

## MILLARD PUBLIC SCHOOLS

### BOARD MEETING NOTICE

A Board Committee of the Whole meeting will be held on Monday, November 14, 2005, at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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 Vice-President before the meeting begins.

#### A G E N D A

1. 2006 Summer Projects
2. Middle School Schedule Changes
3. Technology Update
4. Substance Abuse Policy

**Enclosure E.4.  
November 21, 2005**

Minutes  
Committee of the Whole  
November 14, 2005

The members of the Board of Education met for a Committee Meeting on Monday, November 14, 2005 at 7:00 p.m. at the

Don Stroh Administration Center, 5606 South 147th Street. The agenda items include: 2006 Summer Projects, Middle School Schedule Changes, Technology Update and Subsequent Action Plan.

**PRESENT:** Mike Pate, Julie Johnson, Linda Poole, Brad Burwell, and Jean Stothert

**ABSENT:** Mike Kennedy

Others in attendance were Keith Lutz, Ken Eason, Mark Balaban, Linda Dorn, Jeff Dorn, Greg Dorn, and Mike Dorn.

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 Vice President before the meeting begins.

## **AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Summer Projects 2006

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Summer Projects 2006 – Roofing, paving, HVAC, etc. projects to be undertaken during the summer of 2006.

# SUMMER PROJECTS 2006

Millard Public Schools

Project Management

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Board of Education Committee Meeting  
November 14, 2005

**Building Fund Project Requests  
for  
Summer 2006**

# SUMMER PROJECTS 2006

Millard Public Schools

# SUMMER PROJECTS 2006

Millard Public Schools

Project Management

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- Paving: Rohwer, Sandoz, RMS/WHS Sidewalks
  - Track: BMS
  - Irrigation: NHS, SHS, WHS
  - Storage Bldg: Buell Turf Equip / SHS Track Equip
  - Roofs: CMS Phase I-06, NMS Phase III of III
  - Doors/Frames: Cottonwood, Harvey Oaks, Hitchcock, AMS, NHS
  - Flooring: Ezra, Neihardt, Willowdale, KMS
  - Fire Alarm: Morton
  - HVAC: Cottonwood, AMS, Rockwell Phase II of II
  - Plumbing: AMS
  - Painting: Gyms at Bryan & Cather







# SUMMER PROJECTS 2006

The background features a dark blue field with a large, curved black shape on the right side. A thin, vertical green line runs down the left side of the image. The text 'SUMMER PROJECTS 2006' is positioned at the top left in a white, bold, sans-serif font.

# SUMMER PROJECTS 2006

Millard Public Schools

Project Management

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**RMS Sidewalks**

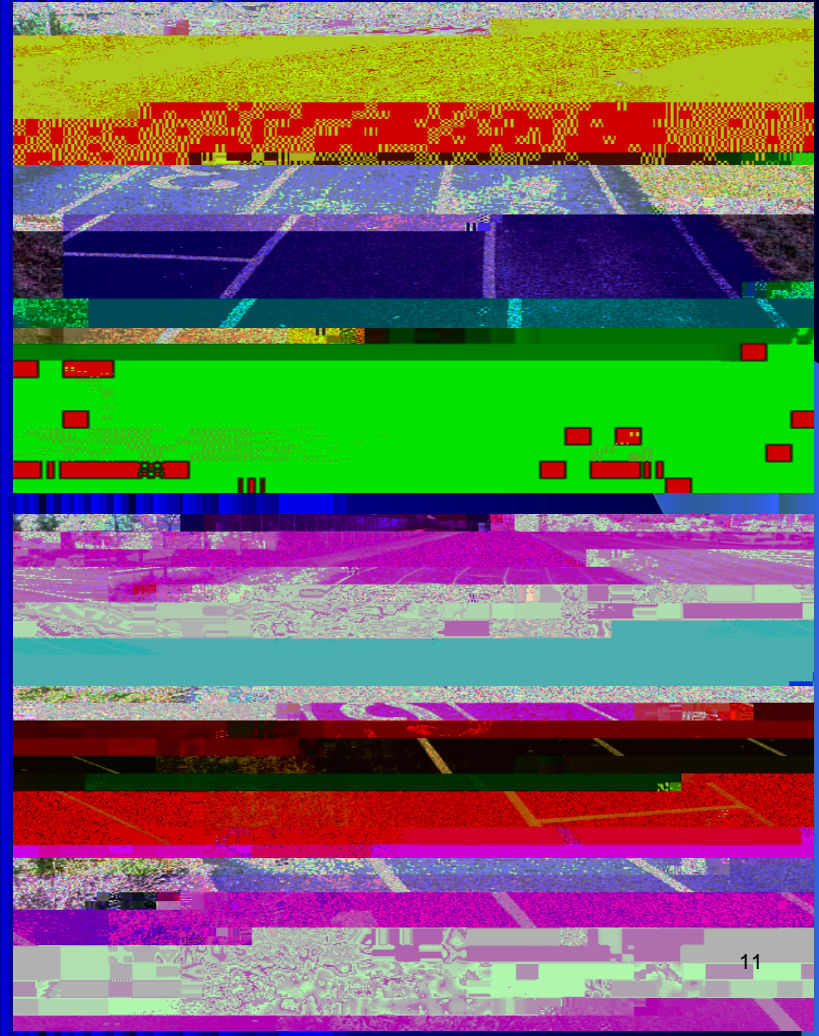
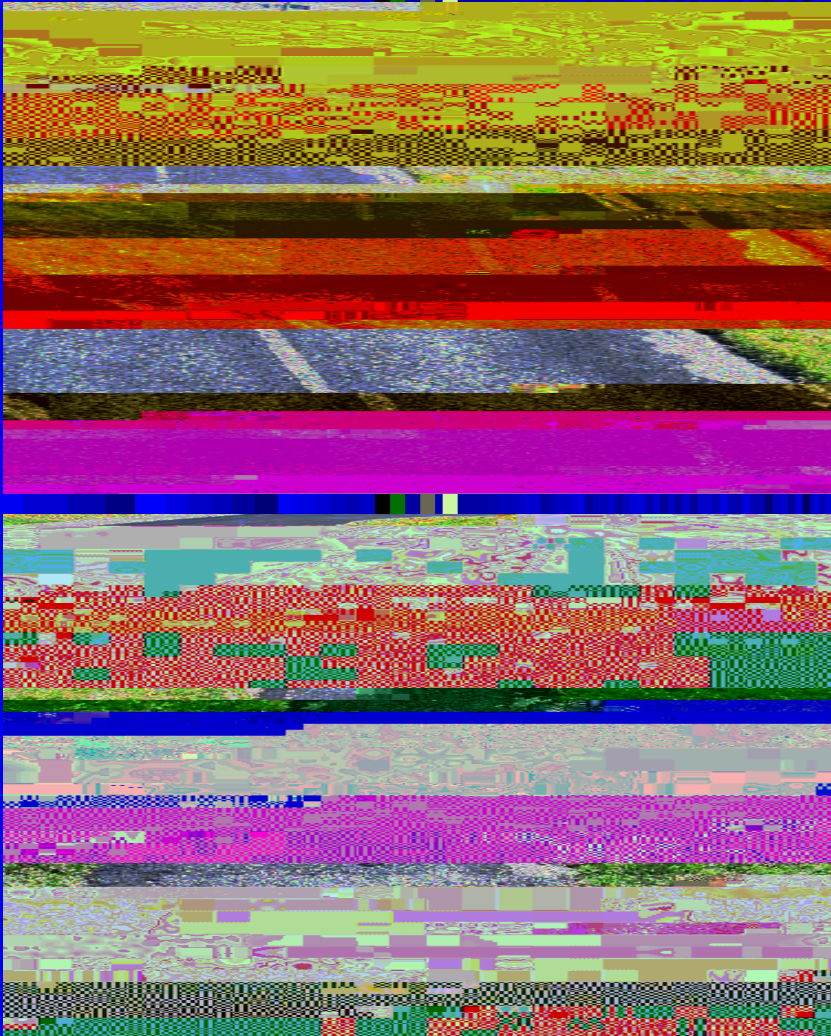
**WHS Sidewalks**

