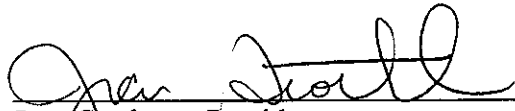
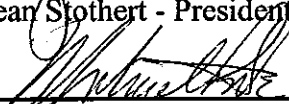


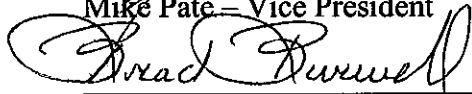
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 7:00 P.M. on June 16th 2003, at Don Stroh Administrative Center 5606 South 147th Street.

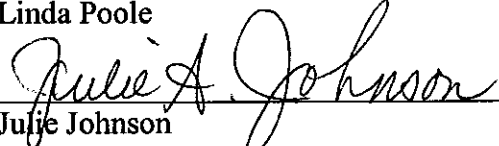
Dated this 16th day of June, 2003.


Jean Stothert - President


Mike Pate - Vice President


Brad Burwell - Secretary


Mike Kennedy - Treasurer

Linda Poole

Julie Johnson

**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 7:00 p.m. on Monday, June 16, 2003, at 5606 South 147th Street, Omaha, Nebraska. An 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.

Brad R. Burwell
Secretary
June 13, 2003

BOARD OF EDUCATION MEETING - JUNE 16, 2003

NAME:

REPRESENTING:

Deb Jenkins	Music
Kelly Randels	
Colleen Beckwith	
Bill Morrison	UNO
Donnie Morrison	UNO
Mark Bouwman	UNO
David Brault	UNO
Fran Sivonka	UNO
Mike Kaepfer	SSC
Mindy Reed ; Deb/Cassie Styers	MNHS
Monica Cox	Music
Becky Meyers	UNO
Suzy Braver	UNO class
Elisha Shanwan	Civics class
Andy Prunkner	
Camie Buss	UNO
Liz Asm	MUSIC M+P
Linda Shurch	MEP Facilitator
Greg Baabak	Civics class
Jana Forwell	UNO
Teris Jensen	Civics class
Rex Banker	MSHS Music



*BOARD OF EDUCATION
MEETING*



JUNE 16, 2003

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
JUNE 16, 2003

AGENDA

Call to Order

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters*
 - 1. *Approval of Board of Education Minutes – June 2, 2003
 - 2. *Special Board of Education Meeting Minutes – June 6, 2003
 - 3. *Approval of Bills
 - 4. *Receive the Treasurer's Report and Place on File.
 - 5. Summary of Board Committee of the Whole Meeting – June 9, 2003
- F. Information Items
 - 1. Showcase: Spring Sports
 - 2. Superintendent's Report
 - 3. Board Comments/Announcement
- G. Unfinished Business
 - 1. Approval of Millard West High School Bleacher Project
 - 2. Approval of Policy 8341 – Internal Board Policies – Meetings: Types
 - 3. Approval of Policy 9000 – Bylaws of the Board – General Statement
 - 4. Approval of Policy 9100 – Bylaws of the Board – School Board Vacancies – Created, Filled
 - 5. Approval of Policy 9111 – Bylaws of the Board – Election of Officers
 - 6. Approval of Policy 9112 – Bylaws of the Board – Committees and Appointments
 - 7. Approval of Policy 9210 – Bylaws of the Board – Attorney
 - 8. Approval of Policy 9220 – Bylaws of the Board – Auditor
 - 9. Approval of Policy 9300 – Bylaws of the Board – Individual Members – Duties, Responsibilities
 - 10. Approval of Policy 9310 – Bylaws of the Board – Meetings – Notification to Members
 - 11. Approval of Policy 9320 – Bylaws of the Board Meetings – Construction of Agenda
 - 12. Approval of Policy 9340 – Bylaws of the Board – Quorum
 - 13. Approval of Policy 9350 – Bylaws of the Board – Order of Business at Regular Business Meetings
 - 14. Approval of Policy 9360 – Bylaws of the Board – Meeting Conduct

15. Approval of Policy 9370 – Bylaws of the Board - Minutes

H. New Business

1. Approval of Art Frameworks
2. Approval of Music Frameworks
3. Approval of Rule 9100.1 – Bylaws of the Board – School Board Vacancies – Procedure for Filling
4. Approval of Rule 9111.1 – Bylaws of the Board – Board Officers
5. Approval of Rule 9112.1 – Bylaws of the Board – Committees and Appointments
6. Personnel Action: Resignation and Teacher(s) for Hire

I. Reports

1. Construction Report
2. Educational Services End-of-Year Reports

J. Future Agenda Items/Board Calendar..

1. Board of Education Meeting on July 7, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
2. Committee of the Whole Meeting on July 14, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, July 21, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, August 4, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Committee of the Whole Meeting on Monday, August 11, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, August 18, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
7. Strategic Planning – August 25, 26 and 27, 2003. The 25th will be a dinner and “introduction”, the 26th will be a full day 8 a.m. to 8 p.m., and the 27th will be from 8 a.m. to around 4 p.m.

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

L. Adjournment

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
JUNE 16, 2003

ADMINISTRATIVE MEMORANDUM

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President prior to the meeting.
- *E.1. Motion by _____, seconded by _____, to approve the Board of Education Minutes of June 2, 2003. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve the Special Board of Education Minutes – June 6, 2003. (See enclosure.)
- *E.3. Motion by _____, seconded by _____, to approve bills. (See enclosure.)
- *E.4. Motion by _____, seconded by _____, to receive the treasurer's report and place on file. (See enclosure.)
- E.5. Summary of Board Committee of the Whole Meeting – June 9, 2003
- F.1. Showcase: Spring Sports
- F.2. Superintendent's Report
- F.3. Board Comments/Announcement
- G.1. Motion by _____, seconded by _____, to that all bids related to the Millard West High School Bleacher Project be rejected. (See enclosure.)
- G.2. Motion by _____, seconded by _____, to approve Policy 8341 – Internal Board Policies – Meetings: Types. (See enclosure.)
- G.3. Motion by _____, seconded by _____, to approve Policy 9000 – Bylaws of the Board – General Statement. (See enclosure.)
- G.4. Motion by _____, seconded by _____, to approve of Policy 9100 – Bylaws of the Board – School Board Vacancies – Created, Filled. (See enclosure.)

Administrative Memorandum

June 16, 2003

Page 2

- G.5. Motion by _____, seconded by _____, to approve Policy 9111 – Bylaws of the Board – Election of Officers. (See enclosure)
- G.6. Motion by _____, seconded by _____, to approve of Policy 9112 – Bylaws of the Board – Committees and Appointments. (See enclosure.)
- G.7. Motion by _____, seconded by _____, to approve of Policy 9210 – Bylaws of the Board – Attorney. (See enclosure.)
- G.8. Motion by _____, seconded by _____, to approve of Policy 9220 – Bylaws of the Board – Auditor. (See enclosure.)
- G.9. Motion by _____, seconded by _____, to approve of Policy 9300 – Bylaws of the Board – Individual Members – Duties, Responsibilities. (See enclosure.)
- G.10. Motion by _____, seconded by _____, to approve of Policy 9310 – Bylaws of the Board – Meetings – Notification to Members. (See enclosure.)
- G.11. Motion by _____, seconded by _____, to approve of Policy 9320 – Bylaws of the Board Meetings – Construction of Agenda. (See enclosure.)
- G.12. Motion by _____, seconded by _____, to approve of Policy 9340 – Bylaws of the Board– Quorum. (See enclosure.)
- G.13. Motion by _____, seconded by _____, to approve of Policy 9350 – Bylaws of the Board – Order of Business at Regular Business Meetings. (See enclosure.)
- G.14. Motion by _____, seconded by _____, to approve of Policy 9360 – Bylaws of the Board – Meeting Conduct. (See enclosure.)
- G.15. Motion by _____, seconded by _____, to approve of Policy 9370 – Bylaws of the Board – Minutes. (See enclosure.)
- H.1. Motion by _____, seconded by _____, to approve the Art Framework. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the Music Framework. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to approve Rule 9100.1 – Bylaws of the Board – School Board Vacancies – Procedure for Filling. (See enclosure.)

Administrative Memorandum

June 16, 2003

Page 3

- H.4. Motion by _____, seconded by _____, to approve Rule 9111.1 – Bylaws of the Board – Board Officers. (See enclosure.)
- H.5. Motion by _____, seconded by _____, to approve Rule 9112.1 – Bylaws of the Board – Committees and Appointments. (See enclosure.)
- H.6. Personnel Action: Resignation and Teacher(s) for Hire. (See enclosure.)

I. Reports

1. Construction Report
2. Educational Services End-of-Year Reports

J. Future Agenda Items/Board Calendar.

1. Board of Education Meeting on July 7, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.
2. Committee of the Whole Meeting on July 14, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Board of Education Meeting on Monday, July 21, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Board of Education Meeting on Monday, August 4, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Committee of the Whole Meeting on Monday, August 11, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Board of Education Meeting on Monday, August 18, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147th Street
7. Strategic Planning – August 25, 26 and 27, 2003. The 25th will be a dinner and “introduction”, the 26th will be a full day 8 a.m. to 8 p.m., and the 27th will be from 8 a.m. to around 4 p.m.

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

Enclosure E.1.
June 16, 2003

A meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public session at 7:00 p.m., Monday, June 2, 2003, at the Don Stroh Administration Center, 5606 South 147th Street.

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

ABSENT: Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Midlands Business Journal on May 30, 2003; a copy of the publication is being attached to these minutes. Notice of this meeting was given to all members of the Board of Education and a copy of their Acknowledgment of Receipt of Notice and the agenda are attached to these minutes. Availability of the agenda was communicated in advance notice and in the notice of the Board of Education of this meeting. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

At 7 p.m. Jean Stothert opened the meeting and asked everyone to say the Pledge of Allegiance.

Roll Call was taken and members present were Mike Pate, Brad Burwell, Mike Kennedy and Linda Poole. Absent were Jean Stothert and Julie Johnson.

Motion by Brad Burwell, seconded by Linda Poole, to excuse Mike Kennedy from the meeting. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Board of Education minutes from May 19, 2003, and to approve the bills. Upon roll call vote, all members voted aye. Motion carried.

Superintendent's Highlights:

1. On Sunday, May 25, 2003 graduation was held and the ceremonies went very smoothly. There were a total of 1465 seniors.
2. There is a Differentiation I workshop being held today and tomorrow and Differentiation II will be held on Tuesday and Wednesday.
3. A Committee meeting will be held on June 9, 2003 at 7 p.m. A Board of Education meeting will be held on Monday, June 16, 2003, and the Superintendent will not be at the meeting, because he will be out of town.
4. The Nebraska Association of School Boards resolutions are due on July 9. If there are any resolutions to be submitted, it can be done the first board meeting in July.

Comments from the Board:

Mike Pate indicated he will attend the NFUSSD Conference October 5-8 2003.

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Mr. Pate asked the board members to discuss setting a time for the Superintendent's evaluation after the meeting.

Linda Poole said she would be attending the NFUSSD Conference in October, also.

Mrs. Poole said she would be attending the Nebraska Association of School Boards Board of Director meeting on Friday and Saturday in Lincoln.

Julie Johnson talked about an article she read in the School Administrator magazine about teacher absenteeism, and she wondered how this relates to the practices of Millard Schools.

Brad Burwell provided the final reading of Policy 4155 – Personnel – Code of Ethics. Motion by Brad Burwell, seconded by Linda Poole, to approve Policy 4155 – Personnel – Code of Ethics. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the final reading of Policy 4215 – Personnel – Summer School and Adult Education Teachers. Motion by Mike Pate, seconded by Brad Burwell, to approve Policy 4215 – Personnel – Summer School and Adult Education Teachers. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the final reading for Policy 4300 – Personnel – Professional Growth, to approve Policy 4300 – Personnel – Professional Growth. Upon roll call vote, all members voted aye. Motion carried.

Julie Johnson provided the final reading to Policy 4327 – Personnel – Sexual Harassment. Motion by Julie Johnson, seconded by Brad Burwell, to approve Policy 4327 – Personnel – Sexual Harassment. Upon roll call vote, all members voted aye. Motion carried.

Brad Burwell provided the final reading to Policy 7000 – Technology – Technology General Policy Statement. Motion by Brad Burwell, seconded by Mike Pate, to approve Policy 7000 – Technology – Technology General Policy Statement. Upon roll call vote, all members voted aye. Motion carried.

Mike Pate provided the final reading of Policy 7400 – Technology – Electronic Records Retention & Disposition. Motion by Mike Pate, seconded by Brad Burwell, to approve Policy 7400 – Technology – Electronic Records Retention & Disposition. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Julie Johnson, that awarding the contract for Millard West High School Soccer Bleacher Project be tables until the Board meeting on June 16, 2003. Upon roll call vote, all member.

Motion by Julie Johnson, seconded by Linda Poole, that the contract for the Central Middle School Roof Project be awarded to Modern Buildings in the amount of \$195,400 and that the associate superintendent for general administration be authorized and directed to execute any and all documents necessary for the completion of such project. Upon roll call vote, all members voted aye. Motion carried.

Board of Education Minutes

June 2, 2003

Page 3

Motion by Julie Johnson, seconded by Brad Burwell, that the contract for the Millard North High School Entrance Project be awarded to Prairie Construction in the amount of \$123,000 and that the associate superintendent for general administration be authorized and directed to execute any and all documents necessary for the completion of the project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, that approval be given to the Tower Site Lease Agreements with A T & T Wireless as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Mike Pate, that the District enters into the Interlocal Participation Agreement with the Nebraska School Medicaid Consortium as presented. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Mike Pate, to approve the Cut Scores for High School Reading and Math as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Linda Poole, to approve Rule 4155.1 – Personnel – Code of Ethics. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve Rule 4327.1 – Personnel – Sexual Harassment. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Rule 7400.1 – Technology – Electronic Records Retention and Disposition. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to delete Policies 9100 – Bylaws of the Board - Organization, Policy 9110 – Bylaws of the Board – Number of Members and Terms of Service, Policy 9120 – Bylaws of the Board - Officers, Policy 9121 – Bylaws of the Board – Election of Officers, Policy 9210 – Bylaws of the Board - President, Policy 9220 – Bylaws of the Board – Vice President, Policy 9230 – Bylaws of the Board - Secretary, Policy 9240 – Bylaws of the Board - Treasurer, Policy 9300 – Bylaws of the Board – Methods of Operations, Policy 9310 – Bylaws of the Board – Adoption and Amendment of Policies, Policy 9320 – Bylaws of the Board – Adoption and Amendment of Bylaws, Policy 9340 – Bylaws of the Board – Suspension of Policies, Bylaws and Regulations, Policy 9361 – Special (or Called) Meetings, Policy 9362 – Bylaws of the Board – Adjourned Meetings, and Policy 9363 – Bylaws of the Board – Adjourned Meetings. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided the first reading of Policy 8341 – Internal Board Policies – Meetings: Types. This policy will be on the next board agenda for approval.

Julie Johnson provided the first reading of Policy 9000 – Bylaws of the Board – General Statement. This policy will be on the next board agenda for approval.

Brad Burwell provided the first reading of Policy 9100 – Bylaws of the Board School Board Vacancies – Created Filled. This policy will be on the next board agenda for approval.

Mike Pate provided the first reading of Policy 9111 – Bylaws of the Board – Election of Officers. This policy will be on the next board agenda for approval.

Linda Poole provided the first reading of Policy 9112 – Bylaws of the Board – Committees and Appointments. This policy will be on the next board agenda for approval.

Julie Johnson provided the first reading of Policy 9210 – Bylaws of the Board – Attorney. This policy will be on the next board agenda for approval.

Brad Burwell provided the first reading of Policy 9220 – Bylaws of the Board – Auditor. This policy will be on the next board agenda for approval.

Mike Pate provided the first reading of Policy 9300 – Bylaws of the Board – Individual Members – Duties, Responsibilities. This policy will be on the next board agenda for approval.

Linda Poole provided the first reading of Policy 9310 – Bylaws of the Board – Meetings – Notification to Members. This policy will be on the next board agenda for approval.

Julie Johnson provided the first reading of Policy 9320 – Bylaws of the Board – Meetings – Construction of Agenda. This policy will be on the next board agenda for approval.

Motion by Brad Burwell, seconded by Linda Poole, to reaffirm Policy 9330 – Bylaws of the Board – Approval of Administrative Regulations. Upon roll call vote, all members voted aye. Motion carried.

Brad Burwell provided the first reading of Policy 9340 – Bylaws of the Board – Quorum. This policy will be on the next board agenda for approval.

Mike Pate provided the first reading of Policy 9350 – Bylaws of the Board – Order of Business at Regular Business Meetings. This policy will be on the next board agenda for approval.

Linda Poole provided the first reading of Policy 9360 – Bylaws of the Board – Meeting Conduct. This policy will be on the next board agenda for approval.

Brad Burwell provided the first reading of Policy 9370 – Bylaws of the Board – Minutes. This policy will be on the next board agenda for approval.

Motion by Julie Johnson, seconded by Brad Burwell, to approve Personnel Actions: Resignations: Reid Brakke, Michele Greenwood; Amendment to Continuing Contracts: Lori Graves, and New Hires: Erica Aaron, Elizabeth Andreason, David Brandt, Traci Gunter, Nancy Haith, Candida Kraska, Deborah Schaap, Kelly Sholes, Steve Throne, and Weylon White.

Collective Bargaining Negotiations was delayed to the end of the meeting for Executive Session.

4.

Reports given: The Enrollment Report; the State Assessment Requirements to Meet No Child Left Behind, and a Legislative Impact Report.

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on June 9, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on June 16, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on July 7, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on July 14, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on July 21, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on August 4, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on August 11, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on August 18, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

At 8:35 p.m. Brad Burwell moved, seconded by Mike Pate, to go into Executive Session for collective bargaining negotiation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Mike Pate, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert adjourned the meeting.


SECRETARY

Millard Public Schools

June 16, 2003

Millard Public Schools

Check Register for 6/16/2003 - 6/16/2003

Date: 6/9/2003

Check Number	Date	Vendor No	Vendor Name	Amount
200067	6/16/2003	010030	AAA ENTERPRISES, INC.	2,220.00
200068	6/16/2003	010888	ALBERTSONS 2201	53.65
200069	6/16/2003	130521	MARTHA E ANTONSON	26.46
200072	6/16/2003	017611	ANGELA R BAHNSEN	56.00
200074	6/16/2003	132920	JERRY BRUNA	240.00
200075	6/16/2003	132910	CHARLES J BURNEY	304.41
200076	6/16/2003	106851	CHILDREN'S HOME HEALTHCARE	4,182.75
200078	6/16/2003	084398	COMPLETE PAYROLL SERVICES INC.	601.90
200080	6/16/2003	100577	CURTIS 1000	1,031.51
200081	6/16/2003	132921	JOHN DAWSON	240.00
200082	6/16/2003	033473	DIETZE MUSIC HOUSE INC.	1,678.75
200083	6/16/2003	037525	EDUCATIONAL SERVICE UNIT #3	32,464.38
200084	6/16/2003	037522	EDUCATIONAL SERVICE UNIT #5	5,850.00
200087	6/16/2003	040460	FELCO AUTO LEASE	1,911.72
200088	6/16/2003	107025	GALAXY CABLEVISION	2,887.66
200089	6/16/2003	106660	GLASSMASTERS, INC.	2,183.38
200090	6/16/2003	101032	HUSKER MIDWEST PRINTING	1,019.50
200091	6/16/2003	049851	HY-VEE FOOD STORE (132ND ST.)	409.32
200092	6/16/2003	049850	HY-VEE FOOD STORE (OAKVIEW DR)	563.85
200093	6/16/2003	049850	HY-VEE FOOD STORE (OAKVIEW DR)	705.25
200094	6/16/2003	054291	DIANNE L JELDEN	112.26
200096	6/16/2003	131722	KROGER	49.37
200097	6/16/2003	058755	LAIDLAW TRANSIT INC	669.50
200098	6/16/2003	132925	JOHN LUSAJO	23.60
200099	6/16/2003	063239	MCCLELLAN AUDIO SERVICE	600.00
200100	6/16/2003	063349	MCGRAW-HILL COMPANIES	1,589.18
200101	6/16/2003	132913	KIMBERLY K MILLER	129.58
200102	6/16/2003	132926	OMAHA CIVIC AUDITORIUM	462.50
200103	6/16/2003	132911	DANIEL M PADILLA	40.00
200105	6/16/2003	078250	RALSTON PUBLIC SCHOOLS	42,661.00
200106	6/16/2003	132924	KENNETH R RENKENBERGER	23.60
200107	6/16/2003	079440	ROSENBAUM ELECTRIC INC	106.00

Millard Public Schools

Check Register for 6/16/2003 - 6/16/2003

Date: 6/9/2003

Check Number	Date	Vendor No	Vendor Name	Amount
200108	6/16/2003	072286	JEAN M RUCHTI	79.90
200110	6/16/2003	101476	SODEXHO MARRIOTT INC	69,472.00
200111	6/16/2003	132922	JENIFER TINSLEY	240.00
200112	6/16/2003	132138	TOYOTA FINANCIAL SERVICES	464.57
200113	6/16/2003	090242	UNITED PARCEL SERVICE	181.72
200114	6/16/2003	130264	UNIVERSITY OF NEBRASKA STATE MUSEUM	589.00
200116	6/16/2003	132923	ANDY WOODWARD	240.00
Total for GENERAL FUND				176,364.27
200071	6/16/2003	131885	BABEL MECHANICAL, INC.	16,045.00
200077	6/16/2003	025150	CIACCIO-DENNEL GROUP INC	6,166.75
200079	6/16/2003	026057	CONTROL MASTERS INC	3,920.00
200085	6/16/2003	038475	EXCEL ELECTRIC INC	1,393.88
200086	6/16/2003	130045	FARRIS ENGINEERING	10,590.00
200095	6/16/2003	106314	KIRKHAM MICHAEL & ASSOCIATES INC	522.48
200104	6/16/2003	107427	PRAWL ENGINEERING	21,827.00
200109	6/16/2003	131887	SIEMENS BUILDING TECHNOLOGIES INC.	9,756.00
200115	6/16/2003	092789	WALDINGER CORPORATION	84,298.00
Total for SPECIAL BUILDING				154,519.11
200070	6/16/2003	107541	APPLIED INFORMATION MANAGEMENT	1,666.66
200073	6/16/2003	102793	DENNIS SCHUETT	195.00
200083	6/16/2003	037525	EDUCATIONAL SERVICE UNIT #3	310.50
200097	6/16/2003	058755	LIDLAW TRANSIT INC	80.34
Total for GRANT FUND				2,252.50
200093	6/16/2003	049850	HY-VEE FOOD STORE (OAKVIEW DR)	200.97
Total for ACTIVITY FUND				200.97
Report Total				333,336.85

Millard Public Schools

Check Register for 6/5/2003 - 6/5/2003

Date: 6/5/2003

Check Number	Date	Vendor No	Vendor Name	Amount
199666	6/5/2003	012507	AT&T	54.84
199667	6/5/2003	099431	BUSINESS MEDIA, INC.	4.50
199669	6/5/2003	132919	TERRY A DISCHLER	165.27
199671	6/5/2003	106773	FIRST NATIONAL BANK VISA	4,677.50
199672	6/5/2003	045329	HMS BROWN BAGGERS	41.90
199673	6/5/2003	130834	JANET L JIZBA	103.94
199674	6/5/2003	107247	LIBERTY MUTUAL INSURANCE	161,990.70
199675	6/5/2003	130135	JOSEPH J. MARTINEC JR.	37.50
199676	6/5/2003	064008	JOSEPH J. MARTINEC	112.50
199677	6/5/2003	107993	MILLARD PUBLIC SCHOOLS SUMMER	140.00
199678	6/5/2003	065410	MILLARD SCHOOLS ADMINISTRATIVE	120.40
199680	6/5/2003	068440	NEBRASKA DEPARTMENT OF EDUCATION	30.00
199681	6/5/2003	068393	NEBRASKA STATE PATROL	150.00
199682	6/5/2003	069673	NMSA REGISTRATION HQ	285.00
199683	6/5/2003	108429	PETTY CASH/MILLARD SOUTH	184.59
199684	6/5/2003	107093	CHARLENE S SNYDER	268.17
199685	6/5/2003	090678	UNISOURCE	17,042.00
199686	6/5/2003	131693	US FOODSERVICE	117.84
199687	6/5/2003	090630	US POSTMASTER	74.00
Total for GENERAL FUND				185,600.65
199668	6/5/2003	025689	COMPUTER CABLE CONNECTION INC	1,050.27
Total for SPECIAL BUILDING				1,050.27
199671	6/5/2003	106773	FIRST NATIONAL BANK VISA	1,303.77
199678	6/5/2003	065410	MILLARD SCHOOLS ADMINISTRATIVE	4.40
199679	6/5/2003	132918	NATIONAL CATHOLIC ED ASSOCIATION	375.00
Total for GRANT FUND				1,683.17
199670	6/5/2003	107948	DARREL DRAPER	125.00
199671	6/5/2003	106773	FIRST NATIONAL BANK VISA	307.00
Total for ACTIVITY FUND				432.00
Report Total				188,766.09

Millard Public Schools

Check Register for 6/2/2003 - 6/2/2003

Date: 5/29/2003

Check Number	Date	Vendor No	Vendor Name	Amount
199652	6/2/2003	132806	CARLETON COLLEGE	1,280.00
199654	6/2/2003	099220	DICK BLICK	54.04
199655	6/2/2003	047855	HARCOURT INC	65.81
199657	6/2/2003	056276	KELVIN ELECTRONICS	277.82
199658	6/2/2003	069785	NCA, CASI	210.00
199659	6/2/2003	131476	NEBRASKA TURF PRODUCTS	402.90
199660	6/2/2003	071050	OMAHA WORLD HERALD CO	286.16
199661	6/2/2003	072349	PREMIER AGENDAS, INC.	292.30
199662	6/2/2003	132903	KELLY ANNE QUIVERS	43.75
199663	6/2/2003	082100	SCHOLASTIC INC	114.00
199664	6/2/2003	083400	SIMPLEXGRINNELL	166.80
Total for GENERAL FUND				3,193.58
199653	6/2/2003	026057	CONTROL MASTERS INC	48,781.00
Total for SPECIAL BUILDING				48,781.00
199656	6/2/2003	049650	HOUGHTON MIFFLIN COMPANY	50.05
199663	6/2/2003	082100	SCHOLASTIC INC	227.55
199665	6/2/2003	102713	THOMPSON PUBLISHING GROUP INC.	65.45
Total for GRANT FUND				343.05
Report Total				52,317.63

Millard Public Schools

Check Register for 5/29/2003 - 5/29/2003

Date: 5/29/2003

Check Number	Date	Vendor No	Vendor Name	Amount
199640	5/29/2003	011651	AMERICAN EXPRESS	2,772.72
199641	5/29/2003	132904	BUREAU OF CITIZENSHIP &	130.00
199643	5/29/2003	132899	DARTMOUTH COLLEGE	600.00
199644	5/29/2003	132900	JEAN A HORNER	238.40
199645	5/29/2003	130135	JOSEPH J. MARTINEC JR.	137.50
199646	5/29/2003	064008	JOSEPH J. MARTINEC	187.50
199647	5/29/2003	065440	MILLARD SOUTH HIGH SCHOOL	60.00
199648	5/29/2003	068393	NEBRASKA STATE PATROL	110.00
199650	5/29/2003	131297	REBECCA H SCHERBRING	177.00
Total for GENERAL FUND				4,413.12
199642	5/29/2003	107454	CHRISTOPHER COLLING	120.00
199649	5/29/2003	107732	BRIAN L. NELSON	440.00
199651	5/29/2003	132140	TILT GOLF	69.19
Total for GRANT FUND				629.19
Report Total				5,042.31

Hot Lunch Fund **Millard Public Schools**

Check Register for 6/16/2003 - 6/16/2003

Date: 6/9/2003

Check Number	Date	Vendor No	Vendor Name	Amount
17528	6/16/2003	130796	ERIC AKEN	117.19
17529	6/16/2003	010010	AMERIPRIDE LINEN & APPAREL SERVICE	2,009.31
17530	6/16/2003	132045	DENISE ARENTSEN	19.05
17531	6/16/2003	010032	ARMORED KNIGHTS INC	5,021.26
17532	6/16/2003	131267	JUSTIN H. BAINBRIDGE	43.75
17533	6/16/2003	010047	JANICE K BEUKENHORST	14.80
17534	6/16/2003	130760	BLIMPIES	5,018.00
17535	6/16/2003	130776	ALAN J. BLUBAUGH	140.63
17536	6/16/2003	130965	CINDY L GAYDOS	25.48
17537	6/16/2003	100346	COCA-COLA BOTTLING OF OMAHA	17,341.13
17538	6/16/2003	130797	SHERRI E COLLINS	12.50
17539	6/16/2003	099921	DAHL VENDING & WHOLESALE	2,228.35
17540	6/16/2003	102772	DARLING INTERNATIONAL INC	93.00
17541	6/16/2003	132020	SARAH A DEBUCK	75.00
17542	6/16/2003	010178	LINDA M DOYLE	346.27
17543	6/16/2003	132067	EARTHGRAINS BAKING CO'S INC.	5,823.56
17544	6/16/2003	131794	EXPRESSIONS IMPRINTED SPORTSWEAR	49.76
17545	6/16/2003	132024	HOLLY ANNE FECH	56.25
17546	6/16/2003	100307	FOOD SERVICES OF AMERICA	67,518.77
17547	6/16/2003	010670	GOODWIN TUCKER GROUP	155.33
17548	6/16/2003	130759	GREENBERG FRUIT COMPANY	5,520.78
17549	6/16/2003	132025	BENJAMIN M HARTLEY	50.00
17550	6/16/2003	131748	ELAINE M HARWOOD	9.97
17551	6/16/2003	010280	SAMUEL A PULLEN INC	591.65
17552	6/16/2003	010315	INTERSTATE BRANDS CORPORATION	1,568.00
17553	6/16/2003	104010	WILLIAM J. JACKSON	31.25
17554	6/16/2003	010339	MARYANN KAJDASZ	8.31
17555	6/16/2003	010110	INTERSTATE BRANDS CORPORATION	3,779.60
17556	6/16/2003	132029	ANNA KLOSTERMAN	37.50
17557	6/16/2003	010375	DONNA R KOSIBA	393.61
17558	6/16/2003	132032	WILLIAM E LANG	25.00
17559	6/16/2003	010394	MARILYN L LAYMAN	6.56

Check Number	Date	Vendor No	Vendor Name	Amount
17560	6/16/2003	130767	LITTLE CAESARS PIZZA	4,308.60
17561	6/16/2003	101460	MCKEE FOODS CORPORATION	475.38
17562	6/16/2003	131475	VICENTE MENDOZA	60.94
17563	6/16/2003	065438	MILLARD NORTH HIGH SCHOOL	4,240.34
17564	6/16/2003	065440	MILLARD SOUTH HIGH SCHOOL	3,641.94
17565	6/16/2003	065443	MILLARD WEST HIGH SCHOOL	5,610.68
17566	6/16/2003	132021	REBECCA NAVIN	62.50
17567	6/16/2003	010460	NEBRASKA FOOD DISTRIBUTION	11,785.05
17568	6/16/2003	132033	JAMES NELSON JR.	37.50
17569	6/16/2003	101688	PANDA INC	5,295.00
17570	6/16/2003	130771	NICHOLAS JACOB PASCALE	104.69
17571	6/16/2003	102445	EDRIE K PEARCE	252.82
17572	6/16/2003	099823	ADRIANE REESE	5.75
17573	6/16/2003	104011	RYAN RENNER	98.44
17574	6/16/2003	010544	ROBERTS DAIRY COMPANY	33,382.18
17575	6/16/2003	131762	DEBBIE A ROCCAFORTE	29.64
17576	6/16/2003	107735	BLAKE E. ROWAN	53.13
17577	6/16/2003	130778	ROBERT LEIGH SALSBURY	100.00
17578	6/16/2003	131474	ANKUR SARAWAGI	31.25
17579	6/16/2003	130773	AMANDA CATHLINE SCHNEIDER	117.19
17580	6/16/2003	131507	SCHOOL LINK TECHNOLOGIES	207.32
17581	6/16/2003	106591	ANDY SIRD	93.75
17582	6/16/2003	131503	SUNRISE DONUTS	331.17
17583	6/16/2003	130989	BRAD ANDREW TEPLY	43.75
17584	6/16/2003	131693	US FOODSERVICE	32,073.78
17585	6/16/2003	091040	VALENTINOS INC	5,739.50
17586	6/16/2003	132028	ELIZABETH VANCANTI	31.25
17587	6/16/2003	099729	EARLENE WAKEFIELD	17.34
17588	6/16/2003	132019	LINDSEY N WICHITA	73.44
17589	6/16/2003	132739	ANTHONY WEIDEMANN	93.75
17590	6/16/2003	108072	MARCIA WILLIAMS SEE V#108072	10.69
17591	6/16/2003	104009	ZACHARY WILLIAMS	54.69

Check Number	Date	Vendor No	Vendor Name	Amount
			Total for FOOD SERVICE	226,595.07
			Report Total	226,595.07

