

NOTICE OF MEETING

Notice is hereby given of a Board of Education meeting of School District No. 17, in the County of Douglas, which will be held at 6:00 p.m. on **Monday, February 2, 2015** at 5606 South 147th Street, Omaha, Nebraska.

Agenda for such meeting, kept continuously current, is available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

Dave Anderson,
Secretary

1-30-15

THE DAILY RECORD OF OMAHA

LYNDA K. HENNINGSEN, Publisher
PROOF OF PUBLICATION

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

J. BOYD

being duly sworn, deposes and says that she is

LEGAL EDITOR

of THE DAILY RECORD, of Omaha, a legal newspaper, printed and published daily in the English language, having a bona fide paid circulation in Douglas County in excess of 300 copies, printed in Omaha, in said County of Douglas, for more than fifty-two weeks last past; that the printed notice hereto attached was published in THE DAILY RECORD, of Omaha, on
January 30, 2015

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



GENERAL NOTARY - State of Nebraska
CONNIE L. NOVACEK
My Comm. Exp. November 16, 2015

Subscribed in my presence and sworn to before
30th

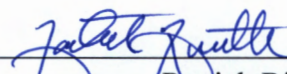
Publisher's Fee \$ 14.90 me this 15 day of
January 20
Additional Copies \$ 14.90
Total \$

Connie L. Novacek
Notary Public in and for Douglas County,
State of Nebraska

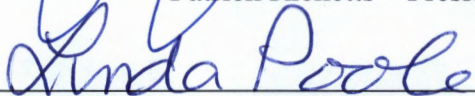
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on February 2, 2015, at the Don Stroh Administrative Center, 5606 South 147 Street, Omaha, NE 68137

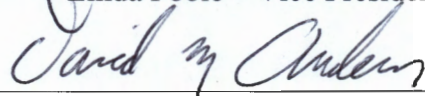
Dated this 2nd day of February, 2015



Patrick Ricketts – President



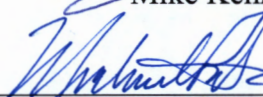
Linda Poole – Vice President



Dave Anderson – Secretary



Mike Kennedy – Treasurer



Mike Pate



Paul Meyer

Libby Baxter – MNHS Representative

Jordan Newsom – MSHS Representative

Kellie Ecklund – MWHS Representative

BOARD OF EDUCATION SIGN IN

February 2, 2015

NAME:

REPRESENTING:

P. Schutte

MEA

ANDREW LANEY

MORRISSET ENGINEERING

Tad & Jan DeLay

band/orchestra parents

Chris Haenly

Lund-Ross

Lacey Lundquist

Lund-Ross

Kelley Roshung

BVH Architects

Tim ROYER

MEA

Don Reinhardt

Reinhardt Architects.

John Sullivan

SCDM Architects

MATT HEYS

MEA



BOARD OF EDUCATION MEETING



FEBRUARY 2, 2015

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
February 2, 2015

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, January 19, 2014
2. *Approval of Bills
3. *Receive the Treasurer's Report and Place on File

F. Information Items

1. Superintendent's Comments
2. Board Comments/Announcements
3. Report from Student Representatives

G. Unfinished Business

1. Approval of Policy 6610 – Curriculum, Instruction, and Assessment – Multicultural Education

H. New Business

1. Approval of Negotiated Agreement for Teachers with the Millard Education Association for the 2015-2016 School Year
2. Approval of Negotiated Agreement for Nurses with the Millard Education Association for the 2015-2016 School Year
3. Approval of Collective Bargaining Negotiations with Educational Paraprofessionals Association of Millard (EPAM) for the 2015-2016 Paraprofessionals Contract
4. Approval of Appointment of Negotiations Team for Paraprofessional's Contract
5. Approval of PK-12 Business and Information Technology Instructional Materials Proposal
6. Approval of PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection
7. Approval of 6-12 World Language Instructional Materials Proposal
8. Approval of World Language Framework Part II: Textbook and Instructional Materials Selection
9. Reaffirm Policy 2320 – Administration - Consultants
10. Approval of Rule 6610.1 - Curriculum, Instruction, and Assessment – Multicultural Education
11. Approval of Award of Contract for Millard South High School Re-Roofing Phase VI
12. Approval of Award of Contract for Millard North High School PKG-2
13. Approval of Award of Contract for Abbott Elementary School
14. Approval of Award of Contract for Hitchcock Elementary School
15. Approval of Personnel Actions: Resignations, Voluntary Separations, Leave of Absence
16. Executive Session: Litigation

Board Meeting Agenda
February 2, 2015
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I. Reports

1. Enrollment Report
2. Legislative Report – Bill Mueller Presenting
3. Quarterly Food Service Report
4. Quarterly Operation & Maintenance Report

J. Future Agenda Items/Board Calendar

1. Strategic Planning Meeting on Thursday, February 5, 2015 from 8:00 to 4:00 at the Don Stroh Administration Center
2. Committee of the Whole Meeting on Monday, February 9, 2015 at 6:00 p.m. at the Don Stroh Administration Center
3. No School for Students February 12 and 13, 2015 – Conferences/ Professional Development
4. No School for Students February 16, 2015 - Presidents Day
5. Board of Education Meeting on Monday, February 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
6. Board of Education Meeting on Monday, March 2, 2015 at 6:00 p.m. at the Don Stroh Administration Center
7. Committee of the Whole Meeting on Monday, March 9, 2015 at 6:00 p.m. at the Don Stroh Administration Center
8. Board of Education Meeting on Monday, March 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
9. Spring Break – No School March 16 – 20, 2015
10. Board of Education Meeting on Monday, April 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
11. Committee of the Whole Meeting on Monday, April 13, 2015 at 6:00 p.m. at the Don Stroh Administration Center
12. Board of Education Meeting on Monday, April 20, 2015 at 6:00 p.m. at the Don Stroh Administration Center

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

L. Adjournment:

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

BOARD MEETING
6:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
February 2, 2015

ADMINISTRATIVE MEMORANDUM

A. Call to Order

The Public Meeting Act is posted on the wall and available for public inspection

B. Pledge of Allegiance

C. Roll Call

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

*E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes, January 19, 2015
(See enclosure.)

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

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

F.1. Superintendent's Comments

F.2. Board Comments/Announcements

F.3. Report from Student Representatives

G.1. Motion by _____, seconded by _____, to approve Policy 6610 – Curriculum, Instruction and Assessment – Multicultural Education (See enclosure.)

H.1. Motion by _____, seconded by _____, that the Negotiated Agreement for Teachers with the Millard Education Association for the 2015-2016 school year be approved. (See enclosure.)

H.2. Motion by _____, seconded by _____, that the Negotiated Agreement for Nurses with the Millard Education Association for the 2015-2016 school year be approved. (See enclosure.)

H.3. Motion by _____, seconded by _____, that the District recognize the Educational Paraprofessionals Association of Millard as the collective bargaining agent for paraprofessionals in the District; and further that the District meet and confer with the EPAM to negotiate the FYE16 employment contract for said employee group at times and places mutually agreed to by the parties. (See enclosure.)

H.4. Motion by _____, seconded by _____, that the Board appoint Jeanine Beaudin, Mitch Mollring and Chad Meisgeier as the District's negotiations team for collective bargaining related to the FYE16 employment contract for paraprofessionals; and that the Board appoint Chad Meisgeier as the lead negotiator for the team. (See enclosure.)

H.5. Motion by _____, seconded by _____, to approve the PK-12 Business and Information Technology Instructional Materials Proposal (See enclosure.)

H.6. Motion by _____, seconded by _____, to approve the PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection (See enclosure.)

Board Meeting Agenda
February 2, 2015
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- H.7. Motion by _____, seconded by _____, to approve the 6-12 World Language Instructional Materials Proposal (See enclosure.)
- H.8. Motion by _____, seconded by _____, to approve the World Language Framework Part II: Textbook and Instructional Materials Selection (See enclosure.)
- H.9. Motion by _____, seconded by _____, to reaffirm Policy 2320 – Administration – Consultants (See enclosure.)
- H.10. Motion by _____, seconded by _____, to approve Rule 6610.1 – Curriculum, Instruction, and Assessment – Multicultural Education (See enclosure.)
- H.11. Motion by _____, seconded by _____, that the contract for the Millard South High School Re-Roofing Phase VI Project be awarded to Rawson & Sons Roofing in the base bid amount of \$119,698 and that the associate superintendent for general administration be authorized to execute any and all documents related to the project. (See enclosure.)
- H.12. Motion by _____, seconded by _____, that the contract for the Millard North High School Connecting Corridor Project be awarded to Lund-Ross Construction in the amount of \$9,754,000 (with such amount including the Base Bid only) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project. (See enclosure.)
- H.13. Motion by _____, seconded by _____, that the sole bid on the Abbott Elementary Project be rejected and that the project be re-bid at a later date. (See enclosure.)
- H.14. Motion by _____, seconded by _____, that the contract for the Hitchcock Elementary Project be awarded to Lund-Ross Construction in the amount of \$282,900 (with such amount including the Base Bid and Alternate #1 only) and that the associate superintendent for general administration be authorized to execute any and all document related to such project. (See enclosure.)
- H.15. Motion by _____, seconded by _____, to approve Personnel Actions: Resignations, Voluntary Separations, Leave of Absence (See enclosure.)
- H.16. Executive Session: Litigation

I. Reports

- 1. Enrollment Report
- 2. Legislative Report – Bill Mueller Presenting
- 3. Quarterly Food Service Report
- 4. Quarterly Operation & Maintenance Report

J. Future Agenda Items/Board Calendar

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- 8. Board of Education Meeting on Monday, March 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 9. Spring Break – No School March 16 – 20, 2015
- 10. Board of Education Meeting on Monday, April 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 11. Committee of the Whole Meeting on Monday, April 13, 2015 at 6:00 p.m. at the Don Stroh Administration Center
- 12. Board of Education Meeting on Monday, April 20, 2015 at 6:00 p.m. at the Don Stroh Administration Center

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

A meeting of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska was convened in open and public session at 6:00 p.m., Monday, January 19, 2015, at the Don Stroh Administration Center, 5606 South 147th Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, January 16, 2015; 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.

President, Pat Ricketts, announced that the open meetings laws are posted and available for public inspection. Mr. Ricketts asked everyone to join in the Pledge of Allegiance.

Roll call was taken: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer were present.

Pat Ricketts announced the proper time for public questions and comments on agenda items only. There were no questions or comments.

Motion was made by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education Minutes from January 5, 2015, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against were: None. Motion carried.

Superintendent's Comments:

1. Next week is *Nebraska School Board Recognition Week* and since we do not have a Board meeting next Monday, we are taking a moment this evening to recognize our Board members and thank you for the hard work you do on behalf of our students and staff in Millard Public Schools.
2. There was no school for students today due to MLK Day. Thank you to Dr. Heather Phipps and her Staff Development team for putting together an out-standing morning. It was a significant undertaking to take 1800 teachers through professional development.
3. The Learning Community legislation is heating up and we are seeing more bills being introduced. Wednesday will be the last day to introduce bills.
4. We are getting close to finishing the central office staff meetings at each of the buildings regarding our Strategic Plan. We had good conversations at the schools. Staff understands the gravity of the budget reduction process that we are involved in.
5. Strategic Planning is on February 5th from 8:00 – 4:00 at the Don Stroh Administration Center.
6. Dr. Sutfin will be attending the NASB Legislative Conference in Lincoln on Monday.

Board Comments:

Mike Kennedy suggested that everyone take the time to reflect on Dr. Martin Luther King and his accomplishments. Mr. Kennedy read a favorite quote from Martin Luther King.

Linda Poole will be attending the NASB State Board meeting on Saturday in Lincoln and then stay over for the Legislative Issues conference on Sunday and Monday.

Dave Anderson will be attending the NETS Board meeting on Friday afternoon, the NASB Board meeting on Saturday and on Sunday he will attend the NASB Foundation meeting and the Legislative Committee meeting. Sunday evening Mr. Anderson will attend the Legislative Issues dinner and Monday he will attend the conference. Mr. Anderson is looking forward to reading at the schools. He recently attended the PDK dinner/meeting and thought the early childhood presentation went very well.

Mike Pate will be attending the Legislative conference on Monday only. Mr. Pate attended a Learning Community meeting on January 8th where election of officers took place. The same officers were elected and Mr. Pate made a

Board of Education Minutes

January 19, 2015

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suggestion that they do what Millard does and use a rotating schedule for elections. Mr. Pate is planning on attending the Learning Community meeting Thursday where they will be taking legislative positions on the bills that are coming out.

Pat Ricketts will not be able to attend the Legislative Issues conference in Lincoln this Sunday and Monday. Mr. Ricketts is planning on attending the Strategic Planning session and is also planning on reading at Sandoz Elementary tomorrow.

Student Reports:

Jordon Newsom, student representative from Millard South High School and Kellie Ecklund, student representative from Millard West High School reported on the academic and athletic happenings at their respective schools. Libby Baxter, student representative from Millard North High School was absent from the meeting.

New Business:

Motion by Dave Anderson and seconded by Mike Kennedy to approve Board Appointments. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Linda Poole to reaffirm Policy 1100 – Community Relations – Communication with the Public, to reaffirm Rule 1100.4 – Community Relations – Notice of Non Discrimination and reaffirm Policy 6265 – Curriculum, Instruction, and Assessment – Copyright Compliance. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Dave Anderson to approve Rule 1100.1 – Community Relations – Communication with the Public: District Program. Voting in favor of said motion was: Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Pate, Mr. Meyer and Mr. Anderson. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Mike Kennedy to approve Rule 1100.2 – Community Relations – Communication with the Public: Building-Level Programs. Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, and Mrs. Poole. Voting against was: None. Motion carried.

Motion by Dave Anderson and seconded by Linda Poole to approve Rule 1100.3 – Community Relations – Communication with Internal Publics. Voting in favor of said motion was: Mrs. Poole, Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson and Mr. Ricketts. Voting against was: None. Motion carried.

Motion by Paul Meyer and seconded by Dave Anderson to approve Rule 2100.04 – Administrator Job Description – Associate Superintendent for General Administration. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole and Mr. Kennedy. Voting against was: None. Motion carried.

Motion by Mike Pate and seconded by Paul Meyer to approve Rule 2100.18 – Administrator Job Description – Director of Employee Relations. Voting in favor of said motion was: Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Pate. Voting against was: None. Motion carried.

Mike Kennedy provided the first Reading of Policy 6610 – Curriculum, Instruction, and Assessment – Multicultural Education.

Motion by Dave Anderson and seconded by Linda Poole that the Construction Documents for the Willowdale Elementary School Project be approved as submitted. *Mike Purdy of Purdy & Slack Architects was present to address*

the Board and answer questions. Voting in favor of said motion was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Motion by Linda Poole and seconded by Dave Anderson that the contract for the Rockwell Elementary Project be awarded to Lund-Ross Constructors in the amount of \$773,900 (with such amount including the Base Bid and Alternates #1 and #2) and that the Associate Superintendent for General Administration be authorized to execute any and all documents related to such project. *Kevin Schluckebier with BCDM Architects was present to address the Board and answer questions.* Voting in favor of said motion was: Mr. Kennedy, Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts and Mrs. Poole. Voting against was: None. Motion carried

Motion by Dave Anderson and seconded by Linda Poole to approve Personnel Actions: Voluntary Separation Program: Rex J. Barker, Janice R. Amidon; Resignations: Amy M. Miller, Laura L. Walker, John M. Spehn; Recommended for Hire: Corey P. Gallegos. Voting in favor of said motion was: Mr. Meyer, Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, and Mr. Kennedy. Voting against was: None. Motion carried.

Mr. Ricketts requested that Executive Session be moved to after the reports.

Reports:

RSP 2015-2016 Enrollment Projections: Rob Schwartz with RSP & Associates from Kansas City was present to address the Board with student projections to help us understand the direction things are going in the Millard School District. Provided in the report were enrollment projections 2015/2016 to 2019/2020, enrollment projections by building and by grade for 2015/2016, a heat map, and the past three years of open enrollment.

Three main topics presented by Mr. Schwartz were:

1. Enrollment is going to increase through 2020 with an increase of less than 1%. The district will be close to 23,000 K-12 students with the way we are tracking them.
2. There is limited availability of land for future residential development that will impact what you see as we get five years and beyond. Sometime in the near future, all the land will be developed.
3. Boundary changes and other utilization opportunities could allow for more potential elementary and middle school Learning Community students.

Selective Abandonment Report: Dr. Fossen provided the information and addressed the Board on this topic. Dr. Fossen explained that the District has been conducting surveys related to the selective abandonment process. The purpose of the surveys was to receive input regarding programs and/or services to study for possible reductions or modifications. The first survey was sent to all administrators before winter break. Immediately after the break, the survey was opened up to other employees and the public. Hundreds of responses were received and a summary of the survey results was provided. The administration will narrow the list and present it to the board for further review and consideration at the Committee meeting in February. The Board will then narrow the list further to the Top 10.

At this time, the administration is reviewing the survey results and gathering information on various items being suggested. This preliminary information will assist with the selection process and will help expedite the resulting studies.

Legislative Report: Nolan Beyer shared *introduced legislation* that may impact Millard Public Schools. Legislation is through eight days of the ninety day session and about 430 bills have been introduced at this point. The report in the board packet provided a list of bills that could impact Millard schools in some way. Mr. Beyer pointed out several happenings coming up.

- The Education Committee is made up of five new senators out of eight. The Committee will hold five hearings on Tuesday that Nolan will be attending.
- The last day to introduce bills is on Wednesday.

Board of Education Minutes

January 19, 2015

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- Governor Ricketts will be making his State of the State address on Thursday.
- On February 23rd, Senators and Committees can start to designate what their priority bills are.
- There is a GNSA meeting on Wednesday where bills will be discussed that may affect the larger school districts in Nebraska.

Construction Report – Sampson: Dave Cavlovic with Sampson Construction reported the progress on the District's construction projects related to the 2013 bond issue. Mr. Cavlovic also addressed questions from the Board.

Construction Report – Rockwell: Ed Rockwell reported the on-going progress on various construction projects in the District and also addressed questions and comments from the Board.

Future Agenda Items/Board Calendar:

1. Board of Education Meeting on Monday, February 2, 2015 at 6:00 p.m. at the Don Stroh Administration Center
2. Strategic Planning Meeting on Thursday, February 5, 2015 from 8:00 a.m. to 4:00 p.m. at the Don Stroh Administration Center
3. Committee of the Whole Meeting on Monday, February 9, 2015 at 6:00 p.m. at the Don Stroh Administration Center
4. No School for Students on February 12 and 13, 2015 – Conferences/Certificated Staff Professional Development
5. No School for Students on February 16, 2015 – Teacher Work Day/Hourly Staff Professional Development
6. Board of Education Meeting on Monday, February 16, 2015 at 6:00 p.m. at the Don Stroh Administration Center
7. Board of Education Meeting on Monday, March 2, 2015 at 6:00 p.m. at the Don Stroh Administration Center
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10. Spring Break – No School March 16-20, 2014
11. Board of Education Meeting on Monday, April 6, 2015 at 6:00 p.m. at the Don Stroh Administration Center
12. Committee of the Whole Meeting on Monday, April 13, 2015 at 6:00 p.m. at the Don Stroh Administration Center
13. Board of Education Meeting on Monday, April 20, 2015 at 6:00 p.m. at the Don Stroh Administration Center

At 7:35 p.m. Pat Ricketts said the Board will go into Executive Session. Motion was made by Linda Poole and seconded by Mike Kennedy to go into Executive Session. Voting in favor was: Mr. Pate, Mr. Anderson, Mr. Ricketts, Mrs. Poole, Mr. Kennedy and Mr. Meyer. Voting against was: None. Motion carried.

Pat Ricketts announced the board would go into Executive Session at 7:35.

A motion was made by Mike Kennedy and seconded by Mike Pate to come out of Executive Session at 8:05 p.m. Voting in favor was: Mr. Anderson, Mr. Pate, Mrs. Poole, Mr. Kennedy, Mr. Meyer and Mr. Ricketts. Voting against was: None. Motion carried.



Secretary, Dave Anderson

Millard Public Schools

February 2, 2015

Millard Public Schools Check Register Prepared for the Board Meeting for Feb 2, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420005	01/15/2015	140633	PAUL CORBIERE	\$889.14
	420006	01/15/2015	108436	COX COMMUNICATIONS INC	\$10,637.58
	420007	01/15/2015	108436	COX COMMUNICATIONS INC	\$24,840.40
	420008	01/15/2015	140592	ALLISON MARI DERING-ANDERSON	\$200.00
	420009	01/15/2015	140634	HERITAGE HALL SCHOOL	\$280.00
	420010	01/15/2015	140635	HILTON WORLDWIDE INC	\$175.08
	420011	01/15/2015	133397	HY-VEE INC	\$697.20
	420012	01/15/2015	133397	HY-VEE INC	\$582.56
	420013	01/15/2015	100058	LINCOLN EAST HIGH SCHOOL	\$475.00
	420014	01/15/2015	106164	RAYMOND CENTRAL HIGH SCHOOL	\$210.00
	420015	01/15/2015	081630	SAMS CLUB DIRECT	\$374.61
	420016	01/15/2015	106364	TRANE US INC	\$877.21
	420017	01/15/2015	099997	WESTSIDE HIGH SCHOOL	\$85.00
	420018	01/15/2015	099997	WESTSIDE HIGH SCHOOL	\$880.00
	420036	01/22/2015	131418	B STREET COLLISION CENTER	\$2,468.56
	420037	01/22/2015	100301	BELLEVUE EAST HIGH SCHOOL	\$150.00
	420038	01/22/2015	140644	OMAHA PUBLIC SCHOOL DISTRICT	\$250.00
	420043	01/22/2015	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$504.00
	420044	01/22/2015	108180	NEBRASKA HUMANITIES COUNCIL	\$150.00
	420045	01/22/2015	140577	ANNE JOHNSON	\$60.00
	420047	01/22/2015	100058	LINCOLN EAST HIGH SCHOOL	\$215.00
	420048	01/22/2015	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$606.00
	420049	01/22/2015	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$336.00
	420051	01/22/2015	108325	NEBRASKA STATE BANDMASTERS ASSN	\$300.00
	420052	01/22/2015	072900	POPLERS MUSIC INC	\$125.15
	420053	01/22/2015	106164	RAYMOND CENTRAL HIGH SCHOOL	\$203.00
	420055	01/22/2015	098765	SECURITY BENEFIT LIFE INS CO	\$935.80
	420056	01/22/2015	098765	SECURITY BENEFIT LIFE INS CO	\$6,701.70
	420057	01/22/2015	098765	SECURITY BENEFIT LIFE INS CO	\$22,000.00
	420058	01/22/2015	088654	TARGET	\$44.10
	420059	01/22/2015	107354	STEPHEN W. VENTEICHER	\$100.00
	420060	01/22/2015	135863	RUDOLPH A VLCEK III	\$156.25
	420061	01/22/2015	099997	WESTSIDE HIGH SCHOOL	\$904.00
	420064	02/02/2015	010165	ABLENET INC	\$709.50
	420065	02/02/2015	131632	AC AWARDS INC	\$150.00
	420066	02/02/2015	010298	ACCUCUT LLC	\$468.50
	420067	02/02/2015	140572	JACOB CLIFFORD	\$129.00
	420068	02/02/2015	139638	CANDICE MARIE AHL	\$175.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420069	02/02/2015	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$3,290.00
	420070	02/02/2015	136365	ALEGENT CREIGHTON HEALTH SPORTS MED	\$5,750.00
	420071	02/02/2015	136400	ALPINE KILNS & EQUIPMENT LLC	\$190.32
	420072	02/02/2015	107651	AMAZON.COM INC	\$153.64
	420073	02/02/2015	133174	ENCOREONE LLC	\$87.00
	420076	02/02/2015	069689	AMSAN LLC	\$33,867.88
	420077	02/02/2015	065425	ANDERSEN MIDDLE SCHOOL	\$133.00
	420078	02/02/2015	138548	DANIELLE ANDERSON	\$44.91
	420079	02/02/2015	131265	JILL ANDERSON	\$176.40
	420080	02/02/2015	136056	DAVE ANDERSON	\$432.94
	420081	02/02/2015	130469	SUSAN ANGLEMYER	\$69.92
	420082	02/02/2015	140534	KEN & DEBRA A KESPOHL	\$150.00
	420083	02/02/2015	012989	APPLE COMPUTER INC	\$1,567.00
	420084	02/02/2015	106436	AQUA-CHEM INC	\$3,457.91
	420085	02/02/2015	013496	ASCD	\$202.90
	420086	02/02/2015	134235	SARAH ASCHENBRENNER	\$78.06
	420087	02/02/2015	102727	B & H PHOTO	\$1,191.61
	420088	02/02/2015	016295	BADGER BODY & TRUCK EQUIPMENT CO	\$1,761.88
	420089	02/02/2015	132405	SPARTAN STORES DISTRIBUTION LLC	\$46.37
	420090	02/02/2015	135991	BAKER DISTRIBUTING CO LLC	\$47.15
	420091	02/02/2015	137307	ROBERT W BAKER	\$170.00
	420092	02/02/2015	135852	COLLEEN BALLARD	\$22.29
	420093	02/02/2015	140517	FOOTHILLS INTERNET MARKETING LLC	\$290.85
	420094	02/02/2015	017908	REX BARKER	\$40.88
	420095	02/02/2015	099646	BARNES AND NOBLE BOOKSTORE	\$198.13
	420096	02/02/2015	017877	CYNTHIA BARR-MCNAIR	\$139.94
	420097	02/02/2015	140545	ELIZABETH M BARRY	\$60.00
	420098	02/02/2015	107979	LORI BARTELS	\$0.00
	420099	02/02/2015	138054	BAXTER FORD INC	\$900.64
	420100	02/02/2015	134584	MARY BAYNE	\$12.32
	420101	02/02/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$1,971.75
	420102	02/02/2015	136272	BEAR CONSTRUCTION INC	\$450.00
	420103	02/02/2015	134359	BEAR GRAPHICS INC	\$1,850.77
	420104	02/02/2015	135223	AARON BEARINGER	\$28.00
	420105	02/02/2015	139783	LYNNE H BECKER	\$1,716.00
	420106	02/02/2015	139857	ROBERT BECKER	\$52.48
	420107	02/02/2015	107540	BRIAN BEGLEY	\$142.80
	420108	02/02/2015	102860	BENIK CORP.	\$99.99

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420109	02/02/2015	107322	BERENS-TATE CONSULTING GROUP INC	\$2,500.00
	420110	02/02/2015	134884	JULIE BERGSTROM	\$988.70
	420111	02/02/2015	134945	NOLAN BEYER	\$154.45
	420113	02/02/2015	132976	BIO-RAD LABORATORIES	\$184.00
	420114	02/02/2015	138712	RYANDEAN BIRGE	\$28.34
	420116	02/02/2015	019111	BISHOP BUSINESS EQUIPMENT	\$1,607.69
	420117	02/02/2015	139321	BIZCO INC	\$61.00
	420118	02/02/2015	136105	BLAND & ASSOCIATES PC	\$200.00
	420119	02/02/2015	099220	DICK BLICK CO	\$252.80
	420120	02/02/2015	134478	TIFFANY BOCK SMITH	\$42.00
	420121	02/02/2015	139344	DOUGLAS BOGATZ	\$59.14
	420122	02/02/2015	130899	KIMBERLY BOLAN	\$132.16
	420125	02/02/2015	019559	BOUND TO STAY BOUND BOOKS INC	\$8,626.44
	420126	02/02/2015	132888	MICHELLE BOYD	\$50.29
	420127	02/02/2015	139996	BOYS TOWN	\$15,879.78
	420128	02/02/2015	139890	DOUGLAS BREITER	\$45.53
	420129	02/02/2015	130576	PAMELA BRENNAN	\$112.56
	420130	02/02/2015	133824	NANCY BROWN	\$18.37
	420131	02/02/2015	140615	LAUREN BURDT	\$225.00
	420132	02/02/2015	020800	JANET BUTLER	\$93.58
	420134	02/02/2015	137274	EILEEN CABRERA	\$10.25
	420135	02/02/2015	138814	WILLIAM J COOK CO LLC	\$3,790.00
	420136	02/02/2015	140603	TAYLOR CANFIELD	\$60.65
	420137	02/02/2015	140554	LSCO INC	\$7,770.00
	420138	02/02/2015	106806	ELIZABETH CAREY	\$13.78
	420139	02/02/2015	139505	DANIEL CARLSON	\$275.00
	420140	02/02/2015	108215	DEBRA CARLSON	\$7.45
	420141	02/02/2015	132428	JENNIFER CARSON	\$1,136.51
	420142	02/02/2015	131158	CURTIS CASE	\$97.44
	420144	02/02/2015	133970	CCS PRESENTATION SYSTEMS	\$4,263.82
	420145	02/02/2015	133589	CDW GOVERNMENT, INC.	\$558.10
	420146	02/02/2015	135648	SUSAN CHADWICK	\$29.68
	420147	02/02/2015	106836	KEVIN J CHICK	\$80.00
	420148	02/02/2015	106851	CHILDREN'S HOME HEALTHCARE	\$40,979.25
	420149	02/02/2015	025235	DALE CLAUSEN	\$148.96
	420150	02/02/2015	131135	PATRICIA CLIFTON	\$16.69
	420152	02/02/2015	137013	NANCY COLE	\$118.94
	420153	02/02/2015	132126	KIP COLONY	\$51.02

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420154	02/02/2015	022701	SHARON COMISAR-LANGDON	\$23.52
	420156	02/02/2015	025690	COMPUTER INFORMATION CONCEPTS	\$3,269.77
	420157	02/02/2015	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$606.50
	420158	02/02/2015	026057	CONTROL MASTERS INC	\$2,908.27
	420159	02/02/2015	136518	JANET COOK	\$63.17
	420161	02/02/2015	108436	COX COMMUNICATIONS INC	\$219.74
	420163	02/02/2015	139034	CRAIG RESOURCES INC	\$15,533.44
	420165	02/02/2015	109063	CRISIS PREVENTION INSTITUTE INC	\$5,126.75
	420166	02/02/2015	109021	PATRICIA CRUM	\$61.72
	420167	02/02/2015	106893	WICHITA WATER CONDITIONING INC	\$51.57
	420169	02/02/2015	130731	D & D COMMUNICATIONS	\$116.00
	420170	02/02/2015	131483	JANET DAHLGAARD	\$18.54
	420171	02/02/2015	132671	JEAN DAIGLE	\$88.20
	420172	02/02/2015	134751	ANGELA DAIGLE	\$9.46
	420173	02/02/2015	131003	DAILY RECORD	\$44.70
	420174	02/02/2015	138477	MIDWEST HARDWOODS	\$191.23
	420175	02/02/2015	138306	STACY DARNOLD	\$91.45
	420176	02/02/2015	132716	DENNIS DEANE	\$35.00
	420177	02/02/2015	099249	DELTA EDUCATION LLC	\$34.90
	420178	02/02/2015	032800	DEMCO INC	\$450.14
	420179	02/02/2015	135865	SABRINA DENNEY BULL	\$35.84
	420180	02/02/2015	032872	DENNIS SUPPLY COMPANY	\$24.84
	420181	02/02/2015	136316	EVA DENTON	\$25.20
	420182	02/02/2015	133009	ROBERTA DEREMER	\$11.26
	420183	02/02/2015	140640	DESIGN 4 INC	\$215.88
	420185	02/02/2015	136181	MARY DICKERSON	\$133.38
	420187	02/02/2015	033473	DIETZE MUSIC HOUSE INC	\$2,995.44
	420189	02/02/2015	136179	DIGITAL EXPRESS INC	\$2,090.12
	420190	02/02/2015	140591	DISCOVERY BENEFITS INC	\$3,133.50
	420193	02/02/2015	135373	LINDA DONOHUE	\$15.12
	420194	02/02/2015	139349	TERRIN DORATHY	\$30.02
	420195	02/02/2015	130648	DOSTALS CONSTRUCTION CO INC	\$1,125.00
	420199	02/02/2015	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$350,824.84
	420200	02/02/2015	138848	ERIN DOWNS	\$66.92
	420201	02/02/2015	134298	DOUGLAS DRUMMOND	\$49.28
	420202	02/02/2015	135689	SUSAN DULANY	\$190.06
	420203	02/02/2015	138426	KELLY EALY	\$69.10
	420204	02/02/2015	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$9,880.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420205	02/02/2015	052370	ECHO ELECTRIC SUPPLY CO	\$725.00
	420206	02/02/2015	140652	COLE EDICK	\$50.00
	420207	02/02/2015	132240	EDUCATION LOGISTICS, INC	\$2,742.00
	420209	02/02/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$39,126.19
	420210	02/02/2015	038023	EGAN SUPPLY COMPANY	\$13,018.40
	420211	02/02/2015	133823	REBECCA EHRHORN	\$301.72
	420212	02/02/2015	038100	ELECTRICAL ENGINEERING & EQPT CO	\$1,577.19
	420213	02/02/2015	038140	ELECTRONIC SOUND INC.	\$2,244.68
	420214	02/02/2015	131007	ELMAN & CO INC	\$986.00
	420215	02/02/2015	132066	ENGINEERED CONTROLS INC	\$4,370.00
	420216	02/02/2015	134883	ERIC ENGSTROM	\$94.25
	420217	02/02/2015	109066	TED ESSER	\$105.84
	420218	02/02/2015	137683	KATHRYN ETZELMILLER	\$20.61
	420219	02/02/2015	137950	MICHAEL ETZELMILLER	\$103.04
	420221	02/02/2015	134861	TARA FABIAN	\$34.83
	420222	02/02/2015	139316	JASON FARWELL	\$58.35
	420223	02/02/2015	131927	RLB ENTERPRISE LLC	\$307.00
	420224	02/02/2015	132699	FATHER FLANAGANS BOYS HOME	\$50.00
	420225	02/02/2015	139472	MATTHEW FEDDE	\$10.42
	420226	02/02/2015	131826	ALICIA FEIST	\$23.63
	420227	02/02/2015	040470	MARK FELDHAUSEN	\$78.30
	420228	02/02/2015	040537	FERGUSON ENTERPRISES INC	\$476.02
	420229	02/02/2015	137016	ANGELA FERGUSON	\$62.61
	420230	02/02/2015	106956	FERRELLGAS	\$48.00
	420231	02/02/2015	140521	TONYA FILLEMAN	\$35.98
	420232	02/02/2015	133919	FILTER SHOP INC	\$6,188.27
	420234	02/02/2015	132001	BETH FINK	\$126.72
	420235	02/02/2015	109855	SHANNON FISCHER	\$21.34
	420236	02/02/2015	040919	FISHER SCIENTIFIC	\$178.71
	420237	02/02/2015	041086	FLINN SCIENTIFIC INC	\$132.07
	420238	02/02/2015	131555	FLOORS INC	\$24.00
	420239	02/02/2015	041100	FOLLETT SCHOOL SOLUTIONS INC	\$10,039.14
	420240	02/02/2015	041146	KENNETH FOSSEN	\$87.92
	420242	02/02/2015	134223	TERESA FRIDRICH	\$50.62
	420243	02/02/2015	140654	ELIZABETH FRITTON	\$48.13
	420244	02/02/2015	139428	KRISTIE FUHR	\$56.12
	420245	02/02/2015	137663	FUN AND FUNCTION LLC	\$180.78
	420246	02/02/2015	131565	GARTNER & ASSOCIATES CO, INC.	\$1,574.63

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01	420247	02/02/2015	140618	DOMINIC GASSMAN	\$175.00
	420248	02/02/2015	137543	MEGAN GEERTS	\$77.84
	420249	02/02/2015	044470	HAGAR CORP	\$248.95
	420250	02/02/2015	139894	TRICIA GILLET	\$72.13
	420251	02/02/2015	106660	GLASSMASTERS INC	\$544.00
	420252	02/02/2015	140046	ELIZABETH GLENN	\$12.60
	420253	02/02/2015	044886	GOODWILL INDUSTRIES INC	\$1,230.00
	420255	02/02/2015	132152	GOVCONNECTION INC	\$58,040.13
	420256	02/02/2015	044950	GRAINGER INDUSTRIAL SUPPLY	\$1,692.39
	420257	02/02/2015	139949	GRAPHIC TECHNOLOGIES INC	\$3,941.59
	420258	02/02/2015	099888	GRAYBAR ELECTRIC COMPANY INC	\$251.40
	420259	02/02/2015	140641	GRETNA PUBLIC SCHOOL DISTRICT 37	\$17.62
	420260	02/02/2015	136046	JODI GROSSE	\$146.31
	420261	02/02/2015	135199	LISA GUSTIN	\$83.16
	420262	02/02/2015	131686	ANDREW HAHN	\$17.92
	420263	02/02/2015	134436	MICHELLE HALL	\$25.20
	420264	02/02/2015	045354	CYNTHIA HAMILTON	\$10.08
	420265	02/02/2015	140575	WALTER R HAMILTON	\$180.00
	420266	02/02/2015	139044	EDWARD MICHEL HANLON III	\$90.00
	420268	02/02/2015	047853	HAPPY CAB COMPANY INC	\$18,690.49
	420269	02/02/2015	047856	HARCOURT OUTLINES INC	\$352.96
	420270	02/02/2015	140536	BROOKE HARTMAN	\$50.00
	420271	02/02/2015	131367	AMANDA HARTZ	\$80.64
	420272	02/02/2015	132489	CHARLES HAYES	\$24.42
	420273	02/02/2015	139347	CHERYL HEADLEY	\$94.64
	420274	02/02/2015	139035	HEARTLAND WINTER ARTS ASSN	\$700.00
	420275	02/02/2015	108273	MARGARET HEBENSTREIT PT	\$241.92
	420276	02/02/2015	109808	CHERYL HEIMES	\$839.94
	420277	02/02/2015	132423	HEWLETT PACKARD CO	\$448.59
	420278	02/02/2015	108432	HILLER ELECTRIC COMPANY	\$608.00
	420279	02/02/2015	048845	CAMILLE HINZ	\$25.54
	420283	02/02/2015	137943	STACY HORSHAM	\$244.55
	420284	02/02/2015	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$7,224.85
	420285	02/02/2015	109836	AMY HOULTON	\$77.28
	420286	02/02/2015	132531	TERRY HOULTON	\$2,031.29
	420287	02/02/2015	101533	DIANE HOWARD	\$42.56
	420288	02/02/2015	139473	KATHLEEN HRABAN	\$15.90
	420289	02/02/2015	101032	HUSKER MIDWEST PRINTING	\$34,992.30

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01	420290	02/02/2015	134807	MONICA HUTFLES	\$37.97
	420291	02/02/2015	049844	HYDRONIC ENERGY INC	\$11,934.69
	420292	02/02/2015	133397	HY-VEE INC	\$578.43
	420293	02/02/2015	133397	HY-VEE INC	\$159.92
	420294	02/02/2015	049850	HY-VEE INC	\$69.90
	420295	02/02/2015	135784	IB SOURCE	\$4,335.00
	420296	02/02/2015	051573	POPCO INC	\$94.45
	420297	02/02/2015	139348	DANIEL INNES	\$27.94
	420298	02/02/2015	052150	INTERNATIONAL READING ASSN	\$69.00
	420299	02/02/2015	100928	J W PEPPER & SON INC.	\$3,454.67
	420300	02/02/2015	136314	KORRINDA JAMIESON	\$109.37
	420301	02/02/2015	131157	CHRISTINE JANOVEC-POEHLMAN	\$86.69
	420302	02/02/2015	136953	JSDO 1 LLC	\$266.39
	420303	02/02/2015	135735	GEORGE JELKIN	\$42.45
	420304	02/02/2015	133037	JENSEN TIRE COMPANY	\$30.00
	420305	02/02/2015	132340	JENNIFER JEROME	\$306.68
	420306	02/02/2015	131122	JOHN WILEY & SONS, INC.	\$44.46
	420307	02/02/2015	138845	KRISTIN JOHN	\$58.80
	420308	02/02/2015	054500	JOHNSON HARDWARE CO LLC	\$237.73
	420310	02/02/2015	139350	BRANDON JOHNSTON	\$35.39
	420311	02/02/2015	059573	NANCY JOHNSTON	\$71.57
	420312	02/02/2015	054630	JOHNSTONE SUPPLY	\$522.96
	420313	02/02/2015	138713	LAURIE JONES	\$27.44
	420314	02/02/2015	140074	JOURNEYED.COM INC	\$78.49
	420315	02/02/2015	026300	JP COOKE COMPANY	\$62.98
	420316	02/02/2015	137214	DAVID KAHM	\$75.00
	420317	02/02/2015	140643	STEPHANIE KASTANEK	\$40.00
	420319	02/02/2015	132265	CATHERINE KEISER	\$102.54
	420320	02/02/2015	132272	SUSAN KELLEY	\$7.39
	420321	02/02/2015	056276	KELVIN LP	\$185.13
	420322	02/02/2015	134801	JULIE KEMP	\$12.77
	420323	02/02/2015	135931	JEFFREY KERNS	\$32.48
	420324	02/02/2015	131177	ANDREA KIDD	\$19.91
	420325	02/02/2015	138846	ELIZABETH KOCIS	\$20.16
	420326	02/02/2015	138422	JAMIE KOSELUK	\$125.00
	420327	02/02/2015	134864	BRIDGET KOWAL	\$29.90
	420328	02/02/2015	136285	MICHELLE KRAFT	\$12.32
	420329	02/02/2015	134391	MAUREEN KUCH	\$23.61

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01	420330	02/02/2015	137385	JOSEPH KUEHL	\$108.81
	420331	02/02/2015	099217	LAKESHORE LEARNING MATERIALS	\$432.52
	420333	02/02/2015	135257	LANGUAGE LINE SERVICES INC	\$142.41
	420334	02/02/2015	131828	MONICA LAWSON	\$26.44
	420335	02/02/2015	139896	MICHELLE LEENERTS	\$75.21
	420336	02/02/2015	059470	LIEN TERMITE & PEST CONTROL INC	\$840.00
	420337	02/02/2015	059560	MATHESON TRI-GAS INC	\$3,729.68
	420338	02/02/2015	139885	ERIC LITTLE	\$544.29
	420339	02/02/2015	133027	TRACY LOGAN	\$97.05
	420340	02/02/2015	059866	STACY LONGACRE	\$325.92
	420341	02/02/2015	060111	LOVELESS MACHINE & GRINDING SVC INC	\$198.50
	420342	02/02/2015	057770	LRP PUBLICATIONS INC	\$244.50
	420343	02/02/2015	060155	LYMAN-RICHEY CORPORATION	\$1,280.53
	420344	02/02/2015	099321	MACKIN BOOK CO	\$12,221.16
	420345	02/02/2015	140458	ERIN MAGUIRE	\$51.07
	420346	02/02/2015	138473	KEITH MALY	\$76.16
	420347	02/02/2015	137007	KAREN MARBLE	\$107.52
	420348	02/02/2015	133505	SUSAN MARLATT	\$89.60
	420349	02/02/2015	107750	DOUG MARR	\$170.00
	420350	02/02/2015	139943	LISA MARSH	\$5.24
	420351	02/02/2015	137783	COURTNEY MATULKA	\$14.14
	420352	02/02/2015	108052	MAX I WALKER	\$443.11
	420354	02/02/2015	138341	MAXIM HEALTHCARE SERVICES INC	\$25,247.56
	420355	02/02/2015	140507	ALEXA MAZUR	\$17.02
	420356	02/02/2015	136618	DANIEL MCCONNELL	\$65.97
	420357	02/02/2015	139047	MEGAN MCELFFRESH	\$50.00
	420358	02/02/2015	130394	TERRY MCGILL INC	\$0.00
	420359	02/02/2015	139923	MCGLADREY LLP	\$215.00
	420360	02/02/2015	140110	GEORGIA HOLDINGS INC	\$1,538.83
	420361	02/02/2015	137014	RYE MCINTOSH	\$129.03
	420362	02/02/2015	121126	PATRICIA MEEKER	\$21.73
	420363	02/02/2015	138691	MENARDS INC (ELKHORN)	\$37.97
	420366	02/02/2015	133403	AMERICAN NATIONAL BANK	\$11,658.50
	420367	02/02/2015	132807	MONTESSORI EDUCATIONAL CENTERS INC	\$655.00
	420369	02/02/2015	102870	MIDLAND COMPUTER INC	\$172.86
	420371	02/02/2015	064950	MIDWEST METAL WORKS INC	\$20.00
	420372	02/02/2015	140335	MIDWEST SIGN & SCREEN PRINTING SUPL	\$462.08
	420373	02/02/2015	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	\$480.00

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420374	02/02/2015	133582	MILLARD BUSINESS ASSOCIATION	\$120.00
	420375	02/02/2015	065400	MILLARD LUMBER INC	\$316.88
	420376	02/02/2015	065440	MILLARD SOUTH HIGH SCHOOL	\$294.01
	420377	02/02/2015	131328	MILLER ELECTRIC COMPANY	\$1,346.00
	420378	02/02/2015	135388	ANNE MILLER	\$39.93
	420379	02/02/2015	132412	SANDRA MILLER	\$40.06
	420380	02/02/2015	139112	SOCIALMENTUM LLC	\$500.00
	420381	02/02/2015	099352	MINNESOTA CLAY CO	\$435.76
	420382	02/02/2015	065810	MIRACLE RECREATION EQUIPMENT CO	\$0.00
	420386	02/02/2015	092603	HOLTZBRINCK PUBLISHER LLC	\$2,075.28
	420387	02/02/2015	107539	MUELLER ROBAK LLC	\$12,700.00
	420388	02/02/2015	137052	DEVONYE MULLINS	\$65.41
	420389	02/02/2015	100883	MUSIC THEATRE INTERNATIONAL	\$138.80
	420390	02/02/2015	140541	SRIDEVI NARAYANAN	\$100.00
	420391	02/02/2015	067000	NASCO	\$217.17
	420392	02/02/2015	131578	NATIONAL CAREER DEVELOPMENT ASSOC.	\$35.00
	420393	02/02/2015	132854	NATIONAL SAFETY COUNCIL	\$130.00
	420394	02/02/2015	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$220.00
	420395	02/02/2015	130548	NCS PEARSON INC	\$683.55
	420396	02/02/2015	068334	NEBRASKA AIR FILTER INC	\$4,476.88
	420397	02/02/2015	068343	NEBRASKA ASSN OF SCHOOL BOARDS	\$608.00
	420398	02/02/2015	068415	NEBRASKA COUNCIL OF SCHOOL	\$225.00
	420400	02/02/2015	068445	NEBRASKA FURNITURE MART INC	\$236.00
	420401	02/02/2015	068684	NEBRASKA SCIENTIFIC	\$355.31
	420402	02/02/2015	109843	NEXTEL PARTNERS INC	\$4,849.11
	420403	02/02/2015	107905	MELINDA NOLLER	\$18.93
	420404	02/02/2015	140537	EVE NORTON	\$46.54
	420405	02/02/2015	050042	ANNE OETH	\$115.92
	420406	02/02/2015	100013	OFFICE DEPOT 84133510	\$245.22
	420410	02/02/2015	100013	OFFICE DEPOT 84133510	\$12,751.76
	420411	02/02/2015	070245	OHARCO DISTRIBUTORS	\$335.39
	420412	02/02/2015	132778	MELANIE OLSON	\$31.36
	420414	02/02/2015	138540	JULIA OLYNYK	\$193.09
	420415	02/02/2015	134725	OMAHA CASING CO INC	\$120.00
	420416	02/02/2015	070800	OMAHA PUBLIC POWER DISTRICT	\$363,289.86
	420417	02/02/2015	070810	OMAHA PUBLIC SCHOOLS	\$145.00
	420418	02/02/2015	070810	OMAHA PUBLIC SCHOOLS	\$130.00
	420419	02/02/2015	070850	OMAHA SLINGS INC	\$264.26

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420420	02/02/2015	139434	THE TIE YARD OF OMAHA INC	\$3,291.00
	420421	02/02/2015	071040	OMAHA WINNELSON COMPANY	\$875.55
	420422	02/02/2015	140402	OMNI FINANCIAL GROUP INC	\$772.50
	420423	02/02/2015	107815	ON LINE IMAGING SERVICES LLC	\$200.00
	420424	02/02/2015	133850	ONE SOURCE	\$1,744.00
	420425	02/02/2015	133368	KELLY O'TOOLE	\$50.40
	420426	02/02/2015	071180	OUTWATER PLASTICS INDUSTRIES INC	\$194.89
	420427	02/02/2015	071190	OVERHEAD DOOR COMPANY OMAHA	\$245.00
	420428	02/02/2015	132443	OZANAM/BIST	\$2,720.00
	420429	02/02/2015	134428	ELIZABETH PACHTA	\$95.76
	420430	02/02/2015	137027	PANERA BREAD CO	\$251.90
	420431	02/02/2015	137015	GEORGE PARKER	\$43.85
	420432	02/02/2015	132006	ANDREA PARSONS	\$73.64
	420433	02/02/2015	099244	PASCO SCIENTIFIC	\$492.00
	420434	02/02/2015	106559	DAVID PATTEN	\$99.92
	420435	02/02/2015	131610	PATRICIA D BUFFUM	\$420.00
	420436	02/02/2015	140147	ELIZABETH PEAL	\$31.47
	420437	02/02/2015	071947	PAULA PEAL	\$31.92
	420438	02/02/2015	102699	PEARSON EDUCATION	\$95.12
	420439	02/02/2015	107783	HEIDI PENKE	\$67.76
	420440	02/02/2015	139633	TERESA PERKINS	\$996.95
	420441	02/02/2015	138521	SCOTT PERSIGHEHL	\$80.64
	420442	02/02/2015	140141	SUTKO TERMITE SERVICES INC	\$1,200.00
	420443	02/02/2015	137009	ANGELA PETERSON	\$34.94
	420444	02/02/2015	072400	PHI DELTA KAPPA	\$125.00
	420445	02/02/2015	133390	HEATHER PHIPPS	\$18.04
	420446	02/02/2015	130721	MARY PILLE	\$85.68
	420447	02/02/2015	139527	QUEENTARA PIMENTEL	\$60.00
	420448	02/02/2015	137722	ANDREW PINKALL	\$115.36
	420449	02/02/2015	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	420450	02/02/2015	139899	JENNIFER POLLOCK	\$64.12
	420451	02/02/2015	072900	POPPLERS MUSIC INC	\$55.95
	420452	02/02/2015	073010	PORTER TRUSTIN CARLSON	\$937.00
	420453	02/02/2015	131835	PRAIRIE MECHANICAL CORP	\$4,228.70
	420454	02/02/2015	139532	PREFERRED SHIPPING INC	\$576.04
	420455	02/02/2015	134598	PRIME COMMUNICATIONS INC	\$11,186.89
	420456	02/02/2015	073427	PRO-ED INC	\$3,294.50
	420457	02/02/2015	132713	PROTEX CENTRAL INC	\$23,270.60

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01	420459	02/02/2015	140647	MOHAMMAD ASLAM RAHY	\$20.00
	420460	02/02/2015	137208	NITHYA RAJAGOPALAN	\$50.00
	420461	02/02/2015	140511	FAITH RASMUSSEN	\$15.46
	420462	02/02/2015	078420	RAWSON & SONS ROOFING, INC.	\$23,540.00
	420463	02/02/2015	109810	BETHANY RAY	\$67.76
	420464	02/02/2015	106725	RD FITNESS SERVICE	\$220.95
	420465	02/02/2015	100642	REALLY GOOD STUFF INC	\$120.75
	420466	02/02/2015	137967	JONNA REBENS DORF	\$100.00
	420467	02/02/2015	133828	TERESA REEDER	\$7.50
	420468	02/02/2015	134858	JENNIFER REID	\$28.56
	420469	02/02/2015	133770	DIANE REINERS	\$33.21
	420470	02/02/2015	109192	KIMBERLI RICE	\$58.63
	420471	02/02/2015	139552	TIMOTHY RICO	\$35.00
	420472	02/02/2015	079179	RIEKES EQUIPMENT CO	\$2,168.85
	420473	02/02/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$10,838.87
	420474	02/02/2015	079310	ROCKBROOK CAMERA CENTER	\$42.00
	420475	02/02/2015	134882	LINDA ROHMILLER	\$17.25
	420476	02/02/2015	136121	MELANIE E ROLL	\$1,040.00
	420477	02/02/2015	134990	BRITTANY ROM	\$162.40
	420478	02/02/2015	134081	EILEEN RONCI	\$146.72
	420479	02/02/2015	079440	ROSENBAUM ELECTRIC INC	\$20,598.77
	420480	02/02/2015	072286	JEAN RUCHTI	\$94.08
	420481	02/02/2015	136135	GINA RUDLOFF	\$113.00
	420482	02/02/2015	131615	RUSSELL MIDDLE SCHOOL	\$40.00
	420483	02/02/2015	103137	RYDIN DECAL	\$421.34
	420484	02/02/2015	137386	LIBRARY VIDEO COMPANY	\$11,000.00
	420486	02/02/2015	108358	SARPY COUNTY ELECTION COMMISSION	\$917.54
	420487	02/02/2015	081725	KIMBERLEY SAUM-MILLS	\$100.47
	420488	02/02/2015	133389	RYAN SAUNDERS	\$1,643.00
	420489	02/02/2015	109806	BRENT SCHADE	\$45.94
	420490	02/02/2015	138484	CINDY SCHARFF	\$60.24
	420492	02/02/2015	137012	SHELLEY SCHMITZ	\$48.72
	420493	02/02/2015	082200	SCHOOL HEALTH CORPORATION	\$4,911.64
	420494	02/02/2015	135488	SCHOOL NURSE SUPPLY	\$68.50
	420495	02/02/2015	136833	SCHOOL OUTFITTERS LLC	\$400.07
	420496	02/02/2015	082350	SCHOOL SPECIALTY INC	\$1,489.08
	420497	02/02/2015	099808	SCHOOL-TECH INC	\$152.01
	420498	02/02/2015	134567	KAYE SCHWEIGERT	\$62.05

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420499	02/02/2015	082905	KIMBERLY SECORA	\$25.70
	420500	02/02/2015	082910	SECURITY EQUIPMENT INC	\$1,117.10
	420501	02/02/2015	108161	STAN SEGAL	\$41.10
	420502	02/02/2015	082920	MARTI SEIBERLING	\$44.73
	420503	02/02/2015	082941	KELLY SELTING	\$84.56
	420504	02/02/2015	134189	JODY SEMPEK	\$49.56
	420505	02/02/2015	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$83,475.00
	420506	02/02/2015	135140	SETPOINT CONTROLS LLC	\$2,281.60
	420507	02/02/2015	136754	CCT ENTERPRISES LLC	\$48.80
	420508	02/02/2015	109800	AMY SHATTUCK	\$166.88
	420509	02/02/2015	137697	LARIA SHEA	\$175.45
	420511	02/02/2015	083188	SHIFFLER EQUIPMENT SALES, INC.	\$6,178.02
	420512	02/02/2015	139007	MEGAN SIEBE	\$54.99
	420513	02/02/2015	135412	ROY EUGENE KIRK	\$1,000.00
	420514	02/02/2015	132590	SILVERSTONE GROUP INC	\$150.00
	420516	02/02/2015	133949	SKAR ADVERTISING	\$2,100.00
	420517	02/02/2015	133934	JUVENTINA SLOTER	\$140.00
	420518	02/02/2015	132808	SNYDER CHARLESON THERAPY SERVICES	\$9,061.25
	420519	02/02/2015	139217	MARK SOMMER	\$681.54
	420520	02/02/2015	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	\$883.80
	420521	02/02/2015	133954	SOUTHSIDE PLUMBING LLC	\$388.65
	420522	02/02/2015	084093	SOUTHWEST STRINGS	\$207.78
	420524	02/02/2015	084415	STANDARD STATIONERY SUPPLY CO	\$408.96
	420525	02/02/2015	137481	STAPLES CONTRACT & COMMERCIAL INC	\$33.94
	420526	02/02/2015	068801	STATE OF NEBRASKA	\$4,286.02
	420527	02/02/2015	140648	RICHARD STEPHENS	\$35.00
	420528	02/02/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$79,771.13
	420529	02/02/2015	140655	SARAH STYRON	\$50.00
	420530	02/02/2015	138061	AMY SUING	\$40.49
	420531	02/02/2015	133207	SUNGARD PUBLIC SECTOR INC	\$750.00
	420532	02/02/2015	137011	CARRIE SWANEY	\$444.08
	420533	02/02/2015	140444	SATARII, INC	\$788.40
	420535	02/02/2015	099302	SYSCO LINCOLN INC	\$382.00
	420536	02/02/2015	133969	TENNANT SALES & SERVICE COMPANY	\$376.07
	420538	02/02/2015	140513	ANNA THOMA	\$41.05
	420539	02/02/2015	136381	ANNETTE THOMAS	\$7.40
	420540	02/02/2015	131159	JONATHON THOMPSON	\$250.49
	420541	02/02/2015	140599	ANGELA THORN	\$125.00

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01	420542	02/02/2015	135006	STEVE THRONE	\$196.79
	420543	02/02/2015	132493	GREGORY TIEMANN	\$57.68
	420544	02/02/2015	140649	REGAN TOKOS	\$50.00
	420545	02/02/2015	136578	PEGGI TOMLINSON	\$54.71
	420546	02/02/2015	106807	JEAN TOOHER	\$53.76
	420547	02/02/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$5,100.72
	420548	02/02/2015	131446	TOSHIBA AMERICA INFO SYS INC	\$2,812.50
	420549	02/02/2015	089574	TOTAL MARKETING INC	\$259.00
	420550	02/02/2015	135950	TOTAL RESPIRATORY AND REHAB	\$2,000.00
	420551	02/02/2015	106364	TRANE US INC	\$1,883.43
	420552	02/02/2015	089760	TRIARCO ARTS & CRAFTS LLC	\$156.22
	420553	02/02/2015	107719	KIMBERLY TRISLER	\$51.02
	420554	02/02/2015	106493	TRITZ PLUMBING, INC.	\$118.00
	420555	02/02/2015	036945	TRIUMPH LEARNING LLC	\$21.99
	420556	02/02/2015	071025	OMAHA TRUCK CENTER INC	\$258.75
	420557	02/02/2015	138047	AUTO PROS OF MILLARD INC	\$141.00
	420558	02/02/2015	139755	UES GYMPROS LLC	\$250.00
	420559	02/02/2015	139573	RENEE ULLRICH	\$50.00
	420560	02/02/2015	090678	UNISOURCE WORLDWIDE INC	\$21,910.84
	420561	02/02/2015	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$110,000.00
	420562	02/02/2015	068875	UNIVERSITY OF NEBRASKA MED CENTER	\$15,300.00
	420565	02/02/2015	139797	US BANK NATIONAL ASSOCIATION	\$20,204.50
	420566	02/02/2015	138661	USA-CLEAN INC	\$587.55
	420567	02/02/2015	091040	VAL LTD	\$93.74
	420568	02/02/2015	138046	AUTO LUBE INC	\$116.38
	420569	02/02/2015	136318	JENNIFER VEST	\$104.16
	420570	02/02/2015	138759	VIA INC	\$246.31
	420572	02/02/2015	140650	VAIBHAV VISWANATHAN	\$50.00
	420574	02/02/2015	093008	BARBARA WALLER	\$35.22
	420575	02/02/2015	131112	LINDA WALTERS	\$33.04
	420576	02/02/2015	093650	VWR INTERNATIONAL LLC	\$580.60
	420577	02/02/2015	140485	KELLIE T WASIKOWSKI	\$125.00
	420578	02/02/2015	139738	WASTE MANAGEMENT OF NEBRASKA	\$25,107.99
	420579	02/02/2015	093765	WATER ENGINEERING, INC.	\$2,301.60
	420580	02/02/2015	133438	HEIDI WEAVER	\$235.42
	420582	02/02/2015	107563	CAROL WEST	\$97.95
	420583	02/02/2015	136141	CHERILYN WICKS	\$15.49
	420584	02/02/2015	137485	WENDY WIGHT	\$52.92

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Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	420585	02/02/2015	136322	TAMARA WILLIAMS	\$52.08
	420586	02/02/2015	139463	TAMARA WILT	\$23.94
	420587	02/02/2015	140651	NATHANIEL L WOODFORD	\$75.00
	420588	02/02/2015	132857	ROXANN WORLEY	\$62.01
	420589	02/02/2015	140653	TRAVIS WORM	\$216.50
	420590	02/02/2015	095491	GLEN WRAGGE	\$142.74
	420591	02/02/2015	140123	TERRI WRIGHT	\$140.00
	420593	02/02/2015	109852	WURTH BAER SUPPLY CO	\$229.14
	420595	02/02/2015	137020	CHAD ZIMMERMAN	\$117.04
	420596	02/02/2015	136855	PAUL ZOHLN	\$38.30
	420597	02/02/2015	135647	LACHELLE ZUHLKE	\$27.94
	420598	02/02/2015	107979	LORI BARTELS	\$88.48
	420599	02/02/2015	065810	MIRACLE RECREATION EQUIPMENT CO	\$44.32
	420600	02/02/2015	130394	TERRY MCGILL INC	\$7,667.00
01 - Total					\$1,917,534.24
02	24876	01/22/2015	081630	SAMS CLUB DIRECT	\$170.61
	24877	02/02/2015	011051	ALL MAKES OFFICE EQUIPMENT	\$892.27
	24878	02/02/2015	106893	WICHITA WATER CONDITIONING INC	\$17.62
	24879	02/02/2015	107560	MILLARD METAL SERVICES INC.	\$398.00
	24880	02/02/2015	109843	NEXTEL PARTNERS INC	\$133.99
	24881	02/02/2015	100013	OFFICE DEPOT 84133510	\$1,272.24
	24882	02/02/2015	101476	SODEXO INC & AFFILIATES	\$531,284.71
02 - Total					\$534,169.44
06	420083	02/02/2015	012989	APPLE COMPUTER INC	\$1,101,115.78
	420101	02/02/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$3,253.00
	420133	02/02/2015	135245	BAHR VERMEER HAECKER ARCHITECTS	\$5,950.00
	420144	02/02/2015	133970	CCS PRESENTATION SYSTEMS	\$3,185.00
	420155	02/02/2015	106902	COMMUNICATION SERVICES INC.	\$1,045.05
	420191	02/02/2015	139642	DKM ENTERPRISES	\$68,353.00
	420255	02/02/2015	132152	GOVCONNECTION INC	\$31,000.00
	420332	02/02/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,329.88
	420368	02/02/2015	140396	MID-AMERICA GOLF AND LANDSCAPE INC	\$14,606.91
	420383	02/02/2015	140386	MOBILE MINI INC	\$114.62
	420385	02/02/2015	134532	MORRISSEY ENGINEERING INC	\$2,500.00
	420413	02/02/2015	136898	OLSSON ASSOCIATES INC	\$6,586.91
	420462	02/02/2015	078420	RAWSON & SONS ROOFING, INC.	\$18,392.00
	420473	02/02/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$91,927.50
	420491	02/02/2015	081880	SCHEMMER ASSOCIATES INC	\$33.25