# SUMMER PROJECTS 2006

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## BMS Track Renovation



# SUMMER PROJECTS 2006

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## **Irrigation Management NHS, SHS, WHS**

Connects local, independent irrigation controls to the computers of centrally-based managers through existing network and energy management systems

### Benefits

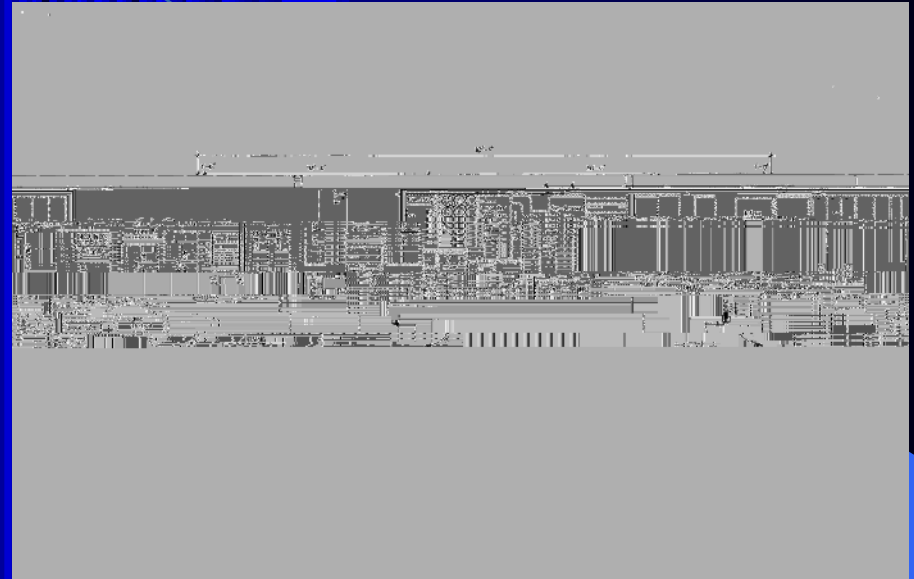
- Provides full remote control of significant irrigation systems by district-level managers
- Reduces water consumption
- Ensures district-wide continuity for irrigation practices, quantities, start/stop times, etc.

# SUMMER PROJECTS 2006

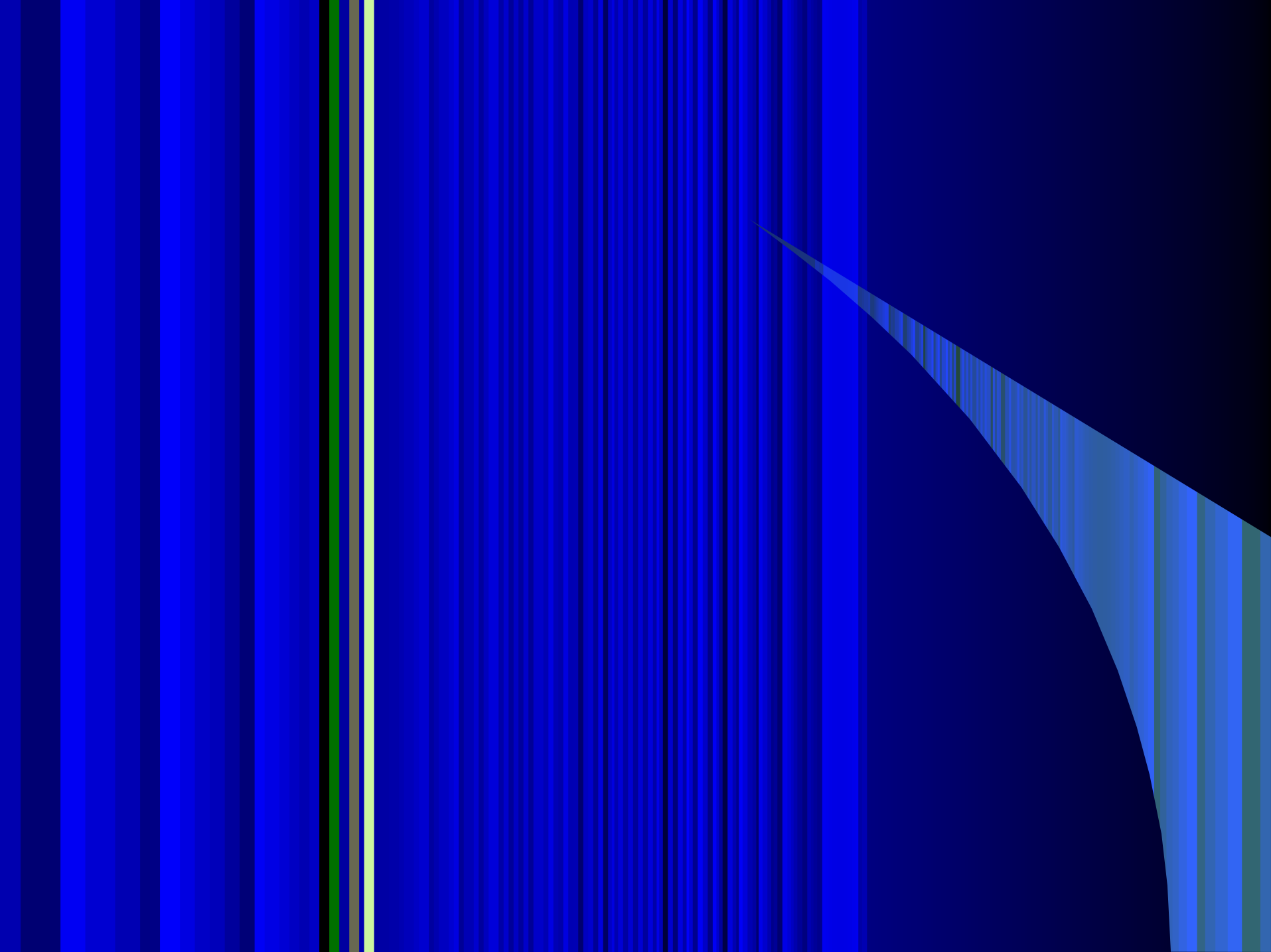
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## Storage Building for Buell Turf and SHS Track