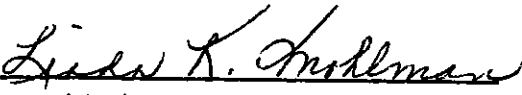
ALL Data


Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan.
A General Funds					
100 General Fund	83,305.15	0.00	0.00	0.00	83,305.15
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	1,537.06	122.80	41.99	64.25	1,682.12
180 Interest Earned - Checking	5,088.17	106.70	0.00	0.00	5,194.87
190 Interest on Savings	28,093.87	0.00	0.00	0.00	28,093.87
A General Funds Totals:	118,024.25	229.50	41.99	64.25	118,276.01
B Administrative Custody Accts					
200 Staff Development	630.00	0.00	0.00	0.00	630.00
210 Activity Express	49,358.47	6,590.00	1,838.40	0.00	54,110.07
215 Hal Field Trips	-2,313.06	0.00	198.62	0.00	-2,511.68
230 Hospitality	145.50	0.00	0.00	0.00	145.50
235 Educational Services Hospitality	20.08	113.00	31.00	0.00	102.08
240 Corporate Cup	54.46	0.00	0.00	0.00	54.46
245 Paybac	1,217.76	0.00	0.00	0.00	1,217.76
B Administrative Custody Accts Totals:	49,113.21	6,703.00	2,068.02	0.00	53,748.19
C School Custody Accts					
300 Instrument Rental	36,402.50	0.00	0.00	0.00	36,402.50
310 South Swim Lessons	10,055.00	0.00	30.00	0.00	10,025.00
320 North Swim Lessons	10,210.00	0.00	30.00	0.00	10,180.00
325 West Swim Lessons	14,315.00	0.00	60.00	0.00	14,255.00
330 North Open Swim	0.00	0.00	0.00	0.00	0.00
335 West Open Swim	0.00	0.00	0.00	0.00	0.00
340 South Open Swim	0.00	0.00	0.00	0.00	0.00
350 Maintenance Vending	2,064.31	0.00	0.00	46.92	2,111.2
355 CMS Annex Vending	0.00	0.00	0.00	0.00	0.00
360 Facility Use Rental Fee	33,543.25	1,958.47	0.00	0.00	35,501.72
365 Facility Use Building Access	77,980.87	34,868.00	0.00	0.00	112,848.87
366 Facility Use Staffing	938.75	926.87	0.00	0.00	1,865.62
370 Pre-School Special Education	599.85	0.00	0.00	0.00	599.85
400 Check Collection	0.00	102.98	102.98	0.00	0.00
500 District Wide Coca-Cola	7,760.41	38,854.58	20,463.72	-111.17	26,040.10
C School Custody Accts Totals:	193,869.94	76,710.90	20,686.70	-64.25	249,829.89
D Investments					
900 Savings	-141,301.38	0.00	0.00	0.00	-141,301.38
D Investments Totals:	-141,301.38	0.00	0.00	0.00	-141,301.38
Report Totals:	219,706.02	83,643.40	22,796.71	0.00	280,552.71


Linda K. Mohlman, DSAC
Executive Secretary


Chris Hughes, DSAC
Accounting Manager

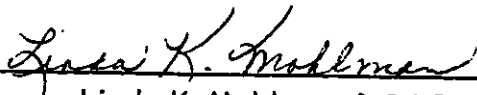
ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curriculars					
1020 HAL Field Trips	2,513.00	390.00	0.00	0.00	2,903.00
A Extra-Curriculars Totals:	2,513.00	390.00	0.00	0.00	2,903.00
Report Totals:	2,513.00	390.00	0.00	0.00	2,903.00



Linda K. Mohlman, DSAC
Executive Secretary

Chris Hughes, DSAC
Accounting Manager

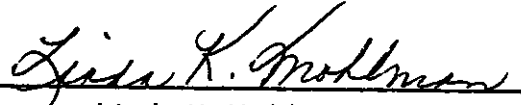
ALL Data


Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan.
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	72.00	0.00	0.00	0.00	72.00
120 Middle School Summer School	0.00	1,540.00	136.50	0.00	1,403.50
130 Senior High Summer School	14,250.00	25,187.50	0.00	0.00	39,437.50
140 Special Education	621.00	1,644.00	0.00	0.00	2,265.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	-64.29	11.74	0.00	0.00	-52.55
A SUMMER SCHOOL ACCOUNTS Totals:	<u>14,878.71</u>	<u>28,383.24</u>	<u>136.50</u>	<u>0.00</u>	<u>43,125.45</u>
Report Totals:	14,878.71	28,383.24	136.50	0.00	43,125.45


Linda K. Mohlman, DSAC
Executive Secretary


Chris Hughes, DSAC
Accounting Manager

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	924.46	80.10	70.00	0.00	934.56
110 GENERAL FUND	13,849.68	196.07	250.00	0.00	13,795.75
111 INTEREST EARNED CHECKING	594.16	8.11	0.00	0.00	602.27
A ACTIVITY GENERAL FUND Totals:	15,368.30	284.28	320.00	0.00	15,332.58
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	532.49	211.95	120.18	0.00	624.26
502 ENVIRONMENTAL CLUB	-19.50	0.00	0.00	0.00	-19.50
503 MUSIC CLUB	38.37	0.00	0.00	0.00	38.37
504 LEADERSHIP PROGRAM	543.14	0.00	0.00	0.00	543.14
D CLUBS AND ORGANIZATIONS Totals:	1,094.50	211.95	120.18	0.00	1,186.27
E ADMINISTRATIVE CUSTODIAL ACCT					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	-29.47	0.00	0.00	0.00	-29.47
610 MEDIA	1,547.87	34.00	250.00	0.00	1,331.87
615 FIELD TRIPS	-2,106.11	0.00	625.68	0.00	-2,731.79
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	257.97	0.00	0.00	0.00	257.97
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-329.74	34.00	875.68	0.00	-1,171.42
F DISTRICT CUSTODIAL ACCT.					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	988.83	0.00	0.00	0.00	988.83
F DISTRICT CUSTODIAL ACCT. Totals:	988.83	0.00	0.00	0.00	988.83
Report Totals:	17,121.89	530.23	1,315.86	0.00	16,336.26

ALL Data

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bala
A Extra-Curricular Activities					
1000 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1001 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1002 Second Grade Field Trip	356.00	0.00	0.00	0.00	356.00
1003 Third Grade Field Trip	487.00	390.25	0.00	0.00	877.25
1004 Fourth Grade Field Trip	655.90	415.45	0.00	0.00	1,071.35
1005 Fifth Grade Field Trip	640.81	0.00	0.00	0.00	640.81
A Extra-Curricular Activities Totals:	<u>2,139.71</u>	<u>805.70</u>	<u>0.00</u>	<u>0.00</u>	<u>2,945.41</u>
Report Totals:	2,139.71	805.70	0.00	0.00	2,945.41

Cynthia K. Whelan
Erik Clausse

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
120	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					0.00
100 VENDING					
110 GENERAL FUND	0.00	0.00	0.00	0.00	0.00
115 INTEREST EARNED CHECKING	13,519.48	525.00	814.64	0.00	13,229.84
A ACTIVITY GENERAL FUND Totals:	95.73	9.71	0.00	0.00	105.44
D CLUBS AND ORGANIZATIONS					13,335.28
501 STUDENT COUNCIL					
515 Art Club	772.27	0.00	0.00	0.00	772.27
520 yearbook	111.78	0.00	0.00	0.00	111.78
525 Landscaping	261.89	1,560.00	0.00	0.00	1,821.89
530 Watch D.O.G.S.	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	319.42	0.00	0.00	0.00	319.42
E ADMINISTRATIVE CUSTODIAL ACCT					3,025.36
601 SOCIAL	1,465.36	1,560.00	0.00	0.00	
602 HOSPITALITY	351.00	0.00	11.25	0.00	339.75
605 D.A.R.E.	271.12	182.69	79.50	0.00	374.31
610 LIBRARY	-18.13	0.00	0.00	0.00	-18.13
615 FIELD TRIP	1,615.41	0.00	0.00	0.00	1,615.41
620 Art K-5	-3,458.33	0.00	654.00	0.00	-4,112.33
625 BIRTHDAY BOOK CLUB	2,232.01	0.00	1,030.56	0.00	1,201.45
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,006.72	55.00	0.00	0.00	1,061.72
F DISTRICT CUSTODIAL					462.18
700 REIMBURSEMENT	1,999.80	237.69	1,775.31	0.00	
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	17,080.37	2,332.40	2,589.95	0.00	16,822.82

5/19/03 Michael Madsen
5/19/03 Martha Nielsen

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg.	725.25	0.00	0.00	0.00	725.25
1010 First Grade	167.50	92.20	0.00	0.00	259.70
1020 Second Grade	709.20	0.00	0.00	0.00	709.20
1030 Third Grade	552.45	0.00	0.00	0.00	552.45
1040 Fourth Grade	527.00	247.00	0.00	0.00	774.00
1050 Fifth Grade	561.50	170.00	0.00	0.00	731.50
1060 Primary Center	357.50	0.00	0.00	0.00	357.50
1070 Sped	0.00	0.00	0.00	0.00	0.00
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	0.00	0.00	0.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>3,600.40</u>	<u>509.20</u>	<u>0.00</u>	<u>0.00</u>	<u>4,109.60</u>
Report Totals:	3,600.40	509.20	0.00	0.00	4,109.60

*Returned check
not taken from
bank total (8.00)*

*5/19/03 - Mikels Macken
5/19/03 - Martha Nielsen*

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

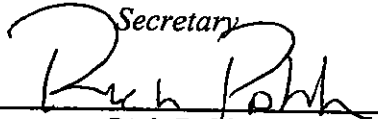
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	632.55	51.06	0.00	-0.06	683.55
110 GENERAL FUND	2,504.42	0.00	1,644.41	0.00	860.01
120 INTEREST EARNED CHECKING	231.41	2.30	0.00	0.00	233.71
A ACTIVITY GENERAL FUND Totals:	3,368.38	53.36	1,644.41	-0.06	1,777.27
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	216.57	0.00	0.00	0.00	216.57
D CLUBS AND ORGANIZATIONS Totals:	216.57	0.00	0.00	0.00	216.57
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	351.87	0.00	0.00	0.00	351.87
610 LIBRARY	1,261.45	45.00	36.99	0.00	1,269.46
615 FIELD TRIPS	-1,228.02	0.00	1,097.29	0.00	-2,325.31
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	30.00	0.00	0.00	0.00	30.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	415.30	45.00	1,134.28	0.00	-673.98
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	4,000.25	98.36	2,778.69	-0.06	1,319.86

*Bess Streeter Aldrich
April Bank Reconciliation
6/2/03*



Cindi Alberico

Secretary


Rich Pahls
Principal

ALL Data

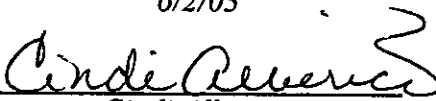
Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

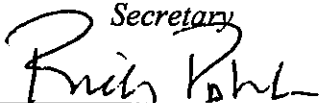
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	270.00	625.00	0.00	0.00	895.00
1020 Second Grade	413.00	222.75	0.00	0.00	635.75
1030 Third Grade	0.00	114.75	0.00	0.00	114.75
1040 Fourth Grade	517.00	158.15	0.00	0.00	675.15
1050 Fifth Grade	0.00	331.75	0.00	0.00	331.75
1060 Kindergarten	743.75	0.00	0.00	0.00	743.75
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	361.50	0.00	0.00	0.00	361.50
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>2,305.25</u>	<u>1,452.40</u>	<u>0.00</u>	<u>0.00</u>	<u>3,757.65</u>
Report Totals:	<u>2,305.25</u>	<u>1,452.40</u>	<u>0.00</u>	<u>0.00</u>	<u>3,757.65</u>

Bess Streeter Aldrich
April Bank Reconciliation
6/2/03


Cindi Alberico

Secretary



Rich Pahls
Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	1,823.52	1,006.40	633.56	0.00	2,196.36
110 VENDING	436.12	142.69	382.19	0.00	196.62
125 Interest Earned	422.41	7.60	0.00	0.00	430.01
A ACTIVITY GENERAL FUND Totals:	2,682.05	1,156.69	1,015.75	0.00	2,822.99
C SCHOOL CUSTODIAL ACCT.					
200 OUTDOOR CLASSROOM	750.00	4,490.00	0.00	550.00	5,790.00
211 Mini Classes	0.00	0.00	0.00	0.00	0.00
300 ART SUPPLIES	3,953.99	0.00	69.68	0.00	3,884.31
400 Technology	963.10	0.00	0.00	0.00	963.10
401 "Read a thon" for Winnebago	0.00	0.00	0.00	0.00	0.00
C SCHOOL CUSTODIAL ACCT. Totals:	5,667.09	4,490.00	69.68	550.00	10,637.41
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,205.90	0.00	50.42	-530.00	625.48
D CLUBS AND ORGANIZATIONS Totals:	1,205.90	0.00	50.42	-530.00	625.48
E ADMINISTRATIVE CUSTODIAL					
300 ART-do not use	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	110.24	0.00	0.00	0.00	110.24
606 MAGAZINES	135.32	0.00	0.00	0.00	135.32
610 MEDIA	2,314.29	0.00	0.00	0.00	2,314.29
611 Birthday Book club	80.00	85.00	0.00	0.00	165.00
615 FIELD TRIPS	-3,975.85	0.00	1,867.04	0.00	-5,842.89
E ADMINISTRATIVE CUSTODIAL Totals:	-1,336.00	85.00	1,867.04	0.00	-3,118.04
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	8,219.04	5,731.69	3,002.89	20.00	10,967.84

Kevin J. Chel
Yvonne Spelman 5-8-03

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

<u>Activity Number and Name</u>	<u>Beginning Cash</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Adjustments</u>	<u>Cash Balance</u>
A Extra-curricular					
210 Mini Classes	2,540.00	-20.00	0.00	0.00	2,520.00
616 fees fund/field trips	3,553.04	1,505.65	0.00	0.00	5,058.69
A Extra-curricular Totals:	<u>6,093.04</u>	<u>1,485.65</u>	<u>0.00</u>	<u>0.00</u>	<u>7,578.69</u>
Report Totals:	6,093.04	1,485.65	0.00	0.00	7,578.69

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	448.46	322.84	88.00	0.00	683.30
110 GENERAL FUND	7,901.34	320.29	904.53	0.00	7,317.10
200 CHECKING INTEREST	59.53	7.33	0.00	0.00	66.86
A ACTIVITY GENERAL FUND Totals:	8,409.33	650.46	992.53	0.00	8,067.26
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	920.66	3,001.30	52.94	0.00	3,869.02
D CLUBS AND ORGANIZATIONS Totals:	920.66	3,001.30	52.94	0.00	3,869.02
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	6,198.63	54.00	184.33	0.00	6,068.30
615 FIELD TRIPS	-1,626.45	0.00	80.34	0.00	-1,706.79
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,572.18	54.00	264.67	0.00	4,361.51
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	13,902.17	3,705.76	1,310.14	0.00	16,297.79

Dr. Pat Rhodus

Bryan Elementary School

Dolly Peterson, Sec.

05/29/2003 01:46:54 PM

Page 1

ALL Data

Current Cash Balance Report

Date: 08/01/2002 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1001 Kindergarten	0.00	596.45	0.00	0.00	596.45
1010 First Grade	0.00	93.65	0.00	0.00	93.65
1020 Second Grade	0.00	771.31	0.00	0.00	771.31
1030 Third Grade	0.00	82.75	0.00	0.00	82.75
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	0.00	440.20	0.00	0.00	440.20
A Extra-Curricular Activities Totals:	0.00	1,984.36	0.00	0.00	1,984.36
Report Totals:	0.00	1,984.36	0.00	0.00	1,984.36

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	2,517.68	65.08	0.00	0.00	2,582.76
110 GENERAL	13,363.71	700.00	799.04	0.00	13,264.67
130 HOSPITALITY	551.65	0.00	356.33	0.00	195.32
140 INTEREST EARNED CHECKING	678.01	11.06	0.00	0.00	689.07
A ACTIVITY GENERAL FUND Totals:	17,111.05	776.14	1,155.37	0.00	16,731.82
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,277.55	200.00	0.00	0.00	3,477.55
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	3,354.78	200.00	0.00	0.00	3,554.78
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-713.99	0.00	671.00	0.00	-1,384.99
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,039.59	37.00	44.24	0.00	3,032.35
615 PAYBAC	415.47	0.00	0.00	0.00	415.47
620 PTO FUND	0.00	0.00	0.00	0.00	0.00
625 BOWLING	14.95	0.00	0.00	0.00	14.95
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,756.02	37.00	715.24	0.00	2,077.78
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	23,221.85	1,013.14	1,870.61	0.00	22,364.38

Submitted by: Judy Hansen

Approved by: Nila Neelan

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan
1000 EXTRA-CURRICULUM ACTIVITIES	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	335.00	0.00	0.00	0.00	335.00
1001 FIELD TRIP (MISC)	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	816.00	0.00	0.00	816.00
1020 SECOND GRADE	321.65	172.85	0.00	0.00	494.50
1030 THIRD GRADE	0.00	284.25	0.00	0.00	284.25
1040 FOURTH GRADE	96.00	252.00	0.00	0.00	348.00
1050 FIFTH GRADE	459.25	0.00	0.00	0.00	459.25
2000 CLUBS	0.00	0.00	0.00	0.00	0.00
2050 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES Totals:	1,211.90	1,525.10	0.00	0.00	2,737.00
Report Totals:	1,211.90	1,525.10	0.00	0.00	2,737.00

Submitted by: Judy Hansen
Approved by: Nina Nelson

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,028.73	187.38	351.54	0.00	864.57
110 GENERAL	5,784.31	0.00	317.65	1,191.00	6,657.66
120 TECHNOLOGY FUND	595.97	0.00	0.00	0.00	595.97
130 COFFEE	56.39	0.00	6.08	0.00	50.31
140 SPORTS FOUNDATION	0.00	0.00	0.00	0.00	0.00
150 GARAGE SALE	0.00	0.00	0.00	0.00	0.00
160 WEEKLY READER	0.00	0.00	0.00	0.00	0.00
170 INTEREST EARNED CHECKING	757.57	10.44	0.00	0.00	768.01
180 PTA DISCRETIONARY	767.52	0.00	100.34	0.00	667.18
190 ASSIGNMENT NOTEBOOKS	88.54	0.00	0.00	0.00	88.54
A ACTIVITY GENERAL FUND Totals:	9,079.03	197.82	775.61	1,191.00	9,692.24
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,680.82	4,066.61	5,045.13	0.00	1,702.30
502 CODY APPAREL	456.38	245.10	245.05	0.00	456.43
520 STUDENT CLUBS	927.88	0.00	47.04	0.00	880.84
530 LOVE AND LOGIC	112.00	0.00	0.00	0.00	112.00
D CLUBS AND ORGANIZATIONS Totals:	4,177.08	4,311.71	5,337.22	0.00	3,151.57
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	399.42	0.00	139.76	0.00	259.66
610 MEDIA	2,334.28	25.73	35.47	0.00	2,324.54
611 MEDIA - DONATIONS	4,250.00	0.00	0.00	0.00	4,250.00
615 FIELD TRIP	-1,095.67	0.00	178.34	0.00	-1,274.01
625 PRE-SCHOOL	0.00	0.00	0.00	0.00	0.00
630 STUDENT PARTY MONEY	1.75	0.00	0.00	0.00	1.75
640 SPECIAL PROJECTS FUND	2,073.43	30.74	650.00	0.00	1,454.17
E ADMINISTRATIVE CUSTODIAL FUND Totals:	7,963.21	56.47	1,003.57	0.00	7,016.11
F DISTRICT CUSTODIAL FUNDS					
700 CONVENTION	1,191.00	0.00	0.00	-1,191.00	0.00
720 CONVENTION PRE-SCHOOL	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL FUNDS Totals:	1,191.00	0.00	0.00	-1,191.00	0.00
Report Totals:	22,410.32	4,566.00	7,116.40	0.00	19,859.92

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19,859.92 +
1,434.83 +
21,294.75 *

Lynn Dethloft
Secretary

Rich Meyersby
Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	484.25	0.00	0.00	0.00	484.25
1010 First Grade Field Trips	432.75	5.25	0.00	0.00	438.00
1020 Second Grade Field Trips	205.25	83.00	0.00	0.00	288.25
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	224.33	0.00	0.00	0.00	224.33
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	0.00	0.00	0.00	0.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>1,346.58</u>	<u>88.25</u>	<u>0.00</u>	<u>0.00</u>	<u>1,434.83</u>
Report Totals:	1,346.58	88.25	0.00	0.00	1,434.83

*Lynn Dethloff,
Secretary*

*Nick Mazurby
Secretary*

Current Cash Balance Report

ALL Data

Date: 03/29/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,220.78	75.10	20.00	0.00	1,275.88
110 GENERAL FUND	2,009.85	0.00	30.31	0.00	1,979.54
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	2,976.78	0.00	0.00	0.00	2,976.78
600 Interest earned	415.44	3.96	0.00	0.00	419.40
A ACTIVITY GENERAL FUND Totals:	6,622.85	79.06	50.31	0.00	6,651.60
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	932.33	0.00	375.83	0.00	556.50
D CLUBS AND ORGANIZATIONS Totals:	932.33	0.00	375.83	0.00	556.50
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	312.01	0.00	0.00	0.00	312.01
615 FIELD TRIPS	-163.25	0.00	550.34	0.00	-713.59
620 PTO FOR TEACHERS	521.34	0.00	0.00	0.00	521.34
630 VOLUNTEER	0.00	0.00	0.00	0.00	0.00
635 KITCHEN	0.00	0.00	0.00	0.00	0.00
640 DRUG AWARENESS	155.47	0.00	131.78	0.00	23.69
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	825.57	0.00	682.12	0.00	143.45
F DISTRICT CUSTODIAL					
700 REINBURSEMENTS	400.00	0.00	0.00	0.00	400.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	400.00	0.00	0.00	0.00	400.00
Report Totals:	8,780.75	79.06	1,108.26	0.00	7,751.55

Joel Galbraith
 Cindy Bets - Secretary

Current Cash Balance Report

ALL Data

Date: 03/29/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan
A EXTRA CURRICULAR ACTIVITIES					
1000 KDG FIELD TRIP	316.00	0.00	0.00	0.00	316.00
1010 1ST GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIP	0.00	191.25	0.00	0.00	191.25
1030 3RD GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIP	328.96	0.00	0.00	0.00	328.96
1050 5TH GRADE FIELD TRIP	290.80	585.50	0.00	0.00	876.30
A EXTRA CURRICULAR ACTIVITIES Totals:	935.76	776.75	0.00	0.00	1,712.51
Report Totals:	935.76	776.75	0.00	0.00	1,712.51

Jed Jalmit

Cindy Besh Secretary

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,589.81	104.61	31.29	0.00	3,663.13
110 GENERAL FUND	5,670.12	647.45	940.86	0.00	5,376.71
200 INTEREST EARNED CHECKING	620.41	6.84	0.00	0.00	627.25
A ACTIVITY GENERAL FUND Totals:	9,880.34	758.90	972.15	0.00	9,667.09
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	442.43	0.00	0.00	0.00	442.43
D CLUBS AND ORGANIZATIONS Totals:	442.43	0.00	0.00	0.00	442.43
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	491.15	0.00	38.54	0.00	452.61
610 LIBRARY	1,148.53	171.95	0.00	0.00	1,320.48
615 FIELD TRIPS	-1,982.69	0.00	604.02	0.00	-2,586.71
620 PTO	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-343.01	171.95	642.56	0.00	-813.62
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	1,888.72	0.00	0.00	0.00	1,888.72
F DISTRICT CUSTODIAL Totals:	1,888.72	0.00	0.00	0.00	1,888.72
Report Totals:	11,868.48	930.85	1,614.71	0.00	11,184.62

Jackie Perkins - Secretary

Mark Schifano 5-14-05 Principal

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA-CURRICULAR ACTIVITIES					
1010 Kdgn Field Trips	274.50	25.00	0.00	0.00	299.50
1011 FIRST GRADE FIELD TRIP	125.75	0.00	0.00	0.00	125.75
1012 SECOND GRADE FIELD TRIP	80.45	295.75	0.00	0.00	376.20
1013 THIRD GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1014 FOURTH GRADE FIELD TRIPS	124.50	327.00	0.00	0.00	451.50
1015 FIFTH GRADE FIELD TRIPS	255.00	0.00	0.00	0.00	255.00
1016 K-5 SPED FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
A EXTRA-CURRICULAR ACTIVITIES Totals:	860.20	647.75	0.00	0.00	1,507.95
Report Totals:	860.20	647.75	0.00	0.00	1,507.95

Jackie Sabien - Secretary

Mark Schuler Pres espol 5-14-03

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	653.87	110.14	65.89	0.00	698.12
110 GENERAL FUND	6,238.94	7,265.11	7,606.47	0.00	5,897.58
120 Interest on checking	386.35	6.53	0.00	0.00	392.88
A ACTIVITY GENERAL FUND Totals:	7,279.16	7,381.78	7,672.36	0.00	6,988.58
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	300.00	0.00	0.00	0.00	300.00
510 Art Projects	-4.52	0.00	0.00	0.00	-4.52
520 T-shirts	625.00	0.00	0.00	0.00	625.00
525 Bowling/Pizza	0.00	0.00	0.00	0.00	0.00
550 Pencils	1,063.15	116.25	0.00	0.00	1,179.40
590 BOOKS-HELEN LESTER	0.00	0.00	0.00	0.00	0.00
655 Landscaping	71.06	0.00	0.00	0.00	71.06
690 Marquee Fund	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	2,054.69	116.25	0.00	0.00	2,170.94
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	585.52	0.00	45.00	0.00	540.52
606 MAGAZINES	510.00	4.50	0.00	0.00	514.50
610 LIBRARY	2,810.04	33.50	81.99	0.00	2,761.55
615 FIELD TRIPS	-1,642.74	0.00	963.14	0.00	-2,605.88
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT.	21.68	0.00	0.00	0.00	21.68
630 PICTURES	822.18	10.00	0.00	0.00	832.18
635 Reading Incentive	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,106.68	48.00	1,090.13	0.00	2,064.55
Report Totals:	12,440.53	7,546.03	8,762.49	0.00	11,224.07

*Diane Beverly, Sec
Carol Beatty, Princ.*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by
Group ID and Activity Nu

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Kdg. field trips	363.50	0.00	0.00	0.00	363.50
1010 1st Grade - field trips	806.00	34.00	0.00	0.00	840.00
1020 2nd Grade - field trips	0.00	406.00	0.00	0.00	406.00
1030 3rd Grade - field trips	698.00	297.45	0.00	0.00	995.45
1040 4th Grade - field trips	239.75	0.00	0.00	0.00	239.75
1050 5th Grade - field trips	0.00	0.00	0.00	0.00	0.00
1090 SPED - field trips	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>2,107.25</u>	<u>737.45</u>	<u>0.00</u>	<u>0.00</u>	<u>2,844.70</u>
Report Totals:	<u>2,107.25</u>	<u>737.45</u>	<u>0.00</u>	<u>0.00</u>	<u>2,844.70</u>

*Diane Beverly, see
Carol Beatty, Princ*

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	750.99	80.10	64.99	0.00	766.10
110 GENERAL FUND	3,401.43	319.11	343.00	0.00	3,377.54
115 Interest Earned Checking	533.97	4.84	0.00	0.00	538.81
A ACTIVITY GENERAL FUND Totals:	4,686.39	404.05	407.99	0.00	4,682.45
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	1,398.64	0.00	0.00	0.00	1,398.64
D CLUBS AND ORGANIZATIONS Totals:	1,398.64	0.00	0.00	0.00	1,398.64
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	277.11	0.00	0.00	0.00	277.11
610 LIBRARY	532.42	163.00	65.58	0.00	629.84
615 FIELD TRIPS	809.98	0.00	526.00	0.00	283.98
620 HOSPITALITY FUND	0.00	0.00	0.00	0.00	0.00
630 FUND RAISER	0.00	0.00	0.00	0.00	0.00
635 SAFETY PATROL	0.00	0.00	0.00	0.00	0.00
640 ART	0.00	227.42	0.00	0.00	227.42
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,619.51	390.42	591.58	0.00	1,418.35
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	2,740.00	0.00	0.00	0.00	2,740.00
F DISTRICT CUSTODIAL Totals:	2,740.00	0.00	0.00	0.00	2,740.00
Report Totals:	10,444.54	794.47	999.57	0.00	10,239.44

Pam Shelton
5-31-03

B. Neh
6-02-03

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan.
1000 KG Field Trips	206.00	0.20	0.00	0.00	206.20
1100 1st Grade-Field Trips	240.00	0.00	0.00	0.00	240.00
1200 2nd Grade-Field Trips	80.40	234.00	0.00	0.00	314.40
1300 3rd Grade-Field Trips	0.00	160.75	0.00	0.00	160.75
1400 4th Grade-Field Trips	152.15	407.60	0.00	0.00	559.75
1500 5th Grade-Field Trips	121.90	127.05	0.00	0.00	248.95
Totals:	<u>800.45</u>	<u>929.60</u>	<u>0.00</u>	<u>0.00</u>	<u>1,730.05</u>
Report Totals:	800.45	929.60	0.00	0.00	1,730.05

Pam Shelton
5-31-03
BT Jha
6-2-03

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	612.97	65.08	0.00	-45.00	633.05
110 General	2,984.60	0.00	38.17	0.00	2,946.43
112 Bank Charges and Interest	585.68	3.85	0.00	0.00	589.53
A ACTIVITY GENERAL FUND Totals:	4,183.25	68.93	38.17	-45.00	4,169.01
D CLUBS AND ORGANIZATIONS					
501 Student Council	126.85	421.50	22.32	0.00	526.03
502 YEARBOOK	67.62	0.00	0.00	0.00	67.62
611 Hitchcock Clothing	46.11	0.00	0.00	0.00	46.11
D CLUBS AND ORGANIZATIONS Totals:	240.58	421.50	22.32	0.00	639.76
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	317.61	0.00	0.00	0.00	317.61
603 Field Trip	-634.46	0.00	811.92	0.00	-1,446.38
604 Classroom Supplies	0.00	0.00	0.00	0.00	0.00
605 READ	1,046.08	0.00	0.00	0.00	1,046.08
606 Classroom Magazines	0.00	0.00	0.00	0.00	0.00
607 25th Anniversary Fund	0.00	0.00	0.00	0.00	0.00
608 Drug Awareness	0.00	0.00	0.00	0.00	0.00
609 Playground Equipment	0.00	0.00	0.00	0.00	0.00
610 Library	1,936.66	0.00	93.47	0.00	1,843.19
612 HOSPITALITY	0.00	241.50	286.50	45.00	0.00
613 Art Fund	1,023.36	0.00	0.00	0.00	1,023.36
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,689.25	241.50	1,191.89	45.00	2,783.86
F DISTRICT CUSTODIAL					
620 Convention	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	8,113.08	731.93	1,252.38	0.00	7,592.63

Patty Schriener
Secretary

Brad Sullivan
Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1001 Kindergarten	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	80.60	196.10	0.00	0.00	276.70
1030 Third Grade	207.08	0.00	0.00	0.00	207.08
1040 Fourth Grade	437.50	179.50	0.00	0.00	617.00
1050 Fifth Grade	159.00	189.00	0.00	0.00	348.00
A Extra-Curricular Activities Totals:	884.18	564.60	0.00	0.00	1,448.78
Report Totals:	884.18	564.60	0.00	0.00	1,448.78

Patty Schreier
Secretary

Brad Sullivan
Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,028.93	132.67	0.00	0.00	2,161.60
110 GENERAL FUND	5,487.31	176.00	489.26	0.00	5,174.05
200 INTEREST EARNED CHECKING	494.93	5.98	0.00	0.00	500.91
A ACTIVITY GENERAL FUND Totals:	8,011.17	314.65	489.26	0.00	7,836.56
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,017.17	449.30	790.56	0.00	1,675.91
D CLUBS AND ORGANIZATIONS Totals:	2,017.17	449.30	790.56	0.00	1,675.91
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,317.84	21.25	14.50	0.00	3,324.59
615 FIELD TRIPS	523.99	0.00	554.00	0.00	-30.01
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,841.83	21.25	568.50	0.00	3,294.58
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	13,870.17	785.20	1,848.32	0.00	12,807.05

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: *Candace Ferguson*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	81.50	155.50	0.00	0.00	237.00
1030 Third Grade	293.25	270.00	0.00	0.00	563.25
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	0.00	0.00	0.00	0.00	0.00
1060 Kindergarten	255.00	230.00	0.00	0.00	485.00
A Extra-Curricular Activities Totals:	629.75	655.50	0.00	0.00	1,285.25
Report Totals:	629.75	655.50	0.00	0.00	1,285.25

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: *Candace Puzgen*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	508.38	331.04	457.61	0.00	381.81
110 GENERAL	3,850.93	797.06	0.00	0.00	4,647.99
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	63.79	6.03	0.00	0.00	69.82
A ACTIVITY GENERAL FUND Totals:	4,423.10	1,134.13	457.61	0.00	5,099.62
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	350.43	514.57	80.14	0.00	784.86
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	352.27	514.57	80.14	0.00	786.70
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	958.65	0.00	162.52	0.00	796.13
604 ART	2,142.89	0.00	148.51	0.00	1,994.38
606 READ	0.00	0.00	0.00	0.00	0.00
607 PE/MUSIC	4,403.59	0.00	0.00	0.00	4,403.59
610 LIBRARY	1,383.28	28.68	291.87	0.00	1,120.09
612 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
615 FIELD TRIPS	-3,028.49	0.00	2,301.04	0.00	-5,329.53
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,859.92	28.68	2,903.94	0.00	2,984.66
F DISTRICT CUSTODIAL					
700 REINBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	10,635.29	1,677.38	3,441.69	0.00	8,870.98

Ann Thomas
Ann Thomas, Secretary – Montclair Elementary

Kara L. Hutton
Kara Hutton, Principal – Montclair Elementary

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan
1000 Kindergarten	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	283.90	0.00	0.00	283.90
1020 Second Grade	229.40	0.00	0.00	0.00	229.40
1030 Third Grade	243.50	0.00	0.00	0.00	243.50
1040 Fourth Grade	0.00	58.23	0.00	0.00	58.23
1050 Fifth Grade	448.10	0.00	0.00	0.00	448.10
2000 Preprimary Montessori	493.63	56.60	0.00	0.00	550.23
2010 Primary Montessori	804.74	1,056.40	0.00	0.00	1,861.14
2020 Intermediate Montessori	651.25	948.00	0.00	0.00	1,599.25
2030 Preschool	216.50	0.00	0.00	0.00	216.50
Totals:	<u>3,087.12</u>	<u>2,403.13</u>	<u>0.00</u>	<u>0.00</u>	<u>5,490.25</u>
Report Totals:	3,087.12	2,403.13	0.00	0.00	5,490.25

