

**SCHOOL DISTRICT NO. 17  
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, May 6, 2019** 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.

Amanda McGill Johnson  
Secretary

5-3-19

**THE DAILY RECORD  
OF OMAHA**  
JASON W. HUFF, Publisher  
**PROOF OF PUBLICATION**

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

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 \_\_\_\_\_  
May 3, 2019

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  
ELLEN FREEMAN  
My Comm. Exp. December 11, 2021

Subscribed in my presence and sworn to before  
me this 3rd \_\_\_\_\_ day of  
May 20<sup>19</sup>

Publisher's Fee \$ 15.50  
Additional Copies \$ \_\_\_\_\_  
Total \$ 15.50

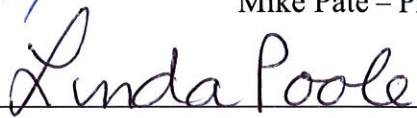
Notary Public in and for Douglas County,  
State of Nebraska

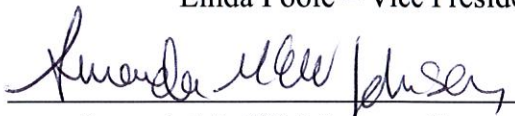
**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

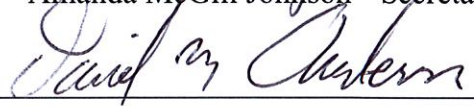
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 6:00 P.M. on May 6, 2019, at the Don Stroh Administration Center, 5606 South 147 Street, Omaha, NE 68137

Dated this 6th day of May, 2019

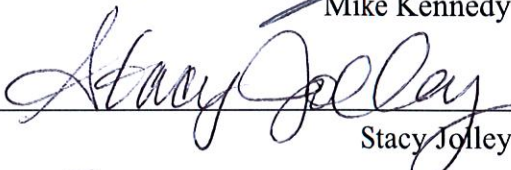
  
\_\_\_\_\_  
Mike Pate – President

  
\_\_\_\_\_  
Linda Poole – Vice President

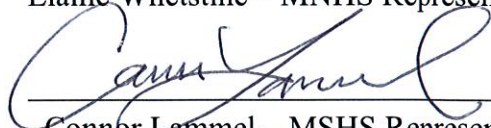
  
\_\_\_\_\_  
Amanda McGill Johnson – Secretary

  
\_\_\_\_\_  
Dave Anderson – Treasurer

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

  
\_\_\_\_\_  
Stacy Jolley

  
\_\_\_\_\_  
Elaine Whetstone – MNHS Representative

  
\_\_\_\_\_  
Connor Lammel – MSHS Representative

  
\_\_\_\_\_  
Boris Shabaltiy – MWHS Representative





**BOARD OF EDUCATION  
MEETING**



**May 6, 2019**

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

BOARD MEETING  
MAY 6, 2019  
6:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET

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. **Showcase** - Recognition of Students

E. **Public Hearing Information Items**

1. [Student Fees](#)
2. [Parental Access](#)

F. **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.](#)

G. **Routine Matters**

1. [\\*Approval of Board of Education Minutes April 15, 2019](#)
2. [\\*Approval of Bills and receive the Treasurer's Report and Place on File](#)

H. **Information Items**

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

I. **Unfinished Business**

1. [Second Reading and Approval of Policy 5200: Student Services - Attendance](#)
2. [Second Reading and Approval of Policy 5400: Student Services - Student Discipline](#)
3. [Second Reading and Approval of Policy 5800: Student Services - District Computers, Software, and Data Files](#)
4. [Second Reading and Approval of Policy 6635: Curriculum, Instruction, and Assessment- Students with Disabilities](#)
5. [Second Reading and Approval of Policy 10.001: Site-Based Planning and Management- Programs of Choice](#)

J. **New Business**

1. [Reaffirm Policy 3714 - Support Services – Food Services – Program – Offerings](#)
2. [Approval of Rule 3714.1- Support Services – Food Services – Program – Offerings](#)
3. [Approval of Rule 5400.6: Student Services - Standards for Student Conduct](#)
4. [Approval of Rule 5800.1: Student Services - District Computers, Software, and Data Files: Compliance with Applicable Law and Use of District Computers](#)
5. [Approval of Rule 5800.2: Student Services - District Computers, Software, and Data Files: Right of Access](#)

6. [Approval of Rule 5800.3: Student Services - District Computers, Software, and Data Files: Access to Student Records](#)
7. [Approval of Rule 6750.1: Curriculum, Instruction, and Assessment - Student Fees](#)
8. [Reaffirm Policy 6800: Curriculum, Instruction, and Assessment- Parental Access](#)
9. [Reaffirm Rule 6800.1: Curriculum, Instruction, and Assessment- Parental Access](#)
10. [Approval of Rule 10.001.1: Site-Based Planning and Management- Programs of Choice](#)
11. [Award of Contract for the Installation of the Buell Stadium Scoreboard](#)
12. [Approval of Easement at Harvey Oaks Elementary School](#)
13. [Approval of 2020-2021 Student Calendar](#)
14. [Approval of 6-12 Skilled and Technical Sciences Framework Part I](#)
15. [Approval of K-5 Elementary Field Study: Science](#)
16. [Approval of 6-8 Field Study: Science](#)
17. [Approval of Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence](#)

**K. Reports**

1. [Senior Status Report](#)
2. [Legislative Update](#)

**L. Future Agenda Items/ Board Calendar**

1. Employee Recognition Dinner on Wednesday, May 8, 2019 at Embassy Suites – Social at 5:30 p.m. and Dinner at 6:00 p.m.
2. Foundation Hall of Fame Banquet on Friday, May 10, 2019 at 6:30 p.m. at Embassy Suites
3. Committee of the Whole Meeting on Monday, May 13, 2019 at 6:00 p.m. at the Don Stroh Administration Center
4. Board of Education Meeting on Monday, May 20, 2019 at 6:00 p.m. at the Don Stroh Administration Center
5. High School Graduation on Saturday, May 25, 2019 at the Baxter Arena  
MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.
6. Board of Education Meeting on Monday, June 3, 2019 at 6:00 p.m. at the Don Stroh Administration Center
7. Committee of the Whole Meeting on Monday, June 10, 2019 at 6:00 p.m. at the Don Stroh Administration Center
8. Foundation Golf Tournament on Friday, June 14, 2019. Registration and lunch at 11:00 am, start time at noon at Tiburon Golf Club
9. Board of Education Meeting on Monday, July 8, 2019 at 6:00 p.m. at the Don Stroh Administration Center

**M. 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.](#)

**N. 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  
MAY 6, 2019  
6:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET

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. Showcase - Recognition of Students

E.1 Public Hearing - Student Fees

E.2 Public Hearing - Parental Access

F. 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.

G.1\* Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board of Education Minutes from April 15, 2019 (See enclosure)

G.2\* Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills, receive the Treasurer's Report and Place on File. (See enclosure)

H.1 Superintendent's Comments

H.2 Board Comments/Announcements

H.3 Report from Student Representatives

I.1 Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5200: Student Services - Attendance. (See enclosure)

I.2 Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5400: Student Services - Student Discipline. (See enclosure)

I.3 Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 5800: Student Services - District Computers, Software, and Data Files. (See enclosure)

I.4 Second Reading by \_\_\_\_\_. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 6635: Curriculum, Instruction, and Assessment- Students with Disabilities. (See enclosure)

- I.5 Second Reading by \_\_\_\_\_, Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Policy 10,001: Site-Based Planning and Management- Programs of Choice (See enclosure)
- J.1 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 3714 - Support Services – Food Services – Program – Offerings. (See enclosure)
- J.2 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 3714.1- Support Services – Food Services – Program – Offerings. (See enclosure)
- J.3 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5400.6: Student Services - Standards for Student Conduct. (See enclosure)
- J.4 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5800.1: Student Services - District Computers, Software, and Data Files: Compliance with Applicable Law and Use of District Computers. (See enclosure)
- J.5 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5800.2: Student Services - District Computers, Software, and Data Files: Right of Access. (See enclosure)
- J.6 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 5800.3: Student Services - District Computers, Software, and Data Files: Access to Student Records. (See enclosure)
- J.7 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 6750.1: Curriculum, Instruction, and Assessment - Student Fees. (See enclosure)
- J.8 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Policy 6800: Curriculum, Instruction, and Assessment- Parental Access. (See enclosure)
- J.9 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to reaffirm Rule 6800.1: Curriculum, Instruction, and Assessment- Parental Access. (See enclosure)
- J.10 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 10.001.1: Site-Based Planning and Management- Programs of Choice . (See enclosure)
- J.11 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the contract for the installation of the Buell Stadium scoreboard be awarded to Downs Electric in the amount of \$471,774 and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- J.12 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the easement at Harvey Oaks Elementary School related to replacing underground cable be approved as submitted and that the Chief Financial Officer be authorized to execute any and all documents related to such project. (See enclosure)
- J.13 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the revised 2020-2021 Calendar. (See enclosure)
- J.14 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the 6-12 MPS Skilled and Technical Sciences Framework- Part I. (See enclosure)
- J.15 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the K-5 Elementary Field Study: Science. (See enclosure)
- J.16 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the 6-8 Field Study: Science. (See enclosure)
- J.17 Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Actions: Recommendation to Hire, Resignation Agenda, Leave of Absence. (See enclosure)



K. Reports

1. Senior Status Report
2. Legislative Update

L. Future Agenda Items/ Board Calendar

1. Employee Recognition Dinner on Wednesday, May 8, 2019 at Embassy Suites – Social at 5:30 p.m. and Dinner at 6:00 p.m.
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- M. 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.

## N. 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.

**STUDENT FEES PUBLIC HEARING SCRIPT**  
By Duncan A. Young, Young & White Law Offices  
Monday, May 6, 2019  
6:00 pm  
Don Stroh Administration Center

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

I. Good evening and welcome to the special meeting of the Millard Public Schools' Board of Education.

Section 79-2,134 of the Public Elementary and Secondary Student Fee Authorization Act requires that annually each school board hold a public hearing at a regular or special meeting for the purpose of addressing the proposed Student Fees Policy.

Prior to holding the public hearing the act requires the Board of Education to review the amount of money collected from the students and the use of the waivers pursuant to the Student Fees Policy for the prior year.

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

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

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board members. I also understand that the administration is not going to make a presentation as such.

**(If public is present and wishing to speak continue) (If no one is wishing to speak skip to \*\*\*)**

In order to allow everyone a chance to address the Board on the Student Fees Policy and accompanying Rule, I would like to ask each of you to limit your comments to three (3) minutes. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time. The official Board action on the policy and accompanying rule will be acted on during the regular meeting which is scheduled to follow immediately after this public hearing.

I have received (numerous) ( \_\_\_\_\_ ) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn the special meeting. The first speaker that has requested an opportunity to address the Board is \_\_\_\_\_

*(continue calling the individuals until you have gone through all of them).*

I will now entertain a motion to adjourn the special meeting for Student Fees of the Millard Board of Education.

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

Meeting adjourned.

**\*\*\*** Seeing no request to speak I will now entertain a motion to adjourn the special meeting for Student Fees of the Millard Board of Education. Meeting adjourned.

**Millard Public Schools**  
**Fee Fund Receipts-4/1/18-3/31/19**

	<u>Field/Other Trips</u>	<u>Extra-Curricular Activities Clubs/Organizations</u>	<u>Participation/Pass</u>	<u>Other Classes/Programs</u>	<u>Exam Fees AP,IB,PSAT</u>	<u>Student Transportation</u>	<u>Total</u>
<b>Elementaries</b>	\$3,586	\$0	\$0	\$3,167	\$0	\$0	\$6,752
	<u>Field/Other Trips</u>	<u>Extra-Curricular Activities Clubs/Organizations</u>	<u>Participation/Pass</u>	<u>Other Classes/Programs</u>	<u>Exam Fees AP,IB,PSAT</u>	<u>Student Transportation</u>	<u>Total</u>
<b>Middle Schools</b>	\$410	\$68,655	\$91,341	\$231,944	\$0	\$155,615	\$547,965
	<u>Field/Other Trips</u>	<u>Extra-Curricular Activities Clubs/Organizations</u>	<u>Participation/Pass</u>	<u>Other Classes/Programs</u>	<u>Exam Fees AP,IB,PSAT</u>	<u>Student Transportation</u>	<u>Total</u>
<b>High Schools</b>	\$8,567	\$808,574	\$95,880	\$0	\$67,165	\$0	\$980,186
	<u>Field/Other Trips</u>	<u>Extra-Curricular Activities Clubs/Organizations</u>	<u>Participation/Pass</u>	<u>Other Classes/Programs</u>	<u>Exam Fees AP,IB,PSAT</u>	<u>Student Transportation</u>	<u>Total</u>
<b>District Wide Totals</b>	\$12,563	\$877,229	\$187,221	\$235,111	\$67,165	\$155,615	\$1,534,904

Millard Public Schools  
Fee Fund Receipts-4/1/18-3/31/19

	Extra-Curricular Activities			Other Classes/Programs	Exam Fees AP,IB,PSAT	Student Transportation	4/1/18-
	Field/Other Trips	Clubs/Organizations	Participation/Pass				3/31/2019 Total
<u>Elementaries</u>							
Abbot	\$0	\$0					\$0
Ackerman	\$523	\$0					\$523
Aldrich	\$0	\$0					\$0
Black Elk	\$0	\$0					\$0
Bryan	\$0	\$0					\$0
Cather	\$0	\$0					\$0
Cody	\$0	\$0					\$0
Cottonwood	\$0	\$0					\$0
Disney	\$0	\$0					\$0
Ezra	\$0	\$0					\$0
Harvey Oaks	\$0	\$0					\$0
Hitchcock	\$0	\$0					\$0
Holling Heights	\$0	\$0					\$0
Montclair	\$3,151	\$0		\$2,262			\$5,413
Morton	\$0	\$0					\$0
Neihardt	\$0	\$0					\$0
Norris	\$0	\$0		\$705			\$705
Reagan	\$0	\$0					\$0
Reeder	\$0	\$0					\$0
Rockwell	\$271	\$0					\$271
Rohwer	\$0	\$0					\$0
Sandoz	\$0	\$0					\$0
Upchurch	\$0	\$0					\$0
Wheeler	\$0	\$0		\$200			\$200
Willowdale	-\$359	\$0	\$0	\$0			-\$359
<b>Subtotal Elementaries</b>	<b>\$3,586</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3,167</b>	<b>\$0</b>	<b>\$0</b>	<b>\$6,752</b>

	Extra-Curricular Activities			Other Classes/Programs	Exam Fees AP,IB,PSAT	Student Transportation	4/1/18-
	Field/Other Trips	Clubs/Organizations	Participation/Pass				3/31/2019 Total
<u>Middle Schools</u>							
Anderson Middle	\$360	\$16,089	\$12,634	\$1,830		\$28,013	\$58,925
Beadle Middle	\$40	\$19,194	\$17,563	\$2,630	\$0	\$43,623	\$83,050
Central Middle	\$0	\$6,963	\$13,723	\$1,023		\$25,500	\$47,209
Kiewit Middle	\$0	\$45	\$15,817	\$92,684		\$41,220	\$149,766
North Middle	\$10	\$17,415	\$13,919	\$123,945		\$11,340	\$166,629
Russell Middle	\$0	\$8,949	\$17,686	\$9,832		\$5,920	\$42,387
<b>Subtotal Middle Schools</b>	<b>\$410</b>	<b>\$68,655</b>	<b>\$91,341</b>	<b>\$231,944</b>	<b>\$0</b>	<b>\$155,615</b>	<b>\$547,965</b>

	Extra-Curricular Activities			Other Classes/Programs	Exam Fees AP,IB,PSAT	Student Transportation	4/1/18-
	Field/Other Trips	Clubs/Organizations	Participation/Pass				3/31/2019 Total
<u>High Schools</u>							
Millard North High	\$178	\$177,249	\$33,805	\$0	\$38,632	\$0	\$249,864
Millard South High	\$330	\$252,475	\$32,945	\$0	\$14,102	\$0	\$299,852
Millard West High	\$8,059	\$378,850	\$29,130	\$0	\$14,431	\$0	\$430,470
Horizon High		\$0					\$0
<b>Subtotal High Schools</b>	<b>\$8,567</b>	<b>\$808,574</b>	<b>\$95,880</b>	<b>\$0</b>	<b>\$67,165</b>	<b>\$0</b>	<b>\$980,186</b>
<b>District Wide Totals</b>	<b>\$12,563</b>	<b>\$877,229</b>	<b>\$187,221</b>	<b>\$235,111</b>	<b>\$67,165</b>	<b>\$155,615</b>	<b>\$1,534,904</b>

\$1,158,382  
-\$376,522

**PARENTAL ACCESS PUBLIC HEARING SCRIPT**

By Duncan A. Young, Young & White Law Offices

Monday, May 6, 2019

6:05 pm

Don Stroh Administration Center

Good evening and welcome to the next special meeting of the Millard Public Schools' Board of Education.

This public hearing is being held because Nebraska Statute 79-533 requires that annually each school board hold a public hearing at a regular or special meeting for the purpose of addressing the proposed Parental Access Policy 6800 and Rule 6800.1.

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

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

As I understand, the Superintendent and the District's administration are recommending this Policy and the accompanying Rule for adoption and are available to answer questions from the Board members. I also understand that the administration is not going to make a presentation as such.

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

**(If public is present and wishing to speak continue) (If no one is wishing to speak skip to \*\*\*)**

In order to allow everyone a chance to address the Board on the Parental Access Policy and accompanying Rule, I would like to ask each of you to limit your comments to three (3) minutes. If there is a group of people who collectively would like to address the Board on this issue it might be helpful if you would select one, two or three individuals to speak on behalf of the entire group. Of course, we will allow each of you who wish to address the Board on this subject to do so at this time.

I have received (numerous) ( \_\_\_\_\_ ) requests to address the Board and I will attempt to call you in the order in which the requests were turned in prior to the opening of this public hearing. After everyone has had an opportunity to address the Board on this issue, I will close the public hearing and adjourn the special meeting. The first speaker that has requested an opportunity to address the Board is \_\_\_\_\_

*(continue calling the individuals until you have gone through all of them).*

I will now entertain a motion to adjourn the special meeting for Parental Access of the Millard Board of Education.

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

Public hearing is closed.

**\*\*\*** Seeing no request to speak I will now entertain a motion to adjourn the special meeting for Parental Access of the Millard Board of Education. Meeting adjourned.

**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, April 15, 2019, at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street.

Notice of this meeting was given in advance thereof by publication in the Daily Record on Friday, April 12, 2019 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 Mike Pate announced that the open meeting laws are posted and available for public inspection and asked everyone to join in the Pledge of Allegiance.

Roll call was taken. Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson and Mrs. McGill Johnson were present.

Awards were presented to Employees of the Month Sheri McVay, Math Reteaching Para from Black Elk and Kim Reboloso, ACP Para from Rockwell Elementary School.

Mr. Kennedy arrived at 6:05 p.m..

Student Showcase highlighted middle school Honor Musicians, Millard West Scholastic State Art, and Millard South Student Council.

Mr. Pate announced this is the proper time for public questions and comments on agenda items only. There were no requests to speak on agenda items.

Motion was made by Mike Kennedy, seconded by Linda Poole, to approve the Board of Education minutes for March 4, 2019, approve the bills and receive the treasurer's report and place on file. Voting in favor of said motion was: Mrs. Poole, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, and Mr. Pate. Voting against were: None. Motion carried.

Mrs. Poole gave a summary of the Committee of the Whole meeting which was held on March 11, 2019 and April 8, 2019.

**Superintendent's Comments:**

Dr. Sutfin shared last week he was able to attend several of the state music performances. He was blown away by all of the high scores our students received. Dr. Sutfin also congratulated Conner Lammel on being named an All American Swimmer.

**Board Comments:**

Amanda McGill Johnson: None

Dave Anderson: None

Linda Poole: None

Mike Kennedy:

Mr. Kennedy shared he was contacted by a few parents regarding the new Nebraska State Social Studies Standards. Mr. Kennedy said he directed the parents to the Nebraska State Board of Education. These standards are set by the state and not the school district.

Stacy Jolley: None

Mike Pate:

Mr. Pate said he also had some concerns regarding the Nebraska State Social Studies Standards changes. He urged the board to read the material Dr. Sutfin emailed the group. Mr. Pate shared at a recent MABE meeting they were provided a legislative update. There is a shared concern with all metro area districts regarding LB 670, which is the Opportunity Scholarship Act. The board presidents from each district have been asked to sign a letter opposing the bill.

Connor Lammel, student representative from Millard South High School, Boris Shabaltiy, student representative from Millard West High School, and Elaine Whestine, student representative from Millard North High School reported on the academic and athletic happenings at their respective schools.

**Unfinished Business:** None

**New Business:**

Motion by Linda Poole, seconded by Stacy Jolley, to reaffirm Policy 6020: Curriculum, Instruction, and Assessment - School Calendar. *Mrs. Jolley shared her concerns about the wording of this policy. It was determined to leave the policy as is. Dr. Sutfin did share the 2020-2021 calendar will come back to the board in May with a recommendation of moving spring break to the first week of April. Positive feedback from internal and external stakeholders was received on this change and this will align better with the changes to the assessment schedule and allow for a break during the last ten weeks of school.* Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Amanda McGill Johnson, to approve Rule 6020.1: Curriculum, Instruction, and Assessment - School Calendar. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Stacy Jolley, to approve Rule 6020.2: Curriculum, Instruction, and Assessment - School Calendar - Emergency Dismissal. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Linda Poole gave the First Reading of Policy 5200: Student Services - Attendance.

Stacy Jolley gave the First Reading of Policy 5400: Student Services - Student Discipline. *Mr. Kennedy asked how vaping fit into this policy? Mr. Jelkin Director of Student Services said this is covered in the related rule. Mr. Kennedy and Mr. Pate asked for a possible language change or addition. Mr. Kennedy's suggestion was to add " and/or substances ".*

Dave Anderson gave the First Reading of Policy 5800: Student Services - District Computers, Software, and Data Files.

Mike Kennedy gave the First Reading of Policy 6635: Curriculum, Instruction, and Assessment- Students with Disabilities.

Amanda McGill Johnson gave the First Reading of Policy 10,001: Site-Based Planning and Management- Programs of Choice. *Associate Superintendent of Educational Services Dr. Heather Phipps shared there were significant changes to the accompanying rule which will be brought back at the next meeting. The goal of the changes is to streamline the process and make it easier to follow for a site planning team.*

Motion by Stacy Jolley, seconded by Mike Kennedy, that the District recognize SEIU Local 226 as the collective bargaining agent for custodial, maintenance, and grounds employees in the District for the 2019-20 contract. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, Mr. Kennedy, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Mike Kennedy, that the District's team for the Custodian, Maintenance, and Grounds employees' 2019-20 contract year negotiations be comprised of Duncan Young, Kevin Chick, Jake Curtiss, Mitch Mollring,

and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team. Voting in favor of said motion was: Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Linda Poole, that the District recognize the Educational Paraprofessional Association of Millard as the collective bargaining agent for paraprofessional employees in the District for the 2019-20 contract. Voting in favor of said motion was: Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, and Mr. Pate. Voting against were: None. Motion carried.

Motion by Stacy Jolley, seconded by Linda Poole, that the District's team for the Paraprofessionals employees' 2019-20 contract year negotiations be comprised of Kevin Chick, Jake Curtiss, Mitch Mollring, and Chad Meisgeier, with Chad Meisgeier serving as the lead negotiator for the team. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, and Mr. Kennedy. Voting against were: None. Motion carried.

Motion by Dave Anderson, seconded by Linda Poole, that the easements and conveyance of property related to the installation of Polk Street for the City of Omaha located south of Wheeler Elementary School be approved as submitted and that the Chief Financial Officer be authorized to execute any and all documents related to such project. Voting in favor of said motion was: Mr. Anderson, Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, and Mrs. Poole. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Joseph P. Vonderhaar as the new Principal at Sandoz Elementary School. Voting in favor of said motion was: Mrs. McGill Johnson, Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mrs. Poole, and Mr. Anderson. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Troy J. Malone as the new Principal at Morton Elementary School. Voting in favor of said motion was: Mr. Pate, Mrs. Poole, Mr. Anderson, Mrs. McGill Johnson, Mr. Kennedy, and Mrs. Jolley. Voting against were: None. Motion carried.

Motion by Linda Poole, seconded by Dave Anderson, to approve Personnel Actions: Recommendation to Hire: Kelsey M. Weatherholt, Hannah M. Jespersen, Jordan L. Closter, Jordan M. Cobb, Kaitlyn B. Phipps, Jeremy J. Pick, Jackson C. Gzehoviak, Hope R. Hibler, Andrew B. Firkins, Samuel J. Butler Hunziker, Sierra L. Horan, Jaquelyn R. Havranek, Madison M. Johnson, Lindsay M. Koltas, Brett G. Benson, Kayla A. Johnson, Valerie M. Finochairo, Marsha Krienke-Hansen, Olivia A. Mckernan, Kerry A. Erickson, Kyle P. Martin, Carina R. Jacobson, Julie K. Bergstrom, Jacqueline A. Ostronic, Kristin L. Holstein, Katherine G. Fusselman, Kayla M. Florom, Mitchell J. Kresnik, Megan L. Wismer, Erica A. Janiszewski; Resignation Agenda: Julia E. Thompson, Melissa R. Blair, Katherine E. Padilla, Nicole J. Guynan, Christine A. Epping, Holly M. Nielsen, Eric J. Daigle, Nicole L. Steffensmeier, Courtney R. Lieber, Judith A. Glesne, Dawn M. Marten, Jennifer K. Hellbusch, Joseph B. Hurley, Kendra R. Thunker, Katherine A. McCarthy, Sarah J. Zimmerman, Susan A. Wilde, Julie K. Bergstrom, Linda J. Gjere, Lindsey J. Metz, Elizabeth A. Hurley, Patricia K. Leamen, Kathleen W. Solomon, Amanda M. Rife, Erica L. Smith, Kelene K. Langenfeld, Maria Holston, Linda Phosaly-Klitgaard, Gretchen L. Love, Travis G. Wiswell; Leave of Absence: Paul M. Schulte, Emily J. Lynch, Krista Jameson, Alissa B. Kuhl, Elizabeth A. Lorenz. Voting in favor of said motion was: Mr. Kennedy, Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Mr. Pate requested to move executive session to the end of the agenda. There was no objection.

## **Reports:**

### **Exiting Senior Survey- Class of 2018 and 8th to 9th Grade Transition Survey Report**

Director of Secondary Education Dr. Tony Weers shared the results of the exiting senior and 8th to 9th grade transition survey report. The report includes results from the revised exiting senior survey as well as the results from the first 8th to 9th grade transition survey. Dr. Weers said purpose of this report is to give a picture of the preparation for transition from middle to high school and the post high school plans for our graduates. Ninety-seven percent of our graduates reported they plan to be in school full or part time within a year of graduating. Extracurricular activity participation continues to be high with 85% of middle schools student and 82% of high school students reporting participation. The majority of incoming freshman reported that they felt prepared for academic success in high school.



### **Post Graduate College Enrollment and Completion Report**

Associate Superintendent of Educational Services Dr. Heather Phipps shared this report looks a bit different this year. Dr. Phipps shared the reports and data we have access to has changed over time. A review of the process of how this information was interrupted determined that the previous method of calculating the Millard completion rate was not the same method used by the state or the nation. From this point forward, we will use the same method at the state and the nation.

Mr. Pate asked the boy scout in the audience to stand and introduce himself.

### **High School Small Class Size Report**

Director of Secondary Education Dr. Weers provided the board with the high school small class size report. This report was reinstated in 2015 as part of the Selective Abandonment process. Dr. Weers shared that this report is used to create discussion with building teams, specifically regarding courses with less than 14 students enrolled. This year the recommendation is to cut one course offering.

### **Youth, Business, and Community (YBC) Internship Report**

Associate Superintendent of Educational Services Dr. Heather Phipps said there has been many years of conversation regarding the need for internships for our students. Businesses are telling us they need our students for their workforce and we know brain drain is a significant issue in our state.

Millard Public Schools and Avenue Scholars Foundation are partnering on a new project to increase access for our students to paid internships beginning the summer after their junior year of high school. The paid internships will be in Business, Information Technology, Trades/Manufacturing, and Auto Tech/Diesel. Dr. Phipps said the students selected for internships will complete a Human Relations/Workplace Skills course and this will be a dual enrollment class with Metro Community College. She shared students will work 20-30 hours a week during the summer and then will continue working 10-20 hours weekly during their senior year. Avenue Scholars will also fund an internship coach to provide support to students and businesses.

### **Legislative Update**

Executive Director Activities, Athletics, & External Affairs Nolan Beyer provided the board with a legislative update. Today was day 59 of the 90 day session. Mr. Beyer shared the priority for the next few weeks will likely be around two bills. The first being LB670 which is the Opportunity Scholarships Act bill. This bill was voted out of committee and designated as a priority bill early on. It is expected to be on the floor for debate later this week or early next week. All of the education groups have been working together to oppose the bill. . We have several senators prepared with filibuster packets. Mr. Beyer will continue to monitor this bill.

Mr. Beyer shared the second bill of concern is LB289. This bill will be the vehicle for the new revenue package. Mr. Beyer believes early next week there will be a special hearing with education, revenue and the retirement committees for the bill. An issue is no one has seen the actual bill, only concepts. One of the largest issues with this bill is it limit growth to a district's budget to the CPI and the CPI would be capped at 2.5% and eliminates the averaging adjustment.

Mr. Pate reminded the Board of future agenda items and said this is the proper time for public questions and comments. There were two requests to speak on a non-agenda item. Mr. Pate called Carol Kucera of 2214 N. 152nd St. followed by Char Thome of 16616 V St. to the podium to speak. Mrs Kucera and Mrs. Thome both spoke regarding the closing of the Drop In and Play program.

### **Future Agenda Items/ Board Calendar:**

1. Board of Education Meeting on Monday, May 6, 2019 at 6:00 p.m. at the Don Stroh Administration Center
2. Employee Recognition Dinner on Wednesday, May 8, 2019 at Embassy Suites – Social at 5:30 p.m. and Dinner at 6:00 p.m.
3. Foundation Hall of Fame Banquet on Friday, May 10, 2019 at 6:30 p.m. at Embassy Suites
4. Committee of the Whole Meeting on Monday, May 13, 2019 at 6:00 p.m. at the Don Stroh Administration Center
5. Board of Education Meeting on Monday, May 20, 2019 at 6:00 p.m. at the Don Stroh Administration Center
6. High School Graduation on Saturday, May 25, 2019 at the Baxter Arena  
MSHS at 9:00 a.m. / MWHS at 1:00 p.m. / MNHS at 5:00 p.m.

7. Board of Education Meeting on Monday, June 3, 2019 at 6:00 p.m. at the Don Stroh Administration Center
8. Foundation Golf Tournament on Friday, June 14, 2019. Registration and lunch at 11:00 am, start time at noon at Tiburon Golf Club
9. Committee of the Whole Meeting on Monday, June 10, 2019 at 6:00 p.m. at the Don Stroh Administration Center
10. Board of Education Meeting on Monday, July 8, 2019 at 6:00 p.m. at the Don Stroh Administration Center

At 8:10 p.m. Linda Poole made a motion to go into executive Session, seconded by Stacy Jolley. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mrs. Poole, Mr. Anderson, and Mrs. McGill Johnson. Voting against were: None. Motion carried.

Motion by Amanda McGill Johnson and seconded by Stacy Jolley to come out of executive Session at 8:20 p.m. Voting in favor of said motion was: Mrs. Jolley, Mr. Pate, Mrs. Poole, Mrs. McGill Johnson and Mr. Anderson. Voting against were: None. Motion carried. Mr. Kennedy was absent from executive session.

  
Secretary, Amanda McGill Johnson

# **Millard Public Schools**

**May 6, 2019**

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463695	04/11/2019	064800	METRO UTILITIES DISTRICT OF OMAHA	\$33,714.89
	463696	04/11/2019	138030	NATIONAL INDIVIDUAL EVENTS	\$1,250.00
	463697	04/11/2019	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$450.00
	463698	04/11/2019	135863	RUDOLPH A VLCEK III	\$157.50
	463699	04/11/2019	138496	WRIGHT EXPRESS FINANCIAL SVCS CORP	\$11,110.11
	463700	04/18/2019	108436	COX COMMUNICATIONS INC	\$7,368.79
	463701	04/18/2019	108436	COX COMMUNICATIONS INC	\$24,752.67
	463702	04/18/2019	099928	NATIONAL SPEECH & DEBATE ASSN/NFL	\$200.00
	463703	04/18/2019	132542	AMERICAN STRING TEACHERS ASSN	\$60.00
	463704	04/18/2019	107732	BRIAN L NELSON	\$247.50
	463706	04/18/2019	142721	CHRIS ERIC SCHEUFELE	\$300.00
	463708	04/18/2019	139797	US BANK NATIONAL ASSOCIATION	\$389.00
	463722	04/25/2019	011651	AMERICAN EXPRESS	\$6,938.15
	463723	04/25/2019	131606	ART WEARS LINCOLN INC	\$308.25
	463724	04/25/2019	138508	DOUGLAS COUNTY SCHOOL DISTRICT 10	\$259.00
	463725	04/25/2019	133300	TALX UC EXPRESS	\$854.38
	463726	04/25/2019	135863	RUDOLPH A VLCEK III	\$187.50
	463727	04/25/2019	138505	DANIEL P WOOTTON	\$75.00
	463730	05/06/2019	139548	KRISTEN S ABUEG	\$119.30
	463731	05/06/2019	131632	AC AWARDS INC	\$305.00
	463732	05/06/2019	109853	ACCESS ELEVATOR INC.	\$496.76
	463734	05/06/2019	010112	JOSEY THOMAS AARON	\$9,384.00
	463737	05/06/2019	142695	AERCOR WIRELESS INC	\$219.12
	463739	05/06/2019	139412	ERIN M AGUIRRE	\$33.70
	463740	05/06/2019	139362	AMANDA L AKSAMIT	\$27.84
	463741	05/06/2019	136683	DANIEL J ALLAN	\$48.71
	463743	05/06/2019	140391	ALLY FINANCIAL INC	\$393.56
	463744	05/06/2019	012450	AMERICAN RED CROSS-HEALTH & SAFETY	\$870.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463745	05/06/2019	102430	AMI GROUP INC	\$260.00
	463746	05/06/2019	065425	ANDERSEN MIDDLE SCHOOL	\$418.00
	463747	05/06/2019	136056	DAVE ANDERSON	\$560.88
	463749	05/06/2019	013496	ASSN FOR SUPERVISION/CURRICULUM DEV	\$1,085.00
	463750	05/06/2019	134235	SARAH A ASCHENBRENNER	\$39.27
	463751	05/06/2019	131183	ASSOCIATION FOR CAREER/TECHNICAL	\$152.00
	463752	05/06/2019	072250	B G PETERSON COMPANY	\$895.01
	463753	05/06/2019	016295	BADGER BODY & TRUCK EQUIPMENT CO	\$824.00
	463754	05/06/2019	142442	JULIE L BAKER	\$108.35
	463756	05/06/2019	137482	KRISTINA A BAMESBERGER	\$324.01
	463758	05/06/2019	136583	DAVID BARG	\$112.24
	463759	05/06/2019	017877	CYNTHIA L BARR-MCNAIR	\$266.22
	463761	05/06/2019	135223	AARON J BEARINGER	\$178.76
	463762	05/06/2019	134873	JOHN M BECKER	\$512.08
	463763	05/06/2019	139783	LYNNE H BECKER	\$3,100.00
	463764	05/06/2019	141521	ERIKA J BECKLEY	\$75.05
	463765	05/06/2019	107540	BRIAN F BEGLEY	\$159.50
	463766	05/06/2019	138255	NICOLE M BEINS	\$355.56
	463767	05/06/2019	132123	AMANDA C BENAK	\$195.44
	463769	05/06/2019	134884	JULIE K BERGSTROM	\$271.88
	463771	05/06/2019	142454	LAURA C BESHALER	\$156.54
	463772	05/06/2019	134945	NOLAN J BEYER	\$549.89
	463774	05/06/2019	137140	ANNE M BIRKEL	\$45.48
	463775	05/06/2019	138074	SARA N BIVENS	\$152.00
	463776	05/06/2019	139321	BIZCO INC	\$264.00
	463777	05/06/2019	142377	ABBY J BJORNSEN	\$26.68
	463778	05/06/2019	140887	RODNEY JOHNSON	\$610.00
	463780	05/06/2019	134478	TIFFANY M BOCK SMITH	\$305.17

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463783	05/06/2019	103078	BODY BASICS INC	\$734.00
	463784	05/06/2019	130899	KIMBERLY M BOLAN	\$329.66
	463785	05/06/2019	139510	BOLTS ETC INC	\$9.49
	463786	05/06/2019	142728	HEATHER E BOUCHER	\$100.00
	463787	05/06/2019	133791	WENDY P BOUKAL	\$77.90
	463788	05/06/2019	132888	MICHELLE M BOYD	\$56.43
	463790	05/06/2019	015805	CORVUS INDUSTRIES LTD	\$32,664.00
	463791	05/06/2019	136274	BYRON P BRAASCH	\$81.20
	463792	05/06/2019	137805	MICHELLE M BRADY	\$52.60
	463794	05/06/2019	141522	AMANDA J BRAUN	\$26.16
	463795	05/06/2019	139890	DOUGLAS J BREITER	\$84.51
	463796	05/06/2019	140855	AMY E BREITER	\$38.91
	463797	05/06/2019	132273	WENDY M BRENNAN	\$16.70
	463798	05/06/2019	133392	ANTHONY J BRISBOIS	\$127.34
	463799	05/06/2019	141510	CHRISTINE L BUKOWSKI	\$247.27
	463801	05/06/2019	141626	JAROD M CARPENDER	\$75.00
	463802	05/06/2019	131158	CURTIS R CASE	\$100.68
	463804	05/06/2019	133589	CDW GOVERNMENT, INC.	\$6,854.86
	463805	05/06/2019	135648	SUSAN M CHADWICK	\$26.45
	463806	05/06/2019	142729	BETHANY E CHANDLER	\$146.94
	463807	05/06/2019	132271	ERIK P CHAUSSEE	\$49.30
	463808	05/06/2019	136365	ALEGENT CREIGHTON HEALTH	\$18,000.00
	463809	05/06/2019	106851	CHILDREN'S HOME HEALTHCARE	\$21,915.75
	463810	05/06/2019	138698	GRANT T CHRISTIANSEN	\$314.44
	463812	05/06/2019	141334	JESSICA L CINNAMON	\$99.29
	463813	05/06/2019	131135	PATRICIA A CLIFTON	\$40.19
	463814	05/06/2019	136780	LISA L CLINARD	\$151.80
	463816	05/06/2019	137013	NANCY S COLE	\$141.11

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463817	05/06/2019	109867	COMMERCIAL AIR MANAGEMENT INC	\$1,632.00
	463818	05/06/2019	142758	COMPREHENSIBLE IOWA	\$75.00
	463819	05/06/2019	025690	COMPUTER INFORMATION CONCEPTS	\$56,389.30
	463820	05/06/2019	139891	MARY T CONNELL	\$20.42
	463822	05/06/2019	142372	CONTEMPORARY ANALYSIS LLC	\$464.10
	463823	05/06/2019	136518	JANET L COOK	\$177.94
	463825	05/06/2019	026970	CRESCENT ELECTRIC SUPPLY CO	\$625.78
	463826	05/06/2019	109021	PATRICIA A CRUM	\$149.14
	463827	05/06/2019	027300	CUMMINS CENTRAL POWER LLC	\$938.69
	463829	05/06/2019	130900	CHERYL L CUSTARD	\$117.51
	463830	05/06/2019	131483	JANET L DAHLGAARD	\$25.52
	463831	05/06/2019	132671	JEAN T DAIGLE	\$324.57
	463832	05/06/2019	134751	ANGELA M DAIGLE	\$31.90
	463833	05/06/2019	131003	DAILY RECORD	\$52.50
	463836	05/06/2019	138306	STACY L DARNOLD	\$61.54
	463837	05/06/2019	139391	KELLY A DAVIS	\$5.80
	463838	05/06/2019	142752	COLLEEN F DEACON	\$20.00
	463840	05/06/2019	032497	CHERYL R DECKER	\$58.81
	463841	05/06/2019	106713	ANDREW S DEFREECE	\$207.05
	463842	05/06/2019	032872	DENNIS SUPPLY COMPANY	\$102.83
	463843	05/06/2019	140403	ERIC T DEPUE	\$156.16
	463844	05/06/2019	133009	ROBERTA E DEREMER	\$115.52
	463845	05/06/2019	137331	BASTIAN DERICHS	\$78.94
	463847	05/06/2019	132669	DIGITAL DOT SYSTEMS INC	\$350.00
	463848	05/06/2019	133268	DOCUMENT FINISHING RESOURCES INC	\$238.60
	463849	05/06/2019	139349	TERRIN D DORATHY	\$27.90
	463850	05/06/2019	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	\$235,659.58
	463852	05/06/2019	135689	SUSAN M DULANY	\$98.66

