the school environment to provide opportunities for student participation and success. Positive expectations, heterogeneous grouping, cooperative learning, collaborative teacher-student planning, community service projects, and multicultural content all can help foster self-esteem.
- Empowering students For many, the ultimate goal of multicultural education is to empower students both to act effectively in a democratic society for responsible citizenship and to reach their full potential. Students need reasoning and decision-making skills modeled for them, and they need to learn to reflect on their own thinking and problem-solving strategies. They also need to acquire the skills for working collaboratively to achieve results.
- Reducing prejudice Studies have shown that children are aware of racism and prejudice from a very early age. Even first-grade children can benefit from activities and texts that foster positive attitudes toward people. These activities should be ongoing and integrated into the daily classroom routine. Children should be active participants in celebrating the diversity of their classroom, community, and country. The curriculum should include images of multicultural friendships and people from different backgrounds working, playing, and living together.



MEETING THE NEEDS OF A CULTURALLY DIVERSE STUDENT POPULATION

We reiterate that it is critical that we consider the needs of all students when developing our educational materials. Many current teaching techniques are helpful for our diverse student population. These techniques can be incorporated in all our products as appropriate.

- Collaborative and cooperative learning Collaborative learning provides opportunities for students to work and learn together. Cooperative learning is a type of collaborative activity that calls for each member of a team to take on a specific role or responsibility toward a shared academic goal. The members of the group are interdependent, and students are encouraged to take responsibility for each other. Other collaborative activities involve students working in pairs or small groups. Working collaboratively not only leads to higher self-esteem and lower levels of prejudice but also fosters increased interactions and friendships between students of different backgrounds and gender. Students also learn social skills, such as listening, encouraging others, giving constructive feedback, and checking for understanding that they can apply to other areas of their lives. Collaborative learning is especially helpful to English language learners. They develop language skills more rapidly because they feel more comfortable speaking in small-group settings. Also, small-group activities can provide opportunities for students to explore different perspectives on the same topic and use critical thinking skills in evaluating different perspectives and forming opinions.
- Constructivism The constructivist teaching/learning model recognizes that students construct meaning by building on prior knowledge. Activities that invite students to tell what they already know and share their diverse personal experiences harness the constructing new understanding of concepts and skills. Students learn from each other's experiences and multicultural backgrounds. In addition, an exploration activity at the beginning of a lesson or chapter provides a common learning experience for students as well as utilizing and focusing prior knowledge. The teacher also gains insight and perspectives on the diverse experiences and needs of students as they explain their understandings.
- Active learning An integral part of the constructivist learning model is to actively involve students in learning. Students construct knowledge from active explorations. Activity-based instruction helps students apply what they are learning so that they better understand and remember the concepts taught and the skills learned. Activities tap into children's different learning modalities. Activities based on real-world application also provide opportunities for multicultural connections.
- Techniques for varying learning style A variety of activities that relate to different learning styles provides opportunities for each student to learn important concepts and skills. Students learn through a variety of modalities: verbal, visual, auditory, tactile, and kinesthetic. According to Howard Gardener's theory of multiple intelligences, students can be smart in seven ways: logical-mathematical intelligence, linguistic intelligence, musical intelligence, spatial intelligence, bodily kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner points out that all people use each intelligence to some degree, but some people are more highly endowed in the abilities and skills of one type of intelligence.
- **Graphic organizers and concepts maps** Students learn concepts better if they understand relationships and connect ideas among key concepts. Graphic organizers help to make these relationships clear. When students themselves create the maps—manipulate the ideas and relationships themselves—they acquire powerful cognitive and communicative skills.



- Multicultural Connection Cultural connections can be made to content and literature in a variety of ways in our instructional materials. Multiculturalism should be infused in our products as naturally as possible and should go beyond the superficial and obvious differences in foods, fashions, and festivals. Photographs and artwork need to reflect the body language and social interactions of people. Literature should be chosen for its revelation of beliefs and viewpoints that are culturally shared. Culture is a preferred and basic aspect of human life, and respect for its variations is a worthy goal. Our texts should show understanding of this—not parade the exotic or irrelevant details of difference. Inclusion of information about culture should be germane to the lesson, not added on as bits of curious trivia.
- **Decision making and critical thinking** Activities, discussion questions, and assessment that involve decision-making and critical thinking can be incorporated in all instructional materials. Some activities can involve collaborative projects in which students engage in social action to improve their school and community.
- Variety of assessment opportunities Just as students learn in different ways, they demonstrate their understanding in different ways. Both traditional and alternative methods of assessment can be used. Alternative methods such as performance-based assessment and portfolios allow teachers and students opportunities to monitor progress throughout the year.

GENERAL GUIDELINES

REPRESENTATION

Our educational materials have a fair and balanced representation of members of various cultural groups, including racial, ethnic, and religious groups; males and females; older people; and people with disabilities.

- 1. We include contributions and achievements of people from diverse cultural groups in government, education, literature, the arts, industry, science, religion, sports, entertainment, and other fields.
- 2. We include folk tales, stories, and other literature, both historical and contemporary, from a variety of cultural groups. We include materials that show the roles of diverse cultural groups in shaping U.S. history.
- 3. We include works by both male and female authors when presenting examples of the literature of any culture.
- 4. We maintain an equitable balance of males and females in illustrations (artwork and photographs). We maintain a racial and ethnic balance in illustrations that reflects the diversity of our school population according to the latest U.S. government statistics. To reflect a variety of communities, some illustrations may include people from one ethnic/racial group, and some may include people from different groups. Gender and racial/ethnic balance is evident in each book or other product, whether or not it is part of a series. Each series as a whole, including covers and packaging, reflects this balance.
- 5. Our illustrations include people of all physical types and all ages—thin, heavy, average, tall, short, young, middle-aged, and older. Illustrations also realistically portray people with various disabilities.
- 6. We acknowledge the diversity within any cultural group when representing the population, the culture, and the historical contributions of the group.



- 7. Our educational materials include biracial and multiracial individuals and families. We recognize and respect that many biracial and multiracial members of our society identify with both parents' cultural backgrounds, while other biracial and multiracial members of our society identify primarily with one parent's cultural background. Our teacher's materials encourage sensitivity to the emotional needs of students.
- 8. We include a variety of family units and family sizes. We include families headed by two parents, one parent, grandparents, aunts/uncles, older siblings, and other adults. We show families ranging from one child to many children, families with adopted and foster children, and blended and extended families. We are sensitive to family issues in various cultural groups.
- 9. We include different and sometimes opposing perspectives and opinions on historical events as well as on contemporary political and cultural issues. We include individual members of cultural groups speaking about their own experiences, history, and culture.
- 10. We integrate information about cultural groups throughout our materials, not only in special features such as sidebars or enrichment activities. We do not trivialize in order to include a particular group, nor do we overemphasize the importance of a contribution because it came from a particular group.
- 11. Our selection of authors, artists, consultants, and critic readers/reviewers reflects our multicultural society. We recognize the importance of involving members of various cultural groups and experts on multicultural issues as early in a project as possible, to help plan and to review materials before they are published. We actively seek to use stories, text, and art created by persons from diverse cultural groups.

PORTRAYAL

Our educational materials accurately portray diverse groups within our society as well as diversity within groups. Diversity among groups is intergroup diversity. Diversity within groups is intragroup diversity. We are sensitive to both.

- 1. Our illustrations portray members of all groups with appropriate skin tones, hair colors and textures, eye colors, and facial features, to acknowledge and reflect the diversity of physical characteristics both among and within groups.
- 2. We avoid caricatures in artwork. When preparing art, we study photos of Americans from diverse cultural groups for guidance as to how to portray individuals. We carefully monitor color processes that may inadvertently misrepresent skin tones.
- 3. We portray all cultural groups in a variety of geographic and socioeconomic settings. We portray a diversity of activities, roles, and ways of life to avoid generalizations about any particular group. When portraying individuals or communities following traditional lifestyles, we make sure the portrayals are accurate and not stereotypical.
- 4. We present men and women of diverse cultural groups in a variety of roles—domestic, professional, and so on.
- 5. We portray people with diverse disabilities in a broad range of situations and activities.
- 6. We include older people in positive and active roles interacting with people of all ages.



- 7. We include sports, celebrations, and other activities that are popular in our diverse society.
- 8. We present religious practices that reflect our multicultural heritage, while being aware that religious affiliations and practices may vary within any one cultural group.
- 9. We present diverse members of our multicultural society as positive examples so that all students can have a sense of pride and self-worth. We are careful not to portray members of groups who have been enslaved or discriminated against only or chiefly as victims. Instead, we present members of various cultural groups—in times past as well as today—as achievers, as agents of change, and also as "ordinary" citizens.
- 10. We do not limit to one field—such as entertainment, sports, or crafts—acknowledgement of any cultural group's historical or contemporary contributions. We show how, both individually and collectively, members of our multicultural society have influenced industry, trade, agriculture, military activities, land settlement, and other aspects of U.S. history.
- 11. In addition to differences, we recognize the many common interests and other similarities that people have. When appropriate, we point out such commonalities—similar folk tales and parallel customs, for example. We acknowledge and include the various ways cultures have influenced one another.

LANGUAGE

Our educational materials use language that is appropriate to and respectful of our cultural diversity.

- 1. We identify an individual's or a group's race or ethnicity only when there is a reason to do so, and we do not single out any group for racial or ethnic identification. Legitimate reasons to identify race or ethnicity may include helping students understand the motivations of a fictional character or a historical figure, helping students appreciate the achievements of a specific individual or the contributions of a particular group or helping students comprehend historical situations and events. Often, use of an illustration or a person's name makes racial or ethnic identification unnecessary.
- 2. When we do identify specific groups, our editorial style is not to hyphenate *African American, Asian American, Hispanic American, European American,* and so on, even when using these terms as adjectives.
- 3. When we do identify specific groups, we use the most specific group name possible in a given situation.
- 4. We use parallel terms in referring to different groups and localities.
- 5. We avoid sexist language, as well as language that demeans or is condescending to people with disabilities, older people, or members of any religious group. We also avoid demeaning or condescending language when describing the cultures of the United States or other countries.
- 6. We show respect for regional and cultural speech variations that exist within the United States and within other countries. We use the term *dialect* sparingly and sensitively.
- 7. We avoid referring to clothing worn by any group as "costumes".



- 8. We use names from diverse cultural groups in text that is created for our materials, such as math problems. In such cases, we use names common to the particular cultural group. Thus, the names may come from English or from another language, or they may be a combination of English and another language. In materials for younger readers, we are careful to use names that follow phonetic patterns. Whenever appropriate, our teacher's materials provide phonetic pronunciations of names.
- 9. When citing authors or other individuals, we follow their preferences for spelling, capitalization, order, and spacing of their names.
- 10. We recognize that some literary sources and historical documents that are worthy of study contain outdated, stereotypical, or otherwise objectionable or controversial language or content. When we include quotations from such sources, we point out the problematic language or content, place it in literary or historical context, and offer the teacher ideas for discussing the issues raised.
- 11. We are careful to avoid language that suggests an "us vs. them" bias. For example, we speak of various cultures or diverse cultures rather than other cultures. We use inclusive terms like *we, us,* and *our* when referring to American society. We do not label any of the groups that make up our society as *they* or *them*.

OUR TEACHER'S EDITIONS

Our Teacher's Editions provide background information to explain multicultural connections, cultural sensitivities, different viewpoints, and other helpful notations that will help teachers appropriately incorporate multicultural education in the classroom. Typically, notes in the Teacher's Edition include the following:

- Notes on sensitivities involved with activities on cultural/ethnic identification for biracial and multiracial students
- Phonetic pronunciations of names that might be difficult to pronounce
- Explanation of quotations with outdated, stereotypical, or otherwise objectionable or controversial language or content, including the literary or historical context, and ideas for discussing the issues raised
- Information about language variations as well as guidance in helping students use standard or formal American English without degrading the home language.
- Background information on all religious groups as necessary without assuming knowledge on the part
 of students or teachers
- Explanation of specific terminology with pronunciations as necessary

MULTICULTURAL RESOURCES

It is important to involve members of diverse ethnic and cultural groups in the concept development of our products as well as in the writing, editing, illustrating, and designing. We involve authors and consultants early in the planning of our products, and engage consultants from various ethnic and cultural groups to review our manuscripts and guide us in producing accurate and culturally sensitive products.

Gender Ethnic Summary Grades 1-6

Grade 1

White	31%
African American	23%
Hispanic	20%
Asian	4%
Other	1%
Fantasy Character	21%

Grade 2

White	49%
African American	7%
Hispanic	8%
Asian	8%
Other	8%
Fantasy Character	20%

Grade 3

White	24%
African American	20%
Hispanic	16%
Asian	15%
Other	12%
Fantasy Character	13%

Grade 4

White	54%
African American	16%
Hispanic	14%
Asian	4%
Other	5%

Grade 5

White	52%
African American	15%
Hispanic	10%
Asian	11%
Other	9%
Fantasy Character	3%

Grade 6

White	52%
African American	18%
Hispanic	12%
Asian	9%
Other	4%
Fantasy Character	5%

3/27/06

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2008-2012 Culturally Responsive Teaching Training in Millard Public Schools

In 2007, Millard Public Schools (MPS) formed a professional relationship with University of Nebraska at Omaha professors, Dr. Nancy Edick, Dr. Sarah Edwards and Dr. Laura Schulte. The goal of this relationship was to provide culturally responsive teaching training to all certificated staff in MPS. Drs. Edick & Edwards are well known in the education field for their research and expertise on culturally responsive teaching. Recently retired, Dr. Laura Schulte was one of UNO's experts in the areas of research and statistical analysis. The cultural responsive teaching training was scheduled for a multi-year implementation that would take MPS staff from an awareness phase to an internalization phase. By investing in this professional development, MPS fulfilled many goals including but not limited to the state requirements for the poverty plan and supporting the district strategic plan and mission.

All 1800 certificated staff participated in the multi-year training. The training had two phases. Due to the size of MPS staff included, the staff development was planned to be implemented by grade levels of elementary, middle and high school. Phase one included a four hour awareness workshop and one hour focus group. Phase two included a year of on-line learning that can be repeated each year with updated materials/activities. The charts below reflect the staff involved in each phase by year. The second page of this document provides a narrative of each phase.

Phase 1

Summer 2008	2008-2009	2009-2010	2010-2011
	Elementary Staff	Middle School Staff	High School Staff
Building & District	PK-12 Psychologists	New Elementary Staff	New Middle School Staff
Administrators	PK-12 SpEd Itinerant Staff	New PK-12 Psychologists	New Elementary Staff
		New PK-12 SpEd Itinerant Staff	New PK-12 Psychologists
		New Administrators	New PK-12 SpEd Itinerant Staff
			New Administrators

Phase 2

2009-2010	2010-2011	Future Plans – Reaching Each Student
Elementary Staff	Middle School Staff	In 2011-2012- new staff will participate in an introductory class
PK-12 Psychologists	Elementary Staff	called <i>Reaching Each Student</i> . The new staff will meet face to face
PK-12 SpEd Itinerant Staff	PK-12 Psychologists	and via ANGEL during the second semester of their first year.
Elementary Administrators	PK-12 SpEd Itinerant	
-	Staff	Veteran staff will annually participate in culturally responsive staff
	Elementary & Middle	development also called <i>Reaching Each Student</i> . This staff
	School Administrators	development will be differentiated to each building needs and
		directed by their building leadership. An ANGEL Community Group
		called Reaching Each Student has been populated with a wealth of
		resources for buildings to utilize.