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06	420513	02/02/2015	135412	ROY EUGENE KIRK	\$1,000.00
	420523	02/02/2015	130500	SPECPRO	\$25,511.00
	420537	02/02/2015	132452	TERRACON INC	\$1,798.65
06 - Total					\$1,377,702.55
07	420035	01/22/2015	102430	AMI GROUP INC	\$1,358.96
	420063	02/02/2015	010040	A & D TECHNICAL SUPPLY CO INC	\$432.44
	420075	02/02/2015	140305	AMERICAN TRAILER & STORAGE INC	\$245.00
	420101	02/02/2015	133480	BERINGER CIACCIO DENNELL MABREY	\$31,181.50
	420133	02/02/2015	135245	BAHR VERMEER HAECKER ARCHITECTS	\$3,485.00
	420155	02/02/2015	106902	COMMUNICATION SERVICES INC.	\$1,931.77
	420173	02/02/2015	131003	DAILY RECORD	\$120.50
	420192	02/02/2015	107232	DLR GROUP INC	\$3,898.27
	420213	02/02/2015	038140	ELECTRONIC SOUND INC.	\$367.16
	420220	02/02/2015	134593	F & B CONSTRUCTORS INC	\$2,926.00
	420318	02/02/2015	140623	KE FLEX CONTRACTING LLC	\$6,205.50
	420332	02/02/2015	058775	LAMP RYNEARSON ASSOCIATES INC	\$5,661.20
	420385	02/02/2015	134532	MORRISSEY ENGINEERING INC	\$76,970.00
	420455	02/02/2015	134598	PRIME COMMUNICATIONS INC	\$63,870.81
	420458	02/02/2015	139972	PURDY & SLACK ARCHITECTS PC	\$49,422.50
	420491	02/02/2015	081880	SCHEMMER ASSOCIATES INC	\$300.00
	420537	02/02/2015	132452	TERRACON INC	\$1,515.25
07 - Total					\$249,891.86
11	420015	01/15/2015	081630	SAMS CLUB DIRECT	\$142.08
	420050	01/22/2015	068340	NEBRASKA ASSOCIATION FOR THE GIFTED	\$700.00
	420054	01/22/2015	081630	SAMS CLUB DIRECT	\$3.98
	420072	02/02/2015	107651	AMAZON.COM INC	\$172.10
	420074	02/02/2015	103085	AMERICAN ASSN TEACHERS OF GERMAN	\$245.00
	420076	02/02/2015	069689	AMSAN LLC	\$68.74
	420085	02/02/2015	013496	ASCD	\$380.54
	420087	02/02/2015	102727	B & H PHOTO	\$87.00
	420095	02/02/2015	099646	BARNES AND NOBLE BOOKSTORE	\$862.63
	420112	02/02/2015	132210	BILINGUAL DICTIONARIES INC.	\$43.89
	420124	02/02/2015	101364	THE BOOKWORM	\$199.39
	420151	02/02/2015	133633	CMI EDUCATION INSTITUTE INC	\$189.99
	420162	02/02/2015	017611	ANGELA CRAFT	\$63.43
	420164	02/02/2015	140174	ABANTE LLC	\$462.50
	420168	02/02/2015	027345	CURRICULUM ASSOCIATES INC	\$43.84
	420187	02/02/2015	033473	DIETZE MUSIC HOUSE INC	\$52.65

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11	420188	02/02/2015	135509	DIGIORGIO'S SPORTSWEAR INC	\$54.00
	420189	02/02/2015	136179	DIGITAL EXPRESS INC	\$44.60
	420208	02/02/2015	037525	EDUCATIONAL SERVICE UNIT #3	\$250.00
	420233	02/02/2015	140625	FINDAWAY WORLD LLC	\$449.94
	420241	02/02/2015	130992	FRANKLIN COVEY	\$187.93
	420244	02/02/2015	139428	KRISTIE FUHR	\$23.53
	420254	02/02/2015	044891	GOPHER	\$998.86
	420280	02/02/2015	048940	HOBBY LOBBY STORES INC	\$48.60
	420327	02/02/2015	134864	BRIDGET KOWAL	\$15.32
	420360	02/02/2015	140110	GEORGIA HOLDINGS INC	\$1,250.00
	420370	02/02/2015	138611	MIDWEST CRANE SERVICE LLC	\$1,350.00
	420384	02/02/2015	066078	MONTESSORI SERVICES	\$275.00
	420399	02/02/2015	068440	NEBRASKA DEPARTMENT OF EDUCATION	\$1,350.00
	420410	02/02/2015	100013	OFFICE DEPOT 84133510	\$72.37
	420473	02/02/2015	136847	RIVERSIDE TECHNOLOGIES INC	\$98.97
	420528	02/02/2015	139843	STUDENT TRANSPORATION NEBRASKA INC	\$2,480.89
	420534	02/02/2015	140553	PARTNERS IN LEARNING INC	\$4,770.00
	420563	02/02/2015	100923	UNL EXTENSION IN DOUGLAS/SARPY CO	\$115.00
	420594	02/02/2015	135890	YOUTH FRONTIERS INC	\$1,645.00
11 - Total					\$19,197.77
14	420160	02/02/2015	136587	COVENTRY HEALTH & LIFE INS CO	\$149,759.19
	420515	02/02/2015	138887	SIMPLYWELL LLC	\$3,581.60
	420573	02/02/2015	139559	VISITING NURSE ASSN OF THE MIDLANDS	\$65,020.00
14 - Total					\$218,360.79
17	420042	01/22/2015	107980	EHLY'S INTERIORS	\$210.00
	420083	02/02/2015	012989	APPLE COMPUTER INC	\$189,266.22
	420123	02/02/2015	139665	BOLD OFFICE SOLUTIONS LLC	\$246.00
	420144	02/02/2015	133970	CCS PRESENTATION SYSTEMS	\$9,882.91
	420180	02/02/2015	032872	DENNIS SUPPLY COMPANY	\$1,855.63
	420184	02/02/2015	130685	VOGEL WEST INC	\$1,258.65
	420277	02/02/2015	132423	HEWLETT PACKARD CO	\$160.00
	420364	02/02/2015	064600	METAL DOORS & HARDWARE COMPANY INC	\$1,681.00
	420474	02/02/2015	079310	ROCKBROOK CAMERA CENTER	\$179.98
	420510	02/02/2015	083175	SHEPPARD'S BUSINESS INTERIORS	\$673.76
	420513	02/02/2015	135412	ROY EUGENE KIRK	\$1,150.00
	420571	02/02/2015	092323	VIRCO INC	\$1,856.84
	420581	02/02/2015	094130	WENGER CORPORATION	\$559.00
17 - Total					\$208,979.99

Millard Public Schools Check Register Prepared for the Board Meeting for Feb 2, 2015

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	420039	01/22/2015	139554	ALLEN D CHAPMAN	\$769.50
	420040	01/22/2015	140137	KEITH CURINGTON	\$826.00
	420041	01/22/2015	140645	BRANDON DEAN	\$600.00
	420046	01/22/2015	140646	ANNETTE MARIE LAYMAN	\$600.00
	420062	01/22/2015	140627	STEPHEN C WOODIN	\$769.50
	420119	02/02/2015	099220	DICK BLICK CO	\$49.83
	420125	02/02/2015	019559	BOUND TO STAY BOUND BOOKS INC	\$2,313.63
	420187	02/02/2015	033473	DIETZE MUSIC HOUSE INC	\$543.85
	420281	02/02/2015	140642	JEREMY EUGENE HOFF	\$200.00
	420282	02/02/2015	132592	WILLIAM SPRAGUE, JR.	\$819.95
	420299	02/02/2015	100928	J W PEPPER & SON INC.	\$80.98
	420309	02/02/2015	054492	JIM L JOHNSON	\$180.00
	420465	02/02/2015	100642	REALLY GOOD STUFF INC	\$341.32
	420474	02/02/2015	079310	ROCKBROOK CAMERA CENTER	\$79.90
	420485	02/02/2015	140257	SEG RESTORATION	\$45.00
	420494	02/02/2015	135488	SCHOOL NURSE SUPPLY	\$24.47
	420495	02/02/2015	136833	SCHOOL OUTFITTERS LLC	\$354.95
	420592	02/02/2015	100578	WT COX SUBSCRIPTIONS INC	\$32.95
50 - Total					\$8,631.83
99	420039	01/22/2015	139554	ALLEN D CHAPMAN	(\$44.00)
	420062	01/22/2015	140627	STEPHEN C WOODIN	(\$44.00)
	420513	02/02/2015	135412	ROY EUGENE KIRK	(\$126.00)
99 - Total					(\$214.00)
Overall - Total					\$4,534,254.47

Millard Public Schools - Planned Disposition of Surplus Property

BOE Packet Due Date: **1/27/2015**BOE Meeting Date: **2/2/2015**Sale or Disposals Scheduled After: **2/2/2015**

Lot	Quantity	Description
1	1	Portable Basketball Goal
2	5	MacBooks
3	4	Lawnmowers
4	4	Lawnmower decks
5	8	Round Lunch Tables
6		
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8		
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AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Policy 6610 – Multicultural Education

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approve Policy 6610 – Multicultural Education

ACTION DESIRED: X Approval

BACKGROUND: This Policy has been brought forward as part of the seven-year review cycle. There is a change to the Legal Reference.

RECOMMENDATIONS: Approve Policy 6610


STRATEGIC PLAN: N/A

REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Nancy Johnston, Andy DeFreece, Tami Williams, Terry Houlton

SUPERINTENDENT'S APPROVAL: _____  _____

Curriculum, Instruction, and Assessment

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.

Legal Reference: Neb. Rev. Stat. §§ 79-719 to 79-723

Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01 ~~GF~~[F5](#)

Related Policies & Rules: 6610.1

Policy Adopted:

Revised: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006
September 15, 2008; [February 2, 2015](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

Agenda Item: MEA Teachers Negotiated Agreement for 2015-16

Meeting Date: February 2, 2015

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association (“MEA”) have reached tentative agreement for the 2015-16 school year. The MEA voted for approval of the tentative agreement on January 23, 2015. The proposed agreement includes the following changes:


- **Estimated 2.5% total package:**
 - Salary Increase (including estimated graduate credit hours) = 1.98% total package increase;
 - Average salary increase (including estimated graduate credit hours) = 2.89%;
 - Health Insurance Rates = 0.30% total package increase;
 - NPERS Increase = 0.12% total package increase; and
 - Other (Dental, Life, FICA, etc.) = 0.10% total package increase.
- Health Insurance Changes:
 - Clarifying language and adjusting dollar amounts on premium shares;
- Language for study committee on graduate credit hours.

Recommendation: It is recommended that the Negotiated Agreement for Teachers with the Millard Education Association for the 2015-16 school year be approved.

Background: Wage increases are in line with budget parameters.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Ken Fossen, Duncan Young, Kevin Chick, Dr. Jim Sutfin

Superintendent's Approval: —  —

2015-2016
COLLECTIVE BARGAINING AGREEMENT
between Millard Public Schools
and the Millard Education Association

THIS AGREEMENT made and entered into this 2nd day of February, 2015 by and between School District Number 17, Douglas County, Nebraska, also known as the Millard School district (hereinafter 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 2015-16 school year; and

WHEREAS, the parties have reached an agreement with respect to the terms and conditions of the employment for teachers for the 2015-16 school year;

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

ARTICLE I
RECOGNITION

For the purpose of negotiating collectively on those terms and conditions of employment required by law, the District hereby agrees to recognize the Millard Education Association as the exclusive bargaining agent for employees certificated by the Nebraska Department of Education and employed by the District. This definition specifically does not include persons employed as Administrators or Nurses by the District.

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

I. Term of Contract:

The term of the contract shall begin on August 1, 2015 and terminate on July 31, 2016. In each contract year, the contract shall consist of 192 teacher days for returning teachers and 194 days for new teacher hires. The District may require any new teacher hire to work day 193 and day 194 of his or her contract without compensation, provided days 193 and 194 are scheduled after the commencement of the regular teacher work calendar. Each new teacher hire who attends new teacher workshops before the commencement of the regular teacher work calendar shall be compensated for each day of attendance at a rate of \$200 per day. New teacher hire workshop compensation shall be rendered as a stipend and tracked separately from

total salary for the purposes of calculating the new teacher hire's daily rate of pay. In addition, the District may require any teacher covered by this agreement to work up to two additional days (e.g. 194 days for returning teachers and 196 days for new teacher hires), provided that the teacher is compensated at his or her daily rate and given a minimum of 90 days' advance notice. A teacher's daily rate of pay is his or her annual salary divided by the total number of paid contract days in the corresponding contract year. 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.

If upon the expiration of this agreement on the 31st day of July, 2016, the parties hereto have not agreed to a collective bargaining agreement for the school year 2016-17, 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:

Formula Salary Methodology: The salary will be adjusted proportionately according to changes in the individual teacher's full-time equivalency (F.T.E.) and / or number of contract days. For the 2015-16 school year, each teacher's pay shall be as set forth in Appendix B, subject to the following limitations:

- a) A returning teacher's salary shall be the greater of: (i) his or her formula salary in Appendix B; or (ii) the same salary as his or her 2014-15 salary, prorated for f.t.e. or extended contracts;
- b) Any teacher employed in December who has at least 25 years of credited service, which includes at least 20 years of credited service with the District, shall receive a one-time payment of \$500 in December of 2015. This provision shall not continue beyond July 31, 2016. The payment under this paragraph shall be rendered as a stipend and tracked separately for purpose of calculating the teacher's daily rate of pay. Part time years of service shall be counted for purposes of this paragraph in accordance with Nebraska Revised Statute § 79-825;
- c) Any teacher newly hired to the District for the 2015-16 school year shall receive a salary as set forth in Appendix B; and
- d) Any error found in salary shall only be corrected retroactive to the beginning of the year in which the error was discovered or the year in which the specific error was brought to the attention of Human Resources in writing (e.g. a salary error discovered in January of 2016 will be corrected retroactively to the September of 2015 pay period). The District may (but shall not be required) to delay the correction of errors that decrease a teacher's salary until the next contract year.

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 a new teacher hire works extra days as provided for in Article III, Section I of this agreement;
- b) 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;
- c) 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;
- d) 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
- e) supervision duties during the year shall be at the extra duty rate provided in Appendix C.
- f) 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.
- g) 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.

All salary will be adjusted proportionately according to the individual teacher's full time equivalency status (F.T.E.) and / or the teacher's total number of paid contract days.

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. 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

August. 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 certificate issued prior to July 31, 2014 shall be paid a stipend of \$2,000 by the District for the time remaining on that teacher's certification.

3. Insurance:

Benefits and Coverage, Premiums: The District shall provide each full-time teacher with health, dental, 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. The multiple plans listed in Appendix F are available to employees at the employee's option during open enrollment or other qualifying event changes. The employee may choose only one plan.

The District may, under the terms of this agreement, set or negotiate the benefit premiums for current employees and adopt, at its sole discretion, a distinct rate schedule and benefits calendar for qualifying retirees. The amounts of the District's premium contributions shall be made available to the Association and teachers upon request.

Benefits and Coverage, Health and Benefit Design: The Association abjures the right to negotiate changes to plan design effective from September 1, 2014 to January 1, 2017. The District shall disclose plan design provisions, or changes to those provisions, to the Association. Until January 1, 2017, the District at management's discretion may alter or amend health and dental plan provisions through the adoption of a fully funded plan or by changing the terms of a self-funded insurance plan. Those health or dental plan design provisions so maintained or amended under this Agreement may include the auditing of dependent eligibility, adjusting lists of drug formularies, adopting mandatory generic drug programs, revising the dollar amounts associated with emergency room or urgent care co-pays, changing drug co-pay amounts, limiting the number of certain enumerated medical procedures, determining the medical necessity of procedures (including whether a procedure is deemed experimental or investigational), revising the list of authorized network providers, instituting a multi-tiered network for the health plan, setting dental coverage parameters, and other plan changes not specifically contained in Appendix F.

The only limitations on the District's discretion to manage and institute the benefit plan design changes described above shall be: (1) the District may not unilaterally alter those terms specifically set forth in Appendix F of this Agreement; (2) the discretion shall not be construed to empower the District to alter the qualified dependents (spouses and children) currently provided coverage under the plan; and (3) the District may not eliminate the insurance plan.

Employee Health Insurance Premium Contributions: For each eligible full-time teacher, monthly health insurance premiums paid by the employee shall be as follows:

COVERAGE TIER	CONVENTIONAL DEDUCTIBLE		HIGH DEDUCTIBLE	
	for wellness participants	for non-participants	for wellness participants	for non-participants
EMPLOYEE ONLY	\$0.00	\$51.04	\$0.00	\$43.06
EMPLOYEE + CHILDREN	\$28.33	\$122.74	\$0.00	\$79.67
EMPLOYEE + SPOUSE	\$32.16	\$139.33	\$0.00	\$90.43
EMPLOYEE + SPOUSE + CHILDREN	\$43.17	\$187.07	\$0.00	\$121.42

The District may deduct an employee's premium share contribution beginning in September for each full time employee who elects health coverage but did not participate in the wellness plan in the prior year, or who did not meet the criteria of the wellness plan in the prior year.

Health Insurance for New Teachers: Premium contribution levels for each eligible full-time teacher newly hired to the District shall be calculated as a non-wellness amount, unless the teacher participated as a spouse of another District employee in the prior year.

Wellness Program: The District may continue to develop and amend the wellness program, provided that the District seeks input from the Association. The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District; subject only to the following limitations:

- a) In each year, the District shall provide the Association with a written description of the terms and conditions of the wellness program including: (i) enrollment procedures; (ii) minimum participation criteria; (iii) scoring methodology; (iv) any appeals process; and (v) a list of all laboratory tests used as a part of the health screening;
- b) The District shall communicate annually to the Association: (i) the number of teachers enrolled in the wellness program; (ii) the number of teachers not meeting the participation criteria; and (iii) aggregate data setting forth the reasons the teachers did not meet the participation criteria;
- c) The District and the District's agent(s) shall maintain the confidentiality of all private health information in accordance with applicable federal, state, and local laws;
- d) Employee participation in the wellness program shall be voluntary. The wellness program shall provide an alternative participation standard in compliance with applicable law for any employee who, due to a medical condition and / or disability, is unable to meet the wellness program's criteria. Any employee

completely exempted from any participation in the wellness program, including inability to meet any alternative participation standard, 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;

e) In the 2015-16 school year, the District may:

- i. maintain a health screening and individual health survey requirement for the premium incentive; or
- ii. discontinue the wellness program (if the District discontinues the wellness program, premiums shall be calculated as if the teacher had completed the wellness program);

Dental Insurance: The District shall pay the full cost of single dental coverage; the teacher may purchase additional 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: When two District employees are married to each other and each qualifies for District paid family health insurance, the District shall provide and pay the premium for one family health plan as set forth above, and the District shall not provide multiple health plans or multiple HSA contributions. When employees are married to each other and each would otherwise qualify for full District benefits, the District shall waive the \$28.33, the \$32.16, and the \$43.17 employee premium share listed above; provided that neither of the employees elects to participate in "cash option." Also, the District shall provide and pay the premium for one family dental plan; provided neither of the employees 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; provided, however, that the part-time teacher elects coverage and pays the balance of the premiums for such coverage through payroll deduction. 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 20 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 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 does not receive cash-option as of January 1, 2013 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 as of January 1, 2013 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 must be at least 55 years old with at least 20 years of service. In addition, to be eligible, 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. Leaves 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.

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. Upon returning to employment as a teacher, reasonable efforts will be made by the District to place the President in the same or comparable position held

when the leave commenced. The President will 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 twenty (20) or more full-time years of consecutive service in the District as a full-time 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 separation from employment with the District 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 agreement. VSP payments shall be paid into a 403(b) retirement account, unless the District determines with the consent of the Association, that payments shall be made in cash.

Each teacher separating service after at least 20 consecutive years of service in the District and who is at least 55 years of age, shall receive \$100 per day for each day of unused accumulated paid leave at separation from the District. To the degree permitted by law, payment for unused paid leave at separation may be paid as "employer contributions" to a 403(b) / TSA account established for the employee by the District, unless the District decides, at its sole discretion, to pay said amounts as cash. 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 portion 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:

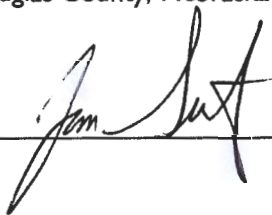
The Association shall be permitted to place in mailboxes provided for individual staff members MEA/NSEA newsletters, circulars, notices and other materials relating to the Association and its operations. The Association shall be permitted to post or place any material relating directly to Association 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.

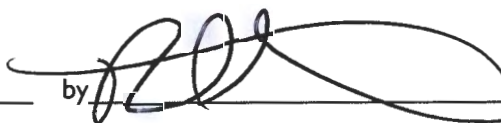
Millard School District
School District No. 17
Douglas County, Nebraska

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. If any of the specific terms or conditions of this agreement conflict with the policies, rules, regulations, procedures, or practices of the District's Board of Education, the Agreement shall take precedence. Any policies, rules, regulations, procedures, or practices of the District that are not specifically covered by this agreement may be established, amended, superseded, or changed at the discretion of the District.
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.
12. If Federal or State action, legislative, administrative, or judicial; results in material changes to health care benefits that have the potential to be detrimental to the District or Employees, either party may request that the other open the Agreement to deal only with those legislative, administrative, or judicial changes. The other party shall not unreasonably withhold consent to reopen the Agreement upon request pursuant to this paragraph.

Appendix B

TEACHER SALARY CALCULATION

I. Salary shall be calculated as follows for a teacher holding a Bachelor's degree:

The Base Bachelor's (BA) Salary shall be \$36,485;

Each Year of Experience at the BA level shall add \$310 to the teacher's salary up to a maximum of ten (10) years. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$200 to the teacher's base salary, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

II. Salary shall be calculated as follows for a teacher holding a Master's degree:

The Base Master's (MA) Salary shall be \$43,685 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each);

Each Year of Experience shall add \$620 to the teacher's salary up to a maximum of twenty-seven (27) years. No MA teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$271 to the teacher's base salary, up to a maximum of 36 hours (or 39 hours if a District-approved course or program).

III. Salary shall be calculated as follows for a teacher holding an Educational Specialist's degree:

The Base Educational Specialist's (EdSpec) Salary shall be \$53,441 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each and the value of 36 MA+ credit hours at \$271 each);

Each Year of Experience shall add \$651 to the teacher's salary up to a maximum of twenty-seven (27) years. No EdSpec teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience; and,

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$271 to the teacher's base, up to a maximum of 3 additional hours if the final 3 credits are earned through a District-approved course or program.

IV. Salary shall be calculated as follows for a teacher holding a Doctoral degree:

The Base Doctoral Degree (Doctorate) Salary shall be \$53,441 (the total of the Bachelor's Base and the value of 36 BA+ credit hours at \$200 each and the value of 36 MA+ credit hours at \$271 each);

Each Year of Experience shall add \$682 to the teacher's salary up to a maximum of twenty-seven (27) years. No doctoral teacher shall be credited for more than thirteen (13) years of experience outside the District. The current year of the teacher's contract shall equal a year of experience;

Subject to the terms and conditions described in Appendix D, each Approved Graduate Credit Hour shall add \$271 to the teacher's base, up to a maximum of 3 additional hours if the final 3 credits are earned through a District-approved course or program.

V. For the purposes of salary calculation, a "credited year of experience" shall be calculated in accordance with Nebraska Revised Statute § 79-825.

APPENDIX C

COMPENSATION STIPENDS FOR EXTRA DUTIES

HIGH SCHOOL ATHLETIC STIPENDS

FOOTBALL

Head Coach	\$8,600
Assistant Varsity	\$5,590
Assistant Coach	\$4,558
[boys]	

BASKETBALL

Head varsity	\$7,740
Varsity Assistant	\$5,031
J.V. Coach	\$5,031
Assistant Coach	\$4,102
[boys and girls]	

TRACK

Head Coach	\$6,880
Assistant Coach	\$3,784
[boys and girls]	

WRESTLING

Head Coach	\$7,740
Assistant Coach	\$4,257
[boys]	

BASEBALL

Head Coach	\$6,880
Assistant Coach	\$3,784
[boys]	

SWIMMING

Head Coach	\$7,740
Assistant Coach	\$4,257
[boys and girls combined]	

VOLLEYBALL

Head Coach	\$7,740
Assistant Coach	\$4,257
[girls]	

SOFTBALL

Head Coach	\$6,880
Assistant Coach	\$3,784
[girls]	

SOCCER

Head Coach	\$6,880
Assistant Coach	\$3,784
[boys and girls]	

GOLF

Head Coach	\$3,870
[boys and girls]	

TENNIS

Head Coach	\$3,870
Assistant Coach	\$2,516
[boys and girls]	

CROSS COUNTRY

Head Coach	\$3,870
Assistant Coach	\$2,516
[boys and girls combined]	

INTRAMURAL SUPERVISOR

Per Season	\$1,300
Aquatics Director	\$10,140
Strength and Conditioning	\$8,600
Weight Room Supervisor	\$5,200
Assistant Activities Director	\$8,750

OTHER HIGH SCHOOL
EXTRA DUTY STIPENDS

Annual (Yearbook)	\$4,370
Assistant Band Director	\$4,500
Assistant Debate	\$3,780
Assistant Forensics	\$3,780
Assistant Musical Director	\$1,520
Assistant Vocal Music Director	\$3,400
Band Director	\$7,560
Cheerleading [varsity]	\$4,120
Cheerleading [junior varsity]	\$2,820
Cheerleading [freshman]	\$2,820
Class board sponsor [senior]	\$870
Class board sponsor [junior]	\$1,300
Club sponsor	\$580
Color Guard	\$1,450
Dance Team	\$2,820
Debate	\$7,560
DECA	\$1,520
Drama Director	\$6,750
FBLA	\$1,110
FCCLA	\$1,110
FinishLynx System Operator	\$580
Forensics	\$7,560
Literary Magazine	\$870

Musical Director	\$3,030
National Honor Society	\$1,450
Newspaper	\$3,780
Orchestra (strings) Director	\$3,780
PAYBAC Liaison	\$580
RTI+I Consultant	\$800
Student Council	\$1,450
VICA	\$1,110
Vocal Music Director	\$6,800

MIDDLE SCHOOL EXTRA DUTY STIPENDS

BASKETBALL

Head 8 th	\$1,850
Assistant 8 th	\$1,575
C Team 8 th	\$1,275
[boys and girls]	

WRESTLING

Head 8 th	\$1,850
Assistant 8 th	\$1,575
[boys]	

TRACK

Head 8 th	\$1,850
Assistant 8 th	\$1,575
[boys and girls]	

VOLLEYBALL

Head 8 th	\$1,850
Assistant 8 th	\$1,575
[girls]	

FOOTBALL

\$1,850

[boys]

Intramural Boys Basketball

\$750

Intramural Girls Basketball

\$750

Intramural Girls Volleyball

\$760

ACTIVITIES DIRECTOR

\$6,660

**OTHER MIDDLE SCHOOL
EXTRA DUTY STIPENDS**

Annual (Yearbook)

\$1,740

Assistant Musical

\$1,150

Club Sponsor

\$580

Drama / Musical

\$1,300

Instrumental (Band) Director

\$1,740

Newspaper

\$730

Orchestra (Strings) Director

\$1,160

PAYBAC Partner Liaison

\$580

RTI+I Consultant

\$800

Student Council

\$1,010

Vocal Music Director

\$1,740

Volunteer Coordinator

\$290

**ELEMENTARY
EXTRA DUTY STIPENDS**

Club Sponsor

\$580

PAYBAC Partner Liaison

\$580

RTI+I Consultant

\$680

Safety Patrol

\$1,310

Student Council

\$730

DISTRICT EXTRA DUTY STIPENDS

Building Web Page Initiator	\$1,500
Building Wellness Coordinator	\$580
Computer Initiator (Elementary, Middle, High)	\$2,370
Crisis Team Member	\$290
Department Head [*]	\$2,320
IB Extended Essay Supervisor / Mentor	\$360
Instrumental Music Department Head (4-12)	\$2,750
Mentor	\$400
New Staff Induction (Peer Coaching and Productive Approaches)	\$290
Staff Development Facilitator	\$860
Supervisor (paid per supervision assignment)	\$25
TEAMMATES Sponsor	\$580

*Buildings with Instructional Team Leaders and Facilitators in lieu of Department Heads split building's allocated Department Head salaries

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.
5. Maximum credit hours:
 - a. 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).
 - b. 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).
 - c. 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).

- d. 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).
- e. 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.

Graduate Hours and Alternative Compensation: The MEA and the District shall establish a study committee for the purposes of evaluating the approval and compensation for completion of graduate credit hours, as well as investigating the possibility of establishing an alternative compensation stipend(s). The advisory study committee shall submit its recommendations to the MEA and the District for consideration.

Appendix E (continued)
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 the lesser of: (1) his or her final salary times years of credited service times the salary factor indicated in the table below; or (2) \$20,000 per year. 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 .060	60
3	Salary x Years x .050	60
4	Salary x Years x .030	60
5	Salary x Years x .010	60
6	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.

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 year one (1) of his or her eligibility. The following school year is the employee's second year (2) of eligibility; this pattern continues until the employee elects to participate or until the sixth (6th) year when the employee is no longer eligible to participate.

Appendix F MPS Health Plan

Notwithstanding the term of the contract set forth in this Agreement, the provisions contained in this Appendix F of this Agreement shall become effective on January 1, 2016 and continue until December 31, 2016.

Benefit Overview	MPS Plan #1	MPS Plan #2 (non-embedded)	MPS Plan #3
Annual Deductible In-network Individual Family	\$750 \$1,500	\$3,100 \$6,200	District Discretion
Co-insurance % In-network	80%	n/a	District Discretion
Out-of Pocket Max, including deductible In-network Individual Family	\$4,250 \$8,500	n/a	n/a
Health Savings Account District contribution:	n/a	Single : \$1,550 Family : \$3,100	n/a

Health Savings Account contributions made by the District, when applicable, shall be contingent upon the employee qualifying for a tax free HSA contribution under applicable laws.

Two-thirds of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in January of 2016 for qualifying employees actively employed on that date. One-third of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in September of 2016 for qualifying employees actively employed on that date. Therefore, a qualifying teacher separating from employment at the end of the 2015-16 year will not receive the final one-third contribution in September of 2016 and a qualifying teacher starting at the beginning of the year will get an initial one-third contribution in September of 2016.

AGENDA SUMMARY SHEET

Agenda Item: MEA Nurses Negotiated Agreement for 2015-16

Meeting Date: February 2, 2015

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association (“MEA”) have reached tentative agreement for the 2015-16 school year. The MEA voted for approval of the tentative agreement on January 30, 2015. The proposed agreement includes the following changes:


- **Estimated 2.5% total package:**
 - Salary Increase = 1.83% total package increase;
 - Average salary increase = 2.67%;
 - Health Insurance Rates = 0.35% total package increase;
 - NPERS Increase = 0.18% total package increase; and
 - Other (Dental, Life, FICA, etc.) = 0.14% total package increase.
- Health Insurance Changes:
 - Clarifying language and adjusting dollar amounts on premium shares.

Recommendation: It is recommended that the Negotiated Agreement for Nurses with the Millard Education Association for the 2015-16 school year be approved.

Background: Wage increases are in line with budget parameters and other bargaining units.

Options and Alternatives: Return to the bargaining table.

Responsible Persons: Chad Meisgeier, Duncan Young, Mitch Mollring, Dr. Jim Sutfin

Superintendent's Approval: —  —

COLLECTIVE BARGAINING AGREEMENT

THIS AGREEMENT made and entered into this 2nd day of February, 2015 by and between the Millard School District No. 17, Douglas County, Nebraska (hereinafter referred to as "District"), and the **Millard Education Association of School Nurses** (hereinafter called "Nurses").

WITNESSETH

WHEREAS, the District has recognized the MEA as the collective bargaining agent for the persons employed in the capacity of full-time "nurses." For purposes of this Agreement, "nurses" shall mean registered nurses ("RNs"), bachelor of science nurses (BSNs), and supervisory nurses permanently employed by the District. For purposes of this Agreement, "nurses" shall not include any other health care employees working for the District, including but not limited to those employed as health paraprofessionals, certified medical assistants ("CMAs"), certified nursing assistants ("CNAs") or licensed practical nurses ("LPNs"); and,

WHEREAS, the parties have met from time to time and negotiated the salaries and other terms related to compensation for the school year 2015-2016; and,

WHEREAS, the parties hereto have reached an agreement with respect to the salaries and other terms related to compensation for the school year 2015-2016;

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

1. **Term of the contract:** The term of the contract shall begin on August 1, 2015 and terminate on July 31, 2016 and shall consist of 192 working days.

Nurses may be asked to work additional days. When this occurs, these days will be compensated at the nurse's daily rate.

If upon the expiration of this agreement on the 31st day of July, 2016 the parties hereto have not agreed to a collective bargaining agreement for the school year 2016-17, 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:** The salary ranges for shall be:

2015-16		
	Minimum	Maximum
RN/BSN	\$39,750	\$59,000
Supervisory Nurse	\$48,750	\$69,000

Placement on the Salary Range: For the 2015-16 school year, the District shall pay each full-time nurse employed by the District during the 2014-15 school year an increase in rate of pay, over and above the rate paid to the nurse during the 2014-15 school year as follows:

- (a) Every Supervisory Nurse will receive an increase to annual salary of \$1,600;
- (b) Every RN/BSN with five or less years of District experience will receive an increase to annual salary of \$1,000;
- (c) Every RN/BSN with more than five years of District experience will receive an increase to annual salary of \$1,200 except for the following three individuals:
 - (i) Rose Mary Braun will receive an increase to annual salary of \$1,600;
 - (ii) Vicky Peterson will receive an increase to annual salary of \$1,600; and
 - (iii) Desirae Smith will receive an increase to annual salary of \$1,600.

Such increase shall not result in a salary which exceeds the maximum salary allowed by the schedule above. A nurse's daily rate of pay is his or her annual salary divided by the number of contract days. Any RN/BSN nurse promoted to a Supervisory Nurse shall be placed proportionately along Supervisory Nurse salary range (from minimum to maximum) as that RN/BSN is along their current pay range at time of promotion.

Additional Days: Any nurse 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 (or portion thereof). Each nurse required to work additional days shall be given a minimum of 90 days written advance notice.

3. **Extra Duty Compensation:** The employee designated as Head Nurse shall receive additional compensation at the rate of \$3,550.
4. **Benefits and Coverage, Premiums:** The District shall provide each full-time nurse with health, dental, 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. The multiple plans listed in Appendix F are available to employees at the employee's option during open enrollment or other qualifying event changes. The employee may choose only one plan.

The District may, under the terms of this agreement, set or negotiate the benefit premiums for current employees and adopt, at its sole discretion, a distinct rate schedule and benefits calendar for qualifying retirees. The amounts of the District's premium contributions shall be made available to the Association and nurses upon request.

Benefits and Coverage, Health and Benefit Design: The Association abjures the right to negotiate changes to plan design effective from September 1, 2014 to January 1, 2017. The District shall disclose plan design provisions, or changes to those provisions, to the Association. Until January 1, 2017, the District at management's discretion may alter or amend health and dental plan provisions through the adoption of a fully funded plan or by changing the terms of a self-funded insurance plan. Those health or dental plan design provisions so maintained or amended under this Agreement may include the auditing of dependent eligibility, adjusting lists of drug formularies, adopting mandatory generic drug programs, revising the dollar amounts associated with emergency room or urgent care co-pays, changing drug co-pay amounts, limiting the number of certain enumerated medical procedures, determining the medical necessity of procedures (including whether a procedure is deemed experimental or investigational), revising the list of authorized network providers, instituting a multi-tiered network for the health plan, setting dental coverage parameters, and other plan changes not specifically contained in Appendix F.

The only limitations on the District's discretion to manage and institute the benefit plan design changes described above shall be: (1) the District may not unilaterally alter those terms specifically set forth in Appendix F of this Agreement; (2) the discretion shall not be construed to empower the District to alter the qualified dependents (spouses and children) currently provided coverage under the plan; and (3) the District may not eliminate the insurance plan.

Employee Health Insurance Premium Contributions: For each eligible full-time nurse, monthly health insurance premiums paid by the employee shall be as follows:

COVERAGE TIER	CONVENTIONAL DEDUCTIBLE		HIGH DEDUCTIBLE	
	for wellness participants	for non- participants	for wellness participants	for non- participants
EMPLOYEE ONLY	\$0.00	\$51.04	\$0.00	\$43.06
EMPLOYEE + CHILDREN	\$28.33	\$122.74	\$0.00	\$79.67
EMPLOYEE + SPOUSE	\$32.16	\$139.33	\$0.00	\$90.43
EMPLOYEE + SPOUSE + CHILDREN	\$43.17	\$187.07	\$0.00	\$121.42

The District may deduct an employee's premium share contribution beginning in September for each full time employee who elects health coverage but did not participate in the wellness plan in the prior year, or who did not meet the criteria of the wellness plan in the prior year.

Health Insurance for New Nurses: Premium contribution levels for each eligible full-time nurse newly hired to the District shall be calculated as a non-wellness amount, unless the nurse participated as a spouse of another District employee in the prior year.

Wellness Program: The District may continue to develop and amend the wellness program, provided that the District seeks input from the Association. The policies, procedures, implementation, amendments to, and all decisions related to the wellness program shall be the responsibility of the District; subject only to the following limitations:

- a) In each year, the District shall provide the Association with a written description of the terms and conditions of the wellness program including: (i) enrollment procedures; (ii) minimum participation criteria; (iii) scoring methodology; (iv) any appeals process; and (v) a list of all laboratory tests used as a part of the health screening;
- b) The District shall communicate annually to the Association: (i) the number of nurses enrolled in the wellness program; (ii) the number of nurses not meeting the participation criteria; and (iii) aggregate data setting forth the reasons the nurses did not meet the participation criteria;
- c) The District and the District's agent(s) shall maintain the confidentiality of all private health information in accordance with applicable federal, state, and local laws;

- d) Employee participation in the wellness program shall be voluntary. The wellness program shall provide an alternative participation standard in compliance with applicable law for any employee who, due to a medical condition and / or disability, is unable to meet the wellness program's criteria. Any employee completely exempted from any participation in the wellness program, including inability to meet any alternative participation standard, 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;
- e) In the 2015-16 school year, the District may:
 - i. maintain a health screening and individual health survey requirement for the premium incentive; or
 - ii. discontinue the wellness program (if the District discontinues the wellness program, premiums shall be calculated as if the nurse had completed the wellness program);

Dental Insurance: The District shall pay the full cost of single dental coverage; the nurse may purchase additional 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 nurse shall participate in the long-term disability plan and the nurse 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: When two District employees are married to each other and each qualifies for District paid family health insurance, the District shall provide and pay the premium for one family health plan as set forth above, and the District shall not provide multiple health plans or multiple HSA contributions. When employees are married to each other and each would otherwise qualify for full District benefits, the District shall waive the \$28.33, the \$32.16, and the \$43.17 employee premium share listed above; provided that neither of the employees elects to participate in "cash option." Also, the District shall provide and pay the premium for one family dental plan; provided neither of the employees elects to participate in "cash option."

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

Cash Option: Each full-time nurse 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 nurse electing cash option may purchase single or family dental coverage. Any such nurse 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 nurse was on an approved leave of absence. Any nurse who does not receive cash-option as of January 1, 2013 shall not be allowed to elect cash-option at a later date, even if the nurse was continuously employed from the 1996-97 school year. Any nurse who elects cash-option of \$157.40 per

month as of January 1, 2013 may not elect cash option of \$325.28 at a later date even if the nurse 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 must be at least 55 years old with at least 20 years of service. In addition, to be eligible, 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.

Health Care Reopener: If Federal or State action, legislative, administrative, or judicial; results in material changes to health care benefits that have the potential to be detrimental to the District or Employees, either party may request that the other open the Agreement to deal only with those legislative, administrative, or judicial changes. The other party shall not unreasonably withhold consent to reopen the Agreement upon request pursuant to this paragraph.

5. **Paid Leave:** During each school year covered by this contract, each full-time nurse 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.

Reimbursement for Unused Paid Leave: At the conclusion of each school year covered under this agreement, each full-time nurse will receive reimbursement for each unused day of accumulated unused 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 nurse shall receive reimbursement for each unused day of accumulated unused leave in excess of that portion of eighty (80) days which is equal to the portion of his or her full-time equivalency 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 at \$100 per day. The District shall establish procedures for the leave reimbursement program.

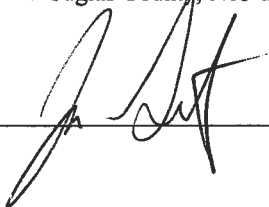
Business and Emergency Leave: Up to three days of a nurse's accumulated paid leave per year may be used for business and emergency leave; and a maximum of one business and emergency leave day per year may be taken for any or no reason whatsoever; subject to limitations on permissible dates of leave, limitations on number of nurses 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.

6. **Voluntary Early Separation Program:** The District's policies for Voluntary Early Separation for teaching staff shall be applicable to the Nurses as set forth in Appendix "B" and as set forth in Board Policy/Rule.
7. **Duties and Responsibilities:** The Nurses shall perform the duties as assigned by the District and pursuant to schedules established by the District.
8. **Management:** It is understood and agreed that the District reserves the right to employ Nurses under part-time contracts or to contract for nursing services with organizations providing nursing services; provided further, that any Nurse employed by the District at the time any such contract is made shall continue to be employed by the District in accordance with the terms and conditions in this Contract.
9. **Grievance procedure:** Any grievance arising under this Contract shall be processed in accordance with the District's grievance policy.

10. **Agreement:** This contract constitutes the entire agreement between the District and the Nurses.

IN WITNESS WHEREOF, the parties have executed this Contract the day and year first above written.

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

by  _____

Millard Education Association of Nurses

by  _____

Appendix A
MPS Health Plan

Notwithstanding the term of the contract set forth in this Agreement, the provisions contained in this Appendix F of this Agreement shall become effective on January 1, 2016 and continue until December 31, 2016.

Benefit Overview	MPS Plan #1	MPS Plan #2 (non-embedded)	MPS Plan #3
Annual Deductible In-network Individual Family	\$750 \$1,500	\$3,100 \$6,200	District Discretion
Co-insurance % In-network	80%	n/a	District Discretion
Out-of Pocket Max, including deductible In-network Individual Family	\$4,250 \$8,500	n/a	n/a
Health Savings Account District contribution:	n/a	Single : \$1,550 Family : \$3,100	n/a

Health Savings Account contributions made by the District, when applicable, shall be contingent upon the employee qualifying for a tax free HSA contribution under applicable laws.

Two-thirds of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in January of 2016 for qualifying employees actively employed on that date. One-third of the District Health Savings Account contribution, when applicable, shall be made with the first payroll in September of 2016 for qualifying employees actively employed on that date. Therefore, a qualifying nurse separating from employment at the end of the 2015-16 year will not receive the final one-third contribution in September of 2016 and a qualifying nurse starting at the beginning of the year will get an initial one-third contribution in September of 2016.

Appendix B
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 the lesser of: (1) his or her final salary times years of credited service times the salary factor indicated in the table below; or (2) \$20,000 per year. 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 .060	60
3	Salary x Years x .050	60
4	Salary x Years x .030	60
5	Salary x Years x .010	60
6	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.

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 year one (1) of his or her eligibility. The following school year is the employee's second year (2) of eligibility; this pattern continues until the employee elects to participate or until the sixth (6th) year when the employee is no longer eligible to participate.

AGENDA SUMMARY SHEET

Agenda Item: Enter into Collective Bargaining Negotiations with the Educational Paraprofessionals Association of Millard ("EPAM") for the 2015-16 Paraprofessionals Contract

Meeting Date: February 2, 2015

Department General Administration / Human Resources

Title and Brief Description: Request to commence Collective Bargaining with EPAM

Action Desired: Approval

Background: EPAM represents the paraprofessionals in collective bargaining matters. The current bargaining agreement expires July 31, 2015. Under Nebraska law, either party (the District or the Union) may request the commencement of collective bargaining. A copy of the letter from EPAM requesting the commencement of bargaining for the FYE16 contract is attached.

Options/Alternatives Considered: N/A

Recommendations: It is recommended that the District recognize the Educational Paraprofessionals Association of Millard as the collective bargaining agent for paraprofessionals in the District; and further that the District meet and confer with the EPAM to negotiate the FYE16 employment contract for said employee group at times and places mutually agreed to by the parties.

Strategic Plan Reference: N/A

Timeline: Immediate

Responsible Persons: Chad Meisgeier, Kevin Chick, Mitch Mollring, Jeanine Beaudin

Superintendent's Signature: _____



Educational Paraprofessional Association of Millard

EPAM

Millard Public Schools
Board of Education
Don Stroh Administration Center
5606 S 147th Street
Omaha NE 68137

January 15, 2015

Dear Board Members:

The Educational Paraprofessional Association of Millard (EPAM) represents the educational paraprofessionals employed by the Millard School District. We request that the Millard School District recognize this association as the exclusive negotiation representative of the Millard educational paraprofessionals.

The negotiation representatives for EPAM are Bruce Peterson, Sarah Weidner, Karen Redmond, and Rebecca White. We look forward to establishing a mutually satisfactory bargaining relationship.


We request recognition at this time. Please direct your response to the undersigned at your earliest convenience.

Sincerely,



Bruce Peterson
President, EPAM
17439 Washington St.
Omaha NE 38135

AGENDA SUMMARY SHEET

Agenda Item:	Appointment of Negotiations Team for Paraprofessional's Contract
Meeting Date:	February 2, 2015
Department	General Administration / Human Resources
Title and Brief Description:	Appointment of Negotiations Team for the Paraprofessionals Contract – The designation of the members who will serve as the District's representatives during the collective bargaining process for paraprofessionals
Action Desired:	Approval
Background:	<p>Nebraska law provides school employees the right to bargain collectively with the school district in certain matters related to their employment contract. The association that represents these employees has a team of members who meet with a similar team appointed by the District. The District's team has the task of negotiating the proposed terms of the collective bargaining agreement; however, final approval for the agreement rests with the Board of Education.</p> <p>It is the administration's recommendation that the District's team for the 2015-16 contract year negotiations be comprised of Jeanine Beaudin, Mitch Mollring and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team.</p>
Options/Alternatives Considered:	The Board could appoint different members to the team.
Recommendations:	It is recommended that the Board appoint Jeanine Beaudin, Mitch Mollring and Chad Meisgeier as the District's negotiations team for collective bargaining related to the FYE16 employment contract for paraprofessionals; and that the Board appoint Chad Meisgeier as the lead negotiator for the team.
Strategic Plan Reference:	N/A
Timeline:	Immediate
Responsible Persons:	Chad Meisgeier, Kevin Chick, Mitch Mollring, Jeanine Beaudin
Superintendent's Signature:	_____  _____

AGENDA SUMMARY SHEET

AGENDA ITEM: PK-12 Business and Information Technology Instructional Materials Proposal

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services

TITLE: PK-12 Business and Information Technology Instructional Materials Proposal

BRIEF DESCRIPTION: The PK-12 Business and Information Technology Framework was approved by the Board of Education on June 2, 2014. The Instructional Materials Selection committees, organized by the approved Career Pathways, met and prepared their proposals in October. The PK-12 Business and Information Technology Curriculum Planning Committee reconvened on November 25, 2014, to review the results forwarded by the PK-12 Business and Information Technology Instructional Materials Selection Committee to form their proposal.

- The proposal from the PK-12 Business and Information Technology Curriculum Planning Committee members was reviewed by the Office of Educational Services.
- Two Business and Information Technology Materials Community Preview Meetings were held simultaneously with World Language on December 16 and December 18, 2014. In addition to seven staff members, three community members attended.

The attached recommendation being brought to the Board of Education from the Office of Educational Services:

- Assists in helping students and staff meet and exceed the standards and indicators within the PK-12 Business and Information Technology Framework while providing opportunities for students to explore and think critically within each Business and Informational Technology course.
- Provides updated materials and textbooks for Elementary Keyboarding instruction and for the thirty middle and high school courses.
- Will cost an estimated total of \$660,238.01.
- The above estimated cost does not include materials for Information Technology Applications. At this time MNHS and MWHS are participating in a NDE Microsoft IT Initiative grant, which will be available to MSHS next school year. The funding for the grant is currently forecasted to continue indefinitely. If this would change, we would need to seek funding to provide materials in the future. This is a potential seven year savings of \$344,559.00, which would be cost prohibitive for the District.


ACTION DESIRED: Approval X

RECOMMENDATIONS: Recommend approval of the Business and Information Technology textbooks, resources and associated instructional materials as presented herein and that the requested budgets be presented and subject to the District's program budgeting process.

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Adoption would allow for Phase II work to continue in preparation for implementation in August of 2015. Rejection would delay implementation of the Business and Information Technology adoption as well as future adoptions within the MEP Curriculum Cycle.

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Barb Waller, Diane Reiners, and Jody Sempek

SUPERINTENDENT'S APPROVAL: _____  _____

PK-12 Business and Information Technology Instructional Materials Selection and Proposal

PK-12 Business and Information Technology Instructional Materials Selection

The PK-12 Business and Information Technology Curriculum Planning Committee met on November 25, 2014. Elementary, middle and high school teachers and administrators were represented on this committee. Committee members met to review the findings of the PK-12 Business and Information Technology Instructional Materials Selection Committee's proposals.

Elementary Keyboarding Instructional Resources Selection

The Elementary Keyboarding Instructional Resources Committee met on October 8, 2014. Elementary representatives met to select keyboarding resources to be used with second through fifth grade students. Members were asked to compare and evaluate eight keyboarding programs according to the Board of Education approved PK-12 Business/Information Technology Standards and Indicators. Evaluation forms were completed for each program.

In addition to alignment with standards and indicators, the recommended keyboarding programs were also evaluated on the following:

- Student Engagement
- College and Career Readiness Skills
- Ease of Use
- Differentiation
- Assessment resources
- Teacher reports
- Student Feedback
- Graphics

The Elementary Keyboarding committee recommended two proposals for Elementary Keyboarding. The following proposal is what is being recommended

Course	Instructional Resource
Grade 2	Dance Mat Typing (British Broadcasting Corporation) web-enabled and Type to Learn 4 Lessons A and B (Sunburst Digital, Inc.) web-enabled
Grade 3	Type to Learn 4 (Sunburst Digital, Inc.) web-enabled
Grade 4	Type to Learn 4 (Sunburst Digital, Inc.) web-enabled
Grade 5	Typing Pal (Druid) web-enabled

Dance Mat Typing is a web-based program that is currently used with second grade students. We would continue the use of this program, but also give students exposure to *Type to Learn 4* through the use of introductory lessons. Students in Grades 3 and 4 would also continue with our current practice of *Type to Learn 4*. To better keep fifth grade student interest high, the committee recommends the use of *Typing Pal* for Grade 5.

Business and Information Technology Instructional Materials Committee Results

Career Pathway Selection Committees met throughout October to select textbooks and materials for each of their required and/or elective courses. Thirty secondary courses were considered. Committee members were asked to review the PK-12 Business and Information Technology Framework Standards and Indicators pertinent for specific courses.

The committees compared and evaluated each potential resource according to the Board of Education approved PK-12 Business and Information Technology Career Pathway Comprehensive Standards and Indicators as well as the criteria pertinent to each course. Evaluation forms were completed for each course including the course description, selection criteria for textbooks and supplemental materials, rationale for final decision, and proposal for primary resources. When textbooks are being recommended, the majority will be class sets with electronic access for all students.

In addition to being the best choice in regards to alignment with standards and indicators, the instructional materials selected as the proposed resource include:

- Text that best aligns with District College and Career Readiness Standards
- Quality of online, interactive demonstrations and activities
- Readability for course level
- Increased student engagement and collaboration
- Strengths of ancillary materials to enhance instruction

PK-12 Business and Information Technology Instructional Resources Proposal

Information Technology Pathway: Elementary Keyboarding			
Grade(s)	Primary or Secondary Resource	Resource	Cost
Second	Primary Resource	Dance Mat Typing (BBC)	\$0
Third & Fourth Second	Primary Resource Supplementary Resource	Type to Learn 4 (Sunburst Digital, Inc.)	\$22,491.25
Fifth	Primary Resource	Typing Pal (Druide)	\$28,590.00

Information Technology Pathway: Middle School		
Course	Primary Textbook/Resource	Cost
Computer Applications 6	No textbook selected MS Office 2013: District Technology – no cost Typing Ace – continued use; no cost Open Source Resources and/or Internet-based resources	\$0
Computer Applications 7	No textbook selected MS Office 2013: District Technology – no cost Open Source Resources and/or Internet based resources	\$0
Graphic Design 8	Adobe Creative Cloud – annual District subscription Open Source Resources and/or Internet based resources	\$0
Virtual Robotics 8	No textbook selected Finch Robots – per robot cost Open Source Resources and/or Internet based resources	\$79.00
Web Design 8	Adobe Creative Cloud – annual District subscription Open Source Resources and/or Internet based resources	\$0

High School		
Business Management and Administration Pathway		
Course	Primary Textbook/Resource	Cost
Introduction to Business, Marketing & Management	<u>Introduction to Business</u> Cengage, 2015	\$64.50
Management and Leadership	<u>Principles of Management</u> Cengage, 2015	\$64.50
Business Law	<u>Law for Business and Personal Use</u> Cengage, 2012	\$90.50
International Business	<u>International Business Environments and Operations</u> Pearson, 2015	\$179.40
Personal Finance	No student text selected Open Source Resources available: Currently within ANGEL	
Accounting I	<u>Century 21 Accounting: General Journal</u> Cengage, 2014	\$86.50
Accounting II	<u>Horngren's Accounting</u> Pearson, 2014	\$180.97

High School: Business Management and Administration Pathway - continued		
Accounting III	<u>Hor ngren's Accounting</u> Pearson, 2014	\$180.97
Finance Pathway		
Managerial Accounting	<u>Hor ngren's Accounting</u> Pearson, 2014	\$180.97
AP Microeconomics	<u>Economics AP Edition</u> McGraw-Hill, 2015 with Connect Plus	\$144.00
AP Macroeconomics	<u>Economics AP Edition</u> McGraw-Hill, 2015 with Connect Plus	\$144.00
Information Technology Pathway		
Keyboarding & Input Technology	MicroType 6 with Check Pro-network per site license	\$1,100.00
Introduction to Technology	<u>Adobe Photoshop Creative Cloud Comprehensive</u> Cengage, 2015	\$99.25
Information Technology Applications	Current participation in NDE Microsoft IT Initiative grant <i>Will postpone recommendation pending status of grant and future funding</i>	\$0
Digital Design	<u>Adobe Dreamweaver Creative Cloud Comprehensive</u> Cengage, 2015 and <u>Adobe Design Collection Creative Cloud Revealed</u> Cengage, 2015	\$110.25 \$61.25
Computer Science Programming	<u>Java Programming From the Ground Up</u> McGraw-Hill, 2010	\$83.25
AP Computer Science A	<u>Building Java Programs</u> Pearson, 2014 - eText with MyProgramming Lab	\$109.30
Computer Science Principles	No student text selected Open Source Resources available	\$0
Millard South Technology Mini Magnet		
Digital Media	<u>Adobe Photoshop Creative Cloud Comprehensive</u> Cengage, 2015	\$99.25
Web Design	<u>Adobe Dreamweaver Creative Cloud Comprehensive</u> Cengage, 2015	\$110.25
Visual Graphics	<u>Adobe Design Collection Creative Cloud Revealed</u> Cengage, 2015	\$61.25
Marketing Pathway		
Merchandise Marketing	<u>Fashion Now: A Global Perspective</u> Pearson, 2011	\$128.97
Sports and Entertainment Marketing	<u>Sports & Entertainment Marketing</u> Cengage, 2016	\$45.75
Marketing	<u>Marketing Essentials</u> McGraw-Hill, 2012	\$79.59
Advanced Marketing	<u>Entrepreneurship Ideas in Action</u> Cengage, 2012	\$74.50

Business and Information Technology Materials Community Preview

In addition to the instructional materials process noted above, two opportunities were provided to the community members inviting them to preview the proposed materials and resources. The two preview sessions were held on Tuesday, December 16 and Thursday, December 18. While no community members attended on December 16, in addition to seven staff members, three community members participated on December 18. After their preview of the career pathway resources, the community members validated the selected resources.


PK-12 Business and Information Technology Instructional Materials Proposal

Members of the PK-12 Business and Information Technology Curriculum Planning Committee discussed the results and approved to move them forward as a proposal. Based on the proposals from the PK-12 Business and Information Technology Curriculum Planning Committee, the Office of Educational Services is recommending the following instructional materials adoption beginning with the 2015-2016 school year.

Business and Information Technology Instructional Materials Selection		
Elementary		
Print/Electronic Resources	\$ 51,081.25	Type to Learn 4 and Typing Pal
Total	\$ 51,081.25	
Middle School		
Print/Electronic Resources	\$ 17,073.00	Finch Robots, Chrome Cast, Wacom Intous Drawing Tablet, iPad Air and shipping
Hardware	\$ 62,359.00	Monitors for middle level labs, laptops for use with and Finch Robots
Total	\$ 79,432.00	
High School		
Print/Electronic Resources	\$ 470,224.76	Textbooks, site licenses, e-book codes, Photoshop, Dreamweaver, Wacom Intous Drawing Tablet and shipping
Hardware	\$ 59,500.00	Monitors for Business and Computer Science Labs
Total	\$ 529,724.76	

AGENDA SUMMARY SHEET

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AGENDA ITEM:	Approve PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection
MEETING DATE:	February 2, 2015
DEPARTMENT:	Educational Services
TITLE:	K-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection
BRIEF DESCRIPTION:	<p>The PK-12 Business and Information Technology Framework: Part I was approved by the Board of Education on June 2, 2014. The PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection is being presented for approval at this time.</p> <p>Several subcommittees consisting of teachers and administrators have collaborated to complete the tasks needed to work towards implementation. In addition, opportunities for additional input were provided, including:</p> <ul style="list-style-type: none">• Two Materials Community Review meetings, which were held simultaneously with World Language on December 16 and December 18. In addition to seven staff members, three community members attended. <p>Part II of the Business and Information Technology Framework includes:</p> <ul style="list-style-type: none">• Updated Millard Essential Learner Outcomes (6110.1) approved by the BOE on November 3, 2014• Addition of the PK-12 Business and Information Technology Instructional Materials Selection Committees• Adjusted Timeline for MEP Cycle Procedures to include activities completed during Phase II• Minor corrections within the Framework Standards and Indicators• Addition of the primary instructional materials (pages 13, 48, 74, 81 and 86)• Reformation of Information Technology Pathway and MSHS Information Technology Mini Magnet flowcharts for clarification purposes (page 102 and 109)
ACTION DESIRED:	<u>X</u> PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection
BACKGROUND:	The PK-12 Business and Information Technology Framework: Part II is being presented for approval following the work done since the PK-12 Business and Information Technology Framework: Part I was approved in June of 2014. Upon approval of the PK-12 Business and Information Technology Framework: Part II, Course Guides will be created and implementation plans finalized pending budget capacity.
RECOMMENDATIONS:	Recommend approval of the revised PK-12 Business and Information Technology Framework Part II: Textbook and Instructional Materials Selection as presented herein and subject to the District's program budgeting process.
STRATEGIC PLAN REFERENCE:	N/A
TIMELINE:	Implementation August 2015
RESPONSIBLE PERSON(S):	Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Barb Waller, Diane Reiners and Jody Sempek
SUPERINTENDENT'S APPROVAL:	<div></div>

PK-12 Business and Information Technology Framework

Part I: PK-12
June 2, 2014

Part II: Textbook/Instructional
Materials Selection
[February 2, 2015](#)



Millard Public Schools

Part I: June 2, 2014

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D, Superintendent

Part II: February 2, 2015

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Jim Sutfin, 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 by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs

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 skills 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 and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

PreK-12 Business and Information Technology Philosophy

Business and Information Technology education curriculum is designed for all students to live and work as cooperative and productive citizens in a changing global society with rapid technological growth. The Business and Information Technology curriculum provides the essential technology and business skills and knowledge necessary to enhance learning and personal living skills and to pursue advanced education and/or employment. The curriculum identifies career opportunities, reinforces the skills necessary for school-to-career transition, develops leadership qualities, provides foundation concepts for post-secondary study and enhances effective decision-making as consumers, workers and citizens.