Ann Thomas

Ann Thomas, Secretary – Montclair Elementary

Kara L. Hutton

Kara Hutton, Principal – Montclair Elementary

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	49.98	141.04	213.31	0.00	-22.29
110 GENERAL FUND	5,058.54	113.20	367.73	0.00	4,804.01
115 INTEREST EARNED CHECKING	67.64	5.14	0.00	0.00	72.78
A ACTIVITY GENERAL FUND Totals:	<u>5,176.16</u>	<u>259.38</u>	<u>581.04</u>	<u>0.00</u>	<u>4,854.50</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	743.04	1,271.25	1,169.23	-27.00	818.06
510 BOOK CLUB	16.24	0.00	0.00	0.00	16.24
511 CONFLICT MANAGERS	115.42	0.00	0.00	0.00	115.42
615 SAFETY PATROL	13.00	0.00	0.00	0.00	13.00
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
D CLUBS AND ORGANIZATIONS Totals:	<u>889.25</u>	<u>1,271.25</u>	<u>1,169.23</u>	<u>-27.00</u>	<u>964.27</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	65.26	0.00	0.00	0.00	65.26
602 HOSPITALITY	604.10	423.75	60.61	27.00	994.24
603 FIELD TRIPS	-1,132.09	0.00	551.34	0.00	-1,683.43
605 READ	304.16	0.00	200.00	0.00	104.16
610 LIBRARY	3,067.47	59.44	130.64	0.00	2,996.27
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	811.82	179.40	0.00	0.00	991.22
640 SPED GRANT	157.90	0.00	55.18	0.00	102.72
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>3,878.62</u>	<u>662.59</u>	<u>997.77</u>	<u>27.00</u>	<u>3,570.44</u>
Report Totals:	<u>9,944.03</u>	<u>2,193.22</u>	<u>2,748.04</u>	<u>0.00</u>	<u>9,389.21</u>

TINA Nimmo

Tina Nimmo
Suzanne Herina

ALL Data

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balar
A EXTRA CURRICULAR ACTIVITIES					
1005 KINDERGARTEN	484.30	252.40	0.00	0.00	736.70
1010 FIRST GRADE	295.00	0.00	0.00	0.00	295.00
1020 SECOND GRADE	83.00	0.00	0.00	0.00	83.00
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	847.77	0.00	0.00	0.00	847.77
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
1060 PHYSICAL EDUCATION	241.02	0.00	0.00	0.00	241.02
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>1,951.09</u>	<u>252.40</u>	<u>0.00</u>	<u>0.00</u>	<u>2,203.49</u>
Report Totals:	<u>1,951.09</u>	<u>252.40</u>	<u>0.00</u>	<u>0.00</u>	<u>2,203.49</u>

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUNE					
100 VENDING	2,187.33	178.68	0.00	0.00	2,366.01
110 GENERAL	13,730.50	573.23	842.15	0.00	13,461.58
125 INTEREST EARNED	108.47	10.75	0.00	-108.47	10.75
A ACTIVITY GENERAL FUNE Totals:	16,026.30	762.66	842.15	-108.47	15,838.34
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	226.32	414.03	182.99	0.00	457.36
505 CHOIR	0.00	0.00	0.00	0.00	0.00
510 SAFETY PATROL	282.93	0.00	0.00	0.00	282.93
520 ENVIRONMENTAL CLUB	4,081.57	0.00	1,090.37	0.00	2,991.20
521 3-D Club	0.00	0.00	0.00	0.00	0.00
525 Conflict Managers	312.74	0.00	87.00	0.00	225.74
D CLUBS AND ORGANIZATIONS Totals:	4,903.56	414.03	1,360.36	0.00	3,957.23
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE-BASE	0.00	0.00	0.00	0.00	0.00
602 STAFF HOSPITALITY	379.48	0.00	355.00	108.47	132.95
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,843.53	0.00	0.00	0.00	3,843.53
615 FIELD TRIPS	-3,176.43	0.00	2,502.91	0.00	-5,679.34
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,046.58	0.00	2,857.91	108.47	-1,702.86
F DISTRICT CUSTODIAL					
802 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	21,976.44	1,176.69	5,060.42	0.00	18,092.71

*Web Shearer
5-7-03*

*Bonnie Holmquist
5-7-03*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal
A Extra Curriculars					
1000 Kindergarten Field Trips	476.25	486.50	0.00	0.00	962.75
1010 First Grade Field Trips	600.00	407.55	0.00	0.00	1,007.55
1020 Second Grade Field Trips	184.00	498.25	0.00	0.00	682.25
1030 Third Grade Field Trips	1,113.20	431.00	0.00	0.00	1,544.20
1040 Fourth Grade Field Trips	870.00	288.00	0.00	0.00	1,158.00
1050 Fifth Grade Field Trips	159.75	134.60	0.00	0.00	294.35
A Extra Curriculars Totals:	<u>3,403.20</u>	<u>2,245.90</u>	<u>0.00</u>	<u>0.00</u>	<u>5,649.10</u>
Report Totals:	<u>3,403.20</u>	<u>2,245.90</u>	<u>0.00</u>	<u>0.00</u>	<u>5,649.10</u>

*Debbi Shaver
5-7-03*

*Bonnie Kolowski
5-7-03*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	231.69	102.63	50.00	0.00	284.32
110 General	3,348.97	440.00	570.81	0.00	3,218.16
120 Interest Earned Checking	44.50	5.40	0.00	0.00	49.90
A ACTIVITY GENERAL FUND Totals:	3,625.16	548.03	620.81	0.00	3,552.38
D CLUBS AND ORGANIZATIONS					
501 Student Council	1,404.39	347.50	0.00	0.00	1,751.89
502 5th Grade Club	5.62	0.00	0.00	0.00	5.62
D CLUBS AND ORGANIZATIONS Totals:	1,410.01	347.50	0.00	0.00	1,757.51
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	1,190.87	0.00	0.00	0.00	1,190.87
602 Staff Hospitality	812.07	0.00	133.00	0.00	679.07
603 Field Trips	-1,655.47	0.00	0.00	0.00	-1,655.47
608 Grants	0.00	0.00	0.00	0.00	0.00
609 Technology	1,606.36	22.00	0.00	0.00	1,628.36
610 Media	2,143.37	0.00	30.00	0.00	2,113.37
611 Cultural Arts	705.00	0.00	0.00	0.00	705.00
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 Special Projects	252.33	745.00	290.32	0.00	707.01
615 PayBac	957.40	0.00	0.00	0.00	957.40
616 P.E.	0.00	0.00	0.00	0.00	0.00
617 Music	-80.34	0.00	0.00	0.00	-80.34
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	5,931.59	767.00	453.32	0.00	6,245.27
G DISTRICT CUST. ACCOUNTS					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	41.22	0.00	0.00	0.00	41.22
G DISTRICT CUST. ACCOUNTS Totals:	41.22	0.00	0.00	0.00	41.22
Report Totals:	11,007.98	1,662.53	1,074.13	0.00	11,596.38

Sent to DSAC 5/27/03

Julie DeBruyn, Secretary
Peggy Brendel, Principal

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan.
A Extra-Curricular Activities					
1000 Kindergarten Field Trips	268.50	0.00	0.00	0.00	268.50
1010 First Grade Field Trips	152.10	0.00	0.00	0.00	152.10
1020 Second Grade Field Trips	158.90	0.00	0.00	0.00	158.90
1030 Third Grade Field Trips	262.70	0.00	0.00	0.00	262.70
1040 Fourth Grade Field Trips	255.45	0.00	0.00	0.00	255.45
1050 Fifth Grade Field Trips	171.40	0.00	0.00	0.00	171.40
1060 Montessori Field Trips	393.05	0.00	0.00	0.00	393.05
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	82.65	0.00	0.00	0.00	82.65
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>1,744.75</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,744.75</u>
Report Totals:	<u>1,744.75</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,744.75</u>

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	4,398.31	152.69	31.00	0.00	4,520.00
110 GENERAL FUND	6,636.45	0.00	222.40	0.00	6,414.05
125 interest earned checking	1,004.82	12.66	0.00	0.00	1,017.48
A ACTIVITY GENERAL FUND Totals:	12,039.58	165.35	253.40	0.00	11,951.53
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,869.15	175.35	113.67	0.00	1,930.83
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	3.32	223.40	114.26	0.00	112.46
D CLUBS AND ORGANIZATIONS Totals:	1,872.47	398.75	227.93	0.00	2,043.29
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	1,558.36	520.50	452.00	0.00	1,626.86
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	1,159.40	2,229.42	2,204.56	816.00	2,000.26
615 FIELD TRIPS	-522.64	816.00	228.50	-816.00	-751.14
620 PAYBACK PARTNER	732.31	185.63	79.13	0.00	838.81
625 CORPORATE DONATIONS	1,860.40	14.50	140.00	0.00	1,734.90
630 SPELL-A-THON	2,665.09	0.00	223.46	0.00	2,441.63
635 HOST	572.84	0.00	0.00	0.00	572.84
640 OTHER STUDENT ACTIVITIES	78.68	0.00	0.00	0.00	78.68
645 TOOLS FOR SCHOOLS	1,000.00	0.00	0.00	0.00	1,000.00
650 ARTWORKS	493.47	32.50	0.00	0.00	525.97
E ADMINISTRATIVE CUSTODIAL Totals:	9,597.91	3,798.55	3,327.65	0.00	10,068.81
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	686.50	0.00	0.00	0.00	686.50
F DISTRICT CUSTODIAL Totals:	686.50	0.00	0.00	0.00	686.50
Report Totals:	24,196.46	4,362.65	3,808.98	0.00	24,750.13

PRINCIPAL *Jean Wesley*

SECRETARY *Mary Van Roy*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
1005 KG FIELD TRIPS	467.30	297.50	0.00	0.00	764.80
1010 1ST GR. FIELD TRIPS	310.10	0.00	0.00	0.00	310.10
1020 2ND GR. FIELD TRIPS	349.15	286.00	0.00	0.00	635.15
1030 3RD GR. FIELD TRIPS	689.25	357.00	0.00	0.00	1,046.25
1040 4TH GR. FIELD TRIPS	657.55	0.00	0.00	0.00	657.55
1050 5TH GR. FIELD TRIPS	624.25	0.00	0.00	0.00	624.25
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>3,097.60</u>	<u>940.50</u>	<u>0.00</u>	<u>0.00</u>	<u>4,038.10</u>
Report Totals:	<u>3,097.60</u>	<u>940.50</u>	<u>0.00</u>	<u>0.00</u>	<u>4,038.10</u>

PRINCIPAL

Jenni Wesley

SECRETARY

Nancy Van Roy

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	11,056.16	0.00	0.00	0.00	11,056.16
110 VENDING	2,537.04	0.00	0.00	0.00	2,537.04
120 INTEREST EARNED CHECKING	275.32	7.32	0.00	0.00	282.64
A ACTIVITY GENERAL FUND Totals:	13,868.52	7.32	0.00	0.00	13,875.84
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	730.92	0.00	0.00	0.00	730.92
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	755.92	0.00	0.00	0.00	755.92
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	1,495.94	0.00	250.73	0.00	1,245.21
305 FIELD TRIPS	-2,490.28	0.00	496.50	0.00	-2,986.78
310 HOSPITALITY	413.33	0.00	139.62	0.00	273.71
320 BIRTHDAY BOOK CLUB	1,245.10	0.00	0.00	0.00	1,245.10
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTA	0.00	0.00	0.00	0.00	0.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	664.09	0.00	886.85	0.00	-222.76
Report Totals:	15,288.53	7.32	886.85	0.00	14,409.00

Barbara Boettner
6/2/03

Sandi Sauer
5/30/03

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal.
A Classroom Collections					
1000 Kindergarten	412.50	0.00	0.00	0.00	412.50
1001 1st Grade	861.87	0.00	0.00	0.00	861.87
1002 2nd Grade	162.50	0.00	0.00	0.00	162.50
1003 3rd Grade	312.00	0.00	0.00	0.00	312.00
1004 4th Grade	0.00	0.00	0.00	0.00	0.00
1005 5th Grade	296.36	0.00	0.00	0.00	296.36
1010 Self Contained Room	17.50	0.00	0.00	0.00	17.50
A Classroom Collections Totals:	2,062.73	0.00	0.00	0.00	2,062.73
B Clubs					
2000 Student Council	0.00	0.00	0.00	0.00	0.00
2010 Chorus	615.00	0.00	0.00	0.00	615.00
B Clubs Totals:	615.00	0.00	0.00	0.00	615.00
Report Totals:	2,677.73	0.00	0.00	0.00	2,677.73

Barbara Baetzel
6-2-03

Sarah Davis
5-30-03

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	383.04	0.00	0.00	0.00	383.04
110 General Fund	3,190.06	768.16	26.18	0.00	3,932.04
120 PRINCIPAL'S ADMIN. FUND	244.73	0.00	0.00	0.00	244.73
130 Interest Earned Checking	451.61	6.42	0.00	0.00	458.03
140 WEDNESDAY CLASSES/MI	4.25	0.00	0.00	0.00	4.25
A General Fund Totals:	4,273.69	774.58	26.18	0.00	5,022.09
B Clubs & Organizations					
501 Student Council	6,290.48	2,216.23	3,982.75	0.00	4,523.96
B Clubs & Organizations Totals:	6,290.48	2,216.23	3,982.75	0.00	4,523.96
C Administrative Custodial					
600 KG Classroom Activity	0.00	0.00	0.00	0.00	0.00
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Hospitality	0.00	0.00	0.00	0.00	0.00
605 1st Classroom Activity	0.00	0.00	0.00	0.00	0.00
606 Books and Magazines	272.01	0.00	0.00	0.00	272.01
610 Library	169.06	4,009.79	2,848.09	0.00	1,330.76
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-1,811.08	0.00	519.25	0.00	-2,330.33
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	392.92	0.00	0.00	0.00	392.92
625 Multiple Intelligences	0.00	0.00	0.00	0.00	0.00
626 Mini Classes	0.19	0.00	0.00	0.00	0.19
627 Art	0.00	0.00	0.00	0.00	0.00
C Administrative Custodial Totals:	-976.90	4,009.79	3,367.34	0.00	-334.45
D District Custodial					
700 Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Convention	57.81	0.00	0.00	0.00	57.81
D District Custodial Totals:	57.81	0.00	0.00	0.00	57.81
Report Totals:	9,645.08	7,000.60	7,376.27	0.00	9,269.41

Kim Purone
Susan Anglin

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash [
10001 1st Grade Field Trip	498.95	234.75	0.00	0.00	733.70
10002 2nd Grade Field Trip	215.25	0.00	0.00	0.00	215.25
10003 3rd Grade Field Trip	231.55	0.00	0.00	0.00	231.55
10004 4th Grade Field Trip	0.00	277.00	0.00	0.00	277.00
10005 5th Grade Field Trip	555.00	0.00	0.00	0.00	555.00
10010 KG Field Trip	215.00	0.00	0.00	0.00	215.00
Totals:	<u>1,715.75</u>	<u>511.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,227.50</u>
Report Totals:	1,715.75	511.75	0.00	0.00	2,227.50

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	9,389.99	689.44	294.09	0.00	9,785.34
110 VENDING	1,306.82	112.65	259.38	0.00	1,160.09
120 INTEREST EARNED CHECKING	301.66	7.99	0.00	0.00	309.65
A ACTIVITY GENERAL FUND Totals:	<u>10,998.47</u>	<u>810.08</u>	<u>553.47</u>	<u>0.00</u>	<u>11,255.08</u>
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	485.74	169.75	0.00	0.00	655.49
B CLUBS AND ORGANIZATIONS Totals:	<u>485.74</u>	<u>169.75</u>	<u>0.00</u>	<u>0.00</u>	<u>655.49</u>
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	475.13	0.00	210.29	0.00	264.84
310 MEDIA	4,481.62	24.76	15.99	0.00	4,490.39
315 FIELD TRIPS	-880.04	0.00	76.00	0.00	-956.04
320 BIRTHDAY BOOK CLUB	1,250.75	0.00	0.00	0.00	1,250.75
330 DONATIONS	0.00	500.00	0.00	0.00	500.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>5,327.46</u>	<u>524.76</u>	<u>302.28</u>	<u>0.00</u>	<u>5,549.94</u>
Report Totals:	<u>16,811.67</u>	<u>1,504.59</u>	<u>855.75</u>	<u>0.00</u>	<u>17,460.51</u>

Carla Sullivan
6-2-03

Andrew Sullivan
6-2-03

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1001 GRADE 1 FIELD TRIPS	926.30	15.00	0.00	0.00	941.30
1002 GRADE 2 FIELD TRIPS	160.60	0.00	0.00	0.00	160.60
1003 GRADE 3 FIELD TRIPS	455.00	0.00	0.00	0.00	455.00
1004 GRADE 4 FIELD TRIPS	162.25	0.00	0.00	0.00	162.25
1005 GRADE 5 FIELD TRIPS	252.00	78.75	0.00	0.00	330.75
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>1,956.15</u>	<u>93.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,049.90</u>
Report Totals:	1,956.15	93.75	0.00	0.00	2,049.90

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

03

	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	2,091.41	192.50	537.42	0.00	1,746.49
101 STUDENT VENDING	3,702.43	120.16	15.00	0.00	3,807.59
110 GENERAL FUND	7,067.20	0.00	-9.50	0.00	7,076.70
115 INTEREST EARNED CHECKING	270.53	8.11	0.00	0.00	278.64
A ACTIVITY GENERAL FUND Totals:	<u>13,131.57</u>	<u>320.77</u>	<u>542.92</u>	<u>0.00</u>	<u>12,909.42</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	65.51	90.23	0.00	0.00	155.74
901 US WEST VOLUNTEER GRANTS & OTHERS	561.04	2.51	78.39	0.00	485.16
D CLUBS AND ORGANIZATIONS Totals:	<u>626.55</u>	<u>92.74</u>	<u>78.39</u>	<u>0.00</u>	<u>640.90</u>
E ADMINISTRATIVE CUSTODAIL ACCT					
610 MEDIA	3,160.86	55.00	102.38	0.00	3,113.48
615 FIELD TRIPS	-1,395.60	0.00	680.95	0.00	-2,076.55
701 TECHNOLOGY	1,264.37	27.75	0.00	0.00	1,292.12
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODAIL ACCT Totals:	<u>3,029.63</u>	<u>82.75</u>	<u>783.33</u>	<u>0.00</u>	<u>2,329.05</u>
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	72.41	-72.41	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	<u>72.41</u>	<u>-72.41</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
H OUTDOOR LEARNING ENVIRONMENT (OLE)					
3000 BRICK ORDERS & OTHER	566.50	0.00	49.28	0.00	517.22
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	<u>566.50</u>	<u>0.00</u>	<u>49.28</u>	<u>0.00</u>	<u>517.22</u>
Report Totals:	<u>17,426.66</u>	<u>423.85</u>	<u>1,453.92</u>	<u>0.00</u>	<u>16,396.59</u>

Cathy Lewand
Jan Longest

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G STUDENT FEES					
1000 CHOIR	0.00	0.00	0.00	0.00	0.00
2000 KINDERGARTEN	502.75	0.00	0.00	0.00	502.75
2001 GRADE 1	353.50	0.00	0.00	0.00	353.50
2002 GRADE 2	82.50	279.25	0.00	0.00	361.75
2003 GRADE 3	0.00	0.00	0.00	0.00	0.00
2004 GRADE 4	372.20	0.00	0.00	0.00	372.20
2005 GRADE 5	0.00	924.00	0.00	0.00	924.00
G STUDENT FEES Totals:	<u>1,310.95</u>	<u>1,203.25</u>	<u>0.00</u>	<u>0.00</u>	<u>2,514.20</u>
Report Totals:	1,310.95	1,203.25	0.00	0.00	2,514.20

Cathy Levesque
Sue Livingston

ALL Data

Current Cash Balance Report

Cindy Barron
Cindy Barron

Arranged by:
Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
112	0.00	0.00	0.00	0.00	0.00
350	0.00	0.00	0.00	0.00	0.00
555	0.00	0.00	0.00	0.00	0.00
565	0.00	0.00	0.00	0.00	0.00
575	0.00	0.00	0.00	0.00	0.00
620	0.00	0.00	0.00	0.00	0.00
630	0.00	0.00	0.00	0.00	0.00
Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
A General Funds					
100 VENDING MACHINES	1,968.47	693.91	960.26	0.00	1,702.12
110 OTHER GENERAL	12,955.94	107.31	288.54	0.00	12,774.71
115 FEES AND FINES	2,361.73	30.00	0.00	0.00	2,391.73
120 FUND RAISING ACCOUNT	17,545.27	0.00	700.00	0.00	16,845.27
125 VOLUNTEER COORDINATOR	1,945.00	0.00	525.00	0.00	1,420.00
130 INTEREST EARNED - CHECKING	2,660.38	33.28	0.00	0.00	2,693.66
A General Funds Totals:	<u>39,436.79</u>	<u>864.50</u>	<u>2,473.80</u>	<u>0.00</u>	<u>37,827.49</u>
B Athletics					
205 ATHLETIC DEPARTMENT	5,414.86	2,818.85	182.68	0.00	8,051.03
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	<u>5,414.86</u>	<u>2,818.85</u>	<u>182.68</u>	<u>0.00</u>	<u>8,051.03</u>
C Academic Clubs					
300 ENVIRONMENTAL CLUB	422.26	12.50	0.00	0.00	434.76
310 YEARBOOK	6,361.81	636.00	6.16	0.00	6,991.65
320 YOUTH TO YOUTH	393.77	0.00	96.00	0.00	297.77
330 KIDS HELPING KIDS	3,113.67	142.35	0.00	0.00	3,256.02
340 RENAISSANCE PROGRAM	1,384.41	234.72	62.30	0.00	1,556.83
C Academic Clubs Totals:	<u>11,675.92</u>	<u>1,025.57</u>	<u>164.46</u>	<u>0.00</u>	<u>12,537.03</u>
D Clubs and Organizations					
400 STUDENT COUNCIL	1,055.66	1,447.17	459.00	0.00	2,043.83
410 VOLLEYBALL CLUB	126.84	0.00	0.00	0.00	126.84
420 LEADERSHIP	92.88	0.00	0.00	0.00	92.88
430 BOOK CLUB	561.94	0.00	0.00	0.00	561.94
440 SCRAPBOOK CLUB	5.50	0.00	0.00	0.00	5.50
442 FCS CLUB	-83.96	0.00	0.00	83.96	0.00
450 ARTS & CRAFTS CLUB	-288.78	130.61	0.00	0.00	-158.17
460 STUDENT CLUBS MISC.	190.33	0.00	0.00	0.00	190.33
470 CROSS COUNTRY CLUB	-95.00	0.00	0.00	0.00	-95.00
480 DRAMA CLUB	500.00	0.00	0.00	0.00	500.00
D Clubs and Organizations Totals:	<u>2,065.41</u>	<u>1,577.78</u>	<u>459.00</u>	<u>83.96</u>	<u>3,268.15</u>
E School Custodial Accounts					
500 MUSIC	50.00	0.00	0.00	0.00	50.00
505 ART CLASS	-3.34	0.00	0.00	0.00	-3.34
509 8TH GRADE FAREWELL	448.45	0.00	850.00	0.00	-401.55
510 FIELD TRIPS	-3,099.35	2,152.66	136.36	0.00	-1,083.05
511 SPECIAL EVENTS	677.81	0.00	0.00	0.00	677.81
512 HELP FUND	1,532.90	0.00	50.00	0.00	1,482.90
515 FACULTY VENDING FUND	1,122.22	160.69	300.13	0.00	982.78
520 TEACHERS HOSPITALITY FUND	484.93	88.00	132.00	0.00	440.93
525 AMS T-SHIRT SALES	-80.21	26.00	0.00	0.00	-54.21
528 A.P.E. T-SHIRTS	181.50	0.00	0.00	0.00	181.50
530 OUTDOOR CLASSROOM	1,644.38	183.71	0.00	0.00	1,828.09

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal.
535 SCIENCE BREAKAGE	110.74	0.00	0.00	0.00	110.74
540 INDUSTRIAL ARTS	2,541.84	906.00	0.00	0.00	3,447.84
542 FAMILY CONSUMER SCIENCE	2,367.03	763.96	656.22	-83.96	2,390.81
544 PLANES & ROCKETS	308.32	0.00	0.00	0.00	308.32
545 LIBRARY	1,430.83	275.00	436.90	0.00	1,268.93
550 SCIENCE OLYMPIAD	274.12	0.00	0.00	0.00	274.12
555 FITNESS ROOM	0.00	0.00	0.00	0.00	0.00
570 TECHNOLOGY AND ENGINEERING	-14.36	0.00	0.00	0.00	-14.36
580 OTHER SCHOOL CUSTODIAL	0.00	0.00	1,472.56	0.00	-1,472.56
582 PRIME TIME	202.65	0.00	0.00	0.00	202.65
585 TEAMMATES	17.89	0.00	0.00	0.00	17.89
590 TEAM 6A	59.16	0.00	0.00	0.00	59.16
591 TEAM 6B	77.25	0.00	0.00	0.00	77.25
592 TEAM 6C	167.01	111.60	42.31	0.00	236.30
593 TEAM 7A	30.84	0.00	55.76	0.00	-24.92
594 TEAM 7B	211.92	0.00	0.00	0.00	211.92
595 TEAM 7C	300.00	0.00	0.00	0.00	300.00
596 TEAM 8A	300.00	0.00	0.00	0.00	300.00
597 TEAM 8B	219.11	0.00	0.00	0.00	219.11
598 TEAM 8C	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	11,563.64	4,667.62	4,132.24	-83.96	12,015.06
G Investments					
700 SAVINGS	-8,899.61	0.00	5.99	0.00	-8,905.60
710 INTEREST ON SAVINGS	3,899.61	5.99	0.00	0.00	3,905.60
G Investments Totals:	-5,000.00	5.99	5.99	0.00	-5,000.00
H Athletic Department					
810 ATHLETIC CD	0.00	0.00	0.00	0.00	0.00
820 INTEREST ON ATHLETIC C D	0.00	0.00	0.00	0.00	0.00
H Athletic Department Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	65,156.62	10,960.31	7,418.17	0.00	68,698.76

ALL Data

Current Cash Balance Report

Cindy Boran
Cindy Boran Arranged by:
Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1510 FIELD TRIPS	2,152.66	466.00	2,152.66	0.00	466.00
2320 YOUTH TO YOUTH	1,400.06	0.00	0.00	0.00	1,400.06
2400 STUDENT COUNCIL	132.00	0.00	132.00	0.00	0.00
2410 VOLLEYBALL CLUB	0.00	0.00	0.00	0.00	0.00
2440 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
2442 FCS CLUB	85.00	0.00	85.00	0.00	0.00
2450 ARTS & CRAFTS CLUB	487.46	0.00	130.61	0.00	356.85
2470 CROSS COUNTRY CLUB	0.00	0.00	0.00	0.00	0.00
2500 MUSIC CLUB	0.00	0.00	0.00	0.00	0.00
3205 ATHLETIC	6,967.80	4,290.00	2,840.85	0.00	8,416.95
Totals:	11,224.98	4,756.00	5,341.12	0.00	10,639.86
Report Totals:	11,224.98	4,756.00	5,341.12	0.00	10,639.86

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A GENERAL FUND					
100 General Fund	3,674.73	4.00	667.21	0.00	3,011.52
110 Student Vending	657.63	492.81	456.73	0.00	693.71
115 Staff Vending	63.69	158.38	139.97	0.00	82.10
A GENERAL FUND Totals:	4,396.05	655.19	1,263.91	0.00	3,787.33
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	445.37	0.00	0.00	0.00	445.37
405 FCS - Family Consumer Science	146.88	376.30	257.60	0.00	265.58
410 Field Trips	-1,463.83	0.00	1,843.02	0.00	-3,306.85
415 Hospitality	700.70	0.00	122.23	0.00	578.47
420 IT LAB - Industrial Technology	2,658.15	230.00	0.00	0.00	2,888.15
425 Art	84.77	0.00	0.00	0.00	84.77
430 Spirit Wear	625.94	62.00	221.00	0.00	466.94
435 Book Fines	573.90	20.00	0.00	0.00	593.90
D SCHOOL CUSTODIAL ACCOUNTS Totals:	3,771.88	688.30	2,443.85	0.00	2,016.33
E INVESTMENTS					
500 Savings	0.00	0.00	0.00	0.00	0.00
505 Checking Interest	57.61	9.07	0.00	0.00	66.68
510 Interest on Savings	0.00	0.00	0.00	0.00	0.00
E INVESTMENTS Totals:	57.61	9.07	0.00	0.00	66.68
F ATHLETICS and ACTIVITIES					
600 Athletics Program	-2,313.65	3,082.50	1,864.43	0.00	-1,095.58
605 Clubs and Activities	29.40	0.00	0.00	0.00	29.40
610 Student Council	76.96	221.00	207.84	0.00	90.12
615 Youth to Youth	-703.69	0.00	0.00	0.00	-703.69
620 Emissary / Peer Mediation / Tutor	412.00	0.00	0.00	0.00	412.00
625 FCS Club	-80.36	0.00	0.00	0.00	-80.36
630 Swing Choir Club	-818.20	642.00	350.00	0.00	-526.20
635 Environmental Club	209.40	409.00	366.49	0.00	251.91
640 Yearbook	2,504.73	25.00	0.00	0.00	2,529.73
645 Art Club	0.00	0.00	129.26	0.00	-129.26
650 HAL	-392.17	0.00	314.00	0.00	-706.17
655 Dance Club	49.15	0.00	110.00	-40.00	-100.85
F ATHLETICS and ACTIVITIES Totals:	-1,026.43	4,379.50	3,342.02	-40.00	-28.95
Report Totals:	7,199.11	5,732.06	7,049.78	-40.00	5,841.39

Mary Johnson 5-27-03
Patty Wiebe ED 5-19-03

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 Field Trips	3,053.00	522.00	0.00	0.00	3,575.00
2000 Clubs/Activities	0.00	0.00	0.00	0.00	0.00
2610 Student Council	446.50	0.00	0.00	0.00	446.50
2615 Youth-to-Youth	841.60	0.00	0.00	0.00	841.60
2625 FCS Club	155.00	30.00	0.00	0.00	185.00
2645 Art Club	135.50	0.00	0.00	0.00	135.50
2650 HAL	314.50	0.00	0.00	0.00	314.50
2655 Dance Club	0.00	70.00	0.00	40.00	110.00
3000 Athletics	5,695.00	3,806.00	0.00	0.00	9,501.00
A EXTRACURRICULAR ACTIVITIES Totals:	<u>10,641.10</u>	<u>4,428.00</u>	<u>0.00</u>	<u>40.00</u>	<u>15,109.10</u>
Report Totals:	<u>10,641.10</u>	<u>4,428.00</u>	<u>0.00</u>	<u>40.00</u>	<u>15,109.10</u>

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	11,552.38	1,093.47	0.00	0.00	12,645.85
105 STAFF VENDING MACHINES	1,339.59	193.22	70.00	0.00	1,462.81
110 GENERAL	7,234.56	316.00	4,618.86	12.00	2,943.70
120 PENCIL FUND (SCHOOL IMPROV.)	38.47	260.00	0.00	0.00	298.47
150 INTEREST EARNED CHECKING	4,182.76	0.00	0.00	0.00	4,182.76
170 INTEREST EARNED SAVINGS	15,927.87	43.20	0.00	-321.83	15,649.24
180 BUILDING IMPROVEMENTS FUND	0.00	0.00	321.83	321.83	0.00
A GENERAL FUNDS Totals:	40,275.63	1,905.89	5,010.69	12.00	37,182.83
B ATHLETICS					
200 ATHLETICS PROGRAM	15,722.81	0.00	1,218.44	0.00	14,504.37
B ATHLETICS Totals:	15,722.81	0.00	1,218.44	0.00	14,504.37
C ACADEMIC CLUBS					
305 ART CLUB	369.32	0.00	86.89	0.00	282.43
310 YEARBOOKS	618.38	10.00	0.00	0.00	628.38
320 FAMILY CONSUMER SCIENCE CLUB	49.87	0.00	38.57	0.00	11.30
330 DRAMA	91.83	0.00	0.00	0.00	91.83
335 PING PONG	0.00	0.00	0.00	0.00	0.00
340 TENNIS CLUB	-180.00	0.00	0.00	0.00	-180.00
350 SKI CLUB	-3,199.21	0.00	0.00	0.00	-3,199.21
C ACADEMIC CLUBS Totals:	-2,249.81	10.00	125.46	0.00	-2,365.27
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	6,238.39	0.00	1,309.43	0.00	4,928.96
425 YOUTH TO YOUTH	196.61	54.15	0.00	0.00	250.76
D CLUBS AND ORGANIZATIONS Totals:	6,435.00	54.15	1,309.43	0.00	5,179.72
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	475.16	0.00	85.50	0.00	389.66
501 SITE BASE	24.78	0.00	0.00	0.00	24.78
502 HOSPITALITY	824.22	0.00	159.00	0.00	665.22
503 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	1,051.60	0.00	0.00	-12.00	1,039.60
505 FINES	950.19	57.32	0.00	0.00	1,007.51
506 MONTESSORI (6TH)	-51.00	0.00	89.27	0.00	-140.27
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI (7TH)	-574.52	0.00	100.17	0.00	-674.69
509 FUNDRAISER '02-'03 (SCHOLARSHIPS,	12,524.06	0.00	0.00	0.00	12,524.06
510 TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
511 NEW TEACHER FUND	0.00	50.00	0.00	0.00	50.00
512 KIDS HELPING KIDS FUND	0.00	0.00	0.00	0.00	0.00
515 ASSIGNMENT NOTEBOOKS	322.65	0.00	0.00	0.00	322.65
520 LIBRARY	322.02	4,693.02	4,669.24	0.00	345.80
525 FUND RAISER 1995-96-97	0.00	0.00	0.00	0.00	0.00
530 FUNDRAISER 97-98,COCURRICULAR	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	228.33	0.00	126.00	0.00	102.33
540 FUNDRAISER 98-99, LIBRARY	39.12	0.00	0.00	0.00	39.12
545 ORCHESTRA	7.86	0.00	0.00	0.00	7.86
550 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
555 FUNDRAISER 99-00, PRODUCTIVITY &	0.00	0.00	0.00	0.00	0.00
560 PHYSICAL EDUCATION	266.91	0.00	0.00	0.00	266.91
565 FUNDRAISER '00-'01, (SIGNS, SCHOLARSHIPS,	18.78	0.00	0.00	0.00	18.78
570 P.I.V.O.T.	0.00	0.00	0.00	0.00	0.00
575 ART FEES	270.61	0.00	0.00	0.00	270.61