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463853	05/06/2019	034120	DULTMEIER SALES LLC	\$176.75
	463854	05/06/2019	142731	JENNA KAY DUNN	\$50.00
	463856	05/06/2019	102791	ERIC ARMIN INC	\$1,078.20
	463857	05/06/2019	138426	KELLY D EALY	\$153.12
	463858	05/06/2019	052370	ECHO ELECTRIC SUPPLY CO	\$486.39
	463859	05/06/2019	037526	EDUCATIONAL SERVICE UNIT #6	\$40.00
	463860	05/06/2019	037524	EDUCATIONAL SERVICE UNIT #9	\$1,194.00
	463861	05/06/2019	037525	EDUCATIONAL SERVICE UNIT #3	\$81,232.82
	463862	05/06/2019	133823	REBECCA S EHRHORN	\$290.00
	463863	05/06/2019	038140	ELECTRONIC SOUND INC.	\$2,071.91
	463864	05/06/2019	141577	ELITE PROFESSIONALS HOME CARE LLC	\$14,574.00
	463867	05/06/2019	142407	SAMANTHA L ENGEL	\$74.24
	463868	05/06/2019	132066	ENGINEERED CONTROLS INC	\$7,592.50
	463869	05/06/2019	141763	KAYLA D ERICKSON	\$51.73
	463870	05/06/2019	135360	PAMELA A ERIXON	\$200.94
	463872	05/06/2019	134861	TARA R FABIAN	\$109.50
	463873	05/06/2019	106735	JOHN T FABRY	\$27.90
	463874	05/06/2019	132699	FATHER FLANAGANS BOYS HOME	\$1,714.90
	463876	05/06/2019	142732	JENNY FELTZ	\$50.00
	463877	05/06/2019	137016	ANGELA L FERGUSON	\$57.88
	463878	05/06/2019	106956	FERRELLGAS	\$44.85
	463879	05/06/2019	141922	MARIAN FEY	\$203.41
	463880	05/06/2019	132845	JODI L FIDONE	\$680.95
	463881	05/06/2019	140625	FINDAWAY WORLD LLC	\$51.94
	463882	05/06/2019	141469	FRANCO FIORINI	\$111.82
	463883	05/06/2019	130731	FIRST WIRELESS INC	\$1,141.90
	463884	05/06/2019	141511	JENNIFER M FITZKE	\$53.59
	463885	05/06/2019	138119	SABINE FLESHNER	\$36.71



## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463887	05/06/2019	134223	TERESA J FRIDRICH	\$64.32
	463889	05/06/2019	142759	JORDAN FROST	\$480.70
	463890	05/06/2019	135137	PAUL A GABEL	\$116.00
	463891	05/06/2019	140508	KATHERINE A GARTH	\$36.13
	463893	05/06/2019	131710	PATRICK T GEARY	\$175.00
	463895	05/06/2019	044155	GENERAL FIRE & SAFETY EQUIPMENT CO	\$206.00
	463896	05/06/2019	139894	TRICIA L GILLETT	\$60.67
	463897	05/06/2019	133376	LINDA J GJERE	\$213.15
	463898	05/06/2019	106660	GLASSMASTERS INC	\$35,857.00
	463899	05/06/2019	044886	GOODWILL INDUSTRIES INC	\$1,672.00
	463900	05/06/2019	138880	ELISE M GOSCH	\$50.00
	463901	05/06/2019	142452	MYRNA B GOUGER	\$33.29
	463902	05/06/2019	044950	GRAINGER INDUSTRIAL SUPPLY	\$2,959.85
	463904	05/06/2019	099888	GRAYBAR ELECTRIC COMPANY INC	\$69.00
	463905	05/06/2019	133885	GREENLIFE GARDENS INC	\$390.00
	463908	05/06/2019	136046	JODI T GROSSE	\$176.71
	463912	05/06/2019	142331	STEVEN C HARMS	\$22.62
	463913	05/06/2019	134437	TRACY A HARRINGTON	\$28.42
	463914	05/06/2019	F03042	HARRIS COMPUTER CORP	\$342.34
	463915	05/06/2019	107600	MARTI L HARRIS	\$242.10
	463917	05/06/2019	140889	DEANNA L HAYES	\$26.47
	463918	05/06/2019	135990	MARVCO ENTERPRISES INC	\$230.78
	463919	05/06/2019	048475	HEARTLAND FOUNDATION	\$14,742.00
	463920	05/06/2019	108273	MARGARET HEBENSTREIT PT	\$83.06
	463921	05/06/2019	102842	HELGET GAS PRODUCTS INC	\$3.00
	463922	05/06/2019	108478	DAVID C HEMPHILL	\$9.34
	463923	05/06/2019	141513	MELISSA M HENNINGS	\$8.87
	463925	05/06/2019	142494	NIKOLE A HEVELONE	\$165.56

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463926	05/06/2019	142733	KENDRA L HEYNE	\$99.17
	463928	05/06/2019	140771	DANIEL L HIGHTOWER	\$14.72
	463929	05/06/2019	048845	CAMILLE H HINZ	\$17.46
	463930	05/06/2019	138782	JACOB W HIRZ	\$59.51
	463931	05/06/2019	048940	HOBBY LOBBY STORES INC	\$106.65
	463932	05/06/2019	139557	HODGE PRODUCTS INC	\$1,262.00
	463933	05/06/2019	135960	COLETTE J HOESING	\$100.00
	463936	05/06/2019	049600	HOUCHEN BINDERY LTD	\$272.50
	463937	05/06/2019	049650	HOUGHTON MIFFLIN HARCOURT PUB CO	\$2,075.32
	463938	05/06/2019	132531	TERRY P HOULTON	\$67.39
	463939	05/06/2019	132423	HP INC	\$318.00
	463940	05/06/2019	137426	HUGHES MULCH PRODUCTS LLC	\$185.00
	463942	05/06/2019	134807	MONICA A HUTFLES	\$18.56
	463943	05/06/2019	130283	KARA L HUTTON	\$308.45
	463945	05/06/2019	049844	HYDRONIC ENERGY INC	\$1,690.00
	463946	05/06/2019	133397	HY-VEE INC	\$3,144.67
	463947	05/06/2019	133397	HY-VEE INC	\$3,367.07
	463948	05/06/2019	049850	HY-VEE INC	\$1,353.60
	463949	05/06/2019	133176	INGERSOLL RAND COMPANY INDUSTRIAL	\$111.03
	463950	05/06/2019	139348	DANIEL D INNES	\$32.42
	463951	05/06/2019	138418	LAURA M INNES	\$288.50
	463952	05/06/2019	141293	INNOVATIVE LEARNING SOLUTIONS INC	\$270.00
	463953	05/06/2019	102958	ALL BATTERY CENTERS INC	\$171.30
	463955	05/06/2019	140729	J F AHERN CO	\$150.00
	463956	05/06/2019	139763	CALVIN L JACOBS	\$12.76
	463957	05/06/2019	131157	CHRISTINE A JANOVEC-POEHLMAN	\$128.76
	463958	05/06/2019	136953	DELI MANAGEMENT INC	\$878.38
	463959	05/06/2019	141634	TRAVIS J JELKEN	\$48.80

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	463960	05/06/2019	133037	JENSEN TIRE & AUTO #15	\$432.45
	463961	05/06/2019	083400	TYCO FIRE & SECURITY MANAGEMENT INC	\$930.00
	463962	05/06/2019	141680	CLAYTON LEE JOHNSON	\$75.00
	463964	05/06/2019	135373	LINDA K JOHNSON	\$26.56
	463965	05/06/2019	139793	STACY JOLLEY	\$96.55
	463966	05/06/2019	138713	LAURIE E JONES	\$31.55
	463968	05/06/2019	137214	DAVID KAHM	\$75.00
	463969	05/06/2019	142734	FODJO KANMOGNE	\$30.60
	463970	05/06/2019	141868	SARAH E KARST	\$6.96
	463971	05/06/2019	132265	CATHERINE A KEISER	\$38.28
	463972	05/06/2019	134801	JULIE B KEMP	\$24.53
	463974	05/06/2019	131177	ANDREA L KIDD	\$14.67
	463975	05/06/2019	133973	KIDS ON THE MOVE INC	\$96.00
	463976	05/06/2019	140091	KENT J KINGSTON	\$67.74
	463977	05/06/2019	141977	KELSEY K KINNISON	\$242.60
	463978	05/06/2019	139753	CHERIS A KITE	\$79.48
	463982	05/06/2019	107192	FLYNN INNOVATIONS LLC	\$606.00
	463984	05/06/2019	134864	BRIDGET K KOWAL	\$125.26
	463985	05/06/2019	134546	ELLEN Y KRAMER	\$586.77
	463986	05/06/2019	141957	MELINDA S KRAUSE	\$40.08
	463989	05/06/2019	140714	DEANNA L KUHN	\$85.94
	463991	05/06/2019	140827	KURT MEHLIN	\$375.00
	463993	05/06/2019	131033	PAUL M LAFOND	\$44.17
	463995	05/06/2019	135257	LANGUAGE LINE SERVICES INC	\$880.19
	463996	05/06/2019	140159	STEPHEN J LERNER	\$116.00
	463997	05/06/2019	137345	BONNIE K LEVINGER	\$44.60
	463998	05/06/2019	100058	LINCOLN EAST HIGH SCHOOL	\$56.00
	463999	05/06/2019	134281	LINCOLN NORTH STAR HIGH SCHOOL	\$48.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464000	05/06/2019	099395	LINCOLN PUBLIC SCHOOLS	\$300.00
	464001	05/06/2019	132518	LINCOLN SOUTHWEST HIGH SCHOOL	\$353.00
	464002	05/06/2019	133643	JODY C LINDQUIST	\$93.96
	464003	05/06/2019	140948	DALE L LONG	\$70.76
	464004	05/06/2019	137643	AMANDA L LORIMER	\$96.46
	464005	05/06/2019	135376	CASEY I LUNDGREN	\$137.92
	464006	05/06/2019	130677	HELEN M LYKKE-WISLER	\$76.89
	464007	05/06/2019	137207	LEE ANN M MAASS	\$91.06
	464008	05/06/2019	108106	LEANNA MACDONALD	\$1,660.86
	464009	05/06/2019	133683	SHERI D MACHUCA	\$100.00
	464010	05/06/2019	099321	MACKIN BOOK CO	\$2,110.86
	464011	05/06/2019	100204	MARIAN HIGH SCHOOL	\$63.00
	464012	05/06/2019	133505	SUSAN N MARLATT	\$224.24
	464013	05/06/2019	133201	DAWN M MARTEN	\$12.53
	464015	05/06/2019	137783	COURTNEY N MATULKA	\$22.82
	464016	05/06/2019	108052	MAX I WALKER UNIFORM & APPAREL	\$764.94
	464017	05/06/2019	138341	MAXIM HEALTHCARE SERVICES INC	\$26,348.00
	464018	05/06/2019	130693	SANDRA M MCALEXANDER	\$326.88
	464019	05/06/2019	139237	MICHAEL C MCCAULEY	\$8,400.00
	464020	05/06/2019	136618	DANIEL R MCCONNELL	\$162.46
	464022	05/06/2019	140110	MCGRAW-HILL EDUCATION INC	\$493.45
	464023	05/06/2019	137014	RYE L MCINTOSH	\$126.67
	464024	05/06/2019	140034	AMY B MCIVER	\$84.45
	464025	05/06/2019	135153	KRISTEN L MCKENNEY	\$88.85
	464026	05/06/2019	141523	KELLI M MCWILLIAMS	\$47.50
	464027	05/06/2019	064260	MECHANICAL SALES INC.	\$3,906.50
	464028	05/06/2019	121126	PATRICIA A MEEKER	\$90.71
	464029	05/06/2019	136470	CHAD M MEISGEIER	\$29.81

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464030	05/06/2019	139979	MENARDS INC	\$70.83
	464031	05/06/2019	139997	HAYLEY D MENTZER	\$96.63
	464032	05/06/2019	142735	LEVI MERKLIN	\$50.00
	464033	05/06/2019	138669	TREVOR M MERZ	\$48.80
	464034	05/06/2019	064600	METAL DOORS & HARDWARE COMPANY INC	\$4,122.00
	464036	05/06/2019	133403	AMERICAN NATIONAL BANK	\$10,882.54
	464039	05/06/2019	064800	METRO UTILITIES DISTRICT OF OMAHA	\$73,971.62
	464040	05/06/2019	139339	SPORTS FACILITY MAINTENANCE LLC	\$16,372.75
	464041	05/06/2019	102466	MID-WEST 3D SOLUTIONS LLC	\$2,050.00
	464042	05/06/2019	142719	MIDWEST BUS REPAIR LLC	\$85.00
	464043	05/06/2019	064950	MIDWEST METAL WORKS INC	\$144.00
	464044	05/06/2019	142409	LAUREN R MILBOURN	\$52.43
	464045	05/06/2019	065310	MILLARD SCHOOLS ED FOUNDATION INC	\$950.00
	464046	05/06/2019	065440	MILLARD SOUTH HIGH SCHOOL	\$28,022.10
	464047	05/06/2019	131716	BRAD S MILLARD	\$472.50
	464048	05/06/2019	131328	MILLER ELECTRIC COMPANY	\$6,514.83
	464049	05/06/2019	140207	CYNTHIA H MILLER	\$255.06
	464051	05/06/2019	141026	JASON MITERA	\$24.80
	464052	05/06/2019	136388	MITCHELL S MOLLRING	\$116.83
	464053	05/06/2019	142525	MICHAEL J MONTEMARANO	\$21.34
	464055	05/06/2019	140990	LAURA M MORRIS	\$156.58
	464056	05/06/2019	142722	JUSTIN MORROW	\$30.60
	464057	05/06/2019	137052	DEVONYE J MULLINS	\$91.35
	464059	05/06/2019	142736	KAYLA MURRAY	\$50.00
	464061	05/06/2019	067000	NASCO	\$203.96
	464062	05/06/2019	134953	NATIONAL ASSN FOR GIFTED CHILDREN	\$119.00
	464063	05/06/2019	132854	NATIONAL SAFETY COUNCIL	\$65.00
	464064	05/06/2019	102522	NEBRASKA CTR EDUCATION OF CHILDREN	\$168.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464065	05/06/2019	066671	NCTM	\$1,215.00
	464066	05/06/2019	133989	NEBRASKA DEPARTMENT OF LABOR	\$360.00
	464067	05/06/2019	068415	NEBRASKA COUNCIL SCHOOL ADMINSTR	\$320.00
	464068	05/06/2019	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$4,426.17
	464069	05/06/2019	068445	NEBRASKA FURNITURE MART INC	\$149.99
	464070	05/06/2019	134231	UNIVERSITY OF NEBRASKA AT KEARNEY	\$300.00
	464071	05/06/2019	068684	NEBRASKA SCIENTIFIC	\$302.00
	464072	05/06/2019	108160	BROOKE D NECH	\$92.49
	464073	05/06/2019	141558	JILL M NEELEY	\$29.12
	464076	05/06/2019	142724	ELLISA NEWMAN	\$50.00
	464078	05/06/2019	109843	NEXTEL PARTNERS INC	\$3,557.68
	464080	05/06/2019	142353	ASHLEY B NODGAARD	\$29.17
	464081	05/06/2019	107905	MELINDA C NOLLER	\$38.51
	464082	05/06/2019	142725	AMANDA M NOONAN	\$435.62
	464083	05/06/2019	101008	NORFOLK HIGH SCHOOL	\$64.00
	464084	05/06/2019	136759	ROSHNI R NORONHA	\$12.35
	464085	05/06/2019	140989	STEFANIE E NOVOTNY	\$456.14
	464086	05/06/2019	069945	NUTS & BOLTS INC	\$119.78
	464089	05/06/2019	100013	OFFICE DEPOT 84133510	\$4,370.90
	464090	05/06/2019	070245	OHARCO DISTRIBUTORS	\$1,233.97
	464091	05/06/2019	132778	MELANIE L OLSON	\$31.55
	464094	05/06/2019	142296	OMAHA PNEUMATIC ENGINEERING COMPANY	\$872.10
	464095	05/06/2019	070800	OMAHA PUBLIC POWER DISTRICT	\$284,259.26
	464096	05/06/2019	101881	OMAHA ZOOLOGICAL SOCIETY	\$247.00
	464097	05/06/2019	140402	OMNI FINANCIAL GROUP INC	\$790.00
	464098	05/06/2019	133850	ONE SOURCE	\$1,586.00
	464099	05/06/2019	142408	CHERIE N ORAIVEJ	\$87.87
	464100	05/06/2019	141486	CAROLINE E OSOSKI	\$25.81

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464101	05/06/2019	138662	KELLY D OSTRAND	\$78.53
	464102	05/06/2019	107193	OTIS ELEVATOR COMPANY	\$3,563.94
	464103	05/06/2019	133368	KELLY R O'TOOLE	\$37.12
	464104	05/06/2019	142290	OVERDRIVE INC	\$3,934.17
	464105	05/06/2019	134428	ELIZABETH A PACHTA	\$138.10
	464106	05/06/2019	071515	PAINTIN PLACE CERAMICS INC	\$228.00
	464107	05/06/2019	142703	NANCY A PALMESANO	\$48.72
	464109	05/06/2019	138288	PAPIO TRANSPORT SCHOOL SERVICE INC	\$5,780.00
	464111	05/06/2019	139358	AMANDA M PARKER	\$9.74
	464112	05/06/2019	137015	GEORGE M PARKER	\$102.95
	464113	05/06/2019	132006	ANDREA L PARSONS	\$335.18
	464114	05/06/2019	071753	MIKE PATE	\$546.66
	464116	05/06/2019	131610	PATRICIA D BUFFUM	\$520.00
	464117	05/06/2019	133753	KYLO INC	\$308.00
	464118	05/06/2019	142591	PEEQ TECHNOLOGIES INC	\$191.00
	464119	05/06/2019	107783	HEIDI T PENKE	\$498.62
	464120	05/06/2019	138521	SCOTT D PERSIGEHL	\$32.71
	464121	05/06/2019	142634	KRISTINA PETERKIN	\$4,900.00
	464123	05/06/2019	142702	ASHLEY N PHILLIPS	\$73.89
	464124	05/06/2019	133390	HEATHER C PHIPPS	\$114.43
	464125	05/06/2019	141766	LINDA PHOSALY KLITGAARD	\$121.29
	464126	05/06/2019	142737	EMMA R PIFFNER	\$50.00
	464127	05/06/2019	073040	PITNEY BOWES PRESORT SERVICES INC	\$20,000.00
	464128	05/06/2019	142723	BAILEY J POFAHL	\$166.80
	464129	05/06/2019	140930	HEATHER A POHL	\$17.86
	464131	05/06/2019	072900	POPLERS MUSIC INC	\$355.66
	464132	05/06/2019	073010	PORTER TRUSTIN CARLSON	\$105.00
	464133	05/06/2019	137593	PLAYCORE WISCONSIN INC	\$705.54

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464134	05/06/2019	131835	PRAIRIE MECHANICAL CORP	\$68,100.14
	464135	05/06/2019	134598	PRIME COMMUNICATIONS INC	\$38,113.39
	464136	05/06/2019	141236	PRISM SMART SOLUTIONS	\$16,740.00
	464137	05/06/2019	073650	PRUFROCK PRESS INC	\$1,787.50
	464138	05/06/2019	102241	PYRAMID SCHOOL PRODUCTS	\$3,943.15
	464139	05/06/2019	131705	KELLY L RANDELS COLEMAN	\$15.72
	464143	05/06/2019	109810	BETHANY B RAY	\$94.77
	464144	05/06/2019	137478	REALLY GREAT READING LLC	\$528.40
	464145	05/06/2019	135690	DEIDRE M REEH	\$101.38
	464146	05/06/2019	141984	REBECCA L REGER	\$42.92
	464147	05/06/2019	134858	JENNIFER L REID	\$6.61
	464148	05/06/2019	133770	DIANE E REINERS	\$26.39
	464149	05/06/2019	140018	RENT A VAN OMAHA LLC	\$724.98
	464150	05/06/2019	109192	KIMBERLI R RICE	\$199.67
	464151	05/06/2019	135484	KRISTI L RICHLING	\$31.26
	464152	05/06/2019	079179	RIEKES EQUIPMENT CO	\$231.00
	464154	05/06/2019	137470	AMBER E RIPA	\$272.44
	464155	05/06/2019	141708	ROBERT BOSCH TOOL CORP	\$5,756.40
	464156	05/06/2019	142726	BROOKE E ROBERTS	\$50.00
	464158	05/06/2019	079310	ROCKBROOK CAMERA CENTER	\$1,004.00
	464159	05/06/2019	134882	LINDA A ROHMILLER	\$37.01
	464160	05/06/2019	142727	CARINA S ROLF	\$322.66
	464161	05/06/2019	071023	OMAHA THEATER CO FOR YOUNG PEOPLE	\$192.00
	464162	05/06/2019	131615	RUSSELL MIDDLE SCHOOL	\$80.00
	464163	05/06/2019	139089	FUNG S SABIRIANOV	\$200.00
	464164	05/06/2019	137209	ERIN L SALTON	\$253.00
	464165	05/06/2019	081725	KIMBERLEY K SAUM-MILLS	\$85.20
	464166	05/06/2019	132192	JEAN A SAVAGE	\$29.92



## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464168	05/06/2019	142245	TONYA M SCHIELD	\$23.08
	464169	05/06/2019	137012	SHELLEY L SCHMITZ	\$29.41
	464170	05/06/2019	082100	SCHOLASTIC INC	\$50.60
	464171	05/06/2019	130526	SCHOOL MEDIA ASSOCIATES LLC	\$63.00
	464172	05/06/2019	134567	KAYE M SCHWEIGERT	\$132.76
	464173	05/06/2019	139827	MATTHEW J SCOTT	\$255.43
	464175	05/06/2019	142590	SEATTLE POTTERY SUPPLY INC	\$305.40
	464176	05/06/2019	082905	KIMBERLY A SECORA	\$22.68
	464177	05/06/2019	134189	JODY L SEMPEK	\$19.14
	464178	05/06/2019	140383	SENTRY INSURANCE, A MUTUAL COMPANY	\$81,110.16
	464179	05/06/2019	109800	AMY L SHATTUCK	\$283.10
	464180	05/06/2019	142639	AUSTIN SHIVELY	\$75.00
	464182	05/06/2019	132590	SILVERSTONE GROUP INC	\$5,489.00
	464183	05/06/2019	134876	SMALLWOOD LOCK SUPPLY	\$416.98
	464184	05/06/2019	142028	BUSTER E SMITH III	\$88.16
	464186	05/06/2019	140891	MARCIA L SMITH	\$204.69
	464188	05/06/2019	141973	SOCIETY OF HEALTH & PHYSICAL ED NE	\$60.00
	464189	05/06/2019	101476	SODEXO INC & AFFILIATES	\$106,937.58
	464190	05/06/2019	140822	JUSTIN C SONNENFELT	\$153.12
	464191	05/06/2019	130500	SPECPRO INC	\$92,014.00
	464194	05/06/2019	141281	GWEN K STAHMER	\$52.05
	464195	05/06/2019	136316	EVA M STALLING	\$30.51
	464196	05/06/2019	142102	STERLING COMPUTERS CORPORATION	\$4,914.39
	464199	05/06/2019	139843	STUDENT TRANSPORATION NEBRASKA INC	\$105,240.86
	464200	05/06/2019	109822	BRAD D SULLIVAN	\$261.72
	464201	05/06/2019	084959	JAMES V SUTFIN	\$20.00
	464203	05/06/2019	141546	ALLISON C SWITZER	\$23.84
	464204	05/06/2019	141043	KIARA L TAYLOR	\$140.12

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464205	05/06/2019	103050	TDSA LLC	\$164.66
	464207	05/06/2019	142384	JULIA E THOMPSON	\$40.14
	464209	05/06/2019	134962	LAURIE R THROCKMORTON	\$240.00
	464210	05/06/2019	135006	STEVE D THRONE	\$211.82
	464211	05/06/2019	141524	SONIA E TIPP	\$186.59
	464212	05/06/2019	142476	RON STEINER	\$1,338.00
	464213	05/06/2019	136578	PEGGI S TOMLINSON	\$45.88
	464214	05/06/2019	089574	TOTAL MARKETING INC	\$21.50
	464215	05/06/2019	138478	TRANSWORLD SYSTEMS INC	\$9,561.30
	464216	05/06/2019	107719	KIMBERLY P TRISLER	\$44.66
	464217	05/06/2019	106493	TRITZ PLUMBING, INC.	\$6,296.35
	464218	05/06/2019	142309	UNANIMOUS INC	\$3,500.00
	464219	05/06/2019	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$375.00
	464220	05/06/2019	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$200.00
	464221	05/06/2019	068839	UNIVERSITY OF NEBRASKA KEARNEY	\$2,129.50
	464222	05/06/2019	068840	UNIVERSITY OF NEBRASKA AT OMAHA	\$56,000.00
	464223	05/06/2019	091040	VAL LTD	\$376.71
	464224	05/06/2019	138046	AUTO LUBE INC	\$391.11
	464226	05/06/2019	140314	VARI SALES CORPORATION	\$445.50
	464227	05/06/2019	090678	VERITIV OPERATING CO	\$1,318.94
	464228	05/06/2019	142738	KARA VERSAW	\$50.00
	464229	05/06/2019	142635	CINDY L VILLA LOPEZ	\$39.56
	464230	05/06/2019	142739	AMANDA VODVARKA	\$50.00
	464231	05/06/2019	140828	JOSEPH P VONDERHAAR	\$346.87
	464233	05/06/2019	131112	LINDA M WALTERS	\$13.22
	464234	05/06/2019	142740	LAUREN WARNOCK	\$50.00
	464236	05/06/2019	093772	WATKINS CONCRETE BLOCK CO. INC.	\$222.00
	464237	05/06/2019	141464	ANTHONY J WEERS	\$143.43

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	464238	05/06/2019	131717	DIANE M WEIER	\$116.00
	464239	05/06/2019	093989	DIANA L WEIS	\$27.85
	464240	05/06/2019	107563	CAROL M WEST	\$120.53
	464241	05/06/2019	094245	WESTLAKE ACE HARDWARE INC	\$399.00
	464242	05/06/2019	094650	WESTSIDE COMMUNITY SCHOOLS	\$8,455.00
	464244	05/06/2019	137485	WENDY A WIGHT	\$371.37
	464245	05/06/2019	132485	TODD P WILCOX	\$58.00
	464249	05/06/2019	142269	WHC NE LLC	\$14,453.46
	464250	05/06/2019	142583	JESSICA L ZERAN	\$62.64
	464251	05/06/2019	137020	CHAD R ZIMMERMAN	\$243.60
	464252	05/06/2019	136855	PAUL R ZOHLN	\$46.98
	464253	05/06/2019	141465	LEAH C ZOHNER	\$245.00
	E100759	04/18/2019	069689	INTERLINE BRANDS INC	\$581.57
	E100760	05/06/2019	133620	AKSARBEN PIPE AND SEWER CLEAN LLC	\$3,237.50
	E100761	05/06/2019	012590	HOLLAND USA INC	\$44.49
	E100762	05/06/2019	102832	AOI	\$1,247.90
	E100763	05/06/2019	106436	AQUA-CHEM INC	\$2,948.82
	E100764	05/06/2019	010090	AUDIOVISUAL INC	\$969.75
	E100765	05/06/2019	102727	B & H PHOTO	\$22,623.62
	E100766	05/06/2019	135991	BAKER DISTRIBUTING CO LLC	\$127.17
	E100767	05/06/2019	099646	BARNES AND NOBLE BOOKSTORE	\$888.62
	E100768	05/06/2019	136593	BAXTER CHRYSLER JEEP DODGE INC	\$355.18
	E100769	05/06/2019	136272	BEAR CONSTRUCTION INC	\$10,275.00
	E100773	05/06/2019	019111	BISHOP BUSINESS EQUIPMENT	\$50,834.76
	E100774	05/06/2019	099220	DICK BLICK CO	\$637.74
	E100775	05/06/2019	019559	BOUND TO STAY BOUND BOOKS INC	\$3,814.85
	E100776	05/06/2019	133970	CCS PRESENTATION SYSTEMS	\$837.50
	E100777	05/06/2019	024260	CENTER TROPHY COMPANY	\$5,494.08

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E100778	05/06/2019	090270	UNITED DISTRIBUTORS INC	\$1,313.55
	E100779	05/06/2019	135082	OCCUPATIONAL HEALTH CTRS OF NE PC	\$149.50
	E100782	05/06/2019	026057	CONTROL MASTERS INC	\$23,171.67
	E100783	05/06/2019	132720	CONTROLTEMP INC	\$893.14
	E100784	05/06/2019	140678	SKL ENTERPRISES LLC	\$450.00
	E100786	05/06/2019	134039	CROUCH RECREATION INC	\$675.00
	E100787	05/06/2019	100577	CURTIS 1000 INC	\$2,837.83
	E100788	05/06/2019	099249	DELTA EDUCATION LLC	\$16,191.91
	E100789	05/06/2019	032800	DEMCO INC	\$1,619.18
	E100791	05/06/2019	033473	DIETZE MUSIC HOUSE INC	\$245.00
	E100792	05/06/2019	130648	DOSTALS CONSTRUCTION CO INC	\$110.00
	E100793	05/06/2019	073231	DXP ENTERPRISES INC	\$17.92
	E100794	05/06/2019	036520	EASTERN NEBRASKA HUMAN SVCS AGENCY	\$28,392.00
	E100795	05/06/2019	038100	CONSOLIDATED ELECTRICAL DISTR INC	\$327.60
	E100796	05/06/2019	035610	HAND2MIND INC	\$5,383.64
	E100797	05/06/2019	040537	FERGUSON ENTERPRISES INC	\$281.19
	E100798	05/06/2019	133919	FILTER SHOP INC	\$4,198.40
	E100799	05/06/2019	133960	FIREGUARD INC	\$2,380.07
	E100800	05/06/2019	041086	FLINN SCIENTIFIC INC	\$2,156.46
	E100802	05/06/2019	041100	FOLLETT SCHOOL SOLUTIONS INC	\$13,090.92
	E100803	05/06/2019	041530	SCHOOL SPECIALTY INC	\$16.24
	E100804	05/06/2019	140791	FRONTLINE PRIVATE SECURITY LLC	\$620.00
	E100807	05/06/2019	048786	HILLYARD INC	\$14,664.94
	E100808	05/06/2019	100928	J W PEPPER & SON INC.	\$1,530.40
	E100809	05/06/2019	054630	JOHNSTONE SUPPLY	\$722.93
	E100811	05/06/2019	133923	KUBAT PHARMACY/HEALTHCARE	\$245.64
	E100812	05/06/2019	099217	LAKESHORE EQUIPMENT CO	\$356.14
	E100813	05/06/2019	135156	LAWSON PRODUCTS INC	\$2,591.51

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E100815	05/06/2019	059470	LIEN TERMITE & PEST CONTROL INC	\$2,931.00
	E100816	05/06/2019	132556	MAKEMUSIC INC	\$4,900.00
	E100817	05/06/2019	059560	MATHESON TRI-GAS INC	\$51.53
	E100818	05/06/2019	137947	MECHANICAL SALES PARTS INC	\$5,159.48
	E100819	05/06/2019	141664	MIDWEST ALARM SERVICES	\$111.28
	E100822	05/06/2019	063150	MSC INDUSTRIAL SUPPLY CO	\$555.18
	E100823	05/06/2019	107539	MUELLER ROBAK LLC	\$13,827.48
	E100824	05/06/2019	063115	MULTI-HEALTH SYSTEMS	\$915.36
	E100825	05/06/2019	130548	NCS PEARSON INC	\$658.88
	E100826	05/06/2019	068334	NEBRASKA AIR FILTER INC	\$3,736.23
	E100827	05/06/2019	134725	OMAHA CASING CO INC	\$1,120.00
	E100828	05/06/2019	099244	PASCO SCIENTIFIC	\$187.00
	E100829	05/06/2019	082652	PEARSON EDUCATION	\$7,754.37
	E100830	05/06/2019	072200	PERFECTION LEARNING CORP.	\$1,835.99
	E100831	05/06/2019	072760	PITSCO INC	\$646.95
	E100832	05/06/2019	072785	PLANK ROAD PUBLISHING INC	\$119.45
	E100833	05/06/2019	073427	PRO-ED INC	\$217.80
	E100834	05/06/2019	133917	RADIO ENGINEERING INDUSTRIES INC	\$12,312.30
	E100837	05/06/2019	078420	RAWSON & SONS ROOFING, INC.	\$39,721.00
	E100838	05/06/2019	100642	REALLY GOOD STUFF LLC	\$227.78
	E100839	05/06/2019	137911	RIVER CITY GLASS LLC	\$211.66
	E100840	05/06/2019	136847	RIVERSIDE TECHNOLOGIES INC	\$311.50
	E100841	05/06/2019	081695	VWR INTERNATIONAL LLC	\$868.13
	E100843	05/06/2019	082200	SCHOOL HEALTH CORPORATION	\$879.69
	E100844	05/06/2019	082350	SCHOOL SPECIALTY INC	\$1,145.49
	E100846	05/06/2019	083188	SHIFFLER EQUIPMENT SALES, INC.	\$1,481.85
	E100847	05/06/2019	084930	SUPER DUPER INC	\$104.78
	E100848	05/06/2019	069689	INTERLINE BRANDS INC	\$28,674.28

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
01	E100849	05/06/2019	133969	TENNANT SALES & SERVICE COMPANY	\$1,397.02
	E100852	05/06/2019	138304	TIME MANAGEMENT SYSTEMS	\$15,397.00
	E100853	05/06/2019	106364	TRANE US INC	\$480.00
	E100855	05/06/2019	071025	OMAHA TRUCK CENTER INC	\$1,153.72
	E100856	05/06/2019	138047	AUTO PROS OF MILLARD INC	\$418.99
	E100857	05/06/2019	138773	ULINE INC	\$275.50
	E100858	05/06/2019	090214	UNITED ELECTRIC SUPPLY CO INC	\$1,652.26
	E100860	05/06/2019	092280	VERNIER SOFTWARE & TECHNOLOGY LLC	\$1,615.48
	E100861	05/06/2019	138759	VIA INC	\$714.10
	E100862	05/06/2019	092323	VIRCO INC	\$804.84
	E100864	05/06/2019	093650	VWR INTERNATIONAL LLC	\$187.65
	E100865	05/06/2019	139738	WASTE MANAGEMENT OF NEBRASKA	\$16,747.40
	E100866	05/06/2019	093765	WATER ENGINEERING, INC.	\$22,170.00
	E100868	05/06/2019	094174	WEST MUSIC CO INC	\$346.04
	E100869	05/06/2019	137878	WHITE WOLF WEB PRINTERS INC	\$1,178.12
	E100870	05/06/2019	109852	WURTH BAER SUPPLY CO	\$281.07
<b>01 - Total</b>					<b>\$2,297,881.15</b>
02	26460	05/06/2019	010061	BULLER FIXTURE COMPANY	\$1,562.00
	26461	05/06/2019	137944	LIBRA INDUSTRIES	\$495.94
	26462	05/06/2019	142610	NATHANIEL JAMIE MCCONACHIE	\$99.69
	26463	05/06/2019	100013	OFFICE DEPOT 84133510	\$1,749.79
	26464	05/06/2019	101476	SODEXO INC & AFFILIATES	\$480,175.99
	E30015	05/06/2019	010670	GOODWIN TUCKER GROUP	\$2,245.41
<b>02 - Total</b>					<b>\$486,328.82</b>
06	463705	04/18/2019	139973	REINHARDT & ASSOCIATES ARCHITECT PC	\$5,062.50
	463728	05/06/2019	010040	A & D TECHNICAL SUPPLY CO INC	\$63.70
	463737	05/06/2019	142695	AERCOR WIRELESS INC	\$2,100,736.49
	463745	05/06/2019	102430	AMI GROUP INC	\$900.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
06	463760	05/06/2019	133480	BERINGER CIACCIO DENNELL MABREY	\$6,620.00
	463821	05/06/2019	135287	CONSTRUCT INC	\$3,107.00
	463994	05/06/2019	058775	LAMP RYNEARSON ASSOCIATES INC	\$7,907.92
	464048	05/06/2019	131328	MILLER ELECTRIC COMPANY	\$5,665.72
	464074	05/06/2019	134677	NEMAHA LANDSCAPE CONSTRUCTION INC	\$10,475.72
	464093	05/06/2019	136898	OLSSON ASSOCIATES INC	\$360.00
	464196	05/06/2019	142102	STERLING COMPUTERS CORPORATION	\$27,381.90
	E100776	05/06/2019	133970	CCS PRESENTATION SYSTEMS	\$200,644.00
	E100820	05/06/2019	141823	MIDWEST DCM INC	\$89,567.19
	E100821	05/06/2019	140386	MOBILE MINI INC	\$229.24
	E100840	05/06/2019	136847	RIVERSIDE TECHNOLOGIES INC	\$1,005.00
	E100850	05/06/2019	132452	TERRACON INC	\$2,505.75
	E100854	05/06/2019	141772	TRED-MARK FINANCIAL INC	\$146,000.00
	E100863	05/06/2019	141363	PATTI BANKS ASSOCIATES LLC	\$1,295.00
	<b>06 - Total</b>				
07	463728	05/06/2019	010040	A & D TECHNICAL SUPPLY CO INC	\$76.70
	463760	05/06/2019	133480	BERINGER CIACCIO DENNELL MABREY	\$460.00
	463994	05/06/2019	058775	LAMP RYNEARSON ASSOCIATES INC	\$1,700.00
<b>07 - Total</b>					<b>\$2,236.70</b>
11	463707	04/18/2019	142721	CHRIS ERIC SCHEUFELE	\$300.00
	463742	05/06/2019	139802	JENNIFER L ALLEN	\$175.07
	463769	05/06/2019	134884	JULIE K BERGSTROM	\$114.56
	463770	05/06/2019	140884	HEIDI L BERRY	\$5.10
	463800	05/06/2019	137274	EILEEN CABRERA	\$24.77
	463811	05/06/2019	135634	NICHOLE R CHRISTIE	\$238.47
	463824	05/06/2019	135296	SHANNON M COOLEY-LOVETT	\$472.91
	463833	05/06/2019	131003	DAILY RECORD	\$9.50
	463861	05/06/2019	037525	EDUCATIONAL SERVICE UNIT #3	\$150.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	463871	05/06/2019	141762	HELEN M EVANS	\$97.32
	463907	05/06/2019	140918	KARA L GROF	\$39.65
	463916	05/06/2019	135040	HARVEY OAKS ELEMENTARY	\$89.78
	463927	05/06/2019	141551	LAURA S HIGHTOWER	\$103.76
	463941	05/06/2019	137050	ANGELIA M HUGHES	\$25.29
	463946	05/06/2019	133397	HY-VEE INC	\$121.06
	463948	05/06/2019	049850	HY-VEE INC	\$254.89
	463954	05/06/2019	139313	INTERSTATE PROMOTIONAL DISTR INC	\$124.95
	463958	05/06/2019	136953	DELI MANAGEMENT INC	\$222.61
	463988	05/06/2019	140667	LAURA A KUEHL	\$201.58
	464048	05/06/2019	131328	MILLER ELECTRIC COMPANY	\$641.00
	464058	05/06/2019	138263	MARIA V MUNOZ	\$669.44
	464068	05/06/2019	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$1,014.11
	464089	05/06/2019	100013	OFFICE DEPOT 84133510	\$545.38
	464122	05/06/2019	138953	ERIC S PETERSON	\$26.98
	464167	05/06/2019	140925	JESSICA A SAVINE	\$10.07
	464197	05/06/2019	141269	STERNO PRODUCTS LLC	\$847.15
	464199	05/06/2019	139843	STUDENT TRANSPORATION NEBRASKA INC	\$3,175.38
	464219	05/06/2019	100923	UNIVERSITY OF NEBRASKA LINCOLN	\$608.00
	464235	05/06/2019	142513	WATIE WHITE	\$5,000.00
	464243	05/06/2019	136757	BETH A WHITE	\$52.86
	464246	05/06/2019	132857	ROXANN K WORLEY	\$53.08
	464247	05/06/2019	136943	MICHAELA M WRAGGE	\$61.74
	E100765	05/06/2019	102727	B & H PHOTO	\$71.98
	E100776	05/06/2019	133970	CCS PRESENTATION SYSTEMS	\$5,844.45
	E100785	05/06/2019	140174	ABANTE LLC	\$464.75
	E100802	05/06/2019	041100	FOLLETT SCHOOL SOLUTIONS INC	\$10,041.14
	E100808	05/06/2019	100928	J W PEPPER & SON INC.	\$140.00



## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
11	E100810	05/06/2019	138509	JONES SCHOOL SUPPLY CO INC	\$641.62
	E100842	05/06/2019	082100	SCHOLASTIC INC	\$386.16
	E100851	05/06/2019	140681	TEXTBOOK WAREHOUSE LLC	\$8,427.30
	E100859	05/06/2019	090440	BSN SPORTS INC	\$1,716.28
<b>11 - Total</b>					<b>\$43,210.14</b>
14	463738	05/06/2019	097000	AETNA LIFE INSURANCE CO	\$104,316.10
	464174	05/06/2019	142167	SCRIP POINT	\$6,000.00
<b>14 - Total</b>					<b>\$110,316.10</b>
17	463728	05/06/2019	010040	A & D TECHNICAL SUPPLY CO INC	\$59.00
	463733	05/06/2019	136143	SLM INC	\$3,290.00
	463760	05/06/2019	133480	BERINGER CIACCIO DENNELL MABREY	\$583.25
	463790	05/06/2019	015805	CORVUS INDUSTRIES LTD	\$3,730.00
	463793	05/06/2019	134129	BRAINPOP LLC	\$2,550.00
	463939	05/06/2019	132423	HP INC	\$5,406.00
	463994	05/06/2019	058775	LAMP RYNEARSON ASSOCIATES INC	\$4,527.54
	464115	05/06/2019	102047	PAYLESS OFFICE PRODUCTS INC	\$214.50
	464235	05/06/2019	142513	WATIE WHITE	\$3,000.00
	E100762	05/06/2019	102832	AOI	\$2,778.00
	E100774	05/06/2019	099220	DICK BLICK CO	\$1,038.00
	E100817	05/06/2019	059560	MATHESON TRI-GAS INC	\$535.66
	E100845	05/06/2019	083175	SHEPPARD'S BUSINESS INTERIORS	\$3,687.32
	E100857	05/06/2019	138773	ULINE INC	\$96.31
<b>17 - Total</b>					<b>\$31,495.58</b>
50	463729	05/06/2019	139938	AAA LOCATING INC	\$150.00
	463748	05/06/2019	012989	APPLE COMPUTER INC	\$846.45
	463755	05/06/2019	141559	JAMES ALEXANDER BALTES	\$228.00
	463757	05/06/2019	142743	NATALIE C BARCLAY	\$27.00
	463768	05/06/2019	142423	EMILY BENJAMIN	\$144.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	463773	05/06/2019	142210	KENDALL JAMES BINDER	\$228.00
	463779	05/06/2019	141879	GRANT T BLASING	\$168.00
	463781	05/06/2019	141996	ALARIA MICHELLE BODE	\$228.00
	463782	05/06/2019	142744	BRADYN A BODE	\$27.00
	463789	05/06/2019	141887	KATELYN BOYES	\$171.00
	463803	05/06/2019	142741	EMMA CAVALIER	\$36.00
	463815	05/06/2019	141780	JACOB CLINE	\$144.00
	463828	05/06/2019	141562	ASHLYN M CURRY	\$57.00
	463834	05/06/2019	142730	RICHARD MAT DANIELS	\$100.00
	463835	05/06/2019	142431	GRACE DANIELSON	\$177.00
	463839	05/06/2019	142745	LOGAN DEAN	\$27.00
	463846	05/06/2019	142432	LOGAN DEY ERMAND	\$114.00
	463851	05/06/2019	141435	BENJAMIN DUBAY	\$144.00
	463855	05/06/2019	142696	KALLIA DWUZNIK	\$144.00
	463865	05/06/2019	140756	ALEXANDRA K ELLIS	\$185.50
	463866	05/06/2019	142751	KYLEE ELLISON	\$81.00
	463875	05/06/2019	142746	GRACE FEGTER	\$27.00
	463886	05/06/2019	142425	COLBY JAMES FRAZIER	\$144.00
	463888	05/06/2019	142212	TERIN FRODYMA	\$153.00
	463892	05/06/2019	141564	MARITZA BELEN GAYTAN	\$114.00
	463894	05/06/2019	141123	MORGAN RAE GEISS	\$228.00
	463903	05/06/2019	142434	NATALIE GRANT	\$183.00
	463906	05/06/2019	140749	OLIVIA RAY GREVE	\$204.00
	463909	05/06/2019	130309	WAYNE GRUDLE	\$60.00
	463910	05/06/2019	141991	CHASE HALL	\$144.00
	463911	05/06/2019	142467	KERI HALTOM	\$36.00
	463924	05/06/2019	141810	JACOB R HENNINGSEN	\$114.00
	463932	05/06/2019	139557	HODGE PRODUCTS INC	\$631.00

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	463934	05/06/2019	142261	MARYSUE HORBACH	\$177.00
	463935	05/06/2019	141318	ADAM HOTZ	\$220.00
	463944	05/06/2019	140913	STEPHANI HYATT	\$500.00
	463963	05/06/2019	054492	JIM L JOHNSON	\$460.00
	463967	05/06/2019	138648	RICK W JONES	\$200.00
	463973	05/06/2019	142214	KALANI JUNE KERKMAN	\$171.00
	463979	05/06/2019	142195	TANNER KLAHN	\$108.00
	463980	05/06/2019	141782	EVAN KLUCH	\$126.00
	463981	05/06/2019	141294	TYLER SCOTT KLUCH	\$189.00
	463983	05/06/2019	142426	DAVIS KOCH	\$108.00
	463987	05/06/2019	141783	KEEGAN KRUSE	\$252.00
	463990	05/06/2019	142470	KATHERINE R KUNTZ	\$72.00
	463992	05/06/2019	142427	LAUREN LACHEL	\$120.00
	464014	05/06/2019	142196	TREY MARTIN	\$168.00
	464021	05/06/2019	140766	KATHERINE ANN MCCOY	\$189.00
	464050	05/06/2019	141888	JENNA MILLER	\$57.00
	464054	05/06/2019	142197	SAGE M MORAN	\$138.00
	464060	05/06/2019	142742	IAN ANDERSON NANIA	\$90.00
	464068	05/06/2019	100216	NEBRASKA EDUCATIONAL TECH ASSN	\$543.72
	464075	05/06/2019	142448	CLAIRE NEVILLE	\$30.00
	464077	05/06/2019	142198	LAUREN NEWTON	\$108.00
	464079	05/06/2019	142747	MAKENA LEIGH NIEHAUS	\$27.00
	464089	05/06/2019	100013	OFFICE DEPOT 84133510	\$86.66
	464092	05/06/2019	141565	MIA HALEY OLSON	\$111.00
	464108	05/06/2019	142748	SKYLAR PANOWICZ	\$90.00
	464110	05/06/2019	141342	GABRIEL PAREDES	\$144.00
	464130	05/06/2019	140830	JOCELYN H POLACEK	\$216.00
	464135	05/06/2019	134598	PRIME COMMUNICATIONS INC	\$537.24

## Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
50	464140	05/06/2019	142199	SYDNEY K RANGELOFF	\$84.00
	464141	05/06/2019	141090	BROOKE RATHBUN	\$180.00
	464142	05/06/2019	142749	PATRICK RATHBUN	\$60.00
	464153	05/06/2019	142435	KATHRYN RILEY	\$171.00
	464157	05/06/2019	142171	ALEXIS R ROBSON	\$674.39
	464158	05/06/2019	079310	ROCKBROOK CAMERA CENTER	\$443.00
	464181	05/06/2019	142750	KYA C SHOEMAKER-MCKNELLY	\$24.00
	464185	05/06/2019	142006	ABIGAIL MARIE SMITH	\$57.00
	464187	05/06/2019	142216	MOLLY MARIE SNYDER	\$177.00
	464192	05/06/2019	137073	SHARANNE SPOMER	\$100.00
	464193	05/06/2019	142428	JACOB STADJUJAR	\$108.00
	464202	05/06/2019	142473	CORRYN SWANEY	\$240.00
	464206	05/06/2019	137472	MARK THOLEN	\$200.00
	464208	05/06/2019	136627	THOMPSON MUSIC CO	\$72.00
	464225	05/06/2019	142436	HAILEY VAN WINKLE	\$171.00
	464232	05/06/2019	133759	RORY VOS	\$500.00
	E100767	05/06/2019	099646	BARNES AND NOBLE BOOKSTORE	\$71.95
	E100791	05/06/2019	033473	DIETZE MUSIC HOUSE INC	\$1,197.99
	E100802	05/06/2019	041100	FOLLETT SCHOOL SOLUTIONS INC	(\$10.35)
	E100805	05/06/2019	141358	FUN EXPRESS LLC	\$36.33
	E100806	05/06/2019	044891	THE PROPHET CORPORATION	\$965.57
	E100812	05/06/2019	099217	LAKESHORE EQUIPMENT CO	\$153.98
	E100857	05/06/2019	138773	ULINE INC	\$269.50
	E100867	05/06/2019	094130	WENGER CORPORATION	\$12,711.00
<b>50 - Total</b>					<b>\$29,360.93</b>
99	463944	05/06/2019	140913	STEPHANI HYATT	(\$20.00)
	464157	05/06/2019	142171	ALEXIS R ROBSON	(\$14.00)
<b>99 - Total</b>					<b>(\$34.00)</b>

**Millard Public Schools Check Register Prepared for the Board Meeting for May 6, 2019**

Fund	Check Number	Check Date	Vendor Number	Vendor Name	Transaction Amount
<b>Overall - Total</b>					<b>\$5,610,322.55</b>

**Millard Public Schools - Planned Disposition of Surplus Property**

BOE Packet Due Date: **5/1/2019**

BOE Meeting Date: **5/6/2019**

Sale or Disposals Scheduled After: **5/6/2019**

Lot	Quantity	Description
1	312	Macbook Pro Model 9.2
2		
3		
4		
5		
6		
7		
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9		
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**AGENDA SUMMARY SHEET**

**Agenda Item:** Second Reading and Approval of Policy 5200 Attendance

**Meeting Date:** May 6, 2019

**Background/  
Description:** Seven-year cycle revision.

**Action Desired:** Approval

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**

A handwritten signature in cursive script, appearing to read "Jim South", is written in black ink on a light-colored background.

**Pupil Student Services****Attendance****5200**

Regular and timely attendance furthers the benefits of instructional programs, aids in the development of self-discipline and responsibility, and minimizes disruption of the educational process. Children who are of the mandatory attendance age, or who are younger than mandatory attendance age and are enrolled in any public school, are required to attend school each day the school is open and in session, except when excused by school authorities, the child has graduated from high school, or attendance is otherwise excused by law. District students may be excused from school provided they meet the requirements of applicable law, and District ~~R~~ule.

Legal Reference: Neb. Rev. Stat. § 79-201 [et seq.](#)

Related Policies & Rules: 5200.1, 5200.2

Policy Approved:

Revised: July 20, 1987; September 19, 1994; September 8, 1998;  
September 11, 2000; June 20, 2005; December 5, 2011; [May 6, 2019](#)

Reaffirmed: February 16, 2009

Millard Public Schools  
Omaha, Nebraska



**AGENDA SUMMARY SHEET**

**Agenda Item:** Second Reading and Approval of Policy 5400: Student Discipline

**Meeting Date:** May 6, 2019

**Background/  
Description:** Annual Review

**Action Desired:** Approval

**Policy /  
Strategic Plan**

**Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Suter", is written over a light gray rectangular background.

## **Pupil-Student Services**

### **Student Discipline**

**5400**

The goal and intention of the District is to enable students to obtain an education within a safe and disciplined environment, free of violence or the threat of violence, illegal drugs, alcohol, weapons, or any conduct, which interferes or disrupts the educational process.

The purpose of this Policy is to assure students' constitutional and statutory rights within the context of an orderly and effective educational process.

Whenever any student is on ~~D~~District property or is in any manner subject to the control or supervision of the District, the student is absolutely prohibited from possessing illegal drugs, alcohol, weapons or any objects, materials, or substances that are illegal by law or prohibited by District policy or rule. ~~that is used for the purpose of inflicting injury or harm.~~

All ~~D~~District student discipline shall be done in accordance with the procedures and requirements of the Student Discipline Act, and any other governing law, District ~~P~~policy, and/or District ~~R~~rule.

Related Policies and Rules: 5400.1, 5400.2, 5400.3, 5400.4, 5400.5, 5400.6

Legal Reference: Neb. Rev. Stat. § 79-254 et seq.

Policy Approved: July 5, 1994

Revised: September 11, 1995; June 1, 1998; September 25, 2000; May 6, 2019

Reaffirmed: April 19, 2010

Millard Public Schools  
Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**Agenda Item:** Second Reading and Approval of Policy 5800: District Computers, Software, and Data Files

**Meeting Date:** May 6, 2019

**Background/  
Description:** Seven-year cycle revision.

**Action Desired:** Approval

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Smith", is written over a light gray rectangular background.

**Pupil-Student Services****District Computers, Software, and Data Files****5800**

District students will adhere to the laws, policies, and rules governing computers including, but not limited to, copyright laws, rights of software publishers, license agreements, acts of terrorism, assault, threats, and student rights of privacy created by federal and state law.

Legal Reference: Copyright Acts  
20 U.S.C. § 1232g  
Neb. Rev. Stat. § 79-2, 104  
Neb. Rev. Stat. § 28-1341 *et seq.*

Policy Approved: June 20, 1994  
Revised: December 20, 1999; February 19, 2001  
Reaffirmed: March 21, 2011; [May 6, 2019](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Second Reading and Approval of Policy 6635: Curriculum, Instruction, and Assessment–  
Student with Disabilities

**Meeting Date:** May 6, 2019

**Background/  
Description:** This policy is due for review based on our seven-year cycle.

**Action Desired:** Second Reading and Approval of Policy 6635: Curriculum, Instruction, and Assessment–  
Student with Disabilities

**Policy / Strategic Plan**

**Reference:** N/A

**Responsible Person:** Dr. Heather Phipps, Dr. Terry Houlton

**Superintendent's Signature:**

A handwritten signature in cursive script, appearing to read "Jim Sauter", is written in black ink on a light-colored background.

## Curriculum, Instruction, and Assessment

### Students with Disabilities

6635

All students with verified disabilities will be provided with a free appropriate public education, which includes special education and related services, in conformity with individualized education programs.

Under the direction of the Superintendent, the administration shall establish and maintain procedures governing the provision of special education and related services to students with identified disabilities in compliance with the Individuals With Disabilities Education Act (IDEA), requirements of the Nebraska ~~State~~ Department of Education, and all other applicable federal and state laws, ~~and~~ regulations, and rules, as amended from time to time.

Legal References: 20 U.S.C. Section 1401 *et seq.*  
 Neb. Rev. Stat. § 79-~~110~~ 1101 *et seq.*  
 92NAC51, 92NAC52, 92NAC53, 92NAC55  
 34 C.F.R. Section 300.1 *et seq.*

Policy Adopted:

Revised: October 20, 1997; November 10, 1997; August 9, 1999; March 6, 2006;

May 6, 2019

Reaffirmed: March 5, 2012

Millard Public Schools

Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**Agenda Item:** Second Reading and Approval of Policy 10,001: Site-Based Planning and Management-Programs of Choice

**Meeting Date:** May 6, 2019

**Background/  
Description:**

This policy is due for review based on our seven-year cycle. The accompanying Rule is included for reference and will be brought for approval with the second reading of the policy.

**Action Desired:** Second Reading and Approval of Policy 10,001: Site-Based Planning and Management-Programs of Choice

**Policy / Strategic Plan**

**Reference:** N/A

**Responsible Person:** Dr. Heather Phipps, Dr. Kara Hutton

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Sutfin", is written on a light-colored rectangular background.

## Site-Based Planning and Management

**10001**

### ~~Mini-Magnets~~ Programs of Choice

The District supports the philosophy of parental choice, ~~henceforth called mini magnets~~ as originally called for in the District Strategic Plan. A ~~mini magnet~~ program of choice addresses a specific educational need that does not jeopardize current programs for the majority of students. No new program will be added unless it meets a clearly demonstrated, mission-related need; it survives a cost-benefit analysis; its impact on other programs/courses/services is addressed; adequate staffing, staff development, funding and facilities are provided; and it contains an evaluation procedure. Nothing will take precedence over the pre-kindergarten through 12<sup>th</sup> grade education program.

The philosophy of ~~mini magnet~~ programs of choice development shall be evident in the Millard School District through the opportunity of personnel, parents, community members, and students when appropriate, to collaborate in the design and implementation of (1) philosophy statement, (2) program goals, (3) yearly developed activities, (4) curriculum selection, (5) instructional methods, (6) staff selection, and (7) evaluation methods through the site planning and School Improvement Team process. ~~Mini magnets~~ Programs of choice will abide within the District policy and guidelines, district strategic plan, district and state standards and indicators and assessments, and function within the budget constraints given.

While fully supporting these collaborative efforts, the Board recognizes its ultimate authority and responsibility for decisions, which impact the direction of education in the Millard Schools.

Policy Adopted: February 16, 1998

Revised: May 19, 2008; March 21, 2011; May 6, 2019

Millard Public Schools

Omaha, Nebraska



**AGENDA SUMMARY SHEET**

**Agenda Item:** Reaffirm Policy 3714 - Support Services – Food Services – Program – Offerings

**Meeting Date:** May 6, 2019

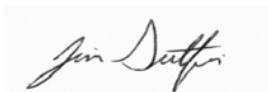
**Background/Description:** Following District guidelines to review Policies every seven years, no changes are proposed to this Policy.

**Action Desired:** Reaffirm Policy 3714 - Support Services – Food Services – Program – Offerings

**Policy / Strategic Plan Reference:** N/A

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Duff", is written on a light gray rectangular background.

**Category: Support Services****3714****Policy: Program - Offerings**

The District shall offer food services to the students in all of its elementary, middle, and high school buildings (unless exempted by rules promulgated under this policy). Food service offerings shall be Food - based and shall minimize or eliminate the availability of foods of minimal nutritional value (as defined by the USDA's National School Lunch and Breakfast Program).

**Related Rule:** 3714.1**Date of Adoption:** August 15, 2005**Date of Revision:** March 19, 2013**[Reaffirm: May 6, 2019](#)**Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 3714.1 - Support Services – Food Services – Program – Offerings

**Meeting Date:** May 6, 2019

**Background/  
Description:** Following District guidelines to review Policies/Rules every seven years. The proposed changes to the Rule simplify the language and reference the applicable laws.

**Action Desired:** Approval of Rule 3714.1 - Support Services – Food Services – Program – Offerings

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**



**Support Services**  
**Program – Offerings: Program – Offerings**

3714.1

**I. The following definitions shall apply to this Rule:**

- A. “A la carte” shall mean individually priced food items (i.e., protein, fruits, vegetables, grains, and milk). Multiple a la carte items purchased at the same time may constitute a qualified meal if the combination of multiple items meets the United States Department of Agriculture (USDA) requisites.
- ~~B. “Candy coated popcorn” shall mean popcorn that is coated with a mixture made predominantly from sugar and corn syrup.~~
- ~~C. “Chewing gum” shall mean any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.~~
- ~~D.~~ B. “Competitive foods” shall mean edible products and/or beverages sold or distributed in or on school owned property when such products and/or beverages are not a part of the District’s food service program.
- ~~E. “Fondant” shall mean a product consisting of microscopic sized sugar crystals that are separated by a thin film of sugar and/or inverted sugar in solution (e.g., candy corn, soft mints, etc.).~~
- ~~F.~~ C. “Foods of minimal nutritional value (FMNV)” shall mean soda water, water ices, chewing gum, and certain candies (e.g. i.e., hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, and candy coated popcorn) as defined by the USDA.
- ~~G. “Fruit or vegetable drink” shall mean beverages labeled as containing fruit or vegetable juice in amounts less than 100%.~~
- ~~H. “Fruit or vegetable juice” shall mean beverages labeled as containing 100% fruit or vegetable juice.~~
- ~~I. “Hard candy” shall mean a product made predominantly from sugar (sucrose) and corn syrup that may be flavored or colored, and is characterized by a hard, brittle texture (e.g., sour balls, lollipops, fruit balls, candy sticks, starlight mints, after dinner mints, jaw breakers, sugar wafers, rock candy, cinnamon candies, breath mints, etc.).~~
- ~~J. “Jellies and gums” shall mean a mixture of carbohydrates that are combined to form a stable gelatinous system of jelly like character and are generally flavored and colored (e.g., gum drops, jelly beans, jellied and fruit flavored slices, etc.).~~
- ~~K. “Licorice” shall mean a product made predominantly from sugar and corn syrup that is flavored with an extract made from the licorice root.~~
- ~~L. “Marshmallow candies” shall mean an aerated confection composed of sugar, corn syrup, inverted sugar, twenty percent water, and gelatin or egg white to which flavor and/or colors may be added.~~

~~M.D.~~ “Qualified meal” shall mean a meal which meets the requisites for a reimbursable meal under the USDA’s National School Lunch and Breakfast Program.

~~N.~~ “Soda water” shall mean any carbonated beverage (even though it may contain discreet nutrients added to it such as vitamins, minerals and/or proteins).

~~O.E.~~ “Snacks” shall mean food or beverage items that are not a component (i.e., protein, fruit, vegetable, grain, or milk) of a qualified meal.

~~P.~~ “Spun candy” shall mean a product made from sugar that has been boiled at high temperature and spun at a high speed in a special machine (e.g., cotton candy).

~~Q.~~ “Water ices” shall mean any frozen, sweetened water and flavored ice with the exception of products that contain fruit or fruit juice.

## II. General Provisions

- A. All students in the District shall have access each school day to both breakfast and lunch programs.
- B. A la carte and snack items may be offered to students under the following restrictions:
1. Elementary Schools: With the exception of milk, a la carte and snack items may be purchased only after the student has first purchased a qualified meal.
  2. Middle Schools: With the exception of milk, a la carte and snack items may be purchased only after the student has first purchased a qualified meal while school is in session. When school is not in session students may purchase a la carte items without a qualified meal purchase.
  3. High Schools: Students shall not be required to purchase a qualified meal prior to purchasing a la carte and snack items.
- C. The procedures of the District’s food service program shall provide multiple ways for students to select their meal items to create a meal package that constitutes a qualified meal.
- D. Classroom snacks may, if approved by the building principal, be given to students at any time during the school day other than 30 minutes before and after those times when qualified breakfasts or lunches are being served. Birthday parties, holiday events, and all other activities held during the school day shall be subject to this provision.
- E. In elementary schools, deep-frying shall not be used as a method of on-site preparation of food. Flash-fried foods from the manufacturer may be served if such foods are heated on-site by a means other than deep-frying.
- F. Restrictions on FMNV
1. No foods of minimal nutritional value (FMNV) shall be sold or served to students the midnight before to 30 minutes after the end of the official school day.

2. The restriction on selling or serving FMNV shall not apply to the following:

- a. Foods or beverages sold or served as part of a limited fundraising activity or other school-related activity approved by the building principal. Such items may be sold during school days other than 30 minutes prior, during, and 30 minutes after those times when qualified breakfasts or lunches are being served. "Limited fundraising" shall be defined by FNS NDE.
- b. Foods or beverages dispensed by a nurse to students during the course of providing healthcare to the student.
- c. Foods or beverages dispensed to a special needs student pursuant to the student's individual education plan (IEP).
- d. Foods or beverages served to students as part of the curriculum (e.g., cultural heritage presentation).
- e. Foods or beverages on field trips or other activities held off school grounds.
- f. Foods or beverages which are brought to school by a student for the purpose of the student's personal consumption.

### III. Nutritional Standards

- ~~A. A. Food items shall meet all requirements set by the USDA for the National School Lunch and School Breakfast Programs: Nutritional Standards For All Foods Sold in schools, as required by the Healthy, Hunger-Free Kids Act of 2010. Total fat must be less than or equal to 35% of calories; saturated fat must be equal to or less than 10% of calories; and trans fat must be 0g as stated on the label. Exemptions are provided for reduced fat cheese; nuts and nut butters without other ingredients and seafood with no added fat.~~
- ~~B. Each snack item must have 35% or fewer of its calories derived from fat (hereinafter referred to as the 35% Rule). Nutrient dense items (including, but not limited to, nuts, seeds, nut butters, reduced fat cheeses) shall be exempt from the 35% Rule.~~
- ~~C. Classroom snacks may, if approved by the building principal, be given to students at any time during the school day other than 30 minutes before and after those times when qualified breakfasts or lunches are being served. Birthday parties, holiday events, and all other activities held during the school day shall be subject to this provision.~~
- ~~D. In elementary schools, deep frying shall not be used as a method of on-site preparation of food. Flash fried foods from the manufacturer may be served if such foods are heated on-site by a means other than deep frying.~~
- ~~E. Restrictions on FMNV~~
  - ~~1. No foods of minimal nutritional value (FMNV) shall be sold or served to students the midnight before to 30 minutes after the end of the official school day.~~

- ~~2. The restriction on selling or serving FMNV shall not apply to the following:~~
- ~~a. Foods or beverages sold or served as part of a limited fundraising activity or other school-related activity approved by the building principal. Such items may be sold during school days other than 30 minutes prior, during, and 30 minutes after those times when qualified breakfasts or lunches are being served. "Limited fundraising" shall be defined by FNS-NDE.~~
  - ~~b. Foods or beverages dispensed by a nurse to students during the course of providing healthcare to the student.~~
  - ~~c. Foods or beverages dispensed to a special needs student pursuant to the student's individual education plan (IEP).~~
  - ~~d. Foods or beverages served to students as part of the curriculum (e.g., cultural heritage presentation).~~
  - ~~e. Foods or beverages on field trips or other activities held off school grounds.~~
  - ~~f. Foods or beverages which are brought to school by a student for the purpose of the student's personal consumption.~~

**FB.** All items sold that are defined as "competitive foods", must meet all guidelines provided by Food and Nutritional Services, USDA, 7 CFR, Parts 210 and 220.

#### **IV. Serving Portions**

Serving portions shall meet all requirements set by the USDA for the National School Lunch and School Breakfast Programs: Nutritional Standards For All Foods Sold in schools, as required by the Healthy, Hunger-Free Kids Act of 2010.

**Related Policy:** 3714

**Date of Adoption:** August 15, 2005

**Date of Revision:** August 17, 2009, March 19, 2013, [May 6, 2019](#)

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 5400.6: Standards of Student Conduct

**Meeting Date:** May 6, 2019

**Background/  
Description:** Annual Review

**Action Desired:** Approval

**Policy /  
Strategic Plan**

**Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**





## Student Services

### Standards for Student Conduct

**5400.6**

#### I. Introduction.

- A. Policy Statement. Every District student has the right to an education. The following Standards have been instituted to ensure that right within the context of an orderly and effective educational process. Each student and their parents are required, on their own, to become familiar with these Standards, and to help provide an atmosphere conducive to learning.
- B. Grounds for Exclusion. A student may be excluded from school if there is reasonable information that the student has committed a prohibited act listed below while on District property, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct.
- C. Exclusion from School Grounds and Activities. A student who is excluded from school for a suspension, expulsion, or emergency exclusion shall not enter upon District property, or ride in a vehicle owned, leased, or contracted by the District being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or participate in or attend a school-sponsored activity or athletic event. Expelled students and students suspended for ten (10) school days or more may enter upon District property for the sole purpose of attending alternative education at a location and time designated by the Director of Student Services.
- D. Length of Expulsions. Unless specified otherwise within these Standards, the expulsion of a student shall be for the remainder of the semester in which it took effect unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the expulsion shall remain in effect through the second semester, or within ten (10) school days prior to the end of the second semester, in which case the expulsion shall remain in effect for summer school and the first semester of the following school year. Neb. Rev. Stat. §79-283(2).
- E. Length of Suspension. If there are insufficient school days in the first semester to complete the suspension period, the suspension period will be carried over to the second semester.
- F. Contact of Legal Authorities. The principal of a school or the principal's designee shall notify as soon as possible the appropriate law enforcement authorities, of the county or city in which the school is located, of any act of a student described in Neb. Rev. Stat. §79-267 which the principal or designee knows or suspects is a violation of the Nebraska Criminal Code. Neb. Rev. Stat. §§79-262(1) and 293(1).
- G. Sanction to be Followed. If minimum and maximum sanctions are not specified for a specific prohibited act, the recommended sanction shall be imposed.
- H. Expulsion as Sanction. Expulsion is specified as a sanction for particular conduct because the District's Board of Education finds that the type of conduct for which expulsion is specified has the potential to seriously affect the health, safety, or welfare of the student, other students, staff members, or other persons, or to otherwise seriously interfere with the educational process. Neb. Rev. Stat. §79-262(1).
- I. Students with Disabilities. Disciplinary procedures for students who have disabilities as defined by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 shall be subject to the disciplinary procedures set forth in District Rules 5400.2 and 5400.3

and applicable federal and state law.

- J. Mandatory Compliance. Students and their parent(s) or guardian(s) are hereby notified that compliance with the District's Standards for Student Conduct is mandatory. It is the responsibility of all students and their parent(s) or guardian(s) to become familiar with these Standards.

## II. Violations Against Persons.

- A. Use of Violence. Use of violence, force, coercion, threat, intimidation or similar conduct in a manner that constitutes a substantial interference with school purposes.

1. Pushing, Shoving or Physical Contact Related to Non-injurious Behaviors.

- a. Maximum Sanction. Short-term suspension.
- b. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.

2. Fighting. Mutual attempt to physically harm another person through mutual combative physical contact.

a. First Offense.

- (1) Minimum Sanction. Short-term suspension. There is no mandated minimum sanction below grade six (6).
- (2) Maximum Sanction. Long-term suspension.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- (4) ~~Mandatory Action. Legal authorities shall be contacted.~~ Report to Law Enforcement. Legal authorities shall be contacted if substantial personal injuries are involved, an involved student or parent requests that a report to law enforcement be made, or a report is required or requested by law enforcement or the county attorney. Neb. Rev. Stat. § 28-310(2); Neb. Rev. Stat. §§79-262(1), 267(1) and 293.

b. Additional Offenses.

- (1) Minimum Sanction. Long-term suspension.
- (2) Maximum Sanction. Expulsion.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- (4) ~~Mandatory Action. Legal authorities shall be contacted.~~ Report to Law Enforcement. Legal authorities shall be contacted if substantial personal injuries are involved, an involved student or parent requests that a report to law enforcement be made, or a report is required or requested by law enforcement or the county attorney. Neb. Rev. Stat. § 28-310(2); Neb. Rev. Stat. §§79-262(1), 267(1) and 293.

3. Physical Assault. Initiation of a violent act against another person through aggressive physical contact.

- a. Minimum Sanction. Long-term suspension. There is no mandated minimum sanction below grade six (6).
  - b. Maximum Sanction. Expulsion.
  - c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  - d. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§ 28-308 to 310; Neb. Rev. Stat. §§79-262(1), 267(1) and 293.
- B. Personal Injury to District Employees, Volunteers, and Students. Causing or attempting to cause personal injury to an employee, a school volunteer, or to any student. Personal injury caused by accident, self-defense, or other action undertaken on the reasonable belief that it was necessary to protect some other person shall not constitute a violation of this provision. Neb. Rev. Stat. §79-267(3) and 283(3).
1. Sanctions on School Grounds.
    - a. Maximum Sanction. Expulsion for the remainder of the school year if the misconduct occurs during the first semester. If the misconduct occurs during the second semester the expulsion shall remain in effect for summer school and may remain in effect for first semester of the following school year. Neb. Rev. Stat. §79-283 (3).
    - b. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
    - c. ~~Mandatory Action. Legal authorities shall be contacted.~~ Report to Law Enforcement. Legal authorities shall be contacted if substantial personal injuries are involved. Neb. Rev. Stat. §§ 28-308 to 310; Neb. Rev. Stat. §§79-262(1), 267(3) and 293.
  2. Sanctions off School Grounds.
    - a. Citation during academic school year or the student admits that he or she has violated subsection II (B).
    - b. Extracurricular Maximum Sanction. Curtailment of extracurricular activities for the remainder of the school year if the misconduct occurs during the first semester. If the misconduct occurs during the second semester the curtailment shall remain in effect for summer school and may remain in effect for first semester of the following school year.
- C. Use of Threats or Intimidation.
1. Use of Threats (Verbal and Written). All threats, including those alleged to be jokes, will always be taken seriously and are subject to the following disciplinary action.
    - a. Level One Threat (Transient). Using a threat as part of a common expression or in a context that the recipient does not feel threatened, frightened, or coerced (e.g., “Oh, I could just kill you for that” or “I will punch you in the nose”).
      - (1) Maximum Sanction. Short-term suspension.
      - (2) Extracurricular Sanction. Suspension from extracurricular activities

during the time of suspension.

b. Level Two Threat (Serious Substantive). Using an expression or an implied or veiled threat with the intent of threatening, frightening, or coercing another and the recipient feels threatened, frightened, or coerced (e.g., “I will kill you”).

- (1) Minimum Sanction. Short-term suspension. There is no mandated minimum sanction below grade four (4).
- (2) Maximum Sanction. Long-term suspension.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- (4) ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. § 28-310; Neb. Rev. Stat. §§79-262(1), 267(1) and 293.

c. Level Three Threat (Very Serious Substantive). Threatening to kill or injure another person or threatening to damage property with potential for personal injury, without possessing a weapon or other object that could kill or injure the threatened or intimidated person, and the student describes how it will be done, including any threats that concern dangerous chemical substances, biochemical attacks, ~~or~~ bioterrorism, bombs, or any type of explosive or incendiary device.

- (1) Minimum Sanction. Long-term suspension. There is no mandated minimum sanction below grade four (4).
- (2) Maximum Sanction. Expulsion.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- (4) ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§ 28-310, 311.01 and 907; Neb. Rev. Stat. §§79-262(1), 267(1) and 293.

d. Threatening with an Object. Threatening with an object which looks like a weapon or an object that could be used to injure someone. To qualify as a look-a-like weapon, the object must closely resemble a real weapon in size, shape, and color even when examined up close.

- (1) Minimum Sanction. Long-term suspension.
- (2) Maximum Sanction. Expulsion.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.

~~(4) Mandatory Action. Legal authorities shall be contacted. Neb. Rev. Stat. §§79-267(1) and 293.~~

~~2. Bomb or Terroristic Threat (Verbal or Written). Threatening to use any type of explosive or incendiary device generally referred to as a bomb to injure a person(s) or destroy property.~~

~~a. Minimum Sanction. Mandatory expulsion.~~

~~b. Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.~~

~~c. Mandatory Action. Legal authorities shall be contacted. Neb. Rev. Stat. §28-1221; Neb. Rev. Stat. §§79-267(1) and 293.~~

D. Firearms, Explosives, and Weapons.

1. Firearms, Etc. Knowingly possessing, handling, transmitting, using, intimidating with, or threatening with any firearm, explosive, or destructive device. For purposes of this subsection II(D)(1), firearm means any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, or the frame or receiver of any such weapon, or any firearm muffler or firearm silencer, or any destructive device. Such term does not include an antique firearm.

a. Sanctions on School Grounds.

- (1) Minimum Sanction. Mandatory expulsion for one (1) year.
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.
- (3) ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§28-1202 to 1204.04, 1215, 1216 and 1220; Neb. Rev. Stat. §§79-262(1), 267 (5) and 293.

b. Sanctions off School Grounds.

- (1) Citation for illegal possession of a weapon during academic school year or the student admits that he or she has violated subsection II(D).
- (2) Extracurricular Sanction. Curtailment of extracurricular activities for one (1) year.

2. Use and Possession of Dangerous Weapons. Using, intimidating with, threatening with, handling, transmitting, possessing on one's person or in one's vehicle any dangerous weapon, including but not limited to any stun gun, paint ball gun, air soft gun, B.B. gun, or pellet gun.

a. Sanctions on School Grounds.

- (1) Minimum Sanction. Twenty (20) day expulsion.
- (2) Maximum Sanction. Expulsion for one (1) year.
- (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.
- (4) ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§28-1202 to 1204.04; Neb. Rev. Stat. §§79-262 (1), 267 (5) and 293.

b. Sanctions off School Grounds.

- (1) Citation for illegal possession of a weapon during academic school year or the student admits that he or she has violated subsection II (D).

- (2) Extracurricular Minimum Sanction. Curtailment of extracurricular activities for twenty (20) days.
  - (3) Extracurricular Maximum Sanction. Curtailment of extracurricular activities for one (1) year.
- 3. Other Dangerous Weapons. Using or threatening with a knife, throwing star, brass knuckles, chemical substances (including, but not limited to, mace, pepper guns, and bleach), and any other objects that could be used to injure a person.
  - a. Sanctions on School Grounds.
    - (1) Minimum Sanction. Long term Suspension.
    - (2) Maximum Sanction. Expulsion for the remainder of the school year if the misconduct occurs during the first semester. If the misconduct occurs during the second semester the expulsion shall remain in effect for summer school and may remain in effect for first semester of the following school year. Neb. Rev. Stat. §79-283 (3).
    - (3) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
    - (4) Mandatory Action, Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§28-1202 to 1204.04; Neb. Rev. Stat. §§79-~~262~~(1), 267 (5) and 293.
  - b. Sanctions off School Grounds.
    - (1) Citation during academic school year or the student admits that he or she has violated subsection II (D).
    - (2) Extracurricular Minimum Sanction. Curtailment of extracurricular activities for six (6) days.
    - (3) Extracurricular Maximum Sanction. Curtailment of extracurricular activities for the remainder of the school year if the misconduct occurs during the first semester. If the misconduct occurs during the second semester the curtailment shall remain in effect for summer school and may remain in effect for first semester of the following school year.
- 4. Possession of Certain Prohibited Objects. Knowingly possessing, handling, or transmitting knives, throwing stars, brass knuckles, or other objects not enumerated above which could cause injury.
  - a. Minimum Sanction. Short-term suspension.
  - b. Maximum Sanction. Expulsion.
  - c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- 5. Possession of Look-a-Like Weapons. Knowingly possessing a look-a-like weapon. The object must closely resemble a real weapon in size, shape, and color even when examined up close.
  - a. Minimum Sanction. Short-term suspension.

- b. Maximum Sanction. Long-term suspension.
    - c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
  - 6. Exception for Certain Firearms. Subsection II(D) shall not apply to:
    - a. The issuance of firearms to or possession of firearms by members of the Reserve Officers Training Corps when training;
    - b. Firearms which may lawfully be possessed by the person receiving instruction under the immediate supervision of an adult instructor who may lawfully possess firearms; or
    - c. Firearms and guns which may lawfully be possessed and used off school grounds, not at a school function, activity, or event.
- E. Extortion. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student.
- 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  - 3. ~~Mandatory Action. Legal authorities shall be contacted. Neb. Rev. Stat. §§79-267(4) and 293.~~
- F. Sexual Assault or Attempted Sexual Assault. Any sexual assault or attempt to sexually assault any person. Sexual assault shall mean sexual assault in the first or second degree as defined in Section IX (EE) of this Rule and Neb. Rev. Stat. §§28-319 and 320, or sexual assault of a child in the first, second or third degree as defined in Section IX (EE) of this Rule and Neb. Rev. Stat. §§28-319.01 and 320.01. Neb. Rev. Stat. §79-267(9).
- 1. Sanctions on School Grounds.
    - a. Minimum Sanction. Mandatory expulsion for one (1) year and possible reassignment upon return.
    - b. Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.
    - c. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§ 28-319 to 320.01; Neb. Rev. Stat. §§79-262(1), 267(9) and 293.
  - 2. Sanctions off School Grounds.
    - a. Minimum Sanction. Curtailment of extracurricular activities for one (1) year.
    - b. Maximum Sanction. Expulsion for one (1) year. A complaint must have been filed by a prosecutor in a court of competent jurisdiction alleging that the student has sexually assaulted or attempted to sexually assault any person off school grounds not at a school function, activity, or event, and the student's presence at school has a direct and immediate effect on maintaining discipline, order, or safety in the school. Neb. Rev. Stat. §79-267(9).

- c. Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.
  
- G. Sexual Contact. The intentional touching of another person's sexual or intimate parts or the intentional touching of another person's clothing covering the immediate area of the other person's sexual or intimate parts, without the consent of the other person. Sexual contact also includes the non-consensual touching by the other person of the actor's sexual or intimate parts or the clothing covering the immediate area of the actor's sexual or intimate parts when such touching is intentionally caused by the actor. The sexual contact must be such that it can be reasonably construed as being for the purpose of sexual arousal or gratification of either party. Neb. Rev. Stat. §§28-318(5) and 320.
  - 1. Sanctions on School Grounds.
    - a. Minimum Sanction. Short-term suspension.
    - b. Maximum Sanction. Expulsion.
    - c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
    - d. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities must be contacted upon the request of the offended party. Neb. Rev. Stat. [§§79-262\(1\) and 293.](#)
  - 2. Sanctions off School Grounds.
    - a. Citation during academic school year or the student admits that he or she has violated subsection II (G).
    - b. Extracurricular Minimum Sanction. Curtailment of extracurricular activities for up to five (5) days.
    - c. Extracurricular Maximum Sanction. Curtailment of extracurricular activities for the remainder of the semester unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the curtailment shall remain in effect through the second semester.
  
- H. Sexual Harassment. Unwanted or unwelcome activity of a sexual nature which materially interferes with or substantially disrupts the educational process. This may include, but is not limited to, unwanted touching, pinching, patting, verbal comments of a sexual nature, sexual name-calling, pressure to engage in sexual activity, repeated propositions, written messages, notes, cartoons or graffiti of a sexual nature, and unwanted body contact.
  - 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  
- I. Harassment. Any intentionally hurtful, demeaning, or disparaging acts, words, symbolic representations, or behavior used by a student or students against another student, students or staff member(s) that is disruptive of the educational process. This includes, but is not limited to, verbal, physical, visual, or graphic actions such as name-calling, taunting, mocking, slandering, humiliating, defaming, teasing, pestering; and making derogatory remarks, demeaning jokes, disparaging drawings or notes.