Curriculum, Instruction, and Assessment Written Curriculum - Content Standards

6110.1

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

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS • MATHEMATICS • SCIENCE • SOCIAL STUDIES •
 • FINANCIAL WELL-BEING • HUMAN RELATIONS • TECHNOLOGY • FINE AND PERFORMING ARTS • PERSONAL DEVELOPMENT AND WELL-BEING •
 • CRITICAL THINKING AND PROBLEM-SOLVING SKILLS • CREATIVITY AND INNOVATION •
 • COLLABORATION AND TEAMWORK • CITIZENSHIP AND PERSONAL RESPONSIBILITY •

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits 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 learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

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

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools
Omaha, Nebraska

Business and Information Technology Curriculum Planning Committee 2013-2014

Susan Anglemyer	Upchurch Elementary	Principal
Emil Biga	North High	Computer Science Teacher
Ben Brachle	Horizon High	Business Teacher
Janet Butler	West High	Business Teacher
Angela Daigle	Ron Witt Support Services Center	Instructional Technology MEP
Dayna Derichs	Sandoz Elementary	5 th Grade Teacher
Jamie Gilfry	Horizon High	Business Teacher
Cathy Greenwald	Willowdale Elementary	Technology Initiator/READ Teacher
Jeff Gustafson	North High	Business Teacher
Brittany Haupt	Beadle Middle	Computer Applications Teacher
Lynn Hill	South High	Business Teacher
Brian Hull	South High	Technology Mini Magnet Teacher
Beth Johnson	North High	Special Education Teacher
Jeffery Kerns	Andersen Middle	Assistant Principal
Dr. Deepak Khazanchi	University of Nebraska-Omaha	College of Information Science and Technology Associate Dean and Professor
Bob Lamberty	West High	Assistant Principal
Anne Ogg	Harvey Oaks Elementary	Teacher Librarian
Scott Persigehl	North High	Business Teacher
Jamie Robinson	South High	Business Teacher
Melissa Schram	West High	Business Teacher
Greg Schwanke	North Middle	Computer Applications Teacher
Lori Sclaro	West High	Business Teacher
Julie Sutfin	Rockwell Elementary	Teacher Librarian
Elizabeth Swedlund	North High	Business Teacher
Michaela Wragge	South High	Business Teacher
Ramsey Young	West High	Computer Science Teacher

Under the facilitation of Diane Reiners and Jody Sempek, Curriculum and Instruction MEP Facilitators and Barb Waller, Coordinator for Career and Technical Education.

In consultation with Andy DeFreece, Director of Elementary and Early Childhood Education and Nancy Johnston, Ed.D., Director of Secondary Education.

Business and Information Technology Community Focus Group

Craig Botkin	Parent	Boys Town, software analyst
Janet Botkin	Parent	Professional Research Consultants, survey editor
Daryl Hansen		Metropolitan Community College, Dean of Business
Sandy Havens	Parent	Millard Public Schools, Holling Heights food service
Bill Hortman	Parent	Aviture, software engineer
DeWayne Hughes		IBM, systems architect
Jay Hutfles	Parent	Werner Enterprises INC, software engineer
Jeremy Glasser		Aviture, software engineer
Mark Griffis		Aviture, president, software engineer
JD Sieg	Parent	ConAgra, Vice President Information Technology
Tori Young	Parent	Client Resource Inc., human resource recruiter

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Barb Waller, Coordinator for Career and Technical Education.

Instructional Materials Selection Committee
Fall 2014

Elementary School

Under the facilitation of Jody Sempek, Curriculum and Instruction MEP Facilitator

<u>Amber DiMartino</u>	<u>Cody Elementary</u>
<u>Cathy Greenwald</u>	<u>Willowdale Elementary</u>
<u>Patti Long</u>	<u>Upchurch Elementary</u>
<u>Anne Ogg</u>	<u>Harvey Oaks Elementary</u>
<u>Jennifer Roberts</u>	<u>Reeder Elementary</u>
<u>Maureen Strain</u>	<u>Wheeler Elementary</u>
<u>Julie Sutfin</u>	<u>Rockwell Elementary</u>

Middle School

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Barb Waller, Coordinator for Career and Technical Education

<u>Greg Rice</u>	<u>Kiewit Middle School</u>
<u>Greg Schwanke</u>	<u>North Middle School</u>
<u>Susan Schiltz</u>	<u>Beadle Middle School</u>

High School

Under the facilitation of Diane Reiners, Curriculum and Instruction MEP Facilitator and Barb Waller, Coordinator for Career and Technical Education

<u>Nancy Annin</u>	<u>South High School</u>
<u>Janet Butler</u>	<u>West High School</u>
<u>Andrea Carson</u>	<u>West High School</u>
<u>Rhonda Chomos</u>	<u>West High School</u>
<u>Janine Ellis</u>	<u>West High School</u>
<u>Jamie Gilfry</u>	<u>Horizon High School</u>
<u>Allison Goodman</u>	<u>North High School</u>
<u>Jeff Gustafson</u>	<u>North High School</u>
<u>Lynn Hill</u>	<u>South High School</u>
<u>Brian Hull</u>	<u>South High School</u>
<u>Theresa Illif</u>	<u>South High School</u>
<u>Emily Janda</u>	<u>North High School</u>
<u>Ray LeBlanc</u>	<u>Horizon High School</u>
<u>Ashli Martin</u>	<u>South High School</u>
<u>Connor O'Neill</u>	<u>North High School</u>
<u>Scott Persigehl</u>	<u>North High School</u>
<u>Kendra Person</u>	<u>West High School</u>
<u>Tim Richt</u>	<u>North High School</u>
<u>Jamie Robinson</u>	<u>South High School</u>
<u>Melissa Schram</u>	<u>West High School</u>
<u>Lori Scolaro</u>	<u>West High School</u>
<u>Andy Sisteck</u>	<u>South High School</u>
<u>Lydia Swanson</u>	<u>West High School</u>
<u>Elizabeth Swedlund</u>	<u>North High School</u>
<u>Michaela Wragge</u>	<u>South High School</u>
<u>Ramsey Young</u>	<u>West High School</u>

Timeline for MEP Cycle Procedures Business and Information Technology

Date	Group: Purpose
September 24, 2013	PK-12 Curriculum Planning Committee: provided Phase I overview and orientation to ANGEL Data/Information files
October 24, 2103	PK-12 Curriculum Planning Committee: identified critical issues and to select research focus; identified four career pathways <ul style="list-style-type: none"> • Business Management and Administration • Finance • Information Technology • Marketing
November 7 & 20, 2013	Business Management and Administration Pathway and Finance Pathway Sub Groups: researched critical issues and instructional needs
November 22, 2013	Information Technology Pathway and Marketing Pathway: researched critical issues and instructional needs
January 13, 2014	Community Focus Group: provided Phase I overview and confirmed critical issues
January 14, 2014	PK-12 Curriculum Planning Committee: reported Pathway research findings of the identified critical issues and instructional needs
January 30, 2014	PK-12 Curriculum Planning Committee: drafted scope and sequence of the Business and Information Technology Pathway matrices
February 4, 2014	PK-12 Curriculum Planning Committee: drafted scope and sequence of the Business and Information Technology Pathway matrices
February 27, 2014	PK-12 Curriculum Planning Committee: reviewed scope and sequence of the Business and Information Technology Pathway matrices, wrote philosophy statement, and begin course offerings discussions
March 25, 2014	PK-12 Curriculum Planning Committee: discussed course offerings, created recommendations for retaining or changing course offerings, and wrote course descriptions
April 9, 2014	9-12 Business Pathway Sub Groups: finished the course scope and sequence, reviewed the course descriptions and provided course rationale bullet statements
April 22, 2014	6-12 Information Technology Sub Group: finished the course scope and sequence, reviewed the course descriptions and provided course rationale bullet statements
June 2, 2014	Business and Information Technology Framework submitted to Board of Education for approval
October 2014	Instructional Materials Selection Committees met
November 25, 2014	Curriculum Planning Committee met to confirm the instructional materials
December 16 & 18, 2014	Curriculum Materials Community Review meetings held
January-February 2015	Instructional Materials Selection Committee proposal to Education Services and recommendations to the Board of Education for approval
January-February 2015	Computer Science focus staff development sessions w/ UNO
February-April 2015	Phase II: Course Guides and Assessments created based on approved PK-12 Framework
June-August 2015	Phase III: Implement new curriculum, allocate new resources, and provide staff development related to new curriculum

Introduction to PK-12 Business and Information Technology Matrix

Introduction

This matrix displays the Millard Public Schools Business and Information Technology Standards and Indicators. These Millard Standards and Indicators include Nebraska Social Studies, Fine Arts, and Business Standards in effect during the 2013-2014 school year. The Nebraska Standards are referenced in parentheses within cells where there is a direct association. National Standards from the College Board, Computer Science Teachers Association (CSTA), International Society for Technology (ISTE), and National Business Education Associations were reviewed to develop the Millard Public Schools Business and Information Technology Standards and Indicators.

The matrix documents the scope and sequence of courses within with four career pathways:

- Business Management and Administration
- Finance
- Information Technology
- Marketing

Legend



Cell without shading: State or Millard concept standard or indicator exists



Shaded cell: No State or Millard concept standard or indicator exists

The Information Technology standards within the Framework are listed by grade band at the elementary and by course for middle school and high school.

Nomenclature

The Standards and Indicators are sequenced in the following matrix.

BIT	Business and Information Technology
M	Millard Standard

State Standards are in parentheses where there is a direct correlation

SS	Nebraska Social Studies Standards: Economics
FA	Nebraska K-12 Fine Arts Standards: Media Arts
	State Business Standards identified by strand

2, 5, 6, 7, 8, 12	Grade level
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Comprehensive Pathway Standards

BA	Business Management and Administration Pathway
FI	Finance Pathway
IT	Information Technology Pathway
MK	Marketing Pathway

Course Level Standards

Business Management and Administration Pathway (BA)

IBM	Introduction to Business, Marketing, and Management
ML	Management and Leadership
MLI	Management and Leadership Internship
BL	Business Law
IB	International Business

Finance Pathway (FI)

PF	Personal Finance
AC1	Accounting I
AC2	Accounting II
AC3	Accounting III
MA	Managerial Accounting
MIC	Advanced Placement [®] Microeconomics
MAC	Advanced Placement [®] Macroeconomics

Information Technology Pathway (IT)

Elementary:

KS	Kindergarten-Second Grade
TF	Third-Fifth Grade

Middle School:

CA6	Computer Applications 6
CA7	Computer Applications 7
GD	Graphic Design
VR	Virtual Robotics
WD8	Web Design

High School:

KB	Keyboarding and Input Technology
IT	Introduction to Technology
ITA	Information Technology Applications
DD	Digital Design
PRO	Computer Science Programming
APC	Advanced Placement [®] Computer Science A
CSP	Computer Science Principles
APP	Advanced Placement [®] Computer Science Principles

Millard South Technology Mini Magnet:

DM	Digital Media
WDH	Web Design
VG	Visual Graphics
AVG	Advanced Visual Graphics
ST	STARS
STI	STARS Internship

Marketing Pathway (MK)

MMK	Merchandise Marketing
SMK	Sports and Entertainment Marketing
MK	Marketing
AMK	Advanced Marketing
MKI	Marketing Internship

Examples

BIT M 12.BA.IBM.1	BIT = Business and Information Technology Framework, M = Millard Standard, 12. = By Grade 12, BA. = Comprehensive Pathway Standard—Business Management and Administration Pathway, IBM. = Course Level Standards—Introduction to Business, Marketing and Management, 1 = Course Standard
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BIT M 06.IT.CA6.5.a	BIT = Business and Information Technology Framework, M = Millard Standard, 06. = By Grade 6, IT. = Comprehensive Pathway Standard—Information Technology, CA6. = Course Level Standard—Computer Applications 6, 5. = Course Standard 5, a = Indicator
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9-12 Comprehensive Business Management and Administration Pathway Standards: Students will demonstrate competency in the practices and skills of the Business Management and Administration Pathway.					
Pathway Standards					
	Introduction to Business Marketing and Management	Management and Leadership	Management and Leadership Internship	Business Law	International Business
Management Functions	BIT M 12.BA.IBM.1 Students will describe the management functions and their implementation and integration within the business environment.	BIT M 12.BA.ML.1 Students will evaluate the management functions and their implementation and integration within the business environment.			
		BIT M 12.BA.ML.2 Students will identify the leadership style most appropriate for a given situation.			
Management Theories		BIT M 12.BA.ML.3 Students will analyze management theories and their application within the business environment.			
Business Organization and Structures	BIT M 12.BA.IBM.2 Students will identify the organization of a business.	BIT M 12.BA.ML.4 Students will analyze the organization of a business.		BIT M 12.BA.BL.1 Students will describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.	BIT M 12.BA.IB.1 Students will identify forms of business ownership and entrepreneurial opportunities available in international business.
Personal Management Skills	BIT M 12.BA.IBM.3 Students will identify personal management skills to function effectively and efficiently in a business environment.	BIT M 12.BA.ML.5 Students will develop and demonstrate personal management skills to function effectively and efficiently in a business environment. (State Management)	BIT M 12.BA.MLI.1 Students will demonstrate concepts, tools, and strategies used to explore, obtain, and develops in a business career.		
Ethics and Social Responsibility	BIT M 12.BA.IBM.4 Students will examine the role of ethics and social responsibility in decision-making.	BIT M 12.BA.ML.6 Students will justify the role of ethics and social responsibility in decision-making.	BIT M 12.BA.MLI.2 Students will apply ethical personal and business practices.	BIT M 12.BA.BL.2 Students will analyze the relationship between ethics and the law.	BIT M 12.BA.IB.2 Students will describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.
Technology and Information Management	BIT M 12.BA.IBM.5 Students will explain the information and technology tools to conduct business effectively and efficiently.	BIT M 12.BA.ML.7 Students will utilize information and technology tools to conduct business effectively and efficiently.			
Industry Analysis	BIT M 12.BA.IBM.6 Students will discuss a business organization's competitive position within the industry.	BIT M 12.BA.ML.8 Students will analyze a business organization's competitive position within the industry.			

Global Business Environment	BIT M 12.BA.IBM.7 Students will determine the issues of corporate culture and managing in the global environment.	BIT M 12.BA.ML.9 Students will examine the issues of corporate culture and managing in the global environment.			BIT M 12.BA.IB.3 Describe the interrelatedness of the social, cultural, political, legal, economic, and technological factors that shape and impact the global business environment.
Marketing Management	BIT M 12.BA.IBM.8 Students will explore the process involved in marketing information management.				
	BIT M 12.BA.IBM.9 Students will explore the sales process in marketing.				
	BIT M 12.BA.IBM.10 Students will explore the nature of pricing functions.				
	BIT M 12.BA.IBM.11 Students will explore the role of promotion as a marketing function.				
	BIT M 12.BA.IBM.12 Students will explore product planning and development.				
	BIT M 12.BA.IBM.13 Students will explore economic principles and concepts which form the basis of marketing activities.				
	BIT M 12.BA.IBM.14 Students will explore channel member roles and responsibilities.				
Entrepreneurship	BIT M 12.BA.IBM.15 Students will explore the traits of an entrepreneur.				BIT M 12.BA.IB.4 Students will identify potential international business opportunities for locally based companies.
Human Resource Management		BIT M 12.BA.ML.10 Students will apply human resource functions and their importance to an organization's successful operation.	BIT M 12.BA.MLI.3 Students will secure employment in a legal, taxpaying environment.	BIT M 12.BA.BL.3 Students will analyze the role and importance of employment law as it relates to the conduct of business in the national and international marketplaces.	BIT M 12.BA.IB.5 Analyze special human resource challenges in international business.
Organized Labor		BIT M 12.BA.ML.11 Students will examine the role of organized labor and its influence on government and business.			
Financial Business Management and Financial Decision-Making		BIT M 12.BA.ML.12 Students will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.			BIT M 12.BA.IB.6 Students will explain the concepts, role, and importance of international finance and risk management.

Financial Business Management and Financial Decision-Making (continued)		BIT M 12.BA.ML.13 Students will manage policy and strategy for corporate and business finance.			
		BIT M 12.BA.ML.14 Students will apply knowledge of laws and regulations that affect business financial operations and transactions.			
Customer Relations		BIT M 12.BA.ML.15 Students will identify and interpret the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image.			
Operations Management		BIT M 12.BA.ML.16 Students will apply operations management principles and procedures to the design of an operations plan.			BIT M 12.BA.IB.7 Students will analyze special challenges in operations and strategic management in international business.
Personal Finance Management	BIT M 12.BA.IBM.16 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.				BIT M 12.BA.IB.8 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.
	BIT M 12.BA.IBM.17 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process.				BIT M 12.BA.IB.9 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.
	BIT M 12.BA.IBM.18 Students will identify a spending/savings plan.				
	BIT M 12.BA.IBM.19 Students will describe savings and investment options to meet short and long-term goals.				BIT M 12.BA.IB.10 Students will identify choices available to consumers for protection against risk and financial loss.
	BIT M 12.BA.IBM.20 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.				
	BIT M 12.BA.IBM.21 Students will identify credit features and their impact on personal financial planning.				

Personal Finance Management (continued)	BIT M 12.BA.IBM.22 Students will identify choices available to consumers for protection against risk and financial loss.				
International Trade					BIT M 12.BA.IB.11 Students will relate balance of trade concepts to the import/export process.
Role and Impact of International Business					BIT M 12.BA.IB.12 Students will explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels, including the local, state, national, and international levels.
International Business Communications					BIT M 12.BA.IB.13 Students will apply communication strategies necessary and appropriate for effective and mutually-beneficial international business relations.
Basics of Law				BIT M 12.BA.BL.4 Students will describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	
Contract Law, Law of Sales and Consumer Law				BIT M 12.BA.BL.5 Students will analyze the relationships between contract law, law of sales, and consumer law.	

<u>Course</u>	<u>Introduction to Business, Marketing and Management</u>	<u>Management and Leadership</u>	<u>Management and Leadership Internship</u>	<u>Business Law</u>	<u>International Business</u>
<u>Materials</u>	<u>Introduction to Business (Cengage, 2015)</u>	<u>Principles of Management (Cengage, 2015)</u>		<u>Law for Business and Personal Use (Cengage, 2012)</u>	<u>International Business Environments and Operations (Pearson, 2015)</u>

9-12 Comprehensive Business Management and Administration Pathway Standards: Students will demonstrate competency in the practices and skills of the Business Management and Administration Pathway.					
Pathway Standards and Indicators					
	Introduction to Business Marketing and Management	Management and Leadership	Management and Leadership Internship	Business Law	International Business
Management Functions	BIT M 12.BA.IBM.1 Students will describe the management functions and their implementation and integration within the business environment.	BIT M 12.BA.ML.1 Students will evaluate the management functions and their implementation and integration within the business environment.			
	BIT M 12.BA.IBM.1.a Explain the management function of planning	BIT M 12.BA.ML.1.a Explain the importance of motivation in leadership			
	BIT M 12.BA.IBM.1.b Identify the benefits of planning	BIT M 12.BA.ML.1.b Discuss characteristics of effective and ineffective leaders			
	BIT M 12.BA.IBM.1.c Describe the decision-making process	BIT M 12.BA.ML.1.c Discuss the importance of vision, mission, goals, and objectives setting within the context of the business environment			
	BIT M 12.BA.IBM.1.d Explain the management function of organizing	BIT M 12.BA.ML.1.d Describe how operational, tactical, and strategic planning differ			
	BIT M 12.BA.IBM.1.e Explain the management function of leading and define leadership	BIT M 12.BA.ML.1.e Explain how goals at one operational level tie in with the level above			
	BIT M 12.BA.IBM.1.f Identify leaders and qualities that make them effective	BIT M 12.BA.ML.1.f Create a business plan			
	BIT M 12.BA.IBM.1.g Explain the management function of controlling and the importance of organizing resource	BIT M 12.BA.ML.1.g Explain how management identifies and uses various resources in the organizing process to accomplish goals			
		BIT M 12.BA.ML.1.h Explain the advantages and disadvantages of centralizing and decentralizing responsibility and authority in organizing a business			
		BIT M 12.BA.ML.1.i Discuss how accountability for decision-making is assured in an organization			
		BIT M 12.BA.ML.1.j Differentiate between leading and managing			

Management Functions (continued)		BIT M 12.BA.ML.2 Students will identify the leadership style most appropriate for a given situation.			
		BIT M 12.BA.ML.2.a Explain the steps in the control process			
		BIT M 12.BA.ML.2.b Compare and contrast feed forward, concurrent, and feedback control			
Management Theories		BIT M 12.BA.ML.3 Students will analyze management theories and their application within the business environment.			
		BIT M 12.BA.ML.3.a Discuss why knowledge of the evolution of management theories is valuable			
		BIT M 12.BA.ML.3.b Identify and discuss the evolution of management theories (e.g., Taylor, Weber, Follett, McGregor)			
Business Organization and Structures	BIT M 12.BA.IBM.2 Students will identify the organization of a business.	BIT M 12.BA.ML.4 Students will analyze the organization of a business.		BIT M 12.BA.BL.1 Students will describe the major types of business organizations, including sole proprietorships, partnerships, corporations, and limited liability companies, operating within the socioeconomic arena of the national and international marketplace.	BIT M 12.BA.IB.1 Students will identify forms of business ownership and entrepreneurial opportunities available in international business.
	BIT M 12.BA.IBM.2.a Define and provide examples of the basic forms of business ownership (e.g. sole proprietorship, partnership, and corporation)	BIT M 12.BA.ML.4.a Identify variations of basic forms of business ownership (e.g., franchise, limited partnership, limited liability company, and S corporation)		BIT M 12.BA.BL.1.a Explain the legal procedures for forming and running a sole proprietorship	BIT M 12.BA.IB.1.a Identify types of ownership of selected businesses involved in international trade
	BIT M 12.BA.IBM.2.b Identify levels of management	BIT M 12.BA.ML.4.b Compare and contrast the basic forms of business ownership		BIT M 12.BA.BL.1.b Distinguish between a limited partnership and a general partnership	BIT M 12.BA.IB.1.b Suggest an appropriate form of business ownership (e.g., sole proprietorship, partnership, or corporation) for different international business situations
	BIT M 12.BA.IBM.2.c Describe types of organizational structure	BIT M 12.BA.ML.4.c Identify the appropriate forms of business ownership in the evolution of a business organization		BIT M 12.BA.BL.1.c Describe the powers and duties of partners	BIT M 12.BA.IB.1.c Distinguish between licensing and franchising for international business activities
	BIT M 12.BA.IBM.2.d Identify the advantages and disadvantages of organizing using teams	BIT M 12.BA.ML.4.d Describe the interaction between and among management levels		BIT M 12.BA.BL.1.d Distinguish between the different types of partners (e.g., silent, dormant, and secret)	BIT M 12.BA.IB.1.d Describe internal and external factors that influence a company's international expansion

Business Organization and Structures (continued)		BIT M 12.BA.ML.4.e Differentiate between tall and flat organization structures		BIT M 12.BA.BL.1.e Describe the Uniform Partnership Act [UPA] and/or the Revised Uniform Partnership Act [RUPA] and the property rights of each	BIT M 12.BA.IB.1.e Create examples of joint ventures and strategic alliances for international business activities
		BIT M 12.BA.ML.4.f Describe the role of self-managed work teams		BIT M 12.BA.BL.1.f Explain all additional rights, duties, process of ending, and differences involved in partnerships under the provisions of the law	
		BIT M 12.BA.ML.4.g Distinguish between functional and matrix organization structures		BIT M 12.BA.BL.1.g Differentiate between other partnership-type business organizations (e.g., joint ventures, limited partnership associations, and registered partnerships having limited liability)	
		BIT M 12.BA.ML.4.h Identify the factors that influence an organization's structure (e.g., size, environment, human resources, technology, and strategy)		BIT M 12.BA.BL.1.h Differentiate between types of corporations e.g., profit, nonprofit, professional, domestic, foreign, and alien)	
		BIT M 12.BA.ML.4.i Explain the difference between job enlargement and job enrichment		BIT M 12.BA.BL.1.i Explain the steps involved in forming a corporation	
				BIT M 12.BA.BL.1.j Explain when the courts may disregard the corporate entity and "pierce the corporate veil"	
				BIT M 12.BA.BL.1.k Describe the functions of the board of directors and officers of a corporation	
				BIT M 12.BA.BL.1.l Differentiate between common and preferred stock	
				BIT M 12.BA.BL.1.m Identify shareholder rights and liabilities	
				BIT M 12.BA.BL.1.n Describe when promoters, directors, and officers are liable to the corporation, shareholders, and third persons	
				BIT M 12.BA.BL.1.o Describe how shareholders can increase corporate voting control	
				BIT M 12.BA.BL.1.p Explain the role of the Business Judgment Rule in determining corporate director liability	

Business Organization and Structures (continued)				BIT M 12.BA.BL.1.q Differentiate between direct and derivative shareholder lawsuits	
				BIT M 12.BA.BL.1.r Explain the effect of the Antitrust Improvement Act on American companies involved in foreign markets	
				BIT M 12.BA.BL.1.s Describe the ways a corporation can be terminated	
				BIT M 12.BA.BL.1.t Explain a limited liability company and the steps in forming one	
				BIT M 12.BA.BL.1.u Explain the advantages and disadvantages of doing business as a limited liability company	
				BIT M 12.BA.BL.1.v Explain the nature of management responsibilities in a limited liability company	
				BIT M 12.BA.BL.1.w Describe the effects of the tax code on limited liability companies	
Personal Management Skills	BIT M 12.BA.IBM.3 Students will identify personal management skills to function effectively and efficiently in a business environment.	BIT M 12.BA.ML.5 Students will develop and demonstrate personal management skills to function effectively and efficiently in a business environment. (State Management)	BIT M 12.BA.MLI.1 Students will demonstrate concepts, tools, and strategies used to explore, obtain, and develops in a business career.		
	BIT M 12.BA.IBM.3.a Explain the importance of time management	BIT M 12.BA.ML.5.a Describe the advantages and disadvantages of networking to achieve personal goals	BIT M 12.BA.MLI.1a Demonstrate appropriate work habits		
	BIT M 12.BA.IBM.3.b Determine personal life stressors and the appropriate reactions in dealing with them	BIT M 12.BA.ML.5.b Design and implement a time management schedule as a result of a time management analysis	BIT M 12.BA.MLI.1b Demonstrate appropriate human interactions and communication skills		
	BIT M 12.BA.IBM.3.c Identify effective communication skills	BIT M 12.BA.ML.5.c Evaluate and modify a time management plan as appropriate	BIT M 12.BA.MLI.1c Demonstrate skills in organization and follow through		
	BIT M 12.BA.IBM.3.d Identify characteristics of healthy relationships	BIT M 12.BA.ML.5.d Identify stressors in the business environment and appropriate reactions in dealing with them			

Personal Management Skills (continued)	BIT M 12.BA.IBM.3.e Explain the importance of effective communication and the various types of communication in business	BIT M 12.BA.ML.5.e Recognize the benefits of motivational stress			
		BIT M 12.BA.ML.5.f Explain how emotional intelligence is used by some organizations when evaluating managers			
		BIT M 12.BA.ML.5.g Recognize the need for lifelong learning			
		BIT M 12.BA.ML.5.h Identify effective communication skills for the business environment			
		BIT M 12.BA.ML.5.i Identify major problems that prevent effective communication in organizations			
		BIT M 12.BA.ML.5.j Identify available resources inside and outside the school for making professional contacts (e.g., professional organizations, business schools, alumni, and business leaders)			
		BIT M 12.BA.ML.5.k Explain why different management styles can be equally effective and successful			
Ethics and Social Responsibility	BIT M 12.BA.IBM.4 Students will examine the role of ethics and social responsibility in decision-making.	BIT M 12.BA.ML.6 Students will justify the role of ethics and social responsibility in decision-making.	BIT M 12.BA.MLI.2 Students will apply ethical personal and business practices.	BIT M 12.BA.BL.2 Students will analyze the relationship between ethics and the law.	BIT M 12.BA.IB.2 Students will describe the factors that define what is considered ethical and socially responsible business behavior in a global business environment.
	BIT M 12.BA.IBM.4.a Describe components of a personal code of ethical behavior	BIT M 12.BA.ML.6.a Examine a business code of ethics	BIT M 12.BA.MLI.2.a Demonstrate ethical practices and competencies in the workplace	BIT M 12.BA.BL.2.a Explain the relationship between law and ethics	BIT M 12.BA.IB.2.a Define ethics and social responsibility
	BIT M 12.BA.IBM.4.b Explain the importance of ethical standards in conducting business	BIT M 12.BA.ML.6.b Explain the importance of an ethical work environment		BIT M 12.BA.BL.2.b Describe the role of values in constructing an ethical code and a legal system	BIT M 12.BA.IB.2.b Compare ethics at the corporate, individual, and culture levels
	BIT M 12.BA.IBM.4.c Describe ethical dilemmas faced by managers	BIT M 12.BA.ML.6.c Identify the impact of unethical behavior on a business		BIT M 12.BA.BL.2.c Distinguish unethical from illegal conduct and their consequences	BIT M 12.BA.IB.2.c Discuss the relationship between law and ethics
	BIT M 12.BA.IBM.4.d Create a personal code of ethics	BIT M 12.BA.ML.6.d Explain the relationship between ethics and governmental regulations		BIT M 12.BA.BL.2.d Identify factors that contribute to developing ethical and legal lifestyles	BIT M 12.BA.IB.2.d List business actions that may positively or negatively influence ethical decisions regarding the environment, the consumer, and the well-being of society

Ethics and Social Responsibility (continued)	BIT M 12.BA.IBM.4.e Identify ways in which an organization demonstrates social responsibility (e.g., providing jobs, paying taxes, and contributing to community projects)	BIT M 12.BA.ML.6.e Identify guidelines for ethical decision-making		BIT M 12.BA.BL.2.e List the four main sources of the law	BIT M 12.BA.IB.2.e Identify stakeholders to whom international companies are responsible
		BIT M 12.BA.ML.6.f Identify ethical considerations resulting from various situations (e.g., technological advances, global competition, employer-employee relationships, and consumer relations)		BIT M 12.BA.BL.2.f Demonstrate the need for social responsibility	BIT M 12.BA.IB.2.f Identify current and emerging ethical issues in the global business environment
		BIT M 12.BA.ML.6.g Identify ways in which an organization demonstrates social responsibility toward its internal and external stakeholders			BIT M 12.BA.IB.2.g Explain how a country's culture, history, and politics can influence ethical decisions
		BIT M 12.BA.ML.6.h Discuss the impacts resulting from an organization being socially responsible toward its internal and external stakeholders			BIT M 12.BA.IB.2.h Describe potential consequences of unethical business dealings in various international settings
					BIT M 12.BA.IB.2.i Identify key proactive strategies that international companies can use to build an ethical business culture
					BIT M 12.BA.IB.2.j Identify pressures that international firms may face when dealing with ethical business issues
					BIT M 12.BA.IB.2.k Identify leading organizations that provide guidance for ethical international business practices
					BIT M 12.BA.IB.2.l Identify what is included in a Corporate Code of Ethical Conduct
Technology and Information Management	BIT M 12.BA.IBM.5 Students will explain the information and technology tools to conduct business effectively and efficiently.	BIT M 12.BA.ML.7 Students will utilize information and technology tools to conduct business effectively and efficiently.			
	BIT M 12.BA.IBM.5.a Explain how technology is used to accomplish goals	BIT M 12.BA.ML.7.a Describe how organizations access, share, and protect information			

Technology and Information Management (continued)	BIT M 12.BA.IBM.5.b Define and explore e-commerce	BIT M 12.BA.ML.7.b Use appropriate technology tools for business applications			
	BIT M 12.BA.IBM.5.c Identify information used in decision-making in the business environment	BIT M 12.BA.ML.7.c Define knowledge management			
		BIT M 12.BA.ML.7.d Interpret, analyze, and synthesize information for decision-making			
		BIT M 12.BA.ML.7.e Differentiate between e-commerce and e-business			
		BIT M 12.BA.ML.7.f Explain how successful e-business systems depend upon much more expertise than just technical skill in website design			
		BIT M 12.BA.ML.7.g Evaluate an e-business website			
Industry Analysis	BIT M 12.BA.IBM.6 Students will discuss a business organization's competitive position within the industry.	BIT M 12.BA.ML.8 Students will analyze a business organization's competitive position within the industry.			
	BIT M 12.BA.IBM.6.a Identify ways organizations compete (e.g., quality, service, status, price)	BIT M 12.BA.ML.8.a Describe strategies to increase market share			
	BIT M 12.BA.IBM.6.b Define market share	BIT M 12.BA.ML.8.b Compare and contrast various forms of competition (pure competition, monopolistic competition, oligopoly, and monopoly)			
		BIT M 12.BA.ML.8.c Describe how various laws impact competition (e.g., Sherman Antitrust Act and Robinson-Patman Act)			
		BIT M 12.BA.ML.8.d Analyze various organizations to determine their competitive advantages			
		BIT M 12.BA.ML.8.e Discuss how financial ratios are used in business decision-making			
		BIT M 12.BA.ML.8.f Explain how organizations use internal and external data sources for planning and control			

Global Business Environment	BIT M 12.BA.IBM.7 Students will determine the issues of corporate culture and managing in the global environment.	BIT M 12.BA.ML.9 Students will examine the issues of corporate culture and managing in the global environment.			BIT M 12.BA.IB.3 Students will describe the interrelatedness of the social, cultural, political, legal, economic, and technological factors that shape and impact the global business environment.
	BIT M 12.BA.IBM.7.a Define and discuss the value and challenges of diversity in global organizations	BIT M 12.BA.ML.9.a Identify the legal issues related to managing an organization in the global environment			BIT M 12.BA.IB.3.a Illustrate the differences between multicultural (heterogeneous) and single-culture (homogeneous) environments
	BIT M 12.BA.IBM.7.b Identify similarities and differences between and among cultures	BIT M 12.BA.ML.9.b Identify examples of the economic impact of globalization in business			BIT M 12.BA.IB.3.b Identify distinctive social and cultural factors that affect business activities (e.g., time, workday, work week, schedules, and holidays)
	BIT M 12.BA.IBM.7.c Define and provide an example of global corporate social responsibility	BIT M 12.BA.ML.9.c Identify global economic factors that impact business			BIT M 12.BA.IB.3.c Compare the social roles of various subpopulations (e.g., women and minorities) in different countries
		BIT M 12.BA.ML.9.d Discuss the impact of diversity within the global business environment			BIT M 12.BA.IB.3.d Define intercultural competence and discuss its importance when working in a global context
		BIT M 12.BA.ML.9.e Identify the advantages of a diverse workforce			BIT M 12.BA.IB.3.e Describe how historical events shaped cultural and social structures of various countries
		BIT M 12.BA.ML.9.f Define forms of global market entry strategies (e.g., licensing, joint ventures, exporting, importing, and franchising)			BIT M 12.BA.IB.3.f Recognize gift giving in business relationships in several cultures and give examples of appropriate and inappropriate gifts for persons in a given country
		BIT M 12.BA.ML.9.g Explain the value and pitfalls of having a global partner			BIT M 12.BA.IB.3.g Compare business entertainment in various parts of the world
		BIT M 12.BA.ML.9.h Explain how global organizations can meet Corporate Social Responsibility in domestic and foreign countries.			BIT M 12.BA.IB.3.h Discuss the significance of relationship building across different cultures
					BIT M 12.BA.IB.3.i Compare and contrast the role of hierarchy across countries and how hierarchy affects business practices

Global Business Environment (continued)					BIT M 12.BA.IB.3.j Compare the business protocol of various countries
					BIT M 12.BA.IB.3.k Analyze the value and use of time in various cultures
					BIT M 12.BA.IB.3.l Develop a plan for receiving business visitors from a specific country
					BIT M 12.BA.IB.3.m Define “Base of the Pyramid” markets and identify social and cultural differences in these markets that affect business markets
					BIT M 12.BA.IB.3.n Differentiate between various forms of governments
					BIT M 12.BA.IB.3.o Discuss current world events that impact international business
					BIT M 12.BA.IB.3.p Describe how trade barriers and incentives affect choice of location for companies operating internationally
					BIT M 12.BA.IB.3.q Analyze the impact of political environments on international business
					BIT M 12.BA.IB.3.r Describe how historical events shaped the political structure of various countries
					BIT M 12.BA.IB.3.s Describe the differences between the legal systems of various countries and compare them to the codes, statutes, and common laws of the United States
					BIT M 12.BA.IB.3.t Describe the challenges that U.S. licensing requirements for exporting products and services present to a U.S. company involved in exporting

Global Business Environment (continued)					BIT M 12.BA.IB.3.u Recognize legal differences in areas such as consumer protection, product safety, labor laws, contract formulation, liability, and taxation for various countries
					BIT M 12.BA.IB.3.v Compare system of U.S. worker protection and benefits with other countries' systems
					BIT M 12.BA.IB.3.w Define methods for resolving legal differences (e.g., mediation, arbitration, and litigation) in different cultures
					BIT M 12.BA.IB.3.x Identify the levels of regulation applied to intellectual properties (e.g., copyrights, trademarks, and patents) in different countries
					BIT M 12.BA.IB.3.y Describe formal practices used by a given country to limit international companies from establishing or conducting business
					BIT M 12.BA.IB.3.z Describe how historical events shaped the legal system of various countries
					BIT M 12.BA.IB.3.a.a Identify the natural, human, and capital resources used to produce goods and services exported to other countries
					BIT M 12.BA.IB.3.a.b Describe the decision-making process, opportunity costs, and scarcity as they relate to international business situations
					BIT M 12.BA.IB.3.a .c List characteristics that define the various levels of economic development of countries
					BIT M 12.BA.IB.3.a.d Define terms such as inflation, gross domestic product (GDP), purchasing power parity (PPP), balance of trade, foreign debt, and cost of living

Global Business Environment (continued)					BIT M 12.BA.IB.3.a.e Describe various economic systems, including free market economy and government-controlled economy
					BIT M 12.BA.IB.3.a.f Explain the difference between the free market economy and government-controlled economy
					BIT M 12.BA.IB.3.a.g Identify how economic issues (e.g., inflation, foreign debt, GDP, PPP, interest rates, and cost of living) affect international business activities
					BIT M 12.BA.IB.3.a.h Analyze the availability of resources in a country and the economic potential of the country to improve the quality of life of its citizens by engaging in international trade
					BIT M 12.BA.IB.3.a.i Explain how opportunity costs are used in decision-making to allocate the resources
					BIT M 12.BA.IB.3.a.j Describe situations in which comparative and absolute advantages occur
					BIT M 12.BA.IB.3.a.k Identify how various economic systems influence what is produced, how it is produced, for whom it is produced, and who benefits from this production
					BIT M 12.BA.IB.3.a.l Discuss the effect of demographics, literacy level, technology, natural resource availability, and infrastructure on the level of a country's economic development
					BIT M 12.BA.IB.3.a.m Analyze competitive situations that companies face in global business markets

Global Business Environment (continued)					BIT M 12.BA.IB.3.a.n Interpret current economic statistics for various countries using official websites and reports
					BIT M 12.BA.IB.3.a.o Identify how international business activities affect the balance of trade
					BIT M 12.BA.IB.3.a.p Appraise the comparative and absolute advantage of several countries given specific trade opportunities
					BIT M 12.BA.IB.3.a.q Evaluate the competitive strengths and weaknesses of a company involved in international business
					BIT M 12.BA.IB.3.a.r Discuss the role of informal economic activities in developing and industrialized economies
Marketing Management	BIT M 12.BA.IBM.8 Students will explore the process involved in marketing information management.				
	BIT M 12.BA.IBM.8.a Discuss the reasons for conducting market research and the types of data used				
	BIT M 12.BA.IBM.8.b Identify the steps in market research process				
	BIT M 12.BA.IBM.9 Students will explore the sales process in marketing				
	BIT M 12.BA.IBM.9.a Identify the 7 Steps of the Sales Process				
	BIT M 12.BA.IBM.9.b Explain how sales efforts affect customer decisions and the importance of e-commerce to sell products				
	BIT M 12.BA.IBM.10 Students will explore the nature of pricing functions.				
	BIT M 12.BA.IBM.10.a Examine pricing strategies used in the business environment in which it is implemented				

Marketing Management (continued)	BIT M 12.BA.IBM.11 Students will explore the role of promotion as a marketing function.				
	BIT M 12.BA.IBM.11.a Identify the components of the promotional mix and the role of promotion in marketing				
	BIT M 12.BA.IBM.11.b Compare and contrast advantages and disadvantages of various types of media				
	BIT M 12.BA.IBM.12 Students will explore product planning and development.				
	BIT M 12.BA.IBM.12.a Explain the concept of product mix				
	BIT M 12.BA.IBM.12.b Differentiate between a product and a service				
	BIT M 12.BA.IBM.12.c Identify the 8 Steps of Developing a New Product.				
	BIT M 12.BA.IBM.13 Students will explore economic principles and concepts which form the basis of marketing activities.				
	BIT M 12.BA.IBM.13.a Interpret the economic principles that form the bases of marketing and business activities				
	BIT M 12.BA.IBM.14 Students will explore channel member roles and responsibilities.				
	BIT M 12.BA.IBM.14.a Explore the concept of a channel of distribution				
Entrepreneurship	BIT M 12.BA.IBM.15 Students will explore the traits of an entrepreneur.				BIT M 12.BA.IB.4 Students will identify potential international business opportunities for locally based companies.
					BIT M 12.BA.IB.4.a Identify risks and rewards related to doing business in a specific country

Entrepreneurship (continued)					BIT M 12.BA.IB.4.b Identify organizations, government agencies, and other resources that a small and/or medium-sized business might use to investigate international business opportunities
					BIT M 12.BA.IB.4.c Debate the advantages and disadvantages of expansion into international business activities for a given business
Human Resource Management		BIT M 12.BA.ML.10 Students will apply human resource functions and their importance to an organization's successful operation.	BIT M 12.BA.ML.3 Students will secure employment in a legal, taxpaying environment.	BIT M 12.BA.BL.3 Students will analyze the role and importance of employment law as it relates to the conduct of business in the national and international marketplaces.	BIT M 12.BA.IB.5 Students will analyze special human resource challenges in international business.
		BIT M 12.BA.ML.10.a Define human resource planning		BIT M 12.BA.BL.3.a Explain the doctrine of employment-at-will	BIT M 12.BA.IB.5.a Describe the different living and working conditions found in various countries
		BIT M 12.BA.ML.10.b Identify activities of the human resource unit		BIT M 12.BA.BL.3.b Describe the wrongful discharge exceptions to employment-at-will, including implied contract, promissory estoppel, and public policy tort	BIT M 12.BA.IB.5.b Identify the historical events in various countries that have affected how people work and relate to each other
		BIT M 12.BA.ML.10.c Define outsourcing as it relates to human resource planning		BIT M 12.BA.BL.3.c Explain the employment doctrine of implied covenant	BIT M 12.BA.IB.5.c Identify the factors that influence the application of managerial styles in different countries
		BIT M 12.BA.ML.10.d Identify recruitment sources		BIT M 12.BA.BL.3.d Explain the relationship of Title VII of the Civil Rights Act to employment	BIT M 12.BA.IB.5.d Define such terms as host country, home country, expatriate, national, and third country
		BIT M 12.BA.ML.10.e Identify selection tools and explain how they are used (e.g., interviews, tests, and reference checks)		BIT M 12.BA.BL.3.e Explain the difference between disparate treatment and disparate impact in discrimination cases	BIT M 12.BA.IB.5.e Identify how motivational techniques for workers may differ when used in different cultures
		BIT M 12.BA.ML.10.f Identify legislation affecting the recruitment and selection processes (e.g., affirmative action, Americans with Disabilities Act, and Genetic Information Nondiscrimination Act)		BIT M 12.BA.BL.3.f Determine what questions can and cannot be asked during an employment interview	BIT M 12.BA.IB.5.f Discuss requirements for employment in various countries
		BIT M 12.BA.ML.10.g Explain the purpose of orientation and training in successful employee performance		BIT M 12.BA.BL.3.g Describe the employer's responsibilities to verify an employee's citizenship status in the U.S.	

Human Resource Management (continued)		BIT M 12.BA.ML.10.h Discuss why professional development is a shared responsibility between a business and an employee		BIT M 12.BA.BL.3.h Describe the need for a social media policy in businesses	
		BIT M 12.BA.ML.10.i Explain the importance of career planning and management		BIT M 12.BA.BL.3.i Describe the elements needed in a social media policy	
		BIT M 12.BA.ML.10.j Explain the purpose of employee evaluations and how evaluations are conducted		BIT M 12.BA.BL.3.j Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests (e.g., aptitude, psychological, polygraph, and drug tests)	
		BIT M 12.BA.ML.10.k Identify the impact of performance appraisals on employees and the organization		BIT M 12.BA.BL.3.k Identify legislation that regulates employee rights (e.g., Americans with Disabilities Act, Age Discrimination in Employment Act, Family and Medical Leave Act, the Uniformed Services Employment and Reemployment Rights Act, Older Workers Benefit Protection Act) and the Genetic Information Nondiscrimination Act (GINA)	
		BIT M 12.BA.ML.10.l Identify compensation plans, benefit packages, and incentive programs available to employees		BIT M 12.BA.BL.3.l Identify legislation that regulates employment conditions (e.g., Fair Labor Standards Act, Immigration Reform and Control Act, Employment Retirement Income Security Act (ERISA), and Occupational Safety and Health Act)	
		BIT M 12.BA.ML.10.m Identify advancement opportunities within an organization		BIT M 12.BA.BL.3.m Identify legislation that guarantees worker benefits (e.g., unemployment insurance, pension protection, workers' compensation, and Social Security legislation)	
		BIT M 12.BA.ML.10.n Identify issues encountered when determining levels of compensation		BIT M 12.BA.BL.3.n Describe the collective-bargaining Process	
		BIT M 12.BA.ML.10.o Define and discuss the concept of rightsizing		BIT M 12.BA.BL.3.o Identify legislation that regulates union activities (e.g., National Labor Relations Act, Taft-Hartley Act, Landrum-Griffin Act, and the Worker Adjustment and Retraining Notification Act [WARN])	
		BIT M 12.BA.ML.10.p Describe legal reasons for terminating employees			

Human Resource Management (continued)		BIT M 12.BA.ML.10.q Explain the role of management in labor relations			
		BIT M 12.BA.ML.10.r Describe an employment contract			
		BIT M 12.BA.ML.10.s Define “right to work state”			
Organized Labor		BIT M 12.BA.ML.11 Students will examine the role of organized labor and its influence on government and business.			
		BIT M 12.BA.ML.11.a Describe the history of the labor movement and why unions were organized			
		BIT M 12.BA.ML.11.b Explain the role of labor unions in the collective bargaining process			
Financial Business Management and Financial Decision-making		BIT M 12.BA.ML.12 Students will analyze financial data influenced by internal and external factors in order to make short-term and long-term decisions.			BIT M 12.BA.IB.6 Students will explain the concepts, role, and importance of international finance and risk management.
		BIT M 12.BA.ML.12.a Describe the purpose of financial statements			BIT M 12.BA.IB.6.a Define basic terms such as currency, currency exchange, barter, and countertrade
		BIT M 12.BA.ML.12.b Distinguish between internal and external financial statements			BIT M 12.BA.IB.6.b Calculate simple currency exchange transactions
		BIT M 12.BA.ML.12.c Interpret the data shown on financial statements (e.g., income statement, balance sheet, cash flow statement, and statement of net worth)			BIT M 12.BA.IB.6.c Explain how currency exchange rates affect business transactions
		BIT M 12.BA.ML.12.d Identify sources of short- and long-term financing			BIT M 12.BA.IB.6.d Identify potential problems associated with dealing in foreign currencies
		BIT M 12.BA.ML.12.e Identify risks to business			BIT M 12.BA.IB.6.e Describe how economic conditions, balance of payment situations, and political issues affect currency values
		BIT M 12.BA.ML.13 Students will manage policy and strategy for corporate and business finance.			BIT M 12.BA.IB.6.f Distinguish between currencies (e.g., floating versus fixed and convertible versus nonconvertible)

Financial Business Management and Financial Decision-making (continued)		BIT M 12.BA.ML.13.a Apply accounting principles to business operations			BIT M 12.BA.IB.6.g Define the role of central banks and how they affect currency rates
		BIT M 12.BA.ML.13.b Utilize Banking Services to maximize profit and efficiency			BIT M 12.BA.IB.6.h List sources of capital for international, transnational, multinational, and global companies
		BIT M 12.BA.ML.13.c Integrate the tools, strategies, and systems used to maintain, and increase assets			BIT M 12.BA.IB.6.i Describe the international monetary system and supranational organizations, such as the International Monetary Fund and the World Bank
		BIT M 12.BA.ML.13.d Compare risk-management strategies and techniques			BIT M 12.BA.IB.6.j Identify basic elements of the international securities markets
		BIT M 12.BA.ML.14 Students will apply knowledge of laws and regulations that affect business financial operations and transactions.			BIT M 12.BA.IB.6.k Explain how a business finances trade with a partner in another country
		BIT M 12.BA.ML.14.a Interpret the role of the security and exchange commission			BIT M 12.BA.IB.6.l Describe various methods of payments used in international transactions, including Letters of Credit, open account, wire transfer, and draft
		BIT M 12.BA.ML.14.b Evaluate the relationship between tax law and profit and loss			BIT M 12.BA.IB.6.m Describe the mechanics, terminology, conditions, and terms of letters of credit and other documents
Customer Relations		BIT M 12.BA.ML.15 Students will identify and interpret the techniques and strategies used to foster positive, ongoing relationships with customers to enhance company image.			BIT M 12.BA.IB.6.n Identify essential components of payment documents used in payment for international trade activities
		BIT M 12.BA.ML.15.a Establish and follow ethical business practices			BIT M 12.BA.IB.6.o Identify major foreign exchange and commercial risks associated with international business activities
		BIT M 12.BA.ML.15.b Analyze tools and strategies to disseminate financial information to assist business decision-making			BIT M 12.BA.IB.6.p Define basic terms such as microloan, microfinance institution, trust group

Customer Relations (continued)					BIT M 12.BA.IB.6.q Explain how microloans provide business opportunities in developing economies
					BIT M 12.BA.IB.6.r Distinguish between microloans and other microfinance services (micro-insurance, micro-savings, transfers of funds)
					BIT M 12.BA.IB.6.s Explain the role of various formal and informal microfinance providers
Operations Management		BIT M 12.BA.ML.16 Students will apply operations management principles and procedures to the design of an operations plan.			BIT M 12.BA.IB.7 Students will analyze special challenges in operations and strategic management in international business.
		BIT M 12.BA.ML.16.a Identify methods and tools to design or redesign products			BIT M 12.BA.IB.7.a Describe the production processes used to create goods and services in different countries
		BIT M 12.BA.ML.16.b Describe the tools and the factors that assist in the scheduling process			BIT M 12.BA.IB.7.b Identify how the management functions of planning, organizing, influencing, and controlling are affected by international operations and production by the cultural differences across branch offices
		BIT M 12.BA.ML.16.c Explain the benefits of establishing and maintaining close working relationships with suppliers			BIT M 12.BA.IB.7.c Identify factors that influence the use of a particular organizational structure (e.g., functional, product, geographic, or matrix) for global business operations
		BIT M 12.BA.ML.16.d Identify factors considered when selecting suppliers (e.g., quality, price, and reliable delivery)			BIT M 12.BA.IB.7.d Describe uses of centralized and decentralized organizational structures
		BIT M 12.BA.ML.16.e Identify methods of inventory control and potential concerns			BIT M 12.BA.IB.7.e Describe how quality measurement and management relate to the efficiency and effectiveness of an organization's international business operations

Operations Management (continued)					BIT M 12.BA.IB.7.f Discuss the economic and cultural factors that influence a company's decision to use manual, automated, and computerized production systems
					BIT M 12.BA.IB.7.g Explain quality standards as they relate to international commerce
					BIT M 12.BA.IB.7.h Explain the advantages and disadvantages to a company in having access to a global labor pool
Personal Finance Management	BIT M 12.BA.IBM.16 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.				BIT M 12.BA.IB.8 Students will select a rational decision-making process as it applies to the roles of citizens, workers, and consumers.
	BIT M 12.BA.IBM.16.a Define and give examples of economic wants				BIT M 12.BA.IB.8.a Explains how every individual defines wants and needs differently
	BIT M 12.BA.IBM.16.b Explains how every individual defines wants and needs differently				BIT M 12.BA.IB.8.a Explains how every individual defines and wants and needs differently
	BIT M 12.BA.IBM.17 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process.				BIT M 12.BA.IB.9 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.
	BIT M 12.BA.IBM.17.a Identify the various ways people earn a living				BIT M 12.BA.IB.9.a Apply a rational decision-making process to personal buying decisions
	BIT M 12.BA.IBM.17.b Distinguish between income and wealth				BIT M 12.BA.IB.9.b Distinguish between goods and services
	BIT M 12.BA.IBM.18 Students will identify a spending/savings plan.				BIT M 12.BA.IB.9.c Identify laws that protect the laws of the consumer
	BIT M 12.BA.IBM.18.a Identify various sources of money for personal selling				BIT M 12.BA.IB.10 Students will identify choices available to consumers for protection against risk and financial loss.
	BIT M 12.BA.IBM.19 Students will describe savings and investment options to meet short and long-term goals.				BIT M 12.BA.IB.10.a Identify risks in life and how to gain protection against the consequences of risk

Personal Finance Management (continued)	BIT M 12.BA.IBM.19.a Identify the opportunity costs of saving				
	BIT M 12.BA.IBM.19.b Differentiate between saving and investing				
	BIT M 12.BA.IBM.20 Students will identify a decision-making model to maximize consumer satisfaction when buying goods and services.				
	BIT M 12.BA.IBM.20.a Apply a rational decision-making process to personal buying decisions				
	BIT M 12.BA.IBM.20.b Distinguish between goods and services				
	BIT M 12.BA.IBM.20.c Identify consumer protection laws				
	BIT M 12.BA.IBM.21 Students will identify credit features and their impact on personal financial planning.				
	BIT M 12.BA.IBM.21.a Evaluate when and why borrowing is used for purchase of goods and services				
	BIT M 12.BA.IBM.21.b Identify methods of establishing and maintain a good credit rating				
	BIT M 12.BA.IBM.22 Students will identify choices available to consumers for protection against risk and financial loss.				
	BIT M 12.BA.IBM.22.a Identify risks in life and how to gain protection against the consequences of risk				
International Trade					BIT M 12.BA.IB.11 Students will relate balance of trade concepts to the import/export process.
					BIT M 12.BA.IB.11.a Identify goods and services imported to and/or exported from a state, region, and country

International Trade (continued)					BIT M 12.BA.IB.11.b Identify reasons why countries trade with each other
					BIT M 12.BA.IB.11.c List the steps in the importing and exporting process
					BIT M 12.BA.IB.11.d Identify the risks associated with importing and exporting
					BIT M 12.BA.IB.11.e Identify information and sources of financial assistance for facilitating the import/export process
					BIT M 12.BA.IB.11.f Explain the factors that influence a company's commitment to the country(ies) in which it conducts business
					BIT M 12.BA.IB.11.g Compare the benefits and costs of indirect and direct exporting
					BIT M 12.BA.IB.11.h Analyze the import or export potential for a product or service
					BIT M 12.BA.IB.11.i Assess the ability of a company to pursue import/export opportunities
					BIT M 12.BA.IB.11.j Describe the role of state and federal agencies and other organizations that provide importing/exporting information and assistance
					BIT M 12.BA.IB.11.k Explain how historical events have contributed to the formation of strategic trade alliances
					BIT M 12.BA.IB.11.l Discuss why governments impose trade barriers (e.g., quotas, tariffs, licensing requirements, and exchange rate controls) and offer trade incentives
					BIT M 12.BA.IB.11.m Describe several international trade agreements and organizations (e.g., WTO, EU, NAFTA, and MERCOSUR)

International Trade (continued)					BIT M 12.BA.IB.11.n Identify and locate on a map the countries involved in each trade organization
					BIT M 12.BA.IB.11.o Compare unilateral, bilateral and multilateral trade agreements
					BIT M 12.BA.IB.11.p Illustrate and explain the relationships of the major trade alliances with each other
					BIT M 12.BA.IB.11.q Discuss the benefits to countries for entering into trade agreements
					BIT M 12.BA.IB.11.r Describe major exports, imports, and trading partners for selected countries
					BIT M 12.BA.IB.11.s Describe why balance of trade matters to the local community, state, or country
					BIT M 12.BA.IB.11.t Calculate positive and negative trade balances
The Role and Impact of International Business					BIT M 12.BA.IB.12 Students will explain the role of international business and identify its benefits and costs; analyze how it impacts business at all levels, including the local, state, national, and international levels.
					BIT M 12.BA.IB.12.a Discuss the role the United States has played in international trade throughout history
					BIT M 12.BA.IB.12.b Discuss an understanding of the relationship between international events and business activities
					BIT M 12.BA.IB.12.c Explain the role of international business at the local, state, and national levels
					BIT M 12.BA.IB.12.d Identify international trade partners and describe the trading patterns of companies based on region, state, and country

The Role and Impact of International Business (continued)					BIT M 12.BA.IB.12.e Describe the impact of international business activities on the local, state, national, and international economies
					BIT M 12.BA.IB.12.f Interpret the impact of emerging economies and political changes on international operations, markets, commodity supply, and unemployment rates
					BIT M 12.BA.IB.12.g Identify the current major emerging markets
					BIT M 12.BA.IB.12.h Locate the major trade regions of the world
					BIT M 12.BA.IB.12.i Explain how time zones around the world affect businesses
					BIT M 12.BA.IB.12.j Describe the resources (e.g., ports; trade routes; transportation centers; foreign trade zones; and natural, financial, and human resources) of major cities throughout the world
					BIT M 12.BA.IB.12.k Research a career that involves working internationally
					BIT M 12.BA.IB.12.l List the skills and qualifications needed for a selected international business career path
					BIT M 12.BA.IB.12.m Create a plan to obtain the skills and qualifications to enter a selected international business career
					BIT M 12.BA.IB.12.n Explain how regional and global economies, social and cultural factors, and the political environment can affect educational and career opportunities
					BIT M 12.BA.IB.12.o Identify and locate major U.S. representational offices for travel assistance abroad

The Role and Impact of International Business (continued)					BIT M 12.BA.IB.12.p Identify the major transportation systems of selected countries
					BIT M 12.BA.IB.12.q Detail the processes for securing travel documents
					BIT M 12.BA.IB.12.r Explain factors affecting an international business trip
					BIT M 12.BA.IB.12.s Assess risks involved in international business travel
International Business Communications					BIT M 12.BA.IB.13 Students will apply communication strategies necessary and appropriate for effective and mutually-beneficial international business relations.
					BIT M 12.BA.IB.13.a Discuss challenges that can arise in a multilingual business environment
					BIT M 12.BA.IB.13.b Discuss complications resulting from speaking, writing, or interpreting a language incorrectly
					BIT M 12.BA.IB.13.c In a given language, use words and phrases important to business people
					BIT M 12.BA.IB.13.d Explain conversation modifications for communicating with a person who speaks English as a second language
					BIT M 12.BA.IB.13.e Identify the effect of translators and interpreters on international business communication and relations
					BIT M 12.BA.IB.13.f Compare the use of and information provided on business cards throughout the world
					BIT M 12.BA.IB.13.g Explain the usage of names, titles, and ranks in different cultures and countries

International Business Communications (continued)					BIT M 12.BA.IB.13.h Compose effective business communications for the global business environment that demonstrate an understanding of differences in tone, style, format, media, and contexts
					BIT M 12.BA.IB.13.i Evaluate the use of English in international communications
					BIT M 12.BA.IB.13.j Assess business consequences which may result when incorrectly speaking, writing, or interpreting another language or culture
					BIT M 12.BA.IB.13.k Identify resources and tools that can assist in facilitating effective business communication
					BIT M 12.BA.IB.13.l Identify cultural differences in dress, gestures, and social behaviors throughout the world
					BIT M 12.BA.IB.13.m Identify examples of nonverbal communications affecting international business relationships and negotiations
					BIT M 12.BA.IB.13.n Compare cultural attitudes about use of time, silence, space, gestures, body language, and body and eye contact to successful international business relationships
					BIT M 12.BA.IB.13.o Discuss how people from various cultures approach business negotiations
					BIT M 12.BA.IB.13.p Describe how the process of negotiating may be affected by cultural differences
					BIT M 12.BA.IB.13.q Identify appropriate web resources to use when researching, planning, and implementing international business activities

International Business Communications (continued)					BIT M 12.BA.IB.13.r Describe the role and use of electronic communication tools (e.g., video- and computer-conferencing, webcasts, podcasting, and blogging) in international business activities
					BIT M 12.BA.IB.13.s Evaluate which telecommunication or electronic methods are most appropriate for given international business situations
					BIT M 12.BA.IB.13.t Identify technology tools and applications to facilitate global business activities
Basics of the Law				BIT M 12.BA.BL.4 Students will describe sources of the law, the structure of the court system, different classifications of procedural law, and different classifications of substantive law.	
				BIT M 12.BA.BL.4.a Describe the branches of the federal government as presented in the U.S. Constitution	
				BIT M 12.BA.BL.4.b Identify the purposes of statutory law	
				BIT M 12.BA.BL.4.c Describe how a bill becomes a federal law	
				BIT M 12.BA.BL.4.d Define regulations and explain how administrative agencies create regulations	
				BIT M 12.BA.BL.4.e Explain the roles of the local, state, and federal governments	
				BIT M 12.BA.BL.4.f Describe the powers of the federal and state governments as stated in the U.S. Constitution	
				BIT M 12.BA.BL.4.g Identify the basic freedoms guaranteed by the Bill of Rights	
				BIT M 12.BA.BL.4.h Describe several key constitutional amendments beyond the Bill of Rights	