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
580 SEWING (HAAN CRAFT KITS)	148.47	850.85	831.39	0.00	167.93
585 ENVIRONMENTAL EDUCATION	600.00	0.00	0.00	0.00	600.00
590 TECHNOLOGY EDUCATION	2,452.43	0.00	0.00	0.00	2,452.43
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	8,727.26	0.00	1,739.06	0.00	6,988.20
E SCHOOL CUSTODIAL ACCOUNTS Totals:	28,628.93	5,651.19	7,799.63	-12.00	26,468.49
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONFERENCE ACCOUNT	1,028.93	0.00	0.00	0.00	1,028.93
F DISTRICT CUSTODIAL ACCOUNTS Totals:	1,028.93	0.00	0.00	0.00	1,028.93
G INVESTMENTS					
700 SAVINGS	-58,305.64	0.00	43.20	0.00	-58,348.84
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-58,305.64	0.00	43.20	0.00	-58,348.84
Report Totals:	31,535.85	7,621.23	15,506.85	0.00	23,650.23

Submitted by: *Julia M. Ciantonio* *Bookkeeper*

Approved by: *[Signature]* Date: *5/29/03*

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1005 7A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1010 7B FIELD TRIP	255.00	80.00	0.00	0.00	335.00
1015 7C FIELD TRIP	0.00	445.00	0.00	0.00	445.00
1020 7TH GRADE FIELD TRIP	0.00	2,268.00	0.00	0.00	2,268.00
1030 6A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1035 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1040 6C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1050 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1055 8B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1075 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6TH)	161.50	0.00	0.00	0.00	161.50
1508 MONTESSORI (7,8)	1,600.00	0.00	0.00	0.00	1,600.00
A EXTRACURRICULAR Totals:	2,016.50	2,793.00	0.00	0.00	4,809.50
A EXTRACURRICULAR					
2305 ART CLUB	5.00	0.00	0.00	0.00	5.00
2320 FAMILY CONSUMER SCIENCE CLUB	20.00	0.00	0.00	0.00	20.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2340 TENNIS CLUB	198.00	0.00	0.00	0.00	198.00
2350 SKI CLUB	3,382.00	0.00	0.00	0.00	3,382.00
2425 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2500 BAND	0.00	86.00	0.00	0.00	86.00
2535 VOCAL MUSIC	0.00	126.50	0.00	0.00	126.50
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
A EXTRACURRICULAR Totals:	3,605.00	212.50	0.00	0.00	3,817.50
A EXTRACURRICULAR					
3200 ATHLETICS	5,434.00	1,012.00	0.00	0.00	6,446.00
A EXTRACURRICULAR Totals:	5,434.00	1,012.00	0.00	0.00	6,446.00
Report Totals:	11,055.50	4,017.50	0.00	0.00	15,073.00

Submitted by: *Julia M. Christensen, Bookkeeper*

Approved by: *[Signature]* Date: *5/29/03*

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	16,377.64	1,273.87	122.70	0.00	17,528.81
105 STAFF VENDING	1,757.45	141.49	0.00	0.00	1,898.94
110 GENERAL FUND	8,251.60	35.00	55.95	7.00	8,237.65
115 T-SHIRTS	3,277.15	0.00	0.00	0.00	3,277.15
117 BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
119 SITE IMPROVEMENT	22,015.88	407.08	0.00	0.00	22,422.96
120 SCHOOL IMPROVEMENT TEAM	24,174.42	1,167.27	829.23	0.00	24,512.46
130 BUS	13,081.03	0.00	15.85	0.00	13,065.18
140 RETIREMENT	1,000.99	0.00	0.00	0.00	1,000.99
150 PARENT/TEACHER RESOURCE LIB	775.93	0.00	0.00	0.00	775.93
155 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
165 ROTARY	621.91	0.00	0.00	0.00	621.91
170 SCHOLARSHIP	230.56	0.00	80.00	0.00	150.56
180 SPECIAL PROJECTS	4,329.49	0.00	475.00	0.00	3,854.49
185 LEARNING CENTER	500.00	0.00	0.00	0.00	500.00
190 STAFF DEVELOPMENT	4,850.02	0.00	5.40	0.00	4,844.62
195 STUDENT ACTIVITIES	8,743.90	0.00	0.00	0.00	8,743.90
196 PARENTS FOR TEACHER APPRECIATION	0.00	0.00	0.00	0.00	0.00
A GENERAL FUNDS Totals:	109,987.97	3,024.71	1,584.13	7.00	111,435.55
B ATHLETICS					
200 ATHLETICS	22,483.46	22.00	2,566.60	0.00	19,938.86
210 MULTI-PURPOSE PROJECT	115.87	0.00	0.00	0.00	115.87
B ATHLETICS Totals:	22,599.33	22.00	2,566.60	0.00	20,054.73
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	815.28	0.00	868.56	0.00	-53.28
310 YEARBOOK	3,842.20	1,110.00	0.00	0.00	4,952.20
315 DRAMA CLUB	776.27	0.00	0.00	0.00	776.27
320 YOUTH-TO-YOUTH	858.86	0.00	0.00	0.00	858.86
325 STUDENT COUNCIL	5,490.03	0.00	239.65	0.00	5,250.38
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-28.37	0.00	36.45	0.00	-64.82
355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
360 DESTINATION IMAGINATION CLUB	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	11,754.27	1,110.00	1,144.66	0.00	11,719.61
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	-76.90	0.00	0.00	0.00	-76.90
D CLUBS AND ORGANIZATIONS Totals:	-76.90	0.00	0.00	0.00	-76.90
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	998.17	0.00	15.00	0.00	983.17
530 PE/LOCK	1,567.52	8.00	0.00	0.00	1,575.52
540 HOME ARTS	178.57	53.50	38.00	0.00	194.07
550 INDUSTRIAL ARTS	493.92	418.50	0.00	0.00	912.42
560 ART CLASS	212.18	0.00	8.37	0.00	203.81
580 LIBRARY	6,322.88	5.00	28.89	4.50	6,303.49
581 6A FIELD TRIP	-55.71	0.00	0.00	0.00	-55.71
582 6B FIELD TRIP	-79.49	0.00	0.00	0.00	-79.49
583 6C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
584 7A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
585 7B FIELD TRIP	-839.18	0.00	0.00	0.00	-839.18
586 7C FIELD TRIP	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bala.
587 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
588 8B FIELD TRIP	-53.75	0.00	0.00	0.00	-53.75
589 8C FIELD TRIP	0.00	0.00	0.00	0.00	0.00
590 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
591 GERMAN FIELD TRIP	-17.50	0.00	0.00	0.00	-17.50
592 SPANISH FIELD TRIP	-134.00	0.00	0.00	0.00	-134.00
593 HAL FIELD TRIPS	-1,443.34	0.00	468.57	0.00	-1,911.91
594 AFTER SCHOOL PROGRAM	-8,694.90	0.00	2,896.62	-11.50	-11,603.02
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	-1,544.63	485.00	3,455.45	-7.00	-4,522.08
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	214.96	0.00	0.00	0.00	214.96
F DISTRICT CUSTODIAL ACCOUNTS Totals:	214.96	0.00	0.00	0.00	214.96
G INVESTMENTS					
700 SAVINGS	-50,406.68	0.00	37.35	0.00	-50,444.03
710 INTEREST ON SAVINGS	26,004.68	37.35	0.00	0.00	26,042.03
G INVESTMENTS Totals:	-24,402.00	37.35	37.35	0.00	-24,402.00
Report Totals:	118,533.00	4,679.06	8,788.19	0.00	114,423.87

Judy Moore
Principal
 Judy Moore
 Bookkeeper


Current Cash Balance Report

ALL Data

Date: 08/01/2002 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1581 6A FIELD TRIPS	0.00	1,236.00	1,236.00	0.00	0.00
1582 6B FIELD TRIPS	0.00	1,262.75	1,262.75	0.00	0.00
1583 6C FIELD TRIPS	0.00	847.00	817.44	0.00	29.56
1584 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1585 7B FIELD TRIPS	0.00	678.50	0.00	0.00	678.50
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	0.00	1,120.00	1,088.25	0.00	31.75
1588 8B FIELD TRIPS	0.00	1,148.00	1,148.00	0.00	0.00
1589 8C FIELD TRIPS	0.00	1,314.00	1,242.25	0.00	71.75
1590 FRENCH FIELD TRIPS	0.00	163.50	163.50	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	178.50	178.50	0.00	0.00
1592 SPANISH FIELD TRIPS	0.00	650.00	650.00	0.00	0.00
1593 HAL FIELD TRIPS	0.00	1,660.00	140.00	0.00	1,520.00
2320 YOUTH-TO-YOUTH CLUB	0.00	101.75	59.25	0.00	42.50
2335 ART CLUB	0.00	211.00	121.76	0.00	89.24
2350 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
2360 DESTINATION IMAGINATION CLUB	0.00	105.00	105.00	0.00	0.00
2420 SNACK AND STITCH CLUB	0.00	161.00	41.74	0.00	119.26
3200 ATHLETICS	0.00	17,193.00	6,834.72	0.00	10,358.28
A EXTRACURRICULAR Totals:	<u>0.00</u>	<u>28,030.00</u>	<u>15,089.16</u>	<u>0.00</u>	<u>12,940.84</u>
C AFTER SCHOOL/SUMMER SCHOOL					
6594 AFTER SCHOOL PROGRAM	0.00	19,885.00	4,818.19	0.00	15,066.81
6595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
C AFTER SCHOOL/SUMMER SCHOOL Totals:	<u>0.00</u>	<u>19,885.00</u>	<u>4,818.19</u>	<u>0.00</u>	<u>15,066.81</u>
Report Totals:	<u>0.00</u>	<u>47,915.00</u>	<u>19,907.35</u>	<u>0.00</u>	<u>28,007.65</u>


 Judy Moore
 Bookkeeper

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan
A GENERAL FUNDS					
100 VENDING	-135.00	1,146.78	279.93	0.00	731.85
110 GENERAL	-30.12	126.73	702.41	0.00	-605.80
115 BUNNELL BOOK ORDERS	6.15	56.55	56.55	0.00	6.15
120 BIERMAN BOOK ORDERS	36.50	0.00	0.00	0.00	36.50
125 MAUST BOOK ORDER	0.00	0.00	0.00	0.00	0.00
126 COURTNEY BOOK ORDERS	24.90	81.05	67.30	0.00	38.65
130 Rotary Scholarship	511.25	0.00	0.00	0.00	511.25
135 INTEREST EARNED SAVINGS	0.00	0.00	0.00	0.00	0.00
140 HALL BOOK ORDERS	2.50	0.00	0.00	0.00	2.50
145 BUILDING USE FEE	8,000.00	0.00	0.00	0.00	8,000.00
150 HOSPITALITY FUND	-148.08	161.29	80.86	0.00	-67.65
A GENERAL FUNDS Totals:	8,268.10	1,572.40	1,187.05	0.00	8,653.45
B ATHLETICS					
200 ATHLETICS	3,553.55	0.00	1,094.92	0.00	2,458.63
B ATHLETICS Totals:	3,553.55	0.00	1,094.92	0.00	2,458.63
C ACADEMIC CLUBS					
300 ANNUAL	2,748.71	66.75	0.00	0.00	2,815.46
305 ART CLUB	559.28	0.00	19.75	0.00	539.53
306 CHESS	0.00	0.00	53.77	0.00	-53.77
310 DRAMA CLUB	1,026.48	0.00	406.43	0.00	620.05
315 YOUTH TO YOUTH	337.76	0.00	45.00	0.00	292.76
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	46.32	0.00	0.00	0.00	46.32
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 SCRAPBOOK CLUB	31.95	0.00	20.61	0.00	11.34
325 SKI CLUB	82.43	0.00	0.00	0.00	82.43
330 SPANISH CLUB	0.00	0.00	0.00	0.00	0.00
335 VOLUNTEER CLUB	74.12	0.00	0.00	0.00	74.12
340 SPED CAMPING TRIP	0.00	0.00	0.00	0.00	0.00
345 MATH & SCIENCE SATURDAYS	-79.42	0.00	0.00	0.00	-79.42
350 FORENSICS	0.00	0.00	567.50	0.00	-567.50
C ACADEMIC CLUBS Totals:	4,827.63	66.75	1,113.06	0.00	3,781.32
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	939.34	1,511.69	1,723.59	0.00	727.44
D CLUBS AND ORGANIZATIONS Totals:	939.34	1,511.69	1,723.59	0.00	727.44
E SCHOOL CUSTODIAL ACCOUNTS					
500 ART PROJECTS	2,118.44	44.00	0.00	0.00	2,162.44
501 BAND CONTEST/CLINIC	463.76	4,225.85	802.59	0.00	3,887.02
505 COURTESY COMMITTEE	1,001.30	0.00	61.95	0.00	939.35
506 6A FIELD TRIPS	-165.93	0.00	0.00	0.00	-165.93
507 6B FIELD TRIPS	115.32	0.00	0.00	0.00	115.32
508 7A FIELD TRIPS	0.00	0.00	365.44	0.00	-365.44
509 7B FIELD TRIPS	-40.00	0.00	0.00	0.00	-40.00
510 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
511 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
512 8 C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
515 FUND RAISING	38,950.78	0.00	1,299.66	0.00	37,651.12
520 GYM SUITS	-143.90	0.00	0.00	0.00	-143.90
525 HOME EC PROJECTS	433.56	820.15	402.62	0.00	851.09
526 HONORS BAND	90.00	31.70	122.08	0.00	-38.00
527 HAL TRIPS	-27.90	0.00	40.17	0.00	-68.07

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
530 INDUSTRIAL ARTS PROJECTS	3,245.07	134.50	155.47	0.00	3,224.10
535 INSTRUMENT RENTAL	375.00	0.00	0.00	0.00	375.00
545 LIBRARY	763.35	4.96	0.00	0.00	768.31
550 LOCK	10.00	0.00	0.00	0.00	10.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 OUTDOOR EDUCATION	-1,076.85	0.00	75.00	0.00	-1,151.85
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	46,112.00	5,261.16	3,324.98	0.00	48,048.18
F DISTRICT CUSTODIAL ACCOUNTS					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
620 CONVENTION	1,901.44	0.00	0.00	0.00	1,901.44
F DISTRICT CUSTODIAL ACCOUNTS Totals:	1,901.44	0.00	0.00	0.00	1,901.44
G INVESTMENTS					
700 INVESTMENTS	-28,662.95	0.00	19.29	0.00	-28,682.24
710 INTEREST FROM SAVINGS	4,518.36	19.29	0.00	0.00	4,537.65
G INVESTMENTS Totals:	-24,144.59	19.29	19.29	0.00	-24,144.59
R REIMBURSEMENT					
800 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
R REIMBURSEMENT Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	41,457.47	8,431.29	8,462.89	0.00	41,425.87

Cathleen S Dickel
Bookkeeper

Isaac [Signature]

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balan
A EXTRACURRICULAR					
1310 DRAMA CLUB TRIP	0.00	0.00	0.00	0.00	0.00
1315 YOUTH TO YOUTH TRIP	0.00	0.00	0.00	0.00	0.00
1340 RESOURCE	0.00	0.00	0.00	0.00	0.00
1400 STUDENT COUNCIL TRIP	0.00	0.00	0.00	0.00	0.00
1506 6A FIELD TRIP	0.00	5.25	0.00	0.00	5.25
1507 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1508 7A FIELD TRIP	0.00	544.00	0.00	0.00	544.00
1509 7B FIELD TRIP	0.00	165.00	0.00	0.00	165.00
1510 8A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1511 8B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1527 HAL TRIPS	0.00	56.75	0.00	0.00	56.75
1555 OUTDOOR ED	0.00	3,010.00	0.00	0.00	3,010.00
2305 ART CLUB	0.00	20.00	0.00	0.00	20.00
2306 CHESS	0.00	38.00	0.00	0.00	38.00
2310 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2315 YOUTH TO YOUTH	0.00	0.00	0.00	0.00	0.00
2321 SCRAPBOOK CLUB	0.00	0.00	0.00	0.00	0.00
2325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2350 FORENSICS	0.00	715.50	0.00	0.00	715.50
2513 FIDDLE FEST	0.00	0.00	0.00	0.00	0.00
2526 HONORS BAND	0.00	0.00	0.00	0.00	0.00
2535 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
3000 ATHLETICS	0.00	352.00	0.00	0.00	352.00
A EXTRACURRICULAR Totals:	<u>0.00</u>	<u>4,906.50</u>	<u>0.00</u>	<u>0.00</u>	<u>4,906.50</u>
Report Totals:	0.00	4,906.50	0.00	0.00	4,906.50

Cathleen S. Due
Bookkeeper

[Signature]

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending Machines	8,431.63	546.55	0.00	0.00	8,978.18
101 Coffee & Water Machines	-654.27	0.00	120.10	0.00	-774.37
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	224.86	57.57	0.00	0.00	282.43
104 Freedom Shrine Donations	49.10	0.00	0.00	0.00	49.10
110 General	247.64	30.00	928.57	0.00	-650.93
149 Discretionary Spending	87.38	0.00	0.00	0.00	87.38
150 Sweatshirt Sales	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	15.26	0.00	0.00	0.00	15.26
A ACTIVITY GENERAL FUND Totals:	10,858.82	634.12	1,048.67	0.00	10,444.27
B ATHLETICS					
201 Athletics	-9,548.41	14,357.00	1,152.95	0.00	3,655.64
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS Totals:	-8,969.91	14,357.00	1,152.95	0.00	4,234.14
C ACADEMIC CLUBS					
301 Yearbook	1,518.17	1,187.99	71.86	0.00	2,634.30
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Band	-540.40	0.00	0.00	0.00	-540.40
C ACADEMIC CLUBS Totals:	977.77	1,187.99	71.86	0.00	2,093.90
D CLUBS AND ORGANIZATIONS					
401 Art Club	8.75	0.00	0.00	0.00	8.75
402 Chess Club	159.49	0.00	0.00	0.00	159.49
403 Computer Club	17.22	0.00	0.00	0.00	17.22
404 Drama Club	110.25	0.00	0.00	0.00	110.25
405 Environmental Club	0.00	0.00	0.00	0.00	0.00
406 Golf Club	-150.00	400.00	0.00	0.00	250.00
407 Student Newspaper	38.69	0.00	0.00	0.00	38.69
408 Science Club	0.00	0.00	0.00	0.00	0.00
409 Home Ec Club	284.63	0.00	0.00	0.00	284.63
410 Student Council	-221.87	1,715.75	359.27	0.00	1,134.61
411 Youth to Youth	2,015.32	1,132.18	228.24	0.00	2,919.26
413 Wits Clash/Knowledge Masters	-23.63	0.00	0.00	0.00	-23.63
414 Ski Club	1,785.72	0.00	0.00	0.00	1,785.72
415 Photography Club	107.78	0.00	0.00	0.00	107.78
416 Literary Club	145.59	0.00	0.00	0.00	145.59
417 Summer Opportunities	-1,994.50	0.00	0.00	0.00	-1,994.50
418 Spirit Club	-342.48	0.00	0.00	0.00	-342.48
420 Japanese Club	-42.17	50.00	12.89	0.00	-5.06
D CLUBS AND ORGANIZATIONS Totals:	1,898.79	3,297.93	600.40	0.00	4,596.32
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	1,035.57	0.00	169.76	0.00	865.81
603 Gym Fees	673.74	0.00	0.00	0.00	673.74
604 Art	2,601.06	0.00	0.00	0.00	2,601.06
605 Book Fines	3,374.98	35.00	35.00	0.00	3,374.98
606 Library	2,447.22	31.75	122.89	0.00	2,356.08
607 Parent Pack Organization	455.24	0.00	0.00	0.00	455.24
608 Leadership Workshop	0.00	0.00	0.00	0.00	0.00
609 Parent Pack Resource	0.00	0.00	0.00	0.00	0.00
610 8th Grade Farewell	1,247.54	0.00	0.00	0.00	1,247.54
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00
E ADMIN CUSTODIAL ACCOUNTS Totals:	11,835.35	66.75	327.65	0.00	11,574.45

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balai
F ACADEMIC CUSTODIAL ACCOUNTS					
702 Industrial Technology	2,585.63	1,045.75	88.64	0.00	3,542.74
703 Home Economics	845.81	877.90	877.71	0.00	845.80
704 TEAM 6A	114.35	0.00	0.00	0.00	114.35
705 TEAM 6B	67.57	0.00	13.93	0.00	53.64
706 TEAM 7A	158.77	0.00	0.00	0.00	158.77
707 TEAM 7B	122.45	0.00	0.00	0.00	122.45
708 TEAM 8A	160.10	0.00	72.00	0.00	88.10
709 TEAM 8B	178.57	0.00	16.00	0.00	162.57
710 TEAM 7C	151.28	0.00	46.11	0.00	105.17
711 PackTime	0.00	0.00	0.00	0.00	0.00
712 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
713 Field Trips	-8,767.21	11,572.37	1,962.65	0.00	842.51
714 TEAM 6C	0.00	0.00	0.00	0.00	0.00
715 TEAM 8C	118.16	0.00	0.00	0.00	118.16
716 Dulcimer Fund	16.66	-13.00	177.33	0.00	-173.67
717 Exploratory Teams	132.00	0.00	49.90	0.00	82.10
718 Counseling	794.04	340.00	0.00	0.00	1,134.04
719 Music	1,255.79	367.51	7.40	0.00	1,615.90
720 Orchestra	71.20	0.00	30.00	0.00	41.20
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	-1,995.03	14,190.53	3,341.67	0.00	8,853.83
G DISTRICT CUSTODIAL ACCOUNTS					
800 Reimbursement Account	0.00	0.00	0.00	0.00	0.00
801 Convention	0.00	0.00	0.00	0.00	0.00
802 Other District Custodial	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS					
900 Savings	0.00	0.00	0.00	0.00	0.00
901 Interest on Savings	0.00	0.00	0.00	0.00	0.00
905 Interest on checking	3,389.54	31.89	0.00	0.00	3,421.43
910 Certificate of Deposit	0.00	0.00	0.00	0.00	0.00
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS Totals:	3,389.54	31.89	0.00	0.00	3,421.43
I FUNDRAISERS					
1001 AUCTION	0.00	0.00	0.00	0.00	0.00
1002 MAGAZINE SALES	12,933.70	0.00	3,538.95	0.00	9,394.75
1003 Entertainment Books	12,347.04	0.00	0.00	0.00	12,347.04
1004 J.C. Penney	426.08	0.00	0.00	0.00	426.08
1005 Target donation	1,353.55	0.00	0.00	0.00	1,353.55
1006 Donations	478.24	0.00	0.00	0.00	478.24
1007 Commercial Federal Donation	1,150.00	0.00	0.00	0.00	1,150.00
1008 Bemis Art Project	225.00	20.00	1,500.00	0.00	-1,255.00
I FUNDRAISERS Totals:	28,913.61	20.00	5,038.95	0.00	23,894.66
J PACKTIME ACCOUNTS					
1100 PACKTime 6th grade	756.32	0.00	0.00	0.00	756.32
1102 PACKTime 7th grade	148.81	0.00	0.00	0.00	148.81
1103 PACKTime 8th grade	113.71	0.00	0.00	0.00	113.71
J PACKTIME ACCOUNTS Totals:	1,018.84	0.00	0.00	0.00	1,018.84
R REIMBURSABLES					
1901 REIMBURSEMENT ACCOUNT	0.00	0.00	0.00	0.00	0.00
R REIMBURSABLES Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	47,927.78	33,786.21	11,582.15	0.00	70,131.84

ALL Data

Current Cash Balance Report

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Field Trips					
1005 6A Field trips/team days	2,554.00	0.00	2,351.31	-6.00	196.69
1010 6B field trips/team day	830.00	973.50	1,685.53	6.00	123.97
1015 7A field trips	109.50	0.00	109.50	0.00	0.00
1020 7B field trips	0.00	0.00	0.00	0.00	0.00
1025 7C field trips	145.65	318.50	355.68	0.00	108.47
1030 8A field trips	1,320.00	665.00	1,748.20	0.00	236.80
1035 8B field trips	1,293.50	0.00	1,443.50	150.00	0.00
1040 8C field trips	1,752.00	0.00	1,752.00	0.00	0.00
1045 Foreign Language Field trip	518.50	0.00	491.67	0.00	26.83
1050 Vocal Music Field Trips	210.77	252.00	462.77	0.00	0.00
1055 Orchestra field trips	272.00	279.00	246.21	0.00	304.79
1060 HAL Field trip	288.00	135.00	423.00	0.00	0.00
1065 Band field trips	0.00	108.00	108.00	0.00	0.00
A Field Trips Totals:	9,293.92	2,731.00	11,177.37	150.00	997.55
B Clubs/Activities					
2401 Art Club	0.00	0.00	0.00	0.00	0.00
2402 Chess Club	150.00	0.00	0.00	-150.00	0.00
2406 Golf Club	290.00	0.00	400.00	110.00	0.00
2411 Youth to Youth	528.00	0.00	528.00	0.00	0.00
2418 Spirit Club	59.00	0.00	0.00	0.00	59.00
2420 Japanese Club	50.00	0.00	50.00	0.00	0.00
2716 Dulcimer Club	247.00	13.00	0.00	0.00	260.00
B Clubs/Activities Totals:	1,324.00	13.00	978.00	-40.00	319.00
C Athletics					
3201 Athletics	13,951.00	506.00	14,347.00	-110.00	0.00
C Athletics Totals:	13,951.00	506.00	14,347.00	-110.00	0.00
Report Totals:	24,568.92	3,250.00	26,502.37	0.00	1,316.55

Principal signature Marge Wilder

Secretary/bookkeeper signature Sherry R Seid

Date 5/9/03

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal.
A ACTIVITY GENERAL FUND					
100 VENDING/C STORE REVENUES/OLD YEAR	35,810.08	0.00	3,776.41	100.00	32,133.67
101 NOT IN USE	0.00	0.00	0.00	0.00	0.00
102 CANDY MACHINES	7,550.47	2,978.00	10.42	-100.00	10,418.05
103 MNHS C-STORE (HOLE IN WALL)	30,974.57	4,117.75	0.00	0.00	35,092.32
105 NOT IN USE	0.00	0.00	0.00	0.00	0.00
110 GENERAL	12,146.12	0.00	174.47	0.00	11,971.65
120 ACTIVITIES SUPPORT	37,000.00	0.00	0.00	0.00	37,000.00
146 ACADEMIC AWARDS	0.00	0.00	0.00	0.00	0.00
150 COCA COLA VENDING	37,899.63	6,056.96	0.00	-306.36	43,650.23
170 INTEREST OF CD'S	36,076.28	1,175.69	0.00	0.00	37,251.97
180 INTEREST ON NOW ACCOUNT	10,511.84	29.05	0.00	0.00	10,540.89
185 INTEREST ON EAGLE FUND	19,358.48	17.35	0.00	0.00	19,375.83
190 MUSTANG MURAL	12,986.68	0.00	0.00	0.00	12,986.68
A ACTIVITY GENERAL FUND Totals:	240,314.15	14,374.80	3,981.30	-306.36	250,421.29
B ATHLETICS/ACTIVITIES					
200 ACTIVITIES TRANSPORTATION	-25,270.84	0.00	1,969.97	0.00	-27,240.81
201 CONCESSIONS	7,638.38	1,513.72	1,762.91	31.02	7,420.21
202 ATHLETICS	56,610.75	7,539.66	6,412.00	-37.70	57,700.71
203 SPORT FEES**	32,281.15	0.00	0.00	0.00	32,281.15
204 ACTIVITY TICKETS	17,424.00	10.00	0.00	-580.76	16,853.24
205 ATHLETIC CLOTHING	2,024.66	1,089.43	568.40	0.00	2,545.69
210 CLARKSON PHYSICAL SCREENING	0.00	0.00	0.00	0.00	0.00
215 TEMPORARY HELP/ACT/ATHLETICS	646.38	0.00	0.00	-646.38	0.00
220 ATHLETIC ENTRY FEES	-2,675.00	0.00	1,495.00	0.00	-4,170.00
230 OFFICIAL	-18,814.46	0.00	3,032.00	0.00	-21,846.46
235 DEBATE TRANSPORTATION**	-1,133.16	0.00	795.78	0.00	-1,928.94
240 FORENSIC TRANSPORTATION**	-1,770.05	0.00	158.64	0.00	-1,928.69
250 BAND/ORCHESTRA TACT **	-747.40	0.00	0.00	0.00	-747.40
260 CHORAL TRANSPORTATION**	-140.24	0.00	0.00	0.00	-140.24
B ATHLETICS/ACTIVITIES Totals:	66,074.17	10,152.81	16,194.70	-1,233.82	58,798.46
C ACADEMIC CLUBS					
301 DECA**	-2,230.65	105.00	390.95	0.00	-2,516.60
302 FRENCH CLUB	2,160.05	0.00	0.00	0.00	2,160.05
303 LATIN CLUB	290.58	0.00	0.00	0.00	290.58
304 AP BIOLOGY WORKBOOKS	1.98	0.00	0.00	0.00	1.98
305 SPANISH CLUB	468.84	0.00	0.00	0.00	468.84
307 GERMAN CLUB	905.42	170.00	1,506.68	0.00	-431.26
308 YEARBOOK	27,122.35	0.00	181.50	9.00	26,949.85
309 NEWSPAPER	3,149.88	528.00	348.44	0.00	3,329.44
311 NOT IN USE	0.00	0.00	0.00	0.00	0.00
312 SCHOOL STORE	1,942.09	651.40	631.00	0.00	1,962.49
314 HISTORY CLUB**	2,836.12	939.14	15,567.51	0.00	-11,792.25
315 NOT IN USE	0.00	0.00	0.00	0.00	0.00
316 FCCLA**	6,638.57	719.27	832.00	0.00	6,525.84
317 FEA	54.79	0.00	0.00	0.00	54.79
320 WRITER'S CLUB	-19.96	0.00	0.00	0.00	-19.96
325 VIA	375.71	0.00	0.00	0.00	375.71
524 NOT IN USE	0.00	0.00	0.00	0.00	0.00
614 BROADCAST CLUB	183.69	0.00	0.00	0.00	183.69
615 VICA**	2,842.16	1,246.00	1,318.90	0.00	2,769.26
C ACADEMIC CLUBS Totals:	46,721.62	4,358.81	20,776.98	9.00	30,312.45

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D CLUBS AND ORGANIZATIONS					
401 NOT IN USE	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	-56.48	409.65	1,400.00	56.48	-990.35
403 NOT IN USE	0.00	0.00	0.00	0.00	0.00
404 CHEER-FRESHMAN	96.00	0.00	0.00	-96.00	0.00
405 DANCE UNIFORMS**	-1,106.74	795.12	0.00	1,106.74	795.12
406 DANCE TEAM	-159.92	0.00	0.00	159.92	0.00
407 BASEBALL	9,061.12	25.50	79.50	0.00	9,007.12
408 NOT IN USE	0.00	0.00	0.00	0.00	0.00
409 CHESS CLUB	838.72	0.00	0.00	0.00	838.72
410 CROSS COUNTRY FR	190.22	0.00	0.00	0.00	190.22
411 FOOTBALL FR	-559.26	0.00	0.00	0.00	-559.26
412 NOT IN USE	0.00	0.00	0.00	0.00	0.00
413 HOSA	197.21	0.00	0.00	0.00	197.21
414 GIRLS GOLF F/R	1,515.57	270.47	467.80	0.00	1,318.24
415 NOT IN USE	0.00	0.00	0.00	0.00	0.00
416 MUSTANG SCRAMBLE	2,330.07	0.00	0.00	0.00	2,330.07
417 SOCCER FR	1,083.83	491.64	389.31	0.00	1,186.16
419 SOFTBALL FR	171.90	0.00	43.91	0.00	127.99
420 SWIM FR	675.03	431.35	0.00	0.00	1,106.38
421 TENNIS FR	0.00	0.00	0.00	0.00	0.00
422 TRACK FR	4,467.21	0.00	2,879.40	75.00	1,662.81
423 VOLLEYBALL FUNDRAISER	842.31	95.00	0.00	0.00	937.31
425 LITERARY MAGAZINE	442.81	0.00	0.00	0.00	442.81
426 BAND**	-60,162.54	1,853.40	810.30	0.00	-59,119.44
427 FLAGS	1,345.97	0.00	0.00	0.00	1,345.97
428 ENVIRONMENTAL	400.00	0.00	0.00	0.00	400.00
429 AMNESTY INTERNATIONAL	82.79	0.00	0.00	0.00	82.79
430 CHORAL**	1,414.77	249.55	96.64	0.00	1,567.68
431 ORCHESTRA**	-9,016.38	460.35	80.00	0.00	-8,636.03
432 STUDENT COUNCIL	10,465.57	0.00	204.59	0.00	10,260.98
433 JCB CONTINGENCY FUND	3,000.00	0.00	0.00	0.00	3,000.00
434 JUNIOR CLASS	888.44	12,192.00	3,834.45	0.00	9,245.99
435 SENIOR CLASS	1,734.41	61.16	36.66	0.00	1,758.91
436 UNITI	224.31	0.00	0.00	0.00	224.31
437 NATIONAL HONOR SOCIETY**	6,058.49	27.00	518.19	0.00	5,567.30
438 MUSTANGS MAKING A DIFFERENCE	182.58	30.50	0.00	0.00	213.08
441 NOT IN USE	691.12	10.00	1.35	-699.77	0.00
445 PENN MODEL CONGRESS	35.49	0.00	0.00	0.00	35.49
450 INTRAMURALS**	1,231.65	0.00	0.00	0.00	1,231.65
456 BOYS GOLF F/R	1,572.59	615.00	1,730.15	0.00	457.44
458 OPPORTUNITIES GROUP	0.00	0.00	0.00	0.00	0.00
459 BOYS BASKETBALL CAMP	31.80	0.00	0.00	0.00	31.80
460 NOT IN USE	0.00	0.00	0.00	0.00	0.00
466 WRESTLING FUNDRAISER	639.00	0.00	0.00	0.00	639.00
470 NOT IN USE	-37.70	0.00	0.00	37.70	0.00
477 MILLARD BASKETBALL/OLD CHICAGO	60.37	0.00	22.20	0.00	38.17
480 NOT IN USE	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	5,472.08	11.00	2,939.46	0.00	2,543.62
505 FROEMMING/MEMORIAL	659.01	0.00	0.00	0.00	659.01
510 HANDICAP SWIM	250.00	0.00	0.00	0.00	250.00
515 JAPANESE CLUB	262.78	0.00	0.00	0.00	262.78