- Turf maintenance requires storage for a substantial amount of specialized equipment and a stock of field repair materials
- The SHS track equipment is currently being stored in a rented semi



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## New Methods Developed for MPS Roofing:

- Roofing Solutions, Inc. (RSI) of Kansas City was hired to develop specifications and manage the planning and construction of all district roof projects
- New performance-based specifications promote open competition among a number of pre-approved roof material manufacturers and local sub-contractors, while delivering high-quality, cost-effective roof systems
- Elementary 24 was the first project to utilize these new methods
- RSI has recommended Bahr, Vermeer, Haecker (BVH) of Omaha as their choice of architectural firms to prepare plans and bid documents
- In tandem with the BVH contract administrator, RSI will provide an on-site inspector to verify compliance of roof construction operations
- RSI can provide infra-red scanning as-needed, to locate problem issues both pre and post-construction

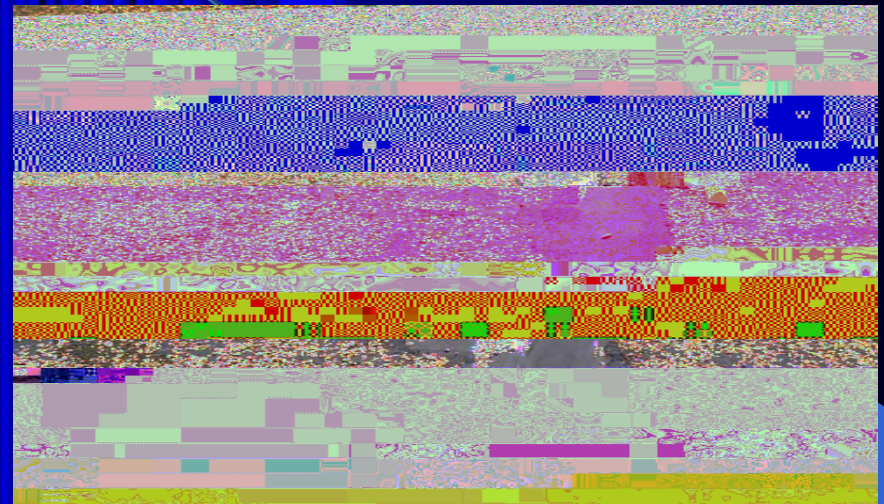


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## CMS Re-roof Phase I-06



# SUMMER PROJECTS 2006

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## NMS Re-roof Phase III of III





# SUMMER PROJECTS 2006

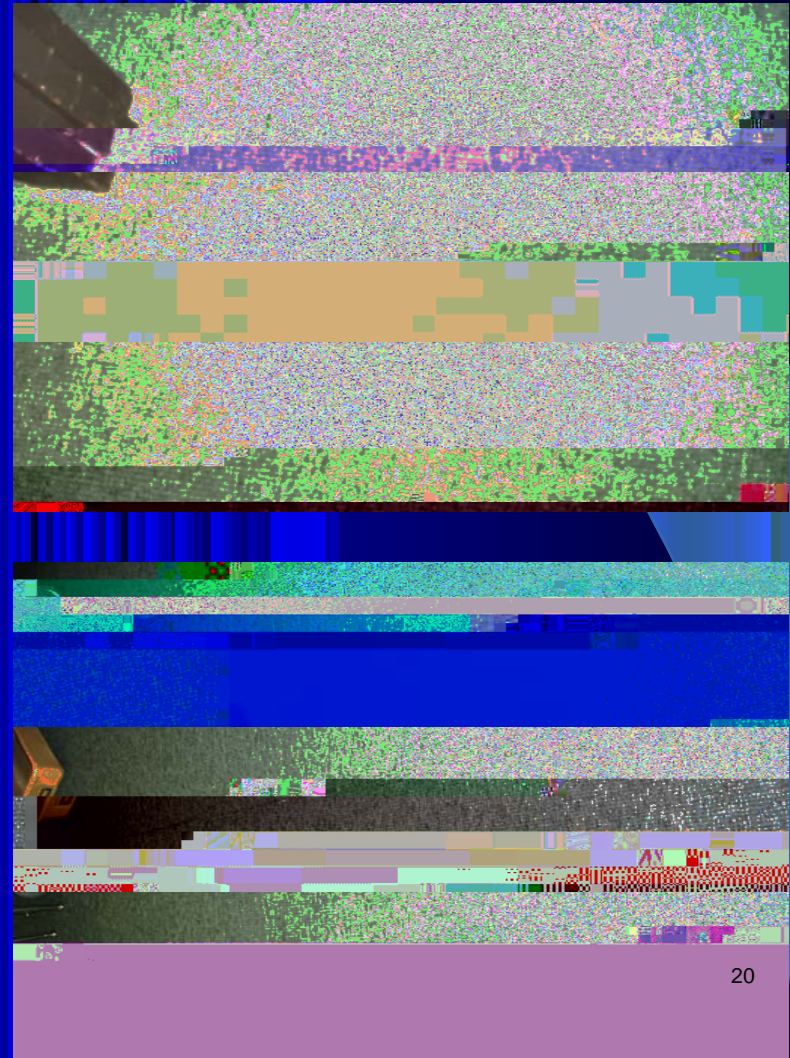
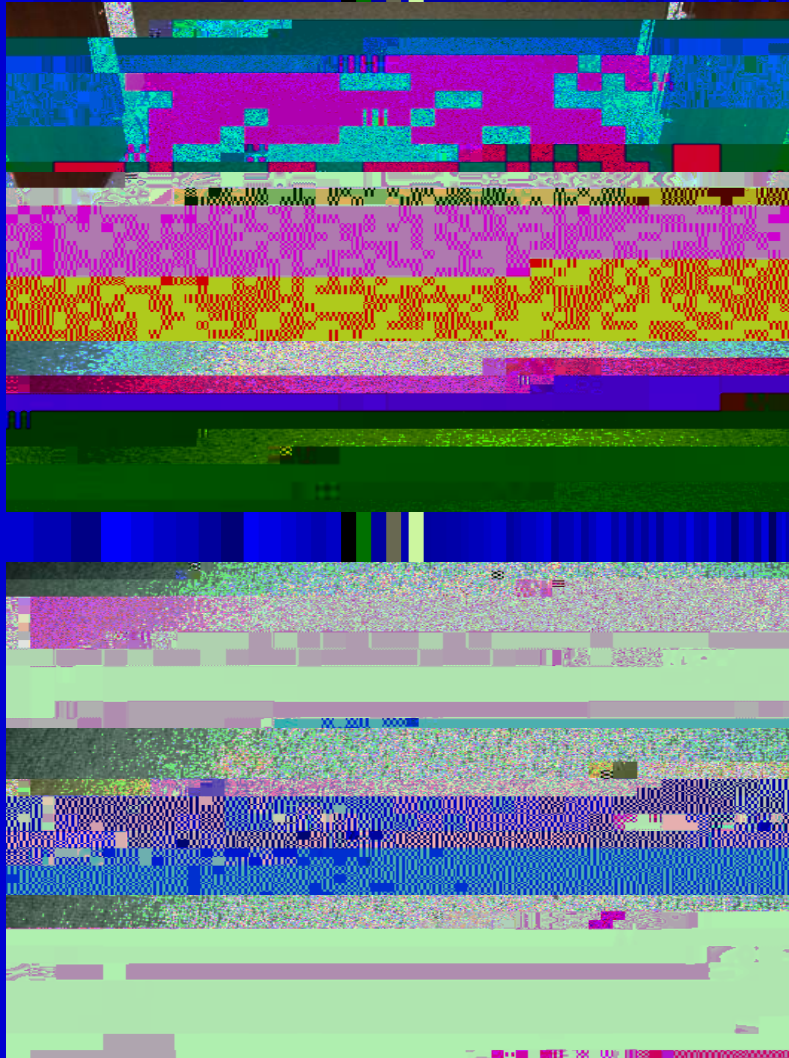
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## Neihardt Carpet Replacement