Phase 1 – Awareness Phase (2008-2011)

The objective of the four hour awareness workshop was, "Participants will demonstrate comprehension of culturally responsive teaching by participating in interactive discussions and responding to researched based principles." The topics and tasks covered included: 1) Consider cultural lenses of teachers and students (e.g. age, gender, race, poverty); 2) Identify what Culturally Responsive Teaching is and what it is not; 3) Identify current Culturally Responsive Teaching practices in alignment with the Millard Instructional Model; 4) Consider possible culturally responsive teaching practices and; and 5) Set goals for next steps to be refined during focus group sessions.

Also during the first year of training, educators participated in a spring semester focus group with their own buildings. Drs. Edick and Edwards presented results of the diversity disposition index and asked participants to reflect on the goals from the four hour workshop, share strategies/ideas with their peers, and identify future goals and questions.

In addition to the training, a survey assessed the diversity disposition of each participant at four different stages. Educators took the survey prior to participating in the four hour workshop, after they had taken the four hour workshop, after they had participated in the one hour spring focus group and after they participated in the on-line learning during the internalization phase. Drs. Edick and Edwards describe a person's disposition as a "collection of beliefs, values, and ideas about people, teaching and learning." They contend that an educator's knowledge and skills in teaching are informed by his/her dispositions. The diversity disposition index includes three subscales of 1) Educators' skills in helping students gain knowledge; 2) Educators' beliefs and attitudes about students; and 3) Educators' connections with the community. Dr. Laura Schulte controls the data and individual participant information was not shared with MPS. MPS received building specific information to help principals assess the diversity disposition of their own building.

Phase 2 – Internalization Phase (2008-2011)

During the second year of training, it was hoped that the participants would enter the internalization phase of culturally responsive teaching. The vehicle for this training was two-fold. First there was an on-line learning experience via ANGEL that could be facilitated at the building level in a variety of methods. This culturally responsive teaching on-line experience allowed educators choice and accountability. Drs. Edick & Edwards created the content, activities and reflective prompts that focus on the impact of culturally responsive teaching on student achievement. Content and activities included but were not limited to journal articles, guided tours of websites, and community events and experiences. In addition to the Millard Instructional Model and the district mission, the MPS initiative of 40 Developmental Assets and 21st Century Skills was embedded into the framework. Buildings could choose to utilize the ANGEL modules in a variety of methods that best fit their individual building staff development plan. Completion of one ANGEL module was expected by spring break of each year that buildings participated in Phase 2.

Secondly, building goals determined in spring focus sessions from Phase 1 would direct the plans for each building to become an environment that is culturally responsive. Plans were due to the principal supervisor by winter break of each year the building is participated in Phase 2.

School: Grace Abbott Elementary School

Principal: Erik Chaussee

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Book study: The classroom teachers and reading interventionists read <u>Unequal Childhoods</u>, a book about the lives of children in America today. Some specialists read <u>The Wonder of Boys</u>, a look at the different ways boys and girls learn. Both books covered diversity. Each grade level or group of specialists did a presentation on two chapters. We met once a month on the book study.
- A review of the 40 DA and their application to a more diverse student population.
- SWAMP time- a cross-grade level time with all students led by all certified staff and some classified staff. We meet monthly and each month has a different theme or topic that is related to the 40 D.A.
- The summer academy RtI+I group presented a professional development workshop that provided our staff with better understanding of the MIT process, why some students are placed in special education while some are not, and more experience and ideas for interventions as we look at greater implementation of the RtI+I philosophy and greater diversity, and perhaps more at-risk students because of the Learning Community and its goal of 35% students of poverty at each school.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- State fire day and other grade-level activities as assigned by state law and/or district curriculum.
- Presidents' Day presentations.
- Safari Montage on Cinco de Mayo.
- Bell ringing for the Salvation Army including guest speaker from the SA to describe who the raised funds benefits.
- A variety of novels read aloud to students and read in novel groups.
- Third grade taught a holiday unit called Christmas Around the World.
- Fourth grade did a novel unit and some of the novels were about different cultures and/or different countries.
- Geography week including several guest speakers, research of family trees, creation of multicultural paper dolls, and stories read in class.
- Cooperative learning games from different countries in P.E. and dances from other countries.
- Students did a listening and writing activity about Martin Luther King, JR.

- Native American Day including reports.
- Research and design an ancestor doll in fourth grade.
- Water Works field trip for 5th grade-focusing on water and its impact on society.
- Holiday traditions party.
- Daryl Draper Presentation on early Nebraska pioneers.
- Hanukkah story and traditional games.
- Second grade classes made masks for the countries they were studying during geography week. They paraded around the school to show other students.
- First grade had a unit on African-American inventors.
- Harlem Renaissance-background information on art and music of Harlem.
- Singapore Math.

- An international traveler, Dean Jacobs, performed an all-school presentation as well as gradelevel presentations about his travels throughout the world (Strategy #2, Action Plan #1).
- Flat Stanley project. Postcards were received from all over the world (Strategy #2, Action Plan #1).
- A native Japanese guest speaker spoke to 2^{nd} graders (Strategy #2, Action Plan #1).
- A guest speaker who has lived in Japan spoke to 3rd graders (Strategy #2, Action Plan #1).

School: **Ackerman Elementary School**

Principal: Melissa Poloncic and Ryan Saunders

- Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive teaching Getting to know cultures using Angel, teachers read articles, discussed in small groups, and shared thoughts through online postings.
- Art Integration Teachers experienced and discovered ways to begin to use art as a tool for inquiry and integration across multiple subjects

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Pioneer Wagon construction
- River Boat presentation Lewis and Clarke
- Native American Study-Handcrafted leather bags
- Nebraska Tribes Oregon Trail journals
- Veteran's Day
- Martin Luther King Jr. Day discussion and book study
 - Speakers from:
 - o Kuwait \circ Germany and the \circ Italy • England
 - o Cuba Czech Republic
 - Canada o Fiji
 - o Australia \circ Thailand
- Weekly Gymsic activities for all students on Wednesdays including learning folk dancing from around the world
- Heritage-Alaska musher
- Story Teller Dolls-Native American
- Jingle Dancer Native American history
- Winter Program, Holidays around the World
- Carl Orff, Orff Instrumental Music from around the world
- CRCC •
- History Alive extensions

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

Arts Integration and Inquiry

School: <u>Aldrich Elementary School</u>

Principal: Susie Melliger

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Book Study for the book <u>Unequal Childhoods</u>. Staff met in groups to meet and discuss the stories of the children in the book. They shared their (new) perspectives of students who are different from our typical Aldrich clientele.
- Promoting international-mindedness. This workshop supports PYP teachers in the development and promotion of international-mindedness. Participants examined the relationship of the IB learner profile both in and beyond the school community. An internationally-minded curriculum reflects a diversity of cultures and perspectives. Through the Program of Inquiry, the PYP provides opportunities for learning about issues that have personal, local and global relevance and significance. Teachers also explored the significance of action as internationally-minded learners demonstrate responsibility for and commitment to making a difference in the world. Aldrich teachers who attended this official IB PYP training and shared the above information with the staff.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Olympic Day Students participate in a study of 20 different countries throughout the school year. During their studies they are engaged in learning activities to help them learn the customs, traditions, languages, etc. of their assigned country. The 20 countries include: Egypt, Germany, France, United Kingdom, Mexico, Japan, China, India, Greece, Canada, Italy, Kenya, Russia, Spain, Brazil, Costa Rica, Ireland, Australia, Israel and Argentina.
- IB PYP Units of Inquiry Each grade level has six units of inquiry that provide students with the opportunity to gain knowledge that is relevant and of global significance. For example, a first grade unit central idea was, "Individuals come from various backgrounds that create diversity". Student inquired into various cultures in their classroom and different cultures to a group. At the end of the unit students completed a written and physical representation of their culture.
- All students at our school participate in Spanish instruction twice each week. Language activities include experiences with cultural practices and integration of the grade level units of inquiry. These experiences emphasize listening, speaking, reading and comprehension in meaningful, communicative content.
- IB German students from Millard North High School taught basic vocabulary to our kindergarten students.

- The 5th Grade Exhibition The 5th Grade Exhibition is the culminating Unit of Inquiry for the Primary Years Programme. It brings together all the essential elements of the PYP and shares the experience with the school, families and community members. Students have the opportunity to apply the content knowledge that they have gained to real-life problems. They engage in an in-depth, collaborative inquiry with peers while being able to demonstrate the learner profile, incorporate key concepts, use the transdisciplinary skills, show positive attitudes and engage in action. This year our 5th graders spent several weeks inquiring into the central idea, "*Children worldwide face a variety of risks and challenges*". The results of the students' inquiries were shared with parents at an Exhibition Celebration on May 5th.
- As part of the International Baccalaureate (IB) Primary Years Program Fifth Grade Exhibition, students use the knowledge and skills they have learned to take action on an issue they hold dear. The fifth-graders' extensive research this year, resulted in their desire to raise money to pay for wells in Cambodia. They raised enough money to build two wells.

School: Black Elk Elementary School

Principal: Josh Fields

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Four hour training with culturally responsive teacher training. Teachers chose different modules and then responded to the culturally responsive journal articles through an electronic discussion board Angel.
- Staff development on the 40 development assets in developing a culture of engaged students, staff, and community members which is also now a part of our SIP.
- As part of our continuous growth teachers as one of their goals had to have a goal in which they developed a strong sense of community through recognition of different students who may not always be recognized. Each teacher then reported to me on the progress of their goals.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Each grade level researched and learned about a country the week before our all school multicultural night. Each grade level was given a continent and then one or more countries to study and research within that continent.
- Jewish storyteller at all grades that talked about the culture of a different country.
- Kindergarten- Studied the Spanish Culture and also learned and performed a Spanish dance for our multicultural night.
- First Grade did a study of heroes of different cultures.
- Second Grade studied South America and specifically looked at the country of Columbia because of a student connection to Columbia.
- 3rd grade did a mini unit on the Chinese and Japanese cultures.
- 4th grade explored Culturegrams...looking at the history, geography, languages, pictures, maps, flags, etc. of different countries in Europe.
- 3rd grade class is pen pals with seniors at a local nursing home.
- 5th Grade study of Australia, New Zealand, and Antarctica

- Asset/Community Development from our Site Plan- We organized and adopted 7 families from the Millard Area for Project Wee Care. Our school and teacher coordinator were recognized by the Millard Business Association for the Caring Community Award.
- 4th grade Japanese service learning project in which students made paper cranes and money was donated for each paper crane to the Japanese relief fund. We raised \$800

- Multicultural Night- Students take part in the food and cultures of 24 different countries. Along with the different booths, students also get to experience Indian, Irish, Middle East Dancing Company, and the Omaha Bag Pipers. Over 350-400 people came to Multicultural Night.
- Community involvement nights such as reading, curriculum, and community carnival nights.

School: Bryan Elementary School

Principal: Brad Sullivan

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Training- Staff Development Year 3

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Chinese New Year Chinese art, culture, presentation and food
- Fiesta Friday which includes Spanish words, art and Mexican Culture
- Video The Best Bad Day Japanese Culture discussion
- Some Students read "Journey to Topaz" which is about the American Japanese encampment during World War 11
- Thanksgiving feast to portray the Native Americans and Pilgrims first Thanksgiving.
- We read books about and discussed various ways different cultures celebrate various winter holidays (Kwanzaa, Hanukkah, Chinese New Year), etc.
- State reports with foods from different parts of the US.
- Durham Field Trip
- Joslyn Field Trip
- Chinese New Year extension activities
- Fifth graders chose a country, researched the culture, government, lifestyles, flag, language attractions, weather/climate, customs and traditions and presented the final project in class. Many students added food to their presentations

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• All school assembly- Chinese Acrobats (Diverse Opportunities for Students)

School: <u>Cather Elementary School</u>

Principal: Dr. Paula Peal

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- PLC's –In the PLC's, teachers discuss ways of helping the students achieve to their highest ability.
- Through the 40 assets training, staff is made aware of the different needs of students and how to help them be successful in the diversified society
- The staff went through Cultural Diversity Training which included a visit to the Hindu Temple and a speaker about India.
- An action team through the strategic plan, researched ways to include more staff on how to understand other's cultures.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- First grade teachers read books from other countries and help them locate the countries on maps and discuss their customs.
- Kindergarten focuses on the different customs of celebrating Christmas.
- Third grade covered a reading unit that had fiction and nonfiction pieces about children from other countries. Then they had the children research their own cultural background, plot these on a world map, and share the information with the rest of the class. They also included a guest who spoke about Jewish heritage and sampled several ethnic foods
- With our Literacy Grant, we had a storyteller come and tell stories from different cultures.
- Fifth grade studies Japan. Asian food was brought in to taste after our Feudal Japan unit. Customs and holidays were addressed along with a celebration of Girls Day and Boys Day in the classroom.
- Cinco de Maya is celebrated at school with activities and food.
- Multicultural dances and customs are taught in the music/PE classes.

- The Core Academy strategic plan calls for the teaching of a foreign language to the students. The two Kindergarten classrooms have added beginning Spanish vocabulary, culture, and conversation.
- Our new strategic plan has a strategy that states: *We will develop and implement plans to increase the understanding and cohesiveness of Cather's diverse population.* Through that strategy, we wrote two action plans.

School: Cody Elementary School

Principal: <u>Matthew Dominy</u>

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive teaching Getting to know cultures Online class where teachers researched culture and provided feedback regarding cultural issues with their peers using a blog.
- 40 Developmental Assets- Our teachers participated in professional development related to the assets. This training supports an inclusive community in our building.
- Positive behavior support Our staff participated in a variety of professional development regarding our School Wide Behavior Management Plan to support all students.
- Building Engaged Schools Our staff participated in professional development and action plans to build a more engaged school.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Enrichment day- Students learned about various vocations
- Presentations of Navajo History by the principal
- Non-Fiction Reading experiences of Diverse Americans.
- Veteran's day celebration
- Integration of African American experiences into curriculum.

- A variety of 40 Developmental Asset activities.
- Field trips to the Rose Theatre, Western Heritage Museum, Boys Town

School: **Cottonwood Elementary School**

Principal: Nancy Nelson

- Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- The staff read <u>Unequal Childhoods</u> and completed several discussion sessions on the book ٠ along with posting comments on ANGEL and completing a study guide.
- Staff was in-serviced on inclusionary practices for students with special needs.
- We did Gallup Strengths activities along with teambuilding activities that exposed us to the differences among us as a staff.
- Reading Together Training for student/peer tutoring

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Each grade level visits or is visited by residents from Remington Heights Retirement Community. Each grade does a different activity with the retirees.
- Skills of Independence activities
- Study Center
- Planting tulips to indicate drug-free lifestyle pledges.
- Season of Giving activities Open Door Mission and Lydia House •
- Musical programs •
- 3rd grade Farm Fair 4th grade State Parade

- Strategy 2 We will develop and implement plans that address the needs of all subgroups in the Cottonwood population.
- We have several Family Nights as a building once a month, which fosters knowledge of the community and acceptance of differing lifestyles.