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal.
520 GIRLS BASKETBALL CAMP	545.36	0.00	0.00	0.00	545.36
525 MN GIRLS JV BASKETBALL LEAGUE	0.00	300.00	0.00	0.00	300.00
526 NOT IN USE	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	-11,938.44	18,328.69	15,533.91	640.07	-8,503.59
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	1,320.91	15.00	55.65	0.00	1,280.26
602 CAREER DEVELOPMENT	2,669.10	0.00	24.79	0.00	2,644.31
603 PARKING STICKERS	33,809.62	330.00	2,214.23	-10.95	31,914.44
604 PARKING FINES	10.00	0.00	0.00	0.00	10.00
605 FIELDTRIPS**	-454.74	0.00	620.58	0.00	-1,075.32
606 AFTER PROM	0.01	0.00	0.00	0.00	0.01
607 NOT IN USE	0.00	0.00	0.00	0.00	0.00
608 GYM FEES	17,675.76	20.00	0.00	0.00	17,695.76
609 ART/SCHIMENTI	429.27	60.00	53.25	0.00	436.02
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	4,981.87	88.00	66.50	0.00	5,003.37
611 INDUSTRIAL TECH	3,659.96	257.15	42.00	0.00	3,875.11
612 STAFF LOUNGE	262.14	97.25	791.60	905.34	473.13
613 LIBRARY	933.76	75.93	217.95	10.95	802.69
616 TRANSCRIPT FEES	2,823.16	55.00	46.24	0.00	2,831.92
617 POOL	4,538.02	484.00	0.00	0.00	5,022.02
618 EUROPEAN BOOKS	170.41	0.00	0.00	0.00	170.41
619 AP FRENCH WORKBOOKS	14.00	0.00	0.00	0.00	14.00
620 ART/TREDWAY	0.00	0.00	311.67	699.77	388.10
621 PE FIELDTRIPS	-620.41	0.00	0.00	0.00	-620.41
623 AP LATIN	-8.00	0.00	0.00	0.00	-8.00
624 AP SPANISH	103.01	0.00	0.00	0.00	103.01
625 AP EXAMS**	335.97	0.00	550.00	0.00	-214.03
626 ART/STEVENS	503.05	10.00	252.58	0.00	260.47
627 ART/BRISBOIS	400.56	30.00	252.60	0.00	177.96
628 ENGLISH/MISCELLANEOUS	55.00	0.00	0.00	0.00	55.00
629 IB EXAMS**	0.00	0.00	0.00	0.00	0.00
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
E ADMIN CUSTODIAL ACCOUNTS Totals:	74,004.41	1,522.33	5,499.64	1,605.11	71,632.21
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	-3,061.27	975.00	975.38	0.00	-3,061.65
321 DRAMA	13,438.57	2,308.58	2,105.93	0.00	13,641.22
622 SPEECH	-1,666.78	90.00	0.00	0.00	-1,576.78
701 NOT IN USE	0.00	0.00	0.00	0.00	0.00
750 FCS	82.78	120.00	209.33	0.00	-6.55
755 GRADUATION EXPENSES	1,177.49	0.00	0.00	0.00	1,177.49
760 NOT IN USE	0.00	0.00	0.00	0.00	0.00
770 ADVERTISING	1,351.87	0.00	0.00	0.00	1,351.87
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	11,322.66	3,493.58	3,290.64	0.00	11,525.60
G DISTRICT CUSTODIAL ACCOUNTS					
801 NOT IN USE	630.00	0.00	0.00	-630.00	0.00
803 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
805 OTHER	130.06	0.00	46.06	-84.00	0.00
827 PHYSICS	259.72	0.00	0.00	0.00	259.72
872 NOT IN USE	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	1,019.78	0.00	46.06	-714.00	259.72

ALL Data

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S BANKING					
999 STARTING CASH	-1,000.00	500.00	0.00	0.00	-500.00
S BANKING Totals:	-1,000.00	500.00	0.00	0.00	-500.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-383,658.34	0.00	907.30	0.00	-384,565.64
905 MM EAGLE FUND	-19,358.48	0.00	17.35	0.00	-19,375.83
Z INVESTMENTS Totals:	-403,016.82	0.00	924.65	0.00	-403,941.47
Report Totals:	23,501.53	52,731.02	66,227.88	0.00	10,004.67

5/8/03 *Kyle J. Neumann*, Accounting Clerk
 5/8/03 *Rick Heubner*, principal

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Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bala
A EXTRA CURRICULAR					
1000 FIELDTRIPS	1,012.99	735.00	0.00	0.00	1,747.99
1002 PE FIELDTRIPS	854.49	0.00	0.00	0.00	854.49
1005 BAND TRIP	69,795.00	155.00	0.00	-220.36	69,729.64
1010 DC TRIP	-14.00	0.00	0.00	0.00	-14.00
1012 HISTORY CLUB TRIP	9,085.00	1,625.00	0.00	0.00	10,710.00
1013 ORCHESTRA TRIP	5,207.00	3,839.73	0.00	210.36	9,257.09
1015 FIELDTRIP/OTT	122.14	110.00	0.00	0.00	232.14
1020 FIELDTRIP/SALBERG	590.63	297.00	0.00	0.00	887.63
2000 BAND/ORCHESTRA FEES	3,455.00	25.00	0.00	10.00	3,490.00
2005 CHEER CAMP	0.00	262.00	0.00	0.00	262.00
2010 CHORAL FEES	-745.79	431.00	0.00	0.00	-314.79
2015 DANCE CAMP	0.00	699.00	0.00	0.00	699.00
2020 DECA	948.22	0.00	0.00	0.00	948.22
2025 FRENCH CLUB	100.00	0.00	0.00	0.00	100.00
2030 FCCLA	347.66	0.00	0.00	0.00	347.66
2050 INTRAMURALS	599.00	0.00	0.00	0.00	599.00
2060 NATIONAL HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00
2070 VICA	245.00	200.00	0.00	0.00	445.00
2307 GERMAN CLUB	0.00	536.00	0.00	0.00	536.00
3030 LATIN CLUB FEES	31.00	0.00	0.00	0.00	31.00
3050 SPANISH CLUB	0.00	90.00	0.00	0.00	90.00
4230 NOT IN USE	0.00	0.00	0.00	0.00	0.00
5000 ATHLETIC SPORT FEE	6,143.76	57.75	0.00	0.00	6,201.51
5001 NFL NATIONALS	0.00	1,224.60	0.00	0.00	1,224.60
5020 BAND PARTICIPATION	684.34	0.00	0.00	0.00	684.34
5040 DEBATE PARTICIPATION	565.99	0.00	0.00	0.00	565.99
5050 FORENSIC PARTICIPATION	4.41	0.00	0.00	0.00	4.41
5060 CHORAL PARTICIPATION	-177.35	0.00	0.00	0.00	-177.35
A EXTRA CURRICULAR Totals:	<u>98,854.49</u>	<u>10,287.08</u>	<u>0.00</u>	<u>0.00</u>	<u>109,141.57</u>
B POST SECONDARY EDUCATION					
6000 AP EXAM FEES	19,360.00	0.00	0.00	0.00	19,360.00
6015 IB EXAM FEES	543.00	0.00	0.00	0.00	543.00
B POST SECONDARY EDUCATION Totals:	<u>19,903.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>19,903.00</u>
Report Totals:	<u>118,757.49</u>	<u>10,287.08</u>	<u>0.00</u>	<u>0.00</u>	<u>129,044.57</u>

5/8/03 *Kristina J. McManis, Accounting Clerk*

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109,141.57
129,044.57
19,903.00

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Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND EXPENSES					
103 Candy & Pop Refund	-200.00	0.00	0.00	0.00	-200.00
109 Public Relations	-3,398.02	0.00	389.63	-1,034.53	-4,822.18
115 General Supplies (Internal)	-381.30	0.00	0.00	0.00	-381.30
117 Damage and Loss Property	367.50	8.00	0.00	0.00	375.50
120 Extracurr Transportation	-13,967.36	185.00	607.24	0.00	-14,389.60
121 Athletic Transportation	-13,386.06	0.00	203.53	0.00	-13,589.59
140 Technology	0.00	0.00	0.00	0.00	0.00
141 Curriculum Support	-58.95	0.00	0.00	0.00	-58.95
142 Equipment Replacement	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-443.00	0.00	40.00	0.00	-483.00
145 Community Counselor Support	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	250.00	0.00	0.00	0.00	250.00
147 Activity Support/Projects	-4,848.44	0.00	228.00	0.00	-5,076.44
148 Special Projects	-1,087.54	0.00	0.00	0.00	-1,087.54
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
150 Convention	0.00	0.00	0.00	0.00	0.00
151 Personnel Support	-1,605.73	0.00	468.19	0.00	-2,073.92
154 National Competition	0.00	0.00	0.00	0.00	0.00
160 Replacement Account	140.00	0.00	0.00	0.00	140.00
162 Activity/Sped	0.00	0.00	0.00	0.00	0.00
166 Statagic Plan (Wellness)	345.58	0.00	572.70	0.00	-227.12
199 Bus Checking Bank Charges	49.22	-0.34	0.00	0.00	48.88
A GENERAL FUND EXPENSES Totals:	-38,224.10	192.66	2,509.29	-1,034.53	-41,575.26
B GENERAL FUND REVENUE					
100 Vending Machines-Coca-Cola	30,806.20	4,657.97	0.00	0.00	35,464.17
101 Vending Machines-Candy	5,636.88	3,129.25	306.08	0.00	8,460.05
102 Bank Charge Revenue	8.80	0.00	0.00	0.00	8.80
104 Staff Coke Fund	-426.64	102.97	47.86	1,034.53	663.00
105 Sanitary Machines	10.62	0.00	0.00	0.00	10.62
110 Replacement Fund	0.00	0.00	0.00	0.00	0.00
152 Other Revenue	12,011.40	120.00	0.00	0.00	12,131.40
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	600.00	0.00	0.00	0.00	600.00
156 Scholarships	0.00	0.00	0.00	0.00	0.00
158 Capital Outlay	15,956.28	0.00	0.00	0.00	15,956.28
180 Building Revenue	0.00	0.00	0.00	0.00	0.00
185 C Store Revenue (Convenience store)	26,169.91	0.00	0.00	0.00	26,169.91
189 American Flag Donations	260.00	0.00	0.00	0.00	260.00
901 Interest on Savings	684.90	100.45	0.00	0.00	785.35
902 Interest on Business Checking	629.01	0.00	0.00	0.00	629.01
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
B GENERAL FUND REVENUE Totals:	92,347.36	8,110.64	353.94	1,034.53	101,138.59
C ATHLETICS					
201 Concessions	14,086.29	2,577.49	799.43	0.00	15,864.35
202 Athletics	-7,581.14	75.00	427.37	0.00	-7,933.51
204 Athletic Clothing	120.00	0.00	0.00	0.00	120.00
205 Letter Jackets	1,493.18	170.00	0.00	0.00	1,663.18
206 Activity Tickets	18,717.50	0.00	0.00	0.00	18,717.50
207 Athletic/Activity Fee	-35.00	0.00	0.00	0.00	-35.00
209 Summer Camps 2001	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	147,250.25	0.00	0.00	0.00	147,250.25

Current Cash Balance Report

Arranged by
Group ID and Activity Number

ALL Data

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal
211 Activities	-382.50	0.00	0.00	0.00	-382.50
212 Athletic Fundraisers	6,255.66	8,117.79	2,885.00	0.00	11,488.45
213 Summer Clinics 2002	0.00	1,200.00	0.00	0.00	1,200.00
214 Basketball Shoes/Shirts	140.23	0.00	0.00	0.00	140.23
215 Athletic Bank Charges	0.00	0.00	0.00	0.00	0.00
218 Candy Revenue	334.46	0.00	0.00	0.00	334.46
220 Football	10,014.35	0.00	0.00	0.00	10,014.35
221 Volleyball	-5,168.48	0.00	0.00	0.00	-5,168.48
222 Softball	238.66	0.00	0.00	0.00	238.66
223 Tennis (Boys)	-1,422.26	0.00	0.00	0.00	-1,422.26
224 Tennis (Girls)	-232.86	0.00	147.15	0.00	-380.01
225 Golf (Boys)	-723.55	0.00	200.00	0.00	-923.55
226 Golf (Girls)	-992.66	0.00	0.00	0.00	-992.66
227 Wrestling	-597.48	424.44	0.00	0.00	-173.04
228 Soccer (Boys)	-1,745.04	3,822.33	1,704.00	0.00	373.29
229 Soccer (Girls)	-1,677.31	5,428.75	1,449.00	0.00	2,302.44
230 Baseball	-2,021.09	3,067.00	3,354.95	0.00	-2,309.04
231 Cross Country (B&G)	1,425.34	0.00	0.00	0.00	1,425.34
232 Basketball (B&G)	12,470.62	0.00	0.00	0.00	12,470.62
233 Track (B&G)	-4,458.80	3,090.10	769.60	0.00	-2,138.30
234 Swimming (B&G)	-1,127.15	290.00	0.00	0.00	-837.15
235 Gymnastics (B&G)	0.00	0.00	0.00	0.00	0.00
240 Athletic Training	-5,293.60	0.00	0.00	0.00	-5,293.60
250 Athletic Transfers	0.00	0.00	0.00	0.00	0.00
280 Golf Tournament	9,489.80	3,260.00	125.00	0.00	12,624.80
299 Ath Checking Bank Charges	0.00	0.00	0.00	0.00	0.00
915 Interest-Athletic Activity MM	684.85	100.44	0.00	0.00	785.29
917 Interest on Athletic Checking	628.99	0.00	0.00	0.00	628.99
2200 Summer Football	224.19	550.00	412.22	0.00	361.97
2221 Summer Volleyball	1,463.50	0.00	0.00	0.00	1,463.50
2222 Summer Softball	161.30	0.00	0.00	0.00	161.30
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	0.00	0.00	0.00	0.00	0.00
2230 Summer Baseball	528.47	0.00	316.20	0.00	212.27
2231 Summer Girls Basketball	945.37	0.00	39.90	0.00	905.47
2232 Summer Boys Basketball	378.52	0.00	0.00	0.00	378.52
C ATHLETICS Totals:	193,636.48	32,173.34	12,629.82	0.00	213,180.00
D ORGANIZATIONS AND CLUBS					
301 DECA	-44,261.57	35,565.97	9,261.90	0.00	-17,957.50
302 French Club	5,367.04	7.50	170.89	0.00	5,203.65
305 Spanish Club	1,310.00	0.00	0.00	0.00	1,310.00
307 German Club	-23,953.37	7,097.04	-18,288.60	0.00	1,432.27
310 National Forensics League	1,260.03	0.00	60.00	0.00	1,200.03
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	98.07	55.00	0.00	0.00	153.07
314 Journalism Club	7,871.22	255.00	264.32	0.00	7,861.90
315 Debate Club	1,428.81	0.00	0.00	0.00	1,428.81
317 Play Production	2,268.44	1,185.00	807.74	0.00	2,645.70
318 Thespians	-9,578.82	0.00	39.51	0.00	-9,618.33
319 Athletic Trainers	557.07	0.00	0.00	0.00	557.07
395 Fashion Merchandising	-3,574.54	3,574.54	0.00	0.00	0.00
399 Auditorium Manager	-4,538.40	0.00	795.60	0.00	-5,334.00

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
409 Band Dept Trips	-966.35	755.00	0.00	0.00	-211.35
410 Band	511.42	-3,073.95	436.22	0.00	-2,998.75
411 Choir	1,543.18	0.00	91.00	0.00	1,452.18
412 Orchestra	749.26	0.00	226.50	0.00	522.76
413 Entertainment 2000	-95.10	40.00	86.53	0.00	-141.63
414 Band Fundraising	1,461.20	0.00	0.00	0.00	1,461.20
415 Choir Fundraising	2,752.25	424.25	78.20	0.00	3,098.30
416 Orchestra Fundraising	-150.00	0.00	0.00	0.00	-150.00
481 Senior Class	718.37	273.86	0.00	0.00	992.23
482 Junior Class	-657.13	3,480.34	8,101.45	0.00	-5,278.24
484 Post Prom Security	0.00	0.00	0.00	0.00	0.00
499 VICA	6.30	674.00	130.47	0.00	549.83
501 Student Council	3,821.91	498.25	1,781.70	0.00	2,538.46
502 National Honor Society	4,152.99	2,530.00	0.00	0.00	6,682.99
503 Drama Club	66.41	0.00	0.00	0.00	66.41
504 Literary Magazine	262.00	0.00	0.00	0.00	262.00
505 GoMadd	336.92	0.00	0.00	0.00	336.92
515 Dance Team	860.67	0.00	0.00	0.00	860.67
516 Cheerleading-Varsity 2002-03	487.95	0.00	92.76	0.00	395.19
517 Cheerleading-JV 2002-03	88.81	0.00	0.00	0.00	88.81
518 Cheerleading-Freshman 2002-03	656.90	-80.34	76.64	-419.64	80.28
519 Cheerleading Uniforms/Summer Camp	17.15	9,100.00	0.00	419.64	9,536.79
521 Yearbook 1999-00	1,109.61	0.00	0.00	0.00	1,109.61
523 Yearbooks 01-02	5,721.09	0.00	0.00	0.00	5,721.09
524 Yearbook 02-03	5,635.90	280.00	37.33	0.00	5,878.57
555 FCCLA	368.78	0.00	88.00	0.00	280.78
556 Future Educators of America	420.60	0.00	0.00	0.00	420.60
560 Patriot Post	15,042.90	2,481.50	1,821.00	0.00	15,703.40
561 Patriot Post Start Up	349.08	0.00	0.00	0.00	349.08
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	-20,092.39	65,122.96	6,159.16	0.00	38,871.41
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	-44.52	0.00	547.07	0.00	-591.59
600 Intramurals Fundraising	1,939.62	0.00	236.00	0.00	1,703.62
601 Staff Courtesy Fund	557.13	0.00	66.50	0.00	490.63
602 Parking	9,401.21	615.00	39.91	0.00	9,976.30
603 Field Trips	-2,076.34	1,508.90	151.43	0.00	-718.87
604 Physical Education Fund	11.38	0.00	0.00	0.00	11.38
605 Pool Maintenance	6,923.73	60.00	647.00	0.00	6,336.73
606 Art Fees	4,354.59	120.00	3,162.21	0.00	1,312.38
607 Book Fines	9,161.28	0.00	0.00	0.00	9,161.28
610 Information Center	401.84	173.35	330.88	0.00	244.31
611 Advanced Placement	8,266.50	-5,840.00	40.00	0.00	2,386.50
614 Transcript and Test Fees	2,464.57	0.00	354.21	0.00	2,110.36
615 Close-Up	0.00	0.00	0.00	0.00	0.00
616 Clearing Account	0.00	0.00	0.00	0.00	0.00
617 Shop Fees	-12.41	0.00	0.00	0.00	-12.41
618 Musical Production	5,802.00	325.00	1,454.82	0.00	4,672.18
621 Graphics Tech	2,399.96	36.50	638.90	0.00	1,797.56
622 Construction Tech	732.64	237.00	667.52	0.00	302.12
623 Manufacturing Tech	226.25	69.00	77.50	0.00	217.75
624 Power Tech	84.00	35.00	18.18	0.00	100.82

Current Cash Balance Report

ALL Data

Arranged by:

Group ID and Activity Number

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
625 Science Replacements	-810.00	0.00	0.00	0.00	-810.00
627 English Replacements	0.00	0.00	0.00	0.00	0.00
628 Athletic Trainers Class	0.00	0.00	0.00	0.00	0.00
629 Book Club	0.55	0.00	0.00	0.00	0.55
630 Social Studies Texts	1,676.68	0.00	0.00	0.00	1,676.68
631 Weight Room Maintenance	0.00	0.00	0.00	0.00	0.00
632 Lock Replacement	110.00	0.00	0.00	0.00	110.00
633 Locker Room Capital Outlay	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	746.70	0.00	0.00	0.00	746.70
642 Parenting Support	-1,317.15	0.00	0.00	0.00	-1,317.15
645 Family Consumer Science	1,243.99	130.00	1,211.24	0.00	162.75
650 Fast Forward	0.00	0.00	0.00	0.00	0.00
655 MSAAS	4.51	0.00	0.00	0.00	4.51
656 Technology Magnet	67.00	0.00	0.00	0.00	67.00
657 I.T. Summer Camp	729.45	0.00	0.00	0.00	729.45
658 Display Cases	2,700.00	0.00	0.00	0.00	2,700.00
660 PAEMST-Science National Award	1,573.42	0.00	0.00	0.00	1,573.42
680 New Frontier (Grants/Donations)	251.31	0.00	0.00	0.00	251.31
681 New Frontier Chuck Wagon	263.35	0.00	0.00	0.00	263.35
682 New Frontier Activity	-434.45	0.00	111.62	0.00	-546.07
683 Graduation Expense	0.00	0.00	0.00	0.00	0.00
684 Post-Prom	0.00	0.00	0.00	0.00	0.00
686 Contributions/Gifts	2,185.15	0.00	0.00	0.00	2,185.15
687 Next Frontier	-286.64	0.00	0.00	0.00	-286.64
688 New Addition	-27.90	0.00	0.00	0.00	-27.90
699 Parking Security Camera	7,920.00	0.00	0.00	0.00	7,920.00
E ADMINISTRATIVE CUSTODIAL Totals:	67,189.40	-2,530.25	9,754.99	0.00	54,904.16
F DISTRICT CUSTODIAL					
801 Drivers Education	-5.00	0.00	0.00	0.00	-5.00
825 Other District Custodial	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	-5.00	0.00	0.00	0.00	-5.00
G INACTIVE ACCOUNTS					
0 No Name acct	0.00	0.00	0.00	0.00	0.00
104 Candy Machine Refund	0.00	0.00	0.00	0.00	0.00
153 MetroCommunity College Rebate	0.00	0.00	0.00	0.00	0.00
157 Jostens	0.00	0.00	0.00	0.00	0.00
175 Mascot Fund	0.00	0.00	0.00	0.00	0.00
203 Cookie Fundraiser	0.00	0.00	0.00	0.00	0.00
208 Summer Camp Clinics	0.00	0.00	0.00	0.00	0.00
316 Art Club	0.00	0.00	0.00	0.00	0.00
400 (D) Music	0.00	0.00	0.00	0.00	0.00
401 (D) Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
402 (D) Cheerleading - Jr Varsity	0.00	0.00	0.00	0.00	0.00
403 (D) Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00
404 Cheerleading - Wrestling	0.00	0.00	0.00	0.00	0.00
405 (D) Dance Team	0.00	0.00	0.00	0.00	0.00
508 Yearbook 1996-97	0.00	0.00	0.00	0.00	0.00
509 Yearbook 1997-98	0.00	0.00	0.00	0.00	0.00
510 Yearbook 1998-99	0.00	0.00	0.00	0.00	0.00
511 Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
512 Cheerleading - Junior Varsity	0.00	0.00	0.00	0.00	0.00
513 Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 04/01/2003 thru 04/30/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
522 Yearbook 2000-01	0.00	0.00	0.00	0.00	0.00
608 Foreign Language 1996-97	0.00	0.00	0.00	0.00	0.00
609 Foreign Language 1997-98	0.00	0.00	0.00	0.00	0.00
612 Textbook Replacement	0.00	0.00	0.00	0.00	0.00
613 Technology Consumable	0.00	0.00	0.00	0.00	0.00
619 Portfolios	0.00	0.00	0.00	0.00	0.00
620 Dual Enrollment	0.00	0.00	0.00	0.00	0.00
626 Social Studies Texts 1997-98	0.00	0.00	0.00	0.00	0.00
685 Alumni	0.00	0.00	0.00	0.00	0.00
709 Forensics Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Other District Reimbursements	0.00	0.00	0.00	0.00	0.00
905 Interest on Checking	0.00	0.00	0.00	0.00	0.00
912 Athletic Certificate Deposit	0.00	0.00	0.00	0.00	0.00
913 Interest-Athletic Activity CD	0.00	0.00	0.00	0.00	0.00
916 Athletic Certificate Deposit #2	0.00	0.00	0.00	0.00	0.00
G INACTIVE ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
S Banking					
999 Starting Cash	-900.00	4,000.00	5,000.00	0.00	-1,900.00
S Banking Totals:	-900.00	4,000.00	5,000.00	0.00	-1,900.00
Z INVESTMENTS					
900 Preferred Bus Money Market	-101,793.43	0.00	100.45	0.00	-101,893.88
910 Certificate of Deposit	0.00	0.00	0.00	0.00	0.00
914 Athletic Bus Money Market	-101,786.70	0.00	100.44	0.00	-101,887.14
Z INVESTMENTS Totals:	-203,580.13	0.00	200.89	0.00	-203,781.02
Report Totals:	90,371.62	107,069.35	36,608.09	0.00	160,832.88

Current Cash Balance Report

Arranged by:
Group ID and Activity Number

ALL Data

Date: 04/01/2003 thru 04/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities					
1000 Field Trips	1,820.90	160.00	1,740.90	0.00	240.00
2000 Band Cleaning Fee	0.00	4,110.00	0.00	0.00	4,110.00
2005 Choir Cleaning Fee	281.00	0.00	0.00	0.00	281.00
2301 DECA	35,503.65	1,703.00	31,111.19	0.00	6,095.46
2302 French Club	0.00	0.00	0.00	0.00	0.00
2305 Spanish Club	0.00	0.00	0.00	0.00	0.00
2307 German Club	24,188.05	0.00	24,188.05	0.00	0.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2315 Debate Membership	0.00	0.00	0.00	0.00	0.00
2318 Thespian club	4,909.00	802.00	0.00	0.00	5,711.00
2395 Fashion Merchandising	3,648.85	0.00	3,574.54	0.00	74.31
2409 Band Trip	675.00	0.00	675.00	0.00	0.00
2411 Choir Trip	0.00	0.00	0.00	0.00	0.00
2412 Orchestra Trip	0.00	0.00	0.00	0.00	0.00
2499 VICA Trip	0.00	0.00	0.00	0.00	0.00
2502 National Honors Society	0.00	0.00	0.00	0.00	0.00
2503 Drama Membership	2,115.00	0.00	0.00	0.00	2,115.00
2515 Dance Camp	0.00	0.00	0.00	0.00	0.00
2516 Varsity Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2517 JV Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2518 Fr Cheerleading Camp	0.00	0.00	0.00	0.00	0.00
2555 FCCLA	0.00	0.00	0.00	0.00	0.00
2599 Intramurals	1,227.00	0.00	0.00	0.00	1,227.00
3000 Summer Athletic Camps	0.00	0.00	0.00	0.00	0.00
4000 Advanced Placement Tests	0.00	0.00	0.00	0.00	0.00
4050 Peru Early Entry	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	19,078.85	70.00	0.00	0.00	19,148.85
5020 Band Participating Fee	0.00	0.00	0.00	0.00	0.00
5030 Chorus Participating Fee	0.00	0.00	0.00	0.00	0.00
5040 Debate Participating Fee	0.00	0.00	0.00	0.00	0.00
5050 Forensics Participating Fee	0.00	0.00	0.00	0.00	0.00
5060 Show Choir Participating Fee	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities Totals:	93,447.30	6,845.00	61,289.68	0.00	39,002.62
B Post Secondary Education					
7010 AP Exam Fees	0.00	5,840.00	0.00	0.00	5,840.00
7015 I B	0.00	0.00	0.00	0.00	0.00
B Post Secondary Education Totals:	0.00	5,840.00	0.00	0.00	5,840.00
Report Totals:	93,447.30	12,685.00	61,289.68	0.00	44,842.62

ALL Data

Current Cash Balance Report

Date: 01/01/2003 thru 04/27/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
100 GENERAL FUND	2,868.96	3,515.92	4,159.18	0.00	2,225.70
100	0.00	0.00	0.00	0.00	0.00
Totals:	<u>2,868.96</u>	<u>3,515.92</u>	<u>4,159.18</u>	<u>0.00</u>	<u>2,225.70</u>
Report Totals:	2,868.96	3,515.92	4,159.18	0.00	2,225.70

Angie Bakerson

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO. 17

Enclosure E.2.
June 16, 2003

A special meeting was held of the Board of Education of the School District No. 17, in the County of Douglas in the State of Nebraska. This meeting was convened in open and public on Friday, June 6, 2003, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

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

ABSENT: Mike Kennedy

Notice of this meeting was given in advance thereof by publication in the Midlands Business Journal on Friday, June 6, 2003; 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.

Jean Stothert opened the meeting.

Present were Jean Stothert , Mike Pate, Brad Burwell, Julie Johnson, and Linda Poole. Absent: Mike Kennedy.

At 2:10 p.m. a motion by Linda Poole, seconded by Julie Johnson, to go into Executive Session for the Superintendent's evaluation. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert adjourned the meeting.



SECRETARY

Minutes
Board of Education
June 9, 2003

Enclosure E.5.
June 16, 2003

The members of the Board of Education met for a Committee Meeting on Monday, June 9, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The discussion topics included review of a Request for Proposal for the food service program and a Master Plan Update and Assignment of New Subdivisions.

PRESENT: Jean Stothert, Mike Pate, Brad Burwell, Julie Johnson, and Mike Kennedy.

ABSENT: Linda Poole

Others in attendance were Keith Lutz, Ken Fossen, John Crawford, and other administrators

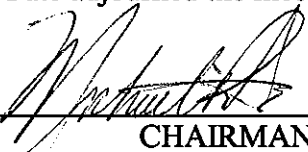
Comments from the public: Edrie Pearce, Millard parent and employee, expressed concern about the search for a food service management company.

The purpose of the Request for a Proposal is to obtain as much information as possible from each food service management company in order to enable the Millard School District to determine which food service management company is best able to meet all of the criteria which are to be considered in the award of the operation of the District's Food Service Program. Each food service management company shall furnish as part of their proposal a complete general description of experience in the field of manual school service operations. Proposals will only be accepted from companies which have had contracts for food service management with school districts with 10,000 or more students and within three of the past five years. The three companies who have expressed interest are Sodexho, Aramark, and Chartwell.

Mr. Fossen discussed the possible budget projections, given LB540 and assumptions about valuation growth and student growth. There was discussion of the need for resources to be available in the building fund.

Dr. Crawford updated the board on Master Plan issues, including the assignment of 4 new subdivisions. Numerous options were discussed, including redrawing boundary lines throughout the district, and building a new school and/or adding onto existing schools, in the southwest part of the district. Dr. Lutz discussed the concept elements from the Master Plan, particularly the parameter that we will strive to remain a neighborhood school district. The discussion concluded with the board asking for additional simulations and projections that combine redistricting with simulating a new school opening. The administration will bring back more information in a future committee meeting.

Mike Pate adjourned the meeting.


CHAIRMAN

AGENDA SUMMARY SHEET

AGENDA ITEM: Rejecting Bids for MWHS Soccer Bleacher Project

MEETING DATE: June 26, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Rejecting Bids for MWHS Soccer Bleacher Project – The rejecting of all bids related to the soccer bleacher project at Millard West High School.

ACTION DESIRED: Approval x Discussion Information Only

BACKGROUND:

About a year ago, the board approved an agreement with the Millard West Booster Club and the Millard West Soccer Club permitting the installation of bleachers on the MWHS soccer field at the expense of the booster club. [Note: The District required the use of District approved design engineers and agreed to pay for the design and bidding costs.]

When the bids were received for the project, the bids exceeded the estimates contained in the Memorandum of Understanding entered into by the District and the Booster Club. The agreement provided that the District retained the right to reject all bids if the lowest responsible bid exceeded the estimated costs.

The issue of whether to accept or reject the bids was tabled at the last board meeting in order to give sufficient time for administrators at MWHS to determine if a source of additional funding was available. On June 10th it was reported that no such funds were forthcoming.

In light of the above, the recommendation is that all bids be rejected. The rationale for the recommendation is as follows: (1) the bids exceeded estimates, (2) the excess costs would need to be paid for by the District via the building fund, (3) many current and future demands are being placed on the monies available in the building fund, and (4) no tax monies are available to replenish the building fund.

OPTIONS AND ALTERNATIVES: The lowest responsible bid could be accepted with the excess project costs funded via the building fund.

RECOMMENDATION: It is recommended that all bids related to the Millard West High School Soccer Bleacher Project be rejected.

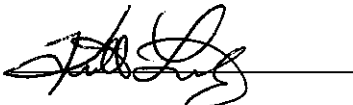
STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt.) and Ed Rockwell (Project Mgr.)