# SUMMER PROJECTS 2006

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## Willowdale Carpet Replacement

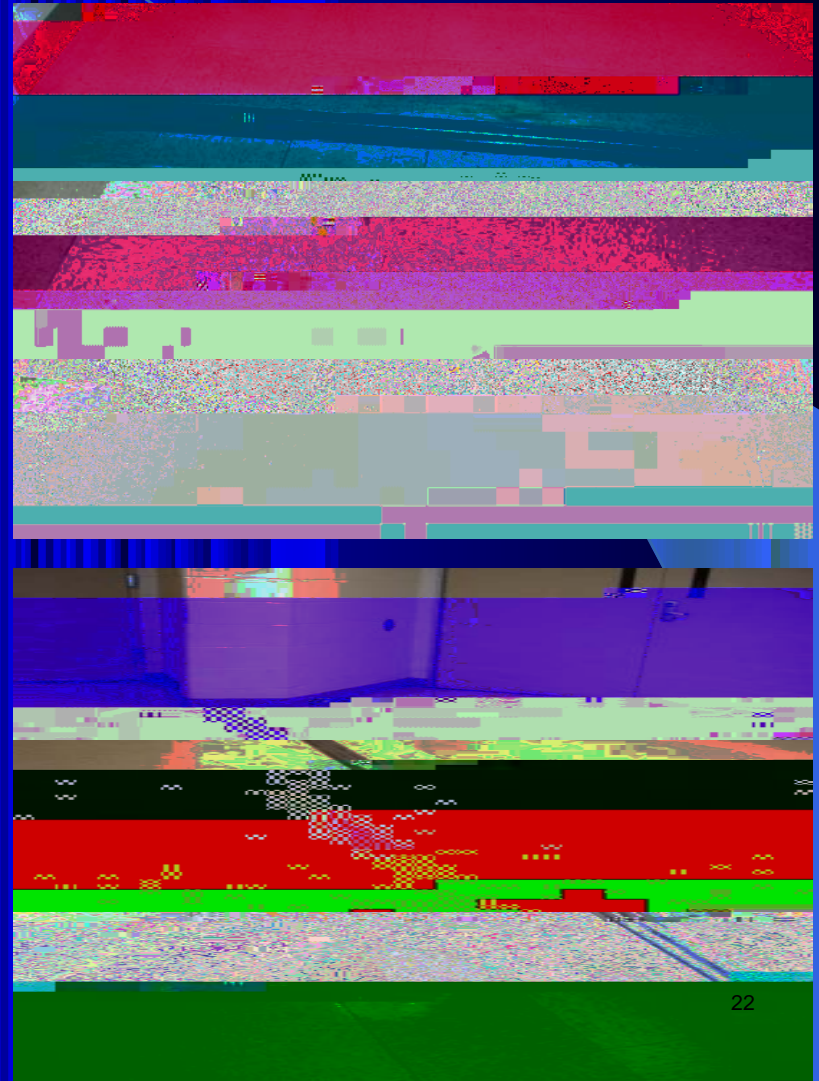
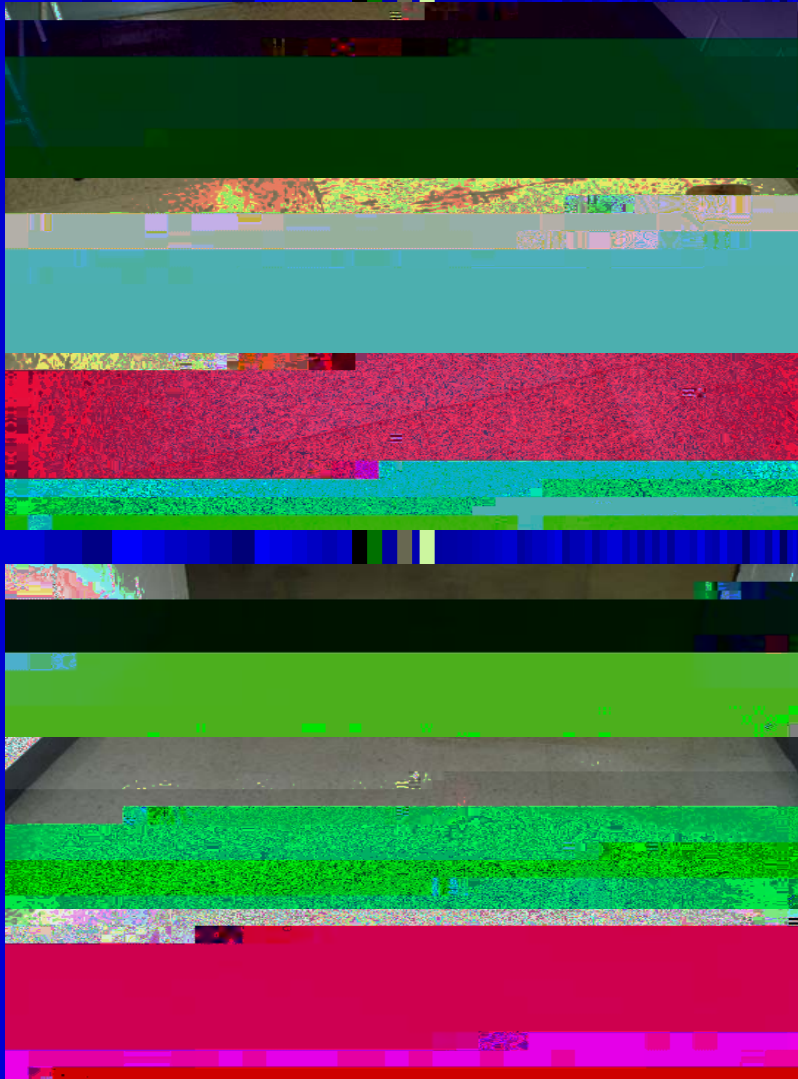


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## KMS Flooring Replacement



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## Morton Fire Alarm System Replacement

- Most components of the system are original to the 1974 building
- Reliability of the system is uncertain
- Requests for repairs are numerous and frequent
- Troubleshooting and repairs are difficult and expensive
- System is incompatible with modern replacement components



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## Cottonwood Digital Control for HVAC