School: Disney Elementary School

Principal: <u>Bethany Case-Magana</u>

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching II Angel Training Book Study and collaboration "Unequal Childhoods" by Annette Lareau
- 40 Developmental Assets Activities

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Embedded Lessons during Cross-Curricular Studies and Social Studies instruction K-5
- Cinco De Mayo study and celebration in 4th Grade with Mrs. Lyons
- Guest speakers in 4th Grade from India, Sudan, Mexico (Disney Families)
- Flipper Friends Mixed Age Groups once per month activities integrating individual differences
- Images Around the World Assembly April 25, 2011 World tour by bicycle

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• Strategy 1 – We will develop and implement plans to increase student, staff, parent and community engagement in learning.

School: Ezra Millard Elementary School

Principal: Carrie Novotny-Buss

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally responsive teaching web based module for 2011-12: Power & Poverty
- Training for select staff on transgendered children
- Professional development was provided to increase staff understanding and pedagogy when working with children who have behavior disorders, Down's Syndrome, and autism spectrum disorders
- Continued building work with Gallup's Strengths Finder. This tool has allowed the staff to understand their own strengths and how to more effectively work with others

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- World Language Classes (German, Spanish, Sign Language, French) were provided for K-5 students as an after school club
- Artist in Residence for the 1st semester worked with each classroom so students could experience a cultural art production in partnership with meeting grade level art objectives
- Ezra University Classes (cultural offerings) were provided for K-5 students as an after school club
- World Traveler, Dean Jacobs presented a day long workshop to K-5 grade students and staff with a focus on travel and experiencing different cultures in conjunction with our One School One Book community reading event.

School: Harvey Oaks Elementary School

Principal: Roberta Deremer

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- CRT II Power and Poverty
- Harvey Oaks' 2010-2011 overall theme "Go North" was centered on the Harvey Oaks Husky mascot. Students learned about the climate, culture, and geography of the Alaskan and Arctic region. The school followed mushers through the Iditarod race in the beginning of March.
- Staff focused on learning the eight categories of the 40 Developmental Assets. Our goal was to use the terminology when working with students.
- Staff members were reintroduced to the BIST model for classroom management throughout the year.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- A musher presented to students the Alaskan lifestyle and the experience of the Iditarod Race.
- Third grade Sister School Project focused on the culture of the Inuit Indians of the Arctic.
- The fourth grade Sister School Project taught history of entering our country through Ellis Island.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

2007 Site Plan

- 4.1.4 and 5 "Go North" year-long theme
- Strategy 4.1.8 READ-A-THON Week Theme Read for America
- Strategy 4.2.3 K-3rd grade students had the opportunity to participate in after School Spanish program.
- Strategy 4.3.1 and 2 Third grade Sister School Project focused on "Go North" theme.
- Strategy 4.3.1 and 2 Fourth grade Sister School Project taught history of entering our country through Ellis Island.
- Strategy 4.2.2 4th and 5th grade students had the opportunity to participate in a Geography Club and the annual National Geographic Geo Bee.

School: <u>Hitchcock Elementary School</u>

Principal: Mandy Johnson

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- All staff completed a Culturally Responsive Teaching module online in which they read and reflected on various publications regarding building inclusive communities in education

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> called for by district curriculum):

- Preschool We have collected books, dolls, pictures around the room, and puzzles that depict a variety of cultures. We also have markers in various skin tones for when the kids want to color pictures of people. In addition, we have ethnic "plastic food" in our kitchen area
- First Grade 30 minutes of weekly instruction in the Spanish language and culture
- Fifth Grade After studying a multicultural literature unit, a Holocaust survivor visits our school to talk with the kids about diversity and acceptance of differences

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• N/A

School: **Holling Heights Elementary School**

Principal: Terry Houlton

- Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching
- World Drumming Workshop
- Multicultural Music Seminar

Learning Experiences: (List and describe those provided for students that are beyond those called for by district curriculum):

- Holiday Lights 5th grade multicultural music program
 Earthdance 4th-5th grade multicultural choir program
- Black History Month which culminated in a Living Museum (3rd grade) •
- Current events focused around the tragedy in Japan raised money to assist in the recovery • efforts in Japan. (3rd, 4th & 5th Grade)
- Kachina Doll unit that explored Native American cultures •

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

Enrichment class – Spanish, Sign Language, Taekwondo, Art and Music before/after school ٠ classes

School: Montclair Elementary School

Principal: Alicia Feist (Assistant Principal)

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- We have continued to teach staff about culture grams and how to integrate the technology into their lessons and projects.
- Teachers have integrated the morning "Words of Wisdom" into their daily journal writing.
- All teachers are trained in the Character Counts program so they can teach lessons on a monthly basis to their Pride groups. A year-long plan is created and shared with staff at the beginning of the year.
- The entire staff participated in the Culturally Responsive Teaching modules and / or book studies.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Words of Wisdom: Each morning the students hear "Words of Wisdom" during the morning announcements. These are stories, proverbs, or quotes related to diversity and good character. Many students write responses in their journals based on what they learned from the words of wisdom during the morning announcements.
- During our monthly "Pride" meetings, the students do activities or take part in discussions designed to help students appreciate each other for their differences and similarities. During one activity, the students made "cultural chains" created to express the variety of cultures within our school building.
- The students regularly use "culture grams" online as part of their research about different countries and people around the world.
- Teachers have implemented the ideas from the Culturally Responsive Teaching workshops. The teachers understand that parents want a variety of ways they can help their children at home with school. An example of how we have grown is that we have shared materials in reading and math with parents, so they can help their children be successful.
- An all-school assembly was held and an African American Drum and Dance company performed for our students. Some students and teachers were chosen to learn a dance and perform in for the students.
- ELL students and Intermediate students attended the Step Afrika dance performance.
- Students are given opportunities to share about their cultures, as we have many students from many countries around the world.
- Some classrooms introduced the concept of culture fairs in their classrooms.

• Some classrooms have invited parents in on a regular basis to teach students about a particular culture, such as sharing aspects about a particular holiday that is celebrated within the culture, or sharing music, food or clothing from that particular culture.

- We share how diverse we are by providing this type of information in our school newsletter. We include how many students we have from a variety of different countries. This year we added a large map in the front entryway of our school displaying each of the countries represented by our families at Montclair.
- Our building site plan states that we will meet the needs of the whole child. Students are given opportunities to share about themselves so every child feels that they belong at Montclair.
- Parents are invited into the classroom to share multicultural experiences with the entire class. This is a way that we show students that their culture can be a part of Montclair. It also helps their parents become involved with the school.
- We have a variety of family nights noted in our site plan to try to bring our families together in a social setting.
- This year we implemented the first annual "Diversity Day" to celebrate all students' cultures and heritage. Students wore traditional dress and brought cultural foods to share with their classmates.

School: J. Sterling Morton Elementary School

Principal: Julie K. Bergstrom

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching
- Literature (monthly) Review
- 40 Developmental Assets

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Spanish Club (grades 3-5)
- Language Club (kinder-2 grade)
- Enrichment Day (Dean Jacobs shared experiences from Rwanda) geography, school, food, music, tradition, language, economics, endangered animals, culture, land, etc.)
- Team Time
- Time for Kids and Scholastic News publications are read by students; teachers lead discussions and often link the document content to extension projects and activities
- School-wide service projects help us learn about others who are less-fortunate: Coat Drive, Food Drive, JDRF Wal, United Way campaign, Camp Co-Ho-Lo, Red Cross
- Students from Haiti visited Morton our students & staff learned about their native land, school, food, music, traditions & cultures, families, economics, animals, dance, etc.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• Strategy 3: We will develop and implement plans to ensure students have a sense of belonging to Morton.

School: <u>Neihardt Elementary School</u>

Principal: Andy DeFreece and Dawn Marten

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- CRT II Staff Book Study: Unequal Childhoods
- Staff focused on learning the eight categories of the 40 Developmental Assets. Staff members were introduced to the BIST model for classroom management throughout the year.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Third grade has a food fair during their studies of ancestries
- Third grade learned about the Hispanic cultural and created murals based off of their learning
- First grade students studied holiday customs around the world
- First grade studied cultures of our nation
- Fourth grade learned about the life of MLK Jr, Ruby Bridges, celebration of Black History month, and segregation
- Fourth grade studies the underground railroad and immigrant workers on the Transcontinental Railroad
- Our music teacher taught fourth grade about African American Jazz and fifth grade about African American spiritual unit

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• Not applicable

School: Norris Elementary School

Principal: Joycilyn Y. Rozelle

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
 - Culturally Responsive Teaching staff development session in October
 - Autism presentation to certificated and classified staff in May

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Black History month informational display case and informational hall bulletin board
- Black History month daily fact announcements

1st Grade

Completed a continent project where students worked at home with parents. Students brought in a poster, food or artifacts from that continent and did a class presentation to share information with their peers.

Kindergarten

Reads about and does one activity for Kwanza, Hanukkah, and Passover in Dec. For Dr. Martin Luther King Day, they read stories and did an activity. Students learned the names of the months in Spanish and also learned to count in Spanish.

3rd Grade

- 1. During the winter holiday season, we had a multicultural holidays unit in social studies/reading.
 - * We did research projects on different holidays and countries and invited students to share their holiday traditions from home.
 - * We had a guest speaker come in to talk about Swedish Christmas.
 - * We had a guest speaker come and talk about Hindu fall/winter holidays.
 - * We had a guest speaker talk about Muslim fall/winter holidays.
- 2. During our Omaha unit, we are having a guest speaker come to talk about being an Omaha Native American.
- 3. Northern American Indian buffalo hide painting is a part of art tied into our Omaha unit.
- 4. We have done 2 different Japanese art projects that connect to our Reading Street Stories as a part of our Asian art unit.
- 5. We have studied Mandalas as a part of our Asian art unit that come from Buddhism.
- 6. We checked out the Asian art trunk from the Joslyn art museum, studied the authentic art pieces and made connections with them to our classroom and what we are studying.

- 7. We make it a point to discuss how cultures/religions are alike and different almost on a weekly basis. It's hard to pinpoint these examples specifically because we are interweaving them into curriculum as they naturally fit in.
- 8. We have studied Romare Bearden during our photomontage art projects. He is a collage artist who captures the culture of southern American life in Mississippi and Georgia.

As a part of the special events we plan for each month at Norris, our March celebration was Read Across America with Dr. Seuss. I put up a bulletin board that spans the length of the main hallway. This year, the bulletin board featured book jackets of author's from different states across the nation. I made sure to include book jackets that represented a variety of cultures and ages. These included, but were not limited to:

- 1. Mystic Horse by Paul Goble (Native Americans)
- 2. Stone Fox by John Reynolds Gardiner (Native American)
- 3. Elijah of Buxton by Christopher P. Curtis (African American)
- 4. The Tuskegee Airmen Story by Lynn M. Homan (African American)
- 5. Effie's Image by N.L. Sharp (elderly person looking for self-worth)

Primary Montessori (Gr. 1-3)

- 1. Open Door Mission: Students were able to prepare sack lunches for the homeless and underemployed at the Open Door Mission. The students crafted blankets for the Lydia House. Students raised funds for the Open Door Mission Diaper Drive. Students were able to participate in the "Walk a Mile in My Shoes" event to raise money and awareness of the mission.
- 2. Hot Shops: Students were able to observe different artists' mediums by touring the facility.
- 3. Study of People: Students researched and studied the people and cultures of other continents.
- 4. Speakers: Students and parents were invited to speak about the holidays that they celebrated throughout the years.
- 5. Peace Education: Students learn the value of diversity and acceptance of others' differences. They learn how to solve problems with others using peaceful tactics.
- 6. Poetry: Students read and write different poems that were developed in other countries.
- 7. Spanish: Students learn to speak and read small words in Spanish.
- 8. Japanese: Students learn to speak and read small words in Japanese.
- 9. Yoga: Students and teachers use the practice of Yoga to develop sense of peace and self-awareness.
- 10. Books: Many books are shared to teach the students about other cultures and beliefs.
- 11. Pet Therapy: Petey the dog comes in once a week to help students learn how to be calm and take care of a living thing. They also read to Petey.

4th/5th Grade Writing

- 1. Civil Rights leader playing cards and research
- 2. Journal writing from the perspective of an African-American student in an integrated school
- 3. Journal writing about the lives and influences of Cesar Chavez, Gandhi, and other civil rights leaders
- 4. Study of diverse poets and slam poetry unit
- 5. Native American/Muslim poetry study

School: <u>Reagan Elementary School</u>

Principal: Dr. Nila Nielsen

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- District Implemented "Culturally Responsive Teaching," book groups based on poverty.
- Guest Speaker informed the staff on Native American Customs in our area
- Cultural Literature Book Share- Discussion of different book titles, in our library, that supports cultural understandings/learning.
- All Staff Study (PLC's) of the effects of poverty, cultural differences, and language barriers on education.
- Staff celebration of Holidays around the world- activities/foods/customs

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Students explored the Winter holidays and customs of Europe, Mexico and Africa
- Ireland and folktales: <u>The Irish Cinderlad</u>, Jamie <u>O'Rourke and the Big Potato</u>, Jamie <u>O'Rourke and the Pooka</u>, on St. Patrick's Day with art work.
- Homes, toys and food from around the world were studied and "flip books" were created.
- Native American Indian puppets, a canoe, tipi, and vest were made by students.
- Mexico: Los Posada, sombrero and dress, musical instruments, piñata, puppets, How to say Hello, "Hola".
- A day in a Native boy's life, books on different tribes, their tools, homes, foods, and lives.
- Jazz musicians of the 1920's and 1930's were studied through both music and literature.
- Celebrations around the world which included learning locations on the world map, about the people, homes, foods, games, religions, feelings, weather, land, language, and items that come from those countries that we have used in our daily lives. Our library has many informational books.
- Israel/Jewish Hanukah, Menorah.
- Netherland-reading and puppet, wooden shoes, How to say Hello, "Hallo".
- Chinese New Year. Parents and Grandmother of a student shared about living in China. Students learned to use chopsticks, count to 10, listened to music and played games. Read-Informational Books, Jan Brett, <u>Daisy Comes Home</u>, <u>Round as a Moon Cake</u>, "D" is for <u>Dragon</u>, <u>Lon Po Po</u>, (Chinese Little Red Riding hood), and <u>Five Chinese Brothers</u>. Made a Chinese lantern, puppet, shared Chinese fan, coins, paper money, abacus, calendar, writings, and a Chinese New Year card. Read and discussed other Asian Holidays too.