SUPERINTENDENT'S APPROVAL:



From: Ken Fossen
To: Lutz, Keith
Date: 5/30/03 10:05PM
Subject: Board Agenda - MWHS Soccer Bleachers

Keith:

This e-mail contains additional information for Board Meeting Agenda Item H.1. "Awarding of Contract for MWHS Soccer Bleacher Project."

To make a long story short, we are recommending that this item be tabled until the next board meeting (i.e., June 16th).

Attached are the following:

- (1) First e-mail from Ed Rockwell (noting the bidding issues)
- (2) Second e-mail from Ed Rockwell (containing the bid tab and engineer's recommendation)
- (3) Memorandum of Understanding the board approved a year ago (regarding the soccer bleacher project)

Background:

Last year, the Soccer Boosters at MWHS approached us with their desire to have bleachers on the soccer field at MWHS. The boosters planned to conduct a fundraiser to pay for the project. Subsequently, a Memorandum of Understanding (see attached) was developed by the administration, the Soccer Boosters, and the MWHS Booster Club. This Memorandum was presented to and approved by the board about a year ago.

Among other things, the Memorandum noted that "Construction" was estimated at \$90,909 and the "Total Estimate Project Cost" was \$100,000 (including a 10% contingency).

Additionally, Paragraph 12 of the Memorandum provided as follows:

12. That in the event the completed project costs are more than the total estimated project costs, the balance will be paid for by the District. The District, however, reserves the right to reject all bids if the lowest responsible bid exceeds the estimated construction cost.

The bids for the project were received today and two issues immediately surfaced: (1) The lowest bidder had an error in his calculations and (2) the second to lowest bidder submitted a bid which exceeded the \$90,909 construction cost noted in the Memorandum of Understanding.

First, with regard to the issue of the lowest bidders error, we have consistently taken the position that if a bidder discovers a good-faith error in his bid, he is left with two options: (1) "bit the bullet" and live with his calculation error or (2) withdraw his bid from the process. He is not permitted to correct his error (because to do so would jeopardize the entire bidding process). As you will note from Ed Rockwell's e-mail, the low bidder elected to withdraw.

Second, with regard to the second lowest bid (actually the lowest responsible bid after the low bidder withdrew), the bid exceeded the amount of \$90,909 noted in the Memorandum of Understanding. Under the Memorandum of Understanding (Paragraph 12) this means the District needs to decide whether or not it wants to accept the low bid.

My first inclination was to reject all bids for two reasons: (1) The District would need to use Building Fund monies to support the project and I believe that these funds should be reserved for higher priorities and (2) Rebidding the project later could result in a bid lower than the one before us today.

9.

I shared my thoughts with Steve Joekel at our administrators meeting today. Steve asked if we could give him time to visit with his Booster Club (and others) and see if they would be willing to contribute more money to the project rather than have the district reject the bids.

In light of my discussion with Steve Joekel (and since the bids are good for 30 days), I'm recommending that this matter be "tabled" until the next meeting (i.e., June 16th). If the board is uncomfortable tabling the matter, my alternate recommendation would be that all bids be rejected.

Ken

Kenneth J. Fossen, J.D.
Associate Superintendent
General Administration
Millard Public Schools
5606 South 147th Street
Omaha, NE 68130
(402) 895-8211 Office
(402) 895-8401 Direct
(402) 895-8448 Fax
kfossen@mpsomaha.org

CC: Board Members; dyoung@youngandwhite.com; Executive Committee; Joekel, Steven;
Kolowski, Rick; Phelps, Sheila; Rockwell, Ed

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is related to the Millard West Soccer Booster's project to raise funds for bleachers at the MWHS soccer field. The purpose of the Memorandum is to ensure that all parties to the project understand their respective roles and responsibilities.

The parties to this Memorandum are the Millard Public Schools (the District), Millard West Booster Club (the Booster Club) and Millard West Soccer Boosters (the Soccer Boosters).

The parties agree as follows:

1. That the District requires the use of a District approved architect and/or engineer to design the project to District construction standards and, further, that the District will pay the fees of said architect and/or engineer for said design work.
2. That the Soccer Boosters will do fundraising to cover the estimated project cost plus a 10% contingency.
3. That the funds raised will be deposited with the Booster Club.
4. That the project will be designed and prepared for bidding while the Soccer Boosters are seeking to raise the needed construction funds.
5. That the estimated cost of the project is:

\$ 90,909	Construction
<u>9,091</u>	10% Construction Contingency
\$100,000	Total Estimated Project Cost
6. That the project will not be let for bids until sufficient funds have been raised to cover the cost of the project.
7. That when sufficient funds are raised, the Booster Club will notify the District and the District will let the project for bids.
8. That when the bids are received, the Booster Club will transfer to the District the amount of the bid to be awarded plus the amount for contract administration. The Booster Club will retain the balance until completion of the project.
9. That the project will be conducted as a District project with oversight responsibilities provided by the District's Purchasing and Projects Managers.
10. That at the conclusion of the project, the Booster Club will transfer to the District the additional funds required to cover the additional costs, if any, incurred by the District to successfully complete the project.
11. That in the event the completed project costs are less than the funds raised, the balance of funds shall remain with the Booster Club.

12. That in the event the completed project costs are more than the total estimated project costs, the balance will be paid for by the District. The District, however, reserves the right to reject all bids if the lowest responsible bid exceeds the estimated construction cost.
13. That this Memorandum of Understanding is subject to approval by the governing boards of all parties.

**MILLARD PUBLIC
SCHOOLS**

**MILLARD WEST
BOOSTER CLUB**

**MILLARD WEST
SOCCER BOOSTERS**

By: _____

By: _____

By: _____

Date: _____

Date: _____

Date: _____

From: Ed Rockwell
To: Joekel, Steven
Date: 5/30/03 11:22AM
Subject: WHS Soccer Bleacher Bids: Preliminary Results

Steve:

I have a voice mail into your cell at 10:40 am, but wanted to copy both you and Ken as early as possible with the following -

1. Formal bid tab and recommendation is on the way from Kirham-Michael later this morning. For now here is a short version: Pospichal Construction was low bidder on Wed., and provided very favorable pricing. When Jeff Lake of KMA contacted them to qualify their bid and their bleacher manf, they stated two problems:

A. They missed an entry of \$6,000 for overhead in their bid prep, and stated that they would lose money on the project. Pospichal suggested that they would ask the bleacher manf. to reduce their price, enabling Pospichal to hold their bid pricing. Pospichal reports this morning that the bleacher manf. wouldn't move, so they can't hold their price. I told Pospichal that there were only two choices: 1) Hold the price and do the job as-bid, or 2) Request a withdrawal of their bid and a release from the district, and we would not retain their bid bond. KMA reports this morning that Pospichal has chosen to withdraw and request release.

B. Even if Pospichal was successful, it became obvious that the bleacher manf.'s details would probably not meet specifications as-bid. This is another likely reason they wouldn't or couldn't reduce their price. Now that the bid is withdrawn, this becomes a moot point.

Second-low bidder is Midwest Paving. KMA has done some research and feels that they and their bleacher manf. are qualified, and will recommend award. The pricing and required funding from Soccer Boosters (incl 10% contingency and KMA fees for construction phase services) is:

Base Bid (300 seats) 98,802 + 9880 + 5,000 = \$113,682

Alt 1 Bid (400 seats) 107,802 + 10,780 + 5,000 = \$123,582

Alt 2 Bid (500 seats) 118,802 + 11,880 + 5,000 = \$135,682

As you know, district approval of award is on the agenda for Monday, 6-2. Please confirm funding and ability / level to award ASAP, thanks.

Ed Rockwell
Purchasing and Project Manager
Millard Public Schools
Support Services Center
13906 F Street, Omaha, NE 68137
Ph: (402) 691-1396
Fax: (402) 691-1224
erockwel@mpsomaha.org

CC: Ken Fossen; Lake, Jeff

From: Ed Rockwell
To: Fossen, Ken
Date: 5/30/03 3:40PM
Subject: **WHS Soccer Bleacher Bid Results**

Ken:

The attached XL and Word files contain the Bid Tab for the project, and KMA's letter of recommendation. Jeff Lake of KMA will be in attendance, if-needed.

Ed Rockwell
Purchasing and Project Manager
Millard Public Schools
Support Services Center
13906 F Street, Omaha, NE 68137
Ph: (402) 691-1396
Fax: (402) 691-1224
erockwel@mpsomaha.org

CC: Lake, Jeff

BID TABULATION

PROJECT: MILLARD WEST
 SOCCER FIELD GRANDSTAND IMPROVEMENTS
 OMAHA, NEBRASKA
 KM-0206238

12700 W DODGE ROAD
 P.O. BOX 542030
 OMAHA, NEBRASKA 68154

DATE OF BID OPENING: 28-May-03

Item	Description	Quantity	Unit	Pospichal Construction		Midwest Paving, Inc.		Midwest Demolition	
				Unit Price	Amount	Unit Price	Amount	Unit Price	Amount
1	Permanent Grandstand Seating System (300 + Seats)	1	LS	\$48,500.00	\$48,500.00	\$62,000.00	\$62,000.00	\$68,500.00	\$68,500.00
2	Contractor Furnished Borrow (Established Quantity)	450	CY	\$12.00	\$5,400.00	\$13.00	\$5,850.00	\$10.00	\$4,500.00
3	4" Concrete Sidewalk	1660	CY	\$2.75	\$4,565.00	\$2.70	\$4,482.00	\$2.41	\$4,000.60
4	Bollard	1	EA	\$272.00	\$272.00	\$300.00	\$300.00	\$100.00	\$100.00
5	Segmental Block Retaining Wall	900	SF	\$16.63	\$14,967.00	\$17.00	\$15,300.00	\$12.00	\$10,800.00
6	42" Chain Link Fence	200	LF	\$6.92	\$1,384.00	\$7.50	\$1,500.00	\$10.00	\$2,000.00
7	Grandstand Retaining Wall	1	LS	\$1,984.00	\$1,984.00	\$2,000.00	\$2,000.00	\$12,000.00	\$12,000.00
8	Remove & Replace 8' Chain Link Fence	1	LS	\$961.00	\$961.00	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00
9	8' Wide Chain Link Gate	1	EA	\$551.00	\$551.00	\$450.00	\$450.00	\$1,000.00	\$1,000.00
10	Seeding, Type III	0.5	AC	\$7,460.00	\$3,730.00	\$5,000.00	\$2,500.00	\$2,000.00	\$1,000.00
11	Sodding	55	SY	\$3.05	\$167.75	\$10.00	\$550.00	\$10.00	\$550.00
12	Silt Fence	290	LF	\$1.10	\$319.00	\$3.00	\$870.00	\$2.00	\$580.00
13	Erosion Control Blanket	5,000	SF	\$0.10	\$500.00	\$0.20	\$1,000.00	\$0.25	\$1,250.00
TOTAL BASE BID (Items 1 thru 13, inclusive)				*	\$83,300.75		\$98,802.00		\$107,280.60
ALTERNATE NO. 1 (In lieu of Item 1)									
1a	Permanent Grandstand Seating System (400 + Seats)	1	LS	\$55,100.00	\$55,100.00	\$71,000.00	\$71,000.00	\$83,500.00	\$83,500.00
TOTAL ALTERNATE NO. 1 BID (Items 1a thru 13, Inclusive)				*	\$89,900.75		\$107,802.00		\$122,280.60
ALTERNATE NO. 2 (In lieu of Item 1)									
1b	Permanent Grandstand Seating System (500 + Seats)	1	LS	\$69,700.00	\$69,700.00	\$82,000.00	\$82,000.00	\$98,500.00	\$98,500.00
TOTAL ALTERNATE NO. 2 BID (Items 1b thru 13, Inclusive)				*	\$104,500.75		\$118,802.00		\$137,280.60

* Pospichal Construction had an omission in their original bid and the owner gave them the option to complete the work as bid or request a release from their bid. The contractor opted to request a release, and the owner granted their request for release without forfeiture of bid bond.

15.

RE: Millard West Soccer Grandstand Improvements
Millard West High School
Omaha, Nebraska

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

Dear Mr. Rockwell;

Three bids were received on Wednesday, May 28, 2003 for the above-mentioned project. The base bid ranges from a low of \$83,300.75 (Pospichal Construction) to a high of \$107,280.60 (Midwest Demolition). The low bidder had an omission in his bid and was given the option to complete the work per the original bid or be released from his bid. The low bidder opted to be release from his bid, and his request was granted.

I have reviewed the 2nd low bidder's qualifications and experience (Midwest Paving, Inc.), as well as his bleacher manufacturer's qualifications, and it appears they meet the requirements set forth in the project specifications.

I would recommend that the contract be awarded to Midwest Paving, Inc. with their base bid of \$98,802.00.

If you have any questions or desire additional information, please give me a call.

Sincerely,

Kirkham Michael

R. Jeffery Lake, P.E.
Project Manager

RJL/rjl

Copy to: J. Adler, K. Anderson – KM Omaha

1/6.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 8341 – Internal Board Policies – Meetings: Types

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

**TITLE AND BRIEF:
DESCRIPTION:**

ACTION DESIRED: Approval of Policy 8341

BACKGROUND: This last revision was done on December 16, 2002.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

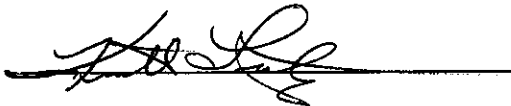
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Internal Board Policies

Meetings: Types

8341

Regular Meetings

Regularly scheduled meetings may be of two kinds: business or educational. The latter type may be held for the purpose of reviewing and evaluating the school program, or the development and discussion of policy.

Special (or Called) Meetings

Special (or Called) meetings are to be held to address important matters that may arise between regular meetings and that urgently require action by the Board before the next regular meeting.

Special meetings may be called by the Board president or any two Board members, but all members shall have notice of the time and place of the meeting. Ordinarily, no business shall be transacted except that for which the meeting is called or which is otherwise permitted by law.

Emergency Meetings

Emergency meetings may be called if circumstances exist which require immediate action by the Board. Any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment.

Adjourned Meetings

Adjourned meetings shall serve as a continuation of a regular meeting, and not as an emergency or called meeting.

Closed Meetings

The Board may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The vote to hold a closed session shall be taken in open session. The vote of each member on the question of holding a closed session, the reason for the closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. The Board shall restrict its consideration of matters during the closed portions to only those purposes set forth in the minutes as the reason for the closed meeting. The meeting shall be reconvened in open session before any formal action may be taken on the matters which were considered in the closed session.

Any Board member shall have the right to challenge the continuation of a closed session if the Board member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the Board member contends that the closed session is neither necessary for (a) the protection of the public interests or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the Board. Such challenge and its disposition shall be recorded in the minutes.

Continuance of Hearings

Any hearing being held, or noticed or ordered to be held, may by motion approved by the members present be continued or reconvened to a subsequent date; provided however, that all parties to the hearing shall be informed of the date and place of the continued hearing. If a party to the hearing is not present at the hearing, written notice of the date and time of the continued hearing shall be served as soon as reasonably possible on the non-present party at his or her last known address.

Legal Reference: RRS 79-439, 79-805, 84-1410, 84-1411

Related Rules: 8341R1

Policy Adopted: August 12, 1991

Reaffirmed: December 16, 2002:

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9000 –Bylaws of the Board – General Statement

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9000

BACKGROUND: The last revision was done on February 4, 1974.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

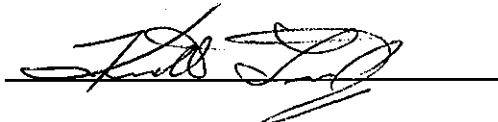
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

General Statement

9000

Bylaws are rules or procedures adopted by the Board to govern its internal operations. The use of such guidelines or bylaws helps the Board to comply with the responsibility and duties delegated to it by law and by the local electorate, in an efficient and effective manner.

All actions of the Board shall be taken only in official Board meetings, called, scheduled, and conducted according to these bylaws and the statutes of the state.

Policies, bylaws and Board-adopted regulations shall be subject to suspension for a specified purpose and limited time by vote of the Board at a meeting duly called for which the proposed suspension has been described in writing, or upon a two-thirds vote of all members of the Board when no such written notice has been given.

Bylaws Adopted By the Board: February 4, 1974

Revised:

Millard Public Schools

Omaha, NE

21.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9100 –Bylaws of the Board – School Board Vacancies
– Created, Filled

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000
Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9100

BACKGROUND: Formerly this was Policy 9111, but is now being renumbered. The
last revision was done on December 2, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

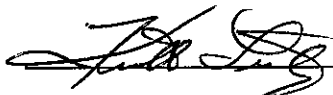
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

School Board Vacancies - Created, Filled

9100 9111

I. School Board Vacancies:

A position on the Board shall be vacant, except as provided in Neb. Rev. Statutes § 32-561 for military service, upon the happening of any one of the following events at any time before the expiration of the term of such office:

- A. Resignation of the incumbent;
- B. Death of the incumbent;
- C. Removal of the incumbent from office;
- D. Decision of a competent tribunal declaring the office of the incumbent vacant;
- E. Incumbent ceasing to be a resident of the district for which he or she may have been elected;
- F. Failure to elect at a proper election when there is no incumbent to continue in office until his or her successor is elected and qualified;
- G. Failure of a candidate elected to an office to qualify for such office;
- H. Forfeiture of office as provided by law;
- I. Conviction of a felony or of any public offense involving the violation of the oath of office of the incumbent; or
- J. Incumbent on the Board assuming another elective office as provided in subsections (2) and (3) of Neb. Rev. Statutes §32-604.
- K. When a Board member is absent from the district for a continuous period of sixty days at one time or from more than two consecutive regular meetings of the board unless excused by a majority of the remaining members of the board.

II. Filling a School Board Vacancy:

- A. A vacancy in the membership of a school board shall occur as set forth in section A above.
- B. A vacancy on the Board resulting from any cause other than the expiration of a term shall be temporarily filled by appointment of a qualified registered voter by the remaining members of the Board. A registered voter shall be nominated at the next primary election and elected at the following general election for the remainder of the unexpired term. A registered voter appointed or elected pursuant to this subsection shall meet the same requirements as the member whose office is vacant.
- C. If the Board fails to fill a vacancy on the Board, the vacancy may be filled by election at a special election or school district meeting called for that purpose. Such election or meeting shall be called in the same manner and subject to the same procedures as other special elections.

- D. If there are vacancies in the positions of a majority of the members of a school ~~the~~ the Board, the Secretary of State shall be requested to conduct a special school district election to fill such vacancies.

Legal Reference: Neb. Rev. Statutes §32-560; 32-561; 32-570; 79-464 Laws 1994,
LB76, Section 596; Laws 1996, LB900, Section 298

Related Rules: 9100R1 ~~9111R1~~

Bylaw Adopted by the Board: March 18, 1991

Revised: December 2, 1996

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9111 –Bylaws of the Board – Election of Officers

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9111

BACKGROUND: Formerly this was Rule 9121.1, but is now being renumbered and revised. The last revision was done September 9, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

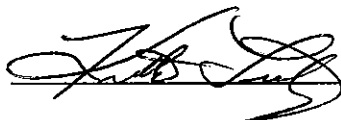
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Election of Officers

9111 9121.1

Officers of the Board will be elected at the organizational meeting in January. Ballots will be distributed to Board members present at the meeting for the election of each officer. A secret ballot will be used for the election of each officer, but the total number of votes for each candidate shall be recorded in the minutes. An officer will be elected when one individual receives a majority of the votes cast for a position. No Board member is eligible to serve in more than one office at the same time. No Board member may serve more than two consecutive years in the same office.

Related Policy : ~~9121P~~

Rule Approved: September 2, 1980

Revised: September 9, 1996

Millard Public Schools

Omaha, NE

26.

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9112 –Bylaws of the Board – Committees and Appointments

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9112

BACKGROUND: Formerly this was Policy 9130, but is now being renumbered. The last revision was done on September 23, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

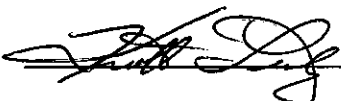
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Committees and Appointments

9112 9130

- A. The Board shall establish standing and special committees.
- B. Board members shall not serve on any District committees except those established by the Board.
- C. Board members may be appointed to represent the Board and the District in state and local organizations.
- D. Board members shall not serve as an officer in a school-parent organization.
- E. In order to provide the district with the broadest views of its constituency, spouses of Board members may not serve on District planning, or advisory committees.

Cross Reference: 10000R1

Legal Reference: Neb. Rev. Stat. §79-213
Robert's Rules of Order, Newly Revised, 1990 Edition, 9th Edition

Related Rules: *9112.1* ~~9130R1~~

Policy Adopted: April 28, 1980

Millard Public Schools

Revised: September 23, 1996

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9210 –Bylaws of the Board – Attorney

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9210

BACKGROUND: Formerly this was Policy 9250, but is now being renumbered. The last revision was made on February 4, 1974.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

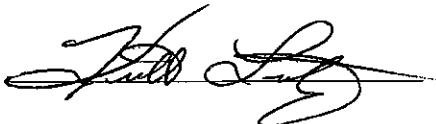
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Attorney

9210 9250

The board may, at its discretion, appoint an attorney to perform desired legal services. The attorney shall serve at the Board's pleasure and be compensated at a mutually agreeable rate.

Legal Reference: RRS 79-4, 150

Bylaws Adopted by the Board: February 4, 1974

Millard Public Schools

Revised:

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9220 --Bylaws of the Board – Auditor

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9220

BACKGROUND: Formerly this was Policy 9260, but is now being renumbered. The policy was adopted on February 4, 1974.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Auditor

9220 9260

DUTIES OF THE AUDITOR

The duties of the independent auditor shall be as follows:

- I. To examine the balance sheet of the school district at the end of the fiscal year and the related statements of transactions in the various funds for the fiscal year then ended.
- II. To conduct such examination in accordance with generally accepted auditing standards and to include such tests of the accounting records and such other auditing procedures as are necessary in the circumstances.
- III. To render an opinion on the financial statements prepared at the close of the fiscal year.
- IV. To prepare such financial statements for publication as may be required by law.
- V. To make such recommendations to the Board concerning its accounting records, procedures, and related activities as may appear necessary or desirable.
- VI. To perform such other related services as may be requested by the Board.

Legal Reference: RRS 79-546

Bylaws Adopted by the Board: February 4, 1974

Revised:

Millard Public Schools

Omaha, NE

AGENDA ITEM: Approval of Policy 9300 –Bylaws of the Board – Individual Members – Duties, Responsibilities

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9300

BACKGROUND: Formerly this was Policy 9270, but is now being renumbered. The last revision was done on December 2, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Individual Members - Duties, Responsibilities

9300 9270

The Board only has the legal authority to act as the governing body of the District when it is in session as provided by the statutes and its internal by-laws, regulations and procedures.

No member of the Board shall have the authority to bind or otherwise act for the Board or the District except when the action of an individual Board member or Board members is undertaken pursuant to a specific authority of the Board, which authority shall be wholly set forth in the minutes of the Board which granted the authority.

Legal Reference: Neb. Rev. Statutes §49-14,101; 79-520; 79-818

Laws 1996, LB 900

Bylaws Adopted by the Board: December 3, 1990

Millard Public Schools

Revised: December 2, 1996

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9310 –Bylaws of the Board – Meetings – Notification to Members

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9310

BACKGROUND: Formerly this was Policy 9364, but is now being renumbered and revised. The last revision was done on March 6, 1995.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

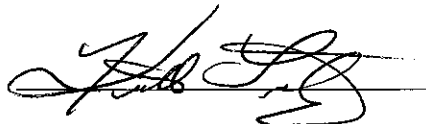
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Meetings

Notification To Members

9310 9364

Materials pertaining to the meeting shall be sent out from the administration office to the Board members the Wednesday preceding the meeting or on such other date as may be established by the Board or otherwise necessary because of time constraints.

Legal Reference: RRS 79-439 District board; quorum; meetings; exception

Bylaws Adopted by the Board: February, 4, 1974

Millard Public Schools

Revised: March 6, 1995

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9320–Bylaws of the Board – Meetings – Construction of Agenda

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9320

BACKGROUND: Formerly this was Policy 9366, but is now being renumbered and revised. The last revision was done on March 6, 1995.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Meetings

Construction Of Agenda

9320 9366

The Superintendent and the President of the Board shall construct the agenda. Members of the Board can request an item be placed on the agenda by submitting the request to the Superintendent or Board President. Items to be considered for placement on the agenda must be presented in writing to the Superintendent or Board President seven (7) days prior to the meeting. Items may be placed on the agenda at the discretion of the Superintendent and Board president. An item of an emergency nature may be added at the meeting by a two-thirds vote.

Legal Reference: RRS 79-452 President, duties, right to vote

Bylaws Adopted by the Board: June 6, 1977

Millard Public Schools

Revised: March 6, 1995

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9340 –Bylaws of the Board – Quorum

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9340

BACKGROUND: Formerly this was Policy 9367, but is now being renumbered. The policy was adopted on February 4, 1974.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

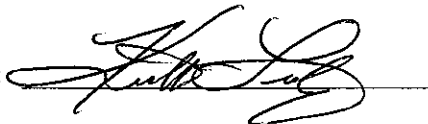
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Quorum

9340 9367

A majority of the members of the Board shall constitute a quorum. The affirmative vote of a majority of those members present at any meeting having a quorum shall be considered sufficient for action except for actions required otherwise by law of these policies and bylaws.

Legal Reference: RRS 79-439

Bylaws Adopted by the Board: February 4, 1974

Millard Public Schools

Revised:

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9350 –Bylaws of the Board – Order of Business at Regular Business Meetings

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9350

BACKGROUND: Formerly this was Policy 9368, but is now being renumbered and revised. The last revision was done on December 2, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Order of Business at Regular Business Meetings

9350 9368

The Regular order of business for Board of Education meetings will be as follows:

- A. Call to Order - Opening of the meeting by the Board President
- B. Presentation of Colors and Pledge of Allegiance
- C. Roll Call
- D. Vote to Excuse Absent Members
- E. Public Comments on agenda items - this is the proper time for public questions and comments on agenda items only.
- F. Routine Matters
 - 1. Approval of minutes of the preceding Business Meeting of the Board of Education
 - 2. Approval of Bills
 - 3. Receive Treasurer's Report and place on file
 - 4. Summary of Previous Board Committee of the Whole Meeting
- G. Information Items
 - 1. Showcase/Employee of the Month, recognition of outstanding students and staff members.
 - 2. Superintendent's Report
 - 3. Board Comments/Announcements
 - 4. Report from Student Representatives
- H. Unfinished Business
- I. New Business
- J. Reports
- K. Future Agenda Items/Board Calendar
- L. Public Comments - This is the proper time for public questions and comments on any topic.
- M. 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.**

Related Policy or Rule: None

Legal Reference: None

Bylaws adopted: 2/4/74; 8/2/93

Revised: December 2, 1996

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9360 –Bylaws of the Board – Meeting Conduct

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9360

BACKGROUND: Formerly this was Policy 9369, but is now being renumbered. The policy was adopted on February 4, 1974.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

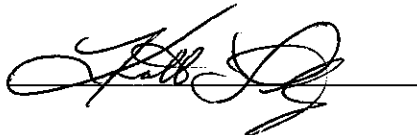
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Meeting Conduct

9360 9369

PARLIAMENTARY PROCEDURE

Unless otherwise provided in the Board's bylaws, the Board shall conduct all its meetings in accord with Robert's Rules of Order, Revised.

Bylaws Adopted by the Board: February 4, 1974

Millard Public Schools

Revised:

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Policy 9370 –Bylaws of the Board – Minutes

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Policy 9370

BACKGROUND: This policy was adopted on March 18, 1991.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

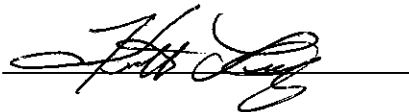
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Minutes

9370

The minutes of the meetings of the Board of Education shall include:

- a) The classification (regular, adjourned, closed, emergency, or special), date, and place of meetings.
- b) The call to order stating time, person presiding, and office.
- c) The record of the roll call of Board members.
- d) A notation of the presence or absence of the Superintendent. A notation of other staff members and ~~visitors~~ others present if the persons will participate in the meeting.
- e) A record of any corrections to the minutes of the previous meetings and the action approving them.
- f) A record of all communications presented to the Board.
- g) A record of the hearing of all petitions of citizens.
- h) A record of any reports of Board members or staff members.
- i) A record of each motion placed before the Board including the member making the motion and the member seconding, if any. The ayes and nays and objections shall be recorded by name for each Board member present.
- j) Special marking to indicate policy matters.
- k) The manner in which the advance publicized notice of the time and place of each meeting was given.
- l) The substance of all matters discussed.
- m) A record of how each Board member voted on any action taken on any question or motion duly moved and seconded. The minutes shall also record if the Board member was absent or not voting.
- n) The total number of votes for each candidate for each Board officership .

If the Board votes to hold a closed session, the minutes shall record the vote of each Board member on the question of holding a closed session, the reason for the closed session, and the time when the closed session commenced and concluded. If a Board member challenges the continuation of a closed session on the grounds that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual, the challenge and its disposition by the Board shall be recorded in the minutes.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes. Complete minutes of such emergency meetings specifying the nature of

the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

The minutes shall be permanently filed and indexed for reference purposes. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours. Minutes shall be written and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier.

All reports requiring Board action, resolutions, agreements, and other written documents ~~may~~ shall be made a part of the minutes by reference, and ~~if so,~~ shall be placed in the district as a permanent record subject to state law pertaining to retention of records.

Legal Reference: 84-1410; 84-1411; 84-1413

Bylaw Adopted by the Board: March 18, 1991

Millard Public Schools

Revised:

Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Art Framework

MEETING DATE: June 16, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Art Framework

Courses include level/course outcomes, enabling objectives (skills and content), and recommended assessment methodologies for each course. Materials selection will occur next year.

ACTION DESIRED: APPROVAL X

BACKGROUND: The Art Framework has been in the MEP process for two years. All courses take into consideration district direction and National Standards. The framework addresses developing an understanding and appreciation of art.

RECOMMENDATIONS: Recommend approval of the Art Framework.

TIMELINE: Implementation was developed to allow for adequate materials selection and staff development. Acquisition of texts and materials will be addressed next year.

RESPONSIBLE PERSON: Dr. Judy Porter and Liz Olson

ASSOCIATE SUPERINTENDENT APPROVAL

Martha Bruckner 

BOARD ACTION:

Art Framework

6-12



June 2003

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PREFACE

The Millard Public Schools 6-12 Art staff has completed the framework writing phase of the curriculum cycle. In this phase, the staff has identified the direction for Art curriculum and instruction in the future. The framework will form the theoretical base for writing curriculum guides in the next phase of the curriculum cycle. These curriculum guides will provide course by course descriptions of how the outcomes, assessments, and enablers contained in the framework will be translated into classroom practice. The curriculum guides will also specify how the materials menu will be used to facilitate instruction.

Art teachers from all secondary buildings participated in the development of the framework, providing a representative cross-section of the department. The participants in the framework development process include the following:

Staff Members

Pat Edwards, AMS
Carla Real, BMS
Barbara Mertz, CMS
Cecelia Birckhead, KMS
Susan Pierson, KMS
Amber Doolittle, NMS
Rebecca Zach, RMS
Mirm Tredway, MNHS
Margie Schimenti, MNHS
Tony Brisbois, MNHS

Joanne Stevens, MNHS
Janelle McKain, MSHS
Peg Severson, MSHS
Karen Bertelsen, MSHS
Elizabeth Perry, MSHS
Julie Lade-Wills, MWHS
Kristin Hoffman, MWHS
Joan Sanders, MWHS
Jeanne Kelley, MNHS/Abbott

Introduction of the Art Frameworks

Since the beginning of civilization, people have created visual arts to understand their world and communicate ideas. People of all cultures have used the visual arts to record, reflect and expand upon life. Historical events, such as battles, plagues and celebrations are depicted in paintings and memorials. The intangibles of life, such as dreams, religion, and aesthetics, are captured through the visual arts as well. Consequently, any visual art work, when examined in the context in which it was created, provides the prospective viewer with a lens into another time, place or mind.

Aspects of the visual arts are part of our daily life and are evident in architecture, advertisement, product design, public art, and city planning. Design elements appear in what we drive, wear, see and use. The world is filled with visual stimuli that the mind is required to process and interpret regularly; knowledge of the visual arts is necessary to understand the design-oriented environment of the twenty-first century. Therefore, the framework in visual arts provides for sequential learning in creating art and a broad understanding of the influence of design within the environment.

Studies in the visual arts enable students to experience distinct ways of thinking, communicating, reasoning and investigating. The visual arts, as with all the arts disciplines, have a unique symbol system. Additionally, participation in making visual art allows students to learn spatially and kinesthetically. Howard Gardner, educational researcher, has defined these different ways of knowing as distinct and separate intelligences. Much research is devoted to validating the theory that learning in these modes will increase students' ability to develop life skills, use varied approaches to problem solving, collaborate with others and synthesize ideas.

The framework in visual arts is based on the National Standards for Arts Education and includes a variety of outcomes and enabling skills to guide educators and provide students with visual art experiences in investigating, making art, and critiquing their own works and the works of others. It is designed sequentially and provides cognitive links with other disciplines throughout. The framework begins in the sixth and seventh grades with enthusiastic exploration of materials and processes. It progresses through developing imagination and individual expression, and culminates with sophisticated inquiry into the aesthetic qualities of both historical works and student created pieces. Achievement of these standards will prepare students for adult lives that are enriched by and increase capacity of interpreting human experience.

The proposed framework identifies the outcomes and enabling skills that are necessary for developmentally and conceptually appropriate curriculum.

MILLARD ESSENTIAL LEARNER OUTCOMES

• CITIZENSHIP • COMMUNICATION SKILLS • CONSUMER ECONOMICS

• GOAL SETTING AND LIFE-LONG LEARNING

• HUMAN RELATIONS • MATHEMATICS • REASONING • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • VISUAL, PERFORMING AND LITERARY ARTS • WELLNESS •

ACADEMIC SKILLS AND APPLICATIONS

LIFE SKILLS AND PERFORMANCES

Students will demonstrate proficiency on these ten indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 205 credits for the classes of 2002 and 2003 and 225 credits for the class of 2004 and beyond, is used for diploma granting or denial.