1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- J. Bullying. Any ongoing intentionally hostile or offensive verbal, written, graphic, demonstrative, electronic, or physical act used by a student or student(s) against another student or student(s) that has the purpose of exerting domination over another student through the act of intimidating, frightening, oppressing, retaliating, or adversely controlling the student, and that is disruptive of the educational process or any ongoing pattern of physical, verbal, written, graphic, demonstrative or electronic abuse, on District property, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct. This may include, but is not limited to, verbal, graphic, written or electronic activities such as name-calling, taunting, blackmailing, inciting to fight, terrorizing, threatening, or physical or demonstrative activities such as poking, blocking or impeding, following, hair pulling, mock hitting motions, intentionally bumping, tripping, and damaging clothing.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- K. Hazing. Any activity by which a person intentionally or recklessly endangers the physical or mental health or safety of an individual for the purpose of initiation into, admission into, affiliation with, or continued membership with or participation in any group or activity. Such hazing activity shall include, but shall not be limited to the following: whipping; beating; branding; forced and prolonged calisthenics; prolonged exposure to the elements; forced consumption of any food, liquor, beverage, drug, or harmful substance not generally intended for human consumption; prolonged sleep deprivation; harassing by exacting unnecessary or disagreeable work, banter, ridicule, or criticism; or any brutal treatment or the performance of any unlawful act which endangers the physical or mental health or safety of any person. Consent to the hazing by the student(s) shall not be a defense to hazing.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- III. Violations Against Public Health and Safety.
- A. Possession of Alcohol or other Drugs. Possession or use of an illegal narcotic drug, controlled substance, mood-altering or behavior-affecting substance, or look-a-like substance, or possession or use of a prescribed medication by a student for whom the prescribed medication was not prescribed, or possession or use of drug paraphernalia. Possession or use of alcohol or an alcohol-containing beverage or liquor capable of human consumption.
1. Sanctions on School Grounds.
    - a. First Offense. Suspension for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the suspension and curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) days out of school).

- b. Additional Offenses. Mandatory expulsion. Prior violations of subsections III (A), (B), (C), (D), or (F) will be included as previous offenses.
- c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- d. ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§ 28-416, 53-180 and 180.02; Neb. Rev. Stat. §§79-262 (1), 267(6) and 293.

2. Sanctions off School Grounds.

- a. Citation during academic school year or the student admits that he or she has violated subsection III (A).
  - (1) First Offense. Curtailment of extracurricular activities for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) school days curtailment of extracurricular activities).
    - (i) Students who self-report to a building administrator or coach or extracurricular activity sponsor, that he or she has violated subsection III(A), by self-reporting their violation the morning of the next school day following the violation, or if the next day following the violation is not a school day but extracurricular practices, activities, or games are being held and the student self-reports to a building administrator or coach or sponsor before the extracurricular practices, activities, or games commence, then the curtailment of extracurricular activities will be reduced to seventeen (17) days with the possibility of reduction to eight (8) days upon the completion of the District-approved suspension reduction program.
  - (2) Additional Offenses. Prior violations of subsections III(A), (B), (C), (D), or (F) on or off school grounds will be included as previous offenses.
    - (i) Extracurricular Sanction. Curtailment of extracurricular activities for the remainder of the semester unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the curtailment shall remain in effect through the second semester.

B. Distribution of Alcohol or other Drugs. Distribution or attempted distribution to or receipt or attempted receipt from, any other person, of any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, or alcohol.

1. Sanctions on School Grounds.

- a. Minimum Sanction. Expulsion.
- b. Extracurricular Sanction. Suspension from extracurricular activities during the time of expulsion.

- c. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§ 28-416, 53-180 and 180.02; Neb. Rev. Stat. §§79-262(1), 267(6) and 293.
2. Sanctions off School Grounds.
- a. Citation during academic school year or the student admits that he or she has violated subsection III (B).
- b. Extracurricular Sanction. Curtailment of extracurricular activities for the remainder of the semester unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the curtailment shall remain in effect through the second semester.
- C. Possession, Use and Transportation of Medications. The possession, use, and transportation of prescribed and non-prescribed medications shall be in accordance with the following rules.
1. Possession of Medications (Preschool and Elementary Levels). Possession of prescribed or non-prescribed medications, or possession of prescribed or non-prescribed medications on school grounds during transportation to and from school, is prohibited. Elementary school students may possess and use glucose tablets and inhalers according to the provisions of Rule 5600.2.
- a. First Offense.
- (1) Minimum Sanction. Short-term suspension.
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- b. Additional Offenses.
- (1) Maximum Sanction. Expulsion. Prior violations of subsections III (A), (B), (C), (D), or (F) will be included as previous offenses.
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
2. Possession of Medications (Middle School Level). Possession of prescribed or non-prescribed medications, or possession of prescribed medications on school grounds during transportation to and from school, is prohibited. Middle school students may transport non-prescribed medications to and from school but must turn it into the nurse upon arrival at school. Middle school students may possess and use glucose tablets and inhalers according to the provisions of Rule 5600.2.
- a. First Offense.
- (1) Minimum Sanction. Short-term suspension.
- (2) Maximum Sanction. Suspension for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the suspension and curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) school days curtailment of extracurricular activities).
- (3) Extracurricular Sanction. Suspension from extracurricular activities

during the time of suspension.

b. Additional Offenses.

- (1) Maximum Sanction. Expulsion. Prior violations of subsections III (A), (B), (C), (D), or (F) will be included as previous offenses.
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.

3. Possession of Medications (High School Level). Possession of prescribed medications is prohibited. High school students may possess non-prescribed medications, but they may not possess prescribed medications except in transport to and from school. Prescribed medications must be turned into the nurse upon arrival at school. High school students may possess and use glucose tablets and inhalers according to the provisions of Rule 5600.2.

a. First Offense.

- (1) Maximum Sanction. Suspension for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the suspension and curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) school days curtailment of extracurricular activities).
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.

b. Additional Offenses.

- (1) Maximum Sanction. Expulsion. Prior violations of subsections III (A), (B), (C), (D), or (F) will be included as previous offenses.
- (2) Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.

- D. Distribution of Prescribed Medications. Distribution or attempted distribution to or receipt or attempted receipt from any other person, of any prescribed medication.

1. Minimum Sanction. Long-term suspension.

2. Maximum Sanction. Expulsion.

3. Additional Offenses.

- a. Minimum Sanction. Expulsion.

4. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.

5. Mandatory Action. Report to Law Enforcement. Legal authorities shall be contacted. [Neb. Rev. Stat. § 28-416](#); Neb. Rev. Stat. §§79-262(1), 267(6) and 293.

- E. Distribution of Non-Prescribed Medications. Distribution or attempted distribution to or receipt or attempted receipt from any other person, of any non-prescribed medication.

1. First Offense. Short-term suspension.
  2. Additional Offenses.
    - a. Minimum Sanction. Long-term suspension.
    - b. Maximum Sanction. Expulsion.
  3. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- F. Under the Influence of Alcohol or Other Drugs. Being intoxicated or under the influence of any illegal narcotic drug, controlled substance, prescribed medication by a student for whom the prescribed medication was not prescribed, mood-altering or behavior-affecting substance, or alcohol.
1. Sanctions on School Grounds.
    - a. First Offense. Suspension for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the suspension and curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) days out of school).
    - b. Additional Offenses. Mandatory expulsion. Prior violations of subsections III (A), (B), (C), (D), or (F) will be included as previous offenses.
    - c. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
    - d. ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. § 53-180.02; Neb. Rev. Stat. §§79-~~262(1)~~, 267(6) and 293.
  2. Sanctions off School Grounds.
    - a. Citation during academic school year or the student admits that he or she has violated subsection III (F).
      - (1) First Offense. Curtailment of extracurricular activities for nineteen (19) school days. Parents, at their own expense, may choose to participate in a District-approved suspension reduction program. Successful completion of this program may reduce the curtailment of extracurricular activities by a maximum of nine (9) school days (results in a total of ten (10) school days curtailment of extracurricular activities).
        - (a) Students who self-report to a building administrator or coach or extracurricular activity sponsor, that he or she has violated subsection III(A), by self-reporting their violation the morning of the next school day following the violation, or if the next day following the violation is not a school day but extracurricular practices, activities, or games are being held and the student self-reports to a building administrator or coach or sponsor before the extracurricular practices, activities, or games commence, then the curtailment of extracurricular activities will be reduced to seventeen (17)

days with the possibility of reduction to eight (8) days upon the completion of the District-approved suspension reduction program.

- (2) Additional Offenses. Prior violations of subsections III(A), (B), (C), (D), or (F) on or off school grounds will be included as previous offenses.
    - (a) Extracurricular Sanction. Curtailment of extracurricular activities for the remainder of the semester unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the curtailment shall remain in effect through the second semester.
- G. Exposure to Bodily Fluids. Intentionally spitting, throwing, wiping, or otherwise dispersing bodily fluids on or to another student or staff member for the purpose of infecting, inciting, demeaning, or intimidating that person.
- 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- H. Tobacco and E-Cigarette Products. Possession or use of tobacco products or e-cigarette type products.
- 1. Maximum Sanction. Long-term suspension.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- I. Possession or Use of Fireworks. Possession or use of fireworks of any description.
- 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- IV. Violations against Public Decency and Good Morals.
- A. Public Indecency. Behavior resulting in public indecency (see definition). This subsection shall apply only to students above grade five (5). Neb. Rev. Stat. §79-267(7).
- 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- B. Profanity and Obscenity. Verbal, written or electronic language, communications, pictures, photos, videos, digital images, drawings or materials of any kind that are reasonably offensive or repulsive to the person hearing, viewing or receiving the same and which is disruptive of the educational process.
- 1. Maximum Sanction. Expulsion.
  - 2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.

- C. Pornography. Any picture, photo, video, digital image, drawing or materials of any kind that in the reasonable judgment of school administrators constitute child pornography, pornography, or obscene materials pursuant to Neb. Rev. Stat. §§ 28-807, 808, 1463.02 or 1463.03, whether or not a citation is issued by a law enforcement officer or prosecuting authority.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- D. Disparaging Language/Symbolism. Disparaging or demeaning language or symbolic actions of any kind including, but not limited to gestures or language that is intended to disparage, demean, or subject another student or staff member to ridicule.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- E. Secret Organizations/Gangs. Participation or membership in any secret fraternity, sorority, club, association, or organization is prohibited. The wearing of any ring, pin, or insignia of such a secret organization is also prohibited. Organizations or gangs, which initiate, advocate, or promote violence, drug or alcohol use, sex, criminal activity, or activities which disrupt the school environment or threaten the safety or wellbeing of persons or property, and which identify themselves through the use of a name, geographic territory, unique appearance, or language, are a substantial disruption to and material interference with the educational environment, and are prohibited. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or other attributes indicates or implies membership in or affiliation with such a group, constitutes a substantial disruption to and material interference with the educational environment, and are prohibited.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- V. Violations against Property.
- A. Damage to Property. Willfully causing or attempting to cause substantial damage or participating in behavior that results in negligent damage to property, or repeated damage to property. This shall include school property lent to the student which the student damages. As to any such damaged property, the student's parent(s) or guardian(s) shall be liable for the damage to the school property. Neb. Rev. Stat. §79-267(2).
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  3. ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted when the value of the property is five hundred dollars (\$500.00) or more. Neb. Rev. Stat. §28-519; Neb. Rev. Stat. §§79-~~262(1)~~, 267(2) and 293.
- B. Theft/Larceny. Stealing or attempting to steal property, or repeated theft of property. This will include school property lent to a student that is not returned upon demand by an authorized staff member and for which there is no reasonable justification for the failure to return the property.

Neb. Rev. Stat. §79-267(2).

1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  3. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted when the value of the property is five hundred dollars (\$500.00) or more. Neb. Rev. Stat. §§28-511 and 518; Neb. Rev. Stat. §§79-~~262(1)~~, 267(2) and 293.
  4. Sanctions off School Grounds. Committing burglary or theft which constitutes a felony provided the student has received a citation by a law enforcement officer which involves the offense subject to this subsection or the student admits that he or she has violated subsection V(B).
    - a. Extracurricular Maximum Sanction. Curtailment of extracurricular activities for the remainder of the semester unless the misconduct occurred within ten (10) school days prior to the end of the first semester, in which case the curtailment shall remain in effect through the second semester.
- C. Arson or False Fire Alarm. Intentionally starting a fire. Use of any fire causing agents to start or attempt to start a fire. Purposely or knowingly causing a false fire alarm. Neb. Rev. Stat. §§28-502 to 504 and 907; Neb. Rev. Stat. §79-267(10).
1. Minimum Sanction. Short-term suspension.
  2. Maximum Sanction. Expulsion.
  3. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  4. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted if it is believed the arson was criminal. Neb. Rev. Stat. §§28-502 to 504 and 907; Neb. Rev. Stat. §§79-~~262(1)~~, 267(10) and 293.
- D. False Alarm or Report. Purposely making a false alarm or false report, or purposely furnishing false information or making a communication or statement, whether verbal, written or electronic, concerning the existence of any bomb, explosive device, weapon, firearm, dangerous chemical substance, or biochemical or terroristic device, or concerning an intent or attempt to be made to kill, injure, or intimidate any individual or to use, possess, or bring on to District property or to any District activity or event any bomb, explosive device, weapon, firearm, dangerous chemical substance, or biochemical or terroristic device, or concerning the need for medical, police, or emergency services or procedures. Neb. Rev. Stat. §§28-907 and 1221; Neb. Rev. Stat. §79-267(10).
1. Minimum Sanction. Short-term suspension.
  2. Maximum Sanction. Expulsion.
  3. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
  4. ~~Mandatory Action.~~ Report to Law Enforcement. Legal authorities shall be contacted. Neb. Rev. Stat. §§28-907 and 1221; Neb. Rev. Stat. §§79-~~262(1)~~, 267(10) and 293.
- E. Computers. Direct or indirect use of District computers, computer networks, or computer systems,



which involves offensive, personal, commercial, and/or religious messages, or any unauthorized access or use of a District computer, computer network, or computer system which violates District policy or state or federal law. Neb. Rev. Stat. §§28-1341 to 1348; Neb. Rev. Stat. §79-267(10).

1. Maximum Sanction. Expulsion.
2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
3. ~~Mandatory Action~~. Report to Law Enforcement. Legal authorities shall be contacted if the action constitutes a felony. Neb. Rev. Stat. §§28-1341 to 1348; Neb. Rev. Stat. §§79-262(1), 267(10) and 293.

VI. Violations against School Administration.

- A. Tardy/Truancy. Unauthorized absence from school. Neb. Rev. Stat. §§79-201 and 209.
  1. Maximum Sanction. Short-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- B. Gambling. Playing any game of chance for money or other stakes. Neb. Rev. Stat. §79-267(10).
  1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- C. Dishonesty. Dishonesty that interferes with the educational process.
  1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- D. Dress Code Violation. Failure to comply with established building dress code.
  1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- E. Failure to Report. Failure to comply with assigned discipline consequence.
  1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- F. Failure to Comply. Failure to follow established building rules, and procedures.
  1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.

- G. Open Campus/Unauthorized Area Violation. Violating established open campus rules and/or being in an unauthorized location without permission.
1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- H. Cheating or Plagiarism. Cheating on examinations including but not limited to ELO examinations. Plagiarism on projects including but not limited to reports, research papers, and portfolios.
1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- I. Insubordination. Disrespect for, defying authority of, or refusing to obey requests or directions of teachers, school officials or school employees.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- J. Disruptive Behavior. Behavior or possession of any item that materially interferes with or substantially disrupts class work, school activities, or the educational process.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- K. Nuisance Items. Any item in a student's possession that is sufficiently annoying, offensive, unpleasant, or obnoxious that it substantially interferes with or materially interrupts the educational process. These items may include, but are not limited to all electronic devices.
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- L. Unlawful Activity. Engaging in any unlawful activity not specifically covered herein, which constitutes a danger to other students or school personnel, or interferes with school purposes or the educational process. Neb. Rev. Stat. §79-267(10).
1. Maximum Sanction. Expulsion.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension or expulsion.
- M. False Complaints. False accusations or complaints against another student or staff member.
1. Maximum Sanction. Long-term suspension.
  2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.
- N. Student Identification. Failure of a high school student to present the school approved student

identification card upon the request of a District staff member while on District property, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct.

1. Maximum Sanction. Short-term suspension.
2. Extracurricular Sanction. Suspension from extracurricular activities during the time of suspension.

VII. Repeated Offenses or Series of Prohibited Conduct.

- A. Two (2) or more violations of prohibited conduct or violation of two (2) or more of the acts prohibited herein within the current building level, which constitute a substantial interference with school purposes. Neb. Rev. Stat. §79-267(11).
  1. Sanction. Unless otherwise provided herein, prohibited conduct otherwise subject to short-term suspension may be subject to long-term suspension; conduct otherwise subject to long-term suspension may be subject to expulsion; prohibited conduct initially subject to expulsion may be again subject to expulsion.

VIII. Curtailment of Extracurricular Activities.

- A. General Statement. When reasonably necessary to aid the student, further school purposes, or prevent interference with the educational process, the District shall curtail a student's participation in District extracurricular activities. Students shall not be permitted to be on District property or participate in or attend District-sponsored extracurricular activities during the time period that the student is excluded from school for disciplinary reasons. In addition, students may be curtailed from extracurricular activities for misconduct taking place off school grounds and not at a school function, activity, or event. Curtailment may also occur outside the academic school year if the misconduct takes place during a school sponsored activity pursuant to the provisions of this section.
- B. Period of Ineligibility for Conduct on School Grounds.
  1. Period of Ineligibility. During any time period that a student is excluded from school due to short-term suspension, long-term suspension, expulsion, or emergency exclusion for conduct occurring on District property, in a vehicle owned, leased, or contracted by a school being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or by his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct, the student so excluded shall also be ineligible for participation in extracurricular activities for the entire period of exclusion, and will also be prohibited from being on District property or attending any District-sponsored extracurricular events during the period of exclusion from school.
- C. Period of Ineligibility for Conduct off School Grounds.
  1. Period of Ineligibility. The prohibited conduct contained in Sections II (B), (D), (F), and (G), III (A), (B), and (F), and V (B) of this Rule, shall subject the student to the periods of ineligibility for extracurricular activities therein provided for conduct occurring off school grounds and not at a school event during the academic school year.
- D. District Events During Ineligibility Period. Students who are ineligible for participation in extracurricular activities will also be prohibited from attending any District-sponsored

extracurricular events during the ineligibility period.

- E. Effective Following Semester if Necessary. The ineligibility period shall remain in effect during the following semester (including the following school year) if there are insufficient school days in the semester to complete the ineligibility period.
- F. Extracurricular Commutation. Penalties assigned under this Section may be reduced by the Superintendent or Superintendent's designee upon the successful completion of counseling, community service, or other alternatives to curtailment set by the District. The District shall have the sole discretion in determining whether the student is eligible for commutation, and what form the counseling, community service, or other alternatives to curtailment must be successfully completed before commutation may take place. Any costs associated with counseling, community service, or other alternatives to curtailment shall be borne by the student or the student's parent(s) or guardian(s).
- G. Effective Date. The effective date of the curtailment of extracurricular activities shall be the date that the principal or principal's designee provides the student with the oral or written notice of the charges, except the principal shall not issue a letter of curtailment until there is a student admission, court decision or citation.

#### IX. DEFINITIONS.

- A. "Academic school year" shall mean the time students are in school during the dates and times set by the school calendar and adopted by the Board, including summer school.
- B. "Alcoholic beverage" shall mean any substance subject to the jurisdiction of the Nebraska Liquor Commission.
- C. "Citation" shall mean a written complaint, writ, summons, requirement to appear, ticket, uniform citation form, decree, notice, warrant, indictment, information, or other legal process issued by a law enforcement officer or prosecuting authority, which charges the student with committing an offense against the law, whether given directly to the student or the student's parent or guardian, or forwarded to a federal, state, county, or municipal attorney, prosecutor, or prosecuting authority.
- D. "Controlled substance" shall mean opiates, opium derivatives, depressants, stimulants, and the substances and derivatives as defined by Neb. Rev. Stat. §28-401(4) including, but not limited to, "uppers", "downers", barbiturates, amphetamines, LSD, heroin, hashish, hallucinogenic substances, cocaine, and substances such as glue, to the extent any such substance is used for the purpose of mood or behavior alteration by a student, and any other substance which alters the mood or behavior and which is not taken for medical purposes (e.g., steroids).
- E. "Current building level" shall mean the current education level in which the student is enrolled (i.e., grades 9-12 are the high school building level, grades 6-8 are the middle school building level, and grades K-5 are the elementary school building level).
- F. "Curtailment of extracurricular activities" shall mean that the student is ineligible for participation in or attending any extracurricular activities. During any time that a student is excluded from school for conduct occurring while within school jurisdiction, the student is ineligible for participation in or attending any extracurricular activities.
- G. "Destructive device" shall mean (1) any explosive, incendiary, chemical or biological poison, or poison gas-bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, booby trap, Molotov cocktail, bottle or pipe bomb, vessel or container intentionally caused to rupture or mechanically explode or device similar to any of the devices described in the proceeding clauses; (2) any type of weapon (other than a shotgun shell which is generally recognized as particularly suitable for sporting

- purposes) by whatever name known which will, or which may be readily converted to expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (3) any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled.
- H. “Distribution or attempted distribution to or receipt or attempted receipt from, any other person” shall mean all actions, activities, and communications, whether verbal, written, or electronic, involved with the transfer or attempt to transfer, or the receipt or attempt to receive any illegal narcotic drug, controlled substance, look-a-like substance, mood-altering or behavior affecting substance, alcohol, prescribed medications, or non-prescribed medications. These terms shall be broadly construed and interpreted to include, but not be limited to, any and all actions, activities, and communications concerning the sale, transfer, trading, offering, gifting, receiving, purchasing, soliciting, and/or acceptance of the aforesaid substances, whether or not a transfer is actually made, and whether or not the student comes into actual possession thereof.
- I. “Drug paraphernalia” shall mean all equipment, products, materials, and items which are used, intended for use, altered for use, or designed for use, in manufacturing, injecting, ingesting, inhaling, vaporizing, or otherwise introducing into the human body any controlled substance.
- J. “Exclusion” shall mean that time period a student is excluded from school during short-term suspension, long-term suspension, emergency exclusion, or expulsion. It may also mean that time period that the student is mandatorily reassigned.
- K. “Expulsion” shall mean exclusion from all schools in the District (except the location designated for alternative education).
- L. “Extracurricular activities” shall mean all athletic teams, activities, groups, clubs, homecomings, proms, dances, graduation ceremonies, and all other organizations or events sponsored by or associated with the District which are not part of the District curriculum.
- M. “Firearms” shall mean (1) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (2) the frame or receiver of any such weapon; (3) any firearm muffler or firearm silencer; or (4) any destructive device. Such term does not include an antique firearm.
- N. “Illegal narcotic drug” shall mean the illegal substances as defined by Neb. Rev. Stat. §28-401(15).
- O. “Ineligibility period” shall mean that period of time that a District student is prohibited from participating in and/or attending any District extracurricular activities.
- P. “Injury” shall mean damage to a person that results in a specific wound or wounds that requires first aid treatment or a physician’s care.
- Q. “Long-term suspension” shall mean exclusion from all schools in the District for more than five (5) school days but less than twenty (20) school days. If there are insufficient school days in the first semester to complete the suspension period, the suspension period will be carried over to the second semester.
- R. “Look-a-like substance” (also known as imitation controlled substance) shall mean any substance which is not a controlled substance, but which by its appearance (including, but not limited to, color, shape, size, markings, or packaging) or by representations made, induce or are intended to induce, persons to believe that the substance is a controlled substance. “Look-a-like substance” shall include any beverage containing alcohol or a beverage that is represented to contain alcohol.
- S. “Medication” shall be broadly defined and shall mean all prescribed medications, over the counter and

- other non-prescribed medications, and all chemical substances, compounds, homeopathic substances, herbs, vitamins, and/or devices, which purport to aid in a person's health or well-being or are intended for use in the diagnoses, cure, mitigation, treatment, or prevention of diseases, or are intended to affect the structure or any function of the body; and any device, instrument, apparatus, implement, machine, contrivance, implant, or other similar or related article, including any component part or accessory, which is prescribed by a physician, physician assistant, or advanced practice registered nurse, and dispensed by a pharmacist or other person authorized by law.
- T. "Non-prescribed medication" shall mean all medications which are available without a prescription or order from a person who is licensed under the laws of Nebraska to prescribe medications.
- U. "On school grounds" shall mean on District property, in a vehicle owned, leased, or contracted by the District being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct.
- V. "One year" shall mean the three hundred sixty-five (365) days that follow the acts at issue.
- W. "Possession of a substance" shall mean situations where a student has on his person, within his personal property, within his vehicle, within school property assigned to him or under his control, a substance prohibited under this Rule, while on school property or at a school sponsored or school-related activity or event. Small or trace amounts of a prohibited substance constitute possession of a substance, and positive results from alcohol or other drug screening and testing technology are evidence of the possession of prohibited substances.
- X. "Prescribed medication" shall mean all medications which are available only with a prescription or order from a person who is licensed under the laws of Nebraska to prescribe medications.
- Y. "Prior violations" shall mean violations of the cited subsections, which occurred while the student is in the current building level. Student conduct violations which occurred in another school district at the current building level shall be included as prior violations. For suspension, expulsion, or reassignment purposes, prior violations shall only include previous student conduct violations which occurred on school grounds. For curtailment of extracurricular activities purposes, prior violations shall include previous student conduct violations which occurred on or off school grounds.
- Z. "Public indecency" shall mean performing, procuring, or assisting any other person to perform, in a public place and where the conduct may reasonably be expected to be publicly viewed: (1) An act of sexual penetration; (2) An exposure of the genitals, female breasts or buttocks of the body done with intent to affront or alarm any person; or (3) A lewd fondling or caressing of the body of another person of the same or opposite sex.
- AA. "Reasonable information that the student has committed a prohibited act" shall mean such amount of information from which a reasonable school administrator who is not acting based on improper motives such as discrimination, retaliation, revenge, or retribution, could reasonably conclude that the student engaged in the prohibited acts in question. Such amount of information shall not be evidence beyond all reasonable doubt, or clear and convincing evidence, or even a preponderance of the evidence. Such reasonable information shall be evaluated within the context of an orderly and effective educational process, and shall not be evaluated within the context of any laws, regulations, rules, practices, or procedures which may be applicable in any criminal or civil judicial proceedings, administrative officer proceedings, law enforcement or administrative agency investigation proceedings, or formal evidentiary proceedings.
- BB. "School day" shall mean any day that school is in session and students are attending academic courses. It does not include days that practices for extracurricular activities are held during the summer, or weekends and vacations that occur during the academic school year.

- CC. “School jurisdiction” shall mean on District property, in a vehicle owned, leased, or contracted by the District being used for a school purpose or in a vehicle being driven for a school purpose by a school employee or his or her designee, or at a school-sponsored activity or athletic event, or any other place where the governing law permits the District to discipline students for prohibited conduct.
- DD. “Semester” shall mean the equivalent of one half of the required student instructional days.
- EE. “Sexual assault” shall mean sexual assault in the first degree or second as defined in Neb. Rev. Stat. §§28-319 and 320, or sexual assault of a child in the first, second or third degree as defined in Neb. Rev. Stat. §§28-319.01 and 320.01, as such statutes now provide or may hereafter be amended. Sexual assault in the first degree occurs when a person subjects another person to sexual penetration without the consent of the victim, or when a person who is nineteen years of age or older subjects another person who is at least twelve but less than sixteen years of age to sexual penetration. Neb. Rev. Stat. §28-319. Sexual assault in the second degree occurs when a person subjects another person to sexual contact without the consent of the victim and the actor causes serious personal injury to the victim. Neb. Rev. Stat. §28-320. Sexual assault of a child in the first degree occurs when a person who is nineteen years of age or older subjects another person under twelve years of age to sexual penetration. Neb. Rev. Stat. §28-319.01. Sexual assault of a child in the second degree occurs when a person who is nineteen years of age or older subjects another person fourteen years of age or younger to sexual contact and the actor causes serious personal injury to the victim. Neb. Rev. Stat. §28-320.01. Sexual assault of a child in the third degree occurs when a person who is nineteen years of age or older subjects another person fourteen years of age or younger to sexual contact and the actor does not cause personal injury to the victim. Neb. Rev. Stat. §28-320.01.
- FF. “Sexual or intimate parts” shall mean the genital area, groin, inner thighs, buttocks or breasts.
- GG. “Short-term suspension” shall mean exclusion from all schools in the District not to exceed five (5) school days. If there are insufficient school days in the first semester to complete the suspension period, the suspension period will be carried over to the second semester.
- HH. “Under the influence” shall mean the manifestation of physical and physiological symptoms or reactions caused by the use of any illegal narcotic drug, controlled substance, mood-altering or behavior-affecting substance, prescribed medication by a student for whom the prescribed medication was not prescribed, or alcohol. Factors which may be taken into consideration are: the odor of a prohibited substance on the student’s breath or clothes, glassy eyes, slurred speech, physical mobility, and such other factors which the training of school administrators indicates as being evidence of the use of prohibited substances or being under the influence of the same. Positive results from alcohol or other drug screening and testing technology are evidence of the use and possession of prohibited substances or being under the influence of the same.
- II. “Use of substance” shall mean situations where there is reasonable suspicion to believe a student has assimilated a prohibited substance or is under the influence of the same while on school property or in attendance at a school-sponsored or school-related activity or event. Factors which may be taken into consideration are: the odor of a prohibited substance on the student’s breath or clothes, glassy eyes, slurred speech, physical mobility, and such other factors which the training of school administrators indicates as being evidence of the use of prohibited substances or being under the influence of the same. Positive results from alcohol or other drug screening and testing technology are evidence of the use and possession of prohibited substances or being under the influence of the same.

Legal Reference: Neb. Rev. Stat. §§28-319, 319.01, 320 and 320.01  
 Neb. Rev. Stat. §28-401  
 Neb. Rev. Stat. §§28-502 and 504  
 Neb. Rev. Stat. §§28-511, 518 and 519  
 Neb. Rev. Stat. §28-907  
 Neb. Rev. Stat. §28-1202 *et seq.*  
 Neb. Rev. Stat. §28-1341

Neb. Rev. Stat. §79-254 *et seq.*

Related Rules: 5300.3, 5400.1, 5400.2, 5400.3, 5400.4, 5400.5, 5410.1, 5470.1, 5480.1, 5490.1, 5600.2

Rule Approved: May 7, 2001

Revised: April 15, 2002; May 5, 2003; March 15, 2004; June 5, 2006

July 9, 2007; June 2, 2008; February 2, 2009; May 18, 2009; May 17, 2010

April 4, 2011, April 16, 2012; April 22, 2013; November 4, 2013; January 6, 2014;

April 21, 2014; April 20, 2015; April 18, 2016; April 17, 2017; [May 6, 2019](#)

Millard Public Schools  
Omaha, Nebraska



**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 5800.1 District Computers, Software, and Data Files:  
Compliance with Applicable Law and Use of District Computers

**Meeting Date:** May 6, 2019

**Background/  
Description:** Seven-year cycle revision.

**Action Desired:** Approval

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Smith", is written over a light gray rectangular background.

## **Pupil-Student Services**

### **District Computers, Software, and Data Files:**

#### **Compliance with Applicable Law and Use of District Computers**

**5800.1**

- I. Compliance with License Agreements. The District will comply with license agreements and/or policy statements contained in software packages used by the District. Questions about compliance with license agreements or use of a software package will be resolved through direct negotiation and mutual agreement with the software publisher, copyright holder, and/or licensor.
- II. Computer Use Rules. In an effort to prevent violation of copyright laws and illegal software use, the following rules will apply:
  - A. The legal and ethical implications of software use will be taught to personnel and students at all levels where there is software use.
  - B. The building principal, principal's designee, or appropriate supervisor or teacher will be responsible for informing District students of the District Computer and Software Policy and Rules.
  - C. When permission is obtained from a copyright holder to use software on a disk-sharing system, reasonable efforts will be made to prevent unauthorized copying.
  - D. Under no circumstances will illegal copies of copyrighted software be made or used on District equipment.
  - E. The Executive Director of Technology or designee is authorized to sign software license agreements for District schools. Each school using licensed software shall keep a file containing a signed copy of software agreements.
  - F. The school principal or principal's designee will be responsible for establishing practices which will enforce the District Computer and Software Policy and Rule.
  - G. The following uses of District computers will be strictly prohibited:
    1. Offensive Messages. The use, display or transmission of sexually explicit images, messages, or cartoons; ethnic slurs or racial epithets; or acts of terrorism, assault, or threats.
    2. Personal, Commercial, and/or Religious Messages. Use for the purpose of solicitation or proselytization for commercial, religious, political, personal or any other non-student-related activity.
    3. Computer Hackers. Any unauthorized use by students of District computers, including improper access of any District computer, which violates federal or state law.
    4. Inappropriate Use of E-mail and/or Internet. The use of the District's network, internet, and e-mail system, for purposes other than designated coursework, or for the downloading, viewing, or printing of internet material inappropriately dealing with drugs and/or alcohol or dealing with dangerous materials (that could be used in the manufacture of bombs and explosive devices) or weapons.

5. Chat Rooms on the Internet. Unless called for by the curriculum and regulated by District staff, students are not to use “chat rooms”, “social networking sites” or “blogs” on the internet.
- III. Review by District. District computers, programs, software, and networks are for educational use only, and any information carried or contained on District computers is subject to review by the District. If a student uses a non-District computer in a manner which provides access to or affects networks or information contained or stored in a District computer, this Rule shall be deemed to be violated.
- IV. Prohibited Access. If a student or a student's parent has a District internet account, a non-District internet account, or any other account or program which would enable direct or indirect access to a District computer, any access thereto in violation of this Rule or any other District Rule may result in student discipline. If a student uses a computer to gain prohibited access to an account or accounts that the District has through a lease, rental agreement, or other contract with a third party including, but not limited to, the District's educational service unit, such student will be subject to student discipline under District Rule.
- V. Violations. Violation of any part of this Rule may result in disciplinary action. In the case of computer hackers, this may include the notification of the appropriate federal or state law enforcement agency.
- VI. Reservation of Rights. The District reserves all rights it has under the fair use doctrine of the Copyright Acts.
- VII. Definitions.
- A. Computer Hacker. Computer hacker shall mean a computer user who attempts to gain unauthorized access to proprietary computer systems.
- B. Indirect Access to a District Computer. Indirect access to a District computer shall mean using a non-District computer in a manner which results in the user gaining access to a District computer, including access to any and all information, records, or other material contained or stored in a District computer.

Legal Reference: Copyright Acts  
Neb. Rev. Stat. § 28-1341 *et seq.*

Related Rules: 5400.1, 5400.6

Rule Approved: June 20, 1994

Revised: December 20, 1999; February 19, 2001, March 21, 2011; [May 6, 2019](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 5800.2: District Computers, Software, and Data Files:  
Right of Access

**Meeting Date:** May 6, 2019

**Background/  
Description:** Seven-year cycle revision.

**Action Desired:** Approval

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Smith", is written over a light gray rectangular background.

**Pupil-Student Services****District Computers, Software, and Data Files: Right of Access****5800.2**

The District reserves the right to have access to all computer programs and files, including any software programs and data files and/or creations of any description, which reside on District computers and/or storage media.

Rule Approved: June 20, 1994

Revised: December 20, 1999; February 19, 2001

Reaffirmed: March 21, 2011; [May 6, 2019](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 5800.3: District Computers, Software, and Data Files:  
Access to Student Records

**Meeting Date:** May 6, 2019

**Background/  
Description:** Seven-year cycle revision.

**Action Desired:** Approval

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Bill Jelkin, Director of Student Services

**Superintendent's Signature:**



**Pupil-Student Services****District Computers, Software, and Data Files: Access to Student Records 5800.3**

District students shall not have access to student records unless specifically authorized or permitted by law. Electronic files, computer programs, and software containing student records are subject to Policy 5730 and Rule 5730.1 and the rights of privacy created by federal and state law.

Legal Reference: 20 U.S.C. § 1232g  
Neb. Rev. Stat. § 79-2,104

Related Policy and Rule: 5730, 5730.1

Rule Approved: June 20, 1994  
Revised: December 20, 1999; February 19, 2001  
Reaffirmed: March 21, 2011; [May 6, 2019](#)

Millard Public Schools  
Omaha, NE

**AGENDA SUMMARY SHEET**

**Agenda Item:** Approval of Rule 6750.1 Curriculum, Instruction, and Assessment Student Fees

**Meeting Date:** May 6, 2019

**Background/Description:** Recommendations include changes to elementary, middle, and high school meal prices, Montessori Immersion Experiences, Unified Sports, International Baccalaureate Exam Fees, Parking Permit.

**Action Desired:** Approval of Rule 6750.1 Curriculum, Instruction, and Assessment Student Fees

**Policy/Strategic Plan Reference:** NA

**Responsible Persons:** Nolan Beyer, Exec. Director of Activities, Athletics, & External Affairs

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Duffin", is centered within a light gray rectangular box.



Pursuant to Policy 6750 and Neb. Rev. Stat. §79-2,135 *et seq.*, the District may, and hereby does, require and collect fees or other funds from or on behalf of District students or require District students to furnish or provide, supplies, equipment, or attire as provided for herein below.

**I. Elementary School Fees:**

A. Extracurricular Activities\*

1. All Clubs: Students pay a fee of up to \$30 (but not to exceed actual cost of conducting the club activities) for membership and activities in each club.
2. All Clubs: Students pay a fee of up to \$15 (but not to exceed actual cost) for screen-printed club t-shirt.
3. School will not fund competition beyond the state level.
4. Choir: Students pay a fee of up to \$15 (but not to exceed actual cost) for screen-printed choir t-shirt.

B. Special Transportation

1. §79-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles and open enrollment students): n/a

C. Copies of Files/Records

1. Students pay 10 cents per page.

D. Lost/Damaged Property

1. Students pay for repair or replacement cost of property.

E. Before/After School

1. Mini-Classes: Students pay up to \$60 per class, including materials (6-8 sessions, but not to exceed actual cost).

F. Summer/Night School\*

1. District Summer School: Students pay up to \$155 (for no more than up to 3 instructional hours per day for 12 days in June).
2. Building Level Summer School: Students pay up to ~~\$34~~ per hour, including materials.

G. Breakfast/Lunch Programs\*

1. Students pay for breakfast (i.e., current cost of breakfast \$1.45).
2. Students pay for lunch (i.e., current cost of lunch ~~\$2.65~~2.75).
3. Students pay for dinner (i.e., current cost of dinner ~~\$2.85~~2.95).

H. Non-Specialized Attire

1. PE: Students provide tennis shoes.
2. Art: Students provide a paint shirt.

I. Musical Instruments (Optional Courses, Non-Extracurricular) \*

1. Band & Strings: Students provide their own instruments.

*\*The requirements marked with an asterisk (\*) may be waived for students who qualify for free or reduced-price lunches.*

**II. Middle School Fees:**

A. Extracurricular Activities\*

1. Montessori Immersion Experiences: Students pay up to a total of ~~\$400~~ \$500 (but not to exceed actual cost) for up to four trips.
2. School will not fund competition beyond the state level.
3. Sixth Grade Outdoor Education: Students pay up to \$50.
4. All Clubs: Students pay \$0 to \$140 (not to exceed the cost of conducting club activities) for membership and activities in each club.
5. Athletics: Students pay a \$50 participation fee for football. Students pay a \$40 participation fee for interscholastic sports. Students pay a \$25 participation fee for each intramural sport.
6. All Sports: Students provide elastic waist shorts, t-shirt, socks, shoes and cold weather attire as needed.
7. Football: Students provide appropriate athletic shoes.
8. Volleyball: Students provide appropriate athletic shoes for use indoors only.
9. Basketball: Students provide appropriate athletic shoes for use indoors only.
10. Wrestling: Students provide appropriate athletic shoes for use indoors only.
11. Track: Students provide appropriate athletic shoes.
12. Other Requirements: Students who participate in athletics and/or the Cross Country Club are required to have a sports physical (except for intramural basketball/volleyball) and must be covered by health insurance. Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.

B. Spectator Admission/Transportation

1. Students pay an admission fee to activities, not to exceed \$10 per person per event. The site administrator shall determine the admission charges to each "home" middle school event.

C. Special Transportation

1. §79-241 (option enrollment students): n/a
2. §79-605 (tuition students): n/a
3. §79-611 (students within 4 miles and open enrollment students): Transportation for students whose residences are two miles or more from school is provided through Student Transportation of America at \$1.50 per trip (with the balance of the cost paid by the District).