Basics of the Law (continued)				BIT M 12.BA.BL.4.i Compare and contrast the U.S. Constitution with state, territory, and province constitutions	
				BIT M 12.BA.BL.4.j Explain how courts make law using precedent and the role of stare decisions	
				BIT M 12.BA.BL.4.k Explain how to read both case and statutory citations	
				BIT M 12.BA.BL.4.l Describe the basic structure of the national and state, territory, and province court systems	
				BIT M 12.BA.BL.4.m Distinguish between the roles of legal professionals (e.g., judges, lawyers, and paralegals)	
				BIT M 12.BA.BL.4.n Differentiate among cases that belong in the federal and state, territory, and province court systems	
				BIT M 12.BA.BL.4.o Compare the role of the juvenile court with other courts	
				BIT M 12.BA.BL.4.p Explain the role of the national and state, territory, and province appellate courts	
				BIT M 12.BA.BL.4.q Explain the roles of the U.S. Supreme Court and supreme courts in the states, territories, and provinces	
				BIT M 12.BA.BL.4.r Distinguish between procedural law and substantive law	
				BIT M 12.BA.BL.4.s Define litigation	
				BIT M 12.BA.BL.4.t Explain the movement to mediate juvenile cases outside of the traditional court system	
				BIT M 12.BA.BL.4.u List and explain the steps in criminal and civil trials	
				BIT M 12.BA.BL.4.v Describe the appellate process in criminal and civil cases	

Basics of the Law (continued)				BIT M 12.BA.BL.4.w Explain the advantages and disadvantages of arbitration, mediation, and conciliation	
				BIT M 12.BA.BL.4.x Differentiate between categories of crime (e.g., treason, felony, and misdemeanor)	
				BIT M 12.BA.BL.4.y Define different types of business crime (e.g., arson, forgery, and embezzlement)	
				BIT M 12.BA.BL.4.z Explain the concept of white collar crime and provide examples	
				BIT M 12.BA.BL.4.a.a Determine several defenses to criminal acts (e.g., insanity defense and self-defense)	
				BIT M 12.BA.BL.4.a.b Distinguish between civil and criminal law	
				BIT M 12.BA.BL.4.a.c Identify different areas of civil law that impact businesses (e.g., tort, contract, and property law)	
				BIT M 12.BA.BL.4.a.d Distinguish between a tort and a crime	
				BIT M 12.BA.BL.4.a.e Differentiate between and give examples of negligence and intentional torts	
				BIT M 12.BA.BL.4.a.f Explain the concepts of the reasonable person test and proximate cause	
				BIT M 12.BA.BL.4.a.g Explain the concept of strict liability and describe circumstances under which it is imposed	
				BIT M 12.BA.BL.4.a.h Define “negligence per se” and give examples of circumstances under which it applies	
				BIT M 12.BA.BL.4.a.i Describe the penalties available in criminal law and the remedies available in tort law	

Contract Law, Law of Sales, and Consumer Law				BIT M 12.BA.BL.5 Students will analyze the relationships between contract law, law of sales, and consumer law.	
				BIT M 12.BA.BL.5.a Identify the required elements to create a contract	
				BIT M 12.BA.BL.5.b Explain the rehabilitation principle in contract law	
				BIT M 12.BA.BL.5.c Explain the development of the law merchant and its merger with common law	
				BIT M 12.BA.BL.5.d Differentiate among contractual characteristics (e.g., bilateral and unilateral, express and implied, and oral and written)	
				BIT M 12.BA.BL.5.e Explain how offer and acceptance can create contractual rights and duties	
				BIT M 12.BA.BL.5.f Define counteroffer and describe the effects of a counteroffer in various contractual situations	
				BIT M 12.BA.BL.5.g Determine when an agreement is definite enough to be enforced as a contract	
				BIT M 12.BA.BL.5.h Differentiate between the ways that mutual assent can be undermined	
				BIT M 12.BA.BL.5.i Define and distinguish between different types of consideration	
				BIT M 12.BA.BL.5.j Explain a minor's right to avoid a contract	
				BIT M 12.BA.BL.5.k Identify categories of people who lack contractual capacity	
				BIT M 12.BA.BL.5.l Describe the concept of unconscionability and compare it to illegality	
				BIT M 12.BA.BL.5.m List the essential information that should be included in writing under the statute of frauds	

Contract Law, Law of Sales, and Consumer Law (continued)				BIT M 12.BA.BL.5.n Describe the various rules applied to the interpretation of contracts	
				BIT M 12.BA.BL.5.o Explain the various rules applied to contracts involving third parties	
				BIT M 12.BA.BL.5.p List the ways a contract can be discharged	
				BIT M 12.BA.BL.5.q Describe breach of contract	
				BIT M 12.BA.BL.5.r Describe the remedies available when a contract is breached	
				BIT M 12.BA.BL.5.s Identify problems created when contracts are negotiated and entered over the Internet	
				BIT M 12.BA.BL.5.t Discuss the impact of the laws of sample countries other than the U.S. and Canada on contractual transactions	
				BIT M 12.BA.BL.5.u Distinguish goods from services and real property	
				BIT M 12.BA.BL.5.v Identify the source of law that applies to contracts for (a) goods, (b) services, and (c) real property	
				BIT M 12.BA.BL.5.w Explain when to apply the Uniform Commercial Code (UCC)	
				BIT M 12.BA.BL.5.x Recognize the principal differences between the Uniform Commercial Code and the UN Convention on Contracts for International Sale of Goods	
				BIT M 12.BA.BL.5.y Give examples of special rules that apply to sales contracts that do not apply to other contracts	
				BIT M 12.BA.BL.5.z Clarify when sales contracts must be written	
				BIT M 12.BA.BL.5.a.a Judge whether a particular writing meets the requirements of the UCC	

Contract Law, Law of Sales, and Consumer Law (continued)				BIT M 12.BA.BL.5.a.b Compare an auction with reserve with an auction without reserve.	
				BIT M 12.BA.BL.5.a.c Describe the Uniform Computer Information Transactions Act (UCITA), the Uniform Electronic Transactions Act, the Electronic Signatures in Global and National Commerce Act, and the Millennium Digital Commerce Act	
				BIT M 12.BA.BL.5.a.d Discuss the issue of taxation and cyber-commerce	
				BIT M 12.BA.BL.5.a.e Identify and state the purpose of legislation that regulates consumer credit and electronic credit transactions (e.g., Fair Credit Reporting Act, Fair Credit Billing Act, Equal Credit Opportunity Act, Fair Credit Collection Practices Act, and Consumer Credit Protection Act)	
				BIT M 12.BA.BL.5.a.f Discuss consumer protection legislation at the state and federal levels	
				BIT M 12.BA.BL.5.a.g Define the terms “unfair business practice”	
				BIT M 12.BA.BL.5.a.h Define the term “false and misleading advertising”	
				BIT M 12.BA.BL.5.a.i Describe the consequences of violating consumer statutes	
				BIT M 12.BA.BL.5.a.j Discuss the difference between unsafe products and dangerous products	
				BIT M 12.BA.BL.5.a.k Explain the purpose of the Consumer Product Safety Act	
				BIT M 12.BA.BL.5.a.l Explain the interplay of tort law with the Consumer Product Safety Act	

9-12 Comprehensive Finance Pathway Standards: Students will demonstrate competency in the practices and skills of the Finance Pathway.							
Pathway Standards							
	Personal Finance	Accounting I	Accounting II	Accounting III	Managerial Accounting	Advanced Placement [®] Microeconomics	Advanced Placement [®] Macroeconomics
Personal Financial Decision-Making	BIT M 12.FI.PF.1 Students will understand economic concepts that support rational decision-making. (SS 12.2.6)						
Earning and Reporting Income	BIT M 12.FI.PF.2 Students will develop and evaluate a plan to manage their money to achieve personal goals. (State Finance 1)						
	BIT M 12.FI.PF.3 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (State Finance Benchmark 1.1)						
Savings and Investing	BIT M 12.FI.PF.4 Students will evaluate savings, investment, and risk management strategies to achieve financial goals. (SS 12.2.9)						
Buying Goods and Services	BIT M 12.FI.PF.5 Students will apply a decision-making skills and models to maximize consumer satisfaction when buying goods and services. (State Finance 5)						
	BIT M 12.FI.PF.6 Students will evaluate financial institutions and the services provided. (State Finance 2)						

Buying Goods and Services Continued)	BIT M 12.FI.PF.7 Students will apply effective money management concepts. (SS 12.2.7)						
Using Credit	BIT M 12.FI.PF.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit. (SS 12.2.8)						
Risk Management	BIT M 12.FI.PF.9 Students will understand perils and risks in life and how to protect against the consequences of risk. (State Finance 6)						
Economic Concepts and Systems	BIT M 12.FI.PF.10 Students will recognize and predict the impact that various economic systems will have on people. (SS 12.2.5)					BIT M 12.FI.MIC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.	BIT M 12.FI.MAC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
						BIT M 12.FI.MIC.2 Students will interpret the basic economic concepts as it applies to economic systems.	BIT M 12.FI.MAC.2 Students will interpret the basic economic concepts as it applies to economic systems.
Markets						BIT M 12.FI.MIC.3 Students will evaluate the Nature and Functions of Product Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.4 Students will evaluate Factor Markets as it applies to Microeconomics.	
Economic Performance							BIT M 12.FI.MAC.3 Students will interpret the Measurement of Economic Performance as it applies to Macroeconomics.

Economic Performance (continued)							BIT M 12.FI.MAC.4 Students will evaluate the National Income and Price Determination as it applies to Macroeconomics.
							BIT M 12.FI.MAC.5 Students will analyze the Financial Sector as it applies to Macroeconomics.
Policies							BIT M 12.FI.MAC.6 Students will interpret the Stabilization Policies as it applies to Macroeconomics.
Economic Growth							BIT M 12.FI.MAC.7 Students will analyze the Economic Growth as it applies to Macroeconomics.
International Trade and Finance							BIT M 12.FI.MAC.8 Students will evaluate the Open Economy: International Trade and Finance as it applies to Macroeconomics.
Accounting Profession		BIT M 12.FI.AC1.1 Students will investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. (State Accounting 5)	BIT M 12.FI.AC2.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.AC3.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.MA.1 Students will demonstrate the skills and competencies required to be successful in the accounting profession.		
Accounting Principles		BIT M 12.FI.AC1.2 Students will identify and describe generally accepted accounting principles (GAAP) with financial transactions.	BIT M 12.FI.AC2.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.	BIT M 12.FI.AC3.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.	BIT M 12.FI.MA.2 Students will analyze how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.		
Accounting Processes		BIT M 12.FI.AC1.3 Students will apply generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC2.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC3.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.MA.3 Students will apply and evaluate generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.		

Financial Reports		BIT M 12.FI.AC1.4 Students will create financial reports to support GAAP and the accounting cycle.	BIT M 12.FI.AC2.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.AC3.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.MA.4 Students will evaluate annual report and financial statements to make informed business decisions.		
Compliance		BIT M 12.FI.AC1.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)	BIT M 12.FI.AC2.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)				
Financial Analysis			BIT M 12.FI.AC2.6 Students will identify analysis options for financial planning and decision-making for capital investment activities.	BIT M 12.FI.AC3.5 Students will identify analysis options for financial planning and decision-making for operating activities.	BIT M 12.FI.MA.5 Students will evaluate Financial Planning and decision-making for operating activities.		
					BIT M 12.FI.MA.6 Students will evaluate Financial Planning and decision-making for capital investment activities.		
				BIT M 12.FI.AC3.6 Students will identify analysis options for financial planning and decision-making and financial reporting for financing activities.	BIT M 12.FI.MA.7 Students will evaluate Financial Planning and decision-making and financial reporting for financing activities.		
				BIT M 12.FI.AC3.7 Students will identify financial reporting for cash flow.			

<u>Course</u>	<u>Personal Finance</u>	<u>Accounting I</u>	<u>Accounting II, III, and Managerial Accounting</u>	<u>AP Microeconomics and AP Macroeconomics</u>
<u>Materials</u>	<u>Open Source Resources</u>	<u>Century 21 Accounting: General Journal (Cengage, 2014)</u>	<u>Horngren's Accounting (Pearson, 2014)</u>	<u>Economics AP Edition (McGraw-Hill, 2015)</u>

9-12 Comprehensive Finance Pathway Standards: Students will demonstrate competency in the practices and skills of the Finance Pathway.							
Pathway Standards and Indicators							
	Personal Finance	Accounting I	Accounting II	Accounting III	Managerial Accounting	Advanced Placement [®] Microeconomics	Advanced Placement [®] Macroeconomics
Personal Financial Decision-Making	BIT M 12.FI.PF.1 Students will understand economic concepts that support rational decision-making. (SS 12.2.6)						
	BIT M 12.FI.PF.1.a Apply opportunity costs and trade-offs to personal decision-making						
	BIT M 12.FI.PF.1.b Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual						
	BIT M 12.FI.PF.1.c Recognize and assume responsibility for the consequences of economic choices						
Earning and Reporting Income	BIT M 12.FI.PF.2 Students will develop and evaluate a plan to manage their money to achieve personal goals. (State Finance 1)						
	BIT M 12.FI.PF.3 Students will identify various forms of income and analyze factors that affect income as a part of the career decision-making process. (State Finance Benchmark 1.1)						
Savings and Investing	BIT M 12.FI.PF.4 Students will evaluate savings, investment, and risk management strategies to achieve financial goals. (SS 12.2.9)						

Savings and Investing (continued)	BIT M 12.FI.PF.4.a Identify ways in which individuals and families obtain financial resources						
	BIT M 12.FI.PF.4.b Define and categorize fixed and variable expenses						
	BIT M 12.FI.PF.4.c Explain the importance of saving to ensure financial security (SS 12.2.9.a)						
	BIT M 12.FI.PF.4.d Organize personal finances and use a budget to manage cash flow (SS 12.2.7.a)						
	BIT M 12.FI.PF.4.e Describe the advantage and disadvantage of various savings and investing plans						
	BIT M 12.FI.PF.4.f Describe how financial institutions use deposited funds						
	BIT M 12.FI.PF.4.g Identify the risk/return trade-offs for saving and investing						
	BIT M 12.FI.PF.4.h Analyze the impact of compounding and the importance of starting early a saving and investment plan early						
	BIT M 12.FI.PF.4.i Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans) (SS 12.2.9.b)						
	BIT M 12.FI.PF.4.j Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (SS 12.2.9.c)						

Buying Goods and Services	BIT M 12.FI.PF.5 Students will apply decision-making skills and models to maximize consumer satisfaction when buying goods and services. (State Finance 5)						
	BIT M 12.FI.PF.5.a Discuss how competition affects price and helps the consumer						
	BIT M 12.FI.PF.5.b Use reliable consumer sources of consumer information (State Finance 5.1)						
	BIT M 12.FI.PF.5.c Describe consumer rights, responsibilities, and remedies, giving examples of each						
	BIT M 12.FI.PF.6 Students will evaluate financial institutions and the services provided. (State Finance 2)						
	BIT M 12.FI.PF.6.a Identify various types of financial institutions (State Finance 2.1)						
	BIT M 12.FI.PF.6.b List the basic services provided by financial institutions (State Finance 2.2)						
	BIT M 12.FI.PF.7 Students will apply effective money management concepts. (SS 12.2.7)						
	BIT M 12.FI.PF.7.a Describe and demonstrate how to manage savings and checking accounts.						
	BIT M 12.FI.PF.7.b Compare and contrast checking and savings accounts (SS 12.2.7.b)						

Using Credit	BIT M 12.FI.PF.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit. (SS 12.2.8)						
	BIT M 12.FI.PF.8.a Students will identify situations when borrowing money and paying interest may be a wise or unwise decision (SS 12.2.8.d)						
	BIT M 12.FI.PF.8.b Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit (SS 12.2.8.a)						
	BIT M 12.FI.PF.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops) (SS 12.2.8.c)						
	BIT M 12.FI.PF.8.d Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages) (SS 12.2.8.b)						
Risk Management	BIT M 12.FI.PF.9 Students will understand perils and risks in life and how to protect against the consequences of risk. (State Finance 6)						
	BIT M 12.FI.PF.9.a Identify common types of risks and basic risk management strategies (State Finance 6.1)						

Risk Management (continued)	BIT M 12.FI.PF.9.b Evaluate insurance as a risk management strategy (State Finance 6.2)						
	BIT M 12.FI.PF.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance) (SS 12.2.9.c)						
Economic Concepts and Systems	BIT M 12.FI.PF.10 Students will recognize and predict the impact that various economic systems will have on people. (SS 12.2.5)					BIT M 12.FI.MIC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.	BIT M 12.FI.MAC.1 Students will assess opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.
	BIT M 12.FI.PF.10.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed) (SS 12.2.5.a)					BIT M 12.FI.MIC.1.a Explain the concept of marginal benefit vs. marginal cost and how it relates to rational decision-making	BIT M 12.FI.MAC.1.a Explain the concept of marginal benefit vs. marginal cost and how it relates to rational decision-making
	BIT M 12.FI.PF.10.b Evaluate the historical use of various economic systems (SS 12.2.5.b)					BIT M 12.FI.MIC.1.b Evaluate the trade-offs of alternatives for solving societal problems according to economic goals	BIT M 12.FI.MAC.1.b Evaluate the trade-offs of alternatives for solving societal problems according to economic goals
	BIT M 12.FI.PF.10.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China) (SS 12.2.5.c)					BIT M 12.FI.MIC.1.c Suggest what a business or nation should do if economic resources are under-utilized and when a business or nation might choose to store resources	BIT M 12.FI.MAC.1.c Suggest what a business or nation should do if economic resources are under-utilized and when a business or nation might choose to store resources
						BIT M 12.FI.MIC.1.d Explore common recommendations and alternatives for what a business or nation could do to stimulate economic growth	BIT M 12.FI.MAC.1.d Explore common recommendations and alternatives for what a business or nation could do to stimulate economic growth
						BIT M 12.FI.MIC.1.e Explain the effects of leading economic indicators on a personal financial plan	BIT M 12.FI.MAC.1.e Explain the effects of leading economic indicators on a personal financial plan

Economic Concepts and Systems (continued)						BIT M 12.FI.MIC.2 Students will interpret the basic economic concepts as it applies to economic systems.	BIT M 12.FI.MAC.2 Students will interpret the basic economic concepts as it applies to economic systems.
						BIT M 12.FI.MIC.2.a Interpret the concepts of scarcity, choice and opportunity cost	BIT M 12.FI.MAC.2.a Interpret the concepts of scarcity, choice and opportunity cost
						BIT M 12.FI.MIC.2.b Explain the production possibilities curve	BIT M 12.FI.MAC.2.b Explain the production possibilities curve
						BIT M 12.FI.MIC.2.c Interpret comparative advantage, absolute advantage, specialization, and trade	BIT M 12.FI.MAC.2.c Interpret comparative advantage, absolute advantage, specialization, and trade
						BIT M 12.FI.MIC.2.d Compare economic systems	BIT M 12.FI.MAC.2.d Compare economic systems
						BIT M 12.FI.MIC.2.e Determine property rights and the role of incentives	BIT M 12.FI.MAC.2.e Determine property rights and the role of incentives
						BIT M 12.FI.MIC.2.f Assess marginal analysis	BIT M 12.FI.MAC.2.f Assess marginal analysis
						BIT M 12.FI.MIC.2.g Construct demand, supply, and market equilibrium	BIT M 12.FI.MAC.2.g Construct demand, supply, and market equilibrium
							BIT M 12.FI.MAC.2.h Explain macroeconomic issues: business cycle, unemployment, inflation, growth
Markets						BIT M 12.FI.MIC.3 Students will evaluate the Nature and Functions of Product Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.3.a Interpret supply and demand	
						BIT M 12.FI.MIC.3.b Evaluate theory of consumer choice	
						BIT M 12.FI.MIC.3.c Explain firm behavior and market structure	

Markets (continued)						BIT M 12.FI.MIC.3.d Compare four types of Markets: Perfect Competition, Oligopolies, Monopolies, and Monopolistic Competition	
						BIT M 12.FI.MIC.4 Students will evaluate Factor Markets as it applies to Microeconomics.	
						BIT M 12.FI.MIC.4.a Explain derived factor demand	
						BIT M 12.FI.MIC.4.b Measure marginal revenue product	
						BIT M 12.FI.MIC.4.c Evaluate hiring decisions in the markets for labor and capital	
						BIT M 12.FI.MIC.4.d Estimate market distribution of income	
Economic Performance						BIT M 12.FI.MIC.5 Students will evaluate the Market Failure and the Role of Government as it applies to Microeconomics.	
						BIT M 12.FI.MIC.5.a Explain externalities	
						BIT M 12.FI.MIC.5.b Explain public goods	
						BIT M 12.FI.MIC.5.c Evaluate public policy to promote competition	
						BIT M 12.FI.MIC.5.d Determine income distribution	
							BIT M 12.FI.MAC.3 Students will interpret the Measurement of Economic Performance as it applies to Macroeconomics.
							BIT M 12.FI.MAC.3.a Measure national income accounts

Economic Performance (continued)							BIT M 12.FI.MAC.3.b Explain inflation measurement and adjustment
							BIT M 12.FI.MAC.3.c Interpret unemployment
							BIT M 12.FI.MAC.4 Students will evaluate the National Income and Price Determination as it applies to Macroeconomics.
							BIT M 12.FI.MAC.4.a Evaluate aggregate demand
							BIT M 12.FI.MAC.4.b Evaluate aggregate supply
							BIT M 12.FI.MAC.4.c Determine macroeconomic equilibrium
Financial Sector							BIT M 12.FI.MAC.5 Students will analyze the Financial Sector as it applies to Macroeconomics.
							BIT M 12.FI.MAC.5.a Interpret money, banking, and financial markets
							BIT M 12.FI.MAC.5.b Explain loanable funds market
							BIT M 12.FI.MAC.5.c Assess central bank and control of the money supply
Policies							BIT M 12.FI.MAC.6 Students will interpret the Stabilization Policies as it applies to Macroeconomics.
							BIT M 12.FI.MAC.6.a Evaluate fiscal and monetary policies
							BIT M 12.FI.MAC.6.b Explain the Phillips curve
Economic Growth							BIT M 12.FI.MAC.7 Students will analyze the Economic Growth as it applies to Macroeconomics.

Economic Growth (continued)							BIT M 12.FI.MAC.7.a Explain the definition of economic growth
							BIT M 12.FI.MAC.7.b Evaluate the determinants of economic growth
							BIT M 12.FI.MAC.7.c Assess growth policy
International Trade and Finance							BIT M 12.FI.MAC.8 Students will evaluate the Open Economy: International Trade and Finance as it applies to Macroeconomics.
							BIT M 12.FI.MAC.8.a Explain balance of payments accounts
							BIT M 12.FI.MAC.8.b Evaluate foreign exchange market
							BIT M 12.FI.MAC.8.c Compare imports, exports, and financial capital flows
							BIT M 12.FI.MAC.8.d Compare relationships between international and domestic financial and good markets
Accounting Profession		BIT M 12.FI.AC1.1 Students will investigate accounting-related career opportunities, workplace skills, and ethics related to the field of accounting. (State Accounting 5)	BIT M 12.FI.AC2.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.AC3.1 Students will describe roles accountants play in business and society.	BIT M 12.FI.MA.1 Students will demonstrate the skills and competencies required to be successful in the accounting profession.		
		BIT M 12.FI.AC1.1.a State and explain the professional designations and certifications and education requirements in the accounting profession	BIT M 12.FI.AC2.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BIT M 12.FI.AC3.1.a Identify the major-policy setting bodies in the accounting profession and explain their roles	BIT M 12.FI.MA.1.a Demonstrate ethical decision-making skills and conduct in a business scenario		
			BIT M 12.FI.AC2.1.b Explain how current events impact the accounting profession	BIT M 12.FI.AC3.1.b Explain how current events impact the accounting profession			

Accounting Profession (continued)			BIT M 12.FI.AC2.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BIT M 12.FI.AC3.1.c Explain the need for a code of ethics in accounting and ethical responsibilities required for accountants	BIT M 12.FI.MA.1.b Demonstrate the ability to work within a team concept		
			BIT M 12.FI.AC2.1.d Identify and use information technology productively	BIT M 12.FI.AC3.1.d Identify and use information technology productively	BIT M 12.FI.MA.1.c Demonstrate the appropriate use of information technology with accounting practices		
Accounting Principles		BIT M 12.FI.AC1.2 Students will identify and describe generally accepted accounting principles (GAAP) with financial transactions.	BIT M 12.FI.AC2.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparation of financial statements.	BIT M 12.FI.AC3.2 Students will explain how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.	BIT M 12.FI.MA.2 Students will analyze how the application of GAAP impacts the recording of financial transactions and the preparations of financial statements.		
		BIT M 12.FI.AC1.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.AC2.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.AC3.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses	BIT M 12.FI.MA.2.a Identify and explain the classification of assets, liabilities, equity, revenue, expenses, gains, and losses		
		BIT M 12.FI.AC1.2.b Complete the steps in the accounting cycle and prepare financial statements	BIT M 12.FI.AC2.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BIT M 12.FI.AC3.2.b Complete the steps in the accounting cycle and prepare financial statements. Discuss the differences between U.S. GAAP and International Financial Reporting (IFRS)	BIT M 12.FI.MA.2.b Apply the U.S. GAAP and International Financial Reporting Standards (IFRS)		
		BIT M 12.FI.AC1.2.c Identify the major-policy setting bodies in the accounting profession	BIT M 12.FI.AC2.2.c Explain the roles of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)		BIT M 12.FI.MA.2.c Demonstrate the understanding of the Financial Accounting Standards Board (FASB), Securities and Exchange Commission (SEC), and International Accounting Standards Board (ISAB)		

Accounting Processes		BIT M 12.FI.AC1.3 Students will apply generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC2.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.AC3.3 Students will apply and interpret generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.	BIT M 12.FI.MA.3 Students will apply and evaluate generally accepted accounting principles (GAAP) with financial reporting and operating activities within the accounting cycle.		
		BIT M 12.FI.AC1.3.a Describe the purpose of the accounting system	BIT M 12.FI.AC2.3.a Analyze and describe how business transactions impact the accounting equation	BIT M 12.FI.AC3.3.a Analyze and describe how business transactions impact the accounting equation	BIT M 12.FI.MA.3.a Identify and explain the three phases of the management cycle		
		BIT M 12.FI.AC1.3.b Describe the purpose of the journals and ledgers and their relationship	BIT M 12.FI.AC2.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.AC3.3.b Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.MA.3.b Identify and explain the four business processes		
			BIT M 12.FI.AC2.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BIT M 12.FI.AC3.3.c Describe the criteria to determine revenue and expense recognition and record transactions	BIT M 12.FI.MA.3.c Analyze and describe how business transactions impact the accounting equation		
		BIT M 12.FI.AC1.3.c Apply the double-entry system of accounting to record business transactions in journals and ledgers and prepare a trial balance	BIT M 12.FI.AC2.3.d Explain the need for adjusting entries and record the transactions	BIT M 12.FI.AC3.3.d Explain the need for adjusting entries and record the transactions			
		BIT M 12.FI.AC1.3.d Prepare a Bank Reconciliation	BIT M 12.FI.AC2.3.e Explain the purposes of the closing process and record the transactions	BIT M 12.FI.AC3.3.e Explain the purposes of the closing process and record the transactions			
			BIT M 12.FI.AC2.3.f Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	BIT M 12.FI.AC3.3.f Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance	BIT M 12.FI.MA.3.d Prepare the financial statements for the different types of business operations and ownership structures to prepare the post-closing trial balance		
			BIT M 12.FI.AC2.3.g Describe the differences between the periodic and perpetual inventory system and record transaction		BIT M 12.FI.MA.3.e Explain how inventory differs for manufacturing and merchandising businesses		

Accounting Processes (continued)			BIT M 12.FI.AC2.3.h Describe the difference between the gross price method and the net price method and record transactions				
			BIT M 12.FI.AC2.3.i Calculate cost of goods sold and ending inventory using LIFO, FIFO and Average costing methods	BIT M 12.FI.AC3.3.g Explain the methods to determine the value of accounts receivable			
				BIT M 12.FI.AC3.3.h Record transactions for accounts receivable, including uncollectible accounts, write offs and recoveries	BIT M 12.FI.MA.3.f Distinguish between capital expenditures and revenue expenditures		
					BIT M 12.FI.MA.3.g Record direct materials and direct labor transactions		
Financial Reports		BIT M 12.FI.AC1.4 Students will create financial reports to support GAAP and the accounting cycle.	BIT M 12.FI.AC2.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.AC3.4 Students will prepare and interpret annual report and financial statements to make informed business decisions.	BIT M 12.FI.MA.4 Students will evaluate annual report and financial statements to make informed business decisions.		
		BIT M 12.FI.AC1.4.a Identify the sources for obtaining financial reports	BIT M 12.FI.AC2.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BIT M 12.FI.AC3.4.a Describe the information provided in each financial statement and how the statements articulate with each other	BIT M 12.FI.MA.4.a Explain how and why the conceptual framework of accounting and generally accepted accounting principles provides guidance and structure for preparing financial statements		
		BIT M 12.FI.AC1.4.b Identify the sections in an annual report and explain the purpose of each section	BIT M 12.FI.AC2.4.b Prepare the financial statements for the different types of business operations and ownership structures	BIT M 12.FI.AC3.4.b Prepare the financial statements for the different types of business operations and ownership structures	BIT M 12.FI.MA.4.b Describe the information provided in each financial statement and how the statements articulate with each other		
		BIT M 12.FI.AC1.4.c Describe the users and uses of financial information	BIT M 12.FI.AC2.4.c Identify and explain the types of audit opinions	BIT M 12.FI.AC3.4.c Identify and explain the types of audit opinions			

Financial Reports (continued)		BIT M 12.FL.AC1.4.d Describe the relationship between assets, liabilities, and equity on the balance sheet	BIT M 12.FL.AC2.4.d Identify the different formats of an income statement	BIT M 12.FL.AC3.4.d Identify the different formats of an income statement	BIT M 12.FI.MA.4.c Identify and explain the types of audit opinions		
		BIT M 12.FL.AC1.4.e Identify the classifications in an income statement and explain their relationship (revenue, expenses, gains, losses)		BIT M 12.FL.AC3.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement	BIT M 12.FI.MA.4.d Identify the different formats of an income statement		
				BIT M 12.FL.AC3.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis	BIT M 12.FI.MA.4.e Explain the accounting methods used to determine the value of accounts receivable to be reported on the balance sheet and describe the effect on the income statement		
				BIT M 12.FL.AC3.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet	BIT M 12.FI.MA.4.f Recognize the primary areas of analysis (trend analysis, profitability, liquidity, capital structure) and explain the information that can be obtained from each type of analysis		
				BIT M 12.FL.AC3.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover)	BIT M 12.FI.MA.4.g Perform a horizontal and vertical analysis of the income statement and balance sheet		
				BIT M 12.FL.AC3.4.i Calculate and interpret the current ratio and debit-equity ratio	BIT M 12.FI.MA.4.h Assess profitability by calculating and interpreting financial ratios (gross profit margin, operating profit margin, net profit margin, return on assets, sales turnover).		

Financial Reports (continued)				BIT M 12.FI.AC3.4.j Calculate the return on sales, earnings per share, and DuPont ROI	BIT M 12.FI.MA.4.i Calculate and interpret the current ratio and debit-equity ratio		
					BIT M 12.FI.MA.4.j Calculate the return on sales, earnings per share, and DuPont ROI		
					BIT M 12.FI.MA.4.k Research industry averages and explains their use in assessing the financial statements		
					BIT M 12.FI.MA.4.l Identify and describe the cost flow assumptions for inventory and explain the impact on the balance sheet and income statement		
Compliance		BIT M 12.FI.AC1.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)	BIT M 12.FI.AC2.5 Students will apply appropriate accounting principles to payroll, income taxation, and various forms of ownership. (State Accounting 4)				
		BIT M 12.FI.AC1.5.a Prepare and maintain payroll reports (State Accounting 4.1)	BIT M 12.FI.AC2.5.a Prepare payroll reports to calculate net pay and employee tax deductions				
Financial Analysis			BIT M 12.FI.AC2.6 Students will identify analysis options for financial planning and decision-making for capital investment activities.	BIT M 12.FI.AC3.5 Students will identify analysis options for financial planning and decision-making for operating activities.	BIT M 12.FI.MA.5 Students will evaluate Financial Planning and decision-making for operating activities.		
			BIT M 12.FI.AC2.6.a Distinguish between capital expenditures and revenue expenditures	BIT M 12.FI.AC3.5.a Calculate the operating cycle and accounts payable in turnover days	BIT M 12.FI.MA.5.a Identify and explain variable costs, fixed costs, and mixed costs		
				BIT M 12.FI.AC3.5.b Calculate the quick ratio	BIT M 12.FI.MA.5.b Use high-low analysis to determine variable costs, fixed costs, and mixed costs		
					BIT M 12.FI.MA.5.c Calculate break-even point and perform cost-volume-profit analysis		

Financial Analysis (continued)					BIT M 12.FI.MA.5.d Identify and explain product costs		
					BIT M 12.FI.MA.5.e Analyze a make-or-buy decision and/or accept-reject decision		
					BIT M 12.FI.MA.6 Students will evaluate Financial Planning and decision-making for capital investment activities.		
					BIT M 12.FI.MA.6.a Use time value of money concepts to solve present value and future value problems		
			BIT M 12.FI.AC2.6.b Determine the cost of property, plant and equipment, natural resources and intangible assets		BIT M 12.FI.MA.6.b Use net present value concepts to make investments decisions		
			BIT M 12.FI.AC2.6.c Identify, calculate and record depreciation, depletion and amortization and the impact when assets are sold, disposed, or rendered obsolete				
				BIT M 12.FI.AC3.6 Students will identify analysis options for financial planning and decision-making and financial reporting for financing activities.	BIT M 12.FI.MA.7 Students will evaluate Financial Planning and decision-making and financial reporting for financing activities.		
				BIT M 12.FI.AC3.6.a Identify and describe the different classes of stock and explain the rights afforded of each class of stock	BIT M 12.FI.MA.7.a Compare and contrast debt equity financing; review debit-to equity ratio		
				BIT M 12.FI.AC3.6.b Calculate the Return on Common Equity	BIT M 12.FI.MA.7.b Calculate TIE and ROE		

Financial Analysis (continued)				BIT M 12.FLAC3.6.c Describe the difference between cash dividends, stock dividends and stock splits, and the impact on the financial statements			
				BIT M 12.FLAC3.6.d Calculate the carrying value, interest expense and cash payment for note payable transactions			
				BIT M 12.FLAC3.6.e Identify and record transactions for accounts payable, other short term debt and long term debt instruments			
				BIT M 12.FLAC3.6.f Record interest expense and transactions for bond issued at face value, a premium, and a discount			
				BIT M 12.FLAC3.7 Students will identify financial reporting for cash flow.			
				BIT M 12.FLAC3.7.a Identify and explain the business activities reported in a statement of cash flows (operating, investing, financing)			

PK-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.							
PK-8 Pathway Standards							
	PK-2 nd Grade	3-5 th Grade	Computer Applications 6	Computer Applications 7	Graphic Design	Virtual Robotics	Web Design
Digital Citizenship	BIT M 02.IT.KS.1 Students will be aware of ethical issues that relate to computers and networks.	BIT M 05.IT.TF.1 Students will understand ethical issues that relate to computers and networks.	BIT M 06.IT.CA6.1 Students will describe ethical issues that relate to computers and networks.	BIT M 07.IT.CA7.1 Students will apply ethical issues that relate to computers and networks.	BIT M 08.IT.GD.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.VR.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.WDM.1 Students will demonstrate ethical issues that relate to computers and networks.
		BIT M 05.IT.TF.2 Students will identify the impact of technology on personal life and society.	BIT M 06.IT.CA6.2 Students will recognize changes in information technologies over time and the effects those changes have on education, the workplace, and society.	BIT M 07.IT.CA7.2 Students will demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.			
Computational Thinking	BIT M 02.IT.KS.2 Students will understand how to arrange information into useful order.	BIT M 05.IT.TF.3 Students will understand and use the basic steps in problem-solving (coding, etc.).	BIT M 06.IT.CA6.3 Students will understand the basic steps in algorithmic problem-solving to design solutions (coding, etc.).	BIT M 07.IT.CA7.3 Students will utilize the basic steps in algorithmic problem-solving to design solutions (coding, etc.).	BIT M 08.IT.GD.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.VR.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.WDM.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.
	BIT M 02.IT.KS.3 Students will use writing tools and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.	BIT M 05.IT.TF.4 Students will use writing tools, digital cameras, and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.					
	BIT M 02.IT.KS.4 Students will demonstrate how 0s and 1s can be used to represent information.	BIT M 05.IT.TF.5 Students will develop a simple understanding of an algorithm using computer-free exercises.			BIT M 08.IT.GD.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.VR.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.WDM.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.

Computational Thinking (continued)		BIT M 05.IT.TF.6 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.			BIT M 08.IT.GD.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.VR.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.WDM.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.
		BIT M 05.IT.TF.7 Students will generate a list of sub-problems to consider while addressing a larger problem.			BIT M 08.IT.GD.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.VR.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.WDM.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.
			BIT M 06.IT.CA6.4 Students will determine the best sequence of instructions to be followed in order to solve problems.	BIT M 07.IT.CA7.4 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.GD.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.VR.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.WDM.6 Students will assess the sequence of instructions to be followed in order to solve problems.
	BIT M 02.IT.KS.5 Students will be aware of technology concepts, systems and operations.	BIT M 05.IT.TF.8 Students will understand technology concepts, systems and operations.	BIT M 06.IT.CA6.5 Students will demonstrate their understanding of technology concepts, systems, and operations.	BIT M 07.IT.CA7.5 Students will transfer their understanding of technology concepts, systems, and operations.			
Computers and Communication Devices	BIT M 02.IT.KS.6 Students will use simple keyboarding skills to type words, phrases, or sentences.	BIT M 05.IT.TF.9 Students will use formal keyboarding skills to type, words, sentences, and paragraphs.	BIT M 06.IT.CA6.6 Students will demonstrate an appropriate level of keyboarding speed and accuracy.				
	BIT M 02.IT.KS.7 Students will use standard input and output devices to successfully operate computers and related technologies.	BIT M 05.IT.TF.10 Students will understand the pervasiveness of computers and computing in daily life.	BIT M 06.IT.CA6.7 Students will identify a variety of electronic devices that contain computational processors.	BIT M 07.IT.CA7.6 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.GD.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.VR.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.WDM.7 Students will describe a variety of electronic devices that contain computational processors.
			BIT M 06.IT.CA6.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 07.IT.CA7.7 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.GD.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.VR.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.WDM.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Digital Communications	BIT M 02.IT.KS.8 Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.	BIT M 05.IT.TF.11 Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities.	BIT M 06.IT.CA6.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 07.IT.CA7.8 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.GD.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.VR.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.WDM.9 Students will apply productivity/ multimedia tools and peripherals to group collaboration and support life-long learning.
<u>Materials</u>	<i>Software purchases, Open Source resources, and Internet-based resources applicable to course</i>						

<u>PK-12</u> Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.							
<u>PK-8</u> Pathway Standards and Indicators							
	PK-2nd Grade	3-5th Grade	Computer Applications 6	Computer Applications 7	Graphic Design	Virtual Robotics	Web Design
Digital Citizenship	BIT M 02.IT.KS.1 Students will be aware of ethical issues that relate to computers and networks.	BIT M 05.IT.TF.1 Students will understand ethical issues that relate to computers and networks.	BIT M 06.IT.CA6.1 Students will describe ethical issues that relate to computers and networks.	BIT M 07.IT.CA7.1 Students will apply ethical issues that relate to computers and networks.	BIT M 08.IT.GD.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.VR.1 Students will demonstrate ethical issues that relate to computers and networks.	BIT M 08.IT.WDM.1 Students will demonstrate ethical issues that relate to computers and networks.
	BIT M 02.IT.KS.1.a Practice responsible digital citizenship in the use of technology systems and software	BIT M 05.IT.TF.1.a Discuss basic issues related to responsible use of technology and information, and the consequences of inappropriate use	BIT M 06.IT.CA6.1.a Describe legal and ethical behaviors when using information and technology and discuss the consequences of misuse	BIT M 07.IT.CA7.1.a Utilize legal and ethical behaviors when using information and technology and discuss the consequences of misuse			
		BIT M 05.IT.TF.2 Students will identify the impact of technology on personal life and society.	BIT M 06.IT.CA6.2 Students will recognize changes in information technologies over time and the effects those changes have on education, the workplace, and society.	BIT M 07.IT.CA7.2 Students will demonstrate knowledge of changes in information technologies over time and the effects those changes have on education, the workplace, and society.			
		BIT M 05.IT.TF.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources	BIT M 06.IT.CA6.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources	BIT M 07.IT.CA7.2.a Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources			
			BIT M 06.IT.CA6.2.b Understand safe practices in personal information security, using passwords, encryption, and secure transactions	BIT M 07.IT.CA7.2.b Demonstrate safe practices in personal information security, using passwords, encryption, and secure transactions			
Computational Thinking	BIT M 02.IT.KS.2 Students will understand how to arrange information into useful order.	BIT M 05.IT.TF.3 Students will understand and use the basic steps in problem-solving.	BIT M 06.IT.CA6.3 Students will understand the basic steps in algorithmic problem-solving to design solutions.	BIT M 07.IT.CA7.3 Students will utilize the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.GD.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.VR.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.	BIT M 08.IT.WDM.2 Students will apply the basic steps in algorithmic problem-solving to design solutions.

Computational Thinking (continued)	BIT M 02.IT.KS.2.a Arrange information in order, such as sorting students by birth date, without using a computer	BIT M 05.IT.TF.3.a Use a simulation to understand how a problem can be solved	BIT M 06.IT.CA6.3.a Apply the functions of spreadsheet to problem-solve, analyze, and represent data	BIT M 07.IT.CA7.a Apply basic computer programming concepts	BIT M 08.IT.GD.2.a Interact with content-specific models and simulations to support learning and research	BIT M 08.IT.VR.2.a Interact with content-specific models and simulations to support learning and research	BIT M 08.IT.WDM.2.a Interact with content-specific models and simulations to support learning and research
	BIT M 02.IT.KS.2.b Use technology resources to solve age-appropriate problems	BIT M 05.IT.TF.3.b Select technology resources to solve age-appropriate problems					
	BIT M 02.IT.KS.3 Students will use writing tools and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.	BIT M 05.IT.TF.4 Students will use writing tools, digital cameras, and/or drawing tools to illustrate thoughts, ideas, and stories in a step-by-step manner.					
	BIT M 02.IT.KS.4 Students will demonstrate how 0s and 1s can be used to represent information.	BIT M 05.IT.TF.5 Students will develop a simple understanding of an algorithm using computer-free exercises.			BIT M 08.IT.GD.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.VR.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.	BIT M 08.IT.WDM.3 Students will explore problem solutions between elements of mathematics and computer science using a programming language.
		BIT M 05.IT.TF.5.a Demonstrate how a string of bits can be used to represent alphanumeric information			BIT M 08.IT.GD.3.a Define an algorithm as a sequence of instructions that can be processed by a computer	BIT M 08.IT.VR.3.a Define an algorithm as a sequence of instructions that can be processed by a computer	BIT M 08.IT.WDM.3.a Define an algorithm as a sequence of instructions that can be processed by a computer
		BIT M 05.IT.TF.6 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.			BIT M 08.IT.GD.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.VR.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 08.IT.WDM.4 Students will identify and analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.
		BIT M 05.IT.TF.6.a Utilize various software applications to control computer operations			BIT M 08.IT.GD.4.a Utilize various software applications to create digital designs for academic application, animations, games, music, and art	BIT M 08.IT.VR.4.a Utilize various software applications to control computer operations	BIT M 08.IT.WDM.4.a Utilize various software applications to control computer operations
		BIT M 05.IT.TF.6.b Understand the connections between computer science and other career fields			BIT M 08.IT.GD.4.b Apply connections between computer science and other career fields	BIT M 08.IT.VR.4.b Apply connections between computer science and other career fields	BIT M 08.IT.WDM.4.b Apply connections between computer science and other career fields

Computational Thinking (continued)		BIT M 05.IT.TF.7 Students will generate a list of sub-problems to consider while addressing a larger problem.			BIT M 08.IT.GD.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.VR.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.	BIT M 08.IT.WDM.5 Students will evaluate and apply solutions and determines the potential value towards solving a problem.
		BIT M 05.IT.TF.7.a Create a computer model to represent the real world			BIT M 08.IT.GD.5.a Analyze the degree to which a computer model represents the real world	BIT M 08.IT.VR.5.a Analyze the degree to which a computer model represents the real world	BIT M 08.IT.WDM.5.a Analyze the degree to which a computer model represents the real world
		BIT M 05.IT.TF.7.b Describe and analyze a sequence of instructions being followed					
			BIT M 06.IT.CA6.4 Students will determine the best sequence of instructions to be followed in order to solve problems.	BIT M 07.IT.CA7.4 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.GD.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.VR.6 Students will assess the sequence of instructions to be followed in order to solve problems.	BIT M 08.IT.WDM.6 Students will assess the sequence of instructions to be followed in order to solve problems.
			BIT M 06.IT.CA6.4.a Identify ways to implement possible solutions	BIT M 07.IT.CA7.4.a Develop ways to implement possible solutions	BIT M 08.IT.GD.6.a Develop ways to implement possible solutions	BIT M 08.IT.VR.6.a Develop ways to implement possible solutions	BIT M 08.IT.WDM.6.a Develop ways to implement possible solutions
	BIT M 02.IT.KS.5 Students will be aware of technology concepts, systems and operations.	BIT M 05.IT.TF.8 Students will understand technology concepts, systems and operations.	BIT M 06.IT.CA6.5 Students will demonstrate their understanding of technology concepts, systems, and operations.	BIT M 07.IT.CA7.5 Students will transfer their understanding of technology concepts, systems, and operations.			
Computers and Communication Devices	BIT M 02.IT.KS.6 Students will use simple keyboarding skills to type words, phrases, or sentences.	BIT M 05.IT.TF.9 Students will use formal keyboarding skills to type, words, sentences, and paragraphs.	BIT M 06.IT.CA6.6 Students will demonstrate an appropriate level of keyboarding speed and accuracy.				
	BIT M 02.IT.KS.6.a Demonstrate an appropriate level of proficiency with keyboards and other input and output devices	BIT M 05.IT.TF.9.a Apply an appropriate level of proficiency with keyboards and other input and output devices	BIT M 06.IT.CA6.6.a Build their proficiency skills using keyboards and other input and output devices				
	BIT M 02.IT.KS.6.b Uses open hands on keyboard	BIT M 05.IT.TF.9.b Uses correct key fingering techniques	BIT M 06.IT.CA6.6.b Apply correct techniques to maximize productivity				
	BIT M 02.IT.KS.6.c Distinguishes right and left hand keys	BIT M 05.IT.TF.9.c Touch-types, depressing keys with a quick strike					

Computers and Communication Devices (continued)	BIT M 02.IT.KS.6.d Understands relative position of the letter and number keys on a keyboard	BIT M 05.IT.TF.9.d Uses shift key and caps locks appropriately to type upper and lower case letters.					
	BIT M 02.IT.KS.6.e Uses the space bar, return/enter, shift, delete/backspace, arrow & directional keys	BIT M 05.IT.TF.9.e Uses special keys such as shift, punctuation, and return/enter					
	BIT M 02.IT.KS.6.f Identify and use the cursor	BIT M 05.IT.TF.9.f Identifies and uses number row and symbol keys					
	BIT M 02.IT.KS.7 Students will use standard input and output devices to successfully operate computers and related technologies.	BIT M 05.IT.TF.10 Students will understand the pervasiveness of computers and computing in daily life.	BIT M 06.IT.CA6.7 Students will identify a variety of electronic devices that contain computational processors.	BIT M 07.IT.CA7.6 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.GD.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.VR.7 Students will describe a variety of electronic devices that contain computational processors.	BIT M 08.IT.WDM.7 Students will describe a variety of electronic devices that contain computational processors.
		BIT M 05.IT.TF.10.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 06.IT.CA6.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 07.IT.CA7.6.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.GD.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.VR.7.a Apply strategies for identifying simple hardware and software problems that may occur during use	BIT M 08.IT.WDM.7.a Apply strategies for identifying simple hardware and software problems that may occur during use
		BIT M 05.IT.TF.10.b Identify that information is coming to the computer from many sources over a network	BIT M 06.IT.CA6.7.b Discuss the major components and functions of computer systems and networks	BIT M 07.IT.CA7.6.b Identify the major components and functions of computer systems and networks	BIT M 08.IT.GD.7.b Apply the major components and functions of computer systems and networks	BIT M 08.IT.VR.7.b Apply the major components and functions of computer systems and networks	BIT M 08.IT.WDM.7.b Apply the major components and functions of computer systems and networks
		BIT M 05.IT.TF.10.c Recognize that computers model intelligent behavior	BIT M 06.IT.CA6.7.c Recognize that computers are devices that execute programs			BIT M 08.IT.VR.7.c Explore what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate	
			BIT M 06.IT.CA6.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 07.IT.CA7.7 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.GD.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.VR.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.	BIT M 08.IT.WDM.8 Students will apply strategies for identifying and solving routine hardware problems that occur during everyday computer use.

Computers and Communication Devices (continued)			BIT M 06.IT.CA6.8.a Troubleshoot basic systems and applications	BIT M 07.IT.CA7.7.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.GD.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.VR.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems	BIT M 08.IT.WDM.8.a Select appropriate tools and technology resources to accomplish a variety of tasks and solve problems
Digital Communication	BIT M 02.IT.KS.8 Students will gather information and communicate electronically with others with support from teachers, family members, and/or student partners.	BIT M 05.IT.TF.11 Students will use productivity technology tools for individual and collaborative writing, communication, and publishing activities.	BIT M 06.IT.CA6.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 07.IT.CA7.8 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.GD.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.VR.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.	BIT M 08.IT.WDM.9 Students will apply productivity/multimedia tools and peripherals to group collaboration and support life-long learning.
	BIT M 02.IT.KS.8.a Use the basic steps of the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g.: plan research, locate, record, and share information)	BIT M 05.IT.TF.11.a Apply the research process by using digital tools to guide inquiry, gather, evaluate, and use information (e.g.: form questions, plan research, gather and record information, organize information, draw conclusions, communicate, reflect and evaluate)		BIT M 07.IT.CA7.8.a Create animations and interactive presentations using digital design concepts to communicate and work collaboratively with others	BIT M 08.IT.GD.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts	BIT M 08.IT.VR.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts	BIT M 08.IT.WDM.9.a Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts
		BIT M 05.IT.TF.11.b Use online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products/artifacts					

<u>PK-12</u> Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway.								
9-12 Pathway Standards								
	Keyboarding	Introduction to Technology	Information Technology Applications	Digital Design	Computer Science Programming	Advanced Placement® Computer Science A	Computer Science Principles	Advanced Placement® Computer Science Principles
Digital Citizenship	BIT M 12.IT.KB.1 Students will demonstrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.IT.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.ITA.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.DD.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.PRO.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APC.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.CSP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.
		BIT M 12.IT.IT.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.ITA.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.DD.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.PRO.2 Students will evaluate the appropriateness of information sources and the limitations.	BIT M 12.IT.APC.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.CSP.2 Student will compare the positive and negative effects that computing has had on the world.	BIT M 12.IT.APP.2 Students will analyze the beneficial and harmful effects of computing.
Computational Thinking		BIT M 12.IT.IT.3 Student will use computational problems employing various computer paradigms.	BIT M 12.IT.ITA.3 Student will use computational problems employing various computer paradigms.		BIT M 12.IT.PRO.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.APC.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.CSP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.	BIT M 12.IT.APP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.
		BIT M 12.IT.IT.4 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.ITA.4 Students will analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.DD.3 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.PRO.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.APC.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.CSP.4 Students will identify multiple levels of abstractions being used when writing programs.	BIT M 12.IT.APP.4 Students will identify multiple levels of abstractions being used when writing programs.
		BIT M 12.IT.IT.5 Students will use critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.ITA.5 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.DD.4 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.PRO.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.APC.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.CSP.5 Students will use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.	BIT M 12.IT.APP.5 Students will manipulate computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.

Computers and communication Devices	BIT M 12.IT.KB.2 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.IT.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.ITA.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.DD.5 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.PRO.6 Students will program provided devices for innovated applications.	BIT M 12.IT.APC.6 Students will create and test innovated applications.	BIT M 12.IT.CSP.6 Students will explore abstraction in the Internet and how the Internet's composition allows it to function.	BIT M 12.IT.APP.6 Students will explain the abstractions in the Internet and how the Internet functions.
	BIT M 12.IT.KB.3 Students will measure input technique (e.g., keyboarding, voice recognition, hand-writing recognition, virtual keypad, and the use of a multi-touch screen, mouse/pad, or stylus).							
Digital Communication		BIT M 12.IT.IT.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.ITA.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.DD.6 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.PRO.7 Students will utilize technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.APC.7 Students will adopt technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.CSP.7 Students will apply a creative development process when creating computational artifacts.	BIT M 12.IT.APP.7 Students will incorporate a creative development process when creating computational artifacts.
		BIT M 12.IT.IT.8 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.ITA.8 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.DD.7 Explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.PRO.8 Explore the career opportunities in the Technology Pathways.	BIT M 12.IT.APC.8 Explore the career opportunities in the Technology Pathways.		

<u>Course</u>	<u>Keyboarding</u>	<u>Introduction to Technology</u>	<u>Information Technology Applications</u>	<u>Digital Design</u>	<u>Computer Science Programming</u>	<u>Advanced Placement[®] Computer Science A</u>	<u>Computer Science Principles</u>	<u>Advanced Placement[®] Computer Science Principles</u>
<u>Materials</u>	Dance Mat Typing Type to Learn 4 Typing Pal	Adobe Photoshop Creative Cloud Comprehensive (Cengage, 2015)	NDE Microsoft IT Initiative Grant	Adobe Dreamweaver Creative Cloud Comprehensive (Cengage, 2015) Adobe Design Collection Creative Cloud Revealed (Cengage, 2015)	Java Programming From the Ground Up (McGraw-Hill, 2010)	Building Java Programs (Pearson, 2014)		TBD

<u>PK-12</u> Comprehensive Information Technology Pathway Standards: Students will demonstrate competency in the practices and skills of the Information Technology Pathway. 9-12 Pathway Standards and Indicators								
	Keyboarding	Introduction to Technology	Information Technology Applications	Digital Design	Computer Science Programming	Advanced Placement® Computer Science A	Computer Science Principles	Advanced Placement® Computer Science Principles
Digital Citizenship	BIT M 12.IT.KB.1 Students will demonstrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.IT.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.ITA.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.DD.1 Students will acquire respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.PRO.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APC.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.CSP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.	BIT M 12.IT.APP.1 Students will integrate respectful, responsible and ethical behaviors in a digital world.
	BIT M 12.IT.KB.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.IT.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.ITA.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.DD.1.a Use computers and networks ethically (e.g., security, privacy, ownership, information sharing, and inequity)	BIT M 12.IT.PRO.1.a Apply ethics to programming techniques. (e.g., security, privacy, ownership, information sharing, information assurance practices, viral possibilities and precautions)	BIT M 12.IT.APC.1.a Apply ethics to advanced programming techniques. (e.g., security, privacy, ownership, information sharing, information assurance practices, viral possibilities and precautions)	BIT M 12.IT.CSP.1.a Evaluate how computing innovations affect communication, interaction, and cognition	BIT M 12.IT.APP.1.a Evaluate how computing innovations affect communication, interaction, and cognition
	BIT M 12.IT.KB.1.b Recognize the social and personal implications of digital citizenship	BIT M 12.IT.IT.1.b Recognize the social and personal implications of digital citizenship	BIT M 12.IT.ITA.1.b Explain the social and personal implications of digital citizenship	BIT M 12.IT.DD.1.b Explain the social and personal implications of digital citizenship	BIT M 12.IT.PRO.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.APC.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.CSP.1.b Interpret the social and personal implications of digital citizenship	BIT M 12.IT.APP.1.b Interpret the social and personal implications of digital citizenship
	BIT M 12.IT.KB.1.c Comply with the intellectual property laws	BIT M 12.IT.IT.1.c Comply with the intellectual property laws	BIT M 12.IT.ITA.1.c Support the intellectual property laws	BIT M 12.IT.DD.1.c Support the intellectual property laws	BIT M 12.IT.PRO.1.c Comply with intellectual property laws and make connections involving the use of open source vs. non-open source software	BIT M 12.IT.APC.1.c Comply with intellectual property laws and make connections involving the use of open source vs. non-open source software		
	BIT M 12.IT.KB.1.d Adapt to current and future trends in technology	BIT M 12.IT.IT.1.d Adapt to current and future trends in technology	BIT M 12.IT.ITA.1.d Evaluate the current and future trends in technology	BIT M 12.IT.DD.1.d Evaluate the current and future trends in technology	BIT M 12.IT.PRO.1.d Adapt to current and future trends in programming	BIT M 12.IT.APC.1.d Adapt to current and future trends in the AP programming language	BIT M 12.IT.CSP.1.c Summarize how computing has impacted other fields.	BIT M 12.IT.APP.1.c Students will explain how computer has impacted innovation in other fields.
		BIT M 12.IT.IT.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.ITA.2 Students will explain the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.DD.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.PRO.2 Students will evaluate the appropriateness of information sources and the limitations.	BIT M 12.IT.APC.2 Students will evaluate the bias and comprehensiveness of information sources and the limitations.	BIT M 12.IT.CSP.2 Student will compare the positive and negative effects that computing has had on the world.	BIT M 12.IT.APP.2 Students will analyze the beneficial and harmful effects of computing.

Digital Citizenship (continued)		BIT M 12.IT.IT.2.a Review the acceptable use policies for legal and ethical use of information	BIT M 12.IT.ITA.2.a Review the acceptable use policies for legal and ethical use of information	BIT M 12.IT.DD.2.a Cultivate acceptable use policies for legal and ethical use of information	BIT M 12.IT.PRO.2.a Students will analyze and resolve risks (system security and technological risks).	BIT M 12.IT.APC.2.a Students will analyze and resolve risks (system security and technological risks).	BIT M 12.IT.CSP.2.a Students will examine the connections between computing and economies, social circumstances, and culture.	BIT M 12.IT.APP.2.a Students will explain the connections between computing and economic, social, and cultural contexts.
		BIT M 12.IT.IT.2.b Determine the accuracy of information	BIT M 12.IT.ITA.2.b Determine the accuracy of information					
Computational Thinking		BIT M 12.IT.IT.2.c Students will determine the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.ITA.2.c Students will distinguish the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.DD.2.b Students will distinguish the best sequence of instructions to be followed in order to solve complex computational problems	BIT M 12.IT.PRO.2.b Students will apply algorithmic problem solving to solve complex computational problems	BIT M 12.IT.APC.2.b Students will apply algorithmic problem solving to solve extremely complex computational problems	BIT M 12.IT.CSP.2.b Students will outline the variety of abstractions used to represent data	BIT M 12.IT.APP.2.b Students will outline the variety of abstractions used to represent data
		BIT M 12.IT.IT.2.d Use abstraction to simplify and solve complex problems.	BIT M 12.IT.ITA.2.d Use abstraction to simplify and solve complex problems.		BIT M 12.IT.PRO.2.c Apply abstraction to simplify and solve complex problems	BIT M 12.IT.APC.2.c Apply abstraction to simplify and solve complex problems	BIT M 12.IT.CSP.2.c Explain how binary sequences are used to represent digital data	BIT M 12.IT.APP.2.c Explain how binary sequences are used to represent digital data
		BIT M 12.IT.IT.3 Student will use computational problems employing various computer paradigms.	BIT M 12.IT.ITA.3 Student will use computational problems employing various computer paradigms.		BIT M 12.IT.PRO.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.APC.3 Student will apply computational problems employing various computer paradigms.	BIT M 12.IT.CSP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.	BIT M 12.IT.APP.3 Students will develop an abstraction when writing a program or creating other computational artifacts.
		BIT M 12.IT.IT.3.a Use developmental software to solve complex problems	BIT M 12.IT.ITA.3.a Select developmental software to solve complex problems		BIT M 12.IT.PRO.3.a Students will use programming languages / developmental software to solve complex problems	BIT M 12.IT.APC.3.a Students will use programming languages / developmental software to solve complex problems (e.g., recursion, and AP labs)	BIT M 12.IT.CSP.3.a Students will use multiple levels of abstraction to write programs	BIT M 12.IT.APP.3.a Students will use multiple levels of abstraction to write programs
		BIT M 12.IT.IT.4 Students will identify possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.ITA.4 Students will analyze possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.DD.3 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.PRO.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.APC.4 Students will implement possible solutions with the goal of achieving the most efficient and effective combination of steps and resources.	BIT M 12.IT.CSP.4 Students will identify multiple levels of abstractions being used when writing programs.	BIT M 12.IT.APP.4 Students will identify multiple levels of abstractions being used when writing programs.