COMMUNICATION SKILLS (Reading and Writing)

- Demonstrates competencies in reading (including phonics) and writing
- Adjusts style, medium, tone and message to intended audience and purpose
- Employs grammar, usage, mechanics and spelling strategies appropriately

MATHEMATICS

- Demonstrates competencies in essential arithmetic, algebraic and geometric concepts
- Demonstrates the use of probability and statistics
- Uses appropriate mathematics to solve problems

SCIENCE

- Understands major scientific concepts and applies the scientific method
- Demonstrates competencies in earth, physical, life and space sciences

SOCIAL STUDIES

- Demonstrates understanding of structure, operations and relationships between local and state, national and international governments
- Demonstrates practical knowledge of history, economics and geography

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

COMMUNICATION SKILLS

- Reads, listens, writes and speaks to gain and use information
- Reads, listens, writes and speaks to gain insight into self and others

CONSUMER ECONOMICS

- Demonstrates skills in managing money
- Makes sound financial choices by using appropriate resources

HUMAN RELATIONS

- Understands ethnic differences

MATHEMATICS

- Uses a variety of technological resources to solve mathematical problems

TECHNOLOGY

- Obtains information and organizes it successfully
- Conveys information using technology

VISUAL, PERFORMING AND LITERARY ARTS

- Evaluates the quality of a piece of art through appropriate criteria
- Reads and listens to a variety of literature, media and resources for a variety of purposes

WELLNESS

- Evaluates the impact of addictive substances and behaviors
- Has essential knowledge of human growth and development
- Understands dietary and nutrition needs
- Identifies the values of physical activity and its contributions to a healthy lifestyle
- Demonstrates self-respect

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

READINESS FOR WORK

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

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

Revised: Strategic Planning
December 5, 1996

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

Rule Adopted: May 3, 1999
Revised: June 18, 2001

Millard Public Schools
Omaha, Nebraska

ART

PHILOSOPHY STATEMENT 6-12 Art

Art is a conscious, human expression in visual form. It has been, is, and always will be the means by which each culture records, expresses and interprets the world. Art is the visual form of communication essential to the understanding of and participation in our increasingly complex, multicultural and interdependent society. Through art we learn that seeking a creative approach to life is a meaningful, significant and valued human endeavor.

A balanced art education program fosters the student's perception of both his and her real world and imagined worlds. Through structured course work including knowledge of artist, art history, and educated critique, the program enables each student to develop positive attitudes towards him/herself, his/her culture and environment through successful creative experiences. Problem solving and creative learning encourages the student to relate to visual knowledge in other subject areas and to respond with originality, fluency, flexibility, and imagination. The use and application of skills, processes and media encourages self-expression, creative growth, discovery, and realization of ideas. Assessment is made on individual achievement in knowledge and skills combined with the student's stage of growth and development. The art program is sequential and cumulative enabling knowledge, aesthetic judgments, skills and abilities to be strengthened. A commitment to this program is essential to every student's development as a well-rounded, creative and productive citizen.

The arts are a form of cultural literacy, which is one's birthright. Our mandate is to guide all students to achieve their place in the continuum of civilization.

DIFFERENTIATION

The use of differentiation allows each student to operate at an optimal level. It is necessary to recognize and meet individual needs to allow for maximum learning.

Differentiation for instruction is included in Art instruction. Students are given options, strategies, and techniques that can help them achieve success. They are given a wide range of options within the areas of aesthetics, art history, art production, and art curriculum. The content is differentiated by providing choices for personal expression. The process is differentiated by providing techniques to help the students at their current level of ability. The product is differentiated by giving students options and choices.

In addition, art classrooms can create opportunities that address student strengths in each area identified as multiple intelligences. Examples of the application of each intelligence include the following:

Logical/Mathematical	grid work Chuck Close portraits Egyptian wall painting
Body/Kinesthetic	clay coiling basket weaving holding a paint brush properly
Spatial	perspective drawings
Interpersonal	group projects
Intrapersonal	personal responses to art work goal setting
Linguistic	oral presentations critiques of art work written work
Musical	paint inspired by music
Naturalist	prints from objects found in nature

Art teachers will make a conscious use of differentiation strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

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National Art Standards

1 Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

- Students
- know the differences between materials, techniques, and processes
 - describe how different materials, techniques, and processes cause different responses
 - use different media, techniques, and processes to communicate ideas, experiences, and stories
 - use art materials and tools in a safe and responsible manner

2 Content Standard: Using knowledge of structures and functions

Achievement Standard:

- Students
- know the differences among visual characteristics and purposes of art in order to convey ideas
 - describe how different expressive features and organizational principles cause different responses
 - use visual structures and functions of art to communicate ideas

3 Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard:

- Students
- explore and understand prospective content for works of art
 - select and use subject matter, symbols, and ideas to communicate meaning

4 Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard:

- Students
- know that the visual arts have both a history and specific relationships to various cultures
 - identify specific works of art as belonging to particular cultures, times, and places
 - demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

5 Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard:

- Students
- understand there are various purposes for creating works of visual art
 - describe how people's experiences influence the development of specific artworks
 - understand there are different responses to specific artworks

6 Content Standard: Making connections between visual arts and other disciplines

Achievement Standard:

- Students
- understand the similarities and differences between characteristics of the visual arts and other arts disciplines
 - identify connections between the visual arts and other disciplines in the curriculum

Visual Arts Glossary

National Standards for Arts Education

Visual Arts. A broad category that includes the traditional fine arts such as drawing, painting, printmaking, sculpture; communication and design arts such as film, television, graphics, product design; architecture and environmental arts such as urban, interior, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Abstraction. A style of artwork that stresses the importance of the elements and principles of design rather than subject matter. Abstract artists select and then exaggerate or simplify the forms.

Aesthetics. A branch of philosophy that focuses on the nature of beauty, the nature and value of art, and the inquiry processes and human responses associated with those topics.

Analysis. Identifying and examining separate parts as they function independently and together in creative works and studies of the visual arts.

Art criticism. Describing and evaluating the media, processes, and meanings of works of visual art, and making comparative judgments.

Art elements. Visual arts components:

Color – A sensation aroused in the observer’s mind as a response to the stimulus of the
Radiant energy of certain wavelengths acting on the eye’s mechanism

Value - A continuous mark made on a surface by a moving point

Texture - The tactile quality of a surface. Textures may be actual or simulated.

Form - Describes an object that is three-dimensional (height, width, depth) and encloses volume

Shape - A two-dimensional object

Space - An element of art that indicates areas between, around, above, below, or within something

Art history. A record of the visual arts, incorporating information, interpretations, and judgments about art objects, artists, and conceptual influences on developments in the visual arts.

Art materials. Resources used in the creation and study of visual art, such as paint, clay, cardboard, canvas, film, videotape, models, watercolors, wood, and plastic.

Art media. Broad categories for grouping works of art according to the art materials used.

Art principles.

Harmony (Unity) - A way of combining elements to accent their similarities and bind the picture
Parts into a whole

Balance – A feeling of equilibrium or stability in a work. Balance can be symmetrical,
asymmetrical, or radial.

Rhythm – The repetition of elements to create a visual tempo or beat

Movement – The look or feel of action in a work of art

Emphasis – Attention is focused on the most important parts of a composition

Repetition – Use of the same element over and over.

Art production. Processes of creating art (e.g., painting, pottery, sculpture, drawing).

Assess. To analyze and determine the nature and quality of achievement through means appropriate to the subject.

Context. A set of interrelated conditions (such as social, economic, political) in the visual arts that influence and give meaning to the development and reception of thoughts, ideas, or concepts that define specific cultures and eras.

Contour. The line that bounds or delineates a form.

Craftsmanship. Appropriate use or mastery of media or techniques.

Create. To produce works of visual art using materials, techniques, processes, elements, and analysis; the flexible and fluent generation of unique, complex, or elaborate ideas.

Expressive features. Elements evoking effects such as joy, sadness, or anger.

Expression. A process of conveying ideas, feelings, and meanings through selective use of the communicative possibilities of the visual arts.

Hand Built pottery. Creating sculpture through the medium of clay without using a potter's wheel.

coil – A method of forming clay by rolling it into snake-like structure

pinch - A method by which the artist squeezes the clay between the thumb and forefinger to create the desired form

slab - A method by which the artist rolls a flat broad piece of clay to create forms

Ideas. A formulated thought opinion, or concept that can be represented in visual or verbal form.

Media. Material and/or process used in the artist's work.

Non-Objective art. A style of art that doesn't represent any physical object or figure but which is purely concerned with the arrangement of shapes, forms, and colors.

Observational studies. Drawing by observation (i.e. still life)

Organizational principles. Underlying characteristics in the visual arts, such as repetition, balance, emphasis, contrast, and unity.

Perception. Visual and sensory awareness, discrimination, and integration of impressions, conditions, and relationships with regard to objects, images, and feelings.

Portfolio. A collection of artwork which shows evidence of growth or progress.

Process. A complex operation involving a number of methods or techniques, such as the addition and subtraction processes in sculpture, the etching and intaglio processes in printmaking, or the casting or constructing processes in making jewelry.

Representational art. A style of art that shows objects or scenes as they might look in everyday life.

Structures. Means of organizing the components of a work into a cohesive and meaningful whole, such as sensory qualities, organizational principles, expressive features, and functions of art.

Techniques. Specific methods or approaches used in a larger process; for example, graduation of value or hue in painting or conveying linear perspective through overlapping, shading, or varying size or color.

Technologies. Complex machines used in the study and creation of art, such as lathes, presses, computers, lasers, and video equipment.

Theme. An idea, point of view, or perception embodied and expanded upon in a work of art.

3-Dimensional art. Art which includes length, width, and depth (pottery, sculpture).

2-Dimensional art. Art which emphasizes picture planes and dimensions of length and width (painting and drawing).

Tools. Instruments and equipment used by students to create and learn about art, such as brushes, scissors, brayers, easels, knives, kilns, and cameras.

Visual arts problems. Specific challenges based in thinking about and using visual art components.

Art 6

Course Description: Sixth grade art is an introductory quarter course designed to give students an overview to the elements of art: shape, line, color, value, texture, space, and form. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will explore the influences of art from other times and cultures.

Outcome 1: Understanding and applying media, techniques, and processes.

Enabling Objectives:

1. Explore the differences between materials, techniques and processes through a variety of the following:
 - demonstrations
 - computer generated images
 - artist reproductions
 - photocopies
 - video/DVD visuals
 - student examples
2. Create a work of art using different media, techniques, and processes to communicate ideas, experiences, and stories by making the following:
 - pinch and/or coil 3-dimensional construction
 - simple contour drawing
 - a work using basic color theory
3. Use art materials and tools in a safe and responsible manner

Assessment: Project

Outcome 2: Students will be able to use knowledge of Elements of Art

Enabling Objectives:

1. Explore and understand the differences among the Elements of Art and how they are used to convey ideas
 - Line
 - Shape
 - Color
 - Space
 - Texture
 - Form
 - Value
2. Use the Elements of Art to communicate visual ideas by creating the following:
 - 2-dimensional artwork
 - 3-dimensional artwork

Assessment: Project

Outcome 3: Students will be able to choose and evaluate a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Experience and understand possible ideas for works of art by looking at a variety of the following:
 - Computer generated images
 - Artist reproductions
 - Photocopies
 - Video/DVD visuals
 - Student and/or teacher example
2. Create an art work by selecting and applying subject matter, symbols, and ideas to communicate meaning.

Assessment: Project

Outcome 4: Students will understand the visual arts in relation to history and cultures.

Enabling Objectives:

1. Discover the relationship between selected historical art and various cultures by viewing and discussing a variety of the following:
 - Computer generated images
 - Art from art books
 - Artists magazines
 - Video/DVD visual
2. Create art work that relates to the particular style of art or culture being observed

Assessment: Project

Outcome 5: Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Enabling Objectives:

1. Compare and contrast the various purposes for creating works of visual arts by exploring the following:
 - Art records the past
 - Art communicates
 - Art shows cultural heritage
 - Art shows religious beliefs
2. Discover how human experiences can influence the development of specific art works

Assessment: Written or oral discussion groups; reports

Outcome 6: Students will make connections between visual arts and other disciplines

Enabling Objectives:

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts.

Assessment: Written or oral presentations

Outcome 7: Students will create art in a responsible manner.

Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

Assessment: Performance

Art 7

Course Description: Seventh grade art is a quarter course in which the elements of art are used to develop an understanding of the principles of design: balance, rhythm, movement, contrast, emphasis, repetition, and unity. Included in this course are two-dimensional and three-dimensional experiences, some of which may be painting, drawing, and sculpture. Students will continue to explore the influences of art from other times and cultures.

Outcome 1: Students will understand and apply media, techniques, and processes

Enabling Objectives:

1. Discuss the differences between materials, techniques, and processes through a variety of the following:
 - demonstrations
 - computer generated images
 - artist reproductions
 - photocopies
 - video/DVD visuals
 - student examples
2. Create a work of art using different media, techniques, and processes to communicate ideas, experiences, and stories by producing:
 - combination pinch, coil, and/or slab clay construction
 - contour, figure, or still life drawing
 - building on color concepts
3. Demonstrate proper use and care of tools and materials.
4. Recognize and incorporate the life skills curriculum: readiness for work, readiness for life-long learning, citizenship
 - appropriate behavior in the work space
 - being prepared for class

Assessment: Project

Outcome 2: Students will use knowledge of Elements of Art and Principles of Design

Enabling Objectives:

1. Understand the Elements of Art and explore the Principles of Design and how they are used to convey ideas.

Elements of Art

- Line
- Shape
- Color
- Space
- Texture
- Form
- Value

Principles of Design

- Balance
- Rhythm
- Movement
- Contrast
- Emphasis
- Repetition
- Unity

2. Use the Elements of Art and Principles of Design to communicate visual ideas by creating:
 - 2-dimensional artwork such as drawing or painting
 - 3-dimensional artwork such as sculpture or pottery

Assessment: Project

Outcome 3: Students will use a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Explore and understand possible content for works of art through books, slides, reproductions, A/V and technology applications
2. Select and use subject matter, symbols, and ideas to communicate meaning

Assessment: project

Outcome 4: Students will understand the visual arts in relation to history and cultures

Enabling Objectives:

1. Identify styles and themes in works of art from historical times and places.
 - Art records the past
 - Art communicates
 - Art shows cultural heritage
 - Art shows religious beliefs
 - Art shows religious beliefs
2. Compare various art careers and the methods of preparing for them.

Assessment: group discussion or written response

Outcome 5: Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Enabling Objectives:

1. Compare and contrast the various purposes for creating works of visual arts by exploring the following:
 - Art records the past
 - Art communicates
 - Art shows cultural heritage
 - Art shows religious beliefs
2. Discover how human experiences can influence the development of specific art works

Assessment: Written or oral discussion groups; reports

Outcome 6: Students will make connections between the visual arts and other disciplines

Enabling Objectives:

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts.

Assessment: group discussion or written response

Outcome 7: Students will create art in a responsible manner.

Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

Assessment: Performance

Art 8 Emphasis

The standards in grade eight focus on the synthesis and application of previously learned concepts. Using traditional and emerging technologies, students are able to apply more complex technical skills as they manipulate the elements of art and the principles of design, art media, and ideas. Students acquire art skills that enable them to make conscious choices of media and techniques for expressive purposes. Students produce works of art that are developed from preliminary ideas and sketches. They compare and contrast art from different world cultures and investigate how context can influence meaning. Students debate the purposes of art, formulate reasoned responses to meaningful art questions, develop their own criteria for making art judgments, and develop a personal aesthetic. The acquisition of these skills enables students to develop a worldview, placing the discipline of art within a broader context, and relating it to other fields of knowledge.

Pottery/Sculpture 8

Course Description: Pottery/Sculpture is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Pottery/Sculpture materials may include, but are not limited to clay, plaster, wood, papier mache, cardboard and wire. Assignments may include pinch, coil and slab clay construction, carving and assemblage.

Outcome 1: Understanding and applying the media, techniques, and processes.

Enabling Objectives:

1. Analyze the differences between materials, techniques, and processes through
 - practice,
 - demonstration,
 - video/DVD visuals
 - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

Assessment: Project or written

Outcome 2: Use knowledge of Elements of Art and Principles of Design to create a 3-dimensional work of art.

Enabling Objectives:

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

Assessment: Project

Outcome 3: Select and apply a range of subject matter, symbols, and ideas.

Enabling Objectives

- 1.. Explore and understand prospective content for works of through:
 - practice,
 - demonstration,
 - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

Assessment: Project

Outcome 4: Understanding the visual arts in relation to history and cultures.

Enabling Objectives:

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

Assessment: Written, oral, project.

Outcome 5: Analyze, interpret, and evaluate their own and others' artwork.

Enabling Objectives:

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

Assessment: Project

Outcome 6: Making connections between visual arts and other disciplines and daily life.

Enabling Objectives:

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

Assessment: Projects, oral, or written

Outcome 7: Students will create art in a responsible manner.

Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect

Assessment: Performance.

Printmaking/Fiber 8

Course Description Printmaking/Fiber is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Printmaking/Fiber skills and techniques to further their cultural and historical visual arts awareness. Printmaking/Fiber materials may include, but are not limited to yarn, jute, linoleum blocks, styrofoam, fabric, stamps and found objects. Assignments may vary from tie-dye, batik, weaving, basket coiling and various printmaking methods.

Outcome 1: Understanding and applying the media, techniques, and processes.

Enabling Objectives:

1. Analyze the differences between materials, techniques, and processes through
 - practice,
 - demonstration,
 - video/DVD visuals
 - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

Assessment: Project or written

Outcome 2: Use knowledge of Elements of Art and Principles of Design to create a 2 or 3-dimensional work of art. .

Enabling Objectives:

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

Assessment: Project

Outcome 3: Select and apply a range of subject matter, symbols, and ideas.

Enabling Objectives

1. Explore and understand prospective content for works of through:
 - practice,
 - demonstration,
 - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

Assessment: Project

Outcome 4: Understanding the visual arts in relation to history and cultures.

Enabling Objectives:

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

Assessment: Written, oral, project.

Outcome 5: Analyze, interpret, and evaluate their own and others' artwork.

Enabling Objectives:

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

Assessment: Project

Outcome 6: Making connections between visual arts and other disciplines and daily life.

Enabling Objectives:

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

Assessment: Projects, oral, or written

Outcome 7: Students will create art in a responsible manner.

Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

Assessment: Performance

Painting 8

Course Description: Painting is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of Painting skills and techniques to further their cultural and historical visual arts awareness. Painting materials may include, but are not limited to oil pastels, watercolor, tempera and acrylic paints. Assignments may vary from still life, portraits, landscapes, perspective, and creative compositions.

Outcome 1: Understanding media, techniques, and processes

Enabling Objectives:

1. Identify a variety of media: drawing, painting, sculpture, architecture, and current media
2. Demonstrate understanding of techniques and processes specific for each media
3. Analyze what makes them effective or not effective in communicating ideas

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of Elements and Principles of Art

Enabling Objectives:

1. Demonstrate understanding of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Identify and analyze the elements and principles of art as used by artists to communicate their ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Identify and analyze visual and spatial concepts to communicate intended meaning in selected artworks
2. Demonstrate understanding of subjects, themes, and symbols as applied to historical and cultural concepts

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Know and compare the characteristics of artworks in various eras and cultures
2. Describe and place a variety of art objects in historical and cultural contexts
3. Differentiate among a variety of art in terms of style and purpose

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of the work of others

Enabling Objectives:

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to art works from various eras and cultures

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts

Assessment: Project, Presentation, and/or Critique

Outcome 7: Students will create art in a responsible manner.

Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

Assessment: Performance

Drawing 8

Course Description Drawing is a quarter elective course designed to further involve students with the Elements of Art and Principles of Design. Students will concentrate on a variety of drawing skills and techniques to further their cultural and historical visual arts awareness. Drawing materials may include, but are not limited to, pencils, pen and ink, oil pastels, chalk and charcoal. Assignments may vary from still life, portraits, landscapes, perspective, and creative compositions

Outcome 1: Understanding and applying the media, techniques, and processes.

Enabling Objectives:

1. Analyze the differences between materials, techniques, and processes through
 - practice
 - demonstration
 - video/DVD visuals
 - technology applications
2. Take advantage of the qualities and characteristics of media, techniques, and processes to enhance the visual creation of their experiences and ideas.

Assessment: Project or written

Outcome 2: Use knowledge of Elements of Art and Principles of Design to create a 2 or 3-dimensional work of art.

Enabling Objectives:

1. Select and use the Elements of Art and the Principles of Design to improve communication and expression of ideas.
2. Create works of art the use the Elements of Art and the Principles of Design to communicate and express ideas.

Assessment: Project

Outcome 3: Select and apply a range of subject matter, symbols, and ideas.

Enabling Objectives

- 1.. Explore and understand prospective content for works of through:
 - practice
 - demonstration
 - video/DVD visuals
2. Create art through selecting and using appropriate subject matter, symbols and ideas to communicate meaning.
3. Apply subjects, symbols, and ideas in their art works and use the skills gained to solve problems in daily life.

Assessment: Project

Outcome 4: Understanding the visual arts in relation to history and cultures.

Enabling Objectives:

1. Compare and contrast the characteristics of art works in relation to history and cultures.
2. Examine specific works of art as belonging to particular cultures, times and places.
3. Analyze, describe, and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

Assessment: Written, oral, project.

Outcome 5: Analyze, interpret, and evaluate their own and others' artwork.

Enabling Objectives:

1. Understand that people may respond in different and equally valid ways to specific art works.
2. Identify possible improvements in the process of creating their own work.
3. Evaluate the quality and effectiveness of their own and others' work by using specific criteria.
4. Compare a variety of individual responses to their own art works

Assessment: Project

Outcome 6: Making connections between visual arts and other disciplines and daily life.

Enabling Objectives:

1. Compare the relationships between the visual arts and other disciplines.
2. Understand that similarities exist between the visual arts and other disciplines.
3. Describe how the visual arts are used in the world around us and how they are part of our everyday life.
4. Create art work that reflects the connections among visual arts and other disciplines.

Assessment: Projects, oral, or written

Outcome 7: Students will create art in a responsible manner.

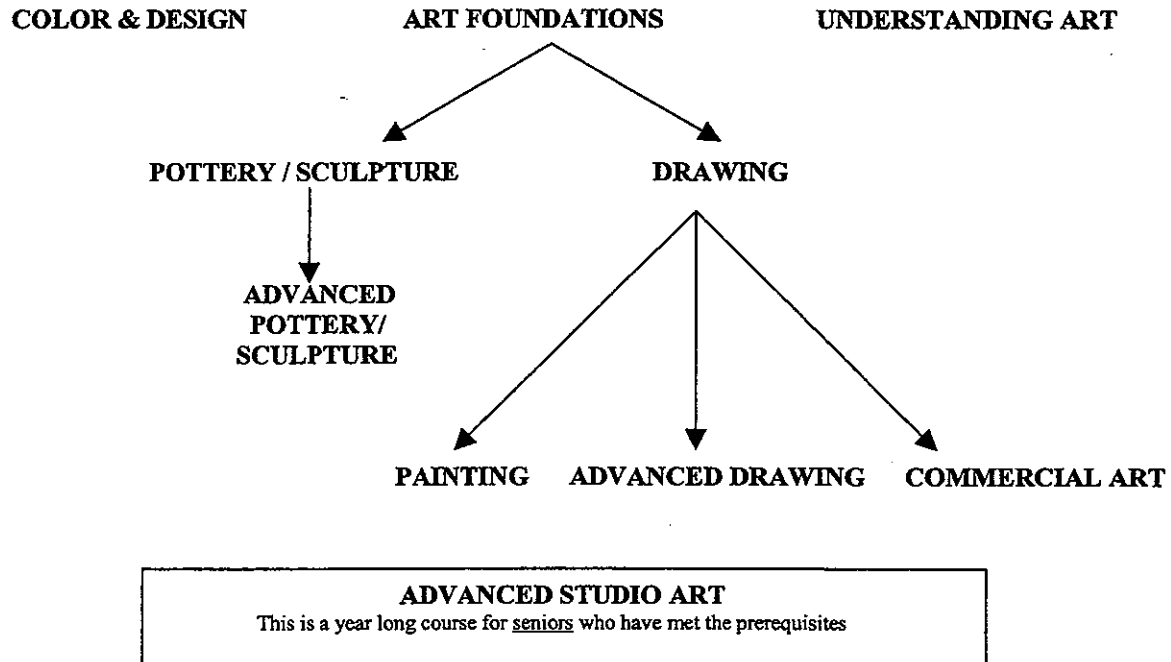
Enabling Objectives:

1. Be able to use materials appropriately and safely.
2. Appreciate the creativity of others.
3. Be able to clean up when finished creating art.
4. Be able to create art in keeping with the accepted standards of decency and respect.

Assessment: Performance

ART

The following diagram provides a general program sequence in this discipline.



Understanding Art

Course Description: Understanding Art is a non-production art class that will investigate the many roles of the visual arts and artists through historical, cultural, and social contexts. This course is offered to ninth through twelfth grade students. It satisfies the fine arts graduation requirement. It is not a prerequisite for any other art course.

Outcome 1: Understanding media, techniques, and processes

Enabling Objectives:

1. Identify a variety of media: drawing, painting, sculpture, architecture, and current media
2. Demonstrate understanding of techniques and processes specific for each media
3. Analyze what makes them effective or ineffective in communicating ideas

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of Elements and Principles of Art

Enabling Objectives:

1. Demonstrate understanding of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Identify and analyze the elements and principles of art as used by artists to communicate their ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Identify and analyze visual and spatial concepts to communicate intended meaning in selected artworks
2. Demonstrate understanding of subjects, themes, and symbols as applied to historical and cultural concepts

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Know and compare the characteristics of artworks in various eras and cultures: Non-Western Art, Prehistoric Art, Ancient Civilizations, Renaissance, Late 19th century Art, 20th Century Art
2. Describe and place a variety of art objects in historical and cultural contexts
3. Differentiate among a variety of art in terms of style and purpose

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of the work of others

Enabling Objectives:

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to art works from various eras and cultures

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which concepts and subject matter of other disciplines are interrelated with the visual arts

Assessment: Project, Presentation, and/or Critique

Color and Design

Course Description: Color and Design is a semester course giving the student an opportunity to explore the expressive qualities of color and design. Students will work with the Elements of Art and the Principles of Design. Projects will involve two-dimensional and three-dimensional media and materials. This course satisfies the fine arts graduation requirement.

Prerequisites: None

Outcome 1: Understanding and applying media, techniques, and processes

Enabling Objectives:

1. Experiment with a variety of media: pencil, marker, colored pencil, tempera paint, acrylic paint, watercolor, clay, wood, printmaking, fiber and textile materials
2. Demonstrate understanding of techniques and processes specific for each media, such as color, color theory, two and three-dimensional design, and surface design
3. Analyze what makes them effective or ineffective in communicating ideas
4. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Demonstrate understanding of the elements and principles of art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety)
2. Investigate the expressive qualities of color and its relationship with design
3. Select and use the elements and principles of art to improve communication of their ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Select and use subject matter, symbols, and ideas to communicate meaning. Areas of study may include but not be limited to the following: pop-art, abstract, non-objective, naturalistic studies, applied arts.
2. Understand the use of subjects, themes, and symbols in art

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Identify the characteristics of artworks in various eras and cultures
2. Demonstrate how history, culture, and the visual arts can influence each other

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Identify reasons for creating works of art
2. Objectively critique their own artworks
3. Effectively discern qualities in the work of other artists

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Describe ways in which the principles and subject matter of other disciplines are interrelated with the visual arts

Assessment: Project, Presentation, and/or Critique

Art Foundations

Course Description: This course enables students to communicate ideas through a variety of media, materials, and techniques. Students will explore both two-dimensional and three-dimensional art forms. In addition to art production, students will use a variety of learning strategies to aid the comprehension of course material. These will include reading, analyzing, and responding.

Prerequisites: None

Outcome 1: Understanding and applying media, techniques, and processes.

Enabling Objectives:

1. Identify and demonstrate sufficiency in a variety of media: pencil, marker, colored pencil, tempera paint, oil pastels, chalk pastels, clay, watercolor, printmaking
2. Demonstrate understanding of techniques and processes specific for each media, for example, color and color theory, observational studies, perspective, and 3-D design
3. Analyze what makes art effective or not effective in communicating ideas
4. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process
5. Understand color and color theory, observational studies, perspective, 3-D design

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Demonstrate understanding of the elements and principles of art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety)
2. Select and use the elements and principles of art to improve communication of their ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Integrate visual and spatial concepts to communicate intended meaning in their artwork
2. Use subjects, themes, and symbols to demonstrate knowledge of context, values, and aesthetics: portrait, self-portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Know and compare the characteristics of artworks in various eras and cultures
2. Describe and place a variety of art objects in historical and cultural contexts

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Compare multiple reasons for creating works of art
2. Describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context
2. Describe ways in which principles and subject matter of other disciplines are interrelated with the visual arts

Assessment: Project, Presentation, and/or Critique

Drawing

Course Description: Drawing is a semester course designed to give students an introduction to techniques in drawing and media usage. Projects will include observational studies, drawing approaches, and shading techniques in a variety of media. In addition to art production, students may use a variety of learning strategies including reading, responding, and analyzing to develop an understanding of course material.

Prerequisites: Art Foundations

Outcome 1: Understanding and applying media, techniques, and processes.

Enabling Objectives

1. Apply media, techniques, and processes such as pencil, marker, colored pencil, pastel, scratchboard, printmaking, charcoal, pen and ink, conte with sufficient skill, confidence, and creativity that their intentions are carried out in their artworks.
2. Demonstrate proficiency in the following: observational study, line study, value study, and perspective.
3. Communicate ideas at an intermediate level of effectiveness.
4. Analyze what makes their artwork effective or ineffective in communicating ideas.
5. Develop attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process.

Assessment: Project, Presentation, or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Identify and analyze the elements and principles in artworks: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Create solutions to specific visual art problems.
3. Demonstrate competence in the use of the elements and principles of art.

Assessment: Project, Presentation, or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Reflect on how artworks differ visually, spatially, and functionally, and describe how these are related to history and culture
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to problem solve. The subject matter may include : portrait, self portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre

Assessment: project, Presentation, or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Differentiate and link historical and cultural influences in artworks.
2. Describe the function and explore the meaning of specific art objects.
3. Analyze relationships of works of art to one another.

Assessment: Project, Presentation, or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Identify intentions of those creating artworks.
2. Explore the implications of various purposes and justify those purposes through the use of the art criticism approach.

Assessment: Project, Presentation, or Critique

Outcome 6:

Making connections between visual arts and other disciplines.

Enabling Objectives:

1. Compare characteristics of the visual arts with those of other art disciplines.
2. Compare ideas, issues, or themes among artworks and other disciplines.

Assessment: Project, Presentation, or Critique

Advanced Drawing

Course Description: This course is designed to give the student an advanced experience in drawing techniques, composition, and media development. Advanced Drawing gives the student additional experience in observational studies, as well as in drawing approaches and shading techniques in a variety of media.

Prerequisites: Drawing

Outcome 1: Understanding and applying media, techniques, and processes.

Enabling Objectives:

1. Solve challenging drawing problems using intellectual skills such as analysis, synthesis and evaluation
2. Demonstrate at an advanced level the following: observational study and perspective
3. Communicate ideas at an advanced level of effectiveness
4. Develop attributes such as self-discipline, collaborative spirit, and perseverance necessary to the creative process

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Create solutions to specific drawing problems
2. Demonstrate competence in the use of the Elements and Principles of Art: line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
2. Study sources for content and the manner in which subject matter, symbols, and images are used in the students' work and in significant work by others
3. Areas of study may include the following: observational, imaginative, recall, reflective, perspective, figurative, expressive
4. Introduction to portfolio development with emphasis on development of an individual style

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Analyze and interpret art works for relationships among form, context, purposes, and critical models
2. Analyze common characteristics of visual arts evident across time and among cultures

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Correlate responses to visual art with various techniques for communicating meaning, ideas, attitudes, view, and intentions
2. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
3. Correlate relationships of art to its historical and cultural contexts

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, and/or the sciences

Assessment: Project, Presentation, and/or Critique

Pottery and Sculpture

Course Description: Pottery and Sculpture is a semester course in which students will explore a variety of hand-built and sculptural techniques. Introduction to the potter's wheel is covered as well as simple glaze methods. In addition to art production, students may use a variety of strategies including reading, responding and analyzing to develop the understanding of course material.

Prerequisites: Art Foundations

Outcome 1: Understanding and applying media, techniques, and processes

Enabling Objectives:

1. Apply understanding of techniques and processes specific to clay and other three-dimensional media. Processes to be covered include handbuilding (pinch, coil, slab), wheel throwing, and sculpture.
2. Identify and demonstrate proficiency in a variety of surface decoration
3. Analyze what makes artwork effective or ineffective in communicating ideas
4. Continue to pursue attributes such as self-discipline, collaborative spirit, and perseverance, necessary to the creative process

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Evaluate the effectiveness of the Elements and Principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) to improve communication of ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objective:

1. Reflect on how visual and spatial concepts communicate intended meaning in artwork
2. Apply subject, symbols, and ideas in their artwork and use the skills gained to solve problems through wheel thrown pieces, hand-built pieces, and sculptural works

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Differentiate among a variety of historical and cultural contexts in artworks
2. Describe the function and explore the meaning of specific art objects within varied cultures, times, and places

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Identify intentions of those creating artworks
2. Explore the implications of various purposes and justify those purposes through the use of Art Criticism Approaches such as description, analysis, interpretation, and evaluation

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare characteristics of visual arts within a particular historical period or style
2. Compare ideas, issues, or themes within artworks

Assessment: Project, Presentation, and/or Critique

Resources:

Advanced Pottery and Sculpture

Course Description: This is a semester course that involves advanced three-dimensional work. Students learn advanced handbuilding and further development on the potter's wheel, as well as more complex glaze application and surface decoration. In addition to art production, students may use a variety of strategies including reading, responding, and analyzing to aid in the understanding of course material.