- Provides modern digital control of roof units
- Enables remote control within energy management system
- Will improve ventilation control
- Will improve temperature control
- Will improve comfort levels for students and staff
- Reduce outages and emergency repairs
- Will improve energy efficiency

# SUMMER PROJECTS 2006

Millard Public Schools

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## Rockwell HVAC Improvements Phase II of II

- Phase I was completed in summer 2005
- Replaces original heat pumps remaining from 1977
- Replaces sagging, obsolete PVC loop piping
- Improves ventilation
- Improves temperature control
- Reduce outages and emergency repairs
- Improves energy efficiency
- Helps to prevent mold growth

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## AMS Dehumidification for Outside Air

- 1986 Original equipment does not condition outside air
- Project provides cooling for outside ventilation air at roof units
- Humid outside air creates comfort and humidity issues
- Rooms below-grade require higher-quality ventilation
- Conditions are worst when outside air is cool and humid
- Humidity control is essential to prevent mold growth

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# SUMMER PROJECTS 2006

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## Repaint Gym Walls

Bryan



Cather



# SUMMER PROJECTS 2006

Millard Public Schools

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## Cost Summary

Civil Projects	655,019
Architectural Projects	1,781,526
Mechanical Projects	649,467
Electrical Projects	28,665
10% Contingency	311,468
Total Capital Requests	<u>\$3,426,145</u>

Discipline	Sub Group	Location	Project Description	Priority Ranking	Estimated Project Cost
					(Incl Fees & Testing)
<b>Civil</b>	<i>Athletics</i>	Beadle M S	Running track: Remove & recondition remaining asphalt surface, re-stripe	19	21,645
	<i>Irrigation</i>	High Schools (all)	Irrigation systems: Remote monitoring and management	16	50,310
	<i>Paving</i>	Rohwer	Replace 3,690 SF paving & curb at main drive, rout and seal all joints	15	49,916
		Sandoz	Remove and replace paving at HS playground, dock & west drive/parking	13	255,353
		Russell M S	Construct 900 LF of 6' public sidewalk along Q Street	3	76,858
		West H S	Construct 5,250 LF of 6' public sidewalk along Q St, 176th Ave, 180th St	4	200,937
			<b>Estimated sub-total CIVIL costs</b>		<b>655,019</b>
<b>Architectural</b>	<i>Athletics</i>	Buell Stadium	Construct storage building for turf maintenance and SHS track equipment	na	277,306
	<i>Doors-Windows</i>	Multiple Locations	Replace rusted window frames, door frames and doors	9	150,000
	<i>Flooring</i>	Ezra	Carpeting: Replace throughout building	8	107,402
		Kiewit M S	Vinyl floor tile: Replace w/carpet in all corridors, repair tile in cafeteria	17	120,590
		Neihardt	Carpeting: Replace throughout building	18	154,131
		Willowdale	Carpeting: Replace throughout building	20	103,467
	<i>Painting</i>	Bryan	Repaint CMU walls in gym floor to ceiling, block graphics	12	5,265
		Cather	Repaint CMU walls in gym floor to ceiling, block graphics	11	5,265
	<i>Roofing</i>	Central M S	Re-roof: Phase I-06 of multiple (cost from low bid 3-9-05)	2	538,200
		North M S	Re-roof: Phase III of III (cost from low bid 3-9-05)	1	319,900
			<b>Estimated sub-total ARCHITECTURAL costs</b>		<b>1,781,526</b>
<b>Mechanical</b>	<i>Plumbing</i>	Andersen M S	Wash fountains (6): Replace with solid-surface at all student restrooms	6	25,740
	<i>HVAC</i>	Andersen M S	Install de-humidification equipment at roof top make-up air units	10	435,240
		Cottonwood	Convert roof top units from pneumatic to DDC	7	29,250
		Rockwell	Heat pumps, controls and piping improvements Phase II of II (HP's included)	5	159,237
			<b>Estimated sub-total MECHANICAL costs</b>		<b>649,467</b>
<b>Electrical</b>	<i>Fire Alarm</i>	Morton	Replace all fire detection and notification devices throughout building	14	28,665
			<b>Estimated sub-total ELECTRICAL costs</b>		<b>28,665</b>
			<b>Estimated sub-total 2006 construction costs</b>		<b>3,114,677</b>
			<b>10% Contingency</b>		<b>311,468</b>
			<b>Estimated total 2006 project requests</b>		<b>\$3,426,145</b>

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Ackerman Remodeling Issues

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** General Administration

**TITLE & BRIEF DESCRIPTION:** Ackerman Remodeling Issues – Issues with regard to design and construction plans at Ackerman Elementary School

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:**

We are facing two types of issues in our plans to remodel Ackerman Elementary School. The first issue is related to the design. In order to do the substantial remodel consistent with the current building codes, we will need to create a storm shelter. This expense was not included in the original cost estimates. The cost of the storm shelter will range from \$200,000 - \$400,000 depending on how we approach the issue.

The second issue is construction related. More specifically, the issue is: “Do we go to the expense of incurring significant additional costs in order to get the project done during summers only?” If we don’t want to incur the added expense (or if is not possible to do the project during summers only), “What do we do with the Ackerman students during the time of construction?”

Attached is a one-page summary of the design and construction alternatives. At the present time, the construction committee is of the opinion that the best alternatives are Option 3 (\$400,000) under the design issue and also Option 3 (use Elementary #25) under the construc15 Tm [(E)7/Lb54(unde)9(r)-254(t)6(he)-252(d)1e



## ACKERMAN ISSUES

Design

Construction

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Report on Status of Proposed Changes to the Middle School Schedule

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** Education Services

**TITLE AND BRIEF DESCRIPTION:** Changes in Middle School Scheduling

**ACTION DESIRED:** INFORMATION ONLY

**BACKGROUND:** It has been about 20 years since the framework of middle school scheduling was conceptualized and put into place in Millard. The framework of the schedule has dictated the length of courses and the exclusion or modification of other offerings that could be implemented at the middle school.

As world language, Family Consumer Science, and Computer Application teachers enterm cf

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**ASSOCIATE SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

## **Middle School Scheduling Change**

It has been about 20 years since the framework of middle school scheduling was conceptualized and put into place in Millard. The framework of the schedule has dictated the length of courses and the exclusion or modification of other offerings that could be implemented at the middle school.

As world language teachers begin the curriculum process and as computer application teachers consider the best delivery system for technology, a discussion and proposal has evolved from discussion about change to the middle school schedule framework.