D. Copies of Files/Records

1. Students pay 10 cents per page.

E. Before/After School

1. Mini-Classes: Students pay up to \$40 per class, including materials (6-8 sessions, but not to exceed actual cost).
- F. Lost/Damaged Property
1. Students pay for repair or replacement of property.
- G. Summer/Night School\*
1. District Summer School: Students pay up to \$155 (for no more than 3 instructional hours per day for 12 days – one course); \$400 (for no more than 6 instructional hours per day for 12 days – one course); \$134 for mini-courses (no more than 3 instructional hours per day for 4 days for each mini-course.)
  2. Middle School After-School Program: Students pay up to \$30 (for up to one hour per day for one week); up to \$60 (for 2 to 3 hours per day for one week).
  3. Summer Opportunities instruction for students – no more than \$150 (per opportunity per student).
  4. Transition Programs: \$10.
- H. Breakfast/Lunch Programs\*
1. Students pay for breakfast (i.e., current cost of breakfast \$1.65).
  2. Students pay for lunch (i.e., current cost of lunch \$ ~~2.85~~2.95). A la carte selections vary in price.
  3. Students pay for dinner (i.e., current cost of dinner \$ ~~2.85~~2.95).
- I. Non-Specialized Attire
1. PE: Students provide athletic shoes, elastic waist shorts, t-shirt, and cold weather attire as needed.
- J. Musical Instruments (Optional, Non-Extracurricular) \*
1. Band & Strings: Students provide their own instruments.
- K. Music Items (Extracurricular)\*
1. Swing Choir & Jazz Band: Students provide their own instruments and attire. Required performance attire will not exceed a cost of \$125.

\* The requirements marked with an asterisk (\*) may be waived for students who qualify for free or reduced-price lunches.

### III. High School Fees

- A. Extracurricular Activities\*
1. All Clubs: Students pay up to \$800 (not to exceed the cost of conducting club activities) for membership and activities in each club.
  2. All Activities: Students pay a \$65 fee for participation in athletics and activities governed by the Nebraska School Activities Association (fee includes an Athletic Admission Ticket for “home” school events). (Journalism, Concert Choir, and Orchestra are excluded.)
  3. Curriculum Related Activities (i.e., Marching Band, DECA, SkillsUSA, HOSA, FCCLA, Debate, Forensics, and FCS): The District does not fund competitive activities for students beyond the state level. After approval from principal or designee, fundraising and/or donations must cover the cost of competition beyond the state level.
  4. Graduation Materials: Students purchase selected cap and gown.

5. Drama Club: Students pay \$25 for supplies, materials, and services.
6. Athletics, Cheerleading and Dance: Students are required to have a physical and must be covered by health insurance to participate. (Health insurance is available through private carriers, or, for those who qualify, the State of Nebraska.)
7. All Athletics: Students provide elastic waist shorts, t-shirt, socks, shoes, towels and cold weather attire as needed.
8. Football: Students provide appropriate athletic shoes and practice jersey.
9. Volleyball: Students provide appropriate athletic shoes and knee pads for use indoors only.
10. Basketball: Students provide appropriate athletic shoes for use indoors only and practice jersey.
11. Cross Country: Students provide appropriate athletic shoes.
12. Tennis: Students provide tennis racquet and appropriate athletic shoes and pay indoor court fees up to \$30 per season.
13. Golf: Students provide golf clubs, golf bag, golf balls, and appropriate athletic shoes and pay range or green fees up to \$30 per season.
14. Softball: Students provide softball glove, bat appropriate athletic shoes, and colored socks.
15. Baseball: Students provide baseball glove, bat, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
16. Soccer: Students provide shin guards, appropriate athletic shoes, and colored socks and pay indoor facilities fees up to \$30 per season.
17. Wrestling: Students provide appropriate athletic shoes for use indoors only.
18. Swimming: Students provide swimsuits, towels, goggles and fins.
19. Track: Students provide appropriate athletic shoes.
20. Dance Team/Cheerleading/Show Choir: Students purchase selected uniforms and pay fees to a summer camp.
21. Intramurals: Students pay intramural fees, not to exceed \$25 (per intramural activity, per person), for intramural participation. The site administrator shall determine the fee for each intramural activity.
- ~~21.~~22. Unified Sports: Students provide appropriate athletic shoes.

B. Spectator Admission/Transportation

1. Students pay admission fees, not to exceed \$30 (per event, per person), to school activities. The site administrator shall determine the admission charges to each “home” high school event.
2. Athletic Admission Ticket: Students pay \$40 for admission to all “home” high school athletic events (non-tournament competitions).

C. Post-Secondary Education

1. Post-Secondary Education costs: Students pay the cost of tuition and other fees only associated with obtaining credits from a post-secondary educational institution if the student chooses to apply for post-secondary education credit (i.e., \$37 per credit for courses that require a Metropolitan Community college (MCC) instructor, \$48 per Early College course through MCC, \$250 per course at University of Nebraska–Omaha

(UNO). University of Nebraska High School \$200 per five credit course and \$50 administrative fee per course (online classes).

2. Advanced Placement Exams Fees: Students may pay the cost of each exam (i.e., currently \$94 per exam) pending other available resources.
  3. International Baccalaureate Exams Fees: Students may pay for the cost of exams (i.e., currently approximately ~~\$800~~\$850 for two years of testing). Students pay IB Registration Fees (currently \$160) pending other available resources.
- D. Special Transportation
1. §79-241 (option enrollment students): n/a
  2. §79-605 (tuition students): n/a
  3. §79-611 (students within 4 miles and open enrollment students): n/a
- E. Copies of Files/Records
1. Transcript fee: Students pay \$5.
  2. Other Requests: Students pay 10 cents per page.
- F. Lost/Damaged Property
1. Students pay for cost of repair or replacement of property.
- G. Before/After School
1. Mini-Classes: Students pay up to \$40 per class, including materials (6-8 sessions, but not to exceed actual cost).
- H. Summer/Night School\*
1. District Summer School: Students pay up to \$175 (for 3 instructional hours per day for 24 days, 1 one-semester course); \$350 (for 6 instructional hours per day for 24 days, 2 one-semester courses); \$140 (for up to 3 instructional hours per day for 14 days, noncredit or special program course); \$155 (for up to 3 instructional hours per day for 15 days, noncredit step-up to high school course).
  2. Summer Opportunities instruction for students - no more than \$40 (per opportunity per student).
  3. Night School: Students may pay up to \$170 for 5 credit semester offering for credit recovery courses only.
- I. Breakfast/Lunch Programs\*
1. Students pay for breakfast (i.e., current cost of breakfast \$1.90).
  2. Students pay for lunch (i.e., current cost of lunch ~~\$3.35~~\$3.45). A la carte selections vary in price.
  3. Students pay for dinner (i.e., current cost of dinner ~~\$2.85~~\$2.95).
- J. Parking Permit
1. Students wishing to park in school lots during the school day must obtain a parking permit for ~~\$35~~\$40.
  2. Students who accrue parking lot violations during the school day may be charged up to \$10 per violation.
- K. Non-Specialized Attire
1. PE: Students provide athletic shoes, socks, swimsuit, towel, elastic-waist shorts, t-shirt, and cold weather attire as needed.

2. Lifeguarding: Students provide a CPR mouth guard.
- L. Musical Instruments (Optional, Non-Extracurricular) \*
1. Band and Strings: Students provide their own instruments including drum sticks and mallets for percussion.
- M. Music Items (Extracurricular)\*
1. Pep Band: Students provide a colored polo shirt (general description by band instructor).
  2. Band: Students may provide black or white leather shoes as generally described by band instructor.
- N. Air Force Junior Reserve Officer Training
1. Students will purchase additions to their uniform (cords, ribbon holder, ribbons) not to exceed \$40.00 per year.
  2. Students will pay a uniform cleaning fee not to exceed \$135 a year.

\* *The requirements marked with an asterisk (\*) may be waived for students who qualify for free or reduced-price lunches*

#### IV. Student Fee Fund:

- A. The District shall establish a Student Fee Fund, which shall be a separate fund not funded by tax revenue.
- B. All money collected from students pursuant to §79-2,127(1) (related to extracurricular activities), §79-2,127(3) (related to post-secondary education costs), and §79-2,127(8) (related to summer school and night school) shall be deposited into the Student Fee Fund. Money expended from such fund shall be for the purposes for which it was collected from students.

\* *The requirements marked with an asterisk (\*) may be waived for students who qualify for free or reduced-price lunches.*

#### V. Waiver of Fees and/or Requirements:

- A. Students who qualify for free or reduced-price lunches under the USDA child nutrition programs may have fees and requirements waived for the following:
  1. §79-2,133 Related to participation in extracurricular activities.
  2. §79-2,131 Related to optional music courses and extracurricular music activities.
- B. Participating in a free or reduced-price lunch program shall not be required for students to qualify for a waiver of fees and/or requirements.
- C. Any qualified student desiring a waiver of fees and/or requirements shall complete and submit a Request for Waiver of Fees and/or Requirements form to the building principal (or his/her designee). Once the Request is processed, the principal (or his/her designee) shall inform the student as to whether the Request was approved or denied.

Legal References: Neb. Rev. Stat. §79-2,125 *et seq.*

Related Policies & Rules: 6750

Rule Approved: July 15, 2002

Revised: April 21, 2003; July 21, 2003; May 17, 2004; June 6, 2005;

April 17, 2006; April 23, 2007; April 21, 2008; April 13, 2009; November 2, 2009; February 15, 2010;

April 5, 2010; September 7, 2010; March 21, 2011; July 11, 2011; May 7, 2012; May 20, 2013;

July 1, 2013; May 5, 2014; May 4, 2015; May 2, 2016; May 1, 2017; May 7, 2018; [May 6, 2019](#)

Millard Public Schools  
Omaha, Nebraska

**AGENDA SUMMARY SHEET**

**Agenda Item:** Reaffirm Policy 6800: Curriculum, Instruction, and Assessment– Parental Access

**Meeting Date:** May 6, 2019

**Background/**

**Description:** This policy is reviewed annually.

**Action Desired:** Reaffirm Policy 6800: Curriculum, Instruction, and Assessment– Parental Access

**Policy / Strategic Plan**

**Reference:** N/A

**Responsible Person:** Dr. Heather Phipps, Dr. Terry Houlton

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Sauter", is written on a light gray rectangular background.

## Curriculum, Instruction, and Assessment

### Parental Access

**6800**

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

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

Related Policies and Rules: 6800.1

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

Policy Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; June 17, 2002

July 7, 2003; May 17, 2004; June 6, 2005; June 5, 2006; June 4, 2007; June 1, 2009

June 7, 2010; June 6, 2011; June 4, 2012; June 3, 2013; May 19, 2014; May 18, 2015; May 2, 2016; May 1, 2017;

May 7, 2018; [May 6, 2019](#)

Millard Public Schools  
Omaha, Nebraska



**AGENDA SUMMARY SHEET**

**Agenda Item:** Reaffirm Rule 6800.1: Curriculum, Instruction, and Assessment– Parental Access

**Meeting Date:** May 6, 2019

**Background/**

**Description:** This Rule is reviewed annually.

**Action Desired:** Reaffirm Rule 6800.1: Curriculum, Instruction, and Assessment– Parental Access

**Policy / Strategic Plan**

**Reference:** N/A

**Responsible Person:** Dr. Heather Phipps, Dr. Terry Houlton

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Sauter", is written on a light gray rectangular background.

## Curriculum, Instruction, and Assessment

### Parental Access

6800.1

- I. **Access to Educational Practices.** Parents will be afforded the following access to the District's educational practices as required by law:

- A. **Textbooks, tests, and curriculum materials:** Parents may obtain access to textbooks, tests, and other curriculum materials used by the District by making a request to the Associate Superintendent of Educational Services or said Associate Superintendent's designee. Such request shall be reasonably specific in order that the District may comply with the request.

1. **Courses, assemblies, and other instructional activities:** Parents may request to attend courses, assemblies, and other instructional activities by contacting the school principal or principal's designee reasonably in advance of the course, assembly, or instructional activity the parent desires to attend. The District will comply with such request if the request:
  - a. Does not materially interfere with the educational process; and/or
  - b. Is not contrary to the best interests of the student.

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification.

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

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

If the parent's request is denied or qualified, the District will so notify the requesting parent, and will provide an explanation of the grounds for the denial or qualification.

If the parents dispute the denial or qualification, the parents may submit a written request for review to the District's Associate Superintendent for Human Resources. Upon receipt of a written request for review, the Associate Superintendent for Human Resources will review all relevant documents and undertake such investigation as he/she determines to be appropriate. Thereafter, the Associate Superintendent for will render a written disposition of the matter within ten (10) school days of his/her receipt of the written request for review.

- B. **Access to records:** The District will permit access to student records pursuant to applicable law, District Policy 5710, and Rule 5710.1. Non-custodial parents will be permitted access to student records pursuant to applicable law, District Policy 5730, and Rule 5730.1.
- C. **District testing policy:** The District's administration and use of tests will be in accordance with established and recognized testing procedures for tests of scholastic, academic, and intellectual development and status. Testing pursuant to statutory requirements will be in compliance with recognized testing procedures and reasonable objectives. Drug, alcohol, and tobacco testing will be in compliance with District Policy and Rule.
- D. **Surveys:**
1. **District participation in surveys.** The District will conduct all surveys of students required by law. The District will also participate in surveys of students conducted for educational purposes or which are reasonably related to the same.
  2. **Protections of personal information and student privacy.** No surveys shall be conducted which require the disclosure of personally identifiable information unless the survey is required by law, District Policy, or Board authorization. Survey results shall not disclose personally identifiable information unless such disclosure is required by law, District Policy, or Board authorization.
  3. **Notification and consent.** No student shall be required to submit to a survey, analysis, or evaluation that reveals information concerning political affiliations or beliefs of the student or the student's parent; mental or psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; religious practices, affiliations, or beliefs of the student or student's parent; income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or which originates outside the District, without the prior written consent of the parent or without the prior consent of the student if the student is an adult or an emancipated minor. The District shall provide for reasonable notice of the adoption on continued use of this Rule directly to the parents of students enrolled in the District at least annually at the beginning of the school year and within a reasonable time after any substantive change in this Rule. The District shall directly notify the parents of students at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled.
  4. **Right to inspect surveys and to opt out.** The parents of district students have the right to inspect any survey before the survey is administered or distributed, including all instructional materials, teacher's manuals, films, tapes, and other supplementary materials which will be used in connection with any such survey. A parent shall be provided reasonable access to a survey within a reasonable period of time after a request to inspect is received. Parents, adult students, and emancipated students, may opt out of participation in any such survey by not providing the required prior consent or by revoking any previously provided consent.
  5. **Personal information for marketing or sale.** The District does not collect, disclose, or use personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose. The District may engage in the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to:

- a. Students;
- b. Educational institutions such as college or other post-secondary education recruitment, book clubs, magazines, and programs providing access to low-cost literary products;
- c. Curriculum and instructional materials used by elementary and secondary schools.
- d. Tests and assessments;
- e. The sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs.

II. **Annual Review.** This Rule shall be reviewed annually and either altered and adopted as altered, or reaffirmed by the Board, following a public hearing.

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

Cross References: Rule 1310.2 (II) Complaints: Instructional Materials  
 Rule 5720.1 Records Retention and Disposition  
 Policy 5730 Parents' Access to School Records and School Contact  
 Rule 5730.1 Non-Custodial Parents' Access to School Records and School Contact  
 Policy 5710 Access to Student Records  
 Rule 5710.1 Student Records  
 Rule 5740.1 Visits to the Schools - Visitations by Parents, Guardians, and Others  
 Policy 6700 Extracurricular School Sponsored Clubs and Activities and Interscholastic Athletics and Activities (NSAA)  
 Rule 5530.1 Recognition of Religious Beliefs and Customs and Exclusion from Participation  
 Rule 6810.2 Curriculum Request for Exclusion  
 Policy 6810 Public Access to School Materials and Documents  
 Rule 6810.1 Public Access to School Materials and Documents  
 Policy 6900 Research: Testing  
 Rule 6900.1 Research: Testing

Related Policies and Rules: 6800

Rule Approved: June 19, 1995

Revised: April 27, 1998; September 13, 1999; July 7, 2003; May 17, 2004; June 6, 2006

Reaffirmed: July 1, 1996; July 7, 1997; August 7, 2000; July 16, 2001; June 17, 2002;

June 6, 2005; June 4, 2007; June 2, 2008; June 1, 2009; June 7, 2010; June 6, 2011;

June 4, 2012; June 3, 2013; May 19, 2014; May 18, 2015; May 18, 2015; May 2, 2016; May 1, 2017;

May 7, 2018; [May 6, 2019](#)

Millard Public Schools  
 Omaha, Nebraska

**AGENDA SUMMARY  
SHEET**

**Agenda Item:** Award of Contract for the Installation of the Buell Stadium Scoreboard

**Meeting Date:** May 6, 2019

**Background/  
Description:** This project is paid for through depreciation funds and is scheduled for the summer of 2019.

Copies of the engineer's letter and the bid tab are attached. A representative from Lamp Rynearson will be present to answer any questions.

**Action Desired:** It is recommended that the contract for the installation of the Buell Stadium scoreboard be awarded to Downs Electric in the amount of \$471,774 and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**





## LAMP RYNEARSON

14710 W. Dodge Rd., Ste. 100  
Omaha, Nebraska 68154  
[P] 402.496.2498  
[F] 402.496.2730  
www.LRA-Inc.com

April 16, 2019

Mr. John Brennan  
Millard Public Schools  
13906 F Street  
Omaha, NE 68137

REFERENCE: MPS Millard South High School  
Buell Stadium Scoreboard Installation  
LRA Job No. 0118171.01-011

Dear Mr. Brennan:

Enclosed is the tabulation of bids for the above-referenced project. Bids were opened on Tuesday, April 16, 2019. Downs Electric, Inc. submitted the low bid of \$471,774.00. The engineer's estimate for the project was \$425,000.00.

The low bidder has previously successfully completed this type of work for Millard Public Schools and is qualified to complete this project within the required contract time. We recommend award of the contract to Downs Electric, Inc.

Please inform us if award of the contract is to be made, so that we may prepare the necessary contracts.

Sincerely,

LAMP RYNEARSON

Joseph P. Zadina, P.E.  
Senior Project Manager

Enclosure

jk\Engineering\0118171 MPS Miscellaneous Small Projects\DOCUMENTS\LETTERS\BIDPROP On electronic ITR Hd Down  
Electric Inc. 190416.docx

### LAMP RYNEARSON COMPANIES



MILLARD PUBLIC SCHOOLS  
MILLARD SOUTH HIGH SCHOOL  
BUELL STADIUM SCOREBOARD

LAMP RYNEARSON  
JOB NO. 0118171.01-011  
ENGINEER: ZADINA

ADDENDUMS ISSUED 1  
108  
BID DATE 4/16/19

				DOWNS ELECTRIC INC		SAMPSON CONSTRUCTION INC	
ITEM NO.	DESCRIPTION	APPROXIMATE QUANTITY		UNIT PRICE	AMOUNT	UNIT PRICE	AMOUNT
1	LUMP SUM BID PRICE	1	LS	471,774.00	\$471,774.00	571,000.00	\$571,000.00
	<b>TOTAL BID AMOUNT</b>				\$471,774.00		\$571,000.00

**AGENDA SUMMARY  
SHEET**

**Agenda Item:** Approval of Easement at Harvey Oaks Elementary School

**Meeting Date:** May 6, 2019

**Background/  
Description:**

Omaha Public Power District is working on replacing underground cable near Harvey Oaks Elementary School. In order to complete the project as planned, it would be necessary for the Omaha Public Power District to acquire an easement for a five foot strip on the south side of Millard Public Schools property.

The District's legal counsel has been involved with the drafting of the document related to this project. For more specifics, see the attached document.

**Action Desired:** It is recommended that the easement at Harvey Oaks Elementary School related to replacing underground cable be approved as submitted and that the Chief Financial Officer be authorized to execute any and all documents related to such project.

**Policy /  
Strategic Plan  
Reference:** N/A

**Responsible Person(s):** Chad Meisgeier, Chief Financial Officer

**Superintendent's Signature:**





Return to:  
 OMAHA PUBLIC POWER DISTRICT  
 Land Management 6W/EP4  
 444 South 16<sup>th</sup> Street Mall  
 Omaha, Nebraska 68102-2247

OPPD Doc. #: \_\_\_\_\_  
 Date: March 27, 2019  
 UNG

## RIGHT-OF-WAY EASEMENT

### **Douglas County School District No. 17 a/k/a MILLARD PUBLIC SCHOOL DISTRICT, a political subdivision of the State of Nebraska**

(“Grantor”) is the owner(s) of the real estate described as follows (the “Grantor Property”):

A tract of land located in a part of the South Half of Section 26, Township 15 North, Range 11 East of the 6<sup>th</sup> P.M., Douglas County, Nebraska, more particularly described as follows:

Commencing at the East Quarter Corner of Said Section 26; thence South 89°47'49" West (assumed bearing) along the North line of said South Half a distance of 3250.99 feet to the point of beginning; thence South 03°22'43" West a distance of 264.45 feet to a point on a curve; thence Southwesterly along a 260.00 foot radius curve to the left (chord bearing of South 65°59'07" West and chord distance of 239.25 feet) an arc distance of 248.61 feet to a point of tangency; thence South 38°35'31" West a distance of 121.62 feet to a point of curvature; thence Westerly along a 218.00 foot radius curve to the right an arc distance of 357.68 feet to a point of tangency; thence North 47°24'03" West a distance of 70.88 feet to a point of curvature; thence Northwesterly along a 296.00 foot radius curve to the left an arc distance of 65.63 feet; thence North 29°53'40" East a distance of 452.63 feet to a point on the North line of said South Half; thence North 89°47'49" East along said North line a distance of 507.35 feet to the point of beginning.

Grantor, in consideration of the sum of One Dollar (\$1.00) and other valuable consideration, receipt of which is hereby acknowledged, does hereby grant and convey to the OMAHA PUBLIC POWER DISTRICT, a public corporation and political subdivision of the State of Nebraska, its successors and assigns, hereafter referred to as "District", a permanent right-of-way easement with rights of ingress and egress thereto, to survey, construct, reconstruct, inspect, operate, maintain, inspect, repair, replace, renew, add to, and remove its underground electric facilities, consisting of cables, wires, conduits, manholes, drains, switchgears, splicing boxes and other necessary fixtures and equipment upon, over, along, under, in and across the following described real estate (the “Easement Area”):

The South Five (5) Feet of the above described property.

#### CONDITIONS:

Grantor may cultivate, enjoy, and otherwise use the land within the Easement Area, including the right of ingress and egress across the Easement Area, provided that such use(s) shall not, in the reasonable opinion of the District, endanger or be a hazard to or interfere with the hereinbefore granted rights. Grantor shall not allow buildings, structures, improvements, retaining walls or loose rock walls placed in said Easement Area, but the same may be used for gardens shrubs, landscaping, paving, sidewalks and other purposes that do not then or later interfere with the aforesaid uses or rights herein granted. Grantor agrees that the existing grade of the Easement Area shall not be reduced more than One foot (1') in elevation without the prior approval of the District. The Grantor understands that a single pole and appurtenances may be used to provide service to this property.

The District shall have the right of ingress and egress across the Grantor Property for any purpose hereinbefore granted. Such ingress and egress shall be exercised in a reasonable manner and only when reasonably necessary.

The District shall restore the soil excavated for any purpose hereunder, as nearly as is reasonably possible to its original contours and shall repair and replace any paving or covering within a reasonable time after the work is performed.

The District shall pay Grantor and/or lessee of the Grantor Property, as their interests may appear, for all damages to growing crops, trees, fences, paving, sidewalks or other property on the Grantor Property which may be caused by the exercise of the hereinbefore granted rights. It is further agreed that all claims for such damages must be submitted in writing.

It is further agreed that the Grantor has lawful possession of said real estate, good, right and lawful authority to make such conveyance and that his/her its/their heirs, executors, administrators, successors and assigns shall warrant and defend the same and will indemnify and hold harmless the District forever against the claims of all persons asserting any right, title or interest prior to or contrary to this conveyance.

The undersigned agrees and represents that he/she has read and understands the Right-of-Way Easement and that this easement shall run with the land, constitutes the entire agreement between the parties, and the undersigned has not relied upon any promises, inducements, covenants, oral statements, or agreements of any kind or natures which are not expressly set forth herein. This Right-of-Way Easement shall be binding upon the respective grantees, licensees, lessees, successors, heirs and assigns of the parties.

IN WITNESS WHEREOF, the Grantor has executed this instrument this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

**OWNERS SIGNATURE(S)**

Douglas County School District No. 17 a/k/a the Millard Public School District, a political subdivision of The State of Nebraska

Sign: \_\_\_\_\_ Sign: \_\_\_\_\_

Print: \_\_\_\_\_ Print: \_\_\_\_\_

Title: \_\_\_\_\_ Title: \_\_\_\_\_

**ACKNOWLEDGMENT**

STATE OF \_\_\_\_\_ )  
 ) ss.  
COUNTY OF \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_ 2019,  
by \_\_\_\_\_  
(Name(s) of Person(s) Signing)

Witness my hand and Notarial Seal the date above written.

\_\_\_\_\_  
NOTARY PUBLIC

**ACKNOWLEDGMENT**

STATE OF \_\_\_\_\_ )  
 ) ss.  
COUNTY OF \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_\_ day of \_\_\_\_\_ 2019,  
by \_\_\_\_\_  
(Name(s) of Person(s) Signing)

Witness my hand and Notarial Seal the date above written.

\_\_\_\_\_  
NOTARY PUBLIC

**AGENDA SUMMARY SHEET**

**Agenda Item:** School Calendar for 2020-2021

**Meeting Date:** May 6, 2019

**Background/**

**Description:** 2020-2021 Student School Calendar

The 2020-2021 student calendar was approved by the Board of Education on February 4, 2019. Based on positive feedback from parents, staff and students to move spring break back to April, a change in the 2021 spring break is being recommended. We are recommending the change from March 15-19, 2021 to April 5-9, 2021.

**Action Desired:** Approval of the revised 2020-2021 Calendar

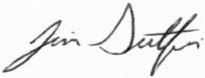
**Policy /  
Strategic Plan**

**Reference:** Each year, the Board of Education shall approve a school calendar for the ensuing two years. (Policy 6020)

**Responsible**

**Person(s):** Dr. Kim Saum-Mills

**Superintendent's Signature:**





## 2020-2021 School Calendar

*\*Middle and high school calendars may vary and are available on building websites.*

AUGUST					16
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

SEPTEMBER					21
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

OCTOBER					19
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

NOVEMBER					18
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
30					

DECEMBER					14
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30	31		

JANUARY					19
M	T	W	Th	F	
				1	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	

Aug. 10	First Day for Students	
Sept. 7	No School - Labor Day	
Oct. 13	End of First Quarter	
Oct. 14-16	No School - Fall Break/Conferences/Work Day/Prof Development	
Nov. 25-27	No School - Thanksgiving Break	
Dec. 18	First Semester Ends	
Dec 21-Jan 1	Winter Break	
Jan. 4	Second Semester Begins	
Jan. 18	No School - Martin Luther King Jr. Day	
Feb. 10-12	No School - Conferences/Professional Development	
Feb. 15	No School - Presidents' Day	
Mar. 12	End of Third Quarter	
April 5-9	Spring Break	
May 7	Half-Day for Middle Schools (5th Grade Orientation)	
May 28	Last Day of School (Half Day)	
May 29	Graduation	
May 31	Memorial Day	

This calendar includes four days of school during 4th quarter that may be used in case of inclement weather. If fewer (or more) days are used, **the last day of school will be adjusted accordingly.**

Quarter Dates/Student Days		
Oct. 13	46 days	
Dec. 18	42 days	88
Mar. 12	45 days	
May 28	46 days	91
<b>Total</b>	<b>179 days</b>	

No School for Students  
 **Make-up snow days (May 25-28)**

FEBRUARY					16
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	

MARCH					23
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

APRIL					17
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

MAY					16
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	
31					

JUNE					0
M	T	W	Th	F	
	1	2	3	4	
7	8	9	10	11	
14	15	16	17	18	
21	22	23	24	25	
28	29	30			

JULY					0
M	T	W	Th	F	
			1	2	
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of 6-12 MPS Skilled and Technical Sciences Framework- Part I

**Meeting Date:** May 6, 2019

**Background/  
Description:**

The 6-12 Skilled and Technical Sciences (STS) Framework is being presented for approval. The Framework includes: Millard Public Schools Mission and Beliefs; STS Philosophy and Beliefs; Millard Essential Learner Outcomes (6110.1); STS Curriculum Planning Committee Members; and Timeline for MEP Cycle Procedures.

Included in this Framework is the renaming of the Framework and content to Skilled and Technical Science (STS) matching the terminology adopted by the Nebraska Department of Education.

The appendix includes a proposed course sequence flowchart and course changes in three STS pathways: Construction, Engineering, and Manufacturing.


**Action Desired:** Approval of 6-12 MPS Skilled and Technical Sciences Framework- Part I

**Policy / Strategic Plan**

**Reference:** Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**Responsible Person(s):** Dr. Heather Phipps, Dr. Anthony Weers, Dr. Melanie Olson, Ms. Tami Whitted

**Superintendent's Signature:**



**6-12**  
**Skilled and Technical Sciences Framework**

**Spring 2019**



**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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## **District Mission and Beliefs**

### **6-12 Skilled and Technical Sciences Philosophy**

#### **District Mission:**

The mission of the Millard Public Schools is to guarantee that each student demonstrates the character, knowledge, and skills necessary for personal excellence and responsible citizenship through an innovative, world-class educational community that engages and challenges all students.

#### **District 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.
- Shaping and developing character is the shared responsibility of the individual, family, school, and community
- All people are entitled to a safe, caring, and respectful environment.
- Responsible risk-taking is essential for growth.
- Educated and involved citizens are necessary to sustain our democratic society.
- All schools are accountable to the community.
- Public education benefits the entire community and is the shared responsibility of all.
- Shaping and developing character is the shared responsibility of the individual, family, school and community.
- Excellence is worth the investment.

#### **6-12 Skilled and Technical Sciences Philosophy Statement:**

MPS Skilled and Technical Sciences (STS) students apply academics and innovative technical problem solving skills that lead to continuing education and valuable employment opportunities.

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 ·

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**ACADEMIC SKILLS AND APPLICATIONS**

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

*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.

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**COLLEGE AND CAREER READINESS SKILLS**

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**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

Millard Public Schools  
Omaha, Nebraska

## Skilled and Technical Sciences Curriculum Planning Committee Members 2017-2019

Under the facilitation of Dr. Melanie Olson and Tami Whitted, MEP Facilitator Skilled and Technical Sciences

Gene Adams	MSHS Skilled and Technical Sciences
Dr. Jennifer Allen	MWHS Assistant Principal
Jeff Brady	MNHS Skilled and Technical Sciences
Grant Brassette	MSHS Skilled and Technical Sciences
Grant Christiansen	RMS Skilled and Technical Sciences
Eric Daigle	NMS Skilled and Technical Sciences
Heather Daubert	BMS Assistant Principal
Greg Dunn	MNHS Skilled and Technical Sciences
Nick Friedrichsen	MWHS Skilled and Technical Sciences
Travis Jelkin	CMS Skilled and Technical Sciences
Jacen Lefholtz	District MEP Technology Facilitator
Jon Olson	MNHS Skilled and Technical Sciences
Melanie Olson	Coordinator of Special Programs
Mitch Mentzer	MWHS Skilled and Technical Sciences
Mason Miller	MSHS Skilled and Technical Sciences
Mike Rogers	Business and Logistics Management Academy

## Millard Public Schools 2019 Skilled and Technical Sciences Community Focus Group

123

Under the facilitation of Tami Whitted, MEP Facilitator Skilled and Technical Sciences

Mick Bayne	Technician, Lift Solutions
Rune van den Boogaart	Assistant Construction Manager, NewStreet Properties
Nate Berry	Dean of Career and Technical Education, Metro Community College
Heather Daubert	BMS Administrator, Millard Public Schools
Roger Essink	Mold Manager, Tri V Tool
Ben Gano	Manager of Talent Acquisition, NMC, Inc.
Sara Hansen	Workforce Development Manager, Turner Construction
Ralph Kleinsmith	Talent Sourcing and Development Manager, Lozier Corporation
Eric Knoll	Assistant Professor of Practice, Department of Agriculture Leadership Education and Communication, STS Teaching option, University of Nebraska at Lincoln
Melanie Olson	Coordinator of Special Programs, Millard Public Schools
Rogene Smith	Director of Human Resources, Conductix Wampfler
Jim Vyhldal	Owner, Tri V Tool
Dr. Tony Weers	Director of Secondary Education, Millard Public Schools
Kevin Wetuski	Training Director, Omaha Joint Electrical Apprenticeship and Training
Emily Williams	Global Continuous Improvement Manager, Lindsay Manufacturing

## Skilled and Technical Sciences Framework Committee Members 2018-2019

Under the facilitation of Tami Whitted, MEP Facilitator Skilled and Technical Sciences

### Middle Level

Grant Christianson

Eric Daigle

Travis Jelken

RMS Skilled and Technical Sciences

NMS Skilled and Technical Sciences

CMS Skilled and Technical Sciences

### Construction Pathway

Jeff Brady

Grant Brassette

Greg Dunn

Mike Rogers

MNHS Skilled and Technical Sciences

MSHS Skilled and Technical Sciences

MNHS Skilled and Technical Sciences

Business and Logistics Management Academy

### Manufacturing Pathway

Gene Adams

Greg Dunn

Mason Miller

Mike Rogers

MSHS Skilled and Technical Sciences

MNHS Skilled and Technical Sciences

MSHS Skilled and Technical Sciences

Business and Logistics Management Academy

### Engineering Pathway

Jeff Brady

Greg Dunn

Nick Friedrichsen

Mitch Mentzer

Mason Miller

MNHS Skilled and Technical Sciences

MNHS Skilled and Technical Sciences

MWHS Skilled and Technical Sciences

MWHS Skilled and Technical Sciences

MSHS Skilled and Technical Sciences

**Phase I Timeline for the 6-12 Skilled and Technical Sciences  
Millard Education Program**

October, 2017	<ul style="list-style-type: none"> <li>● Convened Curriculum Planning Committee.</li> <li>● Reviewed Data Book and determined research topics.</li> </ul>
November, 2017 - February 2018	<ul style="list-style-type: none"> <li>● Research teams conducted research.</li> </ul>
February 2018	<ul style="list-style-type: none"> <li>● Research shared with the Curriculum Planning Committee.</li> </ul>
November 2018 - January 2019	<ul style="list-style-type: none"> <li>● Course pathways were identified and additional research conducted.</li> <li>● Curriculum Planning Committee began writing the MPS 6-12 Skilled and Technical Sciences Matrix.</li> </ul>
January 2019	<ul style="list-style-type: none"> <li>● Community Focus Group convened.</li> <li>● 9-12 Skilled and Technical Sciences toured Grand Island Public Schools Career Pathways Institute and Lincoln Public Schools Career Academy.</li> </ul>
March 2019	<ul style="list-style-type: none"> <li>● Curriculum Planning Committee made final course and pathway recommendations to Educational Services.</li> </ul>
April 2019	<ul style="list-style-type: none"> <li>● 6-8 Skilled and Technical Sciences toured Memorial Middle School in Sioux Falls, SD, Yankton Middle School in Yankton, SD, Arlington Middle School, Fremont Middle School, and Bennington Middle School</li> <li>● Educational Services made recommendations.</li> <li>● Framework Committee finalized the MPS 6-12 Skilled and Technical Sciences Framework.</li> </ul>
May 2019	<ul style="list-style-type: none"> <li>● Millard Public Schools Board of Education approved the MPS 6-12 Skilled and Technical Sciences Framework.</li> </ul>



## **Introduction**

The 6-12 Skilled and Technical Sciences Standards and Indicators are sequenced in the following Matrix.

## **Nomenclature**

The nomenclature for the standards and indicators is as follows:

STS	Skilled and Technical Sciences
M	Millard Standard
MS, HS	Grade Level

### **Career Pathway**

- 1 Architectural Design
- 2 Construction
- 3 Energy
- 4 Engineering
- 5 Manufacturing
- 6 Welding
- 7 Transportation
- 8 Logistics
- 9 Introductory Skills

### **Standard**

- 1 Safety
- 2 Career Exploration
- 3 Communication or History
- 4-13 Pathway specific concepts

### **Indicator**

a - q Standard and Pathway specific skills

Examples:

## STS.HS.6.4.a

- STS Skilled and Technical Sciences
- HS Grade Level: High School
- 6 Pathway: Welding
- 4 Standard: Materials, Tools, and Equipment
- a Indicator: Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.

## STS.M.HS.2.1.g

- STS Skilled and Technical Sciences
- M Millard Standard
- HS Grade Level: High School
- 2 Pathway: Construction
- 4 Standard: Safety
- a Indicator: Assess the need for safe working habits in today's construction industry.

## STS.M.MS.9.9.f

- STS Skilled and Technical Sciences
- M Millard Standard
- MS Grade Level: Middle School
- 9 Pathway: Introductory Skills
- 9 Standard: Technology
- a Indicator: Identify various digital drafting and modeling options.

<b>6-8 Comprehensive Middle School Standards: Students will demonstrate competency in the practices and skills in the Skilled and Technical Sciences.</b>				
<b>Concepts</b>	<b>Course Level Standards</b>			
	<b>Skilled and Technical Sciences 6</b>	<b>Skilled and Technical Sciences 7</b>	<b>Skilled and Technical Sciences 8</b>	<b>Engineering &amp; Design 8</b>
<b>Safety Training &amp; Practice</b>	STS.M.MS.9.3 Students will know and model safe lab procedures and techniques.			
	STS.M.MS.9.3.a The student will know safety requirements.	STS.M.MS.9.3.a The student will know safety requirements.	STS.M.MS.9.3.a The student will know safety requirements.	STS.M.MS.9.3.a The student will know safety requirements.
			STS.M.MS.9.3.b The student will practice appropriate classroom safety.	STS.M.MS.9.3.b The student will practice appropriate classroom safety.
<b>Contextual Academics</b>	STS.M.MS.9.6 Students will understand and accurately apply measurement.			
	STS.M.MS.9.6.a The student will demonstrate linear measurement.	STS.M.MS.9.6.a The student will demonstrate linear measurement.	STS.M.MS.9.6.a The student will demonstrate linear measurement.	STS.M.MS.9.6.a The student will demonstrate linear measurement.
	STS.M.MS.9.7 Students will explore design processes and problem solving.			
	STS.M.MS.9.7.d The student will apply speaking and technical writing skills to communicate key ideas.	STS.M.MS.9.7.d The student will apply speaking and technical writing skills to communicate key ideas.	STS.M.MS.9.7.d The student will apply speaking and technical writing skills to communicate key ideas.	STS.M.MS.9.7.d The student will apply speaking and technical writing skills to communicate key ideas.
<b>Employment Skills</b>	STS.M.MS.9.4 Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
	STS.M.MS.9.4.a The student will explore careers in the home, community, state, and nation.	STS.M.MS.9.4.a The student will explore careers in the home, community, state, and nation.	STS.M.MS.9.4.a The student will explore careers in the home, community, state, and nation.	STS.M.MS.9.4.a The student will explore careers in the home, community, state, and nation.
		STS.M.MS.9.4.b The student will demonstrate appropriate employability skills throughout the course.	STS.M.MS.9.4.b The student will demonstrate appropriate employability skills throughout the course.	STS.M.MS.9.4.b The student will demonstrate appropriate employability skills throughout the course.
		STS.M.MS.9.4.c The student will match individual strengths and assets with career options.	STS.M.MS.9.4.c The student will match individual strengths and assets with career options.	STS.M.MS.9.4.c The student will match individual strengths and assets with career options.

	<b>Skilled and Technical Sciences 6</b>	<b>Skilled and Technical Sciences 7</b>	<b>Skilled and Technical Sciences 8</b>	<b>Engineering &amp; Design 8</b>
<b>Employment Skills</b>		STS.M.MS.9.4.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field.	STS.M.MS.9.4.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field.	STS.M.MS.9.4.d The student will examine and report on the Skilled and Technical Sciences (STS) Career Field.
	STS.M.MS.9.5 Students will engage in the academic preparation essential to choose from the wide range of postsecondary options.			
		STS.M.MS.9.5.a The student will explore the transition from middle school to high school.	STS.M.MS.9.5.a The student will explore the transition from middle school to high school.	STS.M.MS.9.5.a The student will explore the transition from middle school to high school.
		STS.M.MS.9.5.b The student will explore the transition from high school to post-secondary level.	STS.M.MS.9.5.b The student will explore the transition from high school to post-secondary level.	STS.M.MS.9.5.b The student will explore the transition from high school to post-secondary level.
<b>Technical Skills</b>	STS.M.MS.9.7 Students will explore design processes and problem solving.			
	STS.M.MS.9.7.a The student will apply a Design/Problem solving process.	STS.M.MS.9.7.a The student will apply a Design/Problem solving process.	STS.M.MS.9.7.a The student will apply a Design/Problem solving process.	STS.M.MS.9.7.a The student will apply a Design/Problem solving process.
				STS.M.MS.9.7.b The student will define an engineering problem and research possible solutions.
				STS.M.MS.9.7.c The student will formally present their design solution to peers and other stakeholders.
	STS.M.MS.9.8 Students will be introduced to technical communication.			
		STS.M.MS.9.8.a The student will demonstrate proper use of terminology through journal entries.		
		STS.M.MS.9.8.b The student will follow a plan of procedure.		