Computational Thinking (continued)		BIT M 12.IT.IT.4.a Apply various software applications to control computer operations	BIT M 12.IT.ITA.4.a Apply various software applications to control computer operations	BIT M 12.IT.DD.3.a Utilize various software applications to control computer operations	BIT M 12.IT.PRO.4.a Utilize various software applications to control and create computer operations	BIT M 12.IT.APC.4.a Utilize various software applications to control and create advanced computer operations	BIT M 12.IT.CSP.4.a Use models and simulations to represent phenomena	BIT M 12.IT.APP.4.a Use models and simulations to represent phenomena
		BIT M 12.IT.IT.4.b Students will recognize the connections between computer science and other career fields	BIT M 12.IT.ITA.4.b Students will describe the connections between information technology applications and career fields	BIT M 12.IT.DD.3.b Students will apply the connections between digital design and other career fields	BIT M 12.IT.PRO.4.b Students will apply connections between digital design and other career fields	BIT M 12.IT.APC.4.b Students will apply connections between digital design and other career fields	BIT M 12.IT.CSP.4.b Students will use models and simulations to formulate, refine, and test hypotheses	BIT M 12.IT.APP.4.b Students will use models and simulations to formulate, refine, and test hypotheses
		BIT M 12.IT.IT.5 Students will use critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.ITA.5 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.DD.4 Students will apply critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.PRO.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.APC.5 Students will develop critical thinking skills solve problems and make decisions either in teams or individually.	BIT M 12.IT.CSP.5 Students will use computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.	BIT M 12.IT.APP.5 Students will manipulate computers to process information, find patterns, and test hypotheses about digitally processed information to gain insight and knowledge.
		BIT M 12.IT.IT.5.a Determine the best sequence of instructions to be followed	BIT M 12.IT.ITA.5.a Identify the best sequence of instructions to be followed	BIT M 12.IT.DD.4.a Identify the best sequence of instructions to be followed	BIT M 12.IT.PRO.5.a Devise the best sequence of instructions to be followed	BIT M 12.IT.APC.5.a Devise the best sequence of instructions to be followed	BIT M 12.IT.CSP.5.a Collaborate when processing information to gain insight and knowledge	BIT M 12.IT.APP.5.a Interact with others to gain various perspectives
							BIT M 12.IT.CSP.5.b Extract information from data to discover and explain connections, patterns, or trends	BIT M 12.IT.APP.5b Extract information from data to discover and explain connections, patterns, or trends
							BIT M 12.IT.CSP.5.c Use large data sets to explore and discover information and knowledge	BIT M 12.IT.APP.5.c Apply large data sets to explore and discover information and knowledge
							BIT M 12.IT.CSP.5.d Analyze how data representation, storage, security, and transmission of data involve computational manipulation of information	BIT M 12.IT.APP.5.d Conclude how data representation, storage, security, and transmission of data involve computational manipulation of information
							BIT M 12.IT.CSP.5.e Develop an algorithm for implementation in a program	BIT M 12.IT.APP.5.e Construct an algorithm for implementation in a program

Computational Thinking (continued)							BIT M 12.IT.CSP.5.f Express an algorithm in a language	BIT M 12.IT.APP.5.f Produce an algorithm in a language
							BIT M 12.IT.CSP.5.g Explain the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time	BIT M 12.IT.APP.5.g Defend the difference between algorithms that run in a reasonable time and those that do not run in a reasonable time
							BIT M 12.IT.CSP.5.h Explain the difference between solvable and unsolvable problems in computer science	BIT M 12.IT.APP.5.h Demonstrate the difference between solvable and unsolvable problems in computer science
							BIT M 12.IT.CSP.5.i Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity	BIT M 12.IT.APP.5.i Evaluate algorithms analytically and empirically for efficiency, correctness, and clarity
							BIT M 12.IT.CSP.5.j Develop a program for creative expression, to satisfy personal curiosity or to create new knowledge	BIT M 12.IT.APP.5.j Critique a program for creative expression, to satisfy personal curiosity or to create new knowledge
							BIT M 12.IT.CSP.5.k Develop a correct program to solve problems	BIT M 12.IT.APP.5.k Develop and test a correct program to solve problems
							BIT M 12.IT.CSP.5.l Employ appropriate mathematical and logical concepts in programming	BIT M 12.IT.APP.5.l Integrate appropriate mathematical and logical concepts in programming
Computers and Communication Devices	BIT M 12.IT.KB.2 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.IT.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.ITA.6 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.DD.5 Students will perform computing tasks on all mainstream computer interfaces and devices.	BIT M 12.IT.PRO.6 Students will program provided devices for innovated applications.	BIT M 12.IT.APC.6 Students will create and test innovated applications.	BIT M 12.IT.CSP.6 Students will explore abstraction in the Internet and how the Internet's composition allows it to function.	BIT M 12.IT.APP.6 Students will explain the abstractions in the Internet and how the Internet functions.
	BIT M 12.IT.KB.2.a Compare and contrast various storage devices	BIT M 12.IT.IT.6.a Compare and contrast various storage devices	BIT M 12.IT.ITA.6.a Interact with various storage devices (e.g., local, removable, remote, cloud)	BIT M 12.IT.DD.5.a Interact with various storage devices (e.g., local, removable, remote, cloud)	BIT M 12.IT.PRO.6.a Develop hardware alterations and repairs on computing devices	BIT M 12.IT.APC.6.a Construct hardware alterations and repairs on computing devices	BIT M 12.IT.CSP.6.a Identify and subdivide characteristics of the Internet and the systems built within	BIT M 12.IT.APP.6.a Explain the characteristics of the Internet and the systems built within

Computers and Communication Devices (continued)							BIT M 12.IT.CSP.6.b Identify existing cybersecurity concerns, and potential options that address these issues with the Internet	BIT M 12.IT.APP.6.b Identify existing cybersecurity concerns, and potential options that address these issues with the Internet
	BIT M 12.IT.KB.3 Students will measure input technique (e.g., keyboarding, voice recognition, hand-writing recognition, virtual keypad, and the use of a multi-touch screen, mouse/pad, or stylus).							
	BIT M 12.IT.KB.3.a Describe ergonomic issues related to input technologies							
	BIT M 12.IT.KB.3.b Apply a variety of input technologies to maximize productivity							
Digital Communication		BIT M 12.IT.IT.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.ITA.7 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.DD.6 Students will utilize technology to analyze elements and principles of design to communicate and express ideas and provide productive feedback.	BIT M 12.IT.PRO.7 Students will utilize technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.APC.7 Students will adopt technology to analyze elements and principles of software design to communicate and express ideas and provide productive interfaces with the user.	BIT M 12.IT.CSP.7 Students will apply a creative development process when creating computational artifacts.	BIT M 12.IT.APP.7 Students will incorporate a creative development process when creating computational artifacts.
		BIT M 12.IT.IT.7.a Apply productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.ITA.7.a Apply productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.DD.6.a Integrate productivity, multimedia tools and peripherals for group collaboration	BIT M 12.IT.PRO.7.a Demonstrate the use of technical tools, and various integrated development environments. (demonstrate versatility in programming applications)	BIT M 12.IT.APC.7.a Cultivate the use of technical tools, and various integrated development environments. (demonstrate versatility in programming applications)	BIT M 12.IT.CSP.7.a Create a computational artifact for creative expression	BIT M 12.IT.APP.7.a Construct a computational artifact for creative expression
		BIT M 12.IT.IT.7.b Collaborate effectively to create a project in digital design	BIT M 12.IT.ITA.7.b Collaborate effectively to create a project	BIT M 12.IT.DD.6.b Participate effectively to create a project in digital design	BIT M 12.IT.PRO.7.b Collaborate effectively to create a programming project	BIT M 12.IT.APC.7.b Work in a team to develop a programming or software artifact	BIT M 12.IT.CSP.7.b Create a computational artifact using computing tools and techniques to solve a problem	BIT M 12.IT.APP.7.b Construct a computational artifact using computing tools and techniques to solve a problem

Digital Communication (continued)					BIT M 12.IT.PRO.7.c Use web development to create functional web pages	BIT M 12.IT.APC.7.c Incorporate web development to create functional web pages	BIT M 12.IT.CSP.7.c Analyze the correctness, usability, functionality, and suitability of computational artifacts	BIT M 12.IT.APP.7.c Assess the correctness, usability, functionality, and suitability of computational artifacts
							BIT M 12.IT.CSP.7.d Use computing tools and techniques for creative expression	BIT M 12.IT.APP.7.d Integrate computing tools and techniques for creative expression
		BIT M 12.IT.IT.8 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.ITA.8 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.DD.7 Students will explore the career opportunities in the Information Technology Pathway	BIT M 12.IT.PRO.8 Students will explore the career opportunities in the Technology Pathways.	BIT M 12.IT.APC.8 Students will explore the career opportunities in the Technology Pathways.		

9-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency of the knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts.						
Millard South High School Information Technology Mini Magnet Pathway Standards						
	Digital Media	Web Design	Visual Graphics	Advanced Visual Graphics	STARS	STARS Internship
Digital Citizenship	BIT M 12.IT.DM.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.WDH.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.VG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.AVG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.ST.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.STI.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	BIT M 12.IT.DM.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.WDH.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.VG.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.AVG.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.ST.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.STI.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)
Computational Thinking	BIT M 12.IT.DM.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.WDH.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.VG.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.AVG.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.ST.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.STI.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
	BIT M 12.IT.DM.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.WDH.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.VG.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.AVG.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.ST.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.STI.4 Students will implement quality assurance process to deliver effective digital communication.
Computers and Communication Devices	BIT M 12.IT.DM.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.WDH.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.VG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.AVG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.ST.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.STI.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)
	BIT M 12.IT.DM.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.WDH.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.VG.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.AVG.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.ST.6 Students will synthesize their understanding of technology concepts, systems, and operations.	
Digital Communication	BIT M 12.IT.DM.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.WDH.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.VG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.AVG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.ST.7 Students will use digital media and environments to communicate and work collaboratively.	
Mini Magnet Materials	Adobe Photoshop Creative Cloud Comprehensive (Cengage, 2015) Adobe Dreamweaver Creative Cloud Comprehensive (Cengage, 2015) Adobe Design Collection Creative Cloud Revealed (Cengage, 2015)					

9-12 Comprehensive Information Technology Pathway Standards: Students will demonstrate competency of the knowledge and skills of current and emerging processes, techniques, and applications used in the creation of media arts.						
Millard South High School Information Technology Mini Magnet Pathway Standards and Indicators						
	Digital Media	Web Design	Visual Graphics	Advanced Visual Graphics	STARS	STARS Internship
Digital Citizenship	BIT M 12.IT.DM.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.WDH.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.VG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.AVG.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.ST.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.	BIT M 12.IT.STI.1 Students will understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
	BIT M 12.IT.DM.1.a Use computers and networks ethically	BIT M 12.IT.WDH.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.VG.1.a Use computers and networks ethically	BIT M 12.IT.AVG.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.ST.1.a Exhibit leadership for digital citizenship	BIT M 12.IT.STI.1.a Exhibit leadership for digital citizenship
	BIT M 12.IT.DM.1.b Comply with intellectual property laws	BIT M 12.IT.WDH.1.b Understand and practice copyright laws, ethics, and legal issues	BIT M 12.IT.VG.1.b Comply with intellectual property laws	BIT M 12.IT.AVG.1.b Understand and practice copyright laws, ethics, and legal issues	BIT M 12.IT.ST.1.b Practice correct usage of copyright laws	BIT M 12.IT.STI.1.b Practice correct usage of copyright laws
	BIT M 12.IT.DM.1.c Adapt to current and future trends in technology	BIT M 12.IT.WDH.1.c Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems	BIT M 12.IT.VG.1.c Adapt to current and future trends in technology	BIT M 12.IT.AVG.1.c Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems		
	BIT M 12.IT.DM.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.WDH.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.VG.2 Students will recognize and apply personal and global connections through media arts.	BIT M 12.IT.AVG.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.ST.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)	BIT M 12.IT.STI.2 Students will analyze and integrate personal and global connections through media arts. (FA 12.1.4)
	BIT M 12.IT.DM.2.a Demonstrate personal responsibility for lifelong learning	BIT M 12.IT.WDH.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.VG.2.a Demonstrate personal responsibility for lifelong learning	BIT M 12.IT.AVG.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.ST.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)	BIT M 12.IT.STI.2.a Evaluate the necessary training and lifelong learning skills for careers in media arts (FA 12.1.4.d)
	BIT M 12.IT.DM.2.b Explore career opportunities in media arts	BIT M 12.IT.WDH.2.b Investigate career opportunities and abilities for success in media arts	BIT M 12.IT.VG.2.b Explore career opportunities in media arts	BIT M 12.IT.AVG.2.b Investigate career opportunities and abilities for success in media arts	BIT M 12.IT.ST.2.b Demonstrate employability skills for career readiness	BIT M 12.IT.STI.2.b Demonstrate employability skills for career readiness in the workplace
	BIT M 12.IT.DM.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.WDH.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.VG.3 Students will use critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.AVG.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.ST.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.	BIT M 12.IT.STI.3 Students will integrate critical and creative thinking skills to plan, and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
Computational Thinking						

Computational Thinking (continued)	BIT M 12.IT.DM.3.a Apply existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.WDH.3.a Build existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.VG.3.a Apply existing knowledge to generate new ideas, products, or processes	BIT M 12.IT.AVG.3.a Build existing knowledge to generate new ideas, products, or processes		
	BIT M 12.IT.DM.3.b Identify and define authentic problems and significant questions for investigation	BIT M 12.IT.WDH.3.b Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.VG.3.b Identify and define authentic problems and significant questions for investigation	BIT M 12.IT.AVG.3.b Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.ST.2.a Students will use critical thinking skills to independently, and in teams, solve problems and make decisions	BIT M 12.IT.STI.3.a Students will use critical thinking skills to independently, and in teams, solve problems and make decisions
	BIT M 12.IT.DM.3.c Identify the multi-step process of workflow	BIT M 12.IT.WDH.3.c Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.VG.3.c Identify the multi-step process of workflow	BIT M 12.IT.AVG.3.c Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.ST.2.b Assess independently, and in teams, to determine the best sequence of instructions to be followed	BIT M 12.IT.STI.3.b Assess independently, and in teams, to determine the best sequence of instructions to be followed
	BIT M 12.IT.DM.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.WDH.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.VG.4 Students will analyze, interpret, and evaluate work produced in media arts. (FA 12.1.3)	BIT M 12.IT.AVG.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.ST.4 Students will implement quality assurance process to deliver effective digital communication.	BIT M 12.IT.STI.4 Students will implement quality assurance process to deliver effective digital communication.
	BIT M 12.IT.DM.4.a Analyze and describe various forms, methods, styles, and qualities in media arts to reflect experience and create intention (FA 12.1.3.a)	BIT M 12.IT.WDH.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.VG.4.a Analyze and describe various forms, methods, styles, and qualities in media arts to reflect experience and create intention (FA 12.1.3.a)	BIT M 12.IT.AVG.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.ST.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention	BIT M 12.IT.STI.4.a Evaluate various forms, methods, styles, and qualities in media arts to reflect experience and create intention
	BIT M 12.IT.DM.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.WDH.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.VG.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.AVG.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.ST.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)	BIT M 12.IT.STI.4.b Engage in self-directed and teacher-directed critiques of media arts (FA 12.1.3.c)
Computers and Communication Devices	BIT M 12.IT.DM.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.WDH.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.VG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.AVG.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.ST.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)	BIT M 12.IT.STI.5 Students will analyze and synthesize processes, techniques, and applications in media arts through the creation of media arts. (FA 12.1.1)
	BIT M 12.IT.DM.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.WDH.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.VG.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.AVG.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	BIT M 12.IT.ST.5.a Engage in pre-production processes to prepare content and systems for production in media arts (FA 12.1.1.a)	
	BIT M 12.IT.DM.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.WDH.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.VG.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.c)	BIT M 12.IT.AVG.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.a)	BIT M 12.IT.ST.5.b Develop strategies, processes, and plans for creating work in media art that reflect understanding of multiple resources and media (FA 12.1.1.a)	

Computers and Communication Devices (continued)	BIT M 12.IT.DM.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.WDH.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.VG.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.AVG.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.ST.5.c Demonstrate the use of technical tools and knowledge of digital design	BIT M 12.IT.STL.5.a Demonstrate the use of technical tools and knowledge of digital design
	BIT M 12.IT.DM.5.d Create and edit images and graphics	BIT M 12.IT.WDH.5.d Create and edit images and graphics	BIT M 12.IT.VG.5.d Create and edit images and graphics	BIT M 12.IT.AVG.5.d Create and edit images and graphics		
	BIT M 12.IT.DM.5.e Plan, produce, and edit digital audio, animations, video, and website	BIT M 12.IT.WDH.5.e Design critical elements of site structure, layout, and navigation of a website	BIT M 12.IT.VG.5.e Plan, produce, and edit digital photos, and videos	BIT M 12.IT.AVG.5.e Plan, produce, edit and present digital photo and video projects		
	BIT M 12.IT.DM.5.f Demonstrate basic proficiency in the use of editing programs	BIT M 12.IT.WDH.5.f Demonstrate increasing proficiency in the use of editing programs	BIT M 12.IT.VG.5.f Demonstrate basic proficiency in the use of editing programs	BIT M 12.IT.AVG.5.f Demonstrate increasing proficiency in the use of editing programs	BIT M 12.IT.ST.5.d Work in editing programs at a professional level	
	BIT M 12.IT.DM.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.WDH.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.VG.6 Students will demonstrate a sound understanding of technology concepts, systems, and operations.	BIT M 12.IT.AVG.6 Students will synthesize their understanding of technology concepts, systems, and operations.	BIT M 12.IT.ST.6 Students will synthesize their understanding of technology concepts, systems, and operations.	
	BIT M 12.IT.DM.6.a Understand and use technology systems	BIT M 12.IT.WDH.6.a Select and use applications effectively and productively	BIT M 12.IT.VG.6.a Understand and use technology systems	BIT M 12.IT.AVG.6.a Select and use applications effectively and productively	BIT M 12.IT.ST.6.a Troubleshoot systems and applications	
Digital Communication	BIT M 12.IT.DM.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.WDH.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.VG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.AVG.7 Students will use digital media and environments to communicate and work collaboratively.	BIT M 12.IT.ST.7 Students will use digital media and environments to communicate and work collaboratively.	
	BIT M 12.IT.DM.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.WDH.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.VG.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.AVG.7.a Collaborate effectively to create a project in digital design	BIT M 12.IT.ST.7.a Incorporate and analyze personal or collective experiences, perspectives, and ideas of other in media arts (FA 12.1.4.c)	
	BIT M 12.IT.DM.7.b Interact, collaborate, and publish employing a variety of digital environments and media	BIT M 12.IT.WDH.7.b Analyze the legal and ethical responsibilities required in the workspace	BIT M 12.IT.VG.7.b Interact, collaborate, and publish employing a variety of digital environments and media	BIT M 12.IT.AVG.7.b Analyze the legal and ethical responsibilities required in the workspace		

9-12 Comprehensive Marketing Pathway Standards:
Students will demonstrate competency in the practices and skills of the Marketing Pathway.

Pathway Standards					
	Merchandise Marketing	Sports and Entertainment Marketing	Marketing	Advanced Marketing	Marketing Internship
Marketing Information Management	BIT M 12.MK.MM.1 Students will explore the history of fashion.	BIT M 12.MK.SMK.1 Students will explore the value of product research and development in sports and entertainment.	BIT M 12.MK.MK.1 Students will examine the concepts and develop the tools used to create marketing information management.	BIT M 12.MK.AMK.1 Students will demonstrate the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	
Sales	BIT M 12.MK.MM.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.SMK.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.MK.2 Students will explain how the sales process impacts business and the economy.	BIT M 12.MK.AMK.2 Students will demonstrate the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	
Pricing	BIT M 12.MK.MM.3 Students will explore pricing strategies in the fashion industry.	BIT M 12.MK.SMK.3 Students will explore concepts and processes associated with successful financial planning in sports and entertainment marketing.	BIT M 12.MK.MK.3 Students will explain pricing strategies used in the business environment in which it is implemented.	BIT M 12.MK.AMK.3 Students will demonstrate the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
Promotion	BIT M 12.MK.MM.4 Students will develop a fashion promotion utilizing the promotional mix.	BIT M 12.MK.SMK.4 Students will develop a sports or entertainment promotion utilizing the promotional mix.	BIT M 12.MK.MK.4 Students will demonstrate the components of the promotional mix.	BIT M 12.MK.AMK.4 Students will be able to demonstrate the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
Product / Service Management	BIT M 12.MK.MM.5 Students will explore product / service planning and development.	BIT M 12.MK.SMK.5 Students will explore product / service planning and development.	BIT M 12.MK.MK.5 Students will explain how businesses plan what to produce and sell, and how they position and manage these products.	BIT M 12.MK.AMK.5 Students will be able to demonstrate the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
College / Career Readiness	BIT M 12.MK.MM.6 Students will explain college or career objectives.	BIT M 12.MK.SMK.6 Students will explain college or career objectives.	BIT M 12.MK.MK.6 Students will develop college or career objectives.	BIT M 12.MK.AMK.6 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.	BIT M 12.MK.MKI.1 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.

Economics	BIT M 12.MK.MM.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.SMK.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.MK.7 Students will examine economic principles and concepts which form the basis of marketing activities.	BIT M 12.MK.AMK.7 Students will demonstrate an understanding of the economic principles and concepts fundamental to marketing activities and business operations.	
Entrepreneurship	BIT M 12.MK.MM.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.SMK.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.MK.8 Students will explain the concept of starting a new business or venture.	BIT M 12.MK.AMK.8 Students will demonstrate an understanding of the concepts, processes and skills associated with identifying new ideas, opportunities and methods and with creating or starting new projects or ventures.	
Distribution / Channel Management			BIT M 12.MK.MK.9 Students will explain the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	BIT M 12.MK.AMK.9 Students will demonstrate an understanding of the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	
Industry Trends	BIT M 12.MK.MM.9 Students will analyze trends in the fashion industry.	BIT M 12.MK.SMK.9 Students will analyze trends in the sports and entertainment industry.			BIT M 12.MK.MK1.2 Students will secure employment in a legal, taxpaying environment.

<u>Course</u>	<u>Merchandise Marketing</u>	<u>Sports and Entertainment Marketing</u>	<u>Marketing</u>	<u>Advanced Marketing</u>	<u>Marketing Internship</u>
<u>Materials</u>	<u>Fashion Now: A Global Perspective</u> (Pearson, 2011)	<u>Sports & Entertainment Marketing</u> (Cengage, 2016)	<u>Marketing Essentials</u> (McGraw-Hill, 2012)	<u>Entrepreneurship Ideas in Action</u> (Cengage, 2012)	

**9-12 Comprehensive Marketing Pathway Standards:
Students will demonstrate competency in the practices and skills of the Marketing Pathway.**

Pathway Standards and Indicators

	Merchandise Marketing	Sports and Entertainment Marketing	Marketing	Advanced Marketing	Marketing Internship
Marketing Information Management	BIT M 12.MK.MM.1 Students will explore the history of fashion.	BIT M 12.MK.SMK.1 Students will explore the value of product research and development in sports and entertainment.	BIT M 12.MK.MK.1 Students will examine the concepts and develop the tools used to create marketing information management.	BIT M 12.MK.AMK.1 Students will demonstrate the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.	
	BIT M 12.MK.MM.1.a Describe the influence of historical figures and events on fashion	BIT M 12.MK.SMK.1.a Discuss the issues related to selection of product and brand naming	BIT M 12.MK.MK.1.a Discuss the reasons for conducting market research	BIT M 12.MK.AMK.1.a Discuss the reasons for conducting market research	
		BIT M 12.MK.SMK.1.b Evaluate the importance of market segmentation	BIT M 12.MK.MK.1.b Describe primary and secondary data	BIT M 12.MK.AMK.1.b Describe primary and secondary data	
			BIT M 12.MK.MK.1.c Identify sources of secondary data for research purposes	BIT M 12.MK.AMK.1.c Analyze sources of secondary data for research purposes	
			BIT M 12.MK.MK.1.d Identify methods for collecting primary data	BIT M 12.MK.AMK.1.d Discuss the steps in market research process	
			BIT M 12.MK.MK.1.e Discuss the steps in market research process	BIT M 12.MK.AMK.1.e Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings	
			BIT M 12.MK.MK.1.f Evaluate the steps involved in interpreting research data, including collecting, analyzing and reporting key findings	BIT M 12.MK.AMK.1.f Conduct marketing research	
			BIT M 12.MK.MK.1.g Conduct primary marketing research	BIT M 12.MK.AMK.1.g Develop marketing strategies based on marketing research	
				BIT M 12.MK.AMK.1.h Develop a business plan based on marketing research	
				BIT M 12.MK.AMK.1.i Demonstrates ethical leadership via development of business plan	
				BIT M 12.MK.AMK.1.j Demonstrates critical thinking via data analysis	

Marketing Information Management (continued)				BIT M 12.MK.AMK.1.k Demonstrate collaboration and teamwork via development of business plan	
	BIT M 12.MK.MM.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.SMK.2 Students will explore why individuals, businesses and governments trade goods and services.	BIT M 12.MK.MK.2 Students will explain how the sales process impacts business and the economy.	BIT M 12.MK.AMK.2 Students will demonstrate the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.	
	BIT M 12.MK.MM.2.a Identify the sales process	BIT M 12.MK.SMK.2.a Identify the sales process	BIT M 12.MK.MK.2.a Examine the seven steps of the selling process	BIT M 12.MK.AMK.2.a Understand the selling techniques used to aid customers and clients in making buying decisions	
	BIT M 12.MK.MM.2.b Explain how sales efforts affect customer decisions	BIT M 12.MK.SMK.2.b Explain how sales efforts affect customer decisions	BIT M 12.MK.MK.2.b Explain the process and techniques of both retail and business –to-business selling	BIT M 12.MK.AMK.2.b Differentiate ethical issues involved in personal selling	
Sales	BIT M 12.MK.MM.2.c Recognize the importance of e-commerce to sell products	BIT M 12.MK.SMK.2.c Recognize the importance of e-commerce to sell products	BIT M 12.MK.MK.2.c Demonstrate a sales presentation	BIT M 12.MK.AMK.2.c Evaluate the impact of evolving technologies on personal selling	
			BIT M 12.MK.MK.2.d Identify customer buying motives for use in selling	BIT M 12.MK.AMK.2.d Execute the seven steps of the sales process	
			BIT M 12.MK.MK.2.e Understand the selling techniques used to aid customers and clients in making buying decisions	BIT M 12.MK.AMK.2.e Demonstrate appropriate techniques to initiate a sale and determine customer's needs	
			BIT M 12.MK.MK.2.f Effectively demonstration management of customer objectives during the selling process	BIT M 12.MK.AMK.2.f Evaluate sales as a profession for career- planning purposes	
			BIT M 12.MK.MK.2.g Demonstrate effective suggestion selling and sale closing techniques	BIT M 12.MK.AMK.2.g Demonstrate communication in the sales process	
			BIT M 12.MK.MK.2.h Demonstrate ways to prepare for selling	BIT M 12.MK.AMK.2.h Integrate technology to process sales activities	
	BIT M 12.MK.MM.3 Students will explore pricing strategies in the fashion industry.	BIT M 12.MK.SMK.3 Students will explore concepts and processes associated with successful financial planning in sports and entertainment marketing.	BIT M 12.MK.MK.3 Students will explain pricing strategies used in the business environment in which it is implemented.	BIT M 12.MK.AMK.3 Students will demonstrate the concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.	
Pricing	BIT M 12.MK.MM.3.a Discuss pricing strategies used to increase sales in fashion and merchandising industry	BIT M 12.MK.SMK.3.a Discuss pricing strategies used to increase sales in sports and entertainment marketing	BIT M 12.MK.MK.3.a Explain how price influences consumer purchase decisions	BIT M 12.MK.AMK.3.a Identify the factors that contribute to a product's price (cost, quality, competition, and brand loyalty	

Pricing (continued)			BIT M 12.MK.MK.3.b Create a purchasing plan for resale and pricing policies	BIT M 12.MK.AMK.3.b Discuss how evolving technologies provide greater options for buyers and increase price competition	
			BIT M 12.MK.MK.3.c Calculate overall price using basic pricing formulas	BIT M 12.MK.AMK.3.c Explain factors affecting price decisions	
			BIT M 12.MK.MK.3.d Explain factors affecting pricing decisions	BIT M 12.MK.AMK.3.d Students will be able to discuss the legal considerations of pricing	
			BIT M 12.MK.MK.3.e Demonstrate pricing math to calculate market ups and markdowns	BIT M 12.MK.AMK.3.e Describe pricing concepts and policies for products in various stages of the product life cycle	
				BIT M 12.MK.AMK.3.f Use pricing terminology and techniques correctly and effectively in a business plan	
				BIT M 12.MK.AMK.3.g Demonstrate pricing math to calculate market ups and markdowns	
				BIT M 12.MK.AMK.3.h Plan and implement a pricing strategy	
				BIT M 12.MK.AMK.3.i Describe the nature of profit and loss statements	
Promotion	BIT M 12.MK.MM.4 Students will develop a fashion promotion utilizing the promotional mix.	BIT M 12.MK.SMK.4 Students will develop a sports or entertainment promotion utilizing the promotional mix.	BIT M 12.MK.MK.4 Students will demonstrate the components of the promotional mix.	BIT M 12.MK.AMK.4 Students will be able to demonstrate the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.	
	BIT M 12.MK.MM.4.a Identify various sales methodologies used in fashion marketing	BIT M 12.MK.SMK.4.a Identify various sales methodologies used in sports and entertainment marketing	BIT M 12.MK.MK.4.a Explain why organizations use promotions	BIT M 12.MK.AMK.4.a Explain the promotional mix concept and its role in marketing	
		BIT M 12.MK.SMK.4.b Explain strategies for attracting secondary sales (ticket sales etc.)	BIT M 12.MK.MK.4.b Evaluate the effectiveness of various forms of promotion	BIT M 12.MK.AMK.4.b Discuss trade and consumer sales promotions	
			BIT M 12.MK.MK.4.c Develop sales promotion plan	BIT M 12.MK.AMK.4.c Understand the use of direct marketing to attract attention and to build a brand	
	BIT M 12.MK.MM.4.b Analyze the importance of special promotional events	BIT M 12.MK.SMK.4.c Analyze the importance of special promotional events	BIT M 12.MK.MK.4.d Explain the relationship of merchandising and visual merchandising	BIT M 12.MK.AMK.4.d Explain the nature of public relations	
	BIT M 12.MK.MM.4.c Explain the types of media used in retail fashion advertising	BIT M 12.MK.SMK.4.d Explain the types of media used in sports and entertainment advertising	BIT M 12.MK.MK.4.e Evaluate the sales and sales support structure of a retail establishment	BIT M 12.MK.AMK.4.e Demonstrate the purpose and importance advertising	

Promotion (continued)		BIT M 12.MK.SMK.4.e Explain the types of entertainment used is sports advertising	BIT M 12.MK.MK.4.f Discuss the elements of visual merchandising and the artistic of creating a display	BIT M 12.MK.AMK.4.f Students will be able to prepare a print advertisement	
				BIT M 12.MK.AMK.4.g Students will be able to develop a promotional mix strategy	
				BIT M 12.MK.AMK.4.h Evaluate the sales and sales support structure of a retail establishment	
Product / Service Management	BIT M 12.MK.MM.5 Students will explore product / service planning and development.	BIT M 12.MK.SMK.5 Students will explore product / service planning and development.	BIT M 12.MK.MK.5 Students will explain how businesses plan what to produce and sell, and how they position and manage these products.	BIT M 12.MK.AMK.5 Students will be able to demonstrate the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.	
			BIT M 12.MK.MK.5.a Describe factors used by marketers to position product/ businesses	BIT M 12.MK.AMK.5.a Analyze new products for consumers focusing on needs, wants and desires	
	BIT M 12.MK.MM.5.a Students will analyze design, color, and textiles		BIT M 12.MK.MK.5.b Propose a new or modified product to market to consumers incorporating product – planning / branding principles in a small group application	BIT M 12.MK.AMK.5.b Describe ways in which companies modify existing products and services	
			BIT M 12.MK.MK.5.c Identify the impact of product life cycles on marketing decisions	BIT M 12.MK.AMK.5.c Compare and contrast consumer wants and needs in the global environment and how this drives product development and positioning	
			BIT M 12.MK.MK.5.d Explain the branding strategies	BIT M 12.MK.AMK.5.d Determine ethical issues associated with product development	
			BIT M 12.MK.MK.5.e Explain functions of packaging	BIT M 12.MK.AMK.5.e Describe the management process of new product development	
			BIT M 12.MK.MK.5.f Explain extended product features	BIT M 12.MK.AMK.5.f Describe the management process of the life cycle of a product	
College / Career Readiness	BIT M 12.MK.MM.6 Students will explain college or career objectives.	BIT M 12.MK.SMK.6 Students will explain college or career objectives.	BIT M 12.MK.MK.6 Students will develop college or career objectives.	BIT M 12.MK.AMK.6 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.	BIT M 12.MK.MKI.1 Students will be able to demonstrate concepts, tools, and strategies used to explore, obtain, and develop in a business career.
	BIT M 12.MK.MM.6.a Determine the career opportunities available in the merchandising industry	BIT M 12.MK.SMK.6.a Determine the career opportunities available in the sports and entertainment industry	BIT M 12.MK.MK.6.a Evaluate their personal attributes and present themselves in a positive manner	BIT M 12.MK.AMK.6.a Demonstrate how to make effective decisions, use career information, and manage personal career plans	BIT M 12.MK.MKI.1.a Demonstrate how to make effective decisions, use career information, and manage personal career plans
	BIT M 12.MK.MM.6.b Explore fashion retailing and marketing centers		BIT M 12.MK.MK.6.b Explain employment opportunities in a variety of businesses	BIT M 12.MK.AMK.6.b Understand the concepts, strategies, and systems used to obtain and convey ideas and information	BIT M 12.MK.MKI.1.b Develop the concepts, strategies, and systems used to obtain and convey ideas and information

College / Career Readiness (continued)	BIT M 12.MK.MM.6.c Analyze the impact of technology on the fashion industry	BIT M 12.MK.SMK.6.b Analyze the impact of technology in the sports and entertainment industries	BIT M 12.MK.MK.6.c Demonstrate positive human relations and communication skills	BIT M 12.MK.AMK.6.c Apply verbal skills to obtain and convey information	BIT M 12.MK.MKI.1.c Apply verbal skills to obtain and convey information
			BIT M 12.MK.MK.6.d Participate in mock job interviews	BIT M 12.MK.AMK.6.d Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others (Emotional intelligence)	BIT M 12.MK.MKI.1.d Applies techniques, strategies, and systems used to foster self-understanding and enhance relationships with others (Emotional intelligence)
				BIT M 12.MK.AMK.6.e Use communication skills to foster ethical interactions (Emotional intelligence)	BIT M 12.MK.MKI.1.e Apply communication skills to foster ethical interactions (Emotional intelligence)
				BIT M 12.MK.AMK.6.f Demonstrate specific marketing skill competencies	BIT M 12.MK.MKI.1.f Apply specific marketing skill competencies
				BIT M 12.MK.AMK.6.g Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others	BIT M 12.MK.MKI.1.g Apply techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
Economics	BIT M 12.MK.MM.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.SMK.7 Students will explain how markets, prices and competition influence economic behavior.	BIT M 12.MK.MK.7 Students will examine economic principles and concepts which form the basis of marketing activities.	BIT M 12.MK.AMK.7 Students will demonstrate an understanding of the economic principles and concepts fundamental to marketing activities and business operations.	
	BIT M 12.MK.MM.7.a Discuss the profit motive and describe economic utility as it applies to the fashion industry	BIT M 12.MK.SMK.7.a Discuss the profit motive and describe economic utility as it applies to sports and entertainment marketing	BIT M 12.MK.MK.7.a Interpret the economic principles that form the bases of marketing and business activities	BIT M 12.MK.AMK.7.a Summarize the key principles on which a modified free enterprise system is based	
	BIT M 12.MK.MM.7.b Describe the influence that economic, social, political, demographic, geographic, and psychological factors have had and currently have on fashion	BIT M 12.MK.SMK.7.b Discuss funding and revenue sources for sports and entertainment businesses	BIT M 12.MK.MK.7.b Evaluate the major components of the free enterprise	BIT M 12.MK.AMK.7.b Explain how supply and demand interact to set prices	
		BIT M 12.MK.SMK.7.c Discuss the economic impact of global marketing as it applies to local, national and/or international sporting and entertainment events	BIT M 12.MK.MK.7.c Assess the roles of the government and consumer in the free enterprise system	BIT M 12.MK.AMK.7.c Summarize various types of economies	
			BIT M 12.MK.MK.7.d Analyze how the free enterprise system answers the three basic economic questions	BIT M 12.MK.AMK.7.d Assess various types of economic measurements	
			BIT M 12.MK.MK.7.e Examine the various economic indicators in the free enterprise system	BIT M 12.MK.AMK.7.e Discuss the role of the government and the consumer in a market economy	

Economics (continued)			BIT M 12.MK.MK.7.f Apply technical reading strategies for information as it relates to marketing and fashion marketing	BIT M 12.MK.AMK.7.f Identify the factors of production and relate them to the three basic questions that all economies must answer	
				BIT M 12.MK.AMK.7.g Demonstrate the goals of a healthy economy, and explain how they are measured	
				BIT M 12.MK.AMK.7.h Synthesize the four phases of the business cycle	
				BIT M 12.MK.AMK.7.i Differentiate economic systems in global economies	
Entrepreneurship	BIT M 12.MK.MM.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.SMK.8 Students will explore traits of an entrepreneur.	BIT M 12.MK.MK.8 Students will explain the concept of starting a new business or venture.	BIT M 12.MK.AMK.8 Students will demonstrate an understanding of the concepts, processes and skills associated with identifying new ideas, opportunities and methods and with creating or starting new projects or ventures.	
	BIT M 12.MK.MM.8.a Identify the characteristics of a successful fashion entrepreneur	BIT M 12.MK.SMK.8.a Identify the characteristics of a successful entertainment entrepreneur	BIT M 12.MK.MK.8.a Explain the terms entrepreneur and entrepreneurship	BIT M 12.MK.AMK.8.a Establish the reasons an individual may want to be an entrepreneur	
			BIT M 12.MK.MK.8.b Describe the differences between being an entrepreneur and being an employee	BIT M 12.MK.AMK.8.b Identify and appraise the unique contributions of entrepreneurs to the economy of a country	
			BIT M 12.MK.MK.8.c Examine forms of entrepreneurship and success/failure examples	BIT M 12.MK.AMK.8.c Assess the impact of entrepreneurship on the local community and its economy	
			BIT M 12.MK.MK.8.d Explain the concept of private enterprise	BIT M 12.MK.AMK.8.d Develop a business plan for a small business or a franchise	
				BIT M 12.MK.AMK.8.e Examine the skills of human resource management that are critical to success in operating a small business	
				BIT M 12.MK.AMK.8.f Demonstrate leadership development as an entrepreneur	
				BIT M 12.MK.AMK.8.g Demonstrate collaboration with peers	
				BIT M 12.MK.AMK.8.h Demonstrate written and oral communication skills	
				BIT M 12.MK.AMK.8.i Demonstrate time management during production of a small business plan	

Entrepreneurship (continued)				BIT M 12.MK.AMK.8.j Demonstrate team building through production of a small business plan	
				BIT M 12.MK.AMK.8.k Summarize ethics for a small business	
				BIT M 12.MK.AMK.8.l Demonstrate problem solving through production of a small business plan	
				BIT M 12.MK.AMK.8.m Understand the tools techniques, and systems that businesses use to plan, staff, lead, and organized its human resources	
Distribution / Channel Management			BIT M 12.MK.MK.9 Students will explain the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	BIT M 12.MK.AMK.9 Students will demonstrate an understanding of the concepts and processes needed to identify, select, monitor and evaluate channels of distribution.	
			BIT M 12.MK.MK.9.a Demonstrate an understanding of distribution principles	BIT M 12.MK.AMK.9.a Understand the concepts and processes needed to identify, select, monitor and evaluate sales channels	
			BIT M 12.MK.MK.9.b Identify channel members	BIT M 12.MK.AMK.9.b Acquire foundational knowledge of channel management to understand its role in marketing	
			BIT M 12.MK.MK.9.c Compare channels of distribution for consumer and industrial products	BIT M 12.MK.AMK.9.c Compare distribution channels to minimize costs and determine cost effective strategies	
			BIT M 12.MK.MK.9.d Explain distribution planning	BIT M 12.MK.AMK.9.d Describe the use of technology in the channel management function	
			BIT M 12. MK.MK 9.e Explain the effect of e-commerce on distribution planning	BIT M 12.MK.AMK.9.e Explain legal considerations in channel management	
Industry Trends	BIT M 12.MK.MM.9 Students will analyze trends in the fashion industry.	BIT M 12.MK.SMK.9 Students will analyze trends in the sports and entertainment industry.			BIT M 12.MK.MK1.2 Students will secures employment in a legal, taxpaying environment.
	M 12.MK.MM.9.a Determine the career opportunities available in the sports and entertainment industry	BIT M 12.MK.SMK.9.a Analyze growth and trends of sports and entertainment as an industry in local, state, national, and international areas			BIT M 12.MK.MK1.2.a Display a positive attitude toward employment
	M 12.MK.MM.9.b Analyze merchandising concepts in the business environment in which they are implemented				BIT M 12.MK.MK1.2.b Demonstrate appropriate work habits

Industry Trends (continued)	M 12.MK.MM.9.c Evaluate current fashion trends and explain how they have changed through the decades	BIT M 12.MK.SMK.9.b Investigates the history of sports and entertainment as a factor in economic growth and marketing			BIT M 12.MK.MKI.2.c Demonstrate appropriate human interactions and communication skills
	M 12.MK.MM.9.d Students will explore the nature of fashion (designing, manufacturing, wholesaling, and retailing)	BIT M 12.MK.SMK.9.c Evaluate the sports and entertainment industry as a valuable segment of the economy			BIT M 12.MK.MKI.2.d Explain the importance of work and its relation to society
		BIT M 12.MK.SMK.9.d Analyze sports and entertainment concepts in the business environment in which they are implemented			BIT M 12.MK.MKI.2.e Demonstrate specific marketing skill competencies in the workplace

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6-8 Proposed and Redesigned Courses

6-8 Proposed Course: Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Desktop Publishing <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Virtual Robotics <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Abandon Desktop Publishing because students acquire skills in previous grade/courses • Virtual Robotics will add a computer science focus and the ability to create new technologies

6-8 Redesigned Courses: Rationale

PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Computer Applications 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	Computer Applications 6 <ul style="list-style-type: none"> • 6th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Removes basic applications of Word and Power Point • Adds the application of software to problem-solve, analyze, and represent data • Includes digital literacy and keyboarding proficiency
Computer Applications 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	Computer Applications 7 <ul style="list-style-type: none"> • 7th grade • Required Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Introduces computer programming • Includes digital graphic design, animation, and interactive presentations
Graphic Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Graphic Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Integrates digital design animations, games, music, and art to communicate and support academic concepts • Application of concepts is individualized by student choice
Web Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	Web Design <ul style="list-style-type: none"> • 8th grade • Elective Hexter 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Introduce HTML commands

6-8 Proposed and Redesigned Course Descriptions

6-8 Proposed Course Description

VIRTUAL ROBOTICS

8 1 Hexter

Course Description: The students will apply language specific computer programming that begins with controlling the movement of virtual robots. In this class students will write their own computer programs from an object-oriented perspective. Students will study and learn to write programs in a programming language, with an emphasis on problem solving techniques. Students will apply the ethical, legal and social responsibilities of computing.

Virtual Robotics replaces Desktop Publishing, currently an eighth grade elective.

6-8 Redesigned Course Descriptions

2660 COMPUTER APPLICATIONS 6

6 1 Hexter

Course Description: Students will design authentic projects using software to organize information, communicate and solve problems. The course includes collaboration with peers to complete individualized projects to organize, analyze, and represent information using the features of spreadsheets. Students will practice and self-monitor their keyboarding form, speed, and accuracy to enhance their ability to process and communicate information. Students will apply the ethical, legal and social responsibilities of computing.

2760 COMPUTER APPLICATIONS 7

7 1 Hexter

Course Description: Students will interact with software programs to integrate text, graphics, sound and video. The course includes collaboration with peers to explore computer programming while creating stories, animations, games, music, and art. Students will apply the ethical, legal and social responsibilities of computing.

2863 GRAPHIC DESIGN

8 1 Hexter

Course Description: Students will use the design cycle to create, critique, and evaluate digital projects for personal and professional use. Students will apply the ethical, legal and social responsibilities of computing.

2861 WEB DESIGN

8 1 Hexter

Course Description: Students will use graphic design programs, HTML commands, and apply web design principles to create, critique, and evaluate web pages. Students will apply the ethical, legal and social responsibilities of computing.

9-12 Proposed and Redesigned Courses

9-12 Proposed Courses: Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Business Procedures and Technology <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Introduction to Business, Marketing and Management <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Drop Business Procedures and Technology; content incorporated in other courses • Adds a career pathway new to the Millard Public Schools • Provides an introduction to all aspects of Business Functions
<i>Same as above</i>	Management and Leadership <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Drop Business Procedures and Technology; content incorporated in other courses • Adds an opportunity for a career pathway new to the Millard Public Schools • Focus on College and Career Readiness Standards applied in Business
Business Procedures and Technology Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Management and Leadership Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits • Must take concurrently with Management and Leadership first semester and another Business course second semester 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Abandon previous internship course; restructured to align with Management Pathway • Adds a work experience component for the Management Pathway
Fashion Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Sports and Entertainment Marketing <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Revise Fashion Marketing into two 5 credit classes: Merchandise Marketing & Sports and Entertainment Marketing • Adds a new Marketing focus • Expands elective options for all grade levels
	Advanced Placement[®] Computer Science Principles <ul style="list-style-type: none"> • 10-12th grade • 10 credits <p style="text-align: center;"><i>College Board Implementation 2016-2017</i></p>	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Continues to build an AP culture in Millard Public Schools • Adds computational thinking and fluency to create digitally and to combine and modify existing programs • Adds opportunities for innovation in other fields, including science, social science, humanities, arts, medicine and engineering

	Accounting III <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisite: Accounting II 	<ul style="list-style-type: none"> • Ensure Millard Business and Information Technology Standards are taught • Two 10 credit courses were split into four 5 credit courses • Increases flexibility for student choice
	Managerial Accounting <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisites: Accounting III 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice

9-12 Redesigned Courses: Rationale

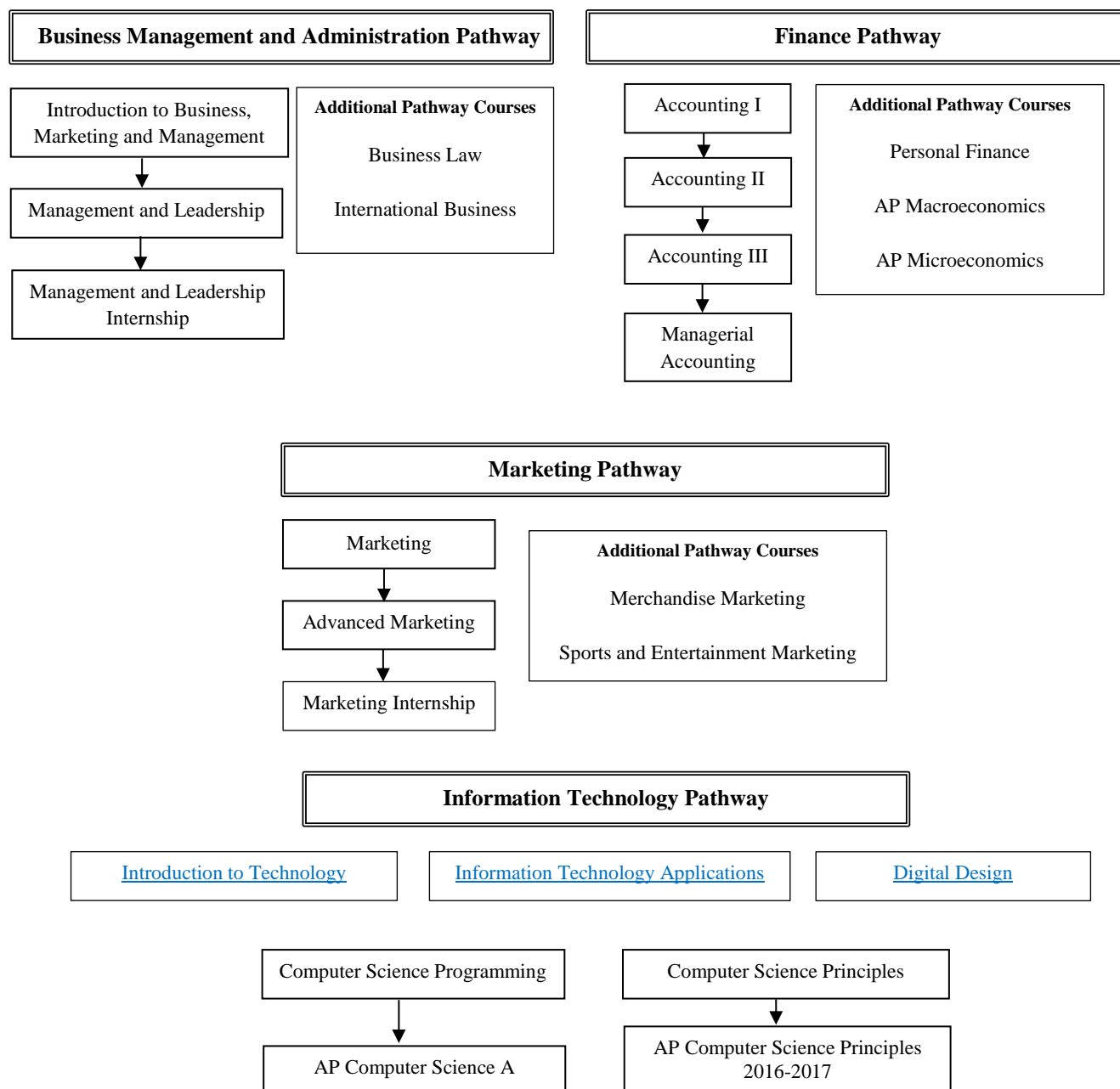
PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Accounting I <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Accounting I <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice
Accounting II <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Accounting II <ul style="list-style-type: none"> • 10-12th grade • 5 credits • Prerequisite: Accounting I 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Two 10 credit courses were split into four 5 credit courses • Provides support and flexibility for student choice
Computer Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Information Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Fulfills the Technology requirement
Advanced Computer Technology Applications <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Digital Design <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Focus changes from advanced Office applications and web design to the broad application to digital design • Fulfills Technology requirement

Introduction to Computer Science <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Introduction to Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Expands previous focus on computer programming • Integrates all aspects of Information Technology including business computing, computer science (programming), and digital design
JAVA Programming <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Computer Science Programming <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Continues an in-depth study of current programming languages
Computer Topics <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Computer Science Principles <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Expands beyond programming focus of the original course • Adds computational thinking and fluency to create digitally and to combine and modify existing programs • Adds opportunities for innovation in other fields, including science, social science, humanities, arts, medicine and engineering
Fashion Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Merchandise Marketing <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Adds a new Marketing focus • Expands elective options for all grade levels
Marketing I <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Name change aligns with state course titles
Marketing II <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Advanced Marketing <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Name change aligns with state course titles

9-12 Reviewed and Determined to Remain with Curriculum Updates

PREVIOUS COURSE	UPDATED COURSE	RATIONALE
Business Law <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Business Law <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provide students an opportunity to continue their pathway focus of study
International Business <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	International Business <ul style="list-style-type: none"> • 10-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provide students an opportunity to continue their pathway focus of study
Personal Finance <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Personal Finance <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures the Nebraska Social Studies Economics Financial Literacy and Millard standards are taught • Course fulfills the Financial Literacy requirement
Marketing Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	Marketing Internship <ul style="list-style-type: none"> • 11-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
Keyboarding and Input Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	Keyboarding and Input Technology <ul style="list-style-type: none"> • 9-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
Advanced Placement[®] Computer Science A <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	Advanced Placement[®] Computer Science A <ul style="list-style-type: none"> • 10-12th grade • 10 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provides students with a more in-depth look at current programming languages • Advanced topics in computing and computer programming are explored and expounded upon
Advanced Placement[®] Macroeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Advanced Placement[®] Macroeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Course aligns with requirements of College Board
Advanced Placement[®] Microeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	Advanced Placement[®] Microeconomics <ul style="list-style-type: none"> • 11-12th grade • 5 credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Course aligns with requirements of College Board

9-12 Business and Information Technology



The following stand-alone course is not part of any pathway and may be taken at any time.

Keyboarding & Input Technology

Students who complete a single pathway are encouraged to expand their knowledge by completing an additional pathway.

9-12 Proposed and Redesigned Courses: Course Descriptions

INTRODUCTION TO BUSINESS, MARKETING, AND MANAGEMENT 9-12 5 Credits

Course Description: Students will explore the economic roles of consumer, worker, and citizen. Students will learn the basics of the business world and how it functions. Students will examine economics, accounting, marketing, management, and entrepreneurship. Concepts in this course will provide a background for other business courses students may take in high school or college, assist with consumer decision-making and help to develop skills that employers seek in potential employees.

Prerequisites: None

MANAGEMENT AND LEADERSHIP 11-12 5 Credits

Course Description: Students will examine the characteristics of a strong business leader. Students will learn what makes people successful and begin developing these traits. Major topics include the management functions of planning, organization, directing, and controlling. The intra-personal and human relations aspects of management are covered. This course is recommended for all students planning to major in Business in college.

Prerequisites: None

MANAGEMENT AND LEADERSHIP INTERNSHIP 11-12 10 Credits

Course Description: Through this Internship, students will apply concepts studied in the Management and Leadership course. Internship experiences occur in a paid or unpaid arrangement and a variety of locations appropriate to the nature and level of experience. Students apply technical skills to address business applications of emerging technologies. Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students enrolled in the Management and Leadership Internship must work an average of 10 hours per week.

Prerequisites: Concurrent enrollment with Management and Leadership one semester and another Business course the following semester

ACCOUNTING I 10-12 5 Credits

Course Description: Students will learn the accounting cycle, record financial transactions, and prepare financial statements. This is the first in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: None

ACCOUNTING II 10-12 5 Credits

Course Description: Students will expand their understanding of accounting principles by learning to analyze and interpret financial data. In addition, students will apply the analysis of financial data to propose accounting adjustments. This is the second in a sequence of courses that prepares students for careers in business and college-level accounting.

Prerequisites: Accounting I

ACCOUNTING III 10-12 5 Credits

Course Description: Students will continue their understanding of advanced accounting concepts. Students will evaluate financial planning and decision-making for operating activities and capital investments. This course will expand student accounting knowledge to understand corporate accounting. Accounting III is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting II

MANAGERIAL ACCOUNTING**10-12 5 Credits**

Course Description: Students will learn how to provide accounting information to assist management in decision-making, planning and control. Budgeting, management decision-making, financial statement analysis and statements of cash flows will be covered in this course. Managerial Accounting is strongly recommended for students planning on majoring in Business in college.

Prerequisites: Accounting III

INTRODUCTION TO TECHNOLOGY**9-12 5 Credits**

Course Description: Students will explore multiple aspects of technology such as computer applications, computer programming principles and digital design. Students will use critical thinking and problem solving skills to explore and evaluate emerging technologies and the application for innovation. Students will collaborate to complete projects using input technology and a variety of productivity tools. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

INFORMATION TECHNOLOGY APPLICATIONS**9-12 5 Credits**

Course Description: Students will think analytically, manipulating information and using the computer as a productivity tool. This course will focus on advanced skill development in word processing, spreadsheet, database, integration of applications utilizing advanced features, and exploring web technologies. Students will apply the ethical, legal and social responsibilities of computing. Students will practice professional communication techniques by collaborating and communicating via the Internet.

Prerequisites: None

DIGITAL DESIGN**9-12 5 Credits**

Course Description: Students will interact with the digital design process model which includes typography, color, and imagery. Processes include advanced computer navigation, graphic communications design, image generation and assembly, computer desktop publishing, and web page design. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

COMPUTER SCIENCE PROGRAMMING**9-12 5 Credits**

Course Description: Students will manipulate object-oriented computer language. Students will apply algorithm analysis as well as steps to design, implement, test and maintain programs. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

COMPUTER SCIENCE PRINCIPLES**9-12 5 Credits**

Course Description: Students will apply computational thinking to a variety of computing topics. Concepts will include creativity in computing, abstraction, data and information, algorithms, programming, the Internet, and the global impacts of computing. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

ADVANCED PLACEMENT® COMPUTER SCIENCE PRINCIPLES **10-12 10 Credits**

Course Description: The student will focus on the creative aspect of computing and computational thinking practices that enable them to experience how computing impacts everyday lives. Students will apply the ethical, legal and social responsibilities of computing. This course will prepare students to take the Advanced Placement® Computer Science Principles exam.

Prerequisites: Computer Science Principles

MERCHANDISE MARKETING **9-12 5 Credits**

Course Description: Students will develop skills in the areas of forecasting, target market analysis, and retail environment management. Merchandise Marketing is a specialized course to develop marketing knowledge and skills in the areas of merchandising and fashion. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

SPORTS AND ENTERTAINMENT MARKETING **9-12 5 Credits**

Course Description: Students will develop skills in the areas of event management, sponsoring, ticket marketing, branding, roles of public relations, and career opportunities as they relate to the sports and entertainment industry. Sports and Entertainment Marketing is a specialized course to develop marketing knowledge and skills related to the growing sports and entertainment industry. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

MARKETING **11-12 10 Credits**

Course Description: Students will understand basic marketing and economic concepts, legal and ethical issues, selling, advertising and promotion. Students will apply communication, interpersonal, leadership, technology skills, employability, and career development strategies. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: None

ADVANCED MARKETING **11-12 10 Credits**

Course Description: Students will apply concepts of business development to conduct market research analysis, create start-up plans and propose promotional activities for current businesses and local organizations. Students will demonstrate communication, interpersonal, leadership, technology skills, employability, and career development strategies in project-based activities. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Marketing

9-12 Courses Reviewed and Determined to Remain with Curriculum Updates: Revised Course Descriptions

0510 BUSINESS LAW

11-12 5 Credits

Course Description: Students will learn the legal principles under which a business operates. Students will develop an appreciation for law and a practical understanding of the legal framework within personal, social, and business functions. Students will analyze court systems, trial procedures, contracts, consumer protection, civil, criminal, corporate, and consumer law.

Prerequisites: None

0501 INTERNATIONAL BUSINESS

10-12 5 Credits

Course Description: Students will understand the importance of international business and trade in the global economy and explore factors that influence success in the international business environment. Students will analyze techniques and strategies associated with marketing, distribution, and business management in a global economy. Students will explore the relationship of cultural, political, legal, economic, and ethical systems.

Prerequisites: None

0500 PERSONAL FINANCE

9-12 5 Credits

Course Description: Students will learn the skills necessary to manage their financial resources for lifetime financial security. Students will gain knowledge in taxes, banking and financial services, checkbook, savings and investments, retirement, loans and interest, credit card debt, e-commerce, identity fraud and theft, and insurance.

Prerequisites: None

0514 MARKETING INTERNSHIP

11-12 10 Credits

Course Description: Students will enhance their skills in areas of advertising, customer service, display, employer/employee relationships, pricing, sales, and merchandise activities through part-time employment. Students must work an average of 10 hours per week to receive credit. Students enrolled in this course are eligible to participate in DECA.

Prerequisites: Concurrent enrollment in Marketing or Advanced Marketing

0504 KEYBOARDING AND INPUT TECHNOLOGY

9-12 5 Credits

Course Description: Students will develop mastery of the keyboard with efficient keyboarding techniques, development of speed and accuracy, and proper care of the equipment. Students will learn to format letters, papers, and reports. Students will acquire keyboarding skills to support personal and/or career applications. Students will apply the ethical, legal and social responsibilities of computing.

Prerequisites: None

0540 ADVANCED PLACEMENT[®] MACROECONOMICS

11-12 5 Credits

Course Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on the decision-making of individuals, businesses, and the government. Students will evaluate the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This course prepares students to take the Advanced Placement[®] Macroeconomics exam.

Prerequisites: None

0541 ADVANCED PLACEMENT[®] MICROECONOMICS**11-12 5 Credits**

Course Description: Students will study a variety of economic theories and analyze their practical application in the real world with a focus on supply and demand for products, labor markets, and the role of competition in a free market system. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential. This course prepares students to take the Advanced Placement[®] Microeconomics exam.

Prerequisites: None

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

Course Description: Students will utilize object-oriented programming methodology for problem solving and algorithm development. This course also includes the study of data structures, design, and abstraction. Completion of this course will prepare students to take the Advanced Placement[®] Computer Science exam.