The schedule would allow for

1. The introduction of world language at an earlier age. This concept is supported by interest as expressed in Action Plan 5-

Principals will have to determine



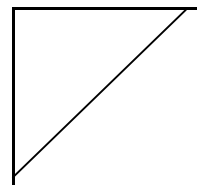
## MIDDLE SCHOOL SCHEDULE STAFF REPRESENTATIVES

<b>Attendees</b>
Jeff Alfrey, Principal, Andersen Middle School
Nancy Armitage, Kiewit Middle School, Vocal Music
Gary Barta, Principal, North Middle School
Rosemary Barta, MEP Facilitator, CSMI
Danna Becerra, Andersen Middle School, Art
Brian Begley, Principal, Russell Middle School
Don Bosworth, Russell Middle School, Computer
Wendy Brennan, Central Middle School, German
Martha Bruckner, Assoc. Superintendent for Ed Services, DSAC
George Conrad, Director Human Resources, DSAC
Monica Cox, Central Middle School, Vocal Music
Mike Daubert, Kiewit Middle School, PE
Clara Hoover, MEP Facilitator, CSMI
Nancy Johnston, Principal, Beadle Middle School
Phil Koch, Principal, Kiewit Middle School
Tony Levy, MEA President
Sheryl Moeller, Beadle Middle School, FCS
Diane Mynster, Andersen Middle School, PE
Susan Pierson, Kiewit Middle School, Art
Judy Porter, Director of Secondary Ed, DSAC
Dave Robinson, Russell Middle School, IT
Joan Rogert, Andersen Middle School, Foreign Language
Jeannene Rossitto, North Middle School, Health
George Sefzik, North Middle School, IT
Linda Shirck, MEP Facilitator, CSMI
Bradley Slominsky, Beadle Middle School, Computer
John Southworth, Asst. Principal, Beadle Middle School
Jim Sutfin, Principal, Central Middle School

	1	2	3	4	5	6 MYP	6 Regular	7 MYP	7 Regular	8
<b>6th Grade</b>										
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE French, Spanish, or German Survey (30 days each)	PE French, Spanish, or German Survey (30 days each)	Music (9)	Art (6)	Guided Study
								Comp App (9)	Music (6)	Band
								Health (6)	FCS (6)	Vocal
								Art (6)	Health (6)	Orchestra
						IT (6)	Comp App (6)			

	1	2	3	4	5	6	7 MYP	7 Regular	8
<b>7th Grade</b>									
Computer App Integrated in all	English	Reading	Math	Science	Social Studies	PE World Lang. Sem I or ELO or Literacy	Art (9)	Art (6)	Guided Study
							IT or Comp App (9)	Music (6)	Band
							Health (6)	FCS (6)	Vocal
							FCS (6)	Health (6)	Orchestra
						Music (6)	Comp App (6)		

	1	2	3	4	5	6	7	8
<b>8th Grade</b>								
Computer App Integrated in all	English	Social Studies	Math	Science	World Lang 2006-2007 Level I 2007-2008 & beyond - Sem. II or Literacy	Band or Orchestra or Guided Study	Elective (6)	Elective (6)
							Elective (6)	Elective (6)
							Elective (6)	Know Your Self (6)
							Elective (6)	PE
					Elective (6)			



= every other day

Sem
(6)
(6)
(6)

= time frame noted in weeks





## **Millard Middle Schools** **Middle School Philosophy**

The purpose of the Millard Middle Schools is to meet the intellectual, social, ethical, emotional, and physical needs of 11-14 year old students through programs and instructional practices that are academically and developmentally appropriate and include essential elements of instruction, management, and curriculum.

The essential elements of middle level instruction, management, and curriculum are:

- High academic expectations
- Interdisciplinary teams
- Exploratory offerings
- Inclusionary practices
- Student advisement
- Developmentally appropriate instructional practices
- Climate conducive to learning

Operational parameters for the middle schools include:

- Common team planning
- Schedule conducive to multiple options for students
- Developmentally appropriate co-curricular program
- Team leadership and team structure
- Effective transition in, through, and out of middle grades
- Partnership of students, home, staff, and community

## Millard Middle Schools Essential Elements

### **High Academic Expectations**

The middle school academic program will promote scholarship through curriculum, instruction, and assessment practices designed to challenge each student to reach his/her potential. Students are provided the necessary support and opportunities for success.

### **Interdisciplinary Teams**

Interdisciplinary teams offer an organizational structure that helps support student achievement through professional collaboration and communication, mutual reinforcement of student behaviors, flexible scheduling, and the development of differentiated curriculum that meets student learning needs.

### **Exploratory Offerings**

Students are exposed to a variety of success oriented interactive activities and experiences related to adopted curriculum, athletics, community service, and student interests. Exposure to a variety of activities will help students develop an understanding of and excel in their areas of strengths and interests.

### **Inclusionary Practices**

Inclusionary practices ensure success for all students in academic, physical, social, and service activities. Programmatic decisions for all students will be made based upon current best practices and relevant assessment and evaluation.

### **Student Advisement**

The advisement program is designed to establish a close working relationship between each student and at least one teacher, counselor, or administrator in the building. The Millard Public Schools life skills are an integral part of the advisory program.

### **Developmentally Appropriate Instructional Practices**

The instructional practices used by teachers will meet the emotional, cognitive, social, and physical needs of preadolescent learners. Learning activities that are varied, motivating and actively engage students will be practiced by all teachers.

### **Climate Conducive to Learning**

The school creates a personalized environment that supports each student's intellectual, ethical, emotional, social, and physical development, characterized by stable, close, and mutually respectful relationships.

# **Millard Middle Schools Operational Parameters**

## **Common Team Planning**

Each team of teachers shares a scheduled planning period allowing them to meet to discuss student needs, coordinate instruction among disciplines, and plan team activities.

## **Schedule Conducive to Multiple Options for Students**

Many scheduling options are available to teachers because team teachers share the same group of students. Therefore, teachers are able to address student needs through scheduling. Examples may include:

- Most classes may be scheduled next to each other during the school day - this creates a block of team classes.
- Teams may flex the time frame in which they offer classes; i.e. English may decide to take 20 minutes for a spelling test while science uses over an hour to conduct a lab.
- The regular manner in which classes are offered may be rearranged; i.e. only math and science one day and only English/Social Studies/Reading the next.
- The opportunity for interdisciplinary approaches is more easily available - interdisciplinary instruction helps students more readily see connections in learning and curriculum.

Within this framework, district and state standards are accomplished.

## **Co-Curricular Program**

Co-

**MIDDLE LEVEL LANGUAGE OPPORTUNITIES: COMPARISON WITH OTHER DISTRICTS**

	<b>Millard: Current</b>	<b>Millard: Proposed</b>	<b>OPS (most schools)</b>	<b>OPS Beveridge Global Studies Magnet</b>
<b>Sixth Grade</b>	No world language courses offered.	All students take Survey (30 days each: French, German, Spanish). Alternate days.	No world language courses offered. (Marrs offers Spanish in grades 5-8.)	No world language courses offered.
<b>Seventh Grade</b>	No world language courses offered.	All students may begin French I, German I, or Spanish I (offered on alternate days throughout the school year).	No world language courses offered. (Marrs offers Spanish in grades 5-8.)	Students may take a full year of French, German or Spanish. Courses meet every day.
<b>Eighth Grade</b>	Most students take Survey (9 weeks each: French, German, Spanish). Identified students take French I, German I or Spanish I (equivalent to first year course offered in high school).	All students may continue French I, German I, or Spanish I (offered every day throughout the school year). Students who complete the seventh and eighth grade level I course will be prnd4n4ed ier Sevdrsg 6(e)6( 310l6(e)6( 310l6(e)6( 310l6(e)6( 3.Tm		

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	<b>Elkhorn</b>		<b>Lincoln</b>	<b>Blue Valley #</b>
<b>Sixth Grade</b>	Currently- Language exposure experience in middle school. Proposed – when students have 5 years of elementary language reach 6 <sup>th</sup> grade (probably next year) they will have a more intense language exposure in a survey class. Alternate days of language (Spanish, French and Japanese) and PE		Students take Spanish for 6 weeks.	Required: All students take either French or Spanish every other day, all year.
<b>Seventh Grade</b>	Proposed-7 <sup>th</sup> grade begin semester 1 of Level 1 Foreign language exposure. Alternate days of language (either French or Spanish) and PE..		Students take French for 9 weeks.	Required: All students take either French or Spanish every other day, all year.
<b>Eighth Grade</b>	Proposed—8 <sup>th</sup> grade have alternate days of 2 <sup>nd</sup> semester of level 1 of French or Spanish, alternating with PE.		Students may take Spanish I or French I, equivalent to the first year high school course.	Approximately half the students continue with French or Spanish and are prepared to enter an accelerated level II course in ninth grade.