	<b>Skilled and Technical Sciences 6</b>	<b>Skilled and Technical Sciences 7</b>	<b>Skilled and Technical Sciences 8</b>	<b>Engineering &amp; Design 8</b>
<b>Technical Skills</b>		STS.M.MS.9.8.c The student will follow written and verbal instructions.		
		STS.M.MS.9.8.d The student will access information from a variety of sources.		
	STS.M.MS.9.9 Students will use technical communication.			
			STS.M.MS.9.9.a The student will read a working drawing by distinguishing views, identifying line type, interpreting dimensions, and identifying symbols.	STS.M.MS.9.9.a The student will read a working drawing by distinguishing views, identifying line type, interpreting dimensions, and identifying symbols.
			STS.M.MS.9.9.b The student will demonstrate proper use of terminology through journal entries.	STS.M.MS.9.9.b The student will demonstrate proper use of terminology through journal entries.
			STS.M.MS.9.9.c The student will use and/or create a plan of procedure.	STS.M.MS.9.9.c The student will use and/or create a plan of procedure.
			STS.M.MS.9.9.d The student will follow written and verbal instructions.	STS.M.MS.9.9.d The student will follow written and verbal instructions.
				STS.M.MS.9.9.e The student will produce a working drawing by completing orthographic sketch(s) and isometric sketch(s) using CAD software in 2D and/or 3D.
				STS.M.MS.9.9.f The student will identify various digital drafting and modeling options.

	Skilled and Technical Sciences 6	Skilled and Technical Sciences 7	Skilled and Technical Sciences 8	Engineering & Design 8
<b>Technical Skills</b>	STS.M.MS.9.10 Students will define Technology.			
	STS.M.MS.9.10.a The student will understand the core concepts of technology.	STS.M.MS.9.10.a The student will understand the core concepts of technology.		
	STS.M.MS.9.10.b The student will be aware of technological impacts.	STS.M.MS.9.10.b The student will be aware of technological impacts.		
			STS.M.MS.9.10.c The student will explore and report on emerging technologies.	STS.M.MS.9.10.c The student will explore and report on emerging technologies.
	STS.M.MS.9.11 Students will experience skills needed ot to complete a project.			
	STS.M.MS.9.11.a The student will identify needed supplies.	STS.M.MS.9.11.a The student will identify needed supplies.	STS.M.MS.9.11.a The student will identify needed supplies.	STS.M.MS.9.11.a The student will identify needed supplies.
	STS.M.MS.9.11.b The student will identify tools.	STS.M.MS.9.11.b The student will identify tools.	STS.M.MS.9.11.b The student will identify tools.	STS.M.MS.9.11.b The student will identify tools.
	STS.M.MS.9.11.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals.	STS.M.MS.9.11.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals.	STS.M.MS.9.11.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals.	STS.M.MS.9.11.c The student will use the appropriate portable and stationary power tools to accomplish specific course goals.
	STS.M.MS.9.12 Student will recognize material types and properties and demonstrate material processing.			
			STS.M.MS.9.12.a The student will identify different types of materials and their applications.	STS.M.MS.9.12.a The student will identify different types of materials and their applications.
			STS.M.MS.9.12.b The student will know material processes.	STS.M.MS.9.12.b The student will know material processes.
			STS.M.MS.9.12.c The student will process materials which may include cutting, drilling/boring, sanding/grinding, forming, and finishing processes.	STS.M.MS.9.12.c The student will process materials which may include cutting, drilling/boring, sanding/grinding, forming, and finishing processes.

**6-12 Comprehensive Construction Pathway Standards:  
Students will demonstrate competency in the practices and skills in the Construction Pathway.**

Concepts	Course Level Standards					
	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Safety Training &amp; Practice</b>	STS.HS.1.1 Identify safety guidelines.					
		STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.
	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.
	STS.HS.2.1 Apply safety principles, practices and guidelines to the work environment.					
	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.
	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).
	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Safety Training &amp; Practice</b>		STS.HS.2.1.d Describe the role of government agencies in providing a safe workplace.	STS.HS.2.1.d Describe the role of government agencies in providing a safe workplace.			STS.HS.2.1.d Describe the role of government agencies in providing a safe workplace.
	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.
		STS.M.HS.2.1.f Assess the need for safe working habits in today's construction industry.	STS.M.HS.2.1.f Assess the need for safe working habits in today's construction industry.			
					STS.M.HS.2.1.g Demonstrate safe working practices when using pneumatic tools.	STS.M.HS.2.1.g Demonstrate safe working practices when using pneumatic tools.
	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.
	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.
	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.



	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Contextual Academics</b>	STS.HS.1.6 Identify typical building design and construction methods and practices.					
	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).
	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.
	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.
	STS.HS.1.8 Create a cost and efficiency analysis.					
			STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.			STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.
			STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.			STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.
		STS.HS.1.8.e Identify principles of sustainable design.	STS.HS.1.8.e Identify principles of sustainable design.		STS.HS.1.8.e Identify principles of sustainable design.	STS.HS.1.8.e Identify principles of sustainable design.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Contextual Academics</b>	STS.HS.1.10 Apply conventional General Drafting Standards used in architectural drafting situations.					
	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.
	STS.HS.1.12 Demonstrate the utilization of technology					
	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills
	STS.HS.1.13 Utilize mathematical skills needed in architectural design.					
	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic
		STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.	STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.		STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.	STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.
	STS.HS.2.5 Summarize building systems and components.					
	STS.HS.2.5.a Describe the building systems needed to complete a construction project.	STS.HS.2.5.a Describe the building systems needed to complete a construction project.	STS.HS.2.5.a Describe the building systems needed to complete a construction project.	STS.HS.2.5.a Describe the building systems needed to complete a construction project.	STS.HS.2.5.a Describe the building systems needed to complete a construction project.	STS.HS.2.5.a Describe the building systems needed to complete a construction project.
			STS.HS.2.5.b Describe the building components needed to complete a construction project (i.e. trusses, joists, beams, etc.).			

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry	
<b>Contextual Academics</b>	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	
	STS.HS.2.6 Demonstrate the installation of construction sub-systems.						
			STS.HS.2.6.b Correctly and accurately use tools and equipment to perform material takeoff (MTO) to drawings and specifications.				STS.HS.2.6.b Correctly and accurately use tools and equipment to perform material takeoff (MTO) to drawings and specifications.
	STS.HS.2.9 Demonstrate the proper installation of electrical components.						
	STS.HS.2.9.a Apply knowledge of basic wiring theory and terminology.	STS.HS.2.9.a Apply knowledge of basic wiring theory and terminology.	STS.HS.2.9.a Apply knowledge of basic wiring theory and terminology.				
	STS.HS.6.4 Identify the materials, tools and equipment needed to manufacture a product.						
	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.
	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Contextual Academics</b>	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.					
	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.
	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.
	STS.M.HS.5.4.j Identify the parts of a board.				STS.M.HS.5.4.j Identify the parts of a board.	STS.M.HS.5.4.j Identify the parts of a board.
	STS.M.HS.5.4.k Differentiate between cuts on a board.				STS.M.HS.5.4.k Differentiate between cuts on a board.	STS.M.HS.5.4.k Differentiate between cuts on a board.
	STS.M.HS.5.4.l Demonstrate basic joinery and fasteners.				STS.M.HS.5.4.l Demonstrate basic joinery and fasteners.	STS.M.HS.5.4.l Demonstrate basic joinery and fasteners.
	STS.HS.9.1 Applies appropriate academic and technical skills.					
	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.
	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Contextual Academics</b>	STS.HS.9.2 Produce a product.					
	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.
<b>Employment Skills</b>	STS.HS.2.2 Investigate career opportunities in the construction industry.					
	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.
		STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).	STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).		STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).	STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).
		STS.HS.2.2.c Describe work behaviors needed to be employable.	STS.HS.2.2.c Describe work behaviors needed to be employable.		STS.HS.2.2.c Describe work behaviors needed to be employable.	STS.HS.2.2.c Describe work behaviors needed to be employable.
			STS.HS.2.2.d Identify the training, education, certification and licensing requirements for various careers in the construction industry.			STS.HS.2.2.d Identify the training, education, certification and licensing requirements for various careers in the construction industry.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Employment Skills</b>	STS.HS.2.7 Investigate career opportunities in the electrical industry.					
		STS.HS.2.7.a Identify the responsibilities and characteristics of professionals in the electrical industry.	STS.HS.2.7.a Identify the responsibilities and characteristics of professionals in the electrical industry.			
			STS.HS.2.7.b Identify employment trends in electrical industry.			
		STS.HS.2.7.c Describe work behaviors needed to be employable.	STS.HS.2.7.c Describe work behaviors needed to be employable.	STS.HS.2.7.c Describe work behaviors needed to be employable.	STS.HS.2.7.c Describe work behaviors needed to be employable.	STS.HS.2.7.c Describe work behaviors needed to be employable.
			STS.HS.2.7.d Identify the training, education, certification and licensing requirements for careers in the electrical industry.			
<b>Technical Skills</b>	STS.HS.2.3 Demonstrate use of construction communications.					
			STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.	STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.	STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.	STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.
			STS.M.HS.2.3.d Retrieve prices from vendors.			

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry	
<b>Technical Skills</b>			ST.S.M.HS.2.3.e Write a proposal to a client with a business name, expected income, expenses, logo, etc.				
			ST.S.M.HS.2.3.f Write a bid.				
	ST.S.HS.2.5 Summarize building systems and components.						
	ST.S.HS.2.5.a Describe the building systems needed to complete a construction project.	ST.S.HS.2.5.a Describe the building systems needed to complete a construction project.					
	ST.S.HS.5.3 Demonstrate use of manufacturing communications.						
		ST.S.M.HS.5.3.d Create a scale model demonstrating structural members and framing.	ST.S.M.HS.5.3.d Create a scale model demonstrating structural members and framing.				
	ST.S.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.						
	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	ST.S.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.
	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	ST.S.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.

	Home Maintenance	Construction Systems	Construction & Management	Introduction to Carpentry	Carpentry	Advanced Carpentry
<b>Technical Skills</b>	STS.HS.5.5 Manufacture a product using manufacturing technology.					
	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.
	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.
					STS.M.HS.5.5.e Manufacture a physical structure (ex. playhouse, shed).	STS.M.HS.5.5.e Manufacture a physical structure (ex. playhouse, shed).



<b>6-12 Comprehensive Engineering Pathway Standards: Students will demonstrate competency in the practices and skills in the Engineering Pathway.</b>							
<b>Concepts</b>	<b>Course Level Standards</b>						
	<b>Introduction to Engineering</b>	<b>Robotics A</b>	<b>Robotics B</b>	<b>Civil Engineering &amp; Architecture A</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Engineering &amp; Design A</b>	<b>Engineering &amp; Design B</b>
<b>Safety Training &amp; Practice</b>	STS.HS.4.1 Apply safety principles, practices and guidelines to the work environment.						
	STS.HS.4.1.a Successfully complete written safety assessment.	STS.HS.4.1.a Successfully complete written safety assessment.	STS.HS.4.1.a Successfully complete written safety assessment.			STS.HS.4.1.a Successfully complete written safety assessment.	STS.HS.4.1.a Successfully complete written safety assessment.
	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).			STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).
	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.			STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.
	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.			STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B	
<b>Safety Training &amp; Practice</b>	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.			STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.	
	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.			STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.	
	STS.HS.1.1 Identify safety guidelines.							
				STS.HS.1.1.a Successfully complete written safety assessment.	STS.HS.1.1.a Successfully complete written safety assessment.			
				STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.			
				STS.HS.1.1.c Identify the requirements of Personal Protective Equipment (PPE).	STS.HS.1.1.c Identify the requirements of Personal Protective Equipment (PPE).			
			STS.HS.1.1.d Identify protocol involved in crisis management such as an employee injury, equipment damage, and a collapse on a project of people or materials.	STS.HS.1.1.d Identify protocol involved in crisis management such as an employee injury, equipment damage, and a collapse on a project of people or materials.				

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.4.3 Employ engineering design process principles to solve an engineering problem.						
	STS.HS.4.3.a Define an engineering problem and research possible solutions.	STS.HS.4.3.a Define an engineering problem and research possible solutions.	STS.HS.4.3.a Define an engineering problem and research possible solutions.			STS.HS.4.3.a Define an engineering problem and research possible solutions.	STS.HS.4.3.a Define an engineering problem and research possible solutions.
	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.			STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.
	STS.M.HS.4.3.c Explain and justify an engineering design process.						
	STS.M.HS.4.3.d Make judgements and decisions based on evidence.						
	STS.M.HS.4.3.e Using a variety of measuring devices, measure and report quantities accurately and to a precision appropriate for the purpose.					STS.M.HS.4.3.e Using a variety of measuring devices, measure and report quantities accurately and to a precision appropriate for the purpose.	STS.M.HS.4.3.e Using a variety of measuring devices, measure and report quantities accurately and to a precision appropriate for the purpose.

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>						STS.M.HS.4.3.f Use spatial visualization to create and interpret graphical communication of two- and three dimensional objects.	STS.M.HS.4.3.f Use spatial visualization to create and interpret graphical communication of two- and three dimensional objects.
						STS.M.HS.4.3.g Properly dimension technical drawings of simple objects or parts according to a set of dimensioning standards and accepted practices.	
							STS.M.HS.4.3.h Apply appropriate engineering tolerances to specify the allowable variation, size of individual features, and orientation and location between features of an object.
	STS.M.HS.4.3.i Analyze a consumer product using reverse engineering techniques to document visual, functional, and structural aspects of the design.						STS.M.HS.4.3.i Analyze a consumer product using reverse engineering techniques to document visual, functional, and structural aspects of the design.

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>							STS.M.HS.4.3.j Determine physical properties associated with an object.
	STS.M.HS.4.3.k Generate multiple potential solution concepts.				STS.M.HS.4.3.k Generate multiple potential solution concepts.		
							STS.M.HS.4.3.l Select a solution path from many options to successfully address a problem or opportunity.
	STS.M.HS.4.3.m Persevere to solve a problem or achieve a goal.						
	STS.M.HS.4.3.n Reflect critically on past experiences to inform future progress.						
				STS.M.HS.4.3.o Collect, analyze, and interpret information relevant to the problem or opportunity at hand to support engineering decisions.			

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.4.4 Build an engineering related product or structure.						
						STS.HS.4.4.a Determine structural requirements, specifications and estimate costs for the products or structures.	STS.HS.4.4.a Determine structural requirements, specifications and estimate costs for the products or structures.
						STS.HS.4.4.b Accurately follow plans to construct an engineering related product or structure.	STS.HS.4.4.b Accurately follow plans to construct an engineering related product or structure.
	STS.M.HS.4.4.c Create a set of working drawings using 3D computer-aided design (CAD) software to document a design according to standard engineering practices.					STS.M.HS.4.4.c Create a set of working drawings using 3D computer-aided design (CAD) software to document a design according to standard engineering practices.	STS.M.HS.4.4.c Create a set of working drawings using 3D computer-aided design (CAD) software to document a design according to standard engineering practices.
	STS.M.HS.4.4.d Create an assembly model using 3D computer-aided design (CAD) software to represent an assembly of parts.					STS.M.HS.4.4.d Create an assembly model using 3D computer-aided design (CAD) software to represent an assembly of parts.	STS.M.HS.4.4.d Create an assembly model using 3D computer-aided design (CAD) software to represent an assembly of parts.

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.M.HS.4.4.e Create a solid part model using 3D computer-aided design (CAD) software to represent an object.						
	STS.HS.4.5 Describe the functions of a basic robot.						
		STS.HS.4.5.a Identify basic programming concepts: structures, variables, constants and logical operators.	STS.HS.4.5.a Identify basic programming concepts: structures, variables, constants and logical operators.				
		STS.HS.4.5.b Identify various aspects of robotics in industry.	STS.HS.4.5.b Identify various aspects of robotics in industry.				
		STS.M.HS.4.5.c Distinguish between digital and analog data, and the inputs and outputs of a computational system.					
	STS.HS.4.6 Design and assemble robots that are functionally and structurally sound.						
		STS.HS.4.6.a Generate a solution for a robot to overcome a physics challenge.	STS.HS.4.6.a Generate a solution for a robot to overcome a physics challenge.				

	<b>Introduction to Engineering</b>	<b>Robotics A</b>	<b>Robotics B</b>	<b>Civil Engineering &amp; Architecture A</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Engineering &amp; Design A</b>	<b>Engineering &amp; Design B</b>	
<b>Contextual Academics</b>		STS.HS.4.6.b Construct a fully functioning robot that has proof of concept through engineering notebook protocols.	STS.HS.4.6.b Construct a fully functioning robot that has proof of concept through engineering notebook protocols.					
		STS.HS.4.6.c Assemble drive trains that utilize different gear ratios to understand mechanical setups.	STS.HS.4.6.c Assemble drive trains that utilize different gear ratios to understand mechanical setups.					
	STS.HS.4.7 Demonstrate use of engineering communications.							
	STS.HS.4.7.a Apply engineering design and process standards to begin investigating a problem.						STS.HS.4.7.a Apply engineering design and process standards to begin investigating a problem.	
	STS.HS.4.7.b Identify a concise problem statement that provides a foundation in solving problems.						STS.HS.4.7.b Identify a concise problem statement that provides a foundation in solving problems.	
	STS.HS.4.7.c Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.						STS.HS.4.7.c Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.	



	<b>Introduction to Engineering</b>	<b>Robotics A</b>	<b>Robotics B</b>	<b>Civil Engineering &amp; Architecture A</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Engineering &amp; Design A</b>	<b>Engineering &amp; Design B</b>
<b>Contextual Academics</b>	STS.HS.4.7.d Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.					STS.HS.4.7.d Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.	
	STS.HS.4.7.e Document the design process and project through written and multimedia forms.					STS.HS.4.7.e Document the design process and project through written and multimedia forms.	
	STS.HS.4.7.f Formally present their design solution to peers and other stakeholders.	STS.HS.4.7.f Formally present a design solution to peers and other stakeholders.	STS.HS.4.7.f Formally present a design solution to peers and other stakeholders.			STS.HS.4.7.f Formally present their design solution to peers and other stakeholders.	
	STS.HS.4.7.g Apply engineering notebook standards and protocols during documentation.					STS.HS.4.7.g Apply engineering notebook standards and protocols during documentation.	
	STS.M.HS.4.7.h Read and interpret technical drawings.						
						STS.M.HS.4.7.i Create technical drawings to fully detail an object or part.	

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.1.3 Analyze the historical beginnings of architecture.						
				STS.HS.1.3.a Identify design principles, elements, and architectural styles.			
				STS.HS.1.3.b Identify the building materials, locations, and design that have historically influenced civil engineering and architecture.			
				STS.HS. 1.3.c Relate the influence that historical buildings have on today's architecture.			
				STS.HS.1.3.d Identify general categories of structural systems used in historical buildings.			
	STS.HS.1.4 Apply geometric object measurements to architecture.						
				STS.HS.1.4.a Define the characteristics of an equilateral triangle, isosceles triangle, square, parallelogram, hexagon, octagon, and circle and their application to architecture.			

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B	
<b>Contextual Academics</b>				STS.HS.1.4.b Calculate the surface area and perimeter of two- dimensional objects.				
				STS.HS.1.4.c Calculate the volume and surface area of three- dimensional objects.				
				STS.HS.1.4.d Calculate the roof slopes, light angles, ground surfaces, structural loads and heights of structures.				
	STS.HS.1.5 Identify site characteristics and how they affect building design and land development.							
					STS.HS.1.5.a Identify the impact of site development (I.e. storm water runoff, pedestrian and vehicular access).			
					STS.HS.1.5.b Explain the purpose for the use of Low Impact Development techniques in site development.			
					STS.HS.1.5.c Identify specifications and codes for a site design process.			

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B	
<b>Contextual Academics</b>					STS.HS.1.5.d Identify soil characteristics important to the design and construction of a building on the site.			
	STS.HS.1.6 Identify typical building design and construction methods and practices.							
					STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).			
					STS.HS.1.6.b Identify the components that comprise architectural construction (working) drawings.			
				STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.			
				STS.HS.1.6.d Identify different types of fasteners, adhesives and finishes.	STS.HS.1.6.d Identify different types of fasteners, adhesives and finishes.			
				STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.			

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.1.7 Identify residential and commercial building systems.						
				STS.HS.1.7.a Describe how construction is affected by the availability, quality, and quantity of resources.	STS.HS.1.7.a Describe how construction is affected by the availability, quality, and quantity of resources.		
				STS.HS.1.7.b Identify typical utility services, transmission and usage measuring required for a residential and commercial building.	STS.HS.1.7.b Identify typical utility services, transmission and usage measuring required for a residential and commercial building.		
				STS.HS.1.7.c Identify code requirements and constraints as they pertain to the installation of services and utilities.	STS.HS.1.7.c Identify code requirements and constraints as they pertain to the installation of services and utilities.		
				STS.HS.1.7.d Identify the criteria and constraints to determine the size and location of new utility service connections.	STS.HS.1.7.d Identify the criteria and constraints to determine the size and location of new utility service connections.		
				STS.HS.1.7.e Identify system designs to incorporate energy conservation techniques.	STS.HS.1.7.e Identify system designs to incorporate energy conservation techniques.		

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.1.8 Create a cost and efficiency analysis.						
					STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.		
					STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.		
					STS.HS.1.8.c Calculate the heat loss for a building envelope.		
					STS.HS.1.8.d Calculate the overall R-value of a wall or roof section composed of multiple building components.		
					STS.HS.1.8.e Identify principles of sustainable design.		
	STS.HS.1.9 Identify current local and national building codes.						
					STS.HS.1.9.a Describe how current building codes determine the type, sizing, and placement of site features (i.e. parking lots, and entrances and exit roads, pedestrian and handicapped access, and stormwater facilities).		

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Contextual Academics</b>	STS.HS.1.10 Apply conventional General Drafting Standards used in architectural drafting situations.						
				STS.HS.1.10.a Identify terms and definitions commonly used in the architectural profession including detail drawings, working drawings and drafting.	STS.HS.1.10.a Identify terms and definitions commonly used in the architectural profession including detail drawings, working drawings and drafting.		
				STS.HS.1.10.c Describe the orthographic elevation projection.	STS.HS.1.10.c Describe the orthographic elevation projection.		
				STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.		
				STS.HS.1.10.e Apply dimensional information and general notes in architectural views and plans.	STS.HS.1.10.e Apply dimensional information and general notes in architectural views and plans.		
				STS.HS.1.10.f Apply schedules such as doors, windows and rooms in architectural views and plans.	STS.HS.1.10.f Apply schedules such as doors, windows and rooms in architectural views and plans.		
				STS.HS.1.10.g Describe the components that comprise architectural construction (working) drawings.	STS.HS.1.10.g Describe the components that comprise architectural construction (working) drawings.		

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B	
<b>Contextual Academics</b>					STS.HS.1.10.h Indicate plan review requirements needed to obtain a building permit.			
	STS.HS.1.11 Communicate design solutions.							
				STS.HS.1.11.a Prepare design ideas using architectural terminology for a presentation.	STS.HS.1.11.a Prepare design ideas using architectural terminology for a presentation.			
				STS.HS.1.11.b Deliver an oral presentation with accompanying visuals featuring both physical and digital work.	STS.HS.1.11.b Deliver an oral presentation with accompanying visuals featuring both physical and digital work.			
				STS.HS.1.11.c Develop and maintain an architectural portfolio that includes physical and digital works.	STS.HS.1.11.c Develop and maintain an architectural portfolio that includes physical and digital works.			
				STS.HS.1.11.d Create shaded and rendered presentation drawings.	STS.HS.1.11.d Create shaded and rendered presentation drawings.			
	STS.HS.3.4 Classify the various types of energy and their uses.							
	STS.HS.3.4.a Evaluate the seven forms of energy.					STS.HS.3.4.a Evaluate the seven forms of energy.		



	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B	
<b>Contextual Academics</b>					STS.HS.3.4.b Assess energy transformations in various settings. (ex. home, farm, car, county fair, ecosystem).			
					STS.HS.3.4.c Compare and contrast renewable and non-renewable energy.			
	STS.HS.3.4.d Identify the law of conservation of energy.							
	STS.HS.3.6 Employ various measures of energy.							
							STS.HS.3.6.a Calculate equations using Ohm's Law.	
					STS.HS.3.6.b Calculate equations using thermal energy formulas.		STS.HS.3.6.b Calculate equations using thermal energy formulas.	
					STS.HS.3.6.c Utilize energy related measurement tools in appropriate scenarios.		STS.HS.3.6.c Utilize energy related measurement tools in appropriate scenarios.	
					STS.HS.3.6.d Demonstrate mathematics and measurement proficiency.			

	<b>Introduction to Engineering</b>	<b>Robotics A</b>	<b>Robotics B</b>	<b>Civil Engineering &amp; Architecture A</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Engineering &amp; Design A</b>	<b>Engineering &amp; Design B</b>	
<b>Contextual Academics</b>					STS.HS.3.6.e Analyze a building as a system.			
					STS.HS.3.6.f Design an energy audit.			
	STS.HS.3.7 Plan, build, and maintain an energy related product or structure.							
	STS.M.HS.3.7.d Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.							
<b>Employment Skills</b>	STS.HS.4.2 Investigate careers in the engineering field to gain knowledge for informed career decisions.							
	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	
	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	

	<b>Introduction to Engineering</b>	<b>Robotics A</b>	<b>Robotics B</b>	<b>Civil Engineering &amp; Architecture A</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Engineering &amp; Design A</b>	<b>Engineering &amp; Design B</b>
<b>Employment Skills</b>	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.
	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.
	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.
		STS.M.HS.4.2.f Identify opportunities and employment trends in various robotic careers.	STS.M.HS.4.2.f Identify opportunities and employment trends in various robotic careers.				
<b>Technical Skills</b>	STS.HS.9.1 Applies appropriate academic and technical skills.						
	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.
	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.

	Introduction to Engineering	Robotics A	Robotics B	Civil Engineering & Architecture A	Civil Engineering & Architecture B	Engineering & Design A	Engineering & Design B
<b>Technical Skills</b>	STS.HS.9.2 Produce a product.						
		STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.				
	STS.HS.1.12 Demonstrate the utilization of technology.						
				STS.HS.1.12.a Use the appropriate technology tools for conveying information, solving problems and expediting workplace processes.	STS.HS.1.12.a Use the appropriate technology tools for conveying information, solving problems and expediting workplace processes.		
				STS.HS.1.12.b Utilize basic computer and information technology skills.	STS.HS.1.12.b Utilize basic computer and information technology skills.		
	STS.HS.1.13 Utilize mathematical skills needed in architectural design.						
				STS.HS.1.13.a Apply basic arithmetic.	STS.HS.1.13.a Apply basic arithmetic.		
				STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.	STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.		

**6-12 Comprehensive Manufacturing Pathway Standards:  
Students will demonstrate competency in the practices and skills in the Manufacturing Pathway.**

Concepts	Course Level Standards							
	Intro to Metalworking	Small Engines	Welding I	Welding II	Precision Machining A	Precision Machining B	Computer Integrated Machining	Advanced Precision Machining
<b>Safety Training &amp; Practice</b>	STS.HS.5.1, STS.HS.6.1 Apply safety principles, practices and guidelines to the work environment.							
	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.6.1.a Successfully complete written safety assessment.	STS.HS.6.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.
	STS.HS.5.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).		STS.HS.6.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.6.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).				
	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.6.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.6.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.
	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.6.1.e Research the main hazards that are possible in the shop setting.	STS.HS.6.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>
<b>Safety Training &amp; Practice</b>	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.6.1.f Demonstrate proper handling and storing of materials.	STS.HS.6.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.
	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.6.1.g Identify methods of disposing of hazardous materials.	STS.HS.6.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.
	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.6.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.6.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.
	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.6.1.i Demonstrate the correct way to lift and move materials.	STS.HS.6.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.
	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.
	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>	
<b>Contextual Academics</b>	STS.HS.6.2 Investigate career opportunities in the welding industry.								
			STS.HS.6.2.a Identify the responsibilities and characteristics of professionals in the welding industry.	STS.HS.6.2.a Identify the responsibilities and characteristics of professionals in the welding industry.					
			STS.HS.6.2.b Identify employment trends in welding.	STS.HS.6.2.b Identify employment trends in welding.					
	STS.HS.6.3 Demonstrate use of welding communications.								
			STS.HS.6.3.a Accurately interpret welding terminology, plans, sketches, drawings and schedules.	STS.HS.6.3.a Accurately interpret welding terminology, plans, sketches, drawings and schedules.					
	STS.HS.5.4, STS.HS.6.4 Identify the materials, tools and equipment needed to manufacture a product.								
	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.		STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.			

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>	
<b>Contextual Academics</b>	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	
	STS.HS.5.5 Manufacture a product using manufacturing technology.								
	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.					STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.
	STS.HS.6.5 Produce a product using welding technology.								
			STS.HS.6.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.6.5.a Correctly use math functions and formulas to complete job/workplace tasks.					
			STS.HS.6.5.e Demonstrate knowledge of welding inspection & testing principles.	STS.HS.6.5.e Demonstrate knowledge of welding inspection & testing principles.					



	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>
<b>Employment Skills</b>	STS.HS.5.2 Investigate career opportunities in the manufacturing industry.							
	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.
	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.
	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.
	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.
	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.		STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>
<b>Employment Skills</b>	STS.HS.5.3 Demonstrate use of manufacturing communications.							
	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.		STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.
	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.		STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.
<b>Technical Skills</b>	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.							
		STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.		STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.
		STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router.			STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router	STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router	STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router	STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router
		STS.HS.5.4.f Properly use a surface grinder.			STS.HS.5.4.f Properly use a surface grinder.	STS.HS.5.4.f Properly use a surface grinder.	STS.HS.5.4.f Properly use a surface grinder.	STS.HS.5.4.f Properly use a surface grinder.

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>	
<b>Technical Skills</b>							STS.HS.5.4.h Operate the CNC Mill, Router, and/or Lathe.		
	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	
	STS.HS.5.5 Manufacture a product using manufacturing technology.								
	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.
	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement .	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.
	STS.HS.6.1 Apply safety principles, practices and guidelines to the work environment.								
	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>
<b>Technical Skills</b>	STS.HS.6.5 Produce a product using welding technology.							
			STS.HS.6.5.b Correctly and accurately use tools and equipment to perform welding operations according to drawings and specifications.	STS.HS.6.5.b Correctly and accurately use tools and equipment to perform welding operations according to drawings and specifications.				
			STS.HS.6.5.c Perform metal cutting operations using various methods (i.e. oxy-acetylene, mechanized oxy fuel gas, plasma arc and manual air carbon arc).	STS.HS.6.5.c Perform metal cutting operations using various methods (i.e. oxy-acetylene, mechanized oxy fuel gas, plasma arc and manual air carbon arc).				
			STS.HS.6.5.d Weld using various methods of welding (i.e. gas metal arc welding, GMAW-S, GMAW spray transfer, flux core arc welding, gas tungsten arc welding, shielded metal arc welding, oxy-acetylene) and using various positions (i.e. flat, horizontal, vertical up, vertical down, and overhead).	STS.HS.6.5.d Weld using various methods of welding (i.e. gas metal arc welding, GMAW-S, GMAW spray transfer, flux core arc welding, gas tungsten arc welding, shielded metal arc welding, oxy-acetylene) and using various positions (i.e. flat, horizontal, vertical up, vertical down, and overhead).				

	<b>Intro to Metalworking</b>	<b>Small Engines</b>	<b>Welding I</b>	<b>Welding II</b>	<b>Precision Machining A</b>	<b>Precision Machining B</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>	
<b>Technical Skills</b>	STS.HS.9.1 Applies appropriate academic and technical skills.								
	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.
	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.
	STS.HS.9.2 Produce a product.								
	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.

**6-12 Comprehensive Advanced Topics Standards:  
Students will demonstrate competency in the practices and skills in the Construction, Manufacturing, and Engineering Pathways  
in order to solve a design problem.**

Course Level Standards									
Concepts	Construction Pathway Capstone Courses		Engineering Pathway Capstone Courses			Manufacturing Pathway Capstone Courses			Advanced Topics Course
	Advanced Carpentry	Construction Management	Robotics B	Engineering & Design B	Civil Engineering & Architecture B	Welding II	Computer Integrated Machining	Advanced Precision Machining	STEM Design & Development
Safety Training & Practice	STS.HS.1.1 Identify safety guidelines.		STS.HS.4.1 Apply safety principles, practices and guidelines to the work environment.		STS.HS.1.1 Identify safety guidelines.	STS.HS.5.1, STS.HS.6.1 Apply safety principles, practices and guidelines to the work environment.			STS.HS.4.1 Apply safety principles, practices and guidelines to the work environment.
	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.4.1.a Successfully complete written safety assessment.	STS.HS.4.1.a Successfully complete written safety assessment.	STS.HS.1.1.a Successfully complete written safety assessment.	STS.HS.6.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.5.1.a Successfully complete written safety assessment.	STS.HS.4.1.a Successfully complete written safety assessment.
	STS.M.HS.1.1.e Model general shop safety practices.	STS.M.HS.1.1.e Model general shop safety practices.	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.1.1.b Identify the consents necessary to enter a confined space on a construction site.	STS.HS.6.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).			STS.HS.4.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).
	STS.HS.2.1 Apply safety principles, practices and guidelines to the work environment.		STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.1.1.c Identify the requirements of Personal Protective Equipment (PPE).	STS.HS.6.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.5.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.4.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.

	<b>Advanced Carpentry</b>	<b>Construction Management</b>	<b>Robotics B</b>	<b>Engineering &amp; Design B</b>	<b>Civil Engineering &amp; Architecture B</b>	<b>Welding II</b>	<b>Computer Integrated Machining</b>	<b>Advanced Precision Machining</b>	<b>STEM Design &amp; Development</b>
<b>Safety Training &amp; Practice</b>	STS.HS.2.1.a Successfully complete written safety assessment.	STS.HS.2.1.a Successfully complete written safety assessment.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.	STS.HS.1.1.d Identify protocol involved in crisis management such as an employee injury, equipment damage, and a collapse on a project of people or materials.	STS.HS.6.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.HS.5.1.e Research the main hazards that are possible in the shop setting.	STS.M.HS.4.1.d Demonstrate the safe use of tools, machines, and equipment in alignment with industry standards.
	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.HS.2.1.b Apply the requirements of safety glasses and other Personal Protective Equipment (PPE).	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.		STS.HS.6.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.HS.5.1.f Demonstrate proper handling and storing of materials.	STS.M.HS.4.1.e Describe the role of government agencies in providing a safe workplace.
	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.HS.2.1.c Apply the safe use of tools, machines, and equipment in alignment with industry standards to maintain a safe workplace.	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.	STS.M.HS.4.1.f Analyze the role of government agencies in providing a safe workplace.		STS.HS.6.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	STS.HS.5.1.g Identify methods of disposing of hazardous materials.	
	STS.HS.2.1.d Describe the role of government agencies in providing a safe workplace.	STS.HS.2.1.d Describe the role of government agencies in providing a safe workplace.				STS.HS.6.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills	STS.HS.5.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills	
	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.	STS.HS.2.1.e Demonstrate methods to correct common design and construction hazards.				STS.HS.6.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	STS.HS.5.1.i Demonstrate the correct way to lift and move materials.	

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<b>Safety Training &amp; Practice</b>	STS.M.HS.2.1.f Assess the need for safe working habits in today's construction industry.	STS.M.HS.2.1.g Demonstrate safe working practices when using pneumatic tools.				STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	STS.HS.5.1.j Properly handle metal/wood chips and waste material.	
	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.	STS.M.HS.2.1.h Demonstrate principles of safe physical movement to avoid slips, trips, and spills.							
	STS.M.HS.2.1.i Understand the correct way to lift and move materials.	STS.M.HS.2.1.i Understand the correct way to lift and move materials.							
	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.	STS.M.HS.2.1.j Properly handle metal/wood chips and waste material.							
<b>Contextual Academics</b>	STS.HS.1.6 Identify typical building design and construction methods and practices.		STS.HS.4.3 Employ engineering design process principles to solve an engineering problem.			STS.HS.6.2 Investigate career opportunities in the welding industry.	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.		STS.HS.4.3 Employ engineering design process principles to solve an engineering problem.
	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.4.3.a Define an engineering problem and research possible solutions.	STS.HS.4.3.a Define an engineering problem and research possible solutions.	STS.M.HS.4.3.k Generate multiple potential solution concepts.	STS.HS.6.2.a Identify the responsibilities and characteristics of professionals in the welding industry.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.M.HS.4.3.c Explain and justify an engineering design process.



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<b>Contextual Academics</b>	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.	STS.HS.4.3.b Use basic technical sketching and drawing skills, engineering notebook standards and engineering protocols to document research and solutions.	STS.HS.1.5 Identify site characteristics and how they affect building design and land development.	STS.HS.6.2.b Identify employment trends in welding.	TS.HS.5.5 Manufacture a product using manufacturing technology.		STS.M.HS.4.3.d Make judgements and decisions based on evidence.
	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.1.6.e Identify the environmental impact of material usage.	STS.HS.4.5 Describe the functions of a basic robot.	STS.M.HS.4.3.e Using a variety of measuring devices, measure and report quantities accurately and to a precision appropriate for the purpose.	STS.HS.1.5.a Identify the impact of site development (I.e. storm water runoff, pedestrian and vehicular access).	STS.HS.6.3 Demonstrate use of welding communications.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.M.HS.4.3.e Using a variety of measuring devices, measure and report quantities accurately and to a precision appropriate for the purpose.
	STS.HS.1.8 Create a cost and efficiency analysis.		STS.HS.4.5.a Identify basic programming concepts: structures, variables, constants and logical operators.	STS.M.HS.4.3.f Use spatial visualization to create and interpret graphical communication of two- and three dimensional objects.	STS.HS.1.5.b Explain the purpose for the use of Low Impact Development techniques in site development.	STS.HS.6.3.a Accurately interpret welding terminology, plans, sketches, drawings and schedules.			STS.M.HS.4.3.f Use spatial visualization to create and interpret graphical communication of two- and three dimensional objects.
	STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.	STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.	STS.HS.4.5.b Identify various aspects of robotics in industry.	STS.M.HS.4.3.h Apply appropriate engineering tolerances to specify the allowable variation, size of individual features, and orientation and location between features of an object.	STS.HS.1.5.c Identify specifications and codes for a site design process.	STS.HS.6.4 Identify the materials, tools and equipment needed to manufacture a product.			STS.M.HS.4.3.k Generate multiple potential solution concepts.

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<b>Contextual Academics</b>	STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.	STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.	STS.HS.4.6 Design and assemble robots that are functionally and structurally sound.	STS.M.HS.4.3.j Determine physical properties associated with an object.	STS.HS.1.5.d Identify soil characteristics important to the design and construction of a building on the site.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.			STS.M.HS.4.3.m Persevere to solve a problem or achieve a goal.
	STS.HS.1.8.e Identify principles of sustainable design.	STS.HS.1.8.e Identify principles of sustainable design.	STS.HS.4.6.a Generate a solution for a robot to overcome a physics challenge.	STS.M.HS.4.3.1 Select a solution path from many options to successfully address a problem or opportunity.	STS.HS.1.6 Identify typical building design and construction methods and practices.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.			STS.M.HS.4.3.p Demonstrate independent thinking and self-direction in pursuit of accomplishing a goal.
	STS.HS.1.10 Apply conventional General Drafting Standards used in architectural drafting situations.		STS.HS.4.6.b Construct a fully functioning robot that has proof of concept through engineering notebook protocols.	STS.HS.4.4 Build an engineering related product or structure.	STS.HS.1.6.a Identify various digital drafting and modeling options (i.e. CADD/BIM).	STS.HS.6.5 Produce a product using welding technology.			STS.M.HS.4.3.q Demonstrate flexibility and adaptability to change.
	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.	STS.HS.4.6.c Assemble drive trains that utilize different gear ratios to understand mechanical setups.	STS.HS.4.4.a Determine structural requirements, specifications and estimate costs for the products or structures.	STS.HS.1.6.b Identify the components that comprise architectural construction (working) drawings.	STS.HS.6.5.a Correctly use math functions and formulas to complete job/workplace tasks.			STS.HS.4.7 Demonstrate use of engineering communications.
	STS.HS.1.12 Demonstrate the utilization of technology		STS.HS.4.7 Demonstrate use of engineering communications	STS.HS.4.4.b Accurately follow plans to construct an engineering related product or structure.	STS.HS.1.6.c Identify the types of materials, their properties and applications used in building construction.	STS.HS.6.5.e Demonstrate knowledge of welding inspection & testing principles.			STS.HS.4.7.a Apply engineering design and process standards to begin investigating a problem.