- Kwanza: read, <u>A to Z book on Kwanza, Africa, and African-Americans</u>, Kinara, Ghana puppet, foods, How to say Hello, "Jambo".
- Students read and discussed the story of Ruby Bridges.
- Korea- read Magic Spring, a favorite folktale and written language.
- Mexican Day of the Dead- students read booklet and performed puppet shows.
- Students studied Denmark and Germany and what comes from there that we use every day, dolls, coins, and holiday items.
- Students studied The USSR: puppet, folktales, Stacking Dolls, Art Angel, Russian Hat. How to say hello, "Daw-bruh-yeh OO-truh".
- Dr. Martin Luther King Jr., read many books about our many different colors and ideas.
- India- read, <u>Look What Comes From India</u>, <u>Diwali</u>, <u>Hindu festival of Lights</u>, made a puppet, and shared carved jewelry box and elephant, purse, land lamp.
- Cinco de Mayo, students read books about Mexico, made a fan, a paper origami flower pot, colored and counted to 12 in a Spanish number booklet. Cinco de Mayo power point presentation and a festival.
- Ezra Jack Keats stories to help understand Inner City Life and Black Communities.
- Read Jan Brett stories and learned about different folktales around the world and different things about each country that she wrote and illustrated about. Example: <u>The Umbrella</u>/South America, <u>Annie and The Animals</u>/Norway, <u>The Missing Mitten</u>/Ukrainian, <u>Honey</u>, <u>Honey Lion</u>/Africa, <u>The Hat</u>/ Denmark, <u>Who is Knocking on Christmas Eve</u>?/ Norwegian, <u>The Trouble With Trolls</u>/Norway and others. Jan Brett uses different countries, architecture and costumes in her books

- We will create and implement plans to develop effective community partnerships that build or support the 40 Developmental Assets (Strategy 4)
- We will develop grade level specific and school-wide service learning projects that enhance the 40 developmental assets. (Strategy 4: Plan 4)

School: <u>Reeder Elementary School</u>

Principal: Paige Roberts

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching (CRT) Phase 2: Internalization and Implementation
- Ongoing Professional Development as related to the presence of Alternate Curriculum Programs at Reeder
- Paula Kluth "Inclusive Practices" workshop (sent 8 staff members)-- it incorporated meeting the needs of diverse learners

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Family Traditions
- Family Culture Posters
- Holidays Around the World units done at several grade levels
- Collection of items to be shipped by a building para to a marine troop in Iraq
- Students in 3rd grade were immersed in a country study of China, Peru, Sweden, and Germany, researching and presenting projects which included ethnic displays and foods
- Students in 4th grade studied jambalaya
- Community service in decoration paper bags for Hy-Vee
- Participation in Junior Achievement (K-5)
- Inclusion activities with ACP students and visiting ACP rooms
- Participation in Juvenile Diabetes Research Foundation Walk Two grade 1 and one grade 3 students have juvenile diabetes. Students received instruction on health issues concerning juvenile diabetes
- Student Council Community Projects including Red Cross Disaster Relief for Japan
- Students were matched up with children in another grade level as Peer Buddies
- Domesti-pups, Moses is a therapy dog at Reeder
- Differentiated instruction: individualized spelling lists, math pretests/flexible grouping, guided reading groups, independent studies, contracts, READ, Resource, Early Literacy
- Field Trips, including the Pow Wow for 4th graders and various other destinations
- Music Programs, 'songs around the world' were learned and performed
- After school clubs: Chess, Art, Sports and Fitness, Drama, Choir, Science and Strategies
- Valentine Cards for nursing home residents
- Multicultural Titles ordered and shelved in the Media Center
- Grandparent's Day in first grade classrooms

- Parents/Grandparents invited in to share information about specific religions, races, cultures and ethnicities
- Native American Round Earth Lodge Simulation
- Family Groups established connecting students across the grade levels and working on The 40 Developmental Assets
- PLC Re-teaching/enriching models

School: <u>Rockwell Elementary School</u>

Principal: Jerri Wesley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

All Certified Staff

• Participated in the 6 RtI+I sessions during this school year

Preschool

- Culturally Responsive Teaching
- PLC Book Study Group "A Framework for Understanding Poverty" by Ruby Payne

Kindergarten

- 1 team member attended the workshops: You're Going to Love this Kid! & Find a Way or Make a Way both by Paula Kluth, Ph.D. The information was shared with the other teammates. Both workshops focused on inclusion.
- Culturally Responsive Teaching
- PLC Book Study Group "A Framework for Understanding Poverty" by Ruby Payne

1st Grade

- PLC Book Study Group "A Framework for Understanding Poverty" by Ruby Pane
- Culturally Responsive Teaching

2nd Grade

- Culturally Responsive Teaching
- 1 teacher attended several autism/Asperger's workshops during this school year and shared information with our team.
- All 3 of us participated in sexual harassment training.
- We read A Framework for Understanding Poverty by Ruby Payne. This book dealt with poverty and how it relates to effective instruction. We discussed this book in our PLC.

3rd Grade

- Culturally Responsive Teaching
- PLC Book Study Group "A Framework for Understanding Poverty" by Ruby Pane

4th Grade

- Ruby Payne Book Study of "A Framework for Understanding Poverty" and discussed implications for Rockwell students
- Culturally Responsive Teaching

5th Grade

- Ruby Payne Poverty Framework –we read and discuss this book in our PLC's and will continue to do more work in this area for 10-11 school year.
- Culturally Responsive Teaching

<u>SpEd</u>

- Ruby Payne book study on the effects of poverty on learning
- Culturally Responsive Teaching

<u>Media</u>

- Professional Learning Communities
- Culturally Responsive Teaching

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

Preschool

• Preschool Family Feast- where families bring in their favorite family cultural snack

<u>Kindergarten</u>

- All classes have had some experiences with sign language and books about children who are different from them due to medical conditions.
- We learn about different types of transportation and homes all around the world.
- Each classroom invites students to bring in a family picture and they get a chance to share who is in their family. We also do this with our Star of the Week and All About Me books.

1st Grade

- Martin Luther King
- Native American Unit Study
- Cinco de Mayo/ guest speakers from MSHS
- Japan Unit
- African American History/ Literature

2nd Grade

- We had a guest teach a pottery project to the students for the holidays.
- Literature that exposed students to different cultures and family
- We introduced the students to different artists and styles of art.

- We read the book Flat Stanley. The students sent Stanley to different states. Then he returned to us with information about each of those states. We also went to the Rose Theater to watch the play of Flat Stanley.
- Black History Research Projects Students researched famous African Americans and wrote reports.
- African American literature
- 2nd grade participated in a unit on the culture, customs, and language of Mexico.
- We learned some Spanish words.

3rd Grade

- Holidays around the world We learned about various cultures' holiday celebrations by incorporating games, crafts, and foods from around the world.
- Custom day in social studies
- Artifact day Sharing about customs and families
- Native American Day art project
- Made an announcement on the loudspeaker about this day, and incorporated an art project for our students

4th Grade

- Holidays Around the World Celebration
- Native American Art projects
- Indian Mandalas
- Nebraska City field trip: focusing on the architecture and lifestyle of Native Americans
- Durham Western Heritage Museum: focusing on Native American lifestyles
- Gifford Farm: focusing on contributions of Native Americans to Lewis & Clark

5th Grade

- Writing a Research project for the Holidays Around the World
- Researched a famous African American and Famous Woman for the Black History Month and Women's History Month
- Spanish Food Tasting for Cinco De Mayo celebration
- Field Trip to the Holland Performing Arts to see Step Afrika, which is a dance group highlighting the various rhythm and dances from their African Roots. We also discussed the culture of the Africans and their spirituals during our unit on the Civil War.
- Discussions of origins of vocabulary words from our reading book that have a Spanish root and how we now use these words in our everyday vocabulary

Special Education-ACP

- Three-year rotation of studying of cultural holidays
- Community Access Field Trips
- Martin Luther King unit
- Cinco de Mayo activities

P.E./Music

• List of songs or activities in the Music, PE, and Gymsic classroom:

Kindergarten

- Nampaya Omame Zulu Amusement song
- Seneca Stomp Dance Native American Powwow
- Classical music from a variety of periods and countries
- Holiday songs from Africa, Israel, Spain, Europe
- Bocce Ball
- Wedding and Folk Dances

1st Grade:

- Yankee Doodle American folk song
- Classical music from a variety of periods and countries
- Bocce Ball
- Wedding and Folk Dances

2nd Grade:

- Classical music from a variety of periods and countries
- Hanukkah songs, games and dances
- Bocce Ball
- Wedding and Folk Dances

3rd Grade:

- This Land is Your Land
- Star Spangled Banner
- America
- America, the Beautiful
- God Bless America
- Hey Ya Native American stone passing game
- Classical music from a variety of periods and countries
- Bullying Unit
- Bocce Ball
- Wedding and Folk Dances

4th Grade:

- This Land is Your Land
- Star Spangled Banner
- America
- America, the Beautiful
- God Bless America
- Follow the Drinking Gourd African American Slave songs
- Shake the Papaya Down Caribbean folk song
- Classical music from a variety of periods and countries
- Libyan holiday songs
- Bullying Unit
- Bocce Ball
- Goal Ball

• Wedding and Folk Dances

5th Grade

- This Land is Your Land
- Star Spangled Banner
- America
- America, the Beautiful
- God Bless America
- Classical music from a variety of periods and countries
- Mbria jam African percussion
- Bullying Unit
- Bocce Ball
- Goal Ball
- Wedding and Folk Dances

Media

- Reading stories from various cultures and backgrounds in story time
- Golden Sowers

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

Pre. Kg. – 5th Grades

• Ruby Payne Book Study – Study of "A Framework for Understanding Poverty" in PLC teams – Site Plan – Strategy 2, Action Plan 4.

School: <u>Rohwer Elementary School</u>

Principal: Nancy Brosamle

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching Staff Development
- Meetings with ACP teachers and classroom teachers to develop specific plans for inclusion of ACP students in the regular education classroom—this improved the understanding of the regular education students for the ACP students.
- Sexual Harassment Training for all MPS staff

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Parent presentations in classrooms
- PE/music focus on dances and games from around the world
- Art focus on artists from around the world
- School wide assemblies with multicultural focus
- Building service projects that focused on the elderly, poverty and soldiers stationed overseas.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• N/A

School: Sandoz Elementary School

Principal: <u>Heidi Penke</u>

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
 - 194th Contract Day-All new certificated staff participated in a four hour Culturally Responsive Teaching Workshop via Angel
 - 194th Contract Day-All new certificated staff participated in a four hour Professional Learning Community workshop
 - November 2010-6 teachers (SLP, ELL teacher, Literacy Interventionist, 3 classroom teachers) attended an ELL conference by Tonnie Martinez
 - October 2010 and January 2011- All certificated staff participated in CRT Phase 2 by reading and discussing Unequal Childhoods and completing the module on Angel.
 - All staff completed the Angel module on Preventing Sexual Harassment, Bullying, and Maintaining Appropriate Boundaries

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Preschool Family Spotlight
- Preschool Family Presentations- foods, dances, traditions and symbols from many countries
- Title 1/ ELL Preschool Bread Feast- tasted breads from different cultures
- Title 1/ ELL Preschool Chinese New Year
- Title 1/ ELL Preschool Cinco de Mayo celebration
- ELL field trip to Orpheum with foreign dancers and music makers
- 1st Grade had an "Around the World" curriculum party celebrating different countries and their customs
- 2nd Grade Star of the Week celebrating our individual kids and their cultures
- 2nd Grade celebrating Martin Luther King, Jr., Native Americans, and Cinco de Mayo by reading books
- 3rd Grade Multicultural Party
- 3rd Grade studied famous Omaha people from various cultures
- 3rd Grade sampled recipes from different cultures
- 3rd Grade utilized 5th grade buddy to help students learn to write in Korean
- 4th grade Saturday field trip to Joslyn Art Museum to view multi-cultural exhibits
- 4th Grade had a class discussion about the Civil War and Civil Rights Movement
- 4th Grade read aloud books about the Civil Rights Movement
- 4th Grade took a field trip to the Omaha Symphony about Community Pride
- 4th Grade listens to multi-cultural music in the background while completing work

School: Upchurch Elementary School

Principal: Susan Anglemyer

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Culturally Responsive Teaching <u>Unequal Childhoods</u>, Book Study

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Barnes & Noble Nights Multicultural Theme Books Read
- Books and Beyond All School Reading Incentive Program
- HyVee Nights Students council members had exposure to a variety of individuals while hosting.
- Music Programs Selected music represented various cultures.
- Student Council/Volunteer/Food Drive
- Community Service Club
- Winter holidays around the world studied in second grade.
- Native American Study (literature, folklore, weaving, sand painting, stories with symbols)
- Black History (literature, MLK Day biographies)
- Mexican Culture Studies (literature, art, piñata, Cinco de Mayo, language)
- Chinese Culture (China research, abacus, fortune cookies)
- Field trip to Durham Western Heritage
- Character Counts PAD groups and assemblies (Respect For Others)
- Holocaust Speaker & Novel Study
- Field Trip to Joslyn Art Museum
- Art projects New Millard Curriculum.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• Millard Public Schools Curriculum

School: <u>Wheeler Elementary School</u>

Principal: <u>Tracy Logan</u>

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- Culturally Responsive Teaching staff development.
 - White privilege, Concept of "power" in relationships, diversity awareness activities

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- 5th Grade:
 - Read the novel "A Jar of Dreams" by Yoshiko Uchida and discussed the racism against Asian immigrants during the Great Depression
 - Peace Corps presentation and research about kids around the world
 - Read books about Australia, exchange program with kids from Australia, celebration of Australia Day with books, art, foods, music
 - African-American History artwork
- 4th Grade:
 - Studies immigrants and celebrate all the different types of heritages within the classroom. Students shared family traditions they have because of their ancestors
 - Time For Kids: Reading and discussing events related to MLK Day
- 1st Grade:
 - Mother of a student with Down's Syndrome came and read a story and talked to the student's classmates about Down's Syndrome and what it means

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• NA

School: Willowdale Elementary School

Principal: Susan Kelley

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Willowdale Family Groups small, multi-age groups meet monthly activities are designed and discussed by staff based on the 40 Developmental Assets supporting inclusive communities

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- 1st Grade Program revolved around Willowdale family cultures and global cultures
- Media Folk Tale unit involving country studies
- Chinese New Year and culture study Kindergarten
- Taste of Southwest and Native Cultures 4th grade food experience
- Native American Unit with Storyteller Rita Paskowitz
- 2nd Grade Culture Fair Willowdale families shared cultures

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• Not applicable at this time

School: <u>Andersen Middle School</u>

Principal: Jeff Alfrey

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
 - Completion of phase II of Culturally Responsive teaching Angel modules, facilitated as 3 staff development sessions over the course of the year.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Famous scientists presentations
- Alternative energy resource projects
- Women In History Projects
- Media specialist does multicultural book talks and shares a variety of multicultural books with teams
- Spanish classes do a study on immigration, causes/pros and cons. We also have food/country research projects.
- Money Management looks at life in other countries/ different tax systems, poverty issues in Africa and mirco-lending.
- All Choirs, have to sing at least one song in a different language. (Usually we do 2).
- As some extra multicultural lessons, I have all classes listen, discuss and sometimes sing music from other cultures.
- Mexican fiesta/ Cinco de Mayo party for our Mexico unit.
- English 8: We have chosen supplementary novels which show the struggles of various cultures to achieve equality: Native American, Jewish (during World War II), and African-American.
- The German club draws a significant number of students to extracurricular activities to celebrate German culture and festivities.
- PE class: We do a multi-cultural games unit with our students. The student is introduced to a new game with explanation about where the game is from, how or why the country used it, etc....We usually do about 5 different games during the unit.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• There are none called for in our site plan during this cycle.