	<b>Cherry Creek Falcon Creek %</b>	<b>New Trier (IL) Feeder Schools: Wilmette Jr. High &amp; Washburne Jr. High</b>	<b>Adlai Stevenson (IL) Feeder Schools: @ Twin Groves Jr. High (grades 6-8) Daniel Wright Jr. High (grades 5-8)</b>
<b>Sixth Grade</b>	Most students take an exploratory class (French, German and Spanish). Some may begin a full-year course in French, German or Spanish.	N/A (school=grades 7-8 only in both schools)	No world language courses offered.
<b>Seventh Grade</b>	Students may begin a full-year course in French, German or Spanish. Courses meet daily.	Most feeder schools offer French and Spanish. Wilmette also offers German. Some schools offer Latin. These level I courses are offered over two years. The courses are taught every day and open to any student.	DW: Offers French and Spanish to recommended students. These level I courses are taught over two years and meet every day. TG: Most students take French and Spanish. These level I courses are taught over two years and meet

Information from:



New Trier High School (Chicago, Illinois, suburb)

- Spanish (5 levels)
- Chinese (4 levels)
- French (5 levels)
- German (5 levels)
- Hebrew (5 levels)
- Japanese (5 levels)
- Latin (5 levels)

Township High School District 214 (Illinois—suburban Chicago)

John Hersey High School

- French (5 levels)
- German (5 levels)
- Spanish (5 levels)
- Italian (2 levels)

Prospect High School

- French (5 levels)
- Spanish (5 levels)
- Italian (4 levels)

Rolling Meadows High School

- French (4 levels)
- Spanish (5 levels)
- Conversational Spanish (2 levels)
- Spanish for Spanish Speakers
- Italian (5 levels)

Elk Grove High School

- French (5 levels)
- Spanish (5 levels)
- Italian (4 levels)
- Japanese (4 levels)

William Fremd High School (Palatine, IL)

- French (4 levels, culminating in AP)
- German (4 levels, culminating in AP)
- Spanish (4 levels, culminating in AP)
- Students take level 1 language over two years in junior high and begin high school by taking level 2 language.

Cherry Creek High School (Denver, CO, suburb)

- French (5 levels, plus accelerated, AP language and AP literature)
- German (5 levels, plus accelerated, plus 5<sup>th</sup> year other than AP)
- Latin (4 levels, plus accelerated)
- Russian (4 levels)
- Spanish (5 levels, plus accelerated, AP language and AP literature)
- Chinese (4 levels)

Blue Valley North High School (Kansas suburb of Kansas City)

French (4 levels)

German (4 levels)

Latin (4 levels)

Spanish (5 levels)

Blue Valley Northwest High School (Kansas suburb of Kansas City)

French

German

Spanish

Rancho Bernardo High School (Poway USD, near San Diego) (recommended by Linda KK)

French (5 levels)

German (5 levels)

Spanish (5 levels)

Filipino (2 levels) (large Filipino population)

Omaha South High School

French (5 levels)

German (5 levels)

Spanish (5 levels, plus AP, and Spanish for native speakers)

Valley High School (West Des Moines, Iowa)

French (5 levels)

German (4 levels)

Japanese (3 levels)

Latin (4 levels)

Spanish (5 levels)

Eastridge High School (Gainesville, FL) (Newsweek Top 1,000 High Schools)

French

Spanish

(no other information online)

Indian Hill High School (Cincinnati, OH) (Newsweek Top 1,000 High Schools)

French (5 levels)

Latin (5 levels)

Spanish (5 levels)

## Strategic Plan 5 – 12

Strategy: We will develop and implement plans to increase student participation in, and performance on, measures of national and international educational excellence.

Specific Result: Increase the number of national and international learning opportunities and test measures for students.

5. Develop a proposal for pre K-12 world languages program

### Rule 10

#### Elementary

004.02B World Languages. By the 2007-08 school year: the curriculum includes introductory experiences in world languages. This may include integrating international themes in other subject areas: the use of school, community, and international resources; and/or specific instruction in other languages.

#### Middle

004.03A Middle Grades Instructional Program. Beginning at least in grade 7, the program in the middle grades includes instruction for each grade each year in the following subject areas. Instruction may be provided through separate courses, integrated blocks of time, and/or through exploratory programs. Middle schools having grades 5 or 6 may provide either the elementary reading program described in regulations 004.02A or the middle grades program described in regulation 004.03A for those two grades.

004.03A1 Reading...

004.03A2 Language Arts...

004.03A4 Social Studies...

004.03A5 Science...

004.03A6 Health...

004.03A7 Art...

004.03A8 Music...

004.03A9 Physical Education...

004.03A10 World Languages. By the 2007-08 school year, the curriculum includes exploratory experiences for communicating in one or more languages other than English: knowledge and understanding of other cultures: and developing insight into the nature of language and culture.

004.03A11 Career education

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Wide Area Network for Data, Video, Voice, and New Telephone System

**MEETING DATE:** November 14, 2005

**DEPARTMENT:** Technology Division

**TITLE AND BRIEF DESCRIPTION:** Wide Area Network for Data, Video, Voice, and New Telephone System

**ACTION DESIRED:** Discussion and Review

**BACKGROUND:** See attached report

**STRATEGIC PLAN REFERENCE:**

**RESPONSIBLE PERSON:** Mark Feldhausen

**SUPERINTENDENT APPROVAL:** \_\_\_\_\_  
(Signature)

**BOARD ACTION:**

# **Wide Area Network (WAN) for Data, Video, Voice, and New Telephone System**

## **Background**

In January 2004, the Millard Public Schools was the recipient of a 3Com Urban Challenge Grant valued at

## **Bandwidth Needs**

Reliance upon the MPS Wide Area Network continues to grow as the District utilizes technology to manage the District and support teaching and learning. An analysis of bandwidth requirements for a variety of existing services demonstrates that the current system of T-1 data communications (1.544 Mbps) lines found at elementary and middle schools and the 100 Mbps fiber lines at the high schools are either seriously taxed or will be in the near future.