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<b>Contextual Academics</b>	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.4.7.f Formally present a design solution to peers and other stakeholders.	STS.M.HS.4.4.c Create a set of working drawings using 3D computer-aided design (CAD) software to document a design according to standard engineering practices.	STS.HS.1.6.d Identify different types of fasteners, adhesives and finishes.				STS.HS.4.7.b Identify a concise problem statement that provides a foundation in solving problems.
	STS.HS.1.13 Utilize mathematical skills needed in architectural design.			STS.M.HS.4.4.d Create an assembly model using 3D computer-aided design (CAD) software to represent an assembly of parts.	STS.HS.1.6.e Identify the environmental impact of material usage.				STS.HS.4.7.c Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
	STS.HS.1.13.a Apply basic arithmetic	STS.HS.1.13.a Apply basic arithmetic			STS.HS.1.7 Identify residential and commercial building systems.				STS.HS.4.7.d Locate, organize and reference written information from various sources to communicate with co-workers and clients/participants.
	STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.	STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.			STS.HS.1.7.a Describe how construction is affected by the availability, quality, and quantity of resources.				STS.HS.4.7.g Apply engineering notebook standards and protocols during documentation.

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<b>Contextual Academics</b>	STS.HS.2.5 Summarize building systems and components.				STS.HS.1.7.b Identify typical utility services, transmission and usage measuring required for a residential and commercial building.				STS.HS.4.8 Identify the materials, tools and equipment needed to manufacture a product.
	STS.HS.2.5.a Describe the building systems needed to complete a construction	STS.HS.2.5.a Describe the building systems needed to complete a construction project.			STS.HS.1.7.c Identify code requirements and constraints as they pertain to the installation of services and utilities.				STS.HS.4.8.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.
	STS.HS.2.5.b Describe the building components needed to complete a construction project (i.e. trusses, joists, beams, etc.)..				STS.HS.1.7.d Identify the criteria and constraints to determine the size and location of new utility service connections.				STS.HS.4.8.b Select tools for the correct operation.
	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.	STS.HS.2.5.c Identify the types and sizes of construction materials needed to complete a construction project.			STS.HS.1.7.e Identify system designs to incorporate energy conservation techniques.				

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<b>Contextual Academics</b>	STS.HS.2.6 Demonstrate the installation of construction sub-systems.				STS.HS.1.8 Create a cost and efficiency analysis.				
	STS.HS.2.6.b Correctly and accurately use tools and equipment to perform material takeoff (MTO) to drawings and specifications.	STS.HS.2.6.b Correctly and accurately use tools and equipment to perform material takeoff (MTO) to drawings and specifications.			STS.HS.1.8.a Compare and contrast the terms R-value and U-factor.				
	STS.HS.2.9 Demonstrate the proper installation of electrical components.				STS.HS.1.8.b Create a cost estimate for a small construction project, including a detailed cost break-down.				
	STS.HS.2.9.a Apply knowledge of basic wiring theory and terminology.				STS.HS.1.8.c Calculate the heat loss for a building envelope.				
	STS.HS.6.4 Identify the materials, tools and equipment needed to manufacture a product.				STS.HS.1.8.d Calculate the overall R-value of a wall or roof section composed of multiple building components.				
	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.6.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.			STS.HS.1.8.e Identify principles of sustainable design.				

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<b>Contextual Academics</b>	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.6.4.b Determine the correct tools and equipment needed to produce a specific product.			STS.HS.1.9 Identify current local and national building codes.				
	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.				STS.HS.1.9.a Describe how current building codes determine the type, sizing, and placement of site features (i.e. parking lots, and entrances and exit roads, pedestrian and handicapped access, and stormwater facilities).				
	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.	STS.HS.5.4.a Determine types of materials, fasteners, adhesives and finishes needed to produce a specific product.			STS.HS.1.10 Apply conventional General Drafting Standards used in architectural drafting situations.				
	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.			STS.HS.1.10.a Identify terms and definitions commonly used in the architectural profession including detail drawings, working drawings and drafting.				
		STS.M.HS.5.4.j Identify the parts of a board.			STS.HS.1.10.c Describe the orthographic elevation projection.				

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<b>Contextual Academics</b>		STS.M.HS.5.4.k Differentiate between cuts on a board.			STS.HS.1.10.d Create different views such as floor plans, elevations, sections, site, and perspectives.				
		STS.M.HS.5.4.1 Demonstrate basic joinery and fasteners.			STS.HS.1.10.e Apply dimensional information and general notes in architectural views and plans.				
					STS.HS.1.10.f Apply schedules such as doors, windows and rooms in architectural views and plans.				
					STS.HS.1.10.g Describe the components that comprise architectural construction (working) drawings.				
					STS.HS.1.10.h Indicate plan review requirements needed to obtain a building permit.				

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<b>Contextual Academics</b>					STS.HS.1.11 Communicate design solutions.				
					STS.HS.1.11.a Prepare design ideas using architectural terminology for a presentation.				
					STS.HS.1.11.b Deliver an oral presentation with accompanying visuals featuring both physical and digital work.				
					STS.HS.1.11.c Develop and maintain an architectural portfolio that includes physical and digital works.				
					STS.HS.1.11.d Create shaded and rendered presentation drawings.				



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<b>Contextual Academics</b>					STS.HS.3.4 Classify the various types of energy and their uses.				
					STS.HS.3.4.a Evaluate the seven forms of energy.				
					STS.HS.3.4.b Assess energy transformations in various settings. (ex. home, farm, car, county fair, ecosystem).				
					STS.HS.3.4.c Compare and contrast renewable and non-renewable energy.				
					STS.HS.3.6 Employ various measures of energy.				
					STS.HS.3.6.b Calculate equations using thermal energy formulas.				
					STS.HS.3.6.c Utilize energy related measurement tools in appropriate scenarios.				

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<b>Contextual Academics</b>					STS.HS.3.6.d Demonstrate mathematics and measurement proficiency.				
					STS.HS.3.6.e Analyze a building as a system.				
					STS.HS.3.6.f Design an energy audit				
<b>Employment Skills</b>	STS.HS.2.2 Investigate career opportunities in the construction industry.		STS.HS.4.2 Investigate careers in the engineering field to gain knowledge for informed career decisions.			STS.HS.5.2 Investigate career opportunities in the manufacturing industry.			STS.HS.4.2 Investigate careers in the engineering field to gain knowledge for informed career decisions.
	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.2.2.a Identify the responsibilities and characteristics of professionals in the construction industry.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.5.2.a Identify the responsibilities and characteristics of professionals in the manufacturing industry.	STS.HS.4.2.a Identify opportunities and employment trends in various engineering sectors.
	STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).	STS.HS.2.2.b Identify employment trends in various construction sectors (residential, commercial, industrial, energy, green technologies, etc.).	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.5.2.b Identify employment trends in manufacturing.	STS.HS.4.2.b Identify training, education, certification and licensing requirements for occupational choice.

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<b>Employment Skills</b>	STS.HS.2.2.c Describe work behaviors needed to be employable.	STS.HS.2.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.HS.5.2.c Describe work behaviors needed to be employable.	STS.M.HS.4.2.c Describe work behaviors needed to be employable.
	STS.HS.2.2.d Identify the training, education, certification and licensing requirements for various careers in the construction industry.	STS.HS.2.2.d Identify the training, education, certification and licensing requirements for various careers in the construction industry.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.M.HS.4.2.d Understand the educational, professional, and technical skills required for professional engineering practice.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	STS.HS.5.2.d Identify the training, education, certification and licensing requirements for various careers in the manufacturing industry.	
	STS.HS.2.7 Investigate career opportunities in the electrical industry.		STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.M.HS.4.2.e Describe the role of engineers in society.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	STS.HS.5.2.e Identify the various careers, primary duties and attributes of a draftsman or design engineer.	
	STS.HS.2.7.a Identify the responsibilities and characteristics of professionals in the electrical industry.		STS.M.HS.4.2.f Identify opportunities and employment trends in various robotic careers.			STS.HS.5.3 Demonstrate use of manufacturing communications.			
	STS.HS.2.7.b Identify employment trends in electrical industry.					STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	STS.HS.5.3.a Interpret manufacturing terminology, plans, sketches, drawings and schedules.	
	STS.HS.2.7.c Describe work behaviors needed to be employable.	STS.HS.2.7.c Describe work behaviors needed to be employable.				STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	STS.HS.5.3.c Develop a schedule of materials in proper sequence.	

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<b>Employment Skills</b>	STS.HS.2.7.d Identify the training, education, certification and licensing requirements for careers in the electrical industry.								
<b>Technical Skills</b>	STS.HS.9.1 Applies appropriate academic and technical skills.		STS.HS.9.1 Applies appropriate academic and technical skills.			STS.HS.9.1 Applies appropriate academic and technical skills.			STS.HS.9.1 Applies appropriate academic and technical skills.
	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.	STS.HS.9.1.a Accurately use math functions and formulas to complete job/workplace tasks.
	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.	STS.HS.9.1.b Communicates effectively and appropriately.
	STS.HS.9.2 Produce a product.		STS.HS.9.2 Produce a product.		STS.HS.1.12 Demonstrate the utilization of technology.	STS.HS.9.2 Produce a product.			STS.HS.9.2 Produce a product.
	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.		STS.HS.1.12.a Use the appropriate technology tools for conveying information, solving problems and expediting workplace processes.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.	STS.HS.9.2.a Demonstrate the ability to produce a product.

	Advanced Carpentry	Construction Management	Robotics B	Engineering & Design B	Civil Engineering & Architecture B	Welding II	Computer Integrated Machining	Advanced Precision Machining	STEM Design & Development
<b>Technical Skills</b>	STS.HS.2.3 Demonstrate use of construction communications.				STS.HS.1.12.b Utilize basic computer and information technology skills	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.			
	STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.	STS.HS.2.3.a Accurately interpret construction terminology, plans, drawings and schedules.			STS.HS.1.13 Utilize mathematical skills needed in architectural design.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	STS.HS.5.4.d Demonstrate the proper utilization of the engine lathe.	
	STS.M.HS.2.3.d Retrieve prices from vendors.				STS.HS.1.13.a Apply basic arithmetic		STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router.	STS.HS.5.4.e Demonstrate proper utilization of the vertical milling machine and/or router.	
	STS.M.HS.2.3.e Write a proposal to a client with a business name, expected income, expenses, logo, etc.				STS.HS.1.13.b Apply basic Algebraic skills to solve problems involving area, volume and angles.		STS.HS.5.4.h Operate the CNC Mill, Router, and/or Lathe.	STS.HS.5.4.f Properly use a surface grinder.	
	STS.M.HS.2.3.f Write a bid.						STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.		

	Advanced Carpentry	Construction Management	Robotics B	Engineering & Design B	Civil Engineering & Architecture B	Welding II	Computer Integrated Machining	Advanced Precision Machining	STEM Design & Development
<b>Technical Skills</b>	STS.HS.5.3 Demonstrate use of manufacturing communications.					STS.HS.5.5 Manufacture a product using manufacturing technology.			
	STS.M.HS.5.3.d Create a scale model demonstrating structural members and framing.					STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	STS.HS.5.5.b Correctly and accurately use tools and equipment to perform manufacturing operations according to drawings and specifications.	
	STS.HS.5.4 Identify the materials, tools and equipment needed to manufacture a product.					STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	STS.HS.5.5.c Demonstrate proper and accurate measurement.	
	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.	STS.HS.5.4.b Determine the correct tools and equipment needed to produce a specific product.				STS.HS.6.1 Apply safety principles, practices and guidelines to the work environment.			
	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.	STS.HS.5.4.i Demonstrate proper use of equipment not specifically mentioned.				STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	STS.HS.6.1.j Properly handle metal/wood chips and waste material.	
	STS.HS.5.5 Manufacture a product using manufacturing technology.					STS.HS.6.5 Produce a product using welding technology.			

	Advanced Carpentry	Construction Management	Robotics B	Engineering & Design B	Civil Engineering & Architecture B	Welding II	Computer Integrated Machining	Advanced Precision Machining	STEM Design & Development
<b>Technical Skills</b>	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.	STS.HS.5.5.a Correctly use math functions and formulas to complete job/workplace tasks.				STS.HS.6.5.b Correctly and accurately use tools and equipment to perform welding operations according to drawings and specifications.			
	STS.HS.5.5.c Demonstrate proper and accurate measurement	STS.HS.5.5.c Demonstrate proper and accurate measurement				STS.HS.6.5.c Perform metal cutting operations using various methods (i.e. oxy-acetylene, mechanized oxy fuel gas, plasma arc and manual air carbon arc).			
		STS.M.HS.5.5.e Manufacture a physical structure (ex. playhouse, shed).				STS.HS.6.5.d Weld using various methods of welding (i.e. gas metal arc welding, GMAW-S, GMAW spray transfer, flux core arc welding, gas tungsten arc welding, shielded metal arc welding, oxy-acetylene) and using various positions (i.e. flat, horizontal, vertical up, vertical down, and overhead).			

## Appendix

### 6-12 Skilled and Technical Sciences Rationale for Identified Pathways

The 6-12 Skilled and Technical Sciences Framework is based on industry standards and aligned with the Nebraska Career Education Model defined by the Nebraska Department of Education. Each pathway contains a sequence of courses which will allow a student to build expertise for success in post-secondary and career opportunities.

- The middle school Skilled and Technical Sciences program is based upon hands-on modules which explore the high school career pathways. A greater emphasis on connecting middle school program with the high school pathways was established by tailoring 8th grade projects to Construction, Engineering, and Manufacturing.
- The high school Skilled and Technical Sciences curriculum is based upon three career pathways: Construction, Engineering, and Manufacturing,.
- The course sequences in all pathways were revised to reflect current industry standards.
- The Engineering pathway has been revised to align to current Nebraska career and workforce needs.

In addition to a realignment of courses, the following parameters were considered:

- Proposed course changes must be accommodated in existing facilities.
- Proposed changes could not require hiring additional staff.
- Proposed changes must maximize course capacity.
- Students are encouraged to complete a single pathway expand their knowledge through exploration of additional pathways. Therefore, Independent Studies within Industrial Technology are no longer an option.
- All existing course updates reflect current workforce demands.



**Comparison of Previous and Proposed Courses**

<b>Previous Course</b>	<b>Proposed Course</b>	<b>IMPACT</b>
<b>Middle School</b>		
Industrial Technology 6	Skilled and Technical Sciences 6	Continue current modular instructional format with updated modules.
Industrial Technology 7	Skilled and Technical Sciences 7	Continue current modular instructional format with updated modules.
Industrial Technology 8	Skilled and Technical Sciences 8	Continue current modular instructional format with updated modules to align to the Construction and Manufacturing Pathways in High School.
	Engineering & Design 8	Modular instructional format with updated modules to align to the Engineering Pathway in High School.
<b>Construction Pathway</b>		
Consumer Maintenance 5 credits	Home Maintenance 5 credits	Use existing instructional space and equipment with minimal update.
Construction & Management 5 credits	Construction Systems 5 credits	Use existing instructional space and equipment with curriculum update. Course separated into two semester courses to allow students to complete a Program of Study in the Construction Pathway.
	Construction Management 5 credits	Use existing instructional space and equipment with curriculum update. Course separated into two semester courses to allow students to complete a Program of Study in the Construction Pathway.
Introduction to Carpentry	Introduction to Carpentry	Use existing instructional space and

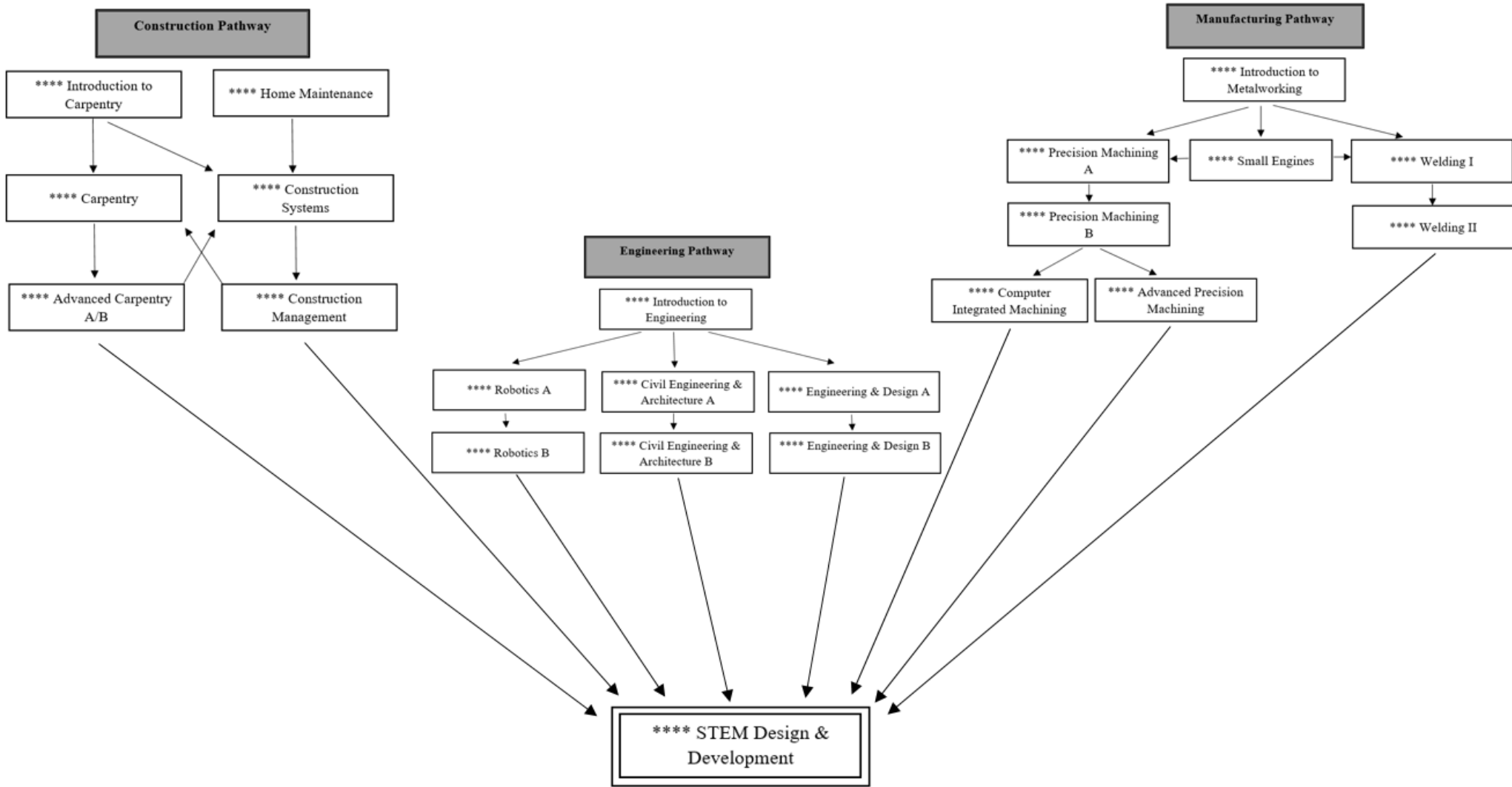
5 credits	5 credits	equipment with curriculum update.
Carpentry 5 credits	Carpentry 5 credits	Use existing instructional space and equipment with curriculum update.
Advanced Finish Carpentry 5 credits	Advanced Carpentry 5 credits	Use existing instructional space and equipment with curriculum update.
<b>Engineering Pathway</b>		
Introduction to Engineering Design I 5 credits	Introduction to Engineering 5 credits	Use existing instructional space and equipment with curriculum update. The Power and Mechanized Systems Pathway was absorbed into the Engineering Pathway. Course compacted into one semester course to allow students to explore all areas of Engineering and then specialize.
Introduction to Engineering Design II 5 credits		
Introduction to Power, Energy and Mechanized Systems 5 credits		
Mechanical Systems Operations 5 credits	Robotics A 5 credits	The Power and Mechanized Systems Pathway was absorbed into the Engineering Pathway. The content of the course remains robotics and will use existing instructional space and equipment with curriculum update.
Power Systems Design and Fabrication I 5 credits	Robotics B 5 credits	The Power and Mechanized Systems Pathway was absorbed into the Engineering Pathway. The content of the course remains robotics and will use existing instructional space and equipment with curriculum update.
Power Systems Design and Fabrication II 5 credits		
Civil Engineering and Architecture I 5 credits	Civil Engineering and Architecture A 5 credits	Use existing instructional space and equipment with curriculum update.
Civil Engineering and Architecture II	Civil Engineering and Architecture B	Use existing instructional space and

5 credits	5 credits	equipment with curriculum update.
Principles of Engineering I 5 credits	Engineering & Design A 5 credits	Use existing instructional space and equipment with curriculum update.
Principles of Engineering II 5 credits	Engineering & Design B 5 credits	Use existing instructional space and equipment with curriculum update.
Digital Electronics I 5 credits	<i>Discontinue this course.</i>	Content will be embedded into the Introduction to Engineering, Engineering and Design A/B, and Robotics A/B.
Digital Electronics II 5 credits	<i>Discontinue this course.</i>	Content will be embedded into the Introduction to Engineering, Engineering and Design A/B, and Robotics A/B.
<b>Manufacturing Pathway</b>		
Introduction to Metalworking 5 credits	Introduction to Metalworking 5 credits	Use existing instructional space and equipment with curriculum update.
<i>No current equivalent</i>	Small Engines 5 credits	This course was added because of community industry workforce needs and to capitalize on student interest. Use existing instructional space and projects through community industry partners.
Manufacturing Processes 5 credits	Precision Machining A 5 credits	This Program of Study was redesigned to allow for greater depth of study before specializing. Use existing instructional space and equipment with curriculum update.
	Precision Machining B 5 credits	
Automated Manufacturing Technology I 5 credits	Computer Integrated Machining 5 credits	Use existing instructional space and equipment with curriculum update.
Automated Manufacturing Technology II 5 credits	Advanced Precision Machining 5 credits	Use existing instructional space and equipment with curriculum update.
<b>Advanced Topic Capstone Course</b>		

Engineering Design & Development I 5 credits	STEM Design & Development 10 credits	Students who complete Programs of Study in any STS Pathway can take this course to collaborate with students of different skills to solve problems identified by them. Previously EDD was the capstone course of the Engineering Pathway.
Engineering Design & Development II 5 credits		
<b>No Current Pathway</b>		
Computer-Aided Drafting 5 credits	<i>Discontinue current course.</i>	Content will be embedded into the design of all projects in all pathways.

As with all adoptions, staff development will be provided with newly implement course guides, materials, resources, and equipment.

# Skilled and Technical Sciences Flowchart



## **New or Revised Course Descriptions**

### **MIDDLE SCHOOL**

#### **SKILLED AND TECHNICAL SCIENCES 6**

Students will be introduced to several areas of the skilled and technical sciences. Each area is called a Mission. Mission options are listed below. Paired students work for three days on a Mission. Each day students complete a hands on activity. Creative problem solving is taught through Discovery Day activities that occur between Missions.

#### **SKILLED AND TECHNICAL SCIENCES 7**

Students will continue to explore the skilled and technical sciences through hands on activities. Safety, tool use, design process, and career exploration will be covered in a variety of construction, manufacturing, and engineering stations. Students will apply academics and employ innovative technical problem solving skills.

#### **SKILLED AND TECHNICAL SCIENCES 8**

Students will continue to explore the skilled and technical sciences through hands on activities. Safety, tool use, design process, and career exploration will be covered in a variety of construction, manufacturing, and engineering stations. Students will apply academics and innovative technical problem solving skills. Stations will prepare students for high school STS courses.

#### **ENGINEERING & DESIGN 8**

Students will explore concepts in engineering and design using computer drafting software. Concepts learned in this class will allow students to complete a solution based design project for presentation. Projects will include manufacturing processes exploring information and skills necessary for high school STS engineering courses and career opportunities.

**INTRODUCTION TO CARPENTRY**

5 credits

**Description:** Introduction to Carpentry provides instruction in the use and safe handling of hand tools, portable power, and stationary power tools. Fundamental principles of project planning, design, fabrication, and career exploration are completed through multiple hands-on projects.

**Prerequisites:** None

**CARPENTRY**

5 credits

**Description:** Carpentry provides students with the skills and knowledge needed to correctly perform construction/woodworking operations using hand tools, power tools, stationary power tools. Instruction emphasizes safe, proper operation and care of equipment, selection of construction materials, understanding processes, and the importance of design. Students will design, build, and finish multiple hands-on projects.

**Prerequisites:** Introduction to Carpentry

**ADVANCED CARPENTRY**

5 credits

**Description:** Advanced Carpentry provides students with advanced skills and knowledge needed to perform upper level construction/woodworking operations using woodworking tools and machines. Students will obtain job-related, entry-level skills in cabinet/furniture design, material selection, project estimating, and construction. Independent student projects within this class are based on student interests and abilities.

**Prerequisites:** Carpentry

**HOME MAINTENANCE**

5 credits

**Description:** Home Maintenance is an exploratory level course for all future homeowners. This course will introduce the learner to knowledge and skills in the areas of masonry, carpentry, plumbing, electricity, insulation, drywall, interior wall finish, exterior wall finish and repair, and basic auto maintenance. The students will also explore career opportunities in these areas.

**Prerequisites:** None

**CONSTRUCTION SYSTEMS**

5 credits

**Description:** Construction Systems introduces students to house construction framing basics, fasteners, materials, and print reading through hands-on project based activities. Included in the class will be hands-on experiences in material selection, framing of exterior/interior walls, door/window openings, and other common residential construction components.

**Prerequisites:** Home Maintenance or Introduction to Carpentry

**CONSTRUCTION & MANAGEMENT**

5 credits

**Description:** Construction and Management provides students with a hands-on career exploratory experience in the construction industry. Students will study surveying and site preparation, residential construction styles, foundations, framing, roofing, siding, and applying construction management skills such as estimating and project planning to build a physical structure. Emphasis will be placed on basic entry-level skills, demonstration of employability skills, and development of an awareness of the opportunities in the building trades.

**Prerequisites:** Construction Systems

**INTRODUCTION TO ENGINEERING**

5 credits

**Description:** Introduction to Engineering encourages students to use a problem-solving model to explore the principles of Robotics, Engineering, Architecture and Design. Students will use sophisticated three-dimension modeling software to communicate the details of these products. Students will use this course to help decide which Engineering Paths they would like to explore further.

**Prerequisites:** None

**ROBOTICS A**

5 credits

**Description:** In Robotics A students work with mechanical systems such as gear systems, mechanical advantage, motion, as well as programming. This hands on course will have students problem solve and creatively think about Robotic Engineering tasks and challenges.

**Prerequisites:** Introduction to Engineering

**ROBOTICS B**

5 credits

**Description:** Robotics B expands on the concepts of 'Robotics A' students will have to work with others as they are tasked with completing a challenge. These larger projects will require more advanced mechanism and programing skills to be able to successfully complete the required task. This course can be taken multiple times for credit.

**Prerequisites:** Robotics A

**CIVIL ENGINEERING & ARCHITECTURE A:**

5 credits

**Description:** Have you ever looked at a building, bridge or structure and wondered how they were built, thought about the amazing ability of humans to design and build structures that are as much art as they are function? Then you might be interested in Civil Engineering and Architecture (CEA). In this course we will learn about the history of CEA and how generations of the past have solved engineering problems. Learn a design software program to help your ideas become a reality, and apply engineering principles to real world problems.

**Prerequisites:** Introduction to Engineering

**CIVIL ENGINEERING & ARCHITECTURE B:**

5 credits

**Description:** Buildings and structures in our world can inspire and amaze us, but they also need to function well for their intended inhabitants and visitors. In CEA-B we will investigate Design and Architecture techniques involved in Commercial Construction. We will advance our CAD skills developing a deeper understanding of Building Information Management (BIM), and we will learn how Engineers and Architects work together to create structures for the future.

**Prerequisites:** Civil Engineering & Architecture A



**ENGINEERING & DESIGN A:**

5 credits

**Description:** How was your phone designed, why was it designed in that way? Have you ever taken something apart just to see how it works; or to improve it? In Engineering & Design, we will continue to improve our design skills and begin taking the next step from design to creation using 3D printers and laser technology.

**Prerequisites:** Introduction to Engineering

**ENGINEERING & DESIGN B:**

5 credits

**Description:** Ever flown a drone or road a bike and thought that you could improve it somehow, make it better than others. In Engineering Design B students will continue learning about product design while developing the knowledge of tools and machines used in the creation of products. Students will learn about Electronics and Coding to create control devices, and the use of Computer Integrated Machining (CIM) to create precision parts for their products.

**Prerequisites:** Engineering & Design A

**MANUFACTURING PATHWAY****INTRODUCTION TO METALWORKING**

5 credits

**Description:** This course provides the skills and technical knowledge for a beginning student in areas of industry, safety, material, equipment and process understanding.

**Prerequisites:** None

**SMALL ENGINES**

5 credits

**Description:** This course will provide students basic knowledge and skills of the tools and systems needed to maintain small engines.

**Prerequisites:** Introduction to Metalworking

**WELDING I**

5 credits

**Description:** This course introduces students to arc welding and cutting processes.

**Prerequisites:** Introduction to Metalworking

**WELDING II**

5 credits

**Description:** This course is a continuation of learning the knowledge and skills of the welding industry.

**Prerequisites:** Welding I

**PRECISION MACHINING A**

**Description:** Students will be introduced to the basic modern manufacturing process of metals.

**Prerequisites:** Introduction to Metalworking

5 credits

**PRECISION MACHINING B**

**Description:** Students will be introduced to modern manufacturing automated processes using computer numerical controlled tools and equipment (CNC).

**Prerequisites:** Precision Machining A

5 credits

**COMPUTER INTEGRATED MACHINING**

**Description:** Students will use advanced computer numerical controlled tools and equipment (CNC) to produce parts and projects to industry standards and specifications.

**Prerequisites:** Precision Machining B

5 credits

**ADVANCED PRECISION MACHINING**

**Description:** Students will utilize tools and equipment to produce parts and projects within specifications using metal.

**Prerequisites:** Precision Machining B

**ADVANCED TOPICS****STEM DESIGN & DEVELOPMENT**

10 credits

**Description:** STEM Design & Development is a collaborative course where students from diverse educational experiences come together as a team to define and solve real world problems through the use of Science, Technological skills and Engineering application.

**Prerequisites:** Students must complete one Program of Study (series to 3 related courses) in Construction, Manufacturing, or Engineering Pathways to be eligible for this course.

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of K-5 Elementary Field Study: Science

**Meeting Date:** May 6, 2019

**Background/  
Description:**

In 2018, the Board approval of the PK-12 Science Framework. In January 2019, a leadership team of educators conducted an intensive screening process for many providers of science instructional materials, searching for the highest quality instructional materials that will help us meet the new standards. From this screening process, the team narrowed the focus to four products. On April 1, 2019 the leadership team participated in a vendor fair to evaluate the four products under consideration. Two programs were selected for a K-5 Field Study to be conducted in the 2019-2020 school year by a team of 36 elementary teachers located across the district at 16 elementary buildings. The elementary buildings participating in the field study are: Abbott, Ackerman, Aldrich, Bryan, Cottonwood, Ezra, Holling Heights, Montclair, Neihardt, Norris, Reagan, Rohwer, Sandoz, Wheeler, Willowdale, and Upchurch.

Data collected from the Field Study will help us select the most effective instructional materials for our district.

**Action Desired:** Approval of K-5 Elementary Field Study: Science

**Policy / Strategic Plan**

**Reference:** Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**Responsible Person(s):** Heather Phipps, Andy DeFreece, Ellen Kramer

**Superintendent's Signature:**



## **K-5 Science Textbook Field Study 2019-2020**

According to Rule 6510.1, Assessed Curriculum, Innovation/Program Change: Assessed Curriculum: Innovation/Pilot Programs and Field Studies, this K-5 Science Field Study Proposal is presented to be conducted during the 2019-2020 school year. A Field Study is a structured study of materials developed by sources outside the district that allows for a trial period to help identify which best meet the Standards and Indicators identified in the Framework.

### **Rationale to conduct a field study:**

The first year of Phase II has focused on developing expertise of the Science Ambassador leadership team. Emphasis has been placed on the instructional shifts that are necessary to successfully achieve the standards and indicators in the recently approved PK-12 Science Framework. Using their knowledge of the instructional shifts, the leadership team engaged in an intensive screening process of available products, searching for the highest quality materials that are designed for the new standards. The number of products under consideration was narrowed to four as a result of this screening process. On April 1, 2019, the Science Ambassador team participated in a vendor fair to further evaluate the four programs. Two programs were selected for a K-5 Field Study to be conducted in the 2019-2020. Data collected from the Field Study will help us select the most effective instructional materials for our district. Based on the recommendations by the Science Ambassador team, the following programs are selected for the field study:

### **Elementary:**

- Amplify Science, 2018
- National Geographic Explore Science 2019

The field study will help to evaluate the quality and effectiveness of the instructional materials under consideration. We are looking for materials that are not only aligned to the standards and indicators, but are also designed for the instructional shifts that need to take place in the classroom.

### **Compatibility with District Strategic Plan:**

The field study supports Strategy 2: “We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student’s needs in a changing world.” The specific result will be to “engage in innovative practices to maximize learning to for students and staff.” (Plan 2.4) Engaging in the field study ensures that materials are designed for the instructional shifts needed to achieve the 2018 Science standards and indicators.

**Compatibility with the District Curriculum Cycle:**

All components of Phase I of the district curriculum cycle were completed in February 2018. Phase II, Year 1, (building expertise in instructional shifts and screening for high quality instructional materials) will be accomplished by May 2019. We will be ready for Phase II, Year 2 (field study and course guide writing) beginning in June 2019.

**Existing research /data:**

The Curriculum Planning Committee and the Science Ambassador leadership team have reviewed data and research at district, local, state, and national levels to inform the recommendations brought before the Millard Public Schools Board of Education. The research done by the Curriculum Planning Committee during Phase I was based on state standards and research of effective practices. This work informed the professional development of the Science Ambassador team and development of tools that were used to select high quality instructional materials.

**Clientele to be involved:**

Approximately 36 classroom teachers from 16 elementary buildings will actively participate in the field study of high quality instructional materials for Science education. These participants represent all areas of the district, all student populations, and all elementary grade levels. The field study team will meet approximately four times from June 2019 to February 2020 with four overall goals. First, the team will review key instructional shifts in preparation for field study. Second, each team member will take time to use and evaluate instructional materials from the two programs under consideration. Third, the field study team will reach consensus and recommend a product to the PK-12 Science Curriculum Planning Committee. Fourth, recommendations will be presented to the Board of Education for approval during Spring 2020.

**Desired outcomes to be achieved:**

- Determine high quality instructional materials that not only align to standards, but are designed for necessary instructional shifts
- Correlate instructional materials to district science standards
- Review and update course guides
- Design a strategic plan for professional learning and implementation of new standards and instructional materials to begin in 2020-2021

**Strategies to be employed:**

Support staff through the MEP process as they plan, integrate and assess the new materials.

June 2019: Provide professional learning for instructional shifts

August 2019: Materials Training for Product A. Provide program materials training for all educators who are participating in the field study (Training provided by publisher's consultants)

September - November 2019: Trial period for Product A. Field study participants implement one product under consideration and provide ongoing critique and feedback based on critical selection criteria. Student data will also be collected and analyzed.

November 2019: Materials Training for Product B. Provide program materials training for all educators who are participating in the field study (Training provided by publisher's consultants)

November 2019 - February 2020: Trial period for Product B. Field study participants implement one product under consideration and provide ongoing critique and feedback based on critical selection criteria. Student data will also be collected and analyzed.

February 2020: Data comparison and analysis for the two products under consideration. The field study team will analyze the data as a team and come to a consensus recommendation of the product that is best designed for our district standards and the necessary instructional shifts.

February - June 2020: Course guide development.

February - August 2020: Expand professional learning opportunities for K-5 educators and administrators to build pedagogical background, deep understanding of standards and indicators, and orientation to new instructional materials.

August 2020: Full implementation of new instructional materials and standards.

**Resources needed:**

- Amplify Science and National Geographic Exploring Science materials provided for the duration of the field study
- Possible return shipping costs for materials that are not adopted
- Approximately 36 elementary classroom teachers will use the materials in their classrooms
- Substitutes for field study teachers to participate in professional learning, program training, and review sessions
- Professional learning opportunities for principals and administrative interns
- MEPs work with program consultants on materials acquisition and training, conduct program review sessions, observed in field study classrooms, facilitate all components of Phase II, Year 2 of the MEP Curriculum Cycle

**Evaluation Strategies:**

Field study participants will evaluate for quality and effectiveness of :

- support for standards and indicators
- Instructional design that supports instructional shifts for science education
- student materials and teacher materials
- assessment design
- Digital Resources
- Equity (opportunities for scientific discourse, language development, instructional support for a variety of learners, opportunities for meaningful and sustained learning)

## AGENDA SUMMARY SHEET

**Agenda Item:** Approval of 6 - 8 Middle School Field Study: Science

**Meeting Date:** May 6, 2019

**Background/  
Description:**

In 2018, the Board approved the PK-12 Science Framework.

- June 2018, Science Ambassadors met for the first time to begin developing skills as 3D instructional designers.
- December 2018, secondary science educators conducted a OER (Open Education Resource) professional development with local and state level science education leaders.
- January 2019, secondary science educators screened digital platforms for high quality instructional materials built for 3D Teaching and Learning.
- April 2019, 6 - 8 middle school science educators participated in a vendor fair to evaluate the six products and digital platforms.
- Three programs were selected by the vendor fair team for a 6-8 Field Study to be conducted in the 2019-2020 school year
- A team of 18 middle school science teachers from all 6 middle school buildings will conduct the Field Study.
- Data collected from the Field Study will result in a recommendation for 6 - 8 instructional materials adoption.

**Action Desired:** Approval of 6-8 Middle School Field Study: Science

**Policy / Strategic Plan**

**Reference:** Strategy 2: We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

**Responsible Person(s):** Dr. Heather Phipps, Dr. Anthony Weers, Dr. Amy Himes

**Superintendent's Signature:**





## **6 - 8 Science Field Study 2019-2020**

According to Rule 6510.1, Assessed Curriculum, Innovation/Program Change: Assessed Curriculum: Innovation/Pilot Programs and Field Studies, the 6-8 Science Field Study will be conducted during the 2019-2020 school year. A Field Study is a structured study of materials developed by sources outside the district. This provides a trial period to identify which instructional materials best meet the Standards and Indicators identified in the PK-12 Science Framework.

### **Rationale to conduct a field study:**

June 2018 - April 2019 Phase II (year-one)

There have been five teams of secondary science educators involved in Phase II.

1. The Science Ambassador Leadership Team (PK-12) June 2018 - January 2019
2. The Secondary Science OER Team (Open Education Resource) professional development team (6 - 12) December 2018
3. The Secondary science digital screening team (6 - 12) January 2019
4. The Secondary Science Department Leader Team
5. The Secondary Science Vendor Fair Team (6 - 8) and (9-12)

The 3-Dimensional Teaching and Learning instructional model requires significant instructional shifts for the PK-12 Science Framework to be fully implemented. Based on the recommendations by the aforementioned (five) science educator teams, the following programs are selected for the 6 - 8 middle school field study:

### **Middle School:**

- Amplify Science
- Discovery Education
- OpenSciEd

The field study will identify the effectiveness of the instructional materials under consideration. The goal is to obtain materials that are aligned to the PK-12 Science Framework standards and indicators. In addition, the goal is to obtain materials that are designed for the 3D Teaching and Learning instructional shifts.

### **Compatibility with District Strategic Plan:**

The field study supports Strategy 2: “We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student’s needs in a changing world.” The specific result will be to “engage in innovative practices to maximize learning for students and staff.” (Plan 2.4) The 6 - 8 middle school field study will reveal the instructional materials best suited to achieve the standards set forth in the 2018 PK-12 Science Framework.

**Compatibility with the District Curriculum Cycle:**

- Phase I (2017-2018) of the district curriculum cycle was completed in February 2018.
- Phase II, year-one (2018-2019) defined as “building expertise in instructional shifts and screening for high quality instructional materials” will be completed in May 2019.
- Phase II, year-two will include the field study and course guide writing, beginning in June 2019.

**Existing research /data:**

The Curriculum Planning Committee and the Science Ambassador leadership team reviewed data and research at district, local, state, and national levels to inform the recommendations brought before the Millard Public Schools Board of Education. The research done by the Curriculum Planning Committee during Phase I was based on state standards and research of effective practices. The CPC work informed the professional development of the Science Ambassador Team and the development of tools that were used to select high quality instructional materials for consideration.

**Clientele to be involved:**

Approximately 18 middle school classroom teachers from all 6 middle school buildings will actively participate in the field study. These participants represent all areas of the district and all student populations.

The field study team will meet approximately four times from June 2019 to February 2020.

1. The field study team will review key instructional shifts in preparation for field study.
2. Each member of the team will use and evaluate instructional materials from at least one of the three programs under consideration.
3. The field study team will reach consensus and recommend a product to the PK-12 Science Curriculum Planning Committee in December 2019 - January 2020.
4. A recommendation will be presented to the Board of Education for approval in Spring 2020.