School: Beadle Middle School

Principal: John Southworth

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
 - All certified staff members completed Culturally Responsive Teaching phase 2: Power and Privilege Modules.
 - Emails sent out by our 6th grade counselor reminding staff of religious observations and the needed sensitivity to these practices.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> called for by district curriculum):

- PE classes have integrated multicultural games... Skyros (Greece,) European Handball (Central Europe,) Hockey (Canada,) and Bocce (Italy.)
- 8th grade English chose Hiroshima for their class novel. Extension projects for high ability students included the option of doing research on the culture of Japan.
- English 7 included 3 stories with multicultural themes into the short story unit. The stories were 7th Grade by Gary Soto Hispanic culture, Thank You Ma'am by Langston Hughes African American culture, The Scholarship Jacket by Marta Salinas Hispanic American culture.
- Spanish 7 and 8 discussed contributions of famous Hispanic Americans during Hispanic Heritage Month.
- Social Studies 6 class was studying Islam at the time of Bin Laden's death. The teachers facilitated a discussion of various groups of Muslims and how they practice and showed comparisons to the variety of Christian traditions.
- 8th grade Essentials English infused the following stories into instruction Cesar Chavez civil rights champion, A Slave story of the Underground Railroad, Mudsling Native American story of wedding traditions, Fa Mulan Chinese Legend.
- In 7th grade Art Japanese Tea Bowl. Students learn about the Japanese tradition of the tea ceremony. They create their own tea bowl in clay. The class has a Japanese tea ceremony in class when they learn the basic steps of the ceremony and carry them out. Students listen to Japanese music, look at Japanese art, and drink green tea.
- In 8th Grade Art Aboriginal Dot Painting. Students learn about the culture of the Aboriginal people of Australia. Religion, Land, Animals, Music, and Art. Then they select an Australian animal to focus on in their own Aboriginal dot painting. They use traditional symbols that the Aboriginal people have created.

- 6th grade science talk about famous scientists, where they are from, their discoveries, and how their discoveries changed their historical time period.
- 8th Grade students completed a field trip experience to Nebraska City in which part of their time was focused on John Brown's Cave and the African-American experience during slavery and the Civil War.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• 8th grade students learned about the Mormon trek and Winter Encampment as part of their field trip to the Florence Mill. Students toured their visitor center.

School: Millard Central Middle School

Principal: Beth Fink

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
 - ELL Parent Panel: In February 2011 CMS created two panels comprised of eight parents from six different countries for the purpose of educating our staff on the struggles, unique needs, and perceptions of our ELL families and their children. This open forum created a unique informative experience for both the parents and the teachers. The parents were able to explain to the teachers where we had fallen short and how we had exceeded their expectations. It also gave them a voice for which they were enormously thankful. Our teachers also had an opportunity to ask the fundamental questions from the source that would have the right answers, the parents. This occurrence cut out all middle men and often inaccurate social perceptions with them. This was probably the best professional development we experienced all year. It was relevant, enlightening, and meaningful.
 - The Millard Public Schools District led all schools through Culturally Responsive Teaching expectations. This staff development opportunity included the following staff learning opportunities:
 - Book Study Group using <u>Unequal Childhood</u>
 - Educational journal articles
 - Sharing opportunity through the CRT Angel posting opportunities.
 - Sheltered Instruction Observation Protocol (SIOP) objectives were supported by the CMS ELL instructors Doreen Nelson and Margarita Rueb, as well as Jennifer Reid. The specific goals included the building of academic vocabulary and background. Additionally, the various visual and graphic organizers for ELL students are shared for classroom use. Jennifer Reid also introduced ELL support strategies to be used both in the classroom as well as guided practice interventions.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Pat Sears, Spanish instructor provided the staff and student body with Hispanic Heritage Month activities. She also took students to the Masa Conference and the Latino Summit. Additionally, she led activities around the following events:
 - \circ $\,$ El Dia de Los Muertos v
s Halloween/Memorial Day $\,$
 - Winter Celebrations Around the World
 - Black History Month, Dream to make a Difference--what can you do?

- o el Carnaval/ Mardi Gras Around the World
- The custom of a quinceñera
- Cinco de Mayo celebrations here and other places in the US.
- In the Computer Applications, 6th grade students chose a foreign country and created a PowerPoint presentation which included cultural information from that country. These were shared with their classmates.
- Lori Umstead, the CMS media specialist, hosted two Latina Lunches for about two dozen girls, grades 6 through 8. They also made Cinco de Mayo t-shirts, listened to Bachata music, and shared their family history. Additionally, they marched in the Cinco de Mayo Parade on May 7, 2011.
- Sabine Fleshner, the CMS German instructor, hosted a German cooking class for students and their parents. This was a terrific bonding experience for the families as they experienced another culture, including its foods and customs.
- Julia Hobbs, CMS family consumer science instructor, taught a multicultural foods unit. The objective was to enable students to experience the customs, foods, and traditions from various countries.
- Paul Hoagbin, CMS 6th grade social studies instructor, asked the students to construct a Venn diagram using information from ancient civilizations. After completing this task, they drew parallels with the cultural elements which were exhibited in their own homes. These diagrams were shared with their classmates.
- Elaine Flaxbeard, CMS 7th grade social studies instructor, created extension activities for students as the countries of their origin were explored through the curriculum. At that time, students were asked to bring information and pictures to share with the class. This helps students explore and connect the fact that we are a nation of immigrants and owe much to the diversity of our ethnic groups.
- ELL After School Program: Activities and learning activities were planned and executed for our ELL students.
- The 7th grade homerooms did a lesson on differences and cultural competence. There is also discussion about treating everyone fairly in our bully curriculum.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Promoted different cultural interchanges through school-family events. For example"
 - ELL Family Nights in collaboration with the MPS District ELL Community Nights
 - ELL After School Program parents sessions

School: Kiewit Middle School

Principal: Lori Jasa

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Year 2 of Culturally Responsive Teaching included an all certified staff book study on <u>Unequal Childhoods</u> by Annette Lareau. Mr. Hemphill prepared lessons which were taught over the last six months. Activities include power points, discussions, activities, and goal setting for the following year.
- Kiewit Staff Development newsletter regularly shared multicultural education and heightened awareness and sensitivity.
- "Words of Wisdom" and 40-Developmental Asset programs continue to be implemented which includes hundreds of motivational and multicultural quotes and aphorisms from philosophers, religious thinkers, entertainers, sports figures, and fictional characters. Some teachers utilized the quotes as points of discussion or instructional motivators. Counselors taught all students leadership skills, with quotes by great country and world leaders about the importance of reputation, judging people, imperfections, what we all do for others, and the most powerful weapon of all, being educated.
- Social Studies recognitions of: Seasonal Christian, Jewish, Islamic, Hindu and other specific religious holidays. This usually includes discussion in class and perhaps a tie-in to current curriculum.
- September/October: Hispanic Heritage Month
- January: Martin Luther King Day connections to Social Studies.
- February: Black History Month.
- The bulletin board in the main foyer was occasionally used to highlight various cultural celebrations. During the implementation of the life skills/asset curriculum, each month a different life skill/asset was highlighted on the bulletin board. Many of the life skills related to respecting diversity and individuals. In addition to the asset/life skill bulletin board, we had another bulletin board featuring prominent black history leaders throughout the month of February.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

• **Grade 6** - In addition to the social studies classes which consistently highlighted cultural aspects of the world, students participated in a multicultural math game, a study involving the cultural aspects of clothing, and participated in an interdisciplinary unit about the Iditarod with an emphasis on the Alaskan/Eskimo cultures. "Justice for All," a Hal Unit, was offered to qualified students working with reading books and activities on Japanese internment

during WWII. In addition to those activities, "The Great Fire" (core curriculum) focused on immigrants, along with the division of ethnic groups, within a large city. The students also read a story of Bayard Rustin which incorporated the civil rights movement of the early 1960's. In English, some multi-cultural short stories were read like "The Red Guard," "First Emperor," "Digging Up the Past," "Under the Royal Palms: A Childhood in Cuba," "Eleven," "Tuesday of the Other June," and "Aaron's Gift." Students also made personal collages about what makes each one of them unique. While studying Ancient Greece, students participated in an Olympic-based competition. The competition started with a traditional opening ceremony with each team member wearing the same colors, performed a chant, and waved their flag. Before competing, traditional oaths were taken by the athletes (students) and judges (teachers). Students competed for gold, silver, and bronze medals in a final awards ceremony replicating the Greek Olympic culture. A few students reviewed the Hebrew alphabet and practiced the symbols and pronunciation. Math 6 students learned how to use the Sieve of Eratosthenes efficiently and researched other major math contributions of this fine mathematician. In addition, sixth grade prealgebra students discussed Greek customs while learning about the Pythagorean Theorem and Chinese Triples.

• **Grade 7** - Diverse cultures were discussed via current events through political cartoons and CNN discussions. One 7th grade team focused on Martin Luther King and subsequent projects included letters, painting, and collages which represented freedom, equality, and justice. 7th graders also researched the diversity of other cultures by "visiting" a country of their choice for four days and sharing what was learned about such topics as language, traditions, customs, clothing, economy, and government. Korean folktales were read in some homerooms. Beyond the Social Studies curriculum itself, teachers have also incorporated News Quiz Bowl, current political/editorial cartoons, reading about and discussing 'Closing the Gap: Indigenous Groups of the South Pacific, extensive Black History Month activities, Hispanic Heritage Month activities, and possible MLK day speaker(s) and activities. Social Studies' classes discuss parallels with readings in Reading and Language classes to give students an historical perspective to the reference of time that is indicated in the story(ies). Culture is discussed with each 7th grade Chapter in terms of the eight elements of Culture, with personal and national history being one of them, along with religion, social groups, language, daily life, art, government and the economy.

Reading class now requires that students read books of cultural diversity as part of their genre requirement and the teachers give book talks on that genre. Along with the reading requirements, the Plugged into Non-Fiction Reading program has several books that deal with black American History including: "Tell All the Children Our Story" by Tonya Bolden, "Birmingham, 1963" by Carole Boston Weatherford, and "Kids Make History" by Susan Buckley and Elspeth Leacock. All three of these books immerse the students in cultures not similar to their own. Students also read the novel "Watson's Go to Birmingham" which familiarizes students about life in the South for African Americans in the early 1960's during the time of the bombing in Birmingham, Alabama which killed four innocent girls in their church. In one of their reading texts, the students explore a variety of themes/stories related to ancient worlds and minorities. Contributions of scientists from various countries were also shared. Math students learned about Greek life and philosophers through the study of the Pythagorean Theorem and learned how to write the variable, x, in multiple languages.

- Grade 8 The social studies classes highlighted various cultural aspects of the world. In history, students read about Harriet Tubman, wrote Native American poems, and studied immigration. The 8th grade curriculum lends itself to multicultural education as the curriculum includes instruction on African American history, simulations of the slave ships, assembly lines, Native American culture, etc. Students participated in an interdisciplinary unit on Lewis and Clark. Teams completed ethnic pie graphs as well as comparing and contrasting activity on how different ethnic, religious and race groups have had a positive or negative effect on the growth of America. English classes read The Diary of Anne Frank and discussed the Holocaust. Team 8C arranged for a guest speaker, Mrs. Bea Karp who is a Holocaust survivor to speak to the entire 8th grade class. Living through this time period, Mrs. Karp offered great insight of what it was like to live during that time. Students also read "Ashes of Roses" which was a story about immigration. 8th grade English students choose a variety of multicultural topics for their MLA research papers and read a variety of short literature from authors of various backgrounds and cultures. In 8th grade science the students discussed contributions made by different cultures to astronomy and in the environmental unit the student's studied habitats from all over the world.
- Exploratory and Specialists Every foreign language class has cultural connections language, geography, products, customs, food, shopping, sites, etc. Some world language teachers had students visit South Omaha's El Museo Latino to observe Mexican art while creating their own piñatas. Afterwards students ate at a typical Mexican restaurant and spoke in Spanish with their wait staff. While in school, students at KMS had the opportunity to participate in Karaoke in foreign languages, model and describe clothing from Spanishspeaking countries in Spanish, create books for students in Nicaragua, and write letters to pen pals in El Salvador. The pen pals were arranged through an exchange program with the Peace Corps.

In class, there is frequent cultural tie-in through artwork and projects, activities and discussion on different holidays, and comparison of opinions involving current events and policies that happen all around us. Specifically, the students have created and compared family trees and celebrations to Hispanic parties; seen and talked about the significance of the works of Picasso, Dali, Miro, and other artists; and debated and rationalized the importance of language acquisition, immigration, and other current events items. They have also heard about and dealt with holiday differences and similarities involving the U.S. and Spanish-speaking countries. One teacher regularly listens to authentic music/bands (both current and past) from the countries where our target language is spoken.

More specifically activities included the following for World Language Week. As a department, the world language teachers organized their annual World Language Week February 14-18th, in which the students followed a different schedule for the week and completed on thematic work in various ways, participating in dancing, food preparation, cultural discussions, language and country lessons, and other similar activities. On Monday students had the opportunity to create Valentine's in Spanish, French, and German. Students from Kiewit then traveled to Aldrich Elementary School to present the crafts to elementary students in the International Baccalaureate program. On Tuesday students studied the importance of food by using chocolate in French, German, and Spanish countries. On Wednesday students chose to attend either a session on dancing in Spanish-speaking countries or complete a Pilates workout in German/Spanish. Thursday, students chose to attend either a session on world Sports (jai-alai and cricket) or a tri-lingual scavenger hunt

(French, German, Spanish). On Friday we explored various countries around the globe: St. Martin's, Lichtenstein, New Zealand, Great Britain, and Morocco.

At the end of the week, students completed a reflection about their cultural experiences throughout the week. KMS now has a World Language Club which explores alternative cultures to Spanish, German, and French (Greek, Mexican, Chile, Austria, and China were discussed this year).

Students in **music** classes learn about music from various cultures including how African Americans contributed to blues and jazz and how that eventually evolved into rock n' roll. Dances from different countries were also introduced to students. The countries included Norway and Israel. A little time was also taken to learn and listen to World Music and then discussed how it affects and influences the music in the United States. Each year all chorus classes sing a song in foreign language each semester. This year the languages included Latin, Hebrew, Spanish, and French.

Physical Education classes integrated sports, games, and dance from around the world— Middle East, Europe, and Africa. Examples include, Bocce Ball (Italy), Horse shoes (America), Badminton (England), and Cricket (India).

The 8th grade "**Know Yourself**" class included lessons on stereotyping, discrimination, and sexism along with two of the seven core values taught are equality and social justice, which allows for discussion on these topics various times during the hexter.

In **FCS**, the creation and importance of the American Food Pyramid was discussed. Food pyramids from different cultures such as Asian, Hispanic, Native American, and Mediterranean were also studied and given equal recognition. Herbs and spices from various parts of the world were explored for the medicinal and culinary properties. At every grade level, students discuss the life style of vegetarianism for personal as well as religious reasons. Various religious and cultural aspects of food selection are explored and respectively acknowledged. Students are given an opportunity to explore various cuisines through restaurant menus in the Omaha area. They explore various cultures by participating in food labs representative of a certain culture, religion or geographical area.