Prerequisites: Computer Science Programming

9-12 Millard South High School Information Technology Mini Magnet Redesigned and Updated Courses

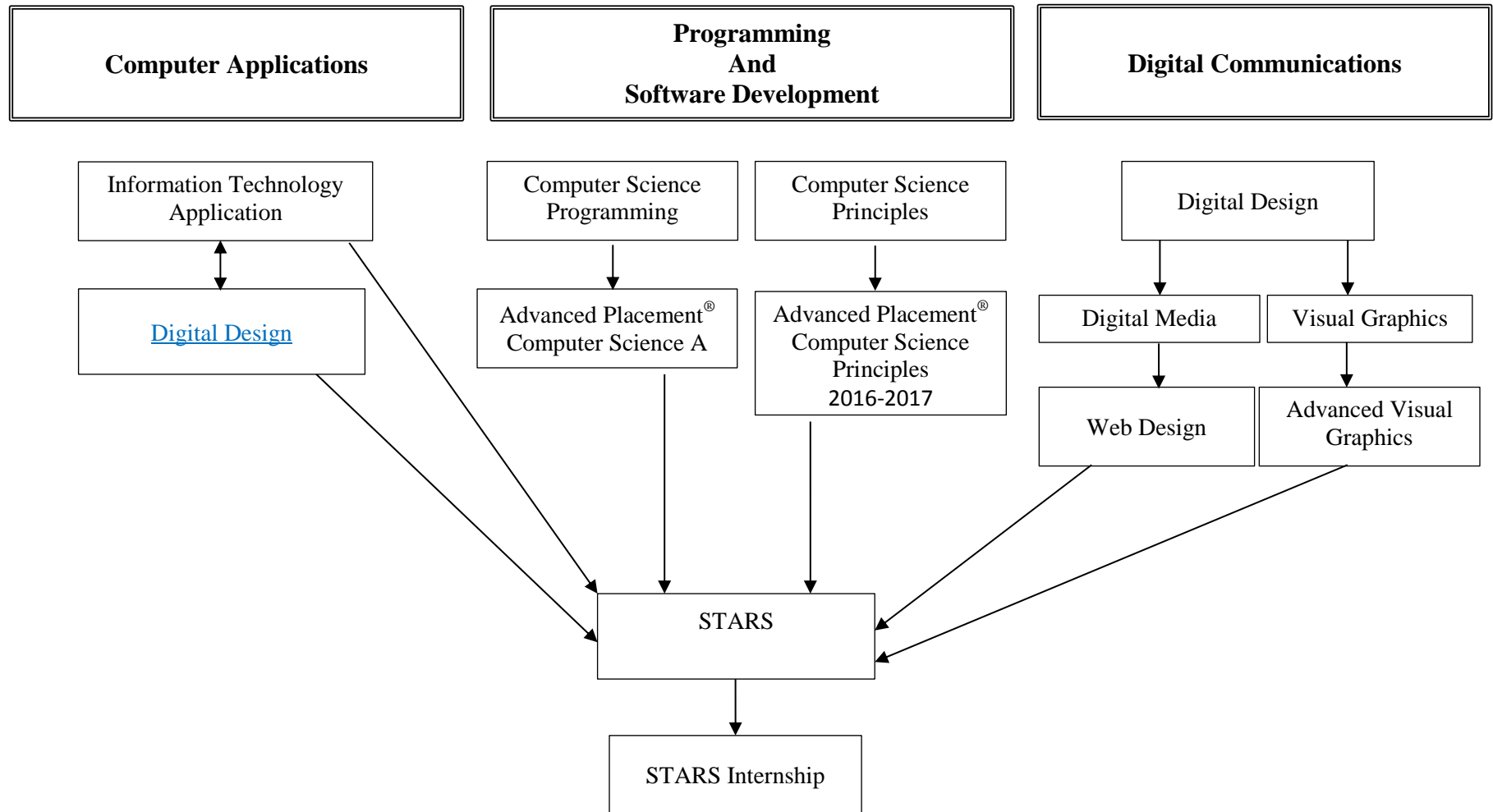
9-12 Redesigned Courses: Rationale

PREVIOUS COURSE	REDESIGNED COURSE	RATIONALE/IMPACT
Foundations to Computer Graphics <ul style="list-style-type: none"> • 10-12th Grade • 10 Credits 	Digital Media <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Fulfills the Technology requirement • Changed from 10 credit to 5 credit course • Shorter instructional time due to students' prior knowledge • Allows students the flexibility to advance their knowledge in the content area
Advanced Computer Graphics <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	Web Design <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Changed from 10 credit to 5 credit course • Shorter instructional time due to students' prior knowledge • Allows students the flexibility to advance their knowledge in the content area
Foundations of Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Updated course title

9-12 Updated Courses: Rationale

PREVIOUS COURSE	UPDATED COURSE	RATIONALE/IMPACT
Advanced Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	Advanced Visual Graphics <ul style="list-style-type: none"> • 10-12th Grade • 5 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Allows students the flexibility to advance their knowledge in the content area
STARS <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	STARS <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught
STARS Internship <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	STARS Internship <ul style="list-style-type: none"> • 11-12th Grade • 10 Credits 	<ul style="list-style-type: none"> • Ensures Millard Business and Information Technology Standards and Indicators are taught • Provides a work-based learning opportunity
INTRODUCTION TO GRAPHICS COMMUNICATION <ul style="list-style-type: none"> • 9-12th Grade • 5 Credits 		<ul style="list-style-type: none"> • Separate course no longer needed • Included in Introduction to Technology

MILLARD SOUTH HIGH SCHOOL INFORMATION TECHNOLOGY MINI MAGNET



Millard South High School Information Technology Mini Magnet Redesigned and Updated Courses: Course Descriptions

Redesigned Course Descriptions

DIGITAL MEDIA 10-12 5 Credits

Course Description: Students will create, design, and produce digital media including sound, video, graphics, text, and animation. Emphasis will be placed on effective use of tools for interactive multimedia production including storyboarding, visual development, project management and web processes.

Prerequisites: Digital Design

WEB DESIGN 10-12 5 Credits

Course Description: Students will demonstrate knowledge of web design and languages to create a content rich and visually pleasing website that captures and keeps visitors' interests. Focus will be given to effective page layout, image creation and manipulation, interactivity, content creation and project management.

Prerequisites: Digital Media

VISUAL GRAPHICS 10-12 5 Credits

Course Description: Students will interact with advanced digital techniques and processes. Areas of study include operating cameras, use of light, image capture, and processing digital images. Students will also learn the history of photography, legal and ethical issues related to the field of visual graphics.

Prerequisites: Digital Design

Updated Course Descriptions

0656 ADVANCED VISUAL GRAPHICS 10-12 5 Credits

Course Description: This course provides advanced visual graphics students with instruction in advanced digital techniques and processes in commercial photography. Manipulation of images using industry-standard software is also included. Students will be required to exhibit their projects. The appropriate use of technology and industry-standard equipment is an integral part of this course.

Prerequisites: Visual Graphics

0985 STARS 11-12 10 Credits

Course Description: Students, who have completed the courses in a technology sequence, will pursue advanced application in the pathway. Students will work independently or in a team, to complete problem-based learning projects for internal clients such as Millard Public Schools or approved businesses and agencies. Students will evaluate the client's needs and produce professional digital media products. Students will complete a capstone project or a portfolio.

Prerequisites: Completion of the Technology Mini-Magnet strands and completed application

0987 STARS INTERNSHIP 11-12 10 Credits

Course Description: Student will enhance their technology skills through part-time employment. Students may obtain part-time jobs through the teacher or may seek a position independently. Students must work an average of 10 hours per week to receive credit.

Prerequisites: Concurrent enrollment with STARS

AGENDA SUMMARY SHEET

AGENDA ITEM: 6-12 World Language Instructional Materials Proposal

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services

TITLE: 6-12 World Language Instructional Materials Proposal

BRIEF DESCRIPTION: The 6-12 World Language Framework was approved by the Board of Education on June 2, 2014. The Instructional Materials Selection committees met and prepared their proposals in October. The K-12 World Language Curriculum Planning Committee reconvened on December 3, 2014, to review the results forwarded by the 6-12 World Language Instructional Materials Selection Committee to form their proposal.

- The proposal from the K-12 World Language Curriculum Planning Committee members was reviewed by the Office of Educational Services.
- Two Business and Information Technology Materials Community Preview Meetings were held simultaneously with Business and Information Technology on December 16 and December 18, 2014. In addition to seven staff members, three community members attended.

The attached recommendation being brought to the Board of Education from the Office of Educational Services:

- Assists in helping students and staff meet and exceed the standards and indicators within the 6-12 World Language Framework.
- Will cost an estimated total of \$1,156,748.38.
- The above estimated cost does not include classroom sets of student devices per World Language classrooms as proposed pending secondary level anticipated technology.
- The proposed World Language adoption could be allocated over two years.

ACTION DESIRED: Approval X

RECOMMENDATIONS: Recommend approval of the World Language textbooks, resources and associated instructional materials as presented herein and that the requested budgets be presented and subject to the District's program budgeting process.

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Adoption would allow for Phase II work to continue in preparation for implementation in August of 2015. Rejection would delay implementation of the World Language adoption as well as future adoptions within the MEP Curriculum Cycle.

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Melanie Olson, Dr. Janet Cook, Monica Hutfles, and Sheila Bolmeier

SUPERINTENDENT'S APPROVAL: _____



6-12 World Language Instructional Materials Selection and Proposal

6-12 World Language Instructional Materials Selection

The K-12 World Language Curriculum Planning Committee met on December 3, 2014. Elementary, middle and high school teachers and administrators were represented on this committee. Committee members met to review the findings of the K-12 World Language Instructional Materials Selection Committee's proposals.

World Language Instructional Materials Committee Results

World Language instructional materials committees met throughout October to select textbooks and materials for each course. Forty-three secondary courses were considered. Committee members were asked to review the K-12 World Language Framework standards pertinent for specific courses.

The committees compared and evaluated each potential textbook according to the district-approved K-12 World Language standards as well as the criteria pertinent to their course. Evaluation forms were completed for each course including the course description, selection criteria for textbooks and supplemental materials, rationale for final decision, and recommendation for primary resources. In addition to this being the best choice in regards to alignment with standards, this text serves as the proposed resource which includes:

- Text that best aligns with District College and Career Readiness Standards
- Quality of online, interactive demonstrations and activities
- Readability for course level
- Increased student engagement and collaboration
- Strengths of ancillary materials to enhance instruction

French		
Course Title	Primary Textbook/Resource	Resource Cost
French 6	Exploring French, 3 rd Edition EMC Publishing, 2008	\$42.95
French 7, French 8, French I	<u>T'es Branche Level I</u> EMC Publishing, 2014 Text and Online Resource	\$189.95
French II, Honors French II	<u>T'es Branche Level II</u> EMC Publishing, 2014 Text and Online Resource	\$189.95
French III, Honors French III, French IV	<u>T'es Branche Level III</u> EMC Publishing, 2014 Text and Online Resource	\$189.95
Honors French IV/French V	<u>T'es Branche Level IV</u> EMC Publishing, 2014 Text and Online Resource	\$189.95
German		
Course Title	Primary Textbook/Resource	Resource Cost
German 6	<u>Der Gruene Max</u> Klett-Langenscheidt, 2012	\$24.75
German 7, German 8, German I	<u>Genial Klick I</u> Klett-Langenscheidt, 2011	\$35.95
German II, Honors German II	<u>Mosaik Level I</u> Vista Higher Learning, 2014 Text and Online Resource	\$128.00

German III, Honors German III, Honors German IV	<u>Mosaik Level II</u> Vista Higher Learning, 2014 Text and Online Resource	\$128.00
Honors German IV/German V	<u>Mosaik Level III</u> Vista Higher Learning, 2014 Text and Online Resource	\$128.00
AP German	<u>Denk Mal 2e</u> Vista Higher Learning, 2014 Text and Online Resource	\$128.00
Japanese		
Course Title	Primary Textbook/Resource	Resource Cost
Japanese I	Adventures in Japanese I Cheng-Tsui, 2015 Text and Online Resource	\$139.98
Japanese II	Adventures in Japanese II Cheng-Tsui Released Summer 2015	TBD
Japanese III	Adventures in Japanese III Cheng-Tsui Released Summer 2016	TBD
Latin		
Course Title	Primary Textbook/Resource	Resource Cost
Latin I	<u>Ecce Romani I: A Latin Reading Program 4th Edition</u> Pearson, 2009 Text and Online Resource	\$139.94
Latin II	<u>Ecce Romani II: A Latin Reading Program 4th Edition</u> Pearson, 2009 Text and Online Resource	\$139.94
Latin III	<u>Ecce Romani III: A Latin Reading Program 4th Edition</u> Pearson, 2009 Text and Online Resource <u>Vergils Aeneid, Books I-VI</u> Bolchazy-Carducci Publishers Inc Text Resource	\$124.44 \$59.00
Spanish		
Course Title	Primary Textbook/Resource	Resource Cost
Spanish 6	Teacher Generated Resources	\$0
Spanish 7, Spanish 8, Spanish I-A, Spanish I-B, Spanish I	<u>Avancemos Level I</u> HMH, 2013 Text and Online Resource	\$99.95
Spanish II, Honors Spanish II	<u>Avancemos Level II</u> , HMH, 2013 Text and Online Resource	\$99.95

Spanish: continued		
Course Title	Primary Textbook/Resource	Resource Cost
Spanish III, Honors Spanish III, Spanish IV	<u>Avancemos, Level III</u> , HMH, 2013 Text and Online Resource	\$99.95
Honors Spanish IV/Spanish V	<u>Avancemos, Level IV</u> , HMH, 2013 Text and Online Resource	\$99.95

World Language Instructional Materials Community Preview

In addition to the instructional materials process noted above, two opportunities were provided to the community members inviting them to preview the proposed materials and resources. The two preview sessions were held on Tuesday, December 16 and Thursday, December 18. While no community members attended on December 16, in addition to seven staff members, three community members participated on December 18. After their preview of the World Language resources, the community members validated the selected resources.

World Language Instructional Materials Proposal

Members of the K-12 World Language Curriculum Planning Committee discussed the findings of the individual language instructional material committees and approved an instructional materials proposal. Based on the proposal from the K-12 World Language Curriculum Planning Committee, the Office of Educational Services is recommending the following instructional materials adoption beginning with the 2015-2016 school year.

World Language Instructional Materials Selection		
Textbook/Teacher Resources	\$ 1,093,401.98	Print and electronic textbooks, e-books, digital packages
Supplemental Resources	\$ 20,391.40	Language novels, supplemental texts, audiobooks
Technology Hardware	\$ 42,955.00	Document cameras (1 per classroom) @ 71 classrooms
Total	\$ 1,156,748.38	

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve 6-12 World Language Framework Part II: Textbook and Instructional Materials Selection

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services

TITLE: 6-12 World Language Framework Part II: Textbook and Instructional Materials Selection

BRIEF DESCRIPTION: The 6-12 World Language Framework: Part I was approved by the Board of Education on June 2, 2014. The 6-12 World Language Framework Part II: Textbook and Instructional Materials Selection is being presented for approval at this time.

Several subcommittees consisting of teachers and administrators have collaborated to complete the tasks needed to work towards implementation. In addition, opportunities for additional input were provided, including:

- Two Materials Community Review meetings, which were held simultaneously with Business and Information Technology on December 16 and December 18. In addition to seven staff members, three community members attended.

Part II of the World Language Framework includes:

- Updated Millard Essential Learner Outcomes (6110.1) approved by the BOE on November 3, 2014
- Addition of the 6-12 World Language Instructional Materials Selection Committees
- Adjusted Timeline for MEP Cycle Procedures to include activities completed during Phase II
- Minor corrections within the Framework Standards and Indicators
- Addition of the primary instructional materials (pages 35-36)
- Revision of Prerequisite statement to Honors (Language) IV/(Language) V due to error in original document (page 46).

ACTION DESIRED: X 6-12 World Language Framework Part II: Textbook and Instructional Materials Selection

BACKGROUND: The 6-12 World Language Framework: Part II is being presented for approval following the work done since the 6-12 World Language Framework: Part I was approved in June of 2014. Upon approval of the 6-12 World Language Framework Part II, Course Guides will be created and implementation plans finalized pending budget capacity.

RECOMMENDATIONS: Recommend approval of the revised 6-12 World Language Framework Part II: Textbook and Instructional Materials Selection as presented herein and subject to the District's program budgeting process.

STRATEGIC PLAN REFERENCE: N/A

TIMELINE: Implementation August 2015

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Nancy Johnston, Andy DeFreece, Melanie Olson, Dr. Janet Cook, Monica Hutfles, and Sheila Bolmeier

SUPERINTENDENT'S APPROVAL: _____



6–12 World Language Framework

Part I: 6-12

June 2, 2014

Part II: Textbook/Instructional
Materials Selection

[February 2, 2015](#)



Millard Public Schools

Part I: June 2, 2014

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Keith W. Lutz, Ed.D., Superintendent

Part II: February 2, 2015

Millard Board of Education

Dave Anderson

Mike Kennedy

Paul Meyer

Mike Pate

Linda Poole

Pat Ricketts

Jim Sutfin, 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 by students or parents regarding discrimination or sexual harassment shall follow the procedures of District Rule 5010.2.

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Millard Public Schools Mission and Beliefs

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 skills 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 engaged citizens are necessary to sustain our democratic society.
- Public education benefits the entire community and is the shared responsibility of all.
- All schools are accountable to the community.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.

World Language Philosophy

World languages are essential to a world class education. World language studies prepare all students to become culturally-sensitive citizens who can effectively communicate and connect with their community and an ever-changing global society.

Curriculum, Instruction, and Assessment Written Curriculum - Content Standards

6110.1

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

MILLARD ESSENTIAL LEARNER OUTCOMES

- LANGUAGE ARTS · MATHEMATICS · SCIENCE · SOCIAL STUDIES ·
· FINANCIAL WELL-BEING · HUMAN RELATIONS · TECHNOLOGY · FINE AND PERFORMING ARTS · PERSONAL DEVELOPMENT AND WELL-BEING ·
· CRITICAL THINKING AND PROBLEM-SOLVING SKILLS · CREATIVITY AND INNOVATION ·
· COLLABORATION AND TEAMWORK · CITIZENSHIP AND PERSONAL RESPONSIBILITY ·

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency by meeting established standards through course requirements and for assessments identified by the District for specific purposes. This proficiency, along with the successful completion of 230 credits 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 learn and apply writing skills and strategies to communicate.
- Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.
- Students will apply information fluency and practice digital citizenship.

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

- Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.
- Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.
- Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.
- Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

FINANCIAL WELL-BEING

- Demonstrate skills to manage financial resources for short and long term priorities.
- Analyze and make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Interact positively with all people.
- Understand ethnic and cultural differences.
- Apply awareness of current local, national and global news and world cultures and languages to communicate effectively.

TECHNOLOGY

- Obtain, organize, and communicate information electronically.
- Use a variety of technological resources to solve problems.
- Understands the ethical uses of information and technology related to privacy, intellectual property and cyber security issues.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.
- Recognize the value of a wide range of knowledge and experiences from the arts, culture and humanities.

PERSONAL DEVELOPMENT AND WELL-BEING

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.
- Build positive social relationships with supportive friends and family in the community.
- Use resources to develop a personal education and career plan to meet goals and objectives.
- Communicate experiences, knowledge and skills identified in a résumé or portfolio and present a professional image when interviewing.

COLLEGE AND CAREER READINESS SKILLS

The following standards and indicators are not measured by district-wide assessments for diploma-granting or denial. Within the school setting, students in the Millard Public Schools will:

CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

- Demonstrate the ability to reason critically, systematically, and logically to evaluate situations from multiple perspectives.
- Conduct research, gather input and analyze information necessary for decision-making.
- Develop and prioritize possible solutions with supporting rationale using valid research, historical context and balanced judgment.
- Demonstrate a willingness to learn new knowledge and skills.
- Exhibit the ability to focus, prioritize, organize and handle ambiguity.
- Recognize factors, constraints, goals and relationships in a problem situation.
- Evaluate solutions and determine the potential value toward solving the problem.

CREATIVITY AND INNOVATION

- Search for new ways to improve the efficiency of existing processes.
- Appreciate new and creative ideas of others.
- Use information, knowledge and experience to generate original ideas and challenge assumptions.
- Know when to curb the creative process and begin implementation.
- Determine the feasibility of improvements for ideas and concepts.
- Accept and incorporate constructive criticism into proposals for innovation.

COLLABORATION AND TEAMWORK

- Contribute to team-oriented projects, problem-solving activities and assignments.
- Engage team members, build consensus and utilize individual talents and skills.
- Anticipate potential sources of conflict to facilitate solutions.
- Demonstrate the ability to disagree with a team member without causing personal offense.
- Take responsibility for individual and shared group tasks.

CITIZENSHIP AND PERSONAL RESPONSIBILITY

- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.
- Respect diversity.
- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Develop the attributes of integrity, self-discipline, and positive attitude.
- Take personal responsibility for actions.
- Establish and execute plans to completion and persevere when faced with setbacks.
- Model behaviors that demonstrate reliability, dependability and commitment.
- Arrive on time to school, work, appointments or meetings adequately prepared and appropriately dressed.
- Comply with policies and regulations.
- Participate in school and/or community organizations.
- Engage in local government through attendance, participation and service.
- Demonstrate a respect for laws and regulations and those who enforce them.
- Consider the ethical implications and long-term consequences of decisions and actions on personal reputation and credibility.

Revised: Strategic Planning, December 5, 1996

T-Chart Approved: Millard Board of Education, January 13, 1997

Related Policy: 6110

Rule Adopted: May 3, 1999

Revised: June 18, 2001; July 21, 2003; December 4, 2006,

March 2, 2009; March 1, 2010; April 18, 2011;

August 19, 2013; November 3, 2014

Millard Public Schools
Omaha, Nebraska

K-12 World Language Curriculum Planning Committee Members 2013-2014

Erin Beiriger	South High	Spanish Teacher
Sheila Bolmeier	Ron Witt Support Services Center	Technology MEP Facilitator
Kathy deBoer	Aldrich Elementary	Spanish Teacher
Erik Chaussee	Abbott Elementary	Administrator
Shannon Cooley-Lovett	South High	ELL Teacher
Bill Cunningham	North High	Japanese Teacher
Yvonne Engesser	Kiewit Middle	German Teacher
Kathie Garabrandt	Central Middle	Spanish Teacher
Alissa Goodding	Hitchcock Elementary	Fifth Grade Teacher
Cheryl Heimes	Andersen Middle	Administrator
Kara Hutton	Don Stroh Administration Center	Coordinator Special Programs
Candida Kraska	West High	Spanish Teacher
Gayle Jeffers	Beadle Middle	French Teacher
Theresa Jensen	North High	Spanish Teacher
Wendy Langer	West High	German Teacher
Natasha Ludwig-Page	West High School/Russell MS	French Teacher
Susan Marlatt	North High	Administrator
Susie Melliger	Aldrich Elementary	Administrator
Arturo Miranda	University of Nebraska- Omaha	Higher Education
Jason Pitt	North High	German Teacher
Lisa Rolfes	Horizon High	Spanish Teacher
Tim Seeger	South High	German Teacher
Courtney Wheat	South High	French Teacher
Sharon Williamson	Russell Middle	Special Education Teacher

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator. In consultation with Janet Larson, Ed.D., Curriculum and Instruction MEP Facilitator, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D, Director of Secondary Education.

World Language Community Focus Group

Nancy Bond	Parent	Omaha Public Schools
Joe Chapuran		Nebraska Department of Economic Development
Cecil Jones	Parent	Valmont
Cindy Jones	Parent	
Amy Kinkaid	Parent	Legacy Homes
Carolina Padilla		Intercultural Senior Center
Jody Siedelmann		Tenaska
Laura Wakefield	Parent	Mutual of Omaha
Barb Waller		Millard Public Schools

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator

K-12 World Language Instructional Materials Selection Committees

<u>Ryan Foehlinger</u>	<u>North High</u>	<u>French</u>
<u>Linda Gjere</u>	<u>North Middle</u>	<u>French</u>
<u>Gayle Jeffers</u>	<u>Beadle Middle</u>	<u>French</u>
<u>Anne Johnson</u>	<u>West High</u>	<u>French</u>
<u>Natasha Ludwig-Page</u>	<u>West High</u>	<u>French</u>
<u>Courtney Wheat</u>	<u>South High</u>	<u>French</u>
<u>Terri Wright</u>	<u>South High</u>	<u>French</u>
<u>Malissie Boyer</u>	<u>Beadle Middle</u>	<u>German</u>
<u>Wendy Brennan</u>	<u>North High</u>	<u>German</u>
<u>Pia Devries</u>	<u>North Middle and High</u>	<u>German</u>
<u>Yvonne Engesser</u>	<u>Kiewit Middle</u>	<u>German</u>
<u>Sabine Fleshner</u>	<u>Central Middle</u>	<u>German</u>
<u>Kim Harpole</u>	<u>South High</u>	<u>German</u>
<u>Wendy Langer</u>	<u>West High</u>	<u>German</u>
<u>Tim Seeger</u>	<u>South High</u>	<u>German</u>
<u>Bill Cunningham</u>	<u>North High</u>	<u>Japanese</u>
<u>Julia Kolander</u>	<u>North High</u>	<u>Latin</u>
<u>Bradley Nord</u>	<u>North High</u>	<u>Latin</u>
<u>Therese Terschuren</u>	<u>West High</u>	<u>Latin</u>
<u>Juan Aguirre</u>	<u>West High</u>	<u>Spanish</u>
<u>Heather Baker</u>	<u>West High</u>	<u>Spanish</u>
<u>Kathy DeBoer</u>	<u>Aldrich Elementary</u>	<u>Spanish</u>
<u>Erin Beiriger</u>	<u>South High</u>	<u>Spanish</u>
<u>Shelly Gauthier</u>	<u>South High</u>	<u>Spanish</u>
<u>Jen Hall</u>	<u>Russell Middle</u>	<u>Spanish</u>
<u>Josh Hennagir</u>	<u>Central Middle</u>	<u>Spanish</u>
<u>Krista Jameson</u>	<u>Beadle Middle</u>	<u>Spanish</u>
<u>Theresa Jensen</u>	<u>North High</u>	<u>Spanish</u>
<u>Kristin John</u>	<u>North Middle</u>	<u>Spanish</u>

K-12 World Language Instructional Materials Selection Committees
(Continued)

<u>Larissa Knudson</u>	<u>North High</u>	<u>Spanish</u>
<u>Candi Kraska</u>	<u>West High</u>	<u>Spanish</u>
<u>Chuve Sloter</u>	<u>South High</u>	<u>Spanish</u>
<u>Tara Tapp</u>	<u>North High</u>	<u>Spanish</u>
<u>Sharon Williamson</u>	<u>Russell Middle</u>	<u>Spanish</u>

Under the facilitation of Melanie Olson, Curriculum and Instruction MEP Facilitator. In consultation with Janet Cook, Ed.D., Curriculum and Instruction MEP Facilitator, Monica Hutfles, Curriculum and Instruction MEP Facilitator, Sheila Bolmeier, Technology MEP Facilitator, Andy DeFreece, Director of Elementary and Early Childhood Education, and Nancy Johnston, Ed.D., Director of Secondary Education.

Timeline for Millard Education Program

September 2013	Curriculum Planning Committee: provided Phase I overview and orientation.
October 2013	Curriculum Planning Committee: met to determine research areas based on current data, education trends, and member expertise.
November/December 2013	Research groups: conducted research in the following areas: <ul style="list-style-type: none"> • College and Career Readiness • World Language Concepts • World Language Best Practices
January 2014	Community Focus Group: provided input on issues in World Language education and trends in employment.
January 2014	Curriculum Planning Committee: shared completed research with Curriculum Planning Committee members.
January 2014	Curriculum Planning Committee: met to research and synthesize to identify comprehensive standards, and began work to specify indicators for a World Language matrix.
February 2014	Curriculum Planning Committee: finalized the World Language philosophy statement and continued work on the World Language standards matrix.
February 2014	Curriculum Planning Committee: researched additional course proposals and continued work on World Language standards matrix.
March 2014	Curriculum Planning Committee: continued to work on course descriptions, courses flow chart, proposed courses, and standards matrix.
March 2014	Vendor Fair with French, German, and Spanish teachers: participated viewing and analyzing updated World Language resources.
March 2014	Curriculum Planning Committee: met with Dr. Mark Feldhausen and Dr. Nancy Johnston to discuss World Language Framework proposal and course of study proposals. Finalized the standards matrix proposal.
June 2014	World Language Framework to the Board of Education
October 2014	Instructional Materials Committee Meetings: Reviewed materials and completed materials evaluation forms.
December 2014	Curriculum Planning Committee Reconvenes: Developed World Language Instructional Materials Proposal
December 2014	Community Materials Review Meetings: Two opportunities were held for the community to review primary resources.
January 2015	Instructional materials committee proposal submitted to Educational Services and the recommendation to the Board of Education for approval.
February- April 2015	Course guide and course assessment committees meet to develop district course guides and assessments for each course.
June- August 2015	Implement new curriculum, allocate new resources, and provide staff development related to new curriculum.

Introduction to 6-12 World Language Matrix

Introduction

The matrix displays the Millard World Language standards and indicators created by the World Language Curriculum Planning Committee. This standards document is based on the Nebraska K-12 Foreign Language Frameworks (1996), Standards for Foreign Language Learning in the 21st Century (2006), Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001), and American Council on the Teaching of Foreign Language (ACTFL) Proficiency Guidelines (2012). Additional information is provided, where appropriate, to show progression in concepts and skills.

Legend



Cell without shading: State or Millard standard or indicator exists



Cell with shading: No standard or indicator is taught at this level

The World Language standards within the framework are listed by levels of progression based on beginning, emerging, developing, advancing, and expanding language acquisition skills.

Nomenclature

The 6-12 World Language Standards and Indicators are sequenced in the following matrix. The nomenclature for the standards and indicators is as follows:

- | | |
|-----|--------------------------------|
| WL | World Language |
| CCR | College and Career Readiness |
| S | State Standard, shown in black |
| M | Millard Standard, shown in red |
| 1-5 | Comprehensive Standards |
| | 1 – Communication |
| | 2 – Cultures |
| | 3 – Connections |
| | 4 – Comparisons |
| | 5 – Communities |

Comprehensive Standard**Concepts**

Communication

- 1 – Listening
- 2 – Reading
- 3 – Speaking
- 4 – Speaking, production and interaction
- 5 – Writing

Cultures

- 1 – Interpersonal Perspectives and Practices
- 2 – Cultural Perspectives and Contributions

Connections

- 1 – Connect with Other Disciplines
- 2 – Connect Information to Personal Experiences

Comparisons

- 1 – Patterns of Language
- 2 – Cultural Patterns

Communities

- 1 – Application of the Target Language
- 2 – International Community
- 3 – Local Community

Examples

WL M 4.2.2

World Language, Millard Standard, Level 4,
Comprehensive Standard 2, Standard 2

WL M 1.5.1.a

World Language, Millard Standard, Level 1,
Comprehensive Standard 5, Standard 1, Indicator a

WL S 3.1.1.b

World Language, State Standard, Level 3,
Comprehensive Standard 1, Standard 1, Indicator b

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Listening	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.
Reading	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
Speaking, production and interaction	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language	WL M 6.1.4 Students will demonstrate command of the language.
Writing	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Listening	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 1.1.1 Students will understand speech in the target language.	WL M 2.1.1 Students will understand speech in the target language.	WL M 3.1.1 Students will understand speech in the target language.	WL M 4.1.1 Students will understand speech in the target language.	WL M 5.1.1 Students will understand speech in the target language.	WL M 6.1.1 Students will understand speech in the target language.
		WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WLM 1.1.1.a Recognize speech which is slow and carefully articulated	WL M 2.1.1.a Comprehend concise, familiar phrases which are slowly and carefully articulated	WL M 3.1.1.a Comprehend speech which is slow and carefully articulated	WL M 4.1.1.a Understand articulated phrases and expressions to meet basic needs (e.g. directions, personal needs)	WL M 5.1.1.a Understand expressions and extended speech on a variety of topics	WL M 6.1.1.a Understand complex lines of argument
	WL M 1.1.1.a Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 1.1.1.b Recognize familiar and important words	WL M 2.1.1.b Identify important words and key ideas	WL M 3.1.1.b Comprehend key ideas and identify supporting details	WL M 4.1.1.b Comprehend key ideas and supporting details	WL 5.1.1.b Interpret key ideas and supporting details	WL M 6.1.1.b Analyze key ideas and supporting details
	WL M 1.1.1.b Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 1.1.1.c Respond appropriately to basic instructions and commands given repeatedly	WL M 2.1.1.c Respond appropriately to instructions and commands	WL M 3.1.1.c Respond appropriately to instructions and commands	WL 4.1.1.c Respond appropriately to a series of instructions and commands	WL M 5.1.1.c Respond appropriately to a series of complex instructions and commands	WL M 6.1.1.c Respond appropriately to a series of complex instructions and commands intended for native speakers
			WL M 1.1.1.d Respond to speech of peers and familiar adults on a given topic	WL M 2.1.1.d Respond to speech of peers and familiar adults on familiar topics	WL M 3.1.1.d Respond to speech of peers and adults on familiar topics	WL M 4.1.1.d Respond to speech of persons sympathetic to language learners on a variety of topics	WL M 5.1.1.d Respond to speech of a variety of speakers on a variety of topics (e.g. teachers, peers, native speakers)	WL M 6.1.1.d Respond to speech of native speakers not used to communicating with language learners

Listening			WL M 1.1.1.e Make an identification based on basic oral descriptors	WL M 2.1.1.e Make an identification based on simple oral descriptor	WL M 3.1.1.e Distinguish between similar objects based on simple oral descriptors	WL M 4.1.1.e Respond appropriately to complex oral descriptors	WL M 5.1.1.e Interpret information based on complex oral descriptors	WL M 6.1.1.e Analyze information based on complex oral descriptors
			WL M 1.1.1.f Identify aural context clues (e.g. verb endings, adjective endings, sentence structure)	WL M 2.1.1.f Use aural context clues to derive meaning from basic material (e.g. verb endings, adjective endings, sentence structure)	WL M 3.1.1.f Use aural context clues to derive meaning from familiar material (e.g. verb endings, adjective endings, sentence structure)	WL M 4.1.1.f Apply diverse strategies to derive meaning and detail from familiar material	WL M 5.1.1.f Apply diverse strategies to derive meaning and detail from a combination of familiar material	WL M 6.1.1.f Apply diverse strategies to derive meaning and detail from unfamiliar material

6-12 Comprehensive Communication Standard:
Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Reading	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 1.1.2 Students will understand text in the target language.	WL M 2.1.2 Students will understand text in the target language.	WL M 3.1.2 Students will understand text in the target language.	WL M 4.1.2 Students will understand text in the target language.	WL M 5.1.2 Students will understand text in the target language.	WL M 6.1.2 Students will understand text in the target language.
	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 1.1.2.a Recognize familiar names, words and basic phrases in text (e.g. notes, invitations, letters, stories)	WL M 2.1.2.a Comprehend short, basic texts, identifying familiar names, words, basic phrases, and main idea. (e.g. notes, invitations, letters, stories, charts)	WL M 3.1.2.a Comprehend texts of varying complexity using familiar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 4.1.2.a Analyze texts of varying lengths and complexity using familiar and unfamiliar vocabulary (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 5.1.2.a Analyze texts of varying lengths and complexity (e.g. business letters, official documents, newspapers, literatures, stories, charts)	WL M 6.1.2.a Evaluate and synthesize ideas, information, and opinions using authentic texts (e.g. business letters, official documents, newspapers, literatures, stories, charts)
		WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 1.1.2.b Make an identification based on basic written descriptors	WL M 2.1.2.b Make an identification based on simple written descriptors	WL M 3.1.2.b Respond appropriately to detailed written descriptors	WL M 4.1.2.b Interpret information based on complex written descriptors	WL M 5.1.2.b Interpret information based on complex written descriptors	WL M 6.1.2.b Analyze information based on complex written descriptors.
		WL M 1.1.2.c Read developmentally appropriate material	WL M 1.1.2.c Read developmentally appropriate material	WL M 2.1.2.c Read and respond to select authentic texts rich in visual clues	WL M 3.1.2.c Derive meaning from reading selected authentic materials	WL M 4.1.2.c Explain the meaning of selected written authentic materials	WL M 5.1.2.c Interpret the meaning of selected written authentic materials	WL M 6.1.2.c Analyze authentic written materials

6-12 Comprehensive Communication Standard:

Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.

Concepts	Standards Progression							
Speaking, production and interaction	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 1.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 2.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 3.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 4.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 5.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	WL S 6.1.3 Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
		WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 1.1.3.a State basic opinions on a variety of topics with preparation	WL M 2.1.3.a Discuss a variety of familiar topics with preparation	WL M 3.1.3.a Compare and contrast a variety of topics with preparation	WL M 4.1.3.a Analyze a variety of topics with preparation	WL M 5.1.3.a Analyze a variety of topics with limited preparation	WL M 6.1.3.a Evaluate a variety of topics with spontaneity
			WL M 1.1.3.b State basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 2.1.3.b Express basic needs, desires, and questions using limited vocabulary and idioms in limited contexts with preparation	WL M 3.1.3.b Express needs, desires, and questions using basic rhetorical devices, vocabulary and idioms in a variety of prepared contexts	WL M 4.1.3.b Explain needs, desires, and questions directly using rhetorical devices, vocabulary and idioms in a variety of contexts	WL M 5.1.3.b Explain needs, desires, and questions directly using rhetorical devices, a variety of vocabulary and idioms in a variety of contexts	WL M 6.1.3.b Explain needs, desires, and questions spontaneously directly and indirectly using rhetorical devices, precise vocabulary and idioms in a variety of contexts

Speaking, production and interaction	WL M 1.1.3.a Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.b Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 1.1.3.c Recite rehearsed situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 2.1.3.c Interact in simulated situations with preparation (e.g. likes and dislikes, basic courtesies, agreement and disagreement, directions)	WL M 3.1.3.c Interact in simulated situations with preparation (e.g. narrating, present, past, future events)	WL M 4.1.3.c Interact in simulated situations. (e.g. narrating, present, past, future events)	WL M 5.1.3.c Interact in simulated situations with limited preparation (e.g. narrating, present, past, future events)	WL M 6.1.3.c Interact spontaneously in a variety of situations
	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 1.1.4 Students will produce comprehensible language.	WL M 2.1.4 Students will produce comprehensible language.	WL M 3.1.4 Students will produce comprehensible language.	WL M 4.1.4 Students will demonstrate competence of the language.	WL M 5.1.4 Students will demonstrate competence of the language	WL M 6.1.4 Students will demonstrate command of the language.
			WL M 1.1.4.a Express a limited range of structures and vocabulary in spoken interactions (e.g. make statements, ask questions)	WL M 2.1.4.a Utilize a range of structures and appropriate vocabulary in spoken interactions (e.g. narrating, present, past, future events.)	WL M 3.1.4.a Apply a variety of structures and appropriate vocabulary to spoken interactions	WL M 4.1.4.a Demonstrate control of a variety of basic structures and idioms, using appropriate vocabulary in spoken interactions	WL M 5.1.4.a Demonstrate control of a variety of structures and idioms, using appropriate vocabulary in spoken interactions	WL M 6.1.4.a Demonstrate control of a variety of structures and idioms, with rich, precise, idiomatic vocabulary with an ease of expression in spoken interactions
	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.a Identify and imitate correct pronunciation and intonation	WL M 1.1.4.b Identify and imitate correct pronunciation and intonation	WL M 2.1.4.b Imitate and produce correct pronunciation and intonation in basic statements	WL M 3.1.4.b Produce correct pronunciation and intonation	WL M 4.1.4.b Utilize correct pronunciation and intonation	WL M 5.1.4.b Demonstrate correct pronunciation and intonation	WL M 6.1.4.b Dialogue using correct pronunciation and intonation

6-12 Comprehensive Communication Standard: Students will understand and interpret spoken languages and written text to present information, concepts, and ideas, and use languages to engage in meaningful conversation.								
Concepts	Standards Progression							
Writing	Language (6)	Beginning Level 1A	Level 1B	Emerging Level II	Developing Level III	Advancing Level IV	Expanding	
	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 1.1.5 Students will write basic phrases and sentences.	WL M 2.1.5 Students will write a series of basic phrases and sentences.	WL M 3.1.5 Students will write cohesive paragraphs on a range of familiar subjects.	WL M 4.1.5 Students will write clearly and with details on a variety of subjects.	WL M 5.1.5 Students will write clearly and with details on a variety of subjects.	WL M 6.1.5 Students will write clearly and with details on a variety of subjects, synthesizing and evaluating information and arguments from a number of sources.
		WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 1.1.5 a Write basic phrases and sentences (e.g. descriptions about themselves, where they live, what they do)	WL M 2.1.5 a Generate basic sentences linked with conjunctions (e.g. descriptions about their actual lives and fictitious situations)	WL M 3.1.5 a Generate cohesive paragraphs about everyday aspects of his/her environment (e.g. descriptions of events, past activities and personal experience)	WL M 4.1.5. a Generate cohesive paragraphs on a variety of subjects (e.g. review of a film, book, play)	WL M 5.1.5. a Compose a detailed writing on a variety of subjects (e.g. review of a film, book, play)	WL M 6.1.5 a Compose a detailed, imaginative and well-structured writing (e.g. convey mood, implied meaning, abstract ideas)
		WL M 1.1.5 b Convey factual information using basic sentences	WL M 1.1.5 b Convey factual information using basic sentences	WL M 2.1.5 b Construct a written document using basic phrases and sentences which contain factual information	WL M 3.1.5 b Summarize factual information on familiar subjects	WL M 4.1.5 b Summarize in detail on familiar and unfamiliar subjects	WL M 5.1.5. b Develop an argument, giving reasons in support of or against a particular point of view	WL M 6.1.5 b Synthesize and evaluate information and arguments from a number of sources in order to expand and support points of view

Writing			WL M 1.1.5.c Respond to simple personal written communication (e.g. notes, invitations, letters)	WL M 2.1.5.c Respond to personal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 3.1.5.c Produce informal written communication on a variety of topics (e.g. notes, invitations, letters)	WL M 4.1.5.c Respond to formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 5.1.5.c Produce formal written communication (e.g. business letters, official documents, newspapers, literature)	WL M 6.1.5.c Construct an analysis of formal written communication from a variety of authentic sources (e.g. business letters, official documents, newspapers, literature)
		WL M 1.1.5.c Identify and list vocabulary related to a task	WL M 1.1.5.d Identify and list vocabulary related to a task (e.g. vocabulary in simple sentences)	WL M 2.1.5.d Apply vocabulary in simple sentences	WL M 3.1.5.d Apply vocabulary in more complex sentence structures and paragraphs	WL M 4.1.5.d Employ highly descriptive vocabulary in cohesive paragraphs	WL M 5.1.5.d Utilize highly descriptive vocabulary in a variety of written formats	WL M 6.1.5.d Utilize sophisticated and nuanced vocabulary in a variety of written formats
			WL M 1.1.5.e Recognize correct mechanics of the language (e.g. spelling, grammar)	WL M 2.1.5.e Demonstrate control of basic mechanics in simple sentences (e.g. spelling, grammar)	WL M 3.1.5.e Demonstrate control of increasingly complex mechanics in paragraphs (e.g. spelling, grammar)	WL M 4.1.5.e Demonstrate control of complex mechanics in a variety of written formats (e.g. spelling, grammar)	WL M 5.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)	WL M 6.1.5.e Demonstrate control of complex mechanics in a variety of written formats in authentic contexts (e.g. spelling, grammar)

6-12 Comprehensive Cultures Standard: Students will gain knowledge about other cultures.								
Concepts	Standards Progression							
Interpersonal Perspectives and Practices	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.	WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.	WL M 4.2.1 Students will respond appropriately to authentic cultural situations.	WL M 5.2.1 Students will respond appropriately to authentic cultural situations.	WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.
Cultural Perspectives and Contributions	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.	WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.	WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.
	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL M 6.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression							
Interpersonal Perspectives and Practices	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 1.2.1 Students will respond appropriately to basic scripted social interactions.	WL M 2.2.1 Students will respond appropriately to scripted and rehearsed social interactions.	WL M 3.2.1 Students will respond appropriately to rehearsed social interactions.	WL M 4.2.1 Students will respond appropriately to authentic cultural situations.	WL M 5.2.1 Students will respond appropriately to authentic cultural situations.	WL M 6.2.1 Students will respond appropriately to authentic spontaneous cultural situations.
	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture	WL M 1.2.1.a Recognize and interpret language and behaviors that are appropriate to the target culture (e.g. begin rote language demonstration)	WL M 2.2.1.a Demonstrate rote language and behaviors that are appropriate to the target culture	WL M 3.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 4.2.1.a Produce language and behaviors that are appropriate to the target culture	WL M 5.2.1.a Apply language and behaviors that are appropriate to the target culture in an authentic situation (e.g. model social functions, writing letters, using digital tools)	WL M 6.2.1.a Apply language and behaviors that are appropriate to the target culture with spontaneity in authentic situations (e.g. model social functions, writing letters, using digital tools)
		WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 1.2.1.b Identify common words, phrases, and idioms that reflect the culture (e.g. I am hungry. vs. I have hunger.)	WL M 2.2.1.b Understand common words, phrases, and idioms that reflect the culture	WL M 3.2.1.b Demonstrate use of common words, phrases, and idioms, and understand the cultural connotations	WL M 4.2.1.b Identify abstract idiomatic phrases	WL M 5.2.1.b Comprehend abstract idiomatic phrases	WL M 6.2.1.b Integrate culturally embedded words, phrases, and idioms into everyday communication
	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 1.2.2 The student will identify cultural perspectives and practices in the culture studied.	WL M 2.2.2 The student will investigate cultural perspectives and practices in the cultures studied.	WL M 3.2.2 The student will describe cultural perspectives and practices in everyday life in the cultures studied.	WL M 4.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language.	WL M 5.2.2 The student will compare and contrast cultural perspectives and practices in everyday life in the target language	WL M 6.2.2 The student will analyze the development of different cultural perspectives and practices in the target language.

Interpersonal Perspectives and Practices	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 1.2.2.a Explore commonly held generalizations about the target culture	WL M 2.2.2.a Explore commonly held generalizations about the target culture	WL M 3.2.2.a Describe commonly held generalizations about the target culture	WL M 4.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 5.2.2.a Compare and contrast commonly held generalizations about the culture studied	WL M 6.2.2.a Evaluate commonly held generalizations about the target culture in the target language
			WL M 1.2.2.b Identify social and geographic factors that affect cultural practices	WL M 2.2.2.b Explain social and geographic factors that affect cultural practices	WL M 3.2.2.b Discuss social and geographic factors that affect cultural practices	WL M 4.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 5.2.2.b Compare and contrast geographic factors that affect cultural practices	WL M 6.2.2.b Analyze social and geographic factors that affect cultural practices

**6-12 Comprehensive Cultures Standard:
Students will gain knowledge about other cultures.**

Concepts	Standards Progression							
Cultural Perspectives and Contributions	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 1.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 2.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 3.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 4.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 5.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.	WL S 6.2.3 Students will demonstrate an understanding of the relationships between the perspectives and products/ contributions of the cultures.
	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 1.2.3.a Identify the perspectives, practices, products, and contributions of the culture studied	WL M 2.2.3.a Investigate the perspectives, practices, products, and contributions of the culture studied	WL M 3.2.3.a Explain the perspectives, practices, products, and contributions of the culture studied	WL M 4.2.3.a Explain the perspectives, practices, products, and contributions of the culture using the target language	WL M 5.2.3.a Compare and contrast the perspectives, practices, products, and contributions of the culture using the target language	WL M 6.2.3.a Evaluate the perspectives, practices, products, and contributions of the culture using the target language
			WL M 1.2.3.b Identify the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 2.2.3.b Investigate the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 3.2.3.b Describe the relationship between the cultural perspectives and products/ contributions as represented in expressive forms of the culture studied (e.g. art, music, literature, dance)	WL M 4.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 5.2.3.b Examine the culture through its visual arts, architecture, literature, and music using the target language	WL M 6.2.3.b Describe the culture through its visual arts, architecture, literature, and music using the target language

Cultural Perspectives and Contributions	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.b Explore objects, images, and symbols of the target culture	WL M 1.2.3.c Explore objects, images, and symbols of the target culture	WL M 2.2.3.c Investigate objects, images, and symbols of the target culture	WL M 3.2.3.c Explain objects, images, and symbols of the target culture	WL M 4.2.3.c Describe the cultural significance of objects, images, and symbols of the target culture	WL M 5.2.3.c Examine the cultural significance of objects, images, and symbols of the target culture	WL M 6.2.3.c Analyze the cultural significance of objects, images, and symbols of the target culture
		WL M 1.2.3.c Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 1.2.3.d Identify how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 2.2.3.d Explain how the needs, behaviors, and beliefs of the culture are reflected in the products/ contributions of the culture	WL M 3.2.d Discuss the external factors which affect products and contributions	WL M 4.2.3.d Discuss the external factors which affect products and contributions	WL M 5.2.3.d Analyze the external factors which affect products and contributions	WL M 6.2.3.d Analyze contributions of diverse groups within the target culture
		WL M 1.2.3.d Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 1.2.3.e Identify the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 2.2.3.e Explain the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 3.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 4.2.3.e Discuss the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 5.2.3.e Analyze the expressive forms of the target culture (e.g. art, literature, music, dance)	WL M 6.2.3.e Evaluate the expressive forms of the target culture (e.g. art, literature, music, dance)

6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect with Other Disciplines	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 6.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
Connect Information to Personal Experiences			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 6.3.2 Students will evaluate information and the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.

6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect with Other Disciplines	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 1.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 2.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 3.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 4.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 5.3.1 Students will reinforce and further knowledge of other disciplines through world languages.	WL S 6.3.1 Students will reinforce and further knowledge of other disciplines through world languages.
	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 1.3.1.a Discuss topics from other school subjects (e.g. art, music, language arts, history, mathematics)	WL M 2.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 3.3.1.a Discuss topics from other school subjects, incorporating the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 4.3.1.a Discuss topics from other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 5.3.1.a Develop opinions related to other school subjects in the target language (e.g. art, music, geography, history, language arts, mathematics)	WL M 6.3.1.a Defend opinions on topics in other subjects in the target language (e.g. political and historical concepts, worldwide health issues, environmental concepts)
			WL M 1.3.1.b Identify information from single sources in the target language about a topic being studied in other school subjects (e.g maps, metric system, advertisement, product information)	WL M 2.3.1.b Identify information from a variety of sources in the target language about a topic being studied in other school subjects (e.g maps, metric system, advertisement, product information)	WL M 3.3.1.b Comprehend information from a single source in the target language about a topic being studied in other school subjects	WL M 4.3.1.b Comprehend information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 5.3.1.b Summarize information from a variety of sources in the target language about a topic being studied in other school subjects	WL M 6.3.1.b Analyze information from a variety of sources in the target language about a topic being studied in other school subjects

Connect with Other Disciplines			WL M 1.3.1.c Identify information from another content area to combine with information available in the world language classroom	WL M 2.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)	WL M 3.3.1.c Connect information from other content areas with information available in the target language (e.g. health, currency, food, fine arts)	WL M 4.3.1.c Obtain information from other content areas to combine with information available in the target language (e.g. music, government, environment)	WL M 5.3.1.c Generate information from other content areas to combine with information available in the target language (e.g. music, government, environment)	WL M 6.3.1.c Synthesize information from other content areas with information available in the target language (e.g. current events, economics)
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6-12 Comprehensive Connections Standard:
Students will connect with other disciplines and acquire information that connects to their own experiences.

Concepts	Standards Progression							
Connect Information to Personal Experiences	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
			WL M 1.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 2.3.2 Students will recognize the distinctive viewpoints of the target culture and make connections to their own experiences using authentic materials.	WL M 3.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 4.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 5.3.2 Students will acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.	WL M 6.3.2 Students will evaluate information and the distinctive viewpoints that are only available through the target language and its cultures and make connections to personal experiences using authentic materials.
			WL M 1.3.2.a Explore a variety of authentic materials intended for native speakers of the target language (e.g. menus, maps, advertisements, comics, videos)	WL M 2.3.2.a Identify similarities in a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 3.3.2.a Compare a variety of authentic materials and English language materials of the same type (e.g. menus, maps, literature)	WL M 4.3.2.a Compare and contrast a variety of authentic materials and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 5.3.2.a Compare and contrast a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)	WL M 6.3.2.a Analyze a variety of authentic materials intended for same-age speakers and English language materials of the same type (e.g. news articles, magazines, brochures, menus, maps, literature)

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Patterns of Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
Cultural Patterns	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Patterns of Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 1.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 2.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 3.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 4.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 5.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.	WL S 6.4.1 Students will recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 1.4.1.a Recognize and imitate the sound patterns of the target language and compare them to the student's own language (e.g. alphabet, special characters, accents)	WL M 2.4.1.a Identify and produce independently the sound patterns of the target language, and compare them to the student's own language (e.g. silent letters, phonemes)	WL M 3.4.1.a Apply the sound patterns of the target language in context and compare to the student's own language (e.g. use letter combinations to figure out sounds of new words, examples sch = [sh] (German), oi = [wa] (French), ll = [y] (Spanish))	WL M 4.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 5.4.1.a Integrate the sound patterns of the target language in a variety of contexts and compare to the students own language (e.g. use sound patterns to pronounce new words)	WL M 6.4.1.a Synthesize the sound pattern of the target language in a variety of contexts (e.g. apply spelling rules to auditory input)
		WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement)	WL M 1.4.1.b Recognize the structural patterns of the target language and compare them to the student's own language (e.g. parts of speech, word function, word placement.)	WL M 2.4.1.b Identify and produce independently the structural patterns of the target language, and compare them to the student's own language (e.g. parts of speech)	WL M 3.4.1.b Understand and produce independently the structural patterns of the target language (e.g. word order and accuracy of simple sentences)	WL M 4.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 5.4.1.b Integrate the structural patterns of the target language in a variety of contexts (e.g. word order and accuracy of complex sentences)	WL M 6.4.1.b Synthesize knowledge of structural patterns in both the target language and the student's own language to communicate effectively (e.g. complexity, self-correct, tense agreement)

Patterns of Language		WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 1.4.1.c Recognize the idiomatic expressions of the target language	WL M 2.4.1.c Identify the idiomatic expressions of the target language	WL M 3.4.1.c Compare and contrast idiomatic expressions of the target language and the student's own language	WL M 4.4.1.c Comprehend the meaning of idiomatic expressions of the target language in the correct context	WL M 5.4.1.c Demonstrate use of idiomatic expressions of the target language in the correct context	WL M 6.4.1.c Integrate idiomatic expressions of the target language in the correct context
	WL M 1.4.1.b Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 1.4.1.d Recognize connections among languages (e.g. cognates)	WL M 2.4.1.d List examples of connections among languages	WL M 3.4.1.d Identify connections among languages	WL M 4.4.1.d Illustrate the connections among languages	WL M 5.4.1.d Explain the connections among languages	WL M 6.4.1.d Analyze how languages influence each other

6-12 Comprehensive Comparisons Standard:
Students will develop insight into the nature of the target language and culture.

Concepts	Standards Progression							
Cultural Patterns	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 1.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 2.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 3.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 4.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 5.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.	WL S 6.4.2 Students will recognize that cultures use different patterns of interaction and apply this knowledge to their own culture.
	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 1.4.2.a Explore the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 2.4.2.a Identify the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 3.4.2.a Examine the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 4.4.2.a Compare and contrast the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 5.4.2.a Analyze the significance of the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources	WL M 6.4.2.a Summarize the similarities and differences between the target culture(s) and the student's own culture using evidence from authentic sources
	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 1.4.2.b Explore similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 2.4.2.b Identify similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 3.4.2.b Explain similar and different behavioral patterns between the target culture(s) and the student's own culture	WL M 4.4.2.b Compare and contrast knowledge of similar and different behavioral patterns to interact effectively in limited social contexts in the target culture(s)	WL M 5.4.2.b Analyze behavioral patterns to interact effectively in limited social contexts in the target culture(s)	WL M 6.4.2.b Utilize knowledge of similar and different behavioral patterns to interact effectively in social contexts in the target culture(s)

Cultural Patterns		WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 1.4.2.c Explore the contributions of the target culture(s) to the student's own culture	WL M 2.4.2.c Identify the contributions of the target culture(s) to the student's own culture	WL M 3.4.2.c Identify the impact of the target culture on the student's own culture	WL M 4.4.2.c Identify the impact of the target culture on the student's own culture	WL M 5.4.2.c Analyze the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community	WL M 6.4.2.c Summarize the impact of the target culture(s) on the student's own culture and identify the ways in which various cultures interact within the student's own community
	WL M 1.4.2.c Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 1.4.2.d Explore expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 2.4.2.d Identify expressive (art, entertainment, music) and utilitarian (signs and symbols) forms of the target culture(s)	WL M 3.4.2.d Explain expressive and utilitarian forms of the target culture(s)	WL M 4.4.2.d Compare and contrast expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 5.4.2.d Critique expressive and utilitarian forms of the target culture(s) and the student's own culture	WL M 6.4.2.d Utilize utilitarian forms of the target culture and the student's culture and begin to analyze how the patterns of interaction are reflected in the expressive forms of the target culture(s) and the student's own culture

6-12 Comprehensive Communities Standard:

Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.

Concepts	Standards Progression							
Application of the Target Language	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
International Community Connections		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
Local Community Connections		WL M 1.5.3 Students will connect with the local target culture	WL M 1.5.3 Students will connect with the local target culture	WL M 2.5.3 Students will connect with the local target culture.	WL M 3.5.3 Students will connect with the local target culture.	WL M 4.5.3 Students will connect with the local target culture.	WL M 5.5.3 Students will connect with the local target culture.	WL M 6.5.3 Students will connect with the local target culture.

6-12 Comprehensive Communities Standard: Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.								
Concepts	Standards Progression							
Application of the Target Language		Beginning		Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.1 Students will identify the target language.	WL M 1.5.1 Students will identify the target language.	WL M 2.5.1 Students will identify the target language.	WL M 3.5.1 Students will develop the use of the target language.	WL M 4.5.1 Students will develop the use of the target language.	WL M 5.5.1 Students will develop the use of the target language.	WL M 6.5.1 Students will integrate the use of the target language in their daily lives.
		WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 1.5.1.a Explore the target language in the student's daily life and share that knowledge with others	WL M 2.5.1.a Recognize the target language in the student's daily life and share that knowledge with others	WL M 3.5.1.a Develop the use of the target language in daily life	WL M 4.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 5.5.1.a Demonstrate the use of the target language in real life situations (e.g. order from an authentic menu, ask or give directions)	WL M 6.5.1.a Integrate the target language in real life situations (e.g. phone conversation, websites, models, informational signs, brochures)

6-12 Comprehensive Communities Standard:

Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.

Concepts	Standards Progression							
International Community Connections	Beginning			Emerging	Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 1.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 2.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 3.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 4.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 5.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.	WL M 6.5.2 Students will connect with the international target culture through the use of technology, media, and authentic sources.
		WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 1.5.2.a Locate connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 2.5.2.a Identify connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 3.5.2.a Describe connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 4.5.2.a Establish connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 5.5.2.a Develop connections with the target culture through the use of technology, media, authentic sources, and experiences	WL M 6.5.2.a Evaluate and cultivate connections with the target culture through the use of technology, media, authentic sources, and experiences
			WL M 1.5.3.b Explore the idea of differing world views (e.g. education systems, social activities, political system, transportation)	WL M 2.5.3.b List an example of a differing world view (e.g. education systems, social activities, political system, transportation)	WL M 3.5.3.b Explain the idea of differing world views and give an example (e.g. education systems, social activities, political system, transportation)	WL M 4.5.3.b Compare and contrast differing world views (e.g. education systems, social activities, political system, transportation)	WL M 5.5.3.b Explain the impact of differing world views on global relationships using authentic sources (e.g. education systems, social activities, political system, transportation)	WL M 6.5.3.b Analyze the interdependence that exists among the world's communities and the differing views of one another, using authentic sources (e.g. education systems, social activities, political system, transportation)

6-12 Comprehensive Communities Standard: Students will use the target language to investigate the world beyond their immediate surroundings for personal growth and enrichment.								
Concepts	Standards Progression							
Local Community Connections	Beginning		Emerging		Developing	Advancing	Expanding	
	Language (6)	Level 1A	Level 1B	Level II	Level III	Level IV	Level V	AP and IB
		WL M 1.5.3 Students will connect with the local target culture	WL M 1.5.3 Students will connect with the local target culture	WL M 2.5.3 Students will connect with the local target culture.	WL M 3.5.3 Students will connect with the local target culture.	WL M 4.5.3 Students will connect with the local target culture.	WL M 5.5.3 Students will connect with the local target culture.	WL M 6.5.3 Students will connect with the local target culture.
		WL M 1.5.3.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 1.5.3.a Identify the resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 2.5.3.a Investigate resources of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 3.5.3.a Interact with the target culture in the local community (e.g. guest speaker, interactive field trip, virtual tour, online menu)	WL M 4.5.3.a Utilize resources and interact with the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 5.5.3.a Analyze the contributions and needs of the target culture in the local community (e.g. guest speaker, interactive online field trip, virtual tour, online menu)	WL M 6.5.3.a Collaborate with the target culture in the local community (e.g. electronically exchanging letters, pen pals, guest speakers, video conferencing)
Courses	(Language) 6	Level I Spanish IA (Language) 7	Level I Spanish IB (Language) 8	Level II Honors Level II	Level III Honors Level III	Level IV	Honors IV/Level V	AP courses IB courses
Materials	French: Exploring French, 3rd Edition (EMC Publishing, 2008) German: Der Gruene Max (Klett-Langenscheidt, 2012)	French: T'es Branche Level I (EMC Publishing, 2014) German: Genial Klick I (Klett-Langenscheidt, 2011)	French: T'es Branche Level I (EMC Publishing, 2014) German: Genial Klick I (Klett-Langenscheidt, 2011)	French: T'es Branche Level II (EMC Publishing, 2014) German: Mosaik Level I (Vista Higher Learning, 2014)	French: T'es Branche Level III (EMC Publishing, 2014) German: Mosaik Level II (Vista Higher Learning, 2014)	French: T'es Branche Level III (EMC Publishing, 2014) German: Mosaik Level II (Vista Higher Learning, 2014)	French: T'es Branche Level IV (EMC Publishing, 2014) German: Mosaik Level III (Vista Higher Learning, 2014)	French: Face-a-Face (Vista Higher Learning, 2011) German: Denk Mal 2e (Vista Higher Learning, 2014)

		Japanese: Adventures in Japanese I (Cheng-Tsui, 2015) Latin: Ecce Romani I: A Latin Reading Program 4th Edition (Pearson, 2009) Spanish: Avancemos Level I, (HMH, 2013)	Japanese: Adventures in Japanese I (Cheng-Tsui, 2015) Latin: Ecce Romani I: A Latin Reading Program 4th Edition (Pearson, 2009) Spanish: Avancemos Level I, (HMH, 2013)	Japanese: Adventures in Japanese II (Cheng-Tsui) Released Summer 2015 Latin: Ecce Romani II: A Latin Reading Program 4th Edition (Pearson, 2009) Spanish: Avancemos Level II, (HMH, 2013)	Japanese: Adventures in Japanese III (Cheng-Tsui) Released Summer 2016 Latin: Ecce Romani III: A Latin Reading Program 4th Edition (Pearson, 2009) Vergils Aeneid, Books I-VI (Bolchazy-Carducci Publishers Inc, 1998) Spanish: Avancemos, Level III, (HMH, 2013)	Spanish: Avancemos, Level III, (HMH, 2013)	Spanish: Avancemos, Level IV, (HMH, 2013)	Japanese: Adventures in Japanese IV (Cheng-Tsui, 2004) Latin: Vergils Aeneid, Books I-VI (Bolchazy-Carducci Publishers Inc, 1998) Caesar, The Conquest of Gaul, (Penguin Books, 1983) A Call to Conquest: Readings from Caesar's Gallic Wars, (Pearson, 2013) Vergil's Aeneid Hero: War, Humanity (Bolchazy-Carducci, 2005) Spanish: Temas (Vista Higher Learning, 2013)
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K-5 Spanish
Aldrich Elementary School offers K-5 Spanish as part of the International Baccalaureate Primary Years Programme.