**Desired outcomes to be achieved:**

- Determine high quality instructional materials that are designed for 3-Dimensional teaching and learning
- Correlate instructional materials to PK-12 Science Framework
- Write course guides for grades 6 - 8
- Design a strategic plan for professional learning and implementation of new standards and instructional materials to begin in 2020-2021

**Strategies to be employed:**

Support 6-8 science educators through the MEP process as they plan, integrate, and assess the new materials.

June 2019: Provide professional learning for Field Study procedures

July 2019 - August 2019

- Materials Training for Product A (OpenSciEd)
- Materials Training for Product B (Amplify)
- Materials Training for Product C (Discovery Education)

Provide program materials training for all educators  
(Training provided by publisher's consultants)

September 2019 - October 2019:

Trial period one: Products A and B and C.

Field study participants implement one product under consideration and provide ongoing critique and feedback based on critical selection criteria. Student data will also be collected and analyzed.

\*\*Field study team will switch instructional materials to review one other product.

October - November 2019:

Trial period two: Products A and B and C.

Field study participants implement one product under consideration and provide ongoing critique and feedback based on critical selection criteria. Student data will also be collected and analyzed.

December 2019 - January 2020:

The field study team will analyze the data and reach a consensus recommendation for the product that meets district standards and the necessary instructional shifts.

January 2020 - June 2020: Course guide development.

Expand professional learning opportunities for 6-8 educators and administrators to build pedagogical background, deep understanding of standards and indicators, and orientation to new instructional materials.

August 2020: Full implementation of new instructional materials and standards.

**Resources needed:**

- OpenSciEd Training opportunity July 2019, Grand Island
- Amplify Science materials provided for the duration of the field study
- Discovery Education materials provided for the duration of the field study
- Possible return shipping costs for materials that are not adopted
- 18 middle school classroom teachers will use the materials in their classrooms
- Substitutes for field study teachers to participate in professional learning, program training, and review sessions
- Professional learning opportunities for principals
- MEPs work with program consultants on materials acquisition and training, conduct program review sessions, observed in field study classrooms, facilitate all components of Phase II, year-two of the MEP Curriculum Cycle

**Evaluation Strategies:**

Field study participants will evaluate for quality and effectiveness of :

- support for standards and indicators
- 3 Dimensional Teaching and Learning
- student materials and teacher materials
- assessment design
- digital resources
- equity (opportunities for scientific discourse, language development, instructional support for a variety of learners, opportunities for meaningful and sustained learning)

**AGENDA SUMMARY SHEET**

**Agenda Item:** Human Resources

**Meeting Date:** May 6, 2019

**Background/** Personnel Items: (1) Recommendation to Hire; (2)  
**Resignation Agenda; (3) Contract Addendum**


**Description:**

**Action Desired:** Approval

**Policy /** N/A  
**Strategic Plan Reference:**

**Responsible Person(s):** Kevin Chick

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Duffin", is written on a light-colored rectangular background.

May 6, 2019

**TEACHER RECOMMENDED FOR HIRE****Recommend: The following teachers be hired for the 2019-2020 school year:**

1. Andrew Eggert – BA – Wayne State College. Grade 2 teacher at Reeder Elementary School for the 2019-2020 school year.
2. Jacqueline L. Phillips – BA -- University of Nebraska at Lincoln. Grade 2 teacher at Wheeler Elementary School for the 2019-2020 school year. Hired on a Short-Term Contract.
3. Taylor M. Wagner – BA – Briar Cliff College. Grade 3 teacher at Cottonwood Elementary School for the 2019-2020 school year.
4. Kaitlin P. Pauli – BA – College of St. Mary. Special Education teacher at Keith Lutz Horizon High School for the 2019-2020 school year.
5. Abbey E. Weber – BA – College of St. Mary. Kindergarten teacher at Holling Heights Elementary School for the 2019-2020 school year.
6. Kaysie A. Zeches – BA – University of North Carolina, Charlotte. Kindergarten teacher at Reagan Elementary School for the 2019-2020 school year.
7. Caitlin M. McGoldrick – BA – St. Benedict-St. John's College, MN. Grade 5 teacher at Holling Heights Elementary School for the 2019-2020 school year. Previous Experience: St. Therese Catholic School, MN (2017-Present)
8. Meredith E. Schneider – MA+3 – Doane College. Administrative Intern at Ackerman Elementary School for the 2019-2020 school year. Previous Experience: Blair Public Schools (2012-Present)
9. Kelsey R. Thompson – BA – University of Nebraska, Lincoln. Grade 3 teacher at Cody Elementary School for the 2019-2020 school year. Previous Experience: Lincoln Public Schools (2016-Present)
10. Marlo M. Chandler – MA+6 – University of Nebraska, Omaha. Grade 1 teacher at Aldrich Elementary School for the 2019-2020 school year. Previous Experience: Millard Public Schools (1998-2004); Tempe, Arizona (1995-1997)
11. Amanda L. Oligmueller – BA – University of Nebraska, Lincoln. Core teacher at Cather Elementary School for the 2019-2020 school year. Previous Experience: St. Joseph Catholic School, NE (2016-Present); Georgia Public Schools (2014-2016)
12. Amber A. Lutmer – BA – University of Nebraska, Omaha. P.E. teacher at Millard North Middle School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2018-Present)
13. Jennifer M. Pasko – MA – Concordia University. Grade 5 teacher at Cather Elementary School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2008-Present)
14. Kelly J. Hilbrands – MA+36 – Southwest Minnesota State University. Social Studies teacher at Beadle Middle School for the 2019-2020 school year. Previous Experience: Minnesota Public Schools (1995-2018)
15. Margaret M. Cowell – BA – University of Illinois. Spanish teacher at Millard North Middle School for the 2019-2020 school year. Previous Experience: Archdiocese of Omaha (2016-Present); Mt. Carmel School, Illinois (1985-1992)
16. Allyson T. Figura – MA – Baker University, KS. Grade 3 teacher at Bryan Elementary School for the 2019-2020 school year. Previous Experience: Kansas City Catholic Schools (2016-Present)
17. Caleb A. Annin – BA+36 – Fresno Pacific University. Industrial Technology teacher at

- Millard North Middle School for the 2019-2020 school year. Previous Experience: Westside Community Schools (2018-Present); Minnesota Public Schools (2013-2018)
18. Scott M. Morris – MA – University of Iowa. Music teacher at Kiewit Middle School for the 2019-2020 school year. Previous Experience: Syracuse Public Schools (2014-Present); Lincoln Lutheran Schools (2010-2014); Plattsmouth Community School District (2005-2007)
  19. Vincent J. Lyons – BA – University of Nebraska, Kearney. Math teacher at Beadle Middle School for the 2019-2020 school year.
  20. Kristie L. Plugge – MA – College of St. Mary. Spanish teacher at Andersen Middle School for the 2019-2020 school year. Previous Experience: Ralston Public Schools (2013-2017)
  21. Vicki L. Pribil – MA+6 – English teacher at Beadle Middle School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2018-Present); Schuyler Community Schools (2006-2012); St. Mary's Elementary School (2003-2006)
  22. Amy M. Adams – MA – University of Nebraska, Kearney. Art teacher at Millard North High School for the 2019-2020 school year. Previous Experience: Creighton Preparatory School (2017-Present); Fremont High School (2014-2017); Johnson Crossing Academic Center Fremont, NE (2012-2014)
  23. Kendall E. Philip – BA+24 – Michigan State University. English teacher at Millard South High School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2018-Present); Colorado Public Schools (2013-2018)
  24. Erica M. Harms – BA+20 – University of Iowa. English teacher at Millard South High School for the 2019-2020 school year. Previous Experience: Lee Summit, MO (2017-Present); Iowa Public Schools (2008-2016)
  25. Casey S. Ketterer – MA+27 – Doane University. Kindergarten teacher at Cody Elementary School for the 2019-2020 school year. Previous Experience: Elkhorn Public Schools (2005-2007); Millard Public Schools (2002-2005); Lincoln Public Schools (1998-2002) Hired on a Short-Term Contract.
  26. Kendal J. Runde – MA+36 – University of Nebraska, Omaha. Administrative Intern at Norris Elementary School for the 2019-2020 school year. Previous Experience: Bennington Public Schools (2008-Present)
  27. Kylie L. Wees – MA – Creighton University. Grade 5 teacher at Norris Elementary School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2014-Present); Our Lady of Lourdes School, South Dakota (2012-2014)
  28. Tracy L. Agenbroad – BA+6 – Colorado State University. Grades 1-3 Primary Montessori teacher at Norris Elementary School for the 2019-2020 school year.
  29. Paul P. Anderson – BA – University of Nebraska, Lincoln. Resource teacher at Millard North Middle School for the 2019-2020 school year.
  30. Amber V. Frantz – MA – University of North Carolina. Speech Language Pathologist at Montclair Elementary School for the 2019-2020 school year. Previous Experience: Omaha Public Schools (2018-Present); Missouri Public Schools (2005-2013)
  31. Danielle J. Petro – BA+24 – Wayne State College. Grade 4 teacher at Disney Elementary School for the 2019-2020 school year. Previous Experience: Columbus Public Schools (2016-Present)
  32. Kelly F. Blecha – BA+21 – University of Nebraska, Omaha. Counselor at Black Elk Elementary School for the 2019-2020 school year. Previous Experience: Fremont Public Schools (2014-Present); David City Public Schools (2013-2014)
  33. Martha S. Ewell – MA – College of St. Mary. Grade 1 teacher at Reagan Elementary School for the 2019-2020 school year.
  34. Alyssa A. Hayse – BA – Wayne State College. Music teacher at Black Elk Elementary School for the 2019-2020 school year. Previous Experience: Papillion LaVista Community Schools (2012-Present)

May 6, 2019

**RESIGNATIONS****Recommend: The following resignation(s) be accepted:**

1. Alex Zuehlke – World Language teacher at Millard South High School. Resigning at the end of the 2018-2019 school year to take a position in higher education.
2. Natalia M. Andresen – Special Education teacher at Rohwer Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with St. Roberts School.
3. Matthew S. Eledge – Language Arts teacher at Millard North High School. Resigning at the end of the 2018-2019 school year to take a teaching position with Council Bluffs Schools.
4. Natasha E. Ludwig – World Language teacher at Millard West High School. Resigning at the end of the 2018-2019 school year because of family relocation.
5. Janessa A Nesmith – Special Education teacher at Wheeler Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with Brook Valley School.
6. Lynn M. Bozzano – Special Education teacher at Millard South High School. Resigning at the end of the 2018-2019 school year because of family relocation.
7. Nolan B. Zimmer – Special Education teacher at Cody Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with DC West School District.
8. Abby J. Burke – Grade 3 teacher at Hitchcock Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with the Nebraska Department of Education.
9. Traci L. Gemberling – Grade 3 teacher at Reagan Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with Papillion-LaVista Schools.
10. Sarah A. Headlee – Special Education teacher at Cather Elementary School. Resigning to take a teaching position with Omaha Public Schools.
11. Anne C. Keith – Title 1 teacher at Cody Elementary School. Resigning at the end of the 2018-2019 school year to further her education.
12. Anna L. Lukehart – Grade 3 teacher at Bryan Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position at Bennington Public Schools.
13. Jason J. Trummer – Special Education Resource teacher at Millard North High School. Resigning at the end of the 2018-2019 school year to take a teaching position with Bellevue Public Schools.
14. Nicole C. Mollet – World Language teacher at Millard South High School. Resigning at the end of the 2018-2019 school year to take a teaching position with Lincoln Public Schools.
15. Mallory K. Charvat – Math teacher at Beadle Middle School. Resigning at the end of the 2018-2019 school year to take a teaching position with Elkhorn Public Schools.
16. Cara A. Schrock – Reading teacher at Beadle Middle School. Resigning at the end of the 2018-2019 school year to take a teaching position with Elkhorn Public Schools.



17. Matthew D. Noe – Grade 5 teacher at Hitchcock Elementary School. Resigning at the end of the 2018-2019 school year for personal reasons.
18. Allison R. Stansberry – Special Education Resource teacher at Millard West High School. Resigning at the end of the 2018-2019 school year to take an administrative position with Raymond Central High School.
19. Erika M. Hanke – Grade 5 teacher at Ezra Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with Bennington Public Schools.
20. Sara E. Buelt – Reading teacher at Beadle Middle School. Resigning at the end of the 2018-2019 school year to take a position with Westside Community Schools.
21. Randall L. Schultz – High School Counselor at Millard South High School. Resigning at the end of the 2018-2019 school year to take a position at Bellevue West High School.
22. Keith W. Maly – Special Education Resource teacher at Millard North High School. Resigning at the end of the 2018-2019 school year to take an Activities Director position with Plattsmouth Community Schools.
23. Carrie J. Fairbairn – Special Education teacher at Holling Heights Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with Brook Valley School.
24. Sallye S. Vanderplas-Lee – Special Education Resource teacher at Ackerman Elementary School. Resigning at the end of the 2018-2019 school year to take a teaching position with Brook Valley School.
25. Jason M. Boatwright – Science teacher at Beadle Middle School. Resigning at the end of the 2018-2019 school year to take a teaching position with Papillion La Vista Community Schools.
26. Molly M. Lucas – Kindergarten teacher at Holling Heights Elementary School. Resigning at the end of the 2018-2019 school year for personal family reasons.
27. Clarence R. Goodin – Counselor at Millard South High School. Resigning at the end of the 2018-2019 school year for personal reasons.

**May 6, 2019****AMENDMENT TO CONTINUING CONTRACTS****Recommend: Amendment to the following contract:**

1. Jordan T. Newhouse – Current Music teacher at Millard West High School. Amend contract from (.65) FTE to (1.0) FTE for the 2018-2019 school year.
2. LaDonna K. McCabe – Current World Language teacher at Millard North High School. Amend contract from (.5) FTE to (1.0) FTE for the 2019-2020 school year.
3. Saul T. Knoblauch – Current Language Arts teacher at Millard North High School. Amend contract from (.5) FTE to (1.0) FTE for the 2019-2020 school year.

**AGENDA SUMMARY SHEET**

**Agenda Item:** Senior Status Report - May 2019

**Meeting Date:** May 6, 2019

**Background/  
Description:**

May Senior Status: This report reflects the number of seniors who have, or are on track to earn, the required credits for graduation, but have not passed the required district assessments in order to receive a diploma.

**Action Desired:** Information

**Policy /  
Strategic Plan  
Reference:**

**Responsible  
Person(s):** Dr. Heather Phipps and Dr. Darin Kelberlau

**Superintendent's Signature:**



Number of seniors who are on track to earn the required credit for graduation  
who have not met the Assessment Requirement as of May 1, 2019

	# students with one or more outstanding ELOs	Analytical Writing	Reading	Math
North High	1	0	0	1
South High	10	4	5	6
West High	4	0	4	0
Keith Lutz Horizon High	1	0	0	1

#### Millard North High School

Student One	Needs Math ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
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#### Millard South High School

Student One	Needs Writing ELO	Completing ELOs
Student Two	Needs Math ELO	Completing ELOs
Student Three	Needs Writing ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
Student Four	Needs Math ELO	Completing ELOs
Student Five	Needs Reading ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
Student Six	Needs Math ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
Student Seven	Needs Reading ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
Student Eight	Needs Reading & Math ELOs	Completing ELOs
Student Nine	Needs Writing, Reading, & Math ELOs	Completing ELOs
Student Ten	Needs Writing, Reading, & Math ELOs	Completing ELOs

#### Millard West High School

Student One	Needs Reading ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
Student Two	Needs Reading ELO	is currently applying for lowered cut score in accordance with 6315.1
Student Three	Needs Reading ELO	is currently applying for lowered cut score in accordance with 6315.1
Student Four	Needs Reading ELO	is currently applying for lowered cut score in accordance with 6315.1

#### Keith Lutz Horizon High School

Student One	Needs Math ELO	is currently applying for demonstration of proficiency in accordance with 6315.1
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**AGENDA SUMMARY SHEET**

**Agenda Item:** Legislative Report

**Meeting Date:** May 6, 2019

**Background/  
Description:** The purpose of this report is to provide an update on recent legislative action.

**Action Desired:** Information Only

**Policy /  
Strategic Plan  
Reference:**

**Responsible Person(s):** Nolan Beyer, Executive Director Activities, Athletics & External Affairs

**Superintendent's Signature:**

A handwritten signature in black ink, appearing to read "Jim Dauterive", is placed within a light gray rectangular box.

2019 Millard Public Schools - Legislative Summary

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB31</a>	Kolterman	Nebraska Retirement Systems	03/19/19	Nebraska Retirement Systems priority bill — 02/12/2019, Placed on General File with AM1169 — 04/03/2019, Nebraska Retirement Systems AM1169 filed — 04/03/2019, Kolterman AM1247 adopted — 04/09/2019, Placed on Select File with ER39 — 04/11/2019, Placed on Final Reading — 04/24/2019	Provide for a work plan relating to a transfer of management of the retirement system operated under the Class V School Employees Retirement Act to the Nebraska Public Employees Retirement Systems and to require a report and provide dutie	Monitor	Monitor		Monitor
<a href="#">LB036</a>	Kolterman	Nebraska Retirement Systems	02/12/19		Redefine creditable service, change a payment deadline for restoration of relinquished creditable service, and change payment requirements and service credit computation provisions under the School Employees Retirement Act	Oppose			
<a href="#">LB066</a>	M. Hansen	Urban Affairs	1-29-19	Placed on General File with AM56 — 01/30/2019, Urban Affairs AM56 filed — 01/30/2019, Urban Affairs AM56 lost — 02/04/2019, Hansen, M. AM151 filed — 02/04/2019, Hansen, M. AM151 lost — 02/04/2019, Failed to advance to Enrollment and Review Initial — 02/04/2019	Provide for an early childhood element in a comprehensive plan developed by a city	Monitor		Support	
<a href="#">LB073</a>	Erdman	Education	1-22-19		Require display of the national motto in schools	Monitor	Monitor	Oppose	
<a href="#">LB101</a>	Wayne	Government, Military and Veterans Affairs	2-22-19		Change provisions of the Nebraska Political Accountability and Disclosure Act relating to a potential conflict of interest by an elected office holder of certain cities or villages or a school district	Support		Support	

2019 Millard Public Schools - Legislative Summary

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB103</a>	Linehan	2-20-19	-1-24-19	Placed on General File with AM116 — 02/05/2019 Revenue AM116 filed — 02/05/2019, Revenue AM116 adopted — 02/11/2019, adopted, Placed on Select File with ER27 — 02/19/2019 Linehan AM296 filed — 02/19/2019, Linehan AM296 adopted — 03/01/2019, Placed on Final Reading — 03/05/2019, Passed on Final Reading with Emergency Clause 47-0-2 — 03/07/2019, Approved by Governor on March 12, 2019 — 03/13/2019	Change provisions relating to property tax requests	Monitor	Oppose	Oppose	Oppose
<a href="#">LB104</a>	Linehan	Education	3-4-19		Change distribution of the Nebraska Education Improvement Fund	Monitor			
<a href="#">LB105</a>	Linehan	Executive Board	2-11-19		Designate corn as the state vegetable	Support			
<a href="#">LB115</a>	Blood	Education	1-22-19	Crawford name added 1-24-19, Placed on General File with AM39 — 01/30/2019 Education AM39 filed — 01/30/2019, Education AM39 adopted — 02/01/2019, Placed on Select File with ER9 — 02/05/2019, Placed on Final Reading — 02/19/2019, Passed on Final Reading 44-0-5 — 03/01/2019, Approved by Governor on March 07, 2019 — 03/12/2019	Change provisions related to enrollment of children of members of the military	Monitor		Support	
<a href="#">LB120</a>	Crawford	Education	3-4-19		Require teacher and school staff to receive training on behavioral and mental health	Support		Support	Support
<a href="#">LB147</a>	Groene	Education	2-11-19	Education priority bill — 03/19/2019	Provide for the use of physical force or physical restraint or removal from a class in response to student behavior	Oppose		Oppose	Oppose
<a href="#">LB148</a>	Groene	Government, Military and Veterans Affairs	2-6-19	Placed on General File with AM421 — 03/05/2019 Government, Military and Veterans Affairs AM421 filed — 03/05/2019	Change requirements for public hearings on proposed budget statements and notices of meetings of public bodies	Oppose			
<a href="#">LB151</a>	Brewer	Government, Military and Veterans Affairs	2-20-19		Adopt the Government Neutrality in Contracting Act	Monitor			
<a href="#">LB158</a>	Brewer	Revenue	1-24-19		Change provisions relating to the assessed value of real property	Oppose	Oppose	Oppose	Oppose
<a href="#">LB161</a>	Erdman	Education	2-19-19		Eliminate learning communities	Support		Oppose	
<a href="#">LB165</a>	Hunt	Education	2-26-19		Adopt the Too Young to Suspend Act	Monitor			Monitor

2019 Millard Public Schools - Legislative Summary

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB182</a>	Bolz	Revenue	2-13-19		Adopt the School District Local Option Income Surtax Act	Support			
<a href="#">LB183</a>	Briese	Revenue	1-24-19	Placed on General File with AM158 — 02/05/2019 Revenue AM158 filed — 02/05/2019, Revenue AM158 pending — 02/12/2019 Revenue AM158 pending — 02/12/2019 Wayne MO11 Bracket until April 1, 2019 filed — 02/12/2019, Wayne MO11 pending — 02/12/2019, Crawford FA5 filed — 02/12/2019, Briese FA17 filed — 02/27/2019, Briese AM517 filed — 02/28/2019 Wayne MO11 withdrawn — 02/28/2019, Crawford FA5 withdrawn — 02/28/2019 Briese FA17 withdrawn — 02/28/2019 Briese AM517 adopted — 02/28/2019 Revenue AM158 adopted — 02/28/2019, Briese AM709 filed — 03/13/2019, Briese AM707 filed — 03/13/2019 Briese AM708 filed — 03/13/2019, Attorney General Opinion 19-005 to Briese — 04/23/2019	Change the valuation of agricultural land and horticultural land for purposes of certain school district taxes	Oppose	Oppose	Oppose	Oppose
<a href="#">LB190</a>	La Grone	Transportation and Telecommunications	1-22-19	Placed on General File 1-24-19, Placed on Select File 01/31/2019, Placed on Final Reading — 02/06/2019, Passed on Final Reading 46-0-3 — 03/01/2019, Approved by Governor on March 07, 2019 — 03/12/2019	Change provisions relating to rule and regulation authority of the Department of Transportation and the Nebraska Aeronautics Commission	Monitor			
<a href="#">LB191</a>	La Grone	Government, Military and Veterans Affairs	2-6-19		Change provisions relating to budgets and public hearing notice for certain governmental entities	Monitor			
<a href="#">LB204</a>	Briese	Government, Military and Veterans Affairs	1-24-19		Require approval of voters for bonds under the Interlocal Cooperation Act	Monitor			
<a href="#">LB206</a>	Morfeld	Judiciary	2-1-19	Placed on General File with AM430 — 02/26/2019 Judiciary AM430 filed — 02/26/2019	Protect free speech rights of student journalists and student media advisers (Re-introduced from last session, previously LB886)	Oppose		Oppose	Oppose
<a href="#">LB241</a>	Bolz	Education	1-28-19		Provide for teacher mentoring program grants using income from solar and wind agreements on school lands	Support		Support	Support



2019 Millard Public Schools - Legislative Summary

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB251</a>	Walz	Education	1-28-19		Adopt the Child Hunger and Workforce Readiness Act	Monitor	Monitor	Support	
<a href="#">LB254</a>	McCollister		2-4-19	Placed on General File — 02/14/2019, Hansen, B. AM384 filed — 02/20/2019 Hansen, B. AM384 adopted — 02/20/2019, Placed on Select File with ER40 — 02/26/2019, Placed on Final Reading — 03/12/2019	Adopt the Fair Chance Hiring Act	Support			
<a href="#">LB269</a>	Friesen	Transportation and Telecommunications	3-4-19	Placed on General File — 02/22/2019, Quick AM611 filed — 03/07/2019, Quick AM611 adopted — 03/15/2019, Wayne AM1100 filed — 03/28/2019, Wayne AM1101 filed — 03/28/2019, Wayne AM1102 filed — 03/28/2019, Wayne AM1103 filed — 03/28/2019, Wayne AM1104 filed — 03/28/2019, Placed on Final Reading — 04/04/2019, Passed on Final Reading 49-0-0 — 04/11/2019, Approved by Governor on April 17, 2019 — 04/18/2019	Change provisions relating to school permits	Monitor			
<a href="#">LB281</a>	McCollister	Education	1-28-19	Placed on General File — 02/27/2019	Provide for posting by public schools of a toll-free number set up to report child abuse or neglect (Re-introduced from last session, previously LB912)	Neutral			
<a href="#">LB289</a>	Linehan	Revenue	2-1-19	Revenue priority bill — 03/19/2019, Linehan MO62 Suspend rules to permit cancellation of public hearing filed — 04/15/2019  Linehan MO62 prevailed — 04/15/2019  Notice of hearing for April 18, 2019 (cancel) — 04/15/2019, Linehan AM1381 filed — 04/17/2019  Notice of hearing for April 24, 2019, on AM1381 — 04/17/2019	Change provisions relating to county assessor inspections of real property for property tax purposes	Oppose			
<a href="#">LB292</a>	Vargas	Appropriations	3-4-19		Appropriate funds to the State Department of Education	Monitor			
<a href="#">LB314</a>	Briese	Revenue	2-14-19	Brandt name added 1-18-19, Pansing Brooks name added 1-25-19, Holloran name added 1-28-19,	Adopt the Remote Seller Sales Tax Collection Act and change revenue and taxation provisions	Monitor		Support	Support

2019 Millard Public Schools - Legislative Summary

	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB336</a>	M. Hansen	Government, Military and Veterans Affairs	3-7-19		Change the vote required to exceed certain budget limitations	Monitor			
<a href="#">LB343</a>	Halloran	Judiciary	2-28-19	Briese name added 1-24-19, Erdman name added 1-30-19	Adopt the School Safety Rapid Response Option Act and authorize schools to allow employees to carry concealed handguns	Oppose			Oppose
<a href="#">LB346</a>	Wishart	Education	2-26-19		Change special education reimbursements	Support		Support	Support
<a href="#">LB350</a>	Morfeld	Education	3-19-19		Provide a budget exception for expanded learning opportunity programs	Support		Support	
<a href="#">LB351</a>	Morfeld	Education	3-19-19		Provide for school district levy and bonding authority for cybersecurity and violence prevention (Re-introduced from last year, previously LB247)	Support		Support	Support
<a href="#">LB358</a>	Walz	Education	3-26-19		Change provisions related to early childhood education in the Tax Equity and Educational Opportunities Support Act	Support		Support	Support
<a href="#">LB381</a>	B. Hansen	Government, Military and Veterans Affairs	2-14		Change expense reimbursement provisions for state officers and agencies	Monitor			
<a href="#">LB386</a>	Erdman	Government, Military and Veterans Affairs	2-21-19		Change provisions relating to cash reserves under the Nebraska Budget Act	Oppose			
<a href="#">LB390</a>	Pansing Brooks	Judiciary	2-14-19	Placed on General File with AM408 — 02/26/2019 Judiciary AM408 filed — 02/26/2019, Pansing Brooks priority bill — 03/18/2019 Judiciary AM408 adopted — 03/25/2019, Placed on Select File with ER58 — 03/27/2019, Placed on Final Reading — 04/15/2019, Passed on Final Reading 48-0-1 — 04/18/2019	Provide duties regarding school resource officers and security guards	Monitor			
<a href="#">LB397</a>	Briese	General Affairs	3-4-19	General Affairs priority bill — 03/19/2019, Placed on General File — 03/25/2019	Change provisions relating to tobacco and other nicotine products and tobacco manufacturers	Support			
<a href="#">LB398</a>	DeBoer	Education	2-19-19		Change learning community levy and diversity plan requirements	Monitor			

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
LB399	Slama	Education	1-29-19	<p>Chambers FA9 filed — 02/19/2019, Chambers FA9 adopted — 02/19/2019, Bolz FA10 filed — 02/19/2019, Bolz FA10 adopted — 02/19/2019, Chambers FA11 filed — 02/19/2019, Bolz AM365 filed — 02/20/2019, Bolz AM365 lost — 02/20/2019,, Chambers FA11 lost — 02/20/2019, Chambers FA12 filed — 02/20/2019, Moser FA14 filed — 02/22/2019, Chambers MO13 Bracket until June 6, 2019 filed — 02/22/2019, Chambers FA15 filed — 02/22/2019, Chambers FA15 pending — 02/22/2019, Hunt AM443 filed — 02/22/2019 Chambers FA12 lost — 02/22/2019 , Hunt AM443 filed — 02/22/2019, Slama MO15 Invoke cloture filed — 02/26/2019 Slama MO15 prevailed — 02/26/2019, Placed on Select File with ER43 — 02/28/2019Moser FA14 adopted — 02/26/2019, Education AM286 adopted — 02/26/2019 Chambers MO13 failed — 02/26/2019 , Chambers FA15 lost — 02/26/2019, Chambers FA15 withdrawn — 03/07/2019, Hunt AM443 lost — 03/07/2019, Slama AM617 filed — 03/07/2019, Vargas AM565 filed — 03/07/2019, Chambers FA20 filed — 03/07/2019 Chambers MO21 Recommit to the Education Committee filed — 03/07/2019, Slama AM617 adopted — 03/12/2019 Slama MO22 Invoke cloture filed — 03/12/2019 Slama MO22 prevailed — 03/12/2019 Chambers FA21 filed — 03/12/2019, Placed on Final Reading — 03/13/2019, Returned to Select File for specific amendment — 03/15/2019 Vargas AM565 lost — 03/15/2019, Passed on Final Reading 44-2-3 — 03/21/2019Readvanced to Final Reading — 03/15/2019, Slama AM617 adopted — 03/12/2019</p>	Change the name and provisions related to the committee on Americanism	Oppose		Oppose	Oppose

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB406</a>	Gragert	Government, Military and Veterans Affairs	1-31-19	Placed on General File with AM159 — 02/05/2019 Government, Military and Veterans Affairs AM159 filed — 02/05/2019, Government, Military and Veterans Affairs AM159 adopted — 02/12/2019, Gragert AM315 filed — 02/19/2019, Gragert AM315 adopted — 03/01/2019, Placed on Final Reading — 03/05/2019, Passed on Final Reading with Emergency Clause 46-0-3 — 03/07/2019, Approved by Governor on March 12, 2019 — 03/13/2019	Change provisions relating to abandoned property reports and notices, disposition and transfer of funds, and duties of the State Treasurer under the Uniform Disposition of Unclaimed Property Act	Monitor			
<a href="#">LB412</a>	Geist	Government, Military and Veterans Affairs	2-7-19		Require an election regarding creation of a joint public agency	Monitor			
<a href="#">LB415</a>	Friesen	Government, Military and Veterans Affairs	2-13-19	3-18-19	Repeal recall provisions for political subdivisions	Monitor			
<a href="#">LB416</a>	Friesen	Education	3-4-19		Change distribution of funds from the temporary school fund and from fines and licenses	Oppose			
<a href="#">LB423</a>	Howard	Health and Human Services			Change and eliminate provisions relating to school-based health centers under the Medical Assistance Act	Support			
<a href="#">LB430</a>	Groene	Education	2-12-19	Placed on General File — 02/13/2019, Placed on Select File with ER30 — 02/19/2019, Scheer unanimous consent to expedite approved — 02/19/2019, Placed on Final Reading — 02/22/2019, Passed on Final Reading with Emergency Clause 44-0-5 — 02/27/2019 President/Speaker signed — 02/27/2019, Approved by Governor on February 28, 2019 — 03/01/2019	Change dates related to certifications and distributions of state aid to schools	Oppose		Oppose	
<a href="#">LB431</a>	Groene	Education		Erdman name added 1-30-19, Notice of hearing for March 12, 2019 — 03/01/2019	Change school finance base limitation and local effort rate provisions	Monitor			Monitor
<a href="#">LB432</a>	Groene	Education	3-5-19	Erdman name added 1-30-19	Include tax-increment financing valuation in adjusted valuations for purposes of state aid to schools and change school district levy authority	Oppose			
<a href="#">LB436</a>	Hansen M.	Government, Military and Veterans Affairs	3-13-19	Legislature's Planning Committee priority bill — 03/19/2019	Create the Complete Count Commission and provide duties regarding the census	Monitor			

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB477</a>	Vargas	Revenue	2-13-19	Quick name added 2-4-19, Placed on General File — 02/26/2019	Provide an income tax exemption for Segal AmeriCorps Education Awards	Monitor			
<a href="#">LB478</a>	Vargas	Judiciary	3-13-19	<u>Speaker priority bill — 03/20/2019, Judiciary AM1216 adopted — 04/23/2019</u>	Prohibit use of consent by a minor as a defense or mitigation of damages or liability in certain civil actions arising from sexual assaults	Monitor			
<a href="#">LB483</a>	Erdman	Revenue	2-21-19	<u>Mar 20, 2019Placed on General File927</u> <u>Feb 26, 2019Erdman priority bill 607</u> <u>Feb 13, 2019Notice of hearing for February 21, 2019504</u> <u>Jan 28, 2019Halloran name added 349</u> <u>Jan 24, 2019Referred to Revenue Committee319</u>	Change the valuation of agricultural land and horticultural land	Oppose			
<a href="#">LB488</a>	Howard	Education	3-25-19		Adopt school district requirements for mental health education and change school district requirements for drug awareness and prevention	Oppose		Oppose	
<a href="#">LB495</a>	Wayne	Education	2-11-19		Provide for collection of data on student disciplinary actions	Monitor			
<a href="#">LB497</a>	Friesen	Revenue	2-14-19	Kolterman name added 1-24-19,	Adopt the School District Property Tax Authority Act and change revenue and taxation provisions	Oppose			
<a href="#">LB506</a>	Briese	Revenue	2-27-19		Adopt the Property Tax Request Limitation Act	Oppose			
<a href="#">LB507</a>	Briese	Revenue	3-1-19		Impose sales tax on certain services and eliminate sales tax exemptions	Monitor			
<a href="#">LB508</a>	Briese	Revenue	3-1-19		Impose sales and use taxes on certain services, eliminate sales tax exemptions, and use the increased revenue for property tax credits.	Monitor			
<a href="#">LB513</a>	Briese	Education	2-4-19		Change requirements for the issuance of certain school district bonds	Monitor			Oppose
<a href="#">LB515</a>	Vargas	Education	2-11-19		Change provisions relating to the Student Discipline Act	Oppose			Monitor
<a href="#">LB537</a>	Lathrop	Education			Change revisions relating to actions with regard to the performance or conduct of a certified school district employee	Oppose		Oppose	Oppose
<a href="#">LB565</a>	Bolz	Nebraska Retirement Systems	2-12-19		State legislative intent relating to a designated beneficiary determination under certain retirement systems	Support			Support

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB568</a>	Morfeld	Education	3-18-19		Provide for mental health first aid training for school districts and change provisions relating to the use of lottery funds	Monitor			
<a href="#">LB575</a>	Brewer	Education	2-4-19	Placed on General File with AM175 — 02/19/2019 Education AM175 filed — 02/19/2019, Education AM175 adopted — 02/21/2019, Placed on Select File — 02/28/2019, Placed on Final Reading — 03/12/2019, Approved by Governor on March 21, 2019 — 03/21/2019	Require school district policies regarding the provision of information to and access by military recruiters	Monitor			
<a href="#">LB581</a>	Albrecht	Government, Military and Veterans Affairs	3-20-19		Require the use of generally accepted accounting principles in preparing budgets under the Nebraska Budget Act	Oppose			
<a href="#">LB588</a>	Stinner	Education	3-26-19		Change the local effort rate pursuant to the Tax Equity and Educational Opportunities Support Act	Monitor			
<a href="#">LB589</a>	Chambers	Judiciary	2-14-19		Prohibit peace officers from serving as school resource officers	Oppose		Oppose	
<a href="#">LB590</a>	Briese	Health and Human Services	2-8-19	Placed on General File with AM330 — 02/21/2019 Health and Human Services AM330 filed — 02/21/2019, Health and Human Services AM330 adopted — 03/13/2019, Placed on Select File with ER48 — 03/14/2019, Chambers AM1146 filed — 04/02/2019, Placed on Final Reading — 04/04/2019, Passed on Final Reading 48-0-1 — 04/11/2019, Approved by Governor on April 17, 2019 — 04/18/2019	Provide for reporting of staff training for early childhood education	Monitor			
<a href="#">LB609</a>	La Grone	Government, Military and Veterans Affairs	2-21-19	Placed on General File — 03/13/2019	Provide for reimbursement of actual costs of a rental vehicle by county and local governments	Oppose			
<a href="#">LB614</a>	Crawford	Revenue	3-1-19	Crawford AM186 filed — 02/11/2019	Change revenue and taxation provisions (See pages 52-61)	Monitor			Support
<a href="#">LB618</a>	Hilgers	Government, Military and Veterans Affairs	2-22-19		Change provisions relating to electioneering				
<a href="#">LB619</a>	Kolowski	Banking, Commerce and Insurance	3-5-19		Require coverage under insurance policies for mental health services delivered in schools	Monitor			
<a href="#">LB634</a>	Hilkemann	Transportation and Telecommunications	3-4-19		Require three-point safety belt systems for school vehicles as prescribed	Monitor			

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB640</a>	Howard	Education	3-7-19		Include study relative to the Holocaust and other genocides in provisions relating to multicultural education	Oppose		Oppose	
<a href="#">LB647</a>	Wayne	Education	3-19-19		Include virtual school students in the state aid to schools formula	Monitor		Support	Monitor
<a href="#">LB650</a>	Wayne	Education	3-4-19		Adopt the Teach for Nebraska Program Act and change provisions relating to the Nebraska Education Improvement Fund and the Excellence in Teaching Cash Fund			Support	
<a href="#">LB656</a>	Wayne	Education	3-16-19		Adopt the Nebraska Education Formula, terminate the Tax Equity and Educational Opportunities Support Act, and change levy limits and the base limitation for school districts	Monitor			
<a href="#">LB662</a>	Friesen	Education	2-12-19		Terminate the Tax Equity and Educational Opportunities Support Act	Oppose			
<a href="#">LB668</a>	Vargas	Education	3-18-19		Adopt the Alternative Certification for Quality Teachers Act				
<a href="#">LB670</a>	Linehan	Revenue	3-7-19	Linehan priority bill — 02/27/2019 Kolowski AM1351 filed — 04/18/2019  Kolowski AM1350 filed — 04/18/2019	Adopt the Opportunity Scholarships Act and provide tax credits	Oppose	Oppose	Oppose	Oppose
<a href="#">LB671</a>	Linehan	Education	3-5-19		Provide for sparsity aid in the Tax Equity and Educational Opportunities Support Act	Oppose			
<a href="#">LB674</a>	Linehan	Education	3-5-19		Change the base limitation for school districts	Oppose			
<a href="#">LB675</a>	Groene	Education	2-26-19	Education priority bill — 03/19/2019, Placed on General File with AM1308 — 04/24/2019  Education AM1308 filed — 04/24/2019	Change provisions relating to education	Monitor			
<a href="#">LB677</a>	Groene	Revenue	2-14-19	Halloran name addes 1-28-19, Brewer name addes 1-3-19,	Change provisions of the Property Tax Credit Act and provide school district property tax relief aid	Oppose			
<a href="#">LB679</a>	DeBoer	Education	3-19-19		Create the School Financing Review Commission	Monitor		Support	
<a href="#">LB683</a>	Kolterman	Nebraska Retirement Systems	3-19-19		Provide for a work plan under the Class V School Employees Retirement Act relating to a one-time lump sum payment to certain retirement system members	Monitor			

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	Senator	Committee	Hearing	Action	Summary	MPS Stance	GNSA Stance	NASB Stance	NCSA Stance
<a href="#">LB695</a>	Groene	Education	2-12-19	Erdman name added 1-3-19,	Change provisions relating to the Tax Equity and Educational Opportunities Support Act, the Property Tax Credit Act, levy limits, and the base limitation	Oppose			
<a href="#">LB706</a>	Lindstrom	Nebraska Retirement Systems	3-19-19		Authorize a one-year freeze of cost-of-living adjustments under the Class V School Employees Retirement Act	Monitor			
<a href="#">LB725</a>	Walz	Education	3-25-19		Provide for reimbursements to school districts and educational service units for mental health expenditures	Support		Support	
<a href="#">LB727</a>	Walz	Education	2-19-19		Provide duties for school districts, the State Department of Education, and the Department of Health and Human Services with respect to mental health services	Support		Support	
<a href="#">LB728</a>	Walz	Education	2-19-19		Provide duties relating to school meals	Monitor		Support	
<a href="#">LR3CA</a>	Erdman	Revenue	2-7-19		Constitutional amendment to provide income tax credits for property taxes paid	Oppose			Oppose
<a href="#">LR5CA</a>	Brewer	Education	2-12-19		Constitutional amendment to limit the percentage of funding for schools that comes from property taxes	Oppose		Oppose	Oppose
<a href="#">LR8CA</a>	Linehan	Revenue	2-27-19	3-19-19	Constitutional amendment to limit the total amount of property tax revenue that may be raised by political subdivisions	Oppose		Oppose	Oppose