The **Art** department continues to highlight various artistic aspects of the international world with a strong focus on Native American pottery and African American masks. Students studied Egyptian art, Spanish tile design, Aboriginal art, Islamic Art, Mexican folk art, and African art with an emphasis on quilt stories. Students also studied batik textile designs used in India and Africa. Sixth grade students participated in "Artist of the Week" reports which included various artists who represented different cultures, nationalities, and genders. Eighth graders completed Master Sketch assignments in drawing and painting which included reading about and duplication of styles and techniques from artists around the world. Printmaking classes study the culture of their ancestors to incorporate into a print. Japanese and Chinese prints are highlighted in Printmaking.

The students who participated in the **KCC**, Kiewit's after school program, visited Brookside Nursing Home and played games with the residents. They also made blankets for patients at Children's Hospital several times throughout the year.

Our **Volunteer Club** students took many needed donations to the Rainbow House in the fall. We toured and learned about illnesses that cause families to end up in their house. Those families come from all over the world. We all heard about volunteer opportunities available to the general public to assist them in their time of need. In addition, our volunteer club hosted a Penny Drive in February and donated the proceeds to victims of the earthquake in Haiti. Our club promotes the collection of box tops labels, and each team could spend half of the money they earned to support a charity of their choice. Some donated to Big Brother's Big Sisters, Eastern NE Office on Aging and the University of Nebraska Medical Center's Transplant Unit.

Library activities included displays of Literature tied to the World Language Week Celebration. Students were also supplied with lists of Multicultural titles for their independent book selections. Selection and Acquisition of books for our collection includes looking for titles that are diverse and unbiased. Students are taught to use databases that display information on World Cultures. Using Culturegrams online database, students have 1st hand information for all their classroom research experiences.

KMS participated in a fundraiser for Japan after the devastating earthquake on March 11th, 2011. A KMS parent, who used to live and teach in Japan, connected with a teacher friend there and we helped them by raising money and sharing pictures of our Japan candy sales after school, our students folding 100 origami cranes, and a walk-a-thon.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- STRATEGY #2: We will develop and implement plans to improve the building climate
- STRATEGY #4: We will develop and implement plans to market KMS to a broader population.
- STRATEGY #5: We will develop and implement plans to engage all students.

School: Millard North Middle School

Principal: Joannie Wilson

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- CRT via ANGEL
- MYP staff development International Mindedness

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- Showing the movie "The Boy With the Striped Pajamas" to 8th graders to show how the Jewish culture was treated during WWII
- Completed a cross curricular activity that compared and contrasted the tsunamis in Indonesia in 2004 and Japan in 2011. The comparisons included discussions of culture and socio-economic factors of the affected areas.
- Kids can earn an asset ticket for displaying cultural competence. Tickets are given to kids by staff.
- Teaching "Seedfolks" which involves different cultures learning to interact in the U.S. Teaching "Chinese Cinderella" which involves learning about Chinese culture during the Sino-Japanese war.
- Our 6th grade HAL kids did Injustice projects and many were multi-cultural. Among topics covered were ...Slavery...Segregation..Japanese Internment Camps...Concentration Camps...Blacks Serving in the Revolutionary War. Mrs. Karp (a camp survivor) also came and spoke to 6-A students after they had finished reading Sadako and the Paper Cranes.
- In Art class our students created African Clay Masks, Japanese Notan Art, Australian Aborigines Dot Painting
- Our International club held and international night that celebrated cultures found in student's families from NMS
- In our study of the development of the atomic model, I include contributors from India, Japan, and China that are not included in the book.
- In our study of the development of the heliocentric model of the solar system, I include contributions of Persians and Arabs that are not included in the book.
- 8th grade German students went to Gerda's German Restaurant for dinner on May 16. They also attended German Convention on March 26 to compete in various events and to have fun and learn about German culture and language.

- Holocaust Survivors came to speak to students about their experiences to support our Anne Frank unit
- Small group discussions about cultural background & family traditions
- Filipino Folk Dance: (Students learn and perform "Tininkling", a dance in ³/₄ time which moves in and out of bamboo poles which are tapped on the ground.)
- "The Lion Sleeps Tonight" African Folk Song: (Students learn an "a capella" folk song and learn to accompany it with chordal harmony)
- Siyahamba (We are Marching) South African: (Students learn and perform a song of "Unity and Self-determination" which originated in South Africa and is sung during Kwanza.
- "Away to America" (Students learn and sing a song about immigration to America)
- "De Colores" and "Las Mananitas" (Students will learn Spanish Folk songs of "equal rights" and the beauty of morning.
- "Taos Round Dance" : (Students will learn and perform a Native American dance which has been passed down through their culture)
- "Canoe Song" (Students will learn and perform a round which is a work song of the indigenous people of Canada)
- 6th grade Health: Nutrition we discuss the different cultures and eating habits while identifying the importance of balance dieting in our society.
- 7th grade Health: Drug misuse and abuse we discuss the drug trafficking from different countries and explain how drugs affect all cultures in the world from medicine to misuse and abuse.
- 8th grade Health: Teen parenting and values. We discuss that everyone is different based on their background and culture passes on through the generations. Students understand that we need to be accepting in other person's beliefs and open minded to more than one solution. We also link the values to teen parenting. We explain how our society has changed from allowing women more rights and how our society views teen parenting issues.

School: <u>Russell Middle School</u>

Principal: Mitch Mollring

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Staff Development
- CRT—The staff explored a Tolerance website and utilized the many resources for on-going interaction using ANGEL.
- The teachers "paid back the payback partners" by going to the businesses and assisting in multiple ways. This was designed to focus on connections with community which are related to Gallup and CRT emphasis.
- Packtime teachers are the "staff buddy" for each student in the Packtime. Part of the Pyramid of Intervention is contacting the Staff Buddy of an at-risk student. This provided an opportunity for another adult to connect with the at-risk student about at-risk concerns.
- *The 40 Developmental Assets were reinforced with the staff throughout the year with staff development and activities. Team building activities among staff members were again the focus of the first staff development day. The activities were a continuation of those used the year before.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> called for by district curriculum):

- Sister Cities Club offered as an after school activity
 - Many students are active in the club that participated in several Sister City Association activities during the year. The group hosted Japanese guests in August. The students and administrators from Shizuoka, Japan visited RMS in the fall.
- Speaker presentation focused on the lives of Immigrants in the early 1900's—presented to all 8th graders
- Multicultural topics were addressed through extension activities throughout the curriculum. Speakers presented information about different cultures in world language classes, language arts classes and social studies classes.

- Calendar/bulletin board outside of the main office is used to highlight the asset of the month along with multicultural holidays, events, celebrations and famous leaders from around the world.
- Holocaust survivor spoke to the 8th graders in May. She was then available to answer specific questions posed by the students.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- The mission of Russell Middle School is to guarantee each student actively participates in the development of positive character traits and mastery of academic skills in a safe, caring, world-class educational environment that provides effective instructional practices and diverse opportunities that engage all students.
- All students will develop and consistently demonstrate character traits and positive behaviors necessary for personal excellence and responsible citizenship in a diverse community
- We will effectively communicate to our Russell community the educational factors that influence student achievement

School: Millard North High School

Principal: Brian Begley

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

- MNHS was recognized as a "No Place for Hate" school by the Anti-Defamation League for the second year
- Kelly Thielen and Stephanie Burdic attended the "What's New in Young Adult Literature" session sponsored by BER
- Stephanie Burdic attended the International Reading Association Conference and is cochair of the Young Adults Choices committee
- Kelly Thielen and Stephanie Burdic attended the NETA (Nebraska Educational Technology Association) Conference
- Stephanie Burdic attended Final Cut Pro training week long session
- World Language staff development on using 21st Century Skills to Learn about Culture
- Effective Instructional Strategies and Balanced Assessment for World Language Teachers
- World Language: Increasing student Use of the Target Language
- World Language: Creating a Successful Learning Environment
- Michelle Williamson took the class "Echoes and Reflections" A Multimedia Curriculum on the Holocaust at the Jewish Community Center.
- CADRE Project Over the summer, Christie Rushenberg finished the coursework for her Masters of Science in Education through UNO's CADRE Project. This coursework continuously considered various student backgrounds, abilities, and needs.
- MET Link This year, Christie Rushenberg and Chris Cobb were members of the Metropolitan English Teachers mentoring program. This program supports second and third year teachers through dialogue with master teachers across the Omaha Metro community. During these conversations, educators share both the successes and challenges during their teaching experiences. Many of these conversations center around student diversity, culture, and experience.
- Connie Mills is attending a World Literature training in Montezuma, New Mexico this summer
- Dr. Edwards spoke to our Language Arts staff in regards to culturally responsive teaching
- Connie Mills made a visit to Zen Buddhist Temple with Do Something Mustangs
- Matt Wood and Leslie Irwin led the 40 Assets student group
- Kaneko live streaming of Greg Mortensen

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

Math Department

• Geometry - Video about building the pyramids that ties in cultures of Egyptians and Hebrews to teach surface area and volume

Social Studies Department

- Simon Rohde -- Sponsored students in the World Food Prize
- Brent Snow -- Sponsored students at a Prejudice Elimination Workshop (ADL), and helped raise funds for Lydia House
- David Diehl -- Took students to the Holocaust Museum, Washington, D.C.; helped raise funds for Lydia House
- Matt Wood -- Project Wee Care; Ropes Course (interact and built connections with other schools); helped raise funds for Lydia House
- Casey Lundgren -- Took students to Hindu Temple, a local Synagogue, and studied with his AP Human Geography class diverse cultures in Omaha; helped raise funds for Lydia House
- Dave Bacon -- arranged guest speakers in his World Religions classes
- Michele Edmundson -- guest speaker: Salvadorian who also lived in Japan, spoke on a comparison of US, Japanese, and Salvadorian cultures
- Matt Meyer -- helped raise funds for Lydia House
- Doug Drummond, Michelle Edmundson, Simon Rohde -- sponsored a student trip to the World War I museum.
- Many Social Studies teachers participated in "No Place for Hate" project.

Business Department

Fashion Marketing

- Students learned about the different economic systems throughout the world. Students played the game "Monopoly" with revised rules to experience what life is like in that country.
- Students conducted research on notable fashion designers from around the globe. Business Law
 - Students researched the following laws: Racial Discrimination, Gender Discrimination, Age Discrimination, Disability Discrimination

Computer Technology Applications

• Computer Technology Applications students worked on a cultural PowerPoint slide show for the city of Madrid, Spain. Through this experience, they learned about the languages spoken, religious affiliations, events and activities, currency, and many other aspects of this city.

Personal Finance

• Teachers created an assignment to allow students to learn about the exchange rates for several countries.

International Business

• Students made posters covering Domestic vs. International Products. Many business practices were discussed including doing business across the border, global business, culture, non-verbal communication, diversity, non-traditional jobs and marketing campaigns, dining etiquette, government systems, currency, and business travel abroad.

Marketing II

• Students answered early work questions during the month of February that were directed around African/American Marketing demographics, history, business, etc.

World Language Department

- The German students were provided an opportunity contribute to the hunger issue in Omaha by donating money and/or food downtown at the ice skating rink at ConAgra. Some students were interviewed and recognized by the mayor at the event.
- During a trip to the Mormon Winter headquarters to view gingerbread houses, some students took advantage of the opportunity to tour the chapel and learn about the Mormon faith.
- German Club members took advantage of an opportunity to learn about the importance of the environment and physical fitness during a 15-mile bike ride on the trails ending at Lake Zorinsky where they grilled and cleaned up a section of the park at the end of their event.
- Spanish IV (and some Spanish III) students created children's books in Spanish for children in Honduras. Time was spent discussing Honduran culture beforehand.
- Argentinean professor from UNO, Dr. Claudia Garcia, came and conducted a "poetry workshop" with my Spanish IV students; they entered the UNO statewide contest, and several are having their work displayed at UNO
- South Omaha field trip/scavenger hunt, walk around 24th street L-Q streets in small groups, speaking in Spanish, learning about culture- all Spanish IV classes, IB Spanish students
- Spanish Club activities Day of the Dead party learn about other culture's concepts of death, Novela Night- watch telenovelas after school in Spanish (Spring), Zumba dance lessons (mix of Latin/African/Arabic dancing)
- Eating in Spanish-speaking restaurants
- Cinco de Mayo festivities given opportunity to go there and use to make up speaking points from class observed culture, participated in celebrations

Art Department

- Art History: class includes studies of traditional art worldwide and throughout history. Culturally specific and time period projects are ingrained in each unit. For example: Chinese wall hangings, African jewelry, Japanese prints and origami, French Impressionist paintings, German expressionist drawings, and Native American pictorial and geometric designs. Ethnic diversity is also an integral part of our studies. Differences in customs, beliefs, and traditions influence forms of art from painting to architecture.
- **Pre IB Art** includes studies of Egyptian and Prehistoric Cave Art to present day practices in art.
- **IB Art** Integrated into their studies, references to other cultures is an essential part of their evaluation criteria.
- **Pottery** classes created Grecian urns. Also studied the Mid-eastern tradition of mosaic art. Maria Martinez's pottery style/heritage highlighted and discussed from Southwest.
- Art Foundations classes include a specific multicultural outcome objective (usually a 3D project) in addition to being inherent in units with examples discussed from various time periods and cultures. For example; 3D and pottery units exemplify Native American traditions of construction and symbolic designs.
- Studies of portrait painters such as Frida Kahlo (Mexico) include discussions of her life and culture where connections can be made to Hispanic traditions in America.

Family & Consumer Science Department

- Everyday Living Standards of Beauty PPT discusses cultural beauty in 12 different countries.
- Everyday Living Communications Unit PPT regarding bullying using ethnic slurs, racial jokes, and demeaning people of different religious faiths.
- Foods for Today What The World Eats documents foods consumed and weekly food costs in 15 different countries.
- Adult Living Analysis of various trends affecting the U.S., Europe, Middle East, Asia, and Mexico.