Examples of how the WAN is (and could be) used include, but are not limited to:

1. Access to in-house library services (media inventory system, e.g. Dynix/Horizon) and on-line subscriptions to multiple databases for research
2. Instructional and Assessment Web Services at Elementary and Secondary
3. Use of Pentamation and SIMS at ESU#3
4. Use of Infinite Campus and GroupWise (email) within the District but across the WAN
5. General Internet usage
6. Telephone services (VoIP) at CSMI, North Middle School, and Reader Elementary
7. On-line video services from NDE and NET (not currently used due to network)



# Steroid Use and Abuse

A Review of the Literature



# Steroid Use

## Monitoring the Future

U.S. Department of Health

National Institute on Drug Abuse

Anabolic Steroid Use by Students

2004 National Survey Statistics

	<u>8<sup>th</sup></u>	<u>10<sup>th</sup></u>	<u>12<sup>th</sup></u>
Ever Used	1.9%	2.4%	3.4%
Used in the Past Year	1.1%	1.5%	2.5%
Used in the Past Month	0.5%	0.8%	1.6%

## Comparison to Past Years of 9 Monitoring the Future Surv

	<u>8<sup>th</sup></u>
Ever Used	2.7%
Used in the Past Year	1.7%
Used in the Past Month	0.7%

## Monitoring the Future Surv

	<u>8<sup>th</sup></u>
Ever Used	1.9%
Used in the Past Year	1.0%
Used in the Past Month	0.4%

# Drug & Steroid Education in Millard Public Schools

**Instruction relate**

**7th Grade Health  
Chemical Misuse**

Consequences of  
Introduction to pre  
Social pressures t  
Resisting internal  
Practice resistanc  
Smoking cessatio  
Benefits of not usi

**High School Eve  
Codependence/a**

Recognize charac  
Explain effects of  
Understand factor  
Identify impact of

Instruction include

- As an example at the high schools, in the Human Physiology class at Millard West, steroids are discussed in relation to homeostasis and negative feedback loops in muscular units. Alteration of hormones, the negative effects to males and females and the increased risk of cancer are also presented to students.

# Information About Steroids and Supplements

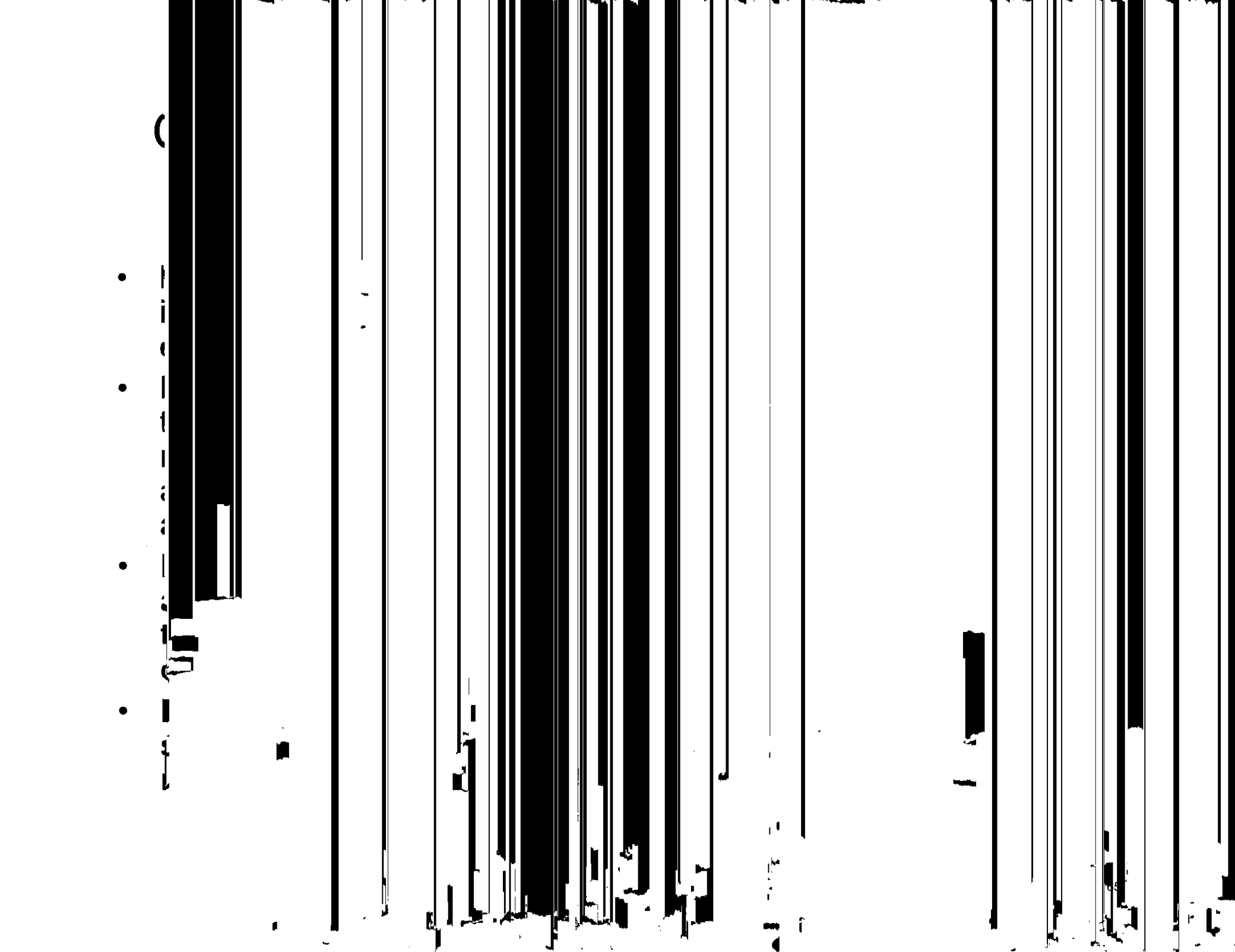
- Anabolic steroid modification of the human body
- In the Contradiction defined anabolic substance, testosterone and corticosteroids
- Testosterone
  - 1. the anabolic
  - 2. the androgenic traits (facial hair, etc.)
- The anabolic steroids maximize the androgenic effects

## Steroids- Legal or Illegal

- Anabolic steroids are illegal unless prescribed their use for medical purposes.
- Many athletes are using steroids that are not prescribed for medical purposes.
- Most of the sports organizations prohibit the use of anabolic steroids to enhance performance.
- NCAA athletes found to have used other illegal substances lose their eligibility.



- Supplier  
the U.S.
- They are  
supplier  
user behavior  
effects.
- Little is  
such supplier  
alone provide



# Example

E

- DHEA
- Andro
- Ephedrine  
(huang)
- Caffeine, if  
15 microgr  
“average”  
has 60 to 8  
caffeine)

California Interschola:  
Alameda, CA: <http://www.ciaa.org>

Consumer Reports. (2005).  
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Mayo clinic staff. (2005).  
Rochester, MN: Mayo Clinic  
<http://www.mayoclinic.com/health/2005/10/20/05102001.html>

The National Collegiate Athletic Association  
Indianapolis, IN: NCAA  
<http://www1.ncaa.org>

U. S. Department of Education  
*and school officials* [Electronic Resource]  
<http://www.dea.gov>