Standards	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Communication	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings/Courtesies Numbers Colors Classroom Directions Calendar Shapes Sizes School Objects Family Weather Transportation Animals Body Parts Clothing Foods Mexico</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Birthday /Age Numbers Classroom Directions Calendar Weather School Locations Community Locations Family Sizes/Shapes Animals Body Parts Clothing Foods Spain</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Introductions Birthdays Numbers to 100 Colors Classroom Directions Weather Calendar Telling Time School Subjects Family Prepositions Animals Body Parts Clothing Foods Latin American Foods Market/Money Likes and Dislikes</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers to 100 Alphabet-spelling Family and Friends Introductions Adjectives Professions Prepositions Directs/Locations Body Parts Clothing Seasons Travel Central America</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Birthdays/Calendar Numbers Alphabet-spelling Activities Telling Time Professions Employment Family Members Geography Landforms Animals Foods Celebrations Holidays Restaurants Needs and Requests</p>	<p>Students will acquire vocabulary; develop an understanding of sentence structures and a comprehension of Spanish in order to communicate.</p> <p>Greetings Self-Introductions Birthdays/Calendar Classroom Directions Numbers to 1000 Ordinal Numbers Computers/Technology Pronouns: -ar verbs Sports IB Attitudes Verbs: -estar -er and -ir Foods/Meals Home Interrogatives</p>
Cultures	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Artifacts Songs Music Musical Instruments Dances Chants Stories Poetry Art</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Halloween and Day of the Dead Time of Day Cultural Traditions Central American Foods</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Greetings Introductions Polite Expressions Flags Schools Geographic Features Food</p>	<p>Students will gain knowledge and an understanding of other cultures.</p> <p>Friendships School Sports Meals Housing</p>

	Food	Food	Food			
Connections	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes Social Studies: School Geography Traditions Physical Education: Movement Science: Weather Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Geometric Shapes Social Studies: School Helpers Community Traditions Physical Education: Movement Science: Weather Language Arts: Animal Poems Songs Stories</p>	<p>Students will connect with other disciplines.</p> <p>Math: Number Sense Telling Time Social Studies: Family Members Traditions Science: Animal Habitats Weather</p>	<p>Students will connect with other disciplines.</p> <p>Math: Graphing Social Studies: Employment/Working Geography Science: Parts of the Body Language Arts: Family Members</p>	<p>Students will connect with other disciplines.</p> <p>Math: Charting Graphing Social Studies: Leisure Time Employments/Working Geography Celebrations Language Arts: Capitalization of Names</p>	<p>Students will connect with other disciplines.</p> <p>Math: Numbers Addition Subtraction Multiplication Division Technology: Computer Terms Grammar: Pronoun Usage Verb Conjugation Questioning Physical Education: World Sports</p>
Comparisons	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Names for Shapes Family Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Capitalization of Months and Days Customs/Celebrations Weather Animal Sounds Culture</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Birthday Songs Capitalization of Months and Days Family Customs Landforms Foods Bartering</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Family Living Situations Adjectives Word Placement Cognates Food Geography</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Calendars Telling Time World Language Study Cognates for Map Terms Eating customs</p>	<p>Students will examine comparisons of Spanish speaking countries communication, vocabulary, and culture with those found in the United States.</p> <p>Greetings Introductions Polite Expressions Schools Conjugating Verbs Eating Customs Housing</p>
Communities	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>	<p>Students will participate in communities both within and beyond the school.</p> <p>Sharing new learnings with family</p>

	Participation in school celebrations	Participation in school celebrations	Participation in school celebrations	Participation in school celebrations	Participation in school celebrations	Participation in school Celebrations
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PreK-12 Comprehensive Standard 1: Students in Millard Public Schools will demonstrate critical thinking and problem-solving skills.	
Concepts	Standards Progression

Ability to reason, solve problems, and make complex decisions	6-8	9-12
	CCR M 8.1.E Students will demonstrate the ability to focus, prioritize, organize, and handle unfamiliar situations. <ul style="list-style-type: none"> Ask questions by identifying needed information Determine the appropriate sequence of events Use an organizational tool 	CCR M 12.1.E Students will exhibit the ability to focus, prioritize, organize, and handle ambiguity. <ul style="list-style-type: none"> Demonstrate on-task behaviors Utilize time management skills Understand shades of meaning or various interpretations

PreK-12 Comprehensive Standard 4: Students in Millard Public Schools will demonstrate citizenship and personal responsibility.	
Concepts	Standards Progression

Ability to achieve success for people and systems through personal actions	6-8	9-12
	CCR M 8.4.C Students will respect diversity. <ul style="list-style-type: none"> Participate in multicultural activities Acknowledge and appreciate the diversity of others Avoid negative or derogatory action and/or responses toward others Communicate positivity with people of different cultural, racial, and ethnic backgrounds 	CCR M 12.4.C Students will respect diversity. <ul style="list-style-type: none"> Acknowledge and appreciate differences in people. Seek opportunities to interact with diverse groups Advocate for fair treatment of all Engage appropriately in class discussions and interactions

APPENDIX

9-12 Renamed Course Rationale38

6-12 World Language Courses Flow Chart39

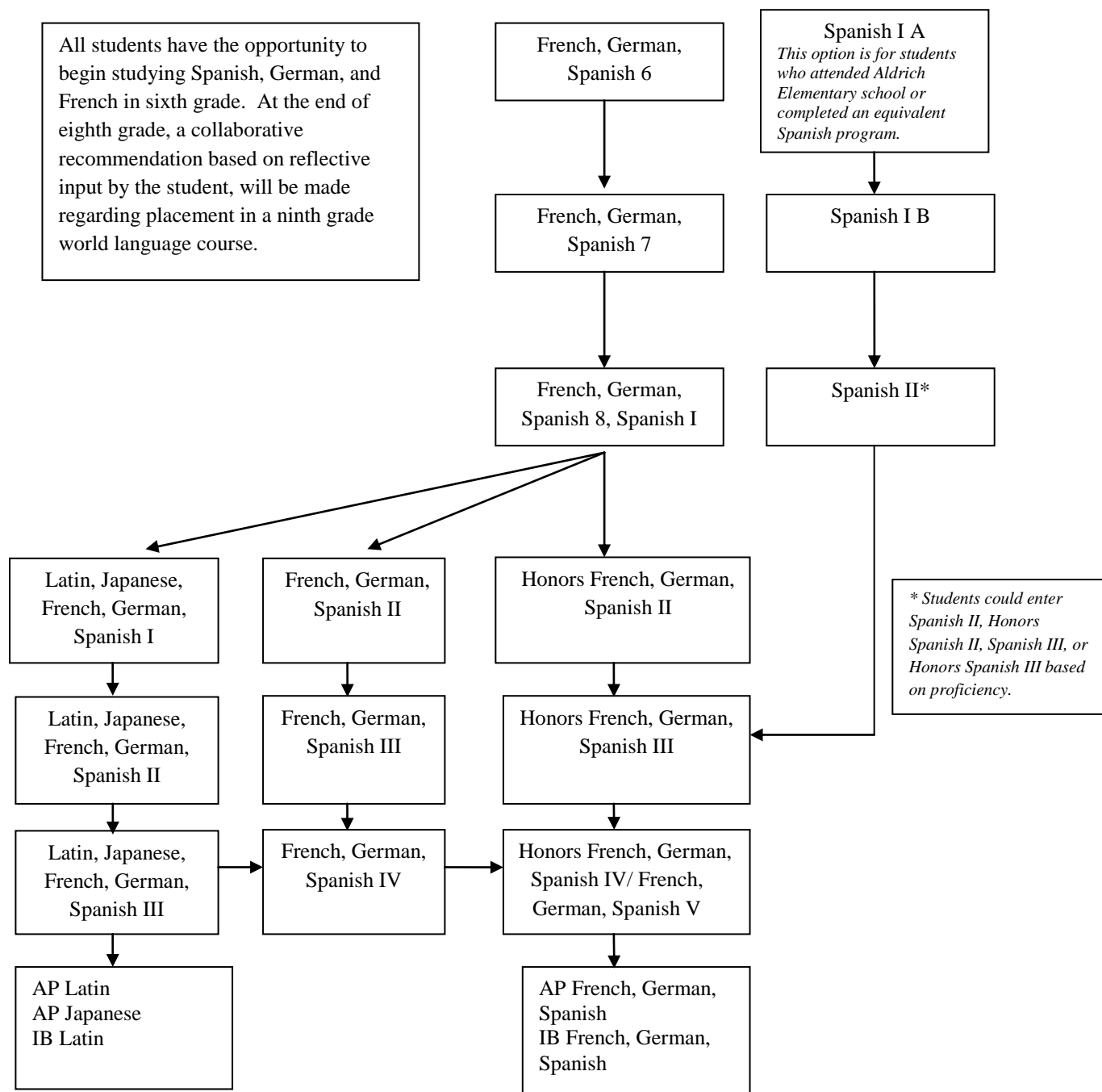
6-8 Course Descriptions.....40

9-12 Course Descriptions.....42

9-12 Renamed Course Rationale

PREVIOUS COURSE	PROPOSED COURSE	RATIONALE/IMPACT
Honors Level IV	Honors (Language) IV/ (Language) V	<ul style="list-style-type: none"> • Provide students an opportunity to take a Level V course after completing (Language) IV. • Provide an opportunity to further develop an understanding of the language and language fluency.

6-12 World Language Flow Chart



Students are advised to take consecutive years of the same language. University of Nebraska System admissions requirements include two years of the same language and some programs may require more. Students are highly encouraged to extend their language study throughout their high school years.

Although students normally follow one of the above paths, based on a student's proficiency, a student may take a different path.

6-8 World Language Course Descriptions

(Language) refers to French, German, or Spanish courses

xxxx (Language) 6

6th grade

Course Description: Students will explore basic vocabulary, geography and cultural aspects of the target language. Students will participate in activities related to the language and customs of the target culture(s). This class consists of three 12-week segments (French, German, Spanish) meeting on alternate days.

xxxx Spanish IA

6th grade

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course begins in sixth grade, meets on alternate days, and will continue with Spanish IB in seventh grade, meeting on alternate days. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 7

7th grade

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). (Language) 7 is the first year of a two-year course to be completed in 8th grade. The course meets on alternate days in 7th grade and every day in eighth grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish IB

7th grade

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). This course meets on alternate days and is a continuation of Spanish IA taught in sixth grade. Spanish IA and Spanish IB constitute a two-year course equivalent to Spanish I taught in high school. Spanish II is taught in eighth grade and is equivalent to Spanish II taught at the high school.

xxxx (Language) 8**8th grade**

Course Description: Students will further develop the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). (Language) 8 meets every day and is the second year of a two-year course that begins in 7th grade. (Language) 7 and (Language) 8 make up a two year course sequence equivalent to the (Language) I course at the high school.

xxxx Spanish I**8th grade**

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s). The standards for this course are the same as the two-year Spanish 7 and Spanish 8 course that begins in 7th grade; however, because this eighth grade course is taught in just one school year, some content may be condensed. This course is designed for students joining Millard Public Schools late in the seventh grade year or those new to eighth grade. Students not successful in Spanish 7 may take this course in eighth grade with administrator approval.

xxxx Spanish II**8th grade**

Course Description: This course is intended for students who have completed the Spanish sequence at Aldrich Elementary School or an equivalent elementary school Spanish program. The course is offered at KMS and NMS only. Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language. This course meets every day and is a continuation of the Spanish IA and Spanish IB course sequence beginning in sixth grade. Spanish II is equivalent to Spanish II taught at the high school.

9-12 World Language Course Descriptions

(Language) refers to French, German, or Spanish courses

xxxx (Language) I **9-12** **10 Credits**
Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the target culture(s).
Prerequisites: None

xxxx (Language) II **9-12** **10 Credits**
Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the target language.
Prerequisites: (Language) 8 or (Language) I

xxxx Honors (Language) II **9-12** **10 Credits**
Course Description: Students will learn an expanded vocabulary and develop skills at an accelerated pace. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the (target) language. Authentic text will be introduced and students will demonstrate more independence in communication. Honors Level II is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate.
Prerequisites: (Language) 8 or (Language) I

xxxx (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and complex mechanics to develop skills utilizing authentic sources. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.
Prerequisites: (Language) II

xxxx Honors (Language) III **9-12** **10 Credits**
Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will learn an expanded vocabulary and develop skills at an accelerated pace utilizing authentic sources. Students will use complex mechanics of the language and explore culture through a variety of topics. The majority of the course will be conducted in the target language. Honors Level III is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.
Prerequisites: (Language) II or Honors (Language) II

xxxx (Language) IV **10-12** **10 Credits**

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in the target culture(s). Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in the target language.

Prerequisites: (Language) III

xxxx Honors (Language) IV/(Language) V **10-12** **10 Credits**

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills utilizing authentic sources. Students will communicate with greater spontaneity and in greater detail. Students will also explore culture through a variety of topics. The course will be conducted in the target language. Honors Level IV is recommended for all students who plan to pursue Advanced Placement[®] or International Baccalaureate courses.

Prerequisites: (Language) **III** **IV** or Honors (Language) III

xxxx Japanese I **9-12** **10 Credits**

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will master reading and writing in Hiragana and Katakana. Students will learn about and experience cultural practices relating to Japanese culture.

Prerequisites: None

xxxx Japanese II **10-12** **10 Credits**

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will learn to read and write 100 kanji. Students will explore culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in the Japanese language.

Prerequisites: Japanese I

xxxx Japanese III **11-12** **10 Credits**

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in (the target) culture(s). Students will learn to read and write 200 kanji. Students will learn an expanded vocabulary and develop skills utilizing authentic sources. Students will use complex mechanics of the language. Students will communicate in the present, past and future tenses. Students will also explore culture through a variety of topics.

Prerequisites: Japanese II

xxxx Latin I**9-12****10 Credits**

Course Description: Students will experience an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills, and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry in translation. Roman history and culture, as well as Greco-Roman mythology, will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None

xxxx Latin II**10-12****10 Credits**

Course Description: Students will learn new grammar concepts to advance comprehension of Latin manuscripts and further their communication skills using Latin. Students will continue their literary studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I

xxxx Latin III**11-12****10 Credits**

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present.

Prerequisites: Latin II

xxxx Advanced Placement® French Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak French at all times. Completion of this course will prepare all students to take the Advanced Placement® French Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement® German Language and Culture 11-12**10 Credits**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak German at all times. Completion of this course will prepare students to take the Advanced Placement® German Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

xxxx Advanced Placement® Japanese Language and Culture 12 10 Credits

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations in Japanese culture(s). Students will learn to read and write 400 kanji. Students will communicate with greater spontaneity and in greater detail utilizing authentic sources. Students will also explore culture through a variety of topics. The majority of the course will be conducted in Japanese. Completion of this course will prepare all students to take the Advanced Placement® Japanese Language and Culture exam.

Prerequisites: Japanese III

xxxx Advanced Placement® Latin 12 10 Credits

Course Description: Students will explore the development of both prose and poetry, emphasizing a survey of Roman authors, including Cicero, Caesar, Vergil, and Catullus, with authentic reading selections chosen for diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Roman influence through the Classical world, past and present. Completion of this course will prepare all students to take the Advanced Placement® Latin exam.

Prerequisites: Latin III

xxxx Advanced Placement® Spanish Language and Culture 11-12 10 Credits

Course Description: Students will gain advanced knowledge of the Spanish language through the use of authentic print and audio materials. Listening, reading, writing, and speaking skills are emphasized. Cultural knowledge will be taught throughout the course and grammatical concepts reviewed. The course will be conducted in Spanish, and students are expected to speak Spanish at all times. Completion of this course will prepare students to take the Advanced Placement® Spanish Language and Culture exam.

Prerequisites: Honors (Language) IV/(Language) V

AGENDA SUMMARY SHEET

Agenda Item: Reaffirm Policy 2320 - Consultants

Meeting Date: February 2, 2015

Department Leadership & Learning

Title and Brief Description: Reaffirm Policy 2320

Action Desired: Approval

Background: This Policy has been brought forward as part of the seven-year review cycle.

Options/Alternatives Considered: N/A

Reference: NA

Implications of Adoption/Rejection: N/A

Timeline: Immediately

Responsible Persons: Dr. Kim Saum-Mills

Superintendent's Signature: _____



Administration**Consultants****2320**

The Board encourages the use of consultants as a means of providing the schools with specialized services not normally required on a continuing basis.

Policy Adopted: February 4, 1974

Revised: February 16, 1998

Reaffirmed: September 17, 2007, **February 2, 2015**

Millard Public Schools

Omaha NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approve Rule 6610.1 – Multicultural Education

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Approve Rule 6610.1 – Multicultural Education

ACTION DESIRED: X Approval

BACKGROUND: This Rule has been brought forward as part of the seven-year review cycle. There is a change to the Legal Reference.

RECOMMENDATIONS: Approve Rule 6610.1 – Multicultural Education

STRATEGIC PLAN: N/A

REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Mark Feldhausen, Nancy Johnston, Andy DeFreece, Tami Williams, Terry Houlton

SUPERINTENDENT'S APPROVAL:



Curriculum, Instruction, and Assessment

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.

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

Legal Reference: Neb. Rev. Stat. § 79-703, 79-719 to 79-723

Title 92, Nebraska Administrative Code, Chapter 10, Section 004.01 ~~GF~~[F5](#)

Related Policies & Rules: 6610, 6100, 6120, 6120.1

Rule Approved:

Revised: November 2, 1992; April 27, 1998; July 26, 1999; March 6, 2006;
September 15, 2008: [February 2, 2015](#)

Millard Public Schools
Omaha, Nebraska

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for MSHS Re-Roofing Phase VI Project

MEETING DATE: February 2, 2015

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for MSHS Re-Roofing Phase VI Project – the award of the summer contract for re-roofing of a portion of the Millard South High School building.

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: This is a “summer project” for 2015. The bids came in under the estimates. For more specific information, see the attached architect’s letter and bid tab.

Kelley Rosburg (BVH Architects) will be present to answer any questions board members may have.

OPTIONS AND ALTERNATIVES:


RECOMMENDATION: It is recommended that the contract for the Millard South High School Re-Roofing Phase VI Project be awarded to Rawson & Sons Roofing in the base bid amount of \$119,698 and that the associate superintendent for general administration be authorized to execute any and all documents related to the project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Summer 2015

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

SUPERINTENDENT’S APPROVAL: — 



28 January 2015

Mr. Ken Fossen
Associate Superintendent for General Administration
Millard Public Schools
Donald Stroh Administrative Center
5606 S 147th St
Omaha NE 68137

RE: Millard Public Schools – South High School Phase VI – Areas “R & Y” Roof Replacement
BVH Project No. M14189

Dear Mr. Fossen,

On Wednesday, January 21, 2015, bids were received to re-roof “Phase VI-Areas R and Y” of South High School. Unit costs were also taken to replace additional deteriorated wood nailers, and to repair any rusted metal deck which may be encountered. There were no bid alternates.

A total of four (4) bids were received for this work. **A low bid of \$119,698 was received from Rawson and Sons Roofing of Omaha**, The original construction estimate was \$150,000. The base bid is approximately 20% lower than the estimated construction cost of \$150,000. The original construction estimate included some concrete replacement, which will now be replaced by the District, due to the condition of existing paving in the roof access area available for this project.

Rawson & Sons Roofing successfully completed two roof repair/coating projects for the District last Summer, one at Ackerman Elementary and the other at North High School. They have also completed numerous smaller roof projects for the District over past years. They are a reputable Roofing Contractor, and we **recommend acceptance of their bid in the amount of \$119,698.00.**

A representative from Bahr Vermeer Haecker Architects will be attending the School Board meeting on Febr. 2nd, should any questions arise.

Rawson & Sons has reviewed their bid and verified they have the entire scope of work included. A copy of the bid tab is also attached.

Respectfully,

BAHR VERMEER HAECKER ARCHITECTS, LTD.

Kelley A. Rosburg
Kelley A. Rosburg, AIA

enclosure


cc: Steve Mainelli – Millard Public Schools
Ryan Hausman – Roofing Solutions, Inc.



MPS South HS Reroofing Phase VI – Areas R & Y
M14189
21 January 2015, 10:00 a.m.

Contractors	Addendum	Bid Bond	Base Bid	US Citiz. Attestation Form	Unit Prices: Steel Deck Prep and Coating		Unit Prices: Wood Nailer Replacement	
1. Boone Brothers	1	Yes	\$135,000		\$4.00	/ S.F.	\$2.00	/ BD. FT.
2. McKinnis Roofing	1	Yes	\$145,544		\$20.00	/ S.F.	\$5.00	/ BD. FT.
3. Rawson & Sons	1	Yes	\$119,698	Yes	\$.80	/ S.F.	\$1.85	/ BD. FT.
4. Scott Enterprises	1	Yes	\$139,375		\$5.00	/ S.F.	\$2.50	/ BD. FT.

AGENDA SUMMARY SHEET

AGENDA ITEM:	Award of Contract for MNHS Connector Project – Pkg #2
MEETING DATE:	February 2, 2015
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Award of Contract for MNHS Connector Project – Pkg #2: The award of the contract for the new entrance and second floor connector at Millard North High School.
ACTION DESIRED:	Approval <u> x </u> Discussion <u> </u> Information Only <u> </u> .
BACKGROUND:	<p>The progressive steps for construction projects are as follows:</p> <ol style="list-style-type: none"> 1. Schematic Design (SD) * <ul style="list-style-type: none"> - “30 thousand feet view” – initial design and cost estimates 2. Design Development (DD) <ul style="list-style-type: none"> - “10 thousand feet view” – refined design and cost estimates 3. Construction Documents (CD) * <ul style="list-style-type: none"> - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project. 4. Bidding/Awarding of Contract (BA) * <ul style="list-style-type: none"> - The receipt and opening of bids and the presentation to the board for the award of the construction contract. 5. Contract Administration (CA) <ul style="list-style-type: none"> - Supervision and documentation of the construction project. <p style="text-align: center;">* Board Meeting Presentations</p> <p>For information on this project, see the attached architect’s letter & bid tab as well as an in-district memo related to the changing bidding environment.</p> <p>Kevin Schuckebier (BCDM Architects) will be present to address the board.</p>
OPTIONS AND ALTERNATIVES:	n/a
RECOMMENDATION:	It is recommended that the contract for the Millard North High School Connecting Corridor Project be awarded to Lund-Ross Construction in the amount of \$9,754,000 (with such amount including the Base Bid only) and that the associate superintendent for general administration be authorized to execute any and all documents related to such project.
STRATEGIC PLAN REFERENCE:	n/a
IMPLICATIONS OF ADOPTION/REJECTION:	n/a
TIMELINE:	Immediate
RESPONSIBLE PERSON:	Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT’S APPROVAL:	



January 28, 2015

Mr. Ed Rockwell
Millard Public Schools
Support Service Center
13906 F Street
Omaha, NE 68137

RE: Millard North High School Connector Addition
BCDM Project No. 3029-24

Dear Ed:

Bids were received for the above referenced project on Tuesday, January 27, 2015. Per the attached bid tab, two bids were received. Lund-Ross Constructors submitted a lump sum base bid in the amount of \$9,754,000.

We have reviewed the bids received with MPS staff. The bids came in high, approximately one million dollars above the estimate. After further review by BCDM Architects, conversations with the apparent low bidder, Sampson Construction and Staff we feel that re-bidding would require a year delay and further add to the cost of the project. Therefore, we recommend proceeding with the low bidder.

MPS has worked with Lund-Ross on past major projects and have been happy with the outcome. We have worked with Lund-Ross on many projects over the years. This includes projects currently under construction and we are satisfied with their performance. Therefore, we have no reason to believe the Contractor will not successfully perform on this project.

We would therefore recommend a contract be awarded for base bid only to Lund-Ross Constructors in the amount of \$9,754,000. The Alternate Bid has also been reviewed, and it is not appropriate. We would recommend the Owner reject this alternate.

Upon your approval, we can proceed with the preparation of contracts. If you need any additional information, please give me a call.

Sincerely,

A handwritten signature in black ink, appearing to read "Kevin Schluckebier", is written over a light blue rectangular background.

Kevin Schluckebier, AIA, CEFP, LEED AP
BCDM Architects

KES/mmm
Attachment: Bid Tab

e-copy: File 3029-24_2.1



1015 North 98th Street, Suite 300
Omaha, NE 68114

January 27, 2015

BID TABULATION - MILLARD NORTH HIGH SCHOOL CONNECTOR ADDITION

BCDM PROJECT NO. 3029-24

	L E ER CONSTR CTION	L N ROSS CONSTR CTORS
Lump Sum Base Bid	\$9,990,000	\$9,754,000
Addenda (4)	Yes	Yes
Bid Security	Yes	Yes
Alternates:		
No. 1 - In Entry Commons C100, add wall mounted School Mascot as shown on the drawings.	\$40,200	\$39,000

MEMORANDUM

To: J. Sutfin
 Re: Bidding Climate
 From: K. Fossen
 Date: Jan. 29, 2015

I. INTRODUCTION

This is a note to bring you up to speed on the recent results we've experienced regarding bids on our construction projects.

In short, it appears that there has been a significant change in the bidding climate from what we've been accustomed to seeing. In the past, we enjoyed multiple bidders competing for our projects and the bids were consistently below cost estimates. Now we are seeing the number of bidders decreasing and the prices increasing. We don't know if this is just a short-lived phenomenon or if it is a developing trend. We suspect it may be the latter.

Let me first start with the facts.

II. FACTS

A. MSHS Re-Roofing Project

On January 21, 2015 at 10:00 a.m. we received bids for the MSHS Re-Roofing Project. The four bids were very competitive and were well under the estimated cost for the project. These bids were consistent with what we have seen in the past. (I'm including them here to show the comparison with the other projects that were bid on the same day.) It is important to remember that these bids were from roofing contractors (not from general contractors) and did not involve any electrical work. The bid results were as follows:

MSHS Re-Roofing Project Bids
 (Estimated cost: \$150,000)

Rawson & Sons	\$ 119,698
Boone Brothers	\$ 135,000
Scott Enterprises	\$ 139,375
McKinnis Roofing	\$ 145,544

B. Abbott Elementary Project (Open-to-Closed)

On January 21, 2015 (1:00 p.m.) we received bids on the Abbott Elementary Project. This was when the results of our bidding appeared to be taking a turn in direction. We received only one bid and that bid was significantly over the estimated cost. The low (sole) bidder was Rife Construction. The project had a Base Bid and two Alternates. The bid results were as follows:

Abbott Elementary Project
(Open-to-Closed)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Rife Const.</i>)	\$603,763	\$687,366	\$ 83,603
Alternate #1 (flooring)	\$ 90,000	\$117,709	\$ 27,709
Alternate #2 (lighting)	\$210,000	\$497,249	\$287,249

C. Hitchcock Elementary Project (Open-to-Closed)

On January 21, 2015 (2:00 p.m.) we received bids on the Hitchcock Elementary Project. We received only one bid on this project as well. The low (sole) bidder was Lund-Ross Construction. The project had a Base Bid and two Alternates. The bid results were as follows:

Hitchcock Elementary Project
(Open-to-Closed)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Lund-Ross</i>)	\$186,140	\$198,900	\$ 12,760
Alternate #1 (flooring)	\$ 97,000	\$ 84,000	\$ -13,000
Alternate #2 (lighting)	\$ 50,000	\$ 90,000	\$ 40,000

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On January 27, 2015 we received bids on the MNHS Connecting Corridor Project. We received two bids on this project and both of them exceeded the budget by over a million dollars. This project had a Base Bid and one Alternate. The low bidder was Lund-Ross Construction. The bid results were as follows:

Millard North High School Project
(Connecting Corridor Addition)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Lueder</i>)	\$8,729,310	\$9,990,000	\$1,260,690
Alternate #1 (mascot)	\$ 14,000	\$ 40,200	\$ 26,200
Base Bid (<i>Lund-Ross</i>)	\$8,729,310	\$9,754,000	\$1,024,690
Alternate #1 (mascot)	\$ 14,000	\$ 39,000	\$ 25,000

III. DISCUSSION

First of all, it should be pointed out that the MSHS Re-Roofing Project note above was different from the other construction projects noted above in that it involved roofing contractors only – i.e., there was no

general contractor nor was there any electrical work involved. The project was included in this memo for the sole purpose of showing that the change in bidding climate we appear to be seeing does not appear to affect all of the construction trades – at least at the moment.

With regard to the other three projects, the bid results raised two obvious questions: (1) Why do we now have fewer bidders on our projects and (2) Why are the bids higher than the cost estimates?

When we began to see the changes in bidding patterns, we enlisted the support of our architects, construction manager, engineers, and project managers to seek a better understanding of what was transpiring. They began visiting with contractors and others in the metro area to get a feel for what might be going on. While discussing the issues with contractors, they also took the opportunity to solicit the contractors' interest in bidding future projects.

In the end, here is what the above group found. (Please keep in mind that most of the statements noted below were made on the spur-of-the-moment and were based on hearsay, speculation, and opinions. As such, these statements should be taken more as "perceptions" rather than "facts.").

- There are several very large projects in the metro area that are placing significant demand on some construction trades. The most frequently mentioned projects were Google, UNMC, and Stratcom. The most frequently mentioned trade being impacted was electricians.
- There was also mention of a number of upcoming school projects in the area. The projects mentioned included the Elkhorn School District's plans for a new elementary school and an addition to a high school as well as the Omaha Public School District's plans to do some "quick-start projects." Reportedly, these projects are expected to bid sometime soon so that the work can be commenced this summer.
- There were some comments made about the possibility of even more projects coming on line as a result of more school bond elections being conducted as early as this spring. The school districts mentioned as having possible elections were Bennington, Westside, and Gretna.
- There was some concern expressed for the compressed timelines for Millard projects. The District's "summer vacation" schedule is very short and contractors know they must have the projects completed on time. Delay is not an option. As a result, some contractors may have decided not to bid these projects. Others who elect to bid the projects included "overtime costs" to ensure that the projects got done on time. (Note: Both of the bidders on the MNHS project commented that they had included overtime costs in their bids.)
- There was some mention made that contractors have an indirect way of knowing the number of their competitors who are likely to bid a certain project. This can result in an increase in bid prices if interest in the project is low – especially if it appears that there will be only one bidder.

Probably the most enlightening information came to light during a July 28th meeting between the District and Lund-Ross (the low bidder on the MNHS Project). Present at the meeting were two representatives from Lund-Ross, two representatives from Sampson Construction, the project architect from BCDM, the District's two in-house project managers, and me.

During the meeting, Lund-Ross and BCDM shared information regarding their preliminary cost estimates for the project. Prior to receiving bids, both Lund-Ross and BCDM reported using similar cost estimates.

However, Lund-Ross reported that when they received bid proposals from their potential electrical sub-contractors, the proposals ran a million dollars higher than they had projected.

In light of all of the information noted above, we have reached the conclusion that the most significant factor impacting our increased bid prices is likely the increase in demand for electricians in the metro area driving up the cost of projects that involve a significant amount of electrical work. Other factors, such as the compressed construction timeline and other metro area school projects coming on line, may also be contributing factors, but probably to a lesser degree than the demand for electricians.

As a result, we propose moving forward with our projects as noted below.

IV. RECOMMENDATIONS

1. Abbott Elementary Project

There was only one bid submitted for the Abbott Elementary Project. The base bid and both of the alternates were over cost estimates. Since there is still time to rebid the project, we recommend that the single bid for the Abbott Elementary Project be rejected and that the project be re-bid in March without the lighting alternate.

2. Hitchcock Elementary Project

Although there was only one bid on the Hitchcock Elementary Project, if Alternate #2 (related to the lighting project – electrical) were excluded, the sole bid would be “spot on” with the cost estimates. As a result, we recommend awarding the contract for the Base Bid and Alternate #1 only.

3. MNHS Connecting Corridor Addition Project

There were two bidders on the MNHS Connecting Corridor Project. In light of the discussions noted above, it appears that the electrical sub-contracting portion of the project escalated the price. After considerable discussion, we reached the conclusion that re-bidding the project (delaying it for a year) would be unlikely to result in better bids. In fact, those involved in the discussion were concerned that delay might result in even higher bids due to the number of other metro area projects coming “on line” next year.

In light of the above, we recommend awarding the MNHS Connecting Corridor Project contract for the Base Bid only. (Note: The architect has visited with another vendor who will likely be able to provide the mascot in Alternate #1 at a more economical price – if MNHS is still interested in purchasing it.)

4. Lighting Projects

When the decision was made to use excess bond contingency funds to support lighting projects (i.e., energy conservation projects with a very short “payback period”), we were anticipating the continuation of a favorable bidding climate for our projects. Now that the climate has changed (especially for electrical projects) coupled with the fact that our largest project came in at \$1 million over the cost estimates, we have reviewed the impacts and are making the following changes:

- With the electrical contracting portions of our contracts driving up prices, we have decided to bid our lighting contracts separately from other projects. In the past when contractors were plentiful,

bidding projects together brought economies of scale. Now, with the large metro area construction projects like Google, UNMC, and StratCom creating very high demand (resulting in higher prices) for the larger electrical contractors, we need to craft our projects in such a way that we avoid the use these large electrical contractors when possible. (This is just the opposite of what worked well for us in the past – but we are no longer living in the past.) Under our current practices, when we include our lighting projects with other projects, we squeeze more electrical work into the short summer vacation time period. This compressed time frame along with the increase in electrical work, places the general contractor in a position of having to get electricians from larger electrical contractors (and pay a premium for it) in order to get the work done on time. If, going forward, we bid the lighting projects separately and permit the contractors to work during “off-hours,” smaller contractors will be able to compete for the projects. We believe that the increase in competition will bring about a better bidding climate and better prices for the District.

- Although the MNHS Project came in \$1 million over the cost estimates, we expect this cost to be offset in whole or in part by other projects that are nearing completion and that are still well below their budgeted costs. As a result, we still expect to have sufficient funding to complete the lighting projects as originally envisioned. Additionally, we have discovered a very low-interest loan program at the state level that would assist us with various types of energy savings projects. The state loan would be for an extended period of time and would be repaid solely from the savings in utility use.

We have two “lighting-only” projects (DSAC and Harvey Oaks) that are out for bids at the moment and one other lighting-only project (CMS) that is scheduled to go out for bids shortly. These projects provide for “off-hours” work and also provide an extended timeline for completion. We recommend that these projects (DSAC, CMS, and Harvey Oaks) continue with the bid process as scheduled. The pre-bid conference for DSAC was conducted a few days ago and we were pleased with the number of contractors who showed an interest in the project and attended the meeting.

We also have three projects (Disney, Willowdale, and Ezra) that are out for bids now and have alternates for lighting projects. We have time to withdraw the alternates by addendum before the bids are due. Therefore, we recommend that all pending projects (Disney, Willowdale, and Ezra) have addenda issued to withdraw the lighting alternates. Withdrawing the lighting alternates may also give the general contractor the opportunity to use smaller electrical contractors on the base bid portion of the contract – thus, providing room to submit a more competitive base bid as well. (The recommendation noted above in this paragraph has already been activated so that the bidders have time to revise their proposals.) With regard to the lighting alternates, we plan to re-package them into “lighting-only” projects and bid them again later this fall so the contractors can work on them during “after-hours” during the school year.

CONCLUSION

The “climate” in the construction industry in the metro area appears to be improving – at least from the larger electrical contractor’s point of view. These changes are finding their way into the bids the District is receiving. Projects with short timelines are getting fewer bidders and projects with significant electrical work are getting bids that exceed cost projections. We believe that the recommended actions noted in this memo will mitigate the impact of the changes and keep us on track for successful completion of our projects.

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Abbott Elementary Project

MEETING DATE: February 2, 2015

DEPARTMENT: General Administration

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: The progressive steps for construction projects are as follows:

1. Schematic Design (SD) *
 - “30 thousand feet view” – initial design and cost estimates
2. Design Development (DD)
 - “10 thousand feet view” – refined design and cost estimates
3. Construction Documents (CD) *
 - “Pattern altitude view” – final design and cost estimates plus all of the information necessary for contractors to bid the project.
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 - The receipt and opening of bids and the presentation to the board for the award of the construction contract.
5. Contract Administration (CA)
 - Supervision and documentation of the construction project.

* Board Meeting Presentations

For information on this project, see the attached architect’s letter & bid tab as well as an in-district memo related to the changing bidding environment.

Mike Purdy (Purdy & Slack Architects) will be present to address the board.

OPTIONS AND ALTERNATIVES: n/a


RECOMMENDATION: It is recommended that the sole bid on the Abbott Elementary Project be rejected and that the project be re-bid at a later date.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL: -  -



A R C H I T E C T S

11919 Grant Street • Suite 200 • Omaha, Nebraska 68164 • (402) 496-4448

January 26, 2015

Mr. Ed Rockwell
Millard Public Schools
13906 F Street
Omaha, Nebraska 68137

Re: Millard Public Schools
Project #7, 2013 Millard Public School Bond Issue
Grace Abbott Elementary School Renovation
(Open to Closed Classrooms)
1313 North 156th Street, Omaha, NE 68154
PSA Project No. 13051

Dear Ed:

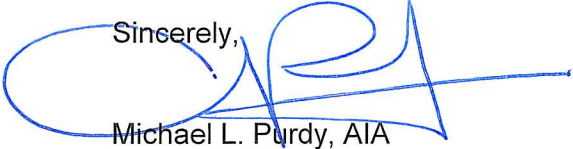
Bids were received for the above referenced project at the Don Stroh Administration Center on Wednesday, January 21, 2015 at 1:00 PM CST. Per the attached bid tab, one bid was received.

The one bid, for Lump Sum Base Bid was submitted by Rife Construction, Inc. in the amount of \$687,366.00. The original Bond Issue budget for the project was \$643,738.00. The architectural/engineering estimate based on the completed construction documents was \$603,763.00. The bid for the Alternate No.1 (Carpeting Replacement) was \$117,709.00 and the bid for Alternate No. 2 (Energy Lighting Program) was \$497,249.00, both of which were considerably over the District's estimates.

In analyzing the bid numbers, in consideration that there was only one bidder and after consulting with District administration, we recommend that a contract not be awarded at this time and that the Project be rebid with a new bid date in March of 2015..

Please let me know if you need any additional information.

Sincerely,



Michael L. Purdy, AIA
President

Attachment

cc: David Cavlovic, Sampson Construction
George Morrissey, Morrissey Engineering, Inc.

GRACE ABBOTT ELEMENTARY SCHOOL RENOVATION

Tabulation of Bids - January 21st, 2015 1:00 PM CST

Contractor	Rife Construction					
LumpSum Base Bid	\$687,366					
Addenda No.1	Yes					
Addenda No.2	Yes					
Bid Security	Yes					
Alternate No. 1	\$117,709					
Alternate No. 2	\$497,249					
Lumpsum + Alt. No.1 -Alt. No. 2	\$1,302,324					

Alternates:

1. Carpeting.
2. Energy Lighting Program.

MEMORANDUM

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AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Hitchcock Elementary Project

MEETING DATE: February 2, 2015

DEPARTMENT: General Administration

ACTION DESIRED: Approval x Discussion Information Only .

BACKGROUND: The progressive steps for construction projects are as follows:

1. Schematic Design (SD) *
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 - Supervision and documentation of the construction project.

* Board Meeting Presentations

For information on this project, see the attached architect’s letter & bid tab as well as an in-district memo related to the changing bidding environment.

Dan Reinhardt (Reinhardt & Associates, Architects) will be present to address the board.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the contract for the Hitchcock Elementary Project be awarded to Lund-Ross Construction in the amount of \$282,900 (with such amount including the Base Bid and Alternate #1 only) and that the associate superintendent for general administration be authorized to execute any and all document related to such project.

STRATEGIC PLAN REFERENCE: n/a

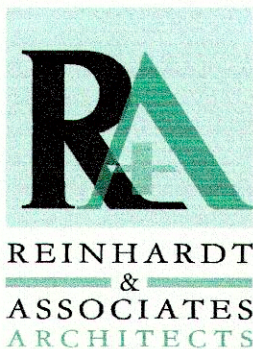
IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

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

SUPERINTENDENT’S APPROVAL:

– 



21 January 2015

Mr. Ed Rockwell
Millard Public Schools
13906 F Street
Omaha, Nebraska 68137

Re: Hitchcock Elementary Open-to-Closed Project / R&A Project No. 1331

Mr. Rockwell:

Bid proposals for the Hitchcock Elementary School Open-to-Closed project were recieved today. The lone bid proposal received was submitted by Lund-Ross Constructors, with the Base Bid amount submitted as \$198,900. The bid package also included two Alternates. The price submitted by Lund-Ross for Alternate No. 1 (flooring replacements at classrooms) was \$84,000, and the price submitted for Alternate No. 2 (lighting upgrades) was \$90,000. A copy of the bid form submitted is attached.

The probable costs for this project were estimated as \$186,140 for the Base Bid scope, \$97,000 for the Alternate No. 1 scope, and \$50,000 for the scope included as Alternate No. 2.

It is our recommendation that the District award the project to Lund-Ross Constructors and accept the Base Bid and Alternate No. 1, but not Alternate No. 2.

Sincerely,

J. Daniel Reinhardt, AIA

Attachment: Bid Tabulation Form

c: Matt Russell, Sampson Construction
Jeff Hemje, Morrissey Engineering

MPS - Hitchcock Elementary- Open to Close Renovation

BID TABULATION FORM

21-Jan-14

Contractor	ADD 1	ADD 2	ADD 3	Base Bid	Alternate No. 1	Alternate No. 2	Remarks
Lund Ross Constructors	✓	✓	✓	\$198,900	\$84,000	\$90,000	

Reinhardt & Associates, Architects, P.C.
 418 South 14th Street
 Omaha, Nebraska 68102
 Phone: 861-0523 / Fax: 861-0530



MEMORANDUM

To: J. Sutfin
 Re: Bidding Climate
 From: K. Fossen
 Date: Jan. 29, 2015

I. INTRODUCTION

This is a note to bring you up to speed on the recent results we've experienced regarding bids on our construction projects.

In short, it appears that there has been a significant change in the bidding climate from what we've been accustomed to seeing. In the past, we enjoyed multiple bidders competing for our projects and the bids were consistently below cost estimates. Now we are seeing the number of bidders decreasing and the prices increasing. We don't know if this is just a short-lived phenomenon or if it is a developing trend. We suspect it may be the latter.

Let me first start with the facts.

II. FACTS

A. MSHS Re-Roofing Project

On January 21, 2015 at 10:00 a.m. we received bids for the MSHS Re-Roofing Project. The four bids were very competitive and were well under the estimated cost for the project. These bids were consistent with what we have seen in the past. (I'm including them here to show the comparison with the other projects that were bid on the same day.) It is important to remember that these bids were from roofing contractors (not from general contractors) and did not involve any electrical work. The bid results were as follows:

MSHS Re-Roofing Project Bids
 (Estimated cost: \$150,000)

Rawson & Sons	\$ 119,698
Boone Brothers	\$ 135,000
Scott Enterprises	\$ 139,375
McKinnis Roofing	\$ 145,544

B. Abbott Elementary Project (Open-to-Closed)

On January 21, 2015 (1:00 p.m.) we received bids on the Abbott Elementary Project. This was when the results of our bidding appeared to be taking a turn in direction. We received only one bid and that bid was significantly over the estimated cost. The low (sole) bidder was Rife Construction. The project had a Base Bid and two Alternates. The bid results were as follows:

Abbott Elementary Project
(Open-to-Closed)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Rife Const.</i>)	\$603,763	\$687,366	\$ 83,603
Alternate #1 (flooring)	\$ 90,000	\$117,709	\$ 27,709
Alternate #2 (lighting)	\$210,000	\$497,249	\$287,249

C. Hitchcock Elementary Project (Open-to-Closed)

On January 21, 2015 (2:00 p.m.) we received bids on the Hitchcock Elementary Project. We received only one bid on this project as well. The low (sole) bidder was Lund-Ross Construction. The project had a Base Bid and two Alternates. The bid results were as follows:

Hitchcock Elementary Project
(Open-to-Closed)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Lund-Ross</i>)	\$186,140	\$198,900	\$ 12,760
Alternate #1 (flooring)	\$ 97,000	\$ 84,000	\$ -13,000
Alternate #2 (lighting)	\$ 50,000	\$ 90,000	\$ 40,000

D. Millard North High School Project (Connecting Corridor Addition)

On January 27, 2015 we received bids on the MNHS Connecting Corridor Project. We received two bids on this project and both of them exceeded the budget by over a million dollars. This project had a Base Bid and one Alternate. The low bidder was Lund-Ross Construction. The bid results were as follows:

Millard North High School Project
(Connecting Corridor Addition)

	<u>Est. Cost</u>	<u>Bid</u>	<u>Difference</u>
Base Bid (<i>Lueder</i>)	\$8,729,310	\$9,990,000	\$1,260,690
Alternate #1 (mascot)	\$ 14,000	\$ 40,200	\$ 26,200
Base Bid (<i>Lund-Ross</i>)	\$8,729,310	\$9,754,000	\$1,024,690
Alternate #1 (mascot)	\$ 14,000	\$ 39,000	\$ 25,000

III. DISCUSSION

First of all, it should be pointed out that the MSHS Re-Roofing Project note above was different from the other construction projects noted above in that it involved roofing contractors only – i.e., there was no

general contractor nor was there any electrical work involved. The project was included in this memo for the sole purpose of showing that the change in bidding climate we appear to be seeing does not appear to affect all of the construction trades – at least at the moment.

With regard to the other three projects, the bid results raised two obvious questions: (1) Why do we now have fewer bidders on our projects and (2) Why are the bids higher than the cost estimates?

When we began to see the changes in bidding patterns, we enlisted the support of our architects, construction manager, engineers, and project managers to seek a better understanding of what was transpiring. They began visiting with contractors and others in the metro area to get a feel for what might be going on. While discussing the issues with contractors, they also took the opportunity to solicit the contractors' interest in bidding future projects.

In the end, here is what the above group found. (Please keep in mind that most of the statements noted below were made on the spur-of-the-moment and were based on hearsay, speculation, and opinions. As such, these statements should be taken more as "perceptions" rather than "facts.").

- There are several very large projects in the metro area that are placing significant demand on some construction trades. The most frequently mentioned projects were Google, UNMC, and Stratcom. The most frequently mentioned trade being impacted was electricians.
- There was also mention of a number of upcoming school projects in the area. The projects mentioned included the Elkhorn School District's plans for a new elementary school and an addition to a high school as well as the Omaha Public School District's plans to do some "quick-start projects." Reportedly, these projects are expected to bid sometime soon so that the work can be commenced this summer.
- There were some comments made about the possibility of even more projects coming on line as a result of more school bond elections being conducted as early as this spring. The school districts mentioned as having possible elections were Bennington, Westside, and Gretna.
- There was some concern expressed for the compressed timelines for Millard projects. The District's "summer vacation" schedule is very short and contractors know they must have the projects completed on time. Delay is not an option. As a result, some contractors may have decided not to bid these projects. Others who elect to bid the projects included "overtime costs" to ensure that the projects got done on time. (Note: Both of the bidders on the MNHS project commented that they had included overtime costs in their bids.)
- There was some mention made that contractors have an indirect way of knowing the number of their competitors who are likely to bid a certain project. This can result in an increase in bid prices if interest in the project is low – especially if it appears that there will be only one bidder.

Probably the most enlightening information came to light during a July 28th meeting between the District and Lund-Ross (the low bidder on the MNHS Project). Present at the meeting were two representatives from Lund-Ross, two representatives from Sampson Construction, the project architect from BCDM, the District's two in-house project managers, and me.

During the meeting, Lund-Ross and BCDM shared information regarding their preliminary cost estimates for the project. Prior to receiving bids, both Lund-Ross and BCDM reported using similar cost estimates.

However, Lund-Ross reported that when they received bid proposals from their potential electrical sub-contractors, the proposals ran a million dollars higher than they had projected.

In light of all of the information noted above, we have reached the conclusion that the most significant factor impacting our increased bid prices is likely the increase in demand for electricians in the metro area driving up the cost of projects that involve a significant amount of electrical work. Other factors, such as the compressed construction timeline and other metro area school projects coming on line, may also be contributing factors, but probably to a lesser degree than the demand for electricians.

As a result, we propose moving forward with our projects as noted below.

IV. RECOMMENDATIONS

1. Abbott Elementary Project

There was only one bid submitted for the Abbott Elementary Project. The base bid and both of the alternates were over cost estimates. Since there is still time to rebid the project, we recommend that the single bid for the Abbott Elementary Project be rejected and that the project be re-bid in March without the lighting alternate.

2. Hitchcock Elementary Project

Although there was only one bid on the Hitchcock Elementary Project, if Alternate #2 (related to the lighting project – electrical) were excluded, the sole bid would be “spot on” with the cost estimates. As a result, we recommend awarding the contract for the Base Bid and Alternate #1 only.

3. MNHS Connecting Corridor Addition Project

There were two bidders on the MNHS Connecting Corridor Project. In light of the discussions noted above, it appears that the electrical sub-contracting portion of the project escalated the price. After considerable discussion, we reached the conclusion that re-bidding the project (delaying it for a year) would be unlikely to result in better bids. In fact, those involved in the discussion were concerned that delay might result in even higher bids due to the number of other metro area projects coming “on line” next year.

In light of the above, we recommend awarding the MNHS Connecting Corridor Project contract for the Base Bid only. (Note: The architect has visited with another vendor who will likely be able to provide the mascot in Alternate #1 at a more economical price – if MNHS is still interested in purchasing it.)

4. Lighting Projects

When the decision was made to use excess bond contingency funds to support lighting projects (i.e., energy conservation projects with a very short “payback period”), we were anticipating the continuation of a favorable bidding climate for our projects. Now that the climate has changed (especially for electrical projects) coupled with the fact that our largest project came in at \$1 million over the cost estimates, we have reviewed the impacts and are making the following changes:

- With the electrical contracting portions of our contracts driving up prices, we have decided to bid our lighting contracts separately from other projects. In the past when contractors were plentiful,

bidding projects together brought economies of scale. Now, with the large metro area construction projects like Google, UNMC, and StratCom creating very high demand (resulting in higher prices) for the larger electrical contractors, we need to craft our projects in such a way that we avoid the use these large electrical contractors when possible. (This is just the opposite of what worked well for us in the past – but we are no longer living in the past.) Under our current practices, when we include our lighting projects with other projects, we squeeze more electrical work into the short summer vacation time period. This compressed time frame along with the increase in electrical work, places the general contractor in a position of having to get electricians from larger electrical contractors (and pay a premium for it) in order to get the work done on time. If, going forward, we bid the lighting projects separately and permit the contractors to work during “off-hours,” smaller contractors will be able to compete for the projects. We believe that the increase in competition will bring about a better bidding climate and better prices for the District.

- Although the MNHS Project came in \$1 million over the cost estimates, we expect this cost to be offset in whole or in part by other projects that are nearing completion and that are still well below their budgeted costs. As a result, we still expect to have sufficient funding to complete the lighting projects as originally envisioned. Additionally, we have discovered a very low-interest loan program at the state level that would assist us with various types of energy savings projects. The state loan would be for an extended period of time and would be repaid solely from the savings in utility use.

We have two “lighting-only” projects (DSAC and Harvey Oaks) that are out for bids at the moment and one other lighting-only project (CMS) that is scheduled to go out for bids shortly. These projects provide for “off-hours” work and also provide an extended timeline for completion. We recommend that these projects (DSAC, CMS, and Harvey Oaks) continue with the bid process as scheduled. The pre-bid conference for DSAC was conducted a few days ago and we were pleased with the number of contractors who showed an interest in the project and attended the meeting.

We also have three projects (Disney, Willowdale, and Ezra) that are out for bids now and have alternates for lighting projects. We have time to withdraw the alternates by addendum before the bids are due. Therefore, we recommend that all pending projects (Disney, Willowdale, and Ezra) have addenda issued to withdraw the lighting alternates. Withdrawing the lighting alternates may also give the general contractor the opportunity to use smaller electrical contractors on the base bid portion of the contract – thus, providing room to submit a more competitive base bid as well. (The recommendation noted above in this paragraph has already been activated so that the bidders have time to revise their proposals.) With regard to the lighting alternates, we plan to re-package them into “lighting-only” projects and bid them again later this fall so the contractors can work on them during “after-hours” during the school year.

CONCLUSION

The “climate” in the construction industry in the metro area appears to be improving – at least from the larger electrical contractor’s point of view. These changes are finding their way into the bids the District is receiving. Projects with short timelines are getting fewer bidders and projects with significant electrical work are getting bids that exceed cost projections. We believe that the recommended actions noted in this memo will mitigate the impact of the changes and keep us on track for successful completion of our projects.

AGENDA SUMMARY SHEET

Meeting Date: February 2, 2015

Department Human Resources

Action Desired: Approval

Background: Personnel items: (1) VSP (Voluntary Separation); (2) Resignation;
(3) Leave of Absence

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

Recommendations: Approval

**Strategic Plan
Reference:** N/A

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

Timeline: N/A

**Responsible
Persons:** Kevin Chick
Executive Director of Human Resources

Superintendent's Signature: _____



February 2, 2015

RESIGNATIONS

Recommend: The following resignation be accepted:

1. Karen L. Wagner – Kindergarten teacher at Harvey Oaks Elementary School. She is resigning at the end of the 2014-2015 school year for personal reasons. She is currently on a Leave of Absence.
2. Tim Stednitz – Media Specialist at Cody Elementary School. He resigned effective January 25, 2015 for personal reasons.
3. Kelli Crump – Counselor at Millard South High School. She is resigning effective February 6, 2015 for personal reasons.

February 2, 2015

Voluntary Separation Program (VSP)

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Separation Program.

20. Julie R. Culler – Science teacher at Millard North High School.
~ 26 years of service
21. Therese M. Terschuren – World Language teacher at Millard West High School.
~ 24 years of service

February 2, 2015

LEAVE OF ABSENCE

Recommend: The following Leave of Absence be accepted:

1. Amy Blanchard – Art teacher at Kiewit Middle School. She is requesting a Leave of Absence for the 2015-2016 school year for family reasons.

AGENDA SUMMARY SHEET

AGENDA ITEM: Enrollment Report

MEETING DATE: February 2, 2015

DEPARTMENT: Educational Services: Assessment, Research, & Evaluation

TITLE: Enrollment Report

BRIEF DESCRIPTION: Report states the district and building enrollment reflective of data pulled on January 20, 2015.

ACTION DESIRED: Approval X Information/Discussion

BACKGROUND: Enrollment data pulled on/near the 20th of each month in session is reported to the Millard Board of Education for public record. Enrollment data is stored in our student information system, Infinite Campus.