English Department

- MYP community and service requirements
- MYP Personal Project night
- Faith Initiative
- Study human rights, including ethnic issues of diversity, discrimination, economic disparity in Debate I
- Literature Circles and Choice Novels Because I (Christie Rushenberg) teach my units thematically, I allow the students to choose their own novels to match their interests. As a result, my students are all reading different types of books, including *True Grit*, *Little Women*, *Fight Club*, *Water for Elephants*, *The Bluest Eye*, *The Joy Luck Club*, *Tender is the Night*, and *Grapes of Wrath*.
- Oppression and Critical Theory Unit My (Rushenberg) American Literature students spend an entire unit analyzing oppression through various critical lenses, such as gender, race, age, and religion.
- Roots and Origins At the beginning of the school year, I (Christie Rushenberg) have my students recount the story of their names and personal/family history. This activity ties into immigration with American Literature, mythology with European Literature, and character development with Creative Writing.
- Science Fiction/Technology Unit One facet of the Science Fiction/Technology unit (taught in both American and European Literature) is global and multicultural understanding since the science fiction genre allows readers to critique our own culture through often non-human eyes.
- After reading Broken Moon, we watched several short videos depicting camel racing in Saudi Arabia
- We discussed children's rights and how they were abused in Broken Moon and also in India as we watched Slumdog Millionaire.
- We discussed the Jewish culture as we read Night.
- Several of my students attended an event sponsored by the Do Something Mustangs Club, which had them listening to speakers representing the Muslim, Christian, and Jewish faiths.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

• MYP German students discussed the Turk minority population in Germany in comparison to minority populations in the US

- South Omaha field trip- Spanish IV students went on a "scavenger hunt" in groups of 4 or so, led by an "expert" IB Spanish student (or 2). Each member of each group had different Spanish expressions they were to use, a place to find by speaking in Spanish with locals and a few items to find. It was a language and cultural "mini" immersion. Several students went back on their own for the Cinco de Mayo festivities!
- Guest speaker: Former Peace Corps volunteer who lived in Bolivia (and met her husband there). She spoke about her experience there back then and now (they maintain a residence there and visit frequently with their children)
- Guest speaker: Alan Westman, a former Millard North student who owns a restaurant in Costa Rica with his brother; spoke on two occasions about Costa Rican culture and experiences there
- Recorded presentation: Spanish IV students created questions for Mr. Hoover, who traveled extensively in Chile, and I interviewed him (videotaped) and showed it to them
- Recorded presentation: Spanish IV student, Anali Canseco-Gallegos, shared her quinceñera with my classes pictures and video
- Amnesty: film Born Into Brothels
- Amnesty: Open Door Mission community outreach
- Amnesty: Burmese refugee involvement
- Amnesty: Education fundraiser for an Indian child--donations paid for a year's worth of education + more for Dalit (untouchable caste) child in India
- No Place for Hate: Mustang Time activity
- Mustang Time On Fridays, students meet in their Mustang Times, small groups which share and complete activities sensitive to multicultural experiences.
- IB Program Millard North offers the IB Program for students who wish to enroll. I am also an IB teacher.
- Student Enrollment Each year, student enrollment reflects an increasingly diverse student population.
- Do Something Mustangs Student group presented their research on Hinduism, Buddhism and the Unitarian movement.
- Do Something, Mustangs club participated in Project Wee Care: collecting money and supplies, shopping for a family, wrapping gifts, packing food boxes
- Do Something Mustang's invited staff, students and parents to attend one or more of the five tours scheduled to the Hindu Temple, Zen Center (Buddhist), Islamic Center, Jewish Community Center and St. John the Baptist Greek Orthodox Church.
- All Art classes were involved in the 2010 International "Pinwheels for Peace" Day. Through the Pinwheels for Peace project, we enabled our students make a public visual statements toward their feelings about war/peace/tolerance/cooperation/harmony/unity to, in some way, awaken the public and let them know what the next generation is thinking. Students helped "plant" their pinwheels outside in front of the school as a public statement and art exhibit/installation.
- Carmen Hippen continued sponsorship of the Diversity Club.
- MNHS continued involvement in the IncluCity human relations program. This multicultural program is designed to break down barriers of prejudice and oppression by enhancing diversity awareness.

School: Millard South High School

Principal: <u>Dr. Curtis Case</u> Report Prepared by Michelle Klug, Assistant Principal

Professional Development Activities: (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)

We continued to focus on our professional learning communities and Grading for Learning, which benefit all students' achievement. Our building went through training on Culturally Responsive Teaching as well as Response to Instruction and Intervention (RTI+I).

Our ELL lead teacher Mrs. Shannon Cooley-Lovett sent out several e-mails to staff with articles on best practices for working with ELL students and also notification of diverse cultural events in our community and at local universities. She also presented information about the ELL program, students and best practices during a new teachers' meeting.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> called for by district curriculum):

<u>Art</u>

- <u>Pottery, Adv. Pottery</u>: Native American/Pueblo pottery-Maria Martinez, Greek pottery, Louise Nevelson-sculptor, Pre-Columbian art, Museum of international Folk Art-Alexander Girard collection (dolls), Netsuke-Japanese carving
- Painting: Mexican culture/art Artist: Frida Kahlo, Diego Rivera, and Pablo Picasso-(Spanish heritage), Native American artists-Juane Quick-to-See-Smith, Emmi Whitehorse and Norval Morriseau (Inuit/Northwest Pacific coast art)
- <u>Art Foundations</u>: Japanese Printer-Hokusai and Gyotaku printing, Dutch-Vincent van Gogh, M.C. Escher (etchings and woodcuts), Dwellings from around the world, William H. Johnson-African American painter
- <u>Drawing</u>: Germany Italian Renaissance Leonardo Da Vinci (whose homosexually is discussed in content with his art)
- <u>Commercial Art</u>: History of Books-Non-codex books from Crete, Australian, Moche, Inca, Iroquois and Nigeria. Illuminated Text-Middle ages, Guttenburg (Bible-printing press) and the St. Johns Bible (collaborative effort US and Wales), Barbara Kruger-Native American Photographer, Peter Max-graphic artist born Berlin, Germany (escaped to Shanghai) Art styles and their influence on graphic arts-Islamic, Asian, African and Northern European.

Business- Technology Magnet

<u>Accounting I/II</u>: Discussed business practices of United States companies using other countries for manufacturing to make a larger profit

- <u>Business Communications</u>: Developed an awareness of how cultural differences can adversely affect communication. Researched business and social protocol in different countries and share findings and insights with each other Identified or demonstrated ways to show respect, understanding, and sensitivity to people of other cultures, in and out of the workplace
- <u>Graphics:</u> Completed a famous photographer report, with one of the options a multicultural report
- <u>International Business</u>: Discussed other cultures regarding international business (a report and presentation on different countries)

<u>Keyboarding</u>: Keyed letters in foreign languages during the MS Foreign Language Week Keyed documents with names of different ethnic backgrounds

<u>Marketing I</u>: Discussed the implications of cultural differences in marketing and distributing products. Shared samples of ConAgra products (Orville Redenbacher popcorn) with language and graphic changes.

Marketing II: Discussion of racial discrimination on the job site

- <u>Personal Finance</u>: Discussed other cultures regarding international business, particularly in the area of communication (i.e. presentation and acceptance of business cards from the Japanese.)
- Discussed how to do business with other countries, including a "hot" topic about out-sourcing of jobs in America Continued to learn about discrimination against other diversities (and laws to protect them) such as elders and women (the ECOA--Equal Credit Opportunity Act

Counseling

"A Better Future Today" is a group of students that our counseling office specially trained to customize skits and presentations for various classroom needs. Students presented sessions to classes dealing with diversity and individual differences.

College Multicultural Programs - advertised and encouraged students to attend special multicultural days held on the UNO, UNL, UNK, Creighton, and University of Kansas. And many other schools

Support the ELL students, staff and parents.

Promoted Latina - Week Long Workshop - College of St. Mary - Summer Program

UNL - Multicultural Dinner

Patriot Mentors facilitate different activities in Pride Time, some of which center on diversity and acceptance of others; examples of this would be Human BINGO, discussion/promotion Mix-It Up Day, and Guess Who.

Promoted "Prejudice Elimination Workshop" – daylong workshop for high school students dealing with tolerance and diversity

Advertised and promoted a number of minority scholarships for Millard South minority students. Examples of such are these: UNO – Isaacson Incentive Scholarship, Rick Davis Scholarship -UNO, UNL, UNK, United Latino Endowment Scholarship, Omaha Chapter of Links (African-American), Lambda Theta Nu (Latino) Creighton University – Black, Hispanic, Alpha Phi Alpha Fraternity, Fraiser-Stryker Minority Scholarship, Herbert L. Davis Foundation Scholarship

<u>ELL</u>

Continued to work with the staff on learning about multicultural students and the best ways to meet their needs while being culturally aware and sensitive.

Many ELL students attended the Latino Summit in Omaha in the fall.

Used multi-cultural curriculum

Promoted 10th Annual Latina Summer Academy at College of Saint Mary.

Shannon Cooley-Lovett attended a one-day RTI & ELL's workshop presented by Jo Guzman in Jan. 2011.

The CMS ELL after-school club is taking a MS field trip in April. Cathy Wollman is organizing activities for the students and getting MS ELL students to assist during the visit.

Shannon Cooley-Lovett will host some ELL mini-workshops in May. These will be offered to the MS staff.

The Advanced ELL class hosted multicultural guest speakers and former ELL student for a leadership lesson

Starting in May 2011, the MS ELL Program will recognize content teachers that do an outstanding job when working with ELL students at MS.

Family and Consumer Science

History of Architecture, Housing Principles, Elements and Design, Interior Design History of Fabric, Pattern, Clothing Apparel and Design, Creative Textiles Origin of Food & Cultural Practices, Foods for Today, International Foods, Culinary Skills Cultural Practices, Adult Living Cultural Practices, Everyday Living Cultural Practices, Child Development

Industrial Technology

World Architectural Styles/Advanced Architectural Concepts World Famous Architects/Advanced Architectural Concepts/Drftg. & Design World Famous Inventors/Manufacturing Tech, Comprehensive Metals, Welding & Advanced Welding

Language Arts

<u>Drama I</u>: Multicultural theatre -Cirque du Soleil (multiple cultures), rise of theatre history (Greek through Asian)

- <u>Drama II</u>: Multicultural Theatre- August Wilson (African American Playwright), Cirque du Soleil, David Henry Hwang (Asian American Playwright) Rasa (East Indian Theatre) Students read various plays dealing with other cultures
- <u>Theatre Appreciation</u>: Cirque du Soleil, Vaudeville (Jewish and African- American influence) Early American Theatre (African-American, Jewish influence) Sidney Poitier (Caribbean-American actor) Kabuki and Noh Theatre (Chinese-Japanese), Early Film (German Immigrant Expressionist movement)
- <u>Forensics</u>: Members of the Forensics team ran multicultural pieces in literature interpretation competition
- <u>Contemporary Literature:</u> Explore novels with characters who have different socioeconomic status, race and gender. The novel <u>The Winterdance</u>, tells the story of the Iditarod Trail Sled Dog Race and the culture that surrounds it. Many novels deal with a character facing adversity based on gender or status.

English 9

- Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era
- Read *The Piano Lesson* by August Wilson Deals with a family who has been in slavery and the family's rise out of slavery
- Read American Born Chinese by Gene Luen Yang Graphic Novel dealing with Chinese tales and values
- Read *Broken Moon* by Kim Antieua Set in Pakistan and follows a girl trying to live in the society and find her brother
- Studied the novel *Star Girl* by Jerry Spinelli, a novel about diversity in personalities of teens, acceptance, and popularity
- *I Have Lived a Thousand Years* narrative describing what happened to a 13-year-old Jewish girl when the Nazis invade Hungary in 1944.
- Read *A Raisin in the Son* by Lorraine Hansberry- struggles of socio-economic status and race.

English 10:

- Read *To Kill a Mockingbird* by Harper Lee-Deals with the consequences of racism during the depression era
- Read the Holocaust memoir, Night by American cultures. Elie Wiesel
- Researched and wrote about living leaders, many of whom are leaders of minority groups in America
- Also read some multi-cultural non-fiction selections: "Hair" from the *Autobiography of Malcolm X*, "It Can't Be Helped" from *Farewell to Manzanar* (about the Japanese during WW ll, "Typhoid Fever" from *Angela's Ashes*

Honors English 9:

Students also read *Night* by Elie Wiesel, *To Kill a Mockingbird* by Harper Lee, short stories such as "Thank You M'am" by Langston Hughes, and studied living leaders, including several multicultural leaders

Honors English 10:

- *Read the novel Warriors Don't Cry
- *Read Civil Disobedience
- *Read the novel Adventures of Huckleberry Finn

Literacy Enrichment 10:

Read the following novels: *Night* by a Holocaust survivor Elie Wiesel, *Lord of the Flies* by William Golding, *Animal Farm* by George Orwell.

Holocaust speaker after reading the novel Night

English 11:

- *The Adventures of Huckleberry Finn* by Mark Twain (depicts racial inequalities and supports tolerance through the Huck's relationship with Jim)
- *Fallen Angels* by Walter Dean Myers (Details the experiences of African-American soldiers fighting in Vietnam)
- The Secret Life of Bees

Multicultural Anthology

Poems and short story selections from the Anthology

Literacy Enrichment 11:

Read multicultural stories, poems and plays

- Created a Family Tree in which they have to research their heritage and roots
- Know Your Neighbor activity in which they have to discover personal and cultural differences among their classmates

Multicultural food day in which students are urged to bring a food item to share from their own cultural background and tell how it is related to their family traditions and cultures

Read the following novels: Huck Finn, A Lesson before Dying, Secret Life of Bees, Fallen Angels

Speech:

Chose a topic that personally affects them that deals with race, gender, location, etc.

Listened to these speeches to be informed and/or persuaded

Debate:

Discussed issues of immigration policy, post-Katrina reconstruction policies in relation to race, treatment of women in the legal system, and the military's policy of "Don't Ask, Don't Tell"

AP Language and Composition:

Read several of the works of Sherman Alexie, especially his essay "Indian Education" and discussed the prejudice and injustice that Alexie experienced in the public schools as a Native American

Identified and wrote about instances of discrimination they see in their own school

Studied in detail the rhetoric of African-American leaders and abolitionists (Frederick Douglass, Alfred M. Green)

- Rhetorical Analysis of King's "I Have a Dream" speech, Rhetorical analysis of Obama's inaugural address
- Read following selections from our text The Bedford Reader 9th Edition

"Fish Cheeks" by Amy Tan

"Indian Education" by Sherman Alexie

"A Measure of Restraint" by Chet Raymo

"Everyday Use" by Alice Walker

"Size 6: The Western Women's Harem" by Fatema Mernissi

"How to Poison the Earth" by Linnea Saukko

"The Meanings of a Word" by Gloria Naylor

"Being a Chink" by Christine Leong

"Close Encounters with US Immigration" by Adnan R. Khan

"Everything isn't Racial Profiling" by Linda Chavez

"How the USA Patriot Act Defends Democracy" by Viet D. Dinh

"Aria: A Memoir of a Bilingual Childhood" by Richard Rodriguez

AP Literature and Composition

Read, analyzed and discussed poetry from diverse African-American experiences including works by Gwendolyn Brooks, Langston Hughes, Countee Cullen and Lucille Clifton.

Read analyzed and discussed short fiction from a variety of cultures including works by Jhumpa Lahiri, Alice Walker, Toni Cade Bambara, and Gabriel Garcia Marquez.

Read, analyzed and discussed literature which addressed topics and themes such as racism, sexism, fascism, classism, and oppression.

Global Perspectives through Literature

Students study a variety of texts (including short stories, novels, poetry, drama, memoirs, graphic novels, film, and images), all of which come from countries other than the United States and Western Europe. Themes include *Wisdom and Knowledge, Hero's Journey, Individual in Society, Appearance vs. Reality, Women and Men,* and *Struggle Against Injustice* and all are discussed, many result in the creation of student-chosen projects, and most are written about in various formats throughout the course of the semester.

<u>Math</u>

- Tyler Struck attended the Sheltered English: Teaching Techniques You Can Use Tomorrow (ELL workshop).
- SIOP techniques were implemented in Geometry and Algebra Foundations such as word walls, flash cards, vocabulary tools, etc.
- Algebra Foundations II teachers made variations in the statistics chapter to accommodate ELL students who were struggling with complex story problems and pulling out the appropriate information.
- Many of our textbooks give examples using multicultural names and reflect various ethnic groups.

Music

<u>Choir</u>

When You Believe – Hebrew

All My Trials – African American Spiritual African Song Game – African Folk Song

Keep Your Lamps – African American Spiritual

I Hear a Voice a-Prayin' – African American Spiritual

The Storm is Passing Over – African American Spiritual

Aj Lucka Lucka – Czechoslovakian Folk Song

El Dia de tu Santo – Mexican Folk Song

Shut de Do – Jamaican Folk Song

Laudate Dominum – Latin

Chapua Kali Desemba – African Folk Song

Voice Dance III – African Style

Ose Shalom - Hebrew

Veniki - Russian

Prayer of the Children – Bosnian section

Also, world music unit at the end of the school year

Music Consumer

Multiple musical and video examples for each section

Chapter 2 - Music in Other Cultures (Africa, Asia, Central America, North America)

Chapter 3 - Section on Music of India

Chapter 4- Dance Music of Brazil, Mexico, Native American Dance, and European and American Ballet

Orchestra

Hungarian Dance No.5 - Brahms/arr. Isaac (Hungarian)

Danny Rocks; A Celtic Explosion - Phillips (Celtic)

Andante Festivo - Sibelius (Finish)

New World Symphony - Dvorak (Czech)

Aeses Tod - Grieg (Norwegian)

Capriol Suite - Warlock (French Renaissance)

Carnival of the Animals - Saint Saens (French)

Farandole - Bizet (French)

Bands

Festa! - Del Borgo - (Band Historical significance/Standard band composition with Spanish flavor))

Night Flight to Madrid- Leslie (Spanish)

Hymn of Praise- Bruckner (written by Austrian organist and composer)

The Rowan Tree- Standridge (Old Scottish Folk Song) Cajun Folk Songs 2 – Ticheli (US South) 2nd Suite for Band – Holst (British) Dancing at Stonehenge – Suter (British)

Physical Education

Multicultural games

Integration of special needs students who are not mainstreamed into regular classrooms on a daily basis

Peer mentoring for ELL students and foreign exchange students

<u>Science</u>

Discussion of the role of women and minorities in the development of physics as a separate field

Discussion of women and minorities and their contributions to various fields of science Genetics, Biology – we research what traits and disorders are more common in certain ethnic groups

Biology – discussion of pathogenic organisms and where they are prevalent in the world Human Physiology – career highlights in textbook includes people of many diverse groups

Social Studies

The Social Studies curriculum is saturated in multicultural education. Specifically, we have a course called Ethnic Studies offered at Millard South High School, which is a historical and cultural study of the major ethnic groups that make up our pluralistic society in the United States.

The following are some of the multicultural activities/lessons done in Social Studies classrooms at Millard South High School:

AP classes on Human Geography and Comparative Governments Significance of MLK day **Civil Rights Unit** "I Have A Dream" video, reading & discussion Examination of the contributions of African Americans to U.S. Military Minorities in America Supreme Court cases are studied that impact minorities Study Japanese Americans during WW11 and the Internment Camps Discussions on prejudice, stereotypes and discrimination Studies music, art & politics of various countries of the World Speakers from different cultures Studies of various cultures & their religions Civil Rights Movements of Women, Mexican Americans, Japanese Americans, Hispanics, Native Americans Great Black Migration **Immigration Diaries and New Immigration Readings** Study immigration & migration of various ethnic/racial groups Black History & Diversity Month Video on first interracial basketball in Louisiana Video & discussion on Ruby Bridges Video on Montgomery Bus Boycott "Eyes on the Prize" & Civil Rights

Malcolm X, Booker T. Washington, W.E.B. DuBois
Discuss minorities in the workplace and on the police force
Economic Demise of the Soviet Union
Islamic speakers Bureau
Speakers from each of the following: Hindu Temple, Buddhist Temple, and a Synagogue
Enrichment opportunities offered by Ethnic Studies and World Religions in the community. Visit local ethnic museums and events.
Religious diversity education in World Religions. Exposure to 5 major world religions in World Geography.
Russian, Chinese Middle Eastern History and the music
Guest speaker – Native American, in Ethnic Studies

Special Education

- The special education department parallels the curriculum from the general education classes in the areas of: English, Science and Social Studies. Through this curriculum parallel the special education teachers include multicultural activities listed in the core areas.
- In May the Occupational Skills class took a field trip to the South Omaha Metro campus where students were given an overview of the multi-cultural activities at MCC South Campus, including a tour of the afternoon Teen Room in their new library.

World Languages

- The World Language Department hosted a World Language Week in January. We invited speakers with various language and travel experiences to share insight about the importance of learning more than one language as well as understanding other cultures. One speaker shared his experiences as a Peace Corps worker in the Dominican Republic. The owner of a bilingual marketing firm in Omaha talked to our students about the importance of understanding other languages and cultures. He also addressed our native-Spanish speakers about the need to embrace their bilingualism and how being bilingual has helped him to create his business. Three UNO students shared their study-abroad experiences in Belgium, France, and Canada. We also invited the International Development Manager at the Nebraska Department of Economic Development. He spoke to our students about different language and cultural experiences he has had through his job. We also had the opportunity to listen to the experiences of a father and son that have done mission work on several occasions in Haiti. Another speaker was a member of the Peace Corps and shared her experiences of working and living in Mozambique. A representative from ConAgra talked to our students about his experiences with International trade. We were also fortunate to hear from an Omaha Police Officer about his experiences as a bilingual officer.
- During World Language Week, students also participated in different language and cultural activities. They had the opportunity learn about the history of ballet and sing popular songs in all three languages. Students had the opportunity to make authentic French, German, and Spanish food. They also created authentic French, German, and Mexican crafts and played games from France, Germany, and Peru. Some students learned to dance the Salsa, Polka, and Waltz. They were also able to participate in a cultural trivia game with information about French, German, and Hispanic cultures.

French Club

In September, French club students visited Joslyn Art Museum to see the special exhibits, "Landscapes from the Age of Impressionism" and "Beyond Impressionism: Van Gogh, Gauguin, Monet." Afterwards, we had lunch at Dario's Belgian Brasserie. During National French Week in November, French Club hosted a "Croissants, Chocolat et Conversation" breakfast before school. In December, students watched the film "Joyeux Noël," based on a true story about a Christmas Eve truce among French, German, and Scottish troops during World War I. In March, French club students taught French games and songs to young children at the Black Elk Multicultural Fair.

French Department Activities

- In the fall, AP students participated in a field trip after studying about food and food customs in French-speaking countries. We went to "Tropical Food Mart" which specializes in African and Caribbean foods. The owner gave us a tour and we purchased foods for an African food day. The owner gave us samples of beverages, plantain chips, and couscous. Later we went to Dario's Brasserie for lunch and then to Whole Foods to learn about cheese. Later students cooked different recipes from Senegal and we shared a meal.
- Martin Bouvard, a French college student attending UNL came to AP to talk about his hometown and his life in France. Students asked questions and shared information about their own lives.
- AP and Honors French IV students were able to share letters with students from northern Togo because of an exchange with a Peace Corps volunteer stationed near Lomé, Togo in Africa. AP students chose to help raise supplies for the cultural center that Karla, our Peace Corps volunteer had helped to build.

German Club

- In the fall, German Club held a reception to welcome all the exchange students at MSHS and to introduce them to the students and faculty. German food sampling included a traditional German breakfast, making and sampling Spaghetti Eis and a visit to Gerdas Restaurant. Club members celebrated authentic German Christmas customs with their Niklaustag activity. We celebrated the Fall of the Berlin Wall with a scavenger hunt of information about this historical event. Other cultural activities included German movies and games. In March, fifteen club members went to Black Elk Elementary School Multicultural Night to teach songs and games.
- Each year the German students go to the State German Convention. They compete in cake making, poetry recitation, art, speaking, spelling, music videos, video skits, skits, vocal and instrumental music, cultural trivia, and cultural power point presentations. They also learn folk dancing and singing, games, German crafts, and cooking.

German Department Activities

- The German teachers are involved in a travel exchange program with Helene-Lange-Gymnasium in Dortmund, Germany (one spring we host German students here, and the following year the MSHS students go to Germany in the summer). In the summer of 2011, MSHS students will make presentations on Nebraska and American culture to classes in the Helene-Lange-Gymnasium. In March 2010, our guests from Dortmund made presentations on the German culture to our MSHS German classes.
- A former MSHS student is currently working a technology job in Germany. In September he returned to MSHS to talk about the scholarship that opened this opportunity to him and about how important language study can be for a future career. In November, a former MSHS student visited with our classes about his recent semester of study in Austria for his International Business degree from UNO. In addition to showing slides of Austria, he discussed the value of study abroad for his degree. In February, another former student visited our classes to share his experiences on the UNL semester in Berlin. His

presentation included slides of Berlin, information about the program, and how he uses language in his current occupation.

Spanish Club

This year, the Spanish Club experienced authentic food at Guaca Maya and España restaurants. They also had the opportunity to visit El Museo Latino where they were able to see the Ofrenda for El Dia de los Muertos. After their visit to El Museo Latino, the students visited an authentic pastry shop that was in the process of making el pan de muerto. The students also visited a supermarket with authentic Hispanic products. In March, several students participated in the Multicultural Fair at Black Elk Elementary School. Our students taught Spanish songs and read books in Spanish to the elementary students. Our students were also exposed to many different cultures as they had the opportunity to visit different activities at the Multicultural Fair.

Spanish Department Activities

A former MSHS student was a member of the Peace Corps in Peru and shared her experiences with some of our Spanish students. Our level 4 students have a Mexican Wedding (with authentic props) every year and learn about traditional courtship customs and divorce.

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

MSHS Mission: Our building mission statement is inclusive of all students.

"In the rich tradition of excellence and community at Millard South High School, we guarantee each student develops and demonstrates personal, social, and academic excellence through world-class opportunities and expectations."

Information Center

Career book display with emphasis on women in non-traditional roles

Multicultural book talks

Created multicultural computerized reading lists for classes

Teamed with ELL teachers to assist ELL students locating multi-cultural themed reading

Collaborate with Omaha Public Young Adult Librarian presenting (Multicultural) related titles to students

Book of the Month/Book Club- multicultural literature selected for student independent reading Multicultural Book Displays- Black History Month, New Fiction and Non-Fiction

Picturing America- Art chosen for its relationship to American History display of fine art prints. Promoted <u>Faces of America</u> to staff

Other MSHS Activities and Clubs

LEO Club (The high school branch of the Lion's Club, with a focus on community service) Participated in Ruth Sokolof Christmas party for Handicap and visually impaired Volunteered at the Open Door Mission

Diversity Club

Hispanic American Month: 8x10 "awareness posters" were hung in all wings of the school.

"Welcome Party" for foreign exchange students: hosted with German Club to provide cakeand-punch reception

Mix-It-Up-At-Lunch Day: joined with Student Council and 40 Assets to offer an opportunity where students were asked to sit with someone new. Posters were hung to advertise,

information and activities were dispersed via Peer Mentors in freshman PRIDE Times, and ice-breaker quizzes with questions pertaining to school history were available at each table at lunch (and those who successfully completed the quiz were entered in a drawing for free cookies from the Patriot Post).

- Black History Month: posters containing information about famous African Americans from history were hung by the corresponding subject area in which (s)he made positive contributions, and then quizzes requiring students to visit each poster in a scavenger-hunt manner were offered for (a) any student interested in being entered into a drawing for four different fast-food restaurant gift cards and/or (b) students receiving an optional extra-credit opportunity from participating classroom teachers.
- Racial Discrimination Elimination Day: neck decals were distributed to all faculty members, Diversity Club members, and anyone from the student body interested in participating in getting the word out. In addition, a table was set up at lunch with pledge signs that allowed any student to write his/her name and what (s)he vowed to "stand up for" in order to eliminate hate. Making such a pledge granted each student a "Don't Be A Hater" sticker.
- Yom Hashoah (Holocaust Remembrance Day): 8x10 posters of facts about the Holocaust were hung in all wings of the school. Asian Pacific American Month: 8x10 posters were hung in hallways.

Student Council

- Student Council hosted a school exchange with Omaha Nation School in Macy, NE for a cultural showcase.
- "Blue Jean Buddha" presentation/field trip sponsored by Project Interfaith

School: Millard West High School

Principal: Greg Tiemann

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Staff took part in Culturally Responsive teaching put on by district staff development.
- Action Plan in the building's site plan was created with the specific step to raise staff awareness of diversity through staff development activities.

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> <u>called for by district curriculum):</u>

- School club leaders met as an action team to bring activities that involve diversity awareness.
- Annual Diversity Awareness Week
- No Place for Hate Program incorporated into the advisement program.
- Justice League

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

- Annual World Culture Festival
- Music World Culture experience promoting culture around the world through music and dance.
- Action Plan was created to promote activities that include students in the Alternative Curriculum Program.

School: Millard Horizon High School

Principal: Angie Mercier/Julie Kemp

- **Professional Development Activities:** (List and describe professional development activities that were designed to support multicultural education, diversity training, or the development of inclusive communities at your building.)
- Respect Retreat Students and staff spent an entire day in a retreat conducted by Youth Frontiers Inc. and focused on respect for all.
- 40 Asset Chili Feed Staff participated in a chili-cook off designed to promote the 40 Assets
- Culturally Responsive Teaching Staff participated in the initial year of this initiative by attending a 194th day class and a follow-up session.
- All About Boundaries Training all certificated staff completed
- Sexual Harassment Training all classified staff completed
- Team Building demonstration Each monthly staff meeting included a demonstration of an activity to build teams in classes or homeroom
- Millard Instructional Model ongoing staff development and use in evaluations
- HAL funds used to purchase equipment and create differentiated lessons in the science classroom

Learning Experiences: (List and describe those provided for students <u>that are beyond those</u> called for by district curriculum):

- Respect Retreat (see above)
- Community Internship selected students engaged in activities with students from the Young Adult Program
- Monthly asset activities in Horizon Time designed to foster community (ex: volleyball competition, Snowman Smack down, Bumper sticker contest, Minute to Win it games, **Golf** what was this called)
- 40 Asset videos created by students to support the 40 Developmental Assets
- Family Fun Nights Minute to Win It games; Bingo; Education Fair
- "Get to know the Staff" bingo at conferences
- Career Fair Students selected and attended three career speakers and visited higher education booths.
- Drug and Alcohol student support group
- "Living on my own" student support group

Multicultural Experiences: (List and describe those called for by the building's site plan, if applicable.)

The previous strategic plan was fully implemented. A new site-based plan was created in 2010-2011. The three strategies are as follows:

- We will develop and implement plans to increase attendance. This strategy includes possible action plan steps to identify (through student input) and implement clubs, intramurals, project-based learning, and service learning. It also contains a possible action step to create peer groups for attendance monitoring, peer mentoring and conflict resolution.
- We will develop and implement plans to maintain a caring and welcoming community at Horizon. This strategy will focus on building camaraderie between students and staff, recognizing and celebrating positive student achievement, increasing student engagement through student voice, and consistency in expectations and discipline.
- We will develop and implement plans to engage students in 21st Century learning experiences. This strategy calls for creating a culture that promotes cooperative learning, implementing project-based learning, and implementing service learning.

Each of the above strategies includes multicultural experiences.