RECOMMENDATIONS: None

**STRATEGIC PLAN
REFERENCE:** None

**IMPLICATIONS OF
ADOPTION OR REJECTION:** None

TIMELINE: None

RESPONSIBLE PERSON(S): Dr. Mark Feldhausen, Dr. Tami Williams, and Sharon Freeman

**SUPERINTENDENT'S
APPROVAL:**

_____  _____

**January 20, 2015
Millard Public Schools
Total Enrollment**

								SpEd Cluster Prgm	Current Total	Current Change	YTD Change	Official 14/15 Enrollment
Elementary		K	1	2	3	4	5					
Abbott (3 unit)		67	81	65	61	69	70		413	-1	0	413
Ackerman (4 unit)		83	72	65	82	69	89		460	1	19	441
Aldrich (3 unit)		68	74	97	69	80	100		488	-2	-1	489
Black Elk (4 unit)		84	82	56	72	84	86		464	2	8	456
Bryan (3 unit)		62	62	57	66	60	70		377	1	-3	380
Cather (3 unit)		69	71	61	70	76	69		416	-3	4	412
Cody (2 unit)		41	39	34	48	36	36	22	256	7	12	244
Cottonwood (3 unit)		42	41	44	49	66	61		303	-1	-1	304
Disney (3 unit)		48	48	44	45	41	31	18	275	-2	-4	279
Ezra Millard (3 unit)		73	81	64	64	60	59	12	413	0	2	411
Harvey Oaks (2 unit)		44	30	47	46	41	50		258	-2	0	258
Hitchcock (2 unit)		44	48	33	44	42	36	12	259	-1	-1	260
Holling Heights (3 unit)		61	70	66	55	64	68	12	396	-4	4	392
Montclair (4 unit)		87	93	91	84	91	86		532	1	7	525
Morton (3 unit)		38	58	39	42	58	57		292	1	1	291
Neihardt (4 unit)		111	94	94	85	90	95		569	3	1	568
Norris (3 unit)		59	61	56	68	63	61		368	2	-4	372
Reagan (4 unit)		112	84	82	95	74	90		537	-2	2	535
Reeder (4 unit)		102	101	103	93	103	112		614	-3	-4	618
Rockwell (3 unit)		55	39	52	44	53	46	15	304	-4	-1	305
Rohwer (3 unit)		88	95	102	99	107	103	17	611	0	3	608
Sandoz (3 unit)		56	56	44	57	47	55		315	-3	-3	318
Upchurch (3 unit)		102	111	105	103	104	108		633	1	-4	637
Wheeler (4 unit)		75	75	83	96	74	106	26	535	3	8	527
Willowdale (3 unit)		53	75	70	71	65	78		412	1	3	409
Totals		1724	1741	1654	1708	1717	1822	134	10,500	-5	48	10,452

		6	7	8					SpEd Prgm*	Current Total	Current Change	YTD Change	Official 14/15 Enrollment
Middle													
Andersen MS	287	286	318					0	891	-5	-9		900
Beadle MS	360	382	395					25	1137	-5	1		1136
Central MS	274	254	263					19	791	2	3		788
Kiewit MS	313	300	322					0	935	-5	0		935
North MS	244	286	242					19	772	2	3		769
Russell MS	288	292	296					0	876	1	2		874
MS Alternative	3	14	11					0	28	3	7		21
Totals	1769	1814	1847					63	5430	-7	7		5423

		Grads YTD	9	10	11	12						
High												
North HS	13		611	625	605	593	21	2434	-17	-26		2460
South HS	46		526	501	528	442	37	1997	-47	-67		2064
West HS	43		635	627	570	527	22	2359	-28	-39		2398
Horizon HS	22		6	21	44	66	0	137	23	23		114
Totals	124		1778	1774	1747	1628	80	6927	-69	-109		7036

SpEd Program Included in MS/HS Grade Level totals*Itinerant & Contracted Pre-K included in Official 14/15 Enrollment: **53****Itinerant & Contracted Pre-K included in Current Enrollment: **65**

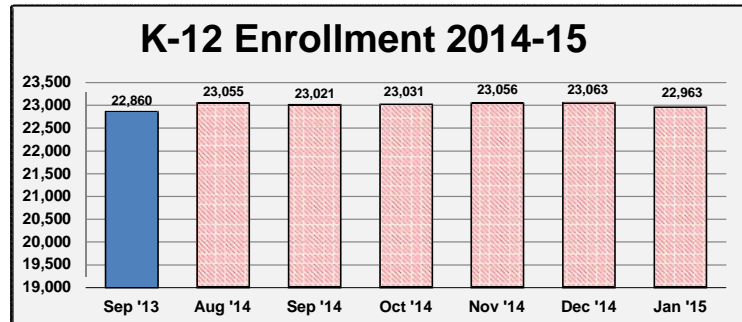
Preschool	SpEd	Not SpEd	Total	Official 14/15
Bryan	12	31	43	40
Cody	56	42	98	89
Disney	9	13	22	21
Hitchcock	22	14	36	29
Holling Heights	2	16	18	19
Montclair	28	10	38	33
Montclair Montessori	3	81	84	84
Neihardt	14	40	54	57
Norris	1	17	18	18
Norris Montessori	2	32	34	34
Rockwell	4	15	19	18
Sandoz	17	41	58	57
Wheeler	28	20	48	45
Homebased Infants	120	0	120	92
TOTAL			690	636

Contracted SpEd	42	2	5	37
Rule 18 Interim	7	-3	3	4
Young Adult Program	41	0	-1	42
Ombudsman (Primary)	16	-18	-4	20
Total District K-12	22,963	-100	-51	23,014
Total District PreK-12**	23,718	-80	15	23,703

1/20/2015	
Elementary	10,500
Middle School	5,430
High School	6,927
Contracted & Rule 18	49
Young Adult	41
Ombudsman (Primary)	16
TOTAL	22,963

9/22/2014	
Elementary	10,453
Middle School	5,426
High School	7,038
Contracted & Rule 18	42
Young Adult	42
Ombudsman (Primary)	20
TOTAL	23,021

Career Academies	NHS	SHS	WHS	HHS	TOTAL
Culinary	7	7	7		21
Education	6	16	24		46
Entrepreneurship	11	4	14		29
Health Sciences	6	26	50	1	83
Dist/Log Mgmt	4	4	19		27
Ombudsman	(Primary and Secondary Assignment)				25



Elementary	Classroom Enrollment											Class Size w/out SpEd					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Abbott	22	21	22	21	23	23											
	23	20	22	21	23	24											
	22	20	21	19	23	23											
		20															
Total Students	67	81	65	61	69	70		413	-1	0	413	413					
Total Teachers	3	4	3	3	3	3		19				19					
Classroom Avg	22.33	20.25	21.7	20.0	23.0	23.3		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Ackerman	21	23	21	21	23	24											
	20	25	22	21	23	21											
	21	24	22	20	23	21											
	21			20		23											
Total Students	83	72	65	82	69	89		460	1	19	441	460					
Total Teachers	4	3	3	4	3	4		21				21					
Classroom Avg	20.8	24.0	21.7	20.5	23.0	22.3		22				22					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Aldrich	22	24	23	22	27	25											
	23	26	25	24	26	25											
	23	24	25	23	27	25											
			24			25											
Total Students	68	74	97	69	80	100		488	-2	-1	489	488					
Total Teachers	3	3	4	3	3	4		20				20					
Classroom Avg	22.7	24.7	24.7	23.0	26.7	25.0		24				24					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Black Elk	21	19	19	24	20	21											
	20	21	19	24	22	22											
	21	21	18	24	21	21											
	22	21			21	22											
Total Students	84	82	56	72	84	86		464	2	8	456	464					
Total Teachers	4	4	3	3	4	4		22				22					
Classroom Avg	21.0	20.5	18.7	24.0	21.0	21.5		21				21					
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Bryan	21	21	20	22	20	24											
	20	20	19	21	20	23											
	21	21	18	23	20	23											
Total Students	62	62	57	66	60	70		377	1	-3	380	377					
Total Teachers	3	3	3	3	3	3		18				18					
Classroom Avg	20.7	20.7	19.0	22.0	20.0	23.3		21				21					
	K	1	2	3	4	5	C-K	C-1	C-2	C-3	C-4	C-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Cather			15	25	26	19	22	23	23	23	25	25					
							23	24	23	22	25	25					
							24	24									
Total Students	0	0	15	25	26	19	69	71	46	45	50	50	416	-3	4	412	416
Total Teachers	0	0	1	1	1	1	3	3	2	2	2	2	18				18
Classroom Avg			15.0	25.0	26.0	19.0	23.0	23.7	23.0	22.5	25.0	25.0	23				23
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment					
Cody	20	19	17	24	18	18		11									
	21	20	17	24	18	18		11									
Total Students	41	39	34	48	36	36		22	256	7	12	244	234				
Total Teachers	2	2	2	2	2	2		2	14				12				
Classroom Avg	20.5	19.5	17.0	24.0	18.0	18.0		11.0	18				20				
	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment						
Cottonwood	20	20	22	24	22	21											
	22	21	22	25	22	20											
					22	20											
Total Students	42	41	44	49	66	61		303	-1	-1	304	303					
Total Teachers	2	2	2	2	3	3		14				14					
Classroom Avg	21.0	20.5	22.0	24.5	22.0	20.3		22				22					
	K	1	2	3	4	5		SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment					
Disney	15	23	22	22	21	16		9									
	17	25	22	23	20	15		9									
	16																
Total Students	48	48	44	45	41	31		18	275	-2	-4	279	257				
Total Teachers	3	2	2	2	2	2		2	15				13				
Classroom Avg	16.00	24.00	22.00	22.50	20.50	15.50		9.0	18				20				

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	Class Size w/out SpEd
Ezra Millard	25	21	20	21	19	18	7					
	25	19	22	21	21	20	5					
	23	20	22	22	20	21						
	21											
Total Students	73	81	64	64	60	59	12	413	0	2	411	401
Total Teachers	3	4	3	3	3	3	2	21				19
Classroom Avg	24.3	20.3	21.3	21.3	20.0	19.7	6.0	20				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Harvey Oaks	22	16	23	23	20	25						
	22	14	24	23	21	25						
Total Students	44	30	47	46	41	50		258	-2	0	258	258
Total Teachers	2	2	2	2	2	2		12				12
Classroom Avg	22.0	15.0	23.5	23.0	20.5	25.0		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Hitchcock	22	24	15	22	21	18	6					
	22	24	18	22	21	18	6					
Total Students	44	48	33	44	42	36	12	259	-1	-1	260	247
Total Teachers	2	2	2	2	2	2	2	14				12
Classroom Avg	22.0	24.0	16.5	22.0	21.0	18.0	6.0	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Holling Heights	19	24	22	19	22	23	8					
	20	24	20	18	19	22	4					
	22	22	24	18	23	23						
Total Students	61	70	66	55	64	68	12	396	-4	4	392	384
Total Teachers	3	3	3	3	3	3	2	20				18
Classroom Avg	20.3	23.3	22.0	18.3	21.3	22.7	6.0	20				21

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Montclair	19	22	23	20	23	25	16	23	21					
	20	23	24	21	23	23	16	21	19					
							16	22	21					
								23	22					
								24						
								22						
Total Students	39	45	47	41	46	48	48	135	83	532	1	7	525	532
Total Teachers	2	2	2	2	2	2	3	6	4	25				25
Classroom Avg	19.5	22.5	23.5	20.5	23.0	24.0	16.0	22.5	20.8	21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Morton	18	18	21	22	19	19						
	20	19	18	20	19	19						
		21			20	19						
Total Students	38	58	39	42	58	57		292	1	1	291	292
Total Teachers	2	3	2	2	3	3		15				15
Classroom Avg	19.0	19.3	19.5	21.0	19.3	19.0		19				19

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Neihardt	22	23	24	21	22	23						
	22	24	23	21	23	24						
	23	23	23	22	23	24						
	22	24	24	21	22	24						
	22											
Total Students	111	94	94	85	90	95		569	3	1	568	569
Total Teachers	5	4	4	4	4	4		25				25
Classroom Avg	22.2	23.5	23.5	21.3	22.5	23.8		23				23

	K	1	2	3	4	5	M-K	M1-3	M4-5	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Norris	17	17	19	24	19	22	12	20	19					
	18	19	20	23	21	23	12	20	20					
								23						
Total Students	35	36	39	47	40	45	24	63	39	368	2	-4	372	368
Total Teachers	2	2	2	2	2	2	2	3	2	19				19
Classroom Avg	17.5	18.0	19.5	23.5	20.0	22.5	12.0	21.0	19.5	19				19

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Reagan	22	21	21	23	25	22						
	23	21	20	24	24	22						
	23	21	21	24	25	23						
	23	21	20	24		23						
	21											
Total Students	112	84	82	95	74	90		537	-2	2	535	537
Total Teachers	5	4	4	4	3	4		24				24
Classroom Avg	22.4	21.0	20.5	23.8	24.7	22.5		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	Class Size w/out SpEd
Reeder	21	25	20	23	21	22					284	
	21	26	21	22	19	24						
	21	24	20	23	22	21						
	19	26	20	25	21	22						
	20		22		20	23						
Total Students	102	101	103	93	103	112		614	-3	-4	618	614
Total Teachers	5	4	5	4	5	5		28				28
Classroom Avg	20.4	25.3	20.6	23.3	20.6	22.4		22				22

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Rockwell	18	20	17	22	27	22	6					
	19	19	18	22	26	24	9					
	18		17									
Total Students	55	39	52	44	53	46	15	304	-4	-1	305	289
Total Teachers	3	2	3	2	2	2	2	16				14
Classroom Avg	18.3	19.5	17.3	22.0	26.5	23.0	7.5	19				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Rohwer	22	20	26	24	21	26	9					
	22	19	25	25	22	26	8					
	22	18	25	26	21	25						
	22	18	26	24	22	26						
		20			21							
Total Students	88	95	102	99	107	103	17	611	0	3	608	594
Total Teachers	4	5	4	4	5	4	2	28				26
Classroom Avg	22.0	19.0	25.5	24.8	21.4	25.8	8.5	22				23

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Sandoz	18	18	22	19	24	19						
	19	18	22	18	23	17						
	19	20		20		19						
Total Students	56	56	44	57	47	55		315	-3	-3	318	315
Total Teachers	3	3	2	3	2	3		16				16
Classroom Avg	18.7	18.7	22.0	19.0	23.5	18.3		20				20

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Upchurch	21	22	21	21	21	21						
	22	22	20	22	22	22						
	21	23	22	19	18	23						
	17	22	20	20	22	22						
	21	22	22	21	21	20						
Total Students	102	111	105	103	104	108		633	1	-4	637	633
Total Teachers	5	5	5	5	5	5		30				30
Classroom Avg	20.4	22.2	21.0	20.6	20.8	21.6		21				21

	K	1	2	3	4	5	SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Wheeler	20	19	20	25	25	21	7					
	15	20	21	23	22	23	10					
	20	17	20	23	27	20	9					
	20	19	22	25		19						
						23						
Total Students	75	75	83	96	74	106	26	535	3	8	527	509
Total Teachers	4	4	4	4	3	5	3	27				24
Classroom Avg	18.8	18.8	20.8	24.0	24.7	21.2	8.7	20				21

	K	1	2	3	4	5		Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Willowdale	18	25	23	24	22	26						
	18	25	23	23	22	26						
	17	25	24	24	21	26						
Total Students	53	75	70	71	65	78		412	1	3	409	412
Total Teachers	3	3	3	3	3	3		18				18
Classroom Avg	17.7	25.0	23.3	23.7	21.7	26.0		23				23

Elementary Totals												SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Grade	K	1	2	3	4	5	M-1	M-2	M-3	M-4	M-5						
Students	1724	1741	1654	1708	1717	1822	73	61	64	68	54	134	10500	-5	48	10452	10366
Teachers	85	78	75	74	75	80	9					17	499				482
Classroom Avg	20.3	22.3	22.1	23.1	22.9	22.8						7.9	21.04				21.51

	6	7	8				SpEd Cluster	Current Total	Current Change	YTD Change	Official 14/15 Enrollment	
Andersen MS	287	286	318				0	891	-5	-9	900	
Beadle MS	360	382	395				25	1137	-5	1	1136	
Central MS	274	254	263				19	791	2	3	788	
Kiewit MS	313	300	322				0	935	-5	0	935	
North MS	244	286	242				19	772	2	3	769	
Russell MS	288	292	296				0	876	1	2	874	
MS Alternative	3	14	11					28	3	7	21	
Totals	1769	1814	1847				63	5430	-7	7	5423	
				9	10	11	12					
North HS				611	625	605	593	21	2434	-17	-26	2460
South HS				526	501	528	442	37	1997	-47	-67	2064
West HS				635	627	570	527	22	2359	-28	-39	2398
Horizon HS				6	21	44	66		137	23	23	114
Totals				1778	1774	1747	1628	80	6927	-69	-109	7036
									42	2	5	37
									7	-3	3	4
									41	0	-1	42
									16	-18	-4	20
Total District Enrollment								22963	-100	-51	23014	

Contracted SpEd
Rule 18 Interim
Young Adult Program
Ombudsman (Primary Enrollment)

AGENDA SUMMARY SHEET

Agenda Item: Legislative Report

Meeting Date: February 2, 2015

Department External Affairs

Title and Brief Description: Legislative Report

Action Desired: Information Only

Background: Millard School's lobbyist, Bill Mueller of Mueller/Robak LLC will share legislative updates that may impact Millard Public Schools.

Options/Alternatives Considered: None

Recommendations: None

Responsible Persons: Nolan Beyer, Director of Activities, Athletics & External Affairs

Superintendent's Signature: _____

A handwritten signature in blue ink, appearing to read "Jim Duffin", is centered within a light blue rectangular box. The signature is fluid and cursive.

MILLARD PUBLIC SCHOOLS

LEGISLATIVE SUMMARY

104th Legislature - First Session - 2015



BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB18	Krist	Change provisions relating to immunizations for students On and after July 1, 2016 the bill requires the meningitis vaccine for students who will enter the seventh grade and for 16 year old students before entering their next grade.	Education 1/20/15 at 1:30 Room 1525	1/28/15				
LB26	Krist	Adopt the Choice for the Advancement of Nebraska Children in Education Act and provide for tax credits Provides an income tax credit for donations to organizations which provide private K12 school scholarships. The tax credit can be carried forward if it exceeds the taxpayer's liability.	Revenue 3/18/15 at 1:30 in Room 1524					
LB29	McCoy	Change provisions relating to school health inspections Strikes ability of DHHS to prescribe other health conditions for children to screen for. Keeps screening for sight, hearing, dental. Allows parents to object to the screening with a written statement. Adds a dentist or an optometrist to list of health professionals who may also object to a child's screening. Eliminates Body Mass Index testing.	Education					
LB49	Scheer	Provide for allied school systems	Education 1/27/15 at 1:30 in Room 1525				Motion to withdraw bill filed 1/26/15	
LB51	Scheer	Require disclosures prior to joining a risk management pool under the Intergovernmental Risk Management Act	Banking, Commerce and Insurance					
LB58	Scheer	Provide for calculation and distribution of funds to certain schools as prescribed Appropriates money to 2014-15 non-equalized schools proportionally by the number of students in each district. The money must be used for property tax reduction. The total amount equals the increase in "total amount of state aid appropriated" from 2013-14 to 2014-15.	Education 2/2/15 at 1:30 in Room 1525					
LB59	Scheer	Redefine state aid value for purposes of the Tax Equity and Educational Opportunities Support Act Increases from 96% to 100% the percentage to use for TEEOSA (K12 state aid) of the actual value of real property, except for agricultural and horticultural land, which percentage remains at 72% under the bill.	Education				Motion to withdrawn bill filed 1/14/15 Bill Withdrawn 1/15/15	

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB60	Kintner	Authorize possession of firearms as prescribed Prohibits establishment of policies that prohibit storage of guns in cars when the car is operated or parked in a location open to the public.	Judiciary 1/22/15 at 1:30 in Room 1113					
LB66	Schumacher	Require political subdivisions to make disclosures regarding bonds and provide for liability Requires certain disclosures to be made on the bond prospectus issued by cities, counties, and school districts.	Judiciary 1/21/15 at 1:30 Room 1113					
LB78	Gloor	Change provisions relating to the public agencies authorized to enter into agreements under the Intergovernmental Risk Management Act Allows school districts and educational service units to operate a risk management pool.	Banking, Commerce and Insurance 2/10/15 at 1:30 in Room 1507					
LB96	Smith	Eliminate certain taxing authority of learning communities Eliminates learning community levy of 95 cents. Eliminates learning community two cent levy for the special building fund. LB 392, LB421, LB481, LB528	Education 2/10/15 at 1:30 in Room 1525					
LB99	Sullivan	Eliminate a reporting duty for the Education Committee of the Legislature	Education 1/20/15 at 1:30 pm Room 1525	1/22/15	1/26/15			Monitor
LB101	Sullivan	Change provisions relating to statewide assessment of student learning and reporting Provides that the State Board of Education's statewide system for assessment shall also measure student progress toward academic preparedness for postsecondary education and careers. Requires the State Board to collaborate with public postsecondary educational institutions and the Coordinating Commission to identify the assessment system. Requires the system to include multiple assessment administrations in order to evaluate progress.	Education 1/20/15 at 1:30 pm Room 1525					Support(will not testify)
LB103	Kintner	Change provisions relating to participation in extracurricular activities as prescribed School districts must establish policies to allow private school students to participate in the public school's extracurricular activities. Private school students could be required to enroll in no more than one course.	Education 1/20/15 at 1:30 pm Room 1525					Strongly Oppose(will not testify)
LB117	Haar	Change provisions relating to energy financing contracts Creates an exception under levy and spending lids	Natural Resources					
LB132	Ebke	Change joint public agency bonding powers and procedures Provides that a JPA must use the bond issuance procedures required by law for the participating public agency from which the joint public agency derives the powers of taxation.	Government, Military and Veteran Affairs 1/29/15 at 1:30 in Room 1507					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB178	Watermeier	Change valuation of agricultural land and horticultural land For school district taxation purposes, agricultural and horticultural land shall be valued as a percentage of its special value decreasing annually from 75% today to 55% in 2019. The state aid value would be 52% in 2019	Revenue 1/29/15 at 1:30 in Room 1524					
LB182	Haar	Create the School Funding and Educational Outcomes Review Committee Creates a committee composed of the public, school officials, the Governor, the Property Tax Administrator, and the Education Committee Chair to review the goals set by the legislature and TEEOSA and to offer recommendations.	Education 2/3/15 at 1:30 in Room 1525					
LB185	Bolz	Appropriate funds to implement the Master Teacher Program Act Appropriates \$1M in each of 2015-16 and 2016-17 for the master Teacher Program Act to provide a salary bonus of \$5,000 per teacher, per year.	Appropriations					
LB209	Hilkemann	Adopt the Political Subdivisions Mandatory Mediation Act Requires political subdivisions of the State of Nebraska to enter into mandatory mediation prior to litigation in any dispute between two or more political subdivisions.	Judiciary 1/23/15 at 1:30 in Room 1113				Indefinitely postponed 1/30/15	
LB211	Kolowski	Authorize chiropractors to provide school entrance physical examinations and visual evaluations Allows for kindergarten entrance physical exams and visual exams to be performed by a chiropractor.	Health and Human Services					
LB227	Hansen	Change provisions relating to educational bridge programs Continues the previous annual appropriation of \$200,000 for educational bridge programs.	Education					
LB236	Coash	Change and eliminate provisions relating to collection of judgments and public retirement plans Provides that retirement benefits may be attachable if the debtor is (a) the member of a public retirement plan, (b) is convicted of or pleads no contest to a felony or misdemeanor, and (c) is found liable for civil damages as a result of such felony or misdemeanor. In such a case, the court may order the payment of the member's annuities or benefits earned under the retirement plan for such civil damages, except that the annuities or benefits to the extent reasonably necessary for the support of the member or any of his or her beneficiaries shall be exempt from such payment.	Nebraska Retirement Systems 1/27/15 at 12:00 in Room 1525					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB239	Haar	Provide for a Coordinator for Educator Effectiveness and educator evaluation The responsibilities of the coordinator shall include, but not be limited to, working in partnership with Nebraska school systems, educational service units, postsecondary educational institutions, and other education stakeholders to develop and make available on a statewide basis evaluation models for effective educators, provide training to implement the models, and facilitate the collection of data to determine the effectiveness of the models. Strikes sections related to teacher performance pay from income received from solar and wind agreements on school lands.	Education 1/26/15 at 1:30 in Room 1525					
LB248	Sullivan	Prohibit use of interactive wireless devices by school bus drivers as prescribed Provides that any school bus driver, whether it is an employee of the school or an independent contractor shall not use any type of interactive wireless communication device unless it is allowed under section 60-470.02 or is a dispatch communication device.	Transportation and Telecommunications 2/23/15 at 1:30 in Room 1113					
LB274	Hansen	Appropriate funds to the State Department of Education for mentor teacher programs Appropriates \$2.5M in each of 2015-16 and 2016-17 to implement section 79-761 for mentor teacher programs in local school systems.	Appropriations					
LB280	Davis	Authorize a school-funding surtax and reduce the levy authority of school districts and learning communities Provide property tax relief by taking the load off with a mandatory local income tax to support schools. In addition, the proposal would allow districts with critical needs to impose an additional local option income tax. Reduce Ag land value for K-12 funding 75% to 65%. Create foundation aid of \$500 per student.	Revenue 2/18/15 at 1:30 in Room 1524					
LB282	Baker	Change provisions relating to closed sessions for public bodies Provides that a public body may go into session for evaluation of the job performance of a nonelected official or employee if such person has not requested a public meeting. Current law provides 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					
LB283	Baker	Allow school districts and educational service units to make emergency expenditures under the Emergency Management Act Allows emergency expenditures in event of a disaster, emergency or civil defense emergency.	Government, Military and Veterans Affairs					
LB288	Ebke	Prohibit public employers from making certain deductions from wages Prohibits CBAs from allowing deduction of public union dues from a public employee's wages. Also prevents the public employer from deducting the dues.	Business and Labor					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB303	Bloomfield	Authorize schools to adopt a child sexual abuse policy Declares that schools should consider adopting a child sexual abuse policy and provides for its provisions. Requires NDOE to enact a model policy.	Education 1/27/15 at 1:30 in Room 1525					
LB323	Davis	Create the School Financing Review Commission Provides for a governor appointed commission to conduct an in-depth review of the financing of public elementary and secondary schools. A report is due December 1, 2016.	Education 2/3/15 at 1:30 in Room 1525					
LB343	Kolowski	Provide funding for schools offering certain programs and courses as prescribed Provides for funds to schools who have students who complete career academy courses, IB courses, AP courses, or dual enrollment course. Provides funds to schools to start up programs that offer the above courses. (MPS Legislation)	Education 2/3/15 at 1:30 in Room 1525					Support
LB351	Brasch	Change state aid provisions relating to allocated income tax funds Changes allocated income tax to mean the amount of assistance paid pursuant to section 79-1005.01 as modified. An amount equal to 20% of the aggregate statewide income tax liability of all individuals will be dispersed as option payments and as allocated income tax funds.	Education 2/2/15 at 1:30 in Room 1525					
LB355	Morfeld	Change provisions relating to certain education funding as prescribed Reduces from 44.5% to 19.75% the percentage of the lottery proceeds that shall be transferred to the Nebraska Education Improvement Fund beginning on July 1, 2016. Strikes transfer to fund from section 85-1920. Eliminates June 30, 2016 sunset of Opportunity Grant Fund.	Education					
LB362	Krist	Change eminent domain provisions relating to school sites Increases from 50 acres to 100 acres the size of a school site that may be taken by eminent domain.	Judiciary					
LB365	Baker	Allow school districts and educational service units to keep electronic records All books, papers, documents, reports, and records kept by a school district or educational service unit may be retained as electronic records. Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.	Government, Military and Veterans Affairs					
LB371	Sullivan	Create and provide duties for the Nebraska Council for Educational Success Create council to encourage collaboration between K-12, post secondary, private school communications and business community.	Education 1/27/15 at 1:30 in Room 1525					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB373	Hilkemann	Change provisions regarding school bus safety Requires seat belts on buses manufactured or purchased after January 1, 2016. Requires instruction on proper seat belt use.	Transportation and Telecommunications 2/23/15 at 1:30 in Room 1113					
LB379	Bolz	Adopt the Expanded Learning Opportunity Grant Program Act Provides grants to community based organizations working in partnerships with schools in high needs districts to provide expanded learning opportunity programs. First priority is continue 21st century community learning centers.	Education					
LB382	Cook	Change provisions of the Diploma of High School Equivalency Assistance Act and state intent relating to certain transfers	Education					
LB392	Crawford	Change and eliminate learning community provisions relating to levy authority, distribution of core services funds, and state aid calculations Eliminates the Learning Community common levy of 95 cents and the special building levy. Replaces it with a levy of 2 cents to carry out the goals and objectives of the Learning Community. Strikes requirement that school district boundary changes be approved by the Learning Community. Provides that when school district negotiations stall after 90 days when negotiating the transfer of agricultural land within the EJD of a 1st class city within the Learning Community, either party may petition the district court to require the other to continue negotiating. Then after another 90 days the court shall order the property transferred to the school district within the 1st class city and fair consideration to be paid to the other school district. LB96, LB421, LB 481, LB 528	Education 2/10/15 at 1:30 in Room 1525					
LB402	Baker	Change and eliminate provisions relating to distance education incentives Provides that Department of Education will provide distance education funding; strikes sunset on use of lottery money; changes distribution formula.	Education					
LB410	Sullivan	Change eligibility provisions relating to the Access College Early Scholarship Program Act Allows funding under the Act for students at 250% or below of the federal poverty level for coursework that is part of a career plan of study. Defines career plan of study as a sequence of at least three high school courses that are (1) dual credit or college credit (2) part of a career pathway program and (3) have at least one business partner as an advisor to the program.	Education					
LB421	Kintner	Eliminate a learning community and provide for distribution of assets as prescribed Dissolves the Learning Community on July 1, 2016. Provides that boundaries of those school districts shall remain as they are on July 1, 2016 until changed pursuant to any reorganization entered into by one or more of such school districts. LB96, LB421, LB 481, LB 528	Education 2/10/15 at 1:30 in Room 1525					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB431	Baker	Change provisions relating to public school district construction Allows schools to improve school buildings without going out to public bid if the cost is less than \$100,000. Provides for annual adjustment of that limit by the Board of Education based on CPI.	Education 2/17/15 at 1:30 in Room 1524					
LB432	Baker	Change provisions relating to access to and copying of public records Strikes authority for citizens to make memoranda or copies of public records using their own copying or photocopying equipment and abstracts therefrom, all free of charge, during the hours the respective offices may be kept open for the ordinary transaction of business.	Government, Military and Veterans Affairs				Bill withdrawn 1/29/15	
LB435	Cook	Adopt the Time to Teach and Time to Learn Act Creates The Class Size and Instructional Time Task force to research class sizes and instruction time at school districts across the state. Requires NDE to analyze data. Creates a grant program for up to \$100 per impacted student and up to \$500 per impacted teacher or principal.	Education					
LB438	Morfeld	Change distribution of sales and use tax revenue and create and provide for a fund Earmarks 10% of state sales tax revenue from online purchases to an Excellence in Education Trust Fund that will provide innovative educational grant programs and to stabilize the total amount of state aid paid to public schools under TEEOSA.	Revenue 3/6/15 at 1:30 in Room 1524					
LB443	Bolz	Redefine support services for purposes of the Special Education Act For purposes of the Special Education Act, provides that support services may also include access to mental health services offered either at the school or elsewhere, including, but not limited to, assessments, family education services, and programs designated by the Division of Behavioral Health of the Department of Health and Human Services.	Education					
LB444	Groene	Eliminate the minimum levy adjustment for purposes of state aid to schools Outright repeals the section that establishes minimum levy adjustment. Changes formula to allow certain non-equalized districts to qualify for allocated income tax.	Education 2/2/15 at 1:30 in Room 1525					
LB446	Nordquist	Redefine compensation and change provisions for school employees retirement For purposes of the benefit calculation of retirees after July 1, 2016, the bill caps the increase in a teacher's compensation in his or her last 5 years of service to 8%.	Nebraska Retirement Systems 1/29/15 at 12:00 in Room 1525	01/30/15				

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB448	Nordquist	Make current and new Class V school employees members of the School Employees Retirement System of the State of Nebraska Provides that all regular employees of a Class V school district hired on and after July 1, XXXX, shall become members of the School Employees Retirement System of the State of Nebraska. On July 1, XXXX, all members of the retirement system established pursuant to the Class V School Employees Retirement Act shall be transferred to the School Employees Retirement System of the State of Nebraska.	Nebraska Retirement Systems					
LB476	Davis	Provide duties for county assessors and the Property Tax Administrator relating to tax-exempt real property Provides that county assessors shall send a list of property exempt from the property tax to the Property Tax Administrator who shall prepare a report listing each property with its estimated market value and listing a breakdown of the estimated market value of exempt real property located within each county, city, village, and school district in the state.	Revenue 3/5/15 at 1:30 in Room 1524					
LB477	Davis	Change provisions relating to school districts maintaining the only public high school in a county	Education 2/17/15 at 1:30 in Room 1525					
LB478	Baker	Provide bonding authority for educational service units Allows ESUs to construct buildings or facilities. Provides power to issue a negotiable bonds and levy up to one cent.	Education 2/17/15 at 1:30 in Room 1525					
LB481	Kintner	Permit school districts to opt out of a learning community as prescribed Provides that a school district may opt out of membership of the learning community by majority vote of the board, effective 6 months after such action. LB96, LB421, LB 481, LB 528	Education 2/10/15 at 1:30 in Room 1525					
LB489	Sullivan	Change provisions relating to grants for early childhood education as prescribed Permits Early Childhood Education Endowment Board of Trustees to issue grants to early childhood education programs entering into agreements with child care providers, if the child care provider enrolls in the quality rating and improvement system described in the Step Up to Quality Child Care Act prior to the beginning of the initial grant period. Child care providers must participate in training approved by the Early Childhood Training Center which is needed for participation or advancement in the quality rating and improvement system.	Education					
LB507	Cook	Require certain examinations for special education teachers Requires specific content area tests for a special education endorsement.	Education					
LB508	Cook	Provide minimum requirements for acceptance to teacher education programs Requires a teacher education program to have minimum entry requirements of a 3.0GPA and a mastery of general knowledge.	Education					


BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB509	Cook	Change and eliminate provisions relating to a poverty allowance under the state aid formula Strikes disqualification from the poverty allowance if the poverty allowance expenditures do not equal 50% or more of the allowance for a school fiscal year. Provides that the poverty allowance correction shall equal the poverty allowance minus ninety-five percent of the poverty allowance expenditures. Current law is eighty-five percent. Provides for a poverty allowance correction equal to 5% of the poverty allowance. Provides poverty plan shall include information about attendance of students who live more than two miles away; current law is one mile.	Education 2/9/15 at 1:30 in Room 1525					
LB511	Cook	Provide for return to learn protocols for pediatric cancer survivors Requires all public and private schools to establish a return to learn protocol for students returning to school after being treated for pediatric cancer. The return to learn protocol must recognize that students who have been treated for pediatric cancer and return to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.	Education					
LB513	Craighead	Change provisions relating to use and leasing of school property Provides that a school board may permit the use of its property or if it determines it may be needed for future use, it may lease its property.	Education 2/17/15 at 1:30 in Room 1525					
LB519	Sullivan	Provide for school and student aid, grants, and assistance as prescribed Provides that the Opportunity Grant Program is an important state program and the allocation from the State Lottery should be fully replaced with funding from the General Fund. Provides that other programs funded by the Innovation Fund should continue through the General Fund. For 2016-2027, the fund shall be allocated: 40% for competitive innovation grants; 40% to the Coordinating Commission for Postsecondary Education for competitive innovation grants; 10% to the State Board of Education to assist students with certification costs associated with trade occupations. 1-% to Education Improvement Fund for an emergency fund.	Education					
LB520	Sullivan	Change provisions relating to transfers to certain education-related funds Provides for a gradually diminishing amount of lottery money being transferred to the Opportunity Grant Program over the 2016-17, 2017-18, and 2018-19 fiscal years.	Education					
LB521	Sullivan	Provide, eliminate, and change provisions relating to property tax levies and credits and state aid to schools and provide for a transfer from the Cash Reserve Fund	Revenue 2/26/15 at 1:30 in Room 1524					
LB522	Sullivan	Provide for apportionment funds and student support aid relating to state aid to education	Education 2/2/15 at 1:30 in Room 1525					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB523	Sullivan	Change income tax rates and state intent relating to funding public education Increases both individual and corporate tax rates. Provides that the intent of such increases is to provide for additional funding for schools. Increase the corporate tax rate as follows for tax years beginning on or after 1/1/16: Prior law: 5.58% on first \$100k of taxable income 7.81% on all taxable income in excess of \$100k Proposed change 1/1/16: 5.80% on first \$100k of taxable income 8.12% on all taxable income in excess of \$100k (FDC Summary)	Revenue 2/26/15 at 1:30 in Room 1524					
LB524	Sullivan	Change provisions documenting eligibility relating to free and reduced-price school meals Expands both the Attracting Excellence to Teaching Program and Enhancing Excellence in Teaching Program to entice new teachers to teach in school buildings that provides free meals to all students under the Community Eligibility Provision with the offer of a higher level of loan forgiveness. The bill makes changes to provisions relating to the summer school allowance, poverty plans, diversity plans, elementary learning centers, and learning community to incorporate the Community Eligibility Provision.	Education 2/9/15 at 1:30 in Room 1525					
LB525	Sullivan	Change provisions relating to education	Education					
LB526	Sullivan	Define a term related to teachers' and administrators' certificates Provides that for purposes of chapter 79, the term certificate, certificated, or certified, when referring to an individual holding a certificate to teach, administer, or provide special services, also includes an individual who holds a permit issued by the Commissioner of Education pursuant to sections 79-806 through 79-815. Flexible certificates	Education					
LB527	Sullivan	Change provisions relating to teachers' loan programs Increase loan forgiveness for teachers who teach in sparse districts or in buildings with 40% poverty students.	Education					
LB528	Sullivan	Change and eliminate provisions relating to learning communities Incorporates some of the Learning Community superintendent proposal: allocates \$500,000 annually for the startup of focus schools, provides a way for districts to directly negotiate land transfers without going through the Learning Community Council, trims growing open-enrollment transportation costs and makes sure Learning Community districts aren't shortchanged on state equalization aid. Does not increase the poverty allowance nor eliminate the common levy. LB96, LB 392, LB421, LB 481	Education 2/10/15 at 1:30 in Room 1525					
LB529	Sullivan	Change provisions relating to the Tax Equity and Educational Opportunities Support Act LB1070(2014) Provides aid to DC not Plattview and Springfield	Education 2/10/15 at 1:30 in Room 1525					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB530	Sullivan	Provide a duty for the student achievement coordinator Provides a poverty study	Education 2/9/15 at 1:30 in Room 1525					
LB534	Groene	Provide for limitations on General Fund expenditures for state aid to education Caps aggregate TEEOSA growth year over year to a percentage equaling the student growth adjustment.	Education 2/3/15 at 1:30 in Room 1525					
LB539	Watermeier	Change provisions relating to the office of Legislative Audit and the Auditor of Public Accounts	Government, Military and Veterans Affairs 2/6/15 at 1:30 in Room 1507					
LB563	McCollister	Change provisions relating to school fiscal year Provides that the school fiscal year runs from August 1 to July 31 rather than September 1 to August 31.	Education 2/3/15 at 1:30 in Room 1525					
LB572	Davis	Provide duties for the state school security director relating to cyberbullying and digital citizenship issues Provides that the school security director should recommend curricular and extracurricular materials to assist school districts in preventing and responding to cyberbullying and digital citizenship issues.	Education					
LB576	Murante	Change election and membership provisions for learning community coordinating councils Beginning with the learning community coordinating council elected in 2016 pursuant to this subdivision that takes office in January 2017, each learning community shall be governed by a learning community coordinating council consisting of one member elected from each school district that is a member of the learning community. Voters residing in the school district would vote on the representative from each school district.	Government, Military and Veterans Affairs					
LB582	Nordquist	Change provisions relating to a focus school and program allowance Increases the focus school allowance from .10 to .30 in year three of a focus school and thereafter.	Education 2/9/15 at 1:30 in Room 1525					
LB589	Pansing Brooks	Provide for allocation of the Nebraska Education Improvement Fund as prescribed For 2016-17: The first \$2M to the Excellence in Teaching Cash Fund; \$1.95M to early childhood grants; \$1M to Early Childhood Education Endowment Cash Fund; \$1M to the School District Reorganization Fund. For 217-18: The first \$3M to the Excellence in Teaching Cash Fund; \$1.95M to early childhood grants; \$1M to Early Childhood Education Endowment Cash Fund; \$1M to the School District Reorganization	Education					

BILL NO.	INTRODUCER(S)	DESCRIPTION AND SUMMARY OF BILL	COMM. & HRG. DATE	GF	SF	FR	Status	POSITION
LB590	Friesen	Change provisions relating to a taxable value certified under the Tax Equity and Educational Opportunities Support Act Provides that county assessors must provide to the Property Tax Administrator the value of taxable real property which is subject to TIF.	Education 2/2/15 at 1:30 in Room 1525					
LB595	Davis	Create the Task Force on School Construction Assistance Creates taskforce and requires NDE to create a facilities database with listed information about the facility.	Education 2/17/15 at 1:30 in Room 1525					
LB601	Bloomfield	Prohibit a school board member and an immediate family member from being employed with the school district	Education					
LB616	Larson	Adopt the Independent Public Schools Act Allows creation of an independent public school in Omaha that would operate under a compact granted by the State Board of Education and would be considered a political subdivision. The school would be funded by payments from the school district that an independent school's student resides in to the independant districts of an amount equal to the school districts per pupil cost for the proceeding fiscal year times the number of students attending the independant public school.	Education 2/17/15 at 1:30 in Room 1525					
LB617	Larson	Adopt the Working to Improve Schools Act Requires schools to offer accelerated reading intervention programs for K-3rd graders who exhibit a reading deficiency. For school year 2016-17 and after, schools shall hold back 3rd graders who have a reading deficiency as identified under the Act.	Education					
LB646	Kintner	Eliminate provisions for secret ballots for leadership under the Open Meeting Act	Government, Military and Veterans Affairs					
LB649	Kintner	Require all votes taken by public officials to be a public record as prescribed	Government, Military and Veterans Affairs					

AGENDA SUMMARY SHEET

AGENDA ITEM:	Quarterly Food Service Report
MEETING DATE:	February 2 nd , 2015
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Quarterly Food Service Report – The quarterly report from Sodexo regarding the District's Food Service Operations.
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/>
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:	Bob Snowden, Resident District Manager (Sodexo), Justin Wiley, Food Service General Manager (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S APPROVAL:	



Executive Summary
October – December 2014
Quarterly Review

Nutrition

- Justin Wiley, Deb Ringer and Kristy Boone participated in a lemon tasting challenge at Bryan on October 14th. Lemons are often menued on the fruit and vegetable bars, and have turned into a very popular item!



- Fun on the Run pilots continue and are being expanded. Currently, this “Grab N Go” style lunch is being offered at Harvey Oaks, Aldrich, Rohwer and Reeder. And beginning the week of January 19th, will be piloted at Black Elk and Disney. As mentioned in the last report, we are seeing both an increase in meals served at these locations, plus a shorter “regular” lunch line improving speed of service to all students. These pilots will continue in second semester and will be evaluated at year end to determine their continuance in the 15/16 school year.
- Justin Wiley attended an Alliance for a Healthier Generation Workshop, October 23rd.
- Amy Honts participated in a Farm to School summit October 22nd.
- A meeting was held on November 25th with Ed Services, MPS Foundation, Business Office and Sped to discuss the addition of a summer food service breakfast and lunch program. This program will run June – July, and will be offered at Holling Heights. It will be free to all individuals under the age of 18, regardless of participation in summer programs. Federal Reimbursements will fund the program, and it’s goal is to serve student during the summer who may not have access to breakfast and/or lunch.
- Justin Wiley met with District nurses on December 3rd to discuss allergies and the food service program.





Executive Summary October – December 2014 Quarterly Review

- Throughout the first semester, the Food Service program experienced both shortages in products, as well as product price increases including beef, pork, fruits and vegetables.
- Amy Honts continues to work with Sodexo vendors and all Nebraska Sodexo accounts to ensure use of correct products and vendors when purchasing items.

Community

- Lift off continued its visits to schools during breakfast and lunch, promoting the Food Service Program. During the quarter, visits were made to the following:
 - Abbott
 - Bryan
 - Morton
 - Montclair
 - Wheeler
 - Rockwell
 - Ackerman
 - Rohwer
 - Reagan



- Justin Wiley attended a Live Well Omaha Kids Executive Committee Meeting October 28th.
- Bob Snowden and Justin Wiley met with the Foundation on October 7th to discuss general food service topics provided to the Foundation.
- On November 12th, several managers assisted with the Karen Western Thanksgiving Lunch in Ralston.





Executive Summary October – December 2014 Quarterly Review

- Sodexo participated in and sponsored a booth and luncheon at the Annual NASB Conference November 19th – 21st.



- On December 10th, the Food Service Program catered the Annual Board Holiday party featuring an all Nebraska themed menu.
- On December 17th, local Sodexo managers from all services gathered for a networking meeting.

Environment

- Justin Wiley and Bob Snowden worked with Rebecca Kleeman through several meetings with local vendors to plan for the new Food Service App to be launched in January.
- A meeting was held on October 21st with Justin Wiley, Bob Snowden, Ken Fossen and Chad Meisgeier to discuss food service labor, both current, and planning for future school years.

Activity

- Duane Blobaum and Justin Wiley held ServSafe class October 14th – 15th. 15 participants took the course and passed the test.
- December 12th, Justin Wiley proctored a ServSafe test for one manager and one FCS teacher.
- Chuck Thomas and Ted Monk were in for a support visit and Board Dinner November 4th – 5th.
- Chuck Thomas was in for a support visit on November 18th.
- Chuck Thomas and Ken Holdman were in for a support visit and Board Holiday Party December 10th – 11th.



Executive Summary October – December 2014 Quarterly Review

- Bob Snowden and Justin Wiley met with John Southworth on November 4th to discuss Beadle Food Service and participation rates.
- On November 20th, Food Service had its District wide thanksgiving lunch at all locations.
- On November 13th, Justin participated in a webinar on Summer Food Service Program and Grants
- Deb Ringer attended Websmart National User Training Conference November 18th – 20th. This conference was a training session to further expand Deb's knowledge of the POS system used in Millard. 24 hours training.
- On December 10th, Bob, Justin and Chuck participated in a lunch meeting with MPS HR to discuss general topics.
- Ken Fossen spoke to Secondary Managers, December 9th to review the State of the District as well as the Food Service Program.

Achievements

- All six Middle Schools received HUSSC awards. All 25 of our Elementary Schools already received these, and our six Middle Schools are the first in the State of Nebraska at the Middle Level. An awards ceremony was held at Central Middle on October 21st.



- Throughout the first semester, we held Participation Awards, focusing on targets at each location for Labor, Food Cost and Daily Participation. Cody and Rockwell were the winning schools during the semester.



Executive Summary October – December 2014 Quarterly Review

- During the fall of 2014, all three of our High Schools participated in the Healthy High School Challenge, sponsored by Sodexo. This was the second year we participated in the event promoting healthy eating habits and snacks. Over 414 Sodexo schools across the country participated, and our rankings are below, along with checks the three schools received for their performance.
 - West 10th, \$1000
 - North, 12th, \$1000
 - South, 15th, \$500





Executive Summary October – December 2014 Quarterly Review

- On December 14th, we held an Employee Attendance Celebration. This first time event was for the first semester and honored those employees with perfect, or near perfect attendance. A raffle was held for all those who qualified and the event was a huge success. We will continue this program during the second semester and evaluate its effectiveness on attendance, sick leave as well as employee engagement.



Staff Development

October Topics

- Kitchen Managers Meetings
- Fire Safety
- Workers Compensation
- MPS Benefit Session

Total Training Hours: 283.00

November Topics

- Inclusive Performance Feedback
- Websmart National User Training Conference
- Kitchen Managers Meetings
- Hand washing procedures



Executive Summary
October – December 2014
Quarterly Review

- Wash N Walk Use
- Recipes and Nutrition
- Winter Safety
- Food Handlers Class

Total Training Hours: 277.50

December Topics

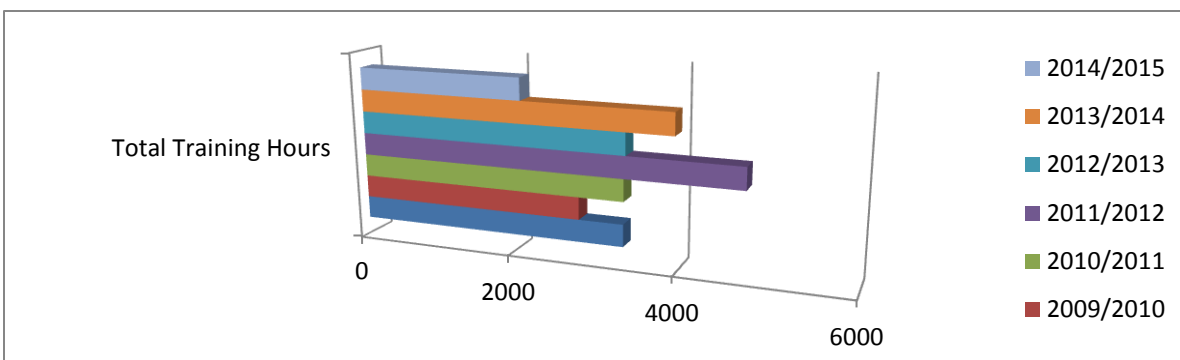
- Kitchen Manager Meetings
- Back Safety and Proper Lifting
- Customer Service
- Proper receiving and storage of goods.

Total Training Hours: 222.00

	July – September	October – December	January – March	April – June	Year-to- Date
<i>Total Training Hours – 2014/2015</i>	1320.00	782.50			
<i>Total Training Hours – 2013/2014</i>	1690.50	735.50	859.00	653.00	3954.00
<i>Total Training Hours – 2012/2013</i>	1542.00	565.00	661.00	616.00	3384.00
<i>Total Training Hours – 2011/2012</i>	1625.00	726.75	1783.25	624.50	4759.50
<i>Total Training Hours – 2010/2011</i>	1617.50	760.25	584.00	399.00	3360.75
<i>Total Training Hours – 2009/2010</i>	1080.50	687.75	558.00	489.75	2816.00
<i>Total Training Hours – 2008/2009</i>	1491.50	351.50	496.50	1016.50	3356.00



Executive Summary
October – December 2014
Quarterly Review



2014-2015 School Year

	2014-2015 Quarter Numbers	2013-2014 Quarter Numbers
Income	\$3,120,118	\$3,137,998
VDA/Rebate Income	\$265,320	\$258,849
Total Income	\$3,385,438	\$3,396,847
Food	\$1,462,077	\$1,548,123
Labor	\$1,402,433	\$1,331,386
Supplies and Other Expenses	\$420,346	\$447,257
Total Expenses	\$3,284,856	\$3,326,766
Return after Direct Expenses	\$100,582	\$70,081

2014-2015 School Year Indirect Expenses

	2014-2015 Quarter Numbers	2013-2014 Quarter Numbers
Building Transfers	0	\$48,462
Custodial Transfers	0	0
Para Transfers	\$90,000	\$83,871
Net return after Transfers	\$10,582	(\$62,252)



Executive Summary
October – December 2014
Quarterly Review

	2014/2015 Actual (53 Serving Days)	2014//2015 Budget	2013/2014 Actual (54 Serving Days)
Breakfast	143,472	120,176	114,038
Per Day	2,707	2,267	2,112
Lunch	711,403	741,631	736,076
Per Day	13,423	13,993	13,631
Equivalent Meals	261,581	268,133	278,938
Per Day	4,935	5,059	5,166
Total Meals Served	1,115,218	1,129,940	1,129,052
Per Day	21,042	21,320	20,908


*Volume Discount
 Allowances (Rebates)*

	VDA Guarantee	VDA projections	VDA's Returned to MPS
2014-2015	\$ 884,401	TBA	TBA
2013-2014	\$ 862,831	\$866,825	\$866,825
2012-2013	\$ 517,316	\$ 824,864	\$ 824,864
2011-2012	\$ 517,316	\$ 766,081	\$ 766,081
2010-2011	\$ 517,316	\$ 721,637	\$ 721,637
2009-2010	\$ 517,316	\$ 642,521	\$ 642,521
2008-2009	\$ 517,316	\$ 456,958	\$ 517,316

Below is a summary of the Free and Reduced students currently enrolled at Millard Public Schools, along with the percentage as it relates to total enrollment. (As of December 30, 2014)

	Free	Reduced	Free & Reduced Percentage
2014-2015	3205	1214	18.90%
2013-2014	3274	1302	19.56%
2012-2013	3236	1252	19.41%
2011-2012	3207	1189	19.28%
2010- 2011	2931	986	17.41%
2009-2010	2338	1031	15.22%
2008-2009	1802	861	12.20%
2007-2008	1692	782	11.40%

AGENDA SUMMARY SHEET

AGENDA ITEM:	Quarterly M&O Report
MEETING DATE:	February 2 nd , 2015
DEPARTMENT:	General Administration
TITLE & BRIEF DESCRIPTION:	Quarterly M&O Report – The quarterly report from Sodexo regarding the District's Maintenance and Operations.
ACTION DESIRED:	Approval <input type="checkbox"/> Discussion <input type="checkbox"/> Information Only <input checked="" type="checkbox"/>
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:	Bob Snowden, Resident District Manager (Sodexo) and Ken Fossen, Associate Superintendent (General Administration)
SUPERINTENDENT'S APPROVAL:	



Millard Public Schools Executive Summary

Quarterly Report for October – December, 2014

MAINTENANCE HIGHLIGHTS

- Completed mid-year fire equipment inspections.
- Completed repair of sprinkler and hood deficiencies found on annual inspections.
- Repaired roof top units and air handlers throughout the District.
- Replaced a boiler at Andersen.
- Installed updated HVAC software at Andersen.
- Replaced some bad piping at South.
- Replaced defective mixing valve at South.
- Replaced cooling tower fan assemblies at Cottonwood, Bryan and Russell.
- Replaced fire panel in a portable at Disney.
- Replaced defective fire panel board at Ackerman.
- Completed numerous door repairs to ensure new security door contacts operated properly.

GROUND'S HIGHLIGHTS

- Completed all fall applications on athletic fields for the season.
- Performed G-Max testing on Buell and North High turf football/soccer fields.
- Continued to mulch and woodchip at various sites throughout the District.
- Continued tree trimming throughout the District.
- Serviced all snow removal equipment prior to snow season.
- Performed preventative maintenance on all mowing equipment in preparation for next season.
- Completed all snow removal and/or salt and sanding operations during the quarter.

CUSTODIAL HIGHLIGHTS

- Quarterly Information:
 - Principal Visits: 425
 - Building Visits: 936
 - Inspections: 199



- Special projects were completed over winter break including burnishing of corridors, spot cleaning carpets, disinfection of all hard surfaces, project restroom and classroom cleaning. Additionally, some specific areas received project cleaning due to building needs including:
 - South High – restrooms and locker rooms; gym and bleachers; dock areas and custodial closets
 - Andersen – restrooms and locker rooms; gym and bleachers
 - Beadle – gym and bleachers; corridor carpets
 - Morton – scrubbed and waxed gym restrooms
 - North High – boys locker rooms
 - Kiewit – art room
 - West High – science rooms
 - Ackerman – restrooms
 - Rockwell - restrooms
- Planning has begun for the summer 2015 Construction and Bond Projects. Planning will continue throughout the school year in preparation for another full summer of projects.

GENERAL HIGHLIGHTS

- Chuck Thomas, RVP and Ted Monk, SVP, were in town for account visits November 4th and 5th.
- Several members of the Sodexo Management Team participated in the Nebraska Area School Boards Conference November 19th – 21st.
- Chuck Thomas, RVP and Ken Holdman, DBD, were in town a for visit on December 10th – 11th.
- Several planning meetings were held throughout the quarter to discuss procedures on handling reports of bed bugs from schools.

STAFF DEVELOPMENT

Below are the training subjects that were covered with Custodial, Maintenance and Grounds during the quarter, along with the total hours trained year-to-date and a comparison to previous years.

October

Fire Safety
Workers Compensation
Millard Benefit Discussion



Security System Trainings

Total Training Hours: 188.00

November

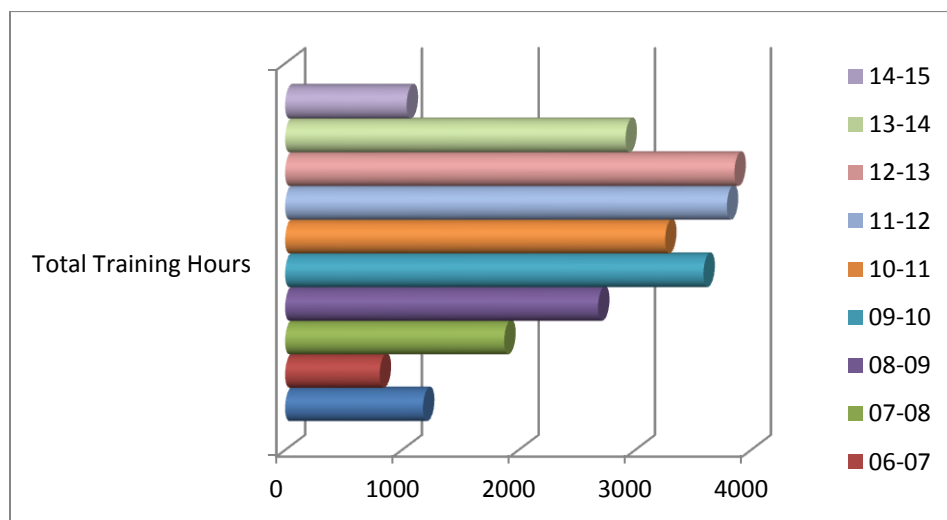
Hand washing
Winter Safety
Customer Service
Snow Removal Training - Custodians
Security System Trainings
North High Pool Operation

Total August Training Hours: 269.00

December

Back Safety and Proper Lifting
Customer Service
Chalkboard Cleaning
Security System Trainings

Total August Training Hours: 172.00



MPS Training by Quarter with Comparison to Previous Quarters

	July - Sept	Oct - Dec	Jan - Mar	Apr - Jun	YTD
2014/2015	412.00	629.00			
2013/2014	1053.00	739.50	655.00	470.00	2917.50
2012/2013	1319.00	738.00	679.00	1121.50	3857.50



2011/2012	685.50	901.50	843.75	1352.50	3792.25
2010/2011	489.00	783.75	659.25	1327.50	3259.50
2009/2010	522.75	696.75	682.50	686.00	2590.00
2008/2009	580.00	508.75	766.25	825.50	2680.50
2007/2008	264.50	294.00	470.00	848.50	1877.00
2006/2007	116.25	234.50	235.75	233.50	810.00
2005/2006	205.25	159.00	469.25	347.50	1181.00

QUALITY AND PRODUCTIVITY

MONTHLY CUSTODIAL INSPECTIONS

Monthly Custodial Inspections began again in September and will continue throughout the school year. Scale for these inspections are a 1 to 4 scale, with 1 = unacceptable, 2 = needs improvement, 3 = meets expectations, and 4 = exceeding expectations.

Monthly Custodial Inspections

	October 2014	October 2013
District	3.20	3.32
High School	3.22	3.31
Middle School	3.29	3.34
Elementary/Other	3.09	3.32

	November 2014	November 2013
District	3.32	3.15
High School	3.23	3.26
Middle School	3.46	3.21
Elementary/Other	3.26	2.98



	December 2014	December 2013
District		3.08
High School		3.03
Middle School		3.15
Elementary/Other		3.07

TEACHER SURVEYS – All Department Survey

Teacher Surveys began again in September and will continue throughout May. Below are the results from the Quarter:

October 2014 144 surveys completed

	Overall Average	Custodial Average	Maintenance Average	Ground's Average
District Average	3.31	3.26	3.39	3.33
High School	3.34	3.28	3.37	3.50
Middle School	3.45	3.41	3.56	3.47
Elementary School	3.23	3.19	3.28	3.23

November 2014 82 surveys completed

	Overall Average	Custodial Average	Maintenance Average	Ground's Average
District Average	3.42	3.39	3.42	3.42
High School	3.25	3.24	3.28	3.14
Middle School	3.61	3.62	3.61	3.63
Elementary School	3.41	3.34	3.39	3.39

December 2014 140 surveys completed

	Overall Average	Custodial Average	Maintenance Average	Ground's Average
District Average	3.36	3.33	3.43	3.28
High School	3.37	3.36	3.47	3.09
Middle School	3.51	3.47	3.58	3.38
Elementary School	3.29	3.23	3.32	3.27

Comparison of District Average by Year and Department

	Surveys Completed	District Average	Custodial Average	Maintenance Average	Grounds Average
2014-2015 YTD	526	3.37	3.33	3.44	3.33
2013-2014 TYD	1308	3.28	3.24	3.34	3.31
2012-2013 YTD	1535	3.30	3.26	3.40	3.30
2011-2012 YTD	1214	3.32	3.28	3.38	3.34



2010-2011 YTD	1474	3.30	3.27	3.40	3.25
2009-2010 YTD	1185	3.34	3.31	3.42	3.25
2008-2009 YTD	1250	3.36	3.34	3.42	3.25
2007-2008 YTD	1398	3.40	3.40	3.45	3.28
2006-2007 YTD	1128	3.42	3.41	3.47	3.30
2005-2006 YTD	1001	3.36	3.33	3.43	3.30
2004-2005 YTD	1074	3.34	3.31	3.40	3.22
2003-2004 YTD	351	3.29	3.28	3.35	3.17

Comparison by School Type

	High School	Middle School	Elementary School
2014-2015 YTD	3.40	3.53	3.31
2013-2014 YTD	3.23	3.44	3.13
2012-2013 YTD	3.15	3.44	3.27
2011-2012 YTD	3.10	3.54	3.27
2010-2011 YTD	3.19	3.52	3.24
2009-2010 YTD	3.26	3.58	3.23
2008-2009 YTD	3.38	3.50	3.31
2007-2008 YTD	3.42	3.53	3.36
2006-2007 YTD	3.34	3.60	3.36
2005-2006 YTD	3.21	3.57	3.37
2004-2005 YTD	3.27	3.59	3.23
2003-2004 YTD	3.18	3.46	3.30

Ground's Department Results by Area

	East Crew	West Crew	North Crew	Central Crew
2014-2015 YTD	3.30	3.29	3.33	3.44
2013-2014 TYD	3.24	3.37	3.31	3.31
2012-2013 YTD	3.30	3.30	3.30	3.33
2011-2012 YTD	3.34	3.42	3.29	3.29
2010-2011 TYD	3.16	3.36	3.27	3.16
2009-2010 YTD	3.19	3.34	3.26	3.14
2008-2009 YTD	3.07	3.38	3.22	3.30
2007-2008 YTD	3.37	3.26	3.25	3.19
2006-2007 YTD	3.23	3.38	3.24	3.48



MAINTENANCE WORK ORDERS

Below is a breakdown for work orders received and completed for the period of October – December, 2014.

	<i>Received</i>	<i>Completed</i>	<i>Open</i>
Building Engineers	177	127	89
Carpentry	655	786	175
Custodial	17	24	2
Electrical	266	290	44
Flooring	4	12	2
Grounds	169	297	101
Mechanical/HVAC	907	1025	220
Painting	41	52	66
Special Project	0	2	1
Vehicle	45	37	10
Total	2281	2652	710

Age of All Open Demand Work Orders in the System

Days Open	0-14	15-28	29-60	61-90	91-120	121-150	151-180	181-365	Over 365
Building Engineers	45	43	0	0	0	0	0	0	1
Carpentry	71	16	26	17	9	6	4	17	9
Custodial	0	0	1	1	0	0	0	0	0
Electrical	22	10	8	2	1	0	0	1	0
Flooring	0	0	0	0	0	0	0	1	1
Grounds	30	0	4	7	8	3	7	17	25
HVAC	93	34	36	10	13	0	9	19	6
Painting	3	5	5	3	6	6	3	19	16
Special Project	0	0	0	0	0	0	0	0	1
Vehicle	45	43	0	0	0	0	0	0	1
2014-2015 Totals	267	108	83	43	37	15	23	75	59
2013-2014 Totals	265	194	167	80	57	63	41	174	78
2012-2013 Totals	278	153	135	59	44	51	26	40	35
2011-2012 Totals	265	102	167	83	64	39	27	134	79
2010-2011 Totals	306	123	114	49	57	35	32	119	57
2009-2010 Totals	271	120	117	91	56	22	12	63	50
2008-2009 Totals	282	106	109	75	56	31	23	76	48
2007-2008 Totals	263	94	117	41	44	15	19	81	78



PREVENTATIVE MAINTENANCE

Below is a breakdown of all Preventative Maintenance work orders open and completed for the period of October - December, 2014.

Open as of 1/2/15	Total Completed
641	761

Age of All Open Planned Work Orders in the System

Days Open	0-14	15-28	29-60	61-90	91-120	121-150	151-180	181-365	Over 365
Carpentry	2	0	1	0	0	22	13	56	3
Custodial	34	0	7	0	2	11	0	6	0
Grounds	139	0	5	0	2	2	0	13	13
HVAC	129	33	92	43	3	3	2	1	0
Electrical	4	0	0	0	0	0	0	0	0
Vehicle	0	0	0	0	0	0	0	0	0
2014-2015 Totals	308	33	105	43	7	38	15	76	16
2013-2014 Totals	896	79	149	84	107	8	3	18	7
2012-2013 Totals	319	303	81	25	56	7	28	20	0
2011-2012 Totals	1028	23	126	24	32	9	0	0	0
2010-2011 Totals	689	120	83	39	35	20	9	27	1
2009-2010 Totals	962	43	41	23	29	22	9	97	0
2008-2009 Totals	807	48	34	16	14	0	0	0	0
2007-2008 Totals	805	104	165	16	49	36	21	158	0