Prerequisites: Art Foundations and Pottery

Outcome 1: Understanding and applying media, techniques, and processes

Enabling Objectives:

1. Exhibit greater artistic competence in techniques and processes specific to clay media and other three-dimensional media. Processes to be covered include handbuilding (pinch, coil, slab), wheel throwing, and sculpture
2. Identify and demonstrate advanced skill in a variety of surface decoration
3. Communicate ideas regularly at a high level of effectiveness
4. Continue to pursue attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of Elements and Principles of Art

Enabling Skills:

1. Articulate the effectiveness of the Elements and Principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) to improve communication of ideas
2. Create multiple solutions to specific visual arts problems

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Describe the origins of specific images and ideas and explain why they are of value in art
2. Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used
3. Introduce portfolio development with emphasis on development of an individual style

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Analyze and interpret artworks for relationships
2. Analyze common characteristics of visual arts evident across time and among cultures

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare characteristics of visual arts within a particular historical period or style
2. Compare ideas, issues or themes within the visual art and selected other art disciplines, for example humanities and/or the sciences

Assessment: Project, Presentation, and/or Critique

Painting

Course Description: Painting is a semester course designed to give students an introduction to techniques in painting and media usage. Students will develop an understanding of realistic, abstract, and non-objective painting styles. They will also familiarize themselves with famous works of art and artists. In addition to art production, students may use a variety of learning strategies including reading and writing to aid in the understanding of course material.

Prerequisites: Art Foundations and Drawing I

Outcome 1: Understanding and applying media, techniques, and processes

Enabling Objectives:

1. Apply media, techniques, and processes with proficient skill, confidence, and creativity in acrylic, watercolor, pastel, and/or tempera.
2. Demonstrate proficiency in the approaches to realism, abstraction, and non-objective art.
3. Communicate ideas at an advanced level of effectiveness.
4. Analyze what makes their artwork effective or ineffective in communicating ideas.
5. Demonstrate attributes such as self-discipline, collaborative spirit, and perseverance, necessary to the creative process.

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Identify and analyze the elements and principles (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) in paintings.
2. Create solutions to specific visual art problems
3. Demonstrate competence in the use of the elements and principles of art.

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Reflect on how artworks differ visually, spatially, and functionally, and describe how these are related to history and culture.
2. Apply subjects, symbols, and ideas in their artworks and use the skills gained to problem solve. Subject Matter may include but not be limited to portrait, self-portrait, still life, landscape, abstract, non-objective, social comment, animal, political, historical/cultural, narrative, literary, figurative, genre.

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Differentiate and link historical and cultural influences in artworks.
2. Describe the purpose and explore the meaning of specific paintings.
3. Analyze relationships of works of art to one another.

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Analyze and interpret the intentions of various paintings.
2. Explore the concepts of various styles such as Realism, Cubism, Impressionism, Abstraction, Expressionism, Surrealism and integrate those concepts into their own personal style of painting

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Compare characteristics of the visual arts with those of other art disciplines.
2. Compare ideas, issues, or themes among artworks and other disciplines

Assessment: Project, Presentation, and/or Critique

Commercial Art

Course Description: Commercial Art is designed to develop an awareness and appreciation for all the numerous aspects of graphic design and advertising. It will involve the student in the essential areas of typography, layout, design, and illustration. Computer graphics will be included.

Prerequisites: Drawing

Outcome 1: Understanding and applying media, techniques, and processes

Enabling Objectives:

1. Apply understanding of techniques and processes of typography, layout, design and illustration, including career exploration.
2. Identify and demonstrate proficiency in a variety of commercial art media including, but not limited to, 2d media, electronic and digital media, concurrent with industry standards, if possible
3. Analyze what makes art effective or ineffective in communicating ideas
4. Continue to pursue attributes such as self-discipline, collaborative spirit, and perseverance necessary to the creative process

Assessment: Project, Presentation, and/or Critique

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Apply understanding of the Elements and Principles of Art : line, shape, form, type, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety
2. Evaluate the effectiveness of the Elements and Principles of Art to improve communication of ideas

Assessment: Project, Presentation, and/or Critique

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Reflect on how visual and spatial concepts communicate intended meaning in print media and graphic design
2. Apply subject, symbols, and ideas in presentations and use the skills gained to solve creative problems in visual communication

Assessment: Project, Presentation, and/or Critique

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Differentiate among a variety of historical and cultural contexts in visual communications
2. Describe the function and explore the development of graphic design within varied cultures, times, and places

Assessment: Project, Presentation, and/or Critique

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Identify intentions of those creating visual communications
2. Explore the implications of various purposes, and justify those purposes through the use of Art Criticism Approaches such as description, analysis, interpretation, and evaluation

Assessment: Project, Presentation, and/or Critique

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Identify characteristics of visual arts within a particular historical style
2. Compare ideas, issues, or themes within visual communication

Assessment: Project, Presentation, and/or Critique

Advanced Studio Art

Course Description: This is an intensive yearlong studio art class designed for the serious art student. Students will complete assigned projects each semester following the specific art curriculum. Artwork will be compiled into an individual portfolio. The portfolio can be used for possible submission to art schools or universities. Students must have permission granted only by an art instructor.

Prerequisites: Drawing, Advanced Drawing, plus two other offerings in the visual arts

Outcome 1: Understanding and applying media, techniques, and processes.

Enabling Objectives:

1. Communicate ideas regularly in a 2 and 3-dimensional media at an advanced level of effectiveness in the following: observational study, art styles, career/school exploration, and portfolio development.
2. Initiate, define, and solve challenging visual arts problems independently, using intellectual skills such as analysis, synthesis, and evaluation
3. Continue to pursue attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the creative process

Assessment: Project, Presentation, Critique, Portfolio

Outcome 2: Using knowledge of the Elements and Principles of Art

Enabling Objectives:

1. Demonstrate the ability to compare two or more perspectives about the use of the Elements and principles of Art (line, shape, form, color, value, texture, space, unity, balance, repetition, rhythm/movement, emphasis, contrast, variety) and to defend personal evaluation of these perspectives
2. Create multiple solutions to specific visual art problems that demonstrate competence in producing effective relationships between elements and principles

Assessment: Project, Presentation, Critique, Portfolio Development

Outcome 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Enabling Objectives:

1. Describe the origins of specific images and ideas and explain why they are of value in their artwork and the work of others
2. Evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant work by others

Assessment: Project, Presentation, Critique, Portfolio

Outcome 4: Understanding the visual arts in relation to history and cultures

Enabling Objectives:

1. Analyze and interpret art works for relationships among form, context, purposes, and critical models
2. Analyze common characteristics of visual arts evident across time and among cultures

Assessment: Project, Presentation, Critique, Portfolio

Outcome 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Enabling Objectives:

1. Correlate responses to visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions
2. Reflect analytically on various interpretations as a means for understanding and evaluating works of visual art
3. Correlate relationships of art to its historical and cultural contexts

Assessment: Project, Presentation, Critique, Portfolio

Outcome 6: Making connections between visual arts and other disciplines

Enabling Objectives:

1. Synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

Assessment: Project, Presentation, Critique, Portfolio

AGENDA SUMMARY SHEET

AGENDA ITEM: Music Framework

MEETING DATE: June 16, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Music Framework

Courses include level/course outcomes, enabling objectives (skills and content), and recommended assessment methodologies for each course. Materials selection will occur next year.

ACTION DESIRED: APPROVAL X

BACKGROUND: The Music Framework has been in the MEP process for two years. All courses take into consideration district direction and National Standards. The framework addresses developing an understanding and appreciation of music.

RECOMMENDATIONS: Recommend approval of the Music Framework.

TIMELINE: Implementation was developed to allow for adequate materials selection and staff development. Acquisition of texts and materials will be addressed during the next two years of implementation.

RESPONSIBLE PERSON: Dr. Judy Porter and Liz Olson

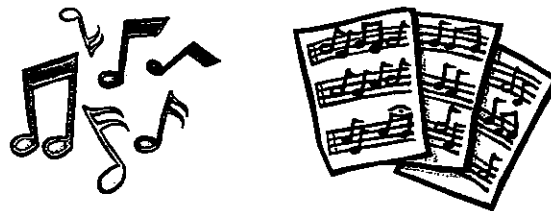
ASSOCIATE SUPERINTENDENT APPROVAL

Martha Bruckner

BOARD ACTION:

Music Framework

4-12



June 2003

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PREFACE

The Millard Public Schools 6-12 Music staff has completed the framework writing phase of the curriculum cycle. In this phase, the staff has identified the direction for music curriculum and instruction in the future. The framework will form the theoretical base for writing curriculum guides in the next phase of the curriculum cycle. These curriculum guides will provide course by course descriptions of how the outcomes, assessments, and enablers contained in the framework will be translated into classroom practice. The curriculum guides will also specify how the materials menu will be used to facilitate instruction.

Music teachers from all secondary buildings participated in the development of the framework, providing a representative cross-section of the department. The participants in the framework development process include the following:

Staff Members

Antoinette Lovejoy, AMS
Dorothy Jacobi, AMS
Amy Nunamaker, BMS
Jody Lindquist, BMS
Patti Clifton, BMS
Monica Jones-Cox, CMS
Ann Davis, CMS
Angela Brandt, KMS
Jamie Switzer, KMS
Camille Hinz, KMS
Laura Kracl, NMS
Debbie Jenkins, NMS
Janet Newlin, RMS
Cindy Nabity, MNHS

Matt Sheppard, MNHS
Debra Martinez, MNHS
Tim Marsden, MSHS
Rex Barker, MSHS
Darren Myers, MSHS
Joel Johnston, MWHS
John Keith, MWHS
Patty Ritchie, MWHS
Lynn Truman, Sandoz
Michelle Hall, Willowdale
Jerry Johnson, Disney
Dave McElroy, Ackerman
Shirley Cleveland, Willowdale

INTRODUCTION

The Music Framework is designed to encourage the development of the whole student: individuals who are critical thinkers, self-directed learners, effective communicators, and cooperative, productive members of a group. Staff members have aligned the proposed framework with the National Music Standards.

National Standards for Music:

Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

Students

- a. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. Sing music written in four parts with and without accompaniment
- c. Demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

Students

- a. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- b. Sing music written in more than four parts
- c. Sing in small ensembles with one student on a part

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

Achievement Standard, Proficient:

Students

- a. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. Perform in small ensembles with one student on a part

Achievement Standard, Advanced:

Students

- a. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

Students

- a. **Improvise stylistically appropriate harmonizing parts**
- b. **Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys**
- c. **Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality**

Achievement Standard, Advanced:

Students

- a. **Improvise stylistically appropriate harmonizing parts in a variety of styles**
- b. **Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality**

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

Students

- a. **Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect**
- b. **Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music**
- c. **Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources**

Achievement Standard, Advanced:

Students

- a. **Compose music, demonstrating imagination and technical skill in applying the principles of composition**

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

Students

- a. **Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used**
- b. **Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6**

Achievement Standard, Advanced:

Students

- a. **Demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs**
- b. **Interpret nonstandard notation symbols used by some 20th century composers**
- c. **Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6**

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:
Students

- a. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. Demonstrate extensive knowledge of the technical vocabulary of music
- c. Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:
Students

- a. Demonstrate the ability to perceive and remember music events by describing in detail significant events (*e.g.*, fugal entrances, chromatic modulations, developmental devices) occurring in a given aural example
- b. Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
- c. Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:
Students

- a. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:
Students

- a. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:
Students

- a. Explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- b. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- c. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (*e.g.*, language arts: compare the ability of music and literature to convey images, feelings, and meanings; physic: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound)

Achievement Standard, Proficient:

Students

- a. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- b. Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts (*e.g.*, creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers)

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

Students

- a. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. Identify sources of American music genres (*e.g.*, swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them
- c. Identify various roles (*e.g.*, entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

Students

- a. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- b. Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

The proposed framework identifies the outcomes and enabling skills that are necessary for developmentally and conceptually appropriate curriculum.

Glossary
MENC Performance Standards for Music

Classroom instruments. Instruments typically used in the general music classroom including, for example, recorder-type instruments, chorded zithers (e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments

Elements of music. Pitch, rhythm, harmony, dynamics, timbre, texture, form

Expression, expressive, expressively. With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland)

Level of difficulty. For purposes of these standards, music is classified into six levels of difficulty:

Level 1 - Very easyEasy keys, meters, and rhythms; limited ranges

Level 2 - EasyMay include changes of tempo, key, and meter; modest ranges

Level 3 - Moderately easy.....Contains moderate technical demands, expanded ranges, and varied interpretive requirements

Level 4- Moderately difficult Requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys

Level 5 – Difficult.....Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements

Level 6 - Very difficultSuitable for musically mature students of exceptional competence

MIDI (Musical Instrument Digital Interface). Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers

Style. The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.

MILLARD ESSENTIAL LEARNER OUTCOMES

• CITIZENSHIP • COMMUNICATION SKILLS • CONSUMER ECONOMICS

• GOAL SETTING AND LIFE-LONG LEARNING

• HUMAN RELATIONS • MATHEMATICS • REASONING • SCIENCE • SOCIAL STUDIES • TECHNOLOGY • VISUAL, PERFORMING AND LITERARY ARTS • WELLNESS •

ACADEMIC SKILLS AND APPLICATIONS

LIFE SKILLS AND PERFORMANCES

Students will demonstrate proficiency on these ten indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 205 credits for the classes of 2002 and 2003 and 225 credits for the class of 2004 and beyond, is used for diploma granting or denial.

COMMUNICATION SKILLS (Reading and Writing)

- Demonstrates competencies in reading (including phonics) and writing
- Adjusts style, medium, tone and message to intended audience and purpose
- Employs grammar, usage, mechanics and spelling strategies appropriately

MATHEMATICS

- Demonstrates competencies in essential arithmetic, algebraic and geometric concepts
- Demonstrates the use of probability and statistics
- Uses appropriate mathematics to solve problems

SCIENCE

- Understands major scientific concepts and applies the scientific method
- Demonstrates competencies in earth, physical, life and space sciences

SOCIAL STUDIES

- Demonstrates understanding of structure, operations and relationships between local and state, national and international governments
- Demonstrates practical knowledge of history, economics and geography

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

COMMUNICATION SKILLS

- Reads, listens, writes and speaks to gain and use information
- Reads, listens, writes and speaks to gain insight into self and others

CONSUMER ECONOMICS

- Demonstrates skills in managing money
- Makes sound financial choices by using appropriate resources

HUMAN RELATIONS

- Understands ethnic differences

MATHEMATICS

- Uses a variety of technological resources to solve mathematical problems

TECHNOLOGY

- Obtains information and organizes it successfully
- Conveys information using technology

VISUAL, PERFORMING AND LITERARY ARTS

- Evaluates the quality of a piece of art through appropriate criteria
- Reads and listens to a variety of literature, media and resources for a variety of purposes

WELLNESS

- Evaluates the impact of addictive substances and behaviors
- Has essential knowledge of human growth and development
- Understands dietary and nutrition needs
- Identifies the values of physical activity and its contributions to a healthy lifestyle
- Demonstrates self-respect

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

READINESS FOR WORK

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

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

Revised: Strategic Planning
December 5, 1996

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

Rule Adopted: May 3, 1999
Revised: June 18, 2001

Millard Public Schools
Omaha, Nebraska

PHILOSOPHY STATEMENT

MUSIC

Music education is essential for every child. Music education provides unique aesthetic, creative, and academic experiences that integrate all areas of learning. The skills, knowledge, and habits acquired in the study of music develop important life skills, enriching student lives now and in their future personal and professional endeavors. Millard Public Schools will provide a comprehensive music curriculum, adequate instructional time, and qualified teachers to meet the needs and capacities of all students, at all grade levels.

DIFFERENTIATION

Differentiation is essential for all learners' success. Students come to the Music Education setting with multiple levels of motor and psycho-motor ability. The use of differentiation allows each child to operate at their optimal level. Recognizing and meeting these individual needs will further benefit maximum learning and transfer of knowledge. In the Music Education setting, the teacher will find it necessary to adapt enabling skills in order to meet individual student abilities, especially those students that are mainstreamed from the Special Education program or identified as High Ability Learners.

Music teachers will make a conscious use of differentiation strategies by continuing to pursue and apply information and materials related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

In addition, music classrooms can create opportunities that address student strengths in each area identified as multiple intelligences. Examples of the application of each intelligence include the following:

Logical/Mathematical	Draw a note value pyramid Describe a pattern in a piece of music
Body/Kinesthetic	March and play Clap and tap rhythms
Spatial	Draw scales Notating music
Interpersonal	Cooperative work Group performance
Intrapersonal	Set goals Interpret music Assess aesthetic value of music
Linguistic	Written work Concert reviews Theory worksheets Describe music
Musical	Perform a music selection Interpret a musical selection
Naturalist	Marching band

SUGGESTED REFERENCES

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FIFTH GRADE BEGINNING BAND

Course Description: Fifth grade band is an introductory instrumental music course. This year long course is designed to begin an elementary student on a band instrument that is complementary to the physical make-up of the student and in response to the results of the fourth grade music assessment. Students will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major scales, use of key signatures, counting systems, fundamentals of music theory, tone production, breath control, articulation, and the importance of practicing for improvement. Students are required to turn in practice records and also to perform at all concerts. Students will meet in homogeneous instrument groups (e.g., flute, trumpet, percussion) a minimum of twice per week.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music

Enabling Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Recognize characteristic concert scales/rudiments
 - Major (B^b, E^b F)
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9 Stroke Roll
 - Rudimental (Double Stroke Long Roll)
 - Flam
 - 5 Stroke Roll
 - 17 Stroke Roll
4. Read, Count, and Perform
 - Notes and respective rests: whole, half, quarter, eighth, dotted half, dotted quarter
 - Time Signatures: 2/4, 3/4, 4/4 (Common)
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using proper tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in the concert keys of B^b, E^b, F
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
3. Identify and play time signatures
 - 2/4, 3/4, 4/4 (Common)
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability (*Standard of Excellence, Book I*)
5. Recognize and perform phrasing using breath marks

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression.

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

1. Demonstrate knowledge of the following in their analysis of music:
 - Texture
 - Melody
 - Rhythm
 - Intervals
 - Style
 - Form
 - Harmony
 - Timbre
 - Dynamics
 - Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Discussion

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Identify similarities and differences in the meanings of common terms used in the various arts
2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Describe in simple terms how elements of music are used in music examples from various cultures of the world
2. Describe the origin and history of compositions

Assessment: Students will describe music in relation to history and culture

Outcome 7: Compose and arrange music within specified guidelines

Enabling Objectives:

1. Draw the notes, rests, and musical symbols previously introduced
2. Complete a given melody by filling in the missing notes
3. Compose an ending to a given melody

Assessment: Students will complete the composition requirement in the district method book or other specified materials

SIXTH GRADE INTERMEDIATE BAND

Course Description: Sixth grade band is a continuation of the instrumental music studies begun in 5th grade. In addition to improving individual playing skills, students will begin to learn group playing techniques. Every band student will learn proper rehearsal behavior (attentiveness, respect, good posture, etc.), three major and three minor scales the chromatic scale, fundamentals of music theory, tone production, breath control, and the importance of practicing for improvement. Percussionists will also learn twelve rudiments. Band is a graded course. Students are required to turn in weekly practice records and perform at all scheduled concerts. Students will meet a minimum of twice per week all year.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, F), Relative Natural Minor, Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Drag
4. Read, Count, and Perform
 - Notes and respective rests: whole, half, quarter, eighth, dotted half, dotted quarter, sixteenth
 - Time Signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in the Concert keys of Major (B^b, E^b, F), Relative Natural Minor, Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
3. Identify and play time signatures
 - 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability (*Standard of Excellence, Book II*)
5. Recognize and perform phrasing using the following:
 - breath marks
 - 4-bar phrases

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

Demonstrate knowledge of the following in analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Discussion

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Identify similarities and differences in the meanings of common terms used in the various arts
2. Identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures
3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Students will describe music in relation to history and culture

Outcome 7: Compose and arrange music within specified guidelines

Enabling Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose an variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

BAND 7

Course Description: Seventh Grade Band is a yearlong course open to students who have successfully completed the objectives of sixth grade band or the equivalent, possess a desire to play band literature, and improve their level of musical performance. Students will continue learning basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of five major scales, five minor scales, and the chromatic scale. Percussionists are also required to learn a minimum of fifteen (15) rudiments. Band is a graded course that meets daily. Students are required to turn in home practice/assignment cards and perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Drag
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - 7-Stroke Roll
4. Read, Count, and Perform
 - Notes and respective rests:

whole	dotted quarter
half	sixteenth
quarter	dotted eighth/sixteenth
eighth	triplet
dotted half	
 - Time Signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8

5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in the Concert major keys (Bb, Eb, Ab, F, C), Relative Natural Minor, 2-octave chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triplet
3. Identify and play time signatures: 2/4/, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 1-2 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 1-2

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
 - Melody
 - Rhythm
 - Intervals
 - Style
- Form
 - Harmony
 - Timbre
 - Dynamics
 - Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures

3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Students will describe music in relation to history and culture

Outcome 7: Compose and arrange music within specified guidelines

Enabling Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose an variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

Outcome 8: Improvisation

Enabling Objectives:

1. Improvise short melodies and variations, unaccompanied and accompanied each in a consistent style, meter, and tonality.

Assessment: Students will perform short improvised melodies

BAND 8

Course Description: Eighth Grade Band is a yearlong course open to students who have successfully completed the objectives of seventh grade band or the equivalent, possess a desire to play advanced band literature, and improve their level of musical performance. Students will continue learning basic music skills: music theory, notation, sight-reading, rehearsal procedures, and the importance of practicing for improvement. Students are required to learn a minimum of seven major scales, seven minor scales, and the chromatic scale. Percussionists are also required to a minimum of eighteen (18) rudiments. Band is a graded course that meets daily. Students are required to turn in home practice/assignment cards and perform at all scheduled concerts. Additional opportunities such as solo/ensemble clinics and honor bands exist for students at this level.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (Bb, Eb, Ab, F, C, Db, G), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Triple Ratamacue
 - Drag
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - Double Ratamacue
 - Flam Paradiddle-diddle
 - 7-stroke Roll
4. Read, Count, and Perform the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter

- sixteenth
- dotted eighth/sixteenth
- triplet

- Time Signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8

5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in the Concert major keys of B^b, E^b, A^b, F, C, D^b, G; Relative Natural Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 2-3 on a scale of 1 – 6
5. Recognize and perform phrasing appropriate to literature grades 2-3

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objective:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
2. Evaluate the quality and effectiveness of their own and others' performance and compositions and evaluate arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
2. Identify and describe roles of musicians in various music settings and cultures
3. Demonstrate audience behavior appropriate for the context and style of music performed
4. Describe the origin and history of compositions

Assessment: Students will describe music in relation to history and culture

Outcome 7: Compose and arrange music within specified guidelines

Enabling Objectives:

1. Draw the notes, rests, and musical symbols introduced in the pieces studied
2. Compose an ending to a given melody
3. Compose an variation on a given melody
4. Complete a given melody by filling in the missing notes

Assessment: Students will complete the composition requirement in the district method book or other specified materials

Outcome 8: Improvisation

Enabling Objectives:

1. Improvise short melodies and variations, unaccompanied and accompanied each in a consistent style, meter, and tonality.

Assessment: Students will perform short improvised melodies

CONCERT BAND

Course Description: Concert Band is a yearlong course open to students who have completed the previous year of band (and/or an audition with the director) and have an interest in band music literature.

All students registered for Concert Band will also participate in Marching Band and Pep Band. Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Concert Band rehearsals will begin at the conclusion of the marching season. Additional rehearsals will need to be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos, and honor groups. Emphasis will be on developing instrumental techniques and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, D^b, G, D, A), Relative Natural Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - Single Paradiddle
 - Flam Tap
 - 9-Stroke Roll
 - Flam Accent # 1
 - Flam Accent # 2
 - Double Paradiddle
 - Triple Ratamacue
 - 7-Stroke Roll
 - Rudimental (Double Stroke Long) Roll
 - Flam
 - 5-Stroke Roll
 - 17-Stroke Roll
 - Flam Paradiddle
 - Ratamacue
 - Double Ratamacue
 - Flam Paradiddle-diddle
 - Drag

4. Read, count, and perform notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triple
 - Time Signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8, compound and mixed meter
5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide-positions
6. Understand and demonstrate appropriate marching techniques

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in Concert major keys (B^b, E^b, A^b, F, C, D^b, G, D, A), Relative Natural Minor, 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - half
 - quarter
 - eighth
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - triplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, Cut Time, 3/8, compound and mixed meter time signatures
4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 2-3 on a scale of 1-6
5. Recognize and perform phrasing appropriate to literature grades 2-3

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

Demonstrate knowledge of the following in analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

SYMPHONIC BAND (9-12)

Course Description: Symphonic Band is a yearlong course open to students who have completed the previous year of band (and/or have had an audition with the director) and have an interest in advanced band music literature.

All students registered for Symphonic Band will also participate in Marching Band and Pep Band. Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Symphonic Band rehearsals will begin at the conclusion of the marching season. Additional rehearsals will need to be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos, and honor groups. Emphasis is on the development of instrumental techniques and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, Db, G, D, A, E, B/C^b), Relative Harmonic Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - 5-Stroke roll
 - 9-Stroke Roll
 - 11-stroke roll
 - 15-stroke roll
 - Double paradiddle
 - Flam Accent # 1
 - Flamacue
 - Flam paradiddle-diddle
 - Single drag tap
 - Rudimental (Double Stroke Long) Roll
 - 7-Stroke Roll
 - 10-Stroke Roll
 - 13-stroke roll
 - Single Paradiddle
 - Flam
 - Flam Tap
 - Flam Paradiddle
 - Drag
 - Double drag tap

- Lesson 25
- Drag paradiddle # 2
- Double Ratamacue
- Flam Accent # 2
- Drag paradiddle # 1
- Ratamacue
- Triple Ratamacue
- 17-Stroke Roll

4. Read, Count, and Perform

- Notes and respective rests:
 - whole - dotted half
 - half - dotted quarter
 - quarter - sixteenth
 - eighth - dotted eighth/sixteenth
 - triplet - sextuplet
- Time Signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter

5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

6. Understand and demonstrate appropriate marching technique

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in the Concert major keys of B^b, E^b, A^b, F, C, D^b, G, D, A, E, B/C^b; Relative Harmonic Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - whole
 - dotted half
 - half
 - dotted quarter
 - quarter
 - sixteenth
 - eighth
 - dotted eighth/sixteenth
 - triplet
 - sextuplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter time signatures

4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 3-4 on a scale of 1-6

5. Recognize and perform phrasing appropriate to literature grades 3-4

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Form
- Melody
- Harmony
- Rhythm
- Timbre
- Intervals
- Dynamics
- Style
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

WIND ENSEMBLE

Course Description: Wind Ensemble is a yearlong course open to students who have completed the previous year of band (and/or an audition with the director) and have an interest in the most advanced band music literature.

All students registered for Wind Ensemble will also participate in Marching Band and Pep Band. The Marching Band will create a marching show in the fall that incorporates visual and musical elements into a complete production. Rehearsals and performances, which occur outside the regular school day, are mandatory. Wind Ensemble rehearsal will begin at the conclusion of the marching season. Additional rehearsals will be scheduled in addition to the regular class time.

Students will have opportunities to audition for Jazz Ensemble, Full Orchestra (winds and percussion), Musical Pit Orchestra, and various small groups, solos and honors groups. Emphasis is on development of instrumental technique and ensemble rehearsal skills, music literacy, music history, and performance practice. The best in modern wind band literature, as well as the standard classics, will serve as the repertoire.

Outcome 1: Performing on an Instrument

Enabling Objectives:

1. Students will be able to recognize and produce the following:
 - Proper tone throughout the appropriate range of the instruments
 - Proper embouchure for instrument
 - Proper posture
 - Proper playing position
 - Proper breath control
 - Proper articulation
2. Students will understand and demonstrate the mechanics that allow them to play in tune
3. Play characteristic Concert scales/rudiments
 - Major (B^b, E^b, A^b, F, C, D^b, G, D, A, E, B/C^b, F#/G^b), Relative Natural, Melodic, and Harmonic Minor, 2-octave Chromatic
 - Rudiments
 - Single Stroke Roll
 - 5-Stroke roll
 - 9-Stroke Roll
 - 11-Stroke roll
 - 15-Stroke roll
 - Double paradiddle
 - Flam Accent
 - Flamacue
 - Flam paradiddle-diddle
 - Rudimental (Double Stroke Long Roll)
 - 7-Stroke Roll
 - 10-Stroke Roll
 - 13-Stroke roll
 - Single paradiddle
 - Flam
 - Flam tap
 - Flam paradiddle
 - Drag

- Single drag tap
- Lesson 25
- Drag paradiddle # 2
- Double ratamacue
- Flam Accent # 2
- Double drag tap
- Drag paradiddle # 1
- Ratamacue
- Triple ratamacue
- 17-Stroke Roll

4. Read, Count, and Perform

- Notes and respective rests
- whole
- half
- quarter
- eighth
- triplet
- dotted half
- dotted quarter
- sixteenth
- dotted eighth/sixteenth
- sextuplet
- Time Signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter

5. Produce and control appropriate fingerings, positions, grip, and alternate fingerings/slide positions

6. Understand and demonstrate appropriate marching techniques

Assessment:

Students will perform from memory required scales/rudiments for each grade level using characteristic tone, embouchure, posture, playing position, fingerings, breath control, and articulation. Grading according to rubric.

Students will complete a written assessment demonstrating their understanding of music notation as listed in Enabling Objective # 4.

Outcome 2: Reading and understanding music notation

Enabling Objectives:

1. Identify and play in Concert major keys (B^b, E^b, A^b, F, C, D^b, G, D, A, E, B/C^b, F[#]/G^b); Relative Natural, Harmonic, and Melodic Minor; 2-octave Chromatic
2. Identify and play rhythms using the following notes and respective rests:
 - Whole
 - half
 - quarter
 - eighth
 - triplet
 - dotted half
 - dotted quarter
 - sixteenth
 - dotted eighth/sixteenth
 - sextuplet
3. Identify and play time signatures: 2/4, 3/4, 4/4, 6/8, cut time, 3/8, compound and mixed meter time signatures

4. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression appropriate for their ability: literature graded 4-5 on a scale of 1-6

5. Recognize and perform phrasing appropriate to literature grades 4-5

Assessment:

Students will perform required playing tests for each grade level demonstrating correct rhythm, time signatures, pitch, dynamics, articulation, tempo, phrasing, and expression

Students will complete a written assessment demonstrating their understanding of terminology for pitch, rhythm, dynamics, tempo, articulation, and expression.

Outcome 3: Listening and analyzing

Enabling Objectives:

Demonstrate knowledge of the following in their analysis of music:

- Texture
- Melody
- Rhythm
- Intervals
- Style
- Form
- Harmony
- Timbre
- Dynamics
- Genre

Assessment: Discussion

Outcome 4: Evaluating Music and Performance

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements, and apply the criteria in their personal participation in music
2. Evaluate a performance, composition arrangement, or improvisation by comparing it to similar or exemplary models

Assessment: Students will complete a concert/performance review using listed criteria

Outcome 5: Understanding interdisciplinary relationships

Enabling Objectives:

1. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
2. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
3. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
4. Understand and demonstrate the interrelationships between musical and visual elements of a marching show

Assessment: Students will select one example and explain the relationship between music and the other disciplines

Outcome 6: History and Culture

Enabling Objectives:

1. Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences
2. Demonstrate audience behavior appropriate for the context and style of music performed

Assessment: Students will describe music in relation to history and culture

ORCHESTRA

Each student is entitled to the opportunity to study a stringed instrument during his or her public school career. A school orchestra program is not only of value to its participants, but is an asset to the school and community as well.

Orchestra literature is a great treasure. A vast cultural heritage of artistic achievement lies within both traditional and contemporary repertoire. Those who view education in terms of content, as well as process, cannot help but be impressed by the literature that an orchestra program brings to its members and audience. To ignore this literature is to overlook an unique and important area of humanistic, artistic, and intellectual endeavor.

Orchestra students are exposed to world class literature at a very impressionable period of their lives, when the lifelong appreciation of many artistic expressions is being formed. Opportunities for orchestra performances abound, through school orchestras, solo recitals, district music contests, chamber music recitals, orchestra festivals and clinics, private lessons, musical production pit orchestras, community orchestras, university honor orchestras, youth symphonies, and summer music camps. Opportunities for playing stringed instruments as adults abound. According to the American Symphony Orchestra League, adults in this country have access to 1,650 orchestras, in addition to uncounted chamber music ensembles, such as quartets or trios.

Orchestra offers a diversified curriculum, which challenges all learners, including high ability students. For woodwind, brass and percussion students, solo responsibilities, not as common in the band repertoire, dramatically increase musicianship. According to MENC's "The School Music Program: Description and Standards", the musical life of any school cannot be considered of good or even basic quality without an orchestra program.

The orchestral curriculum develops an understanding of the basic properties of melody, harmony, rhythm, dynamics and form, helping students become proficient on their chosen instrument. Rehearsals in the orchestra program develop attitudes that will enable students to enjoy a richer, more productive life. Playing a stringed instrument integrates a person's physical, intellectual and expressive capabilities. For many individuals, the study of a stringed instrument provides the most direct means of combining hands, head and heart, creating a powerful means of self expression.

The Millard orchestra curriculum outlines a sequential plan of musical growth. All of the Millard Public Schools Essential Life Skills are reinforced through orchestra. Upon graduation, student achievement is reflected throughout the community and the work force.

The key ingredient to a school district's successful orchestra program is the commitment to create appropriate class schedules, provide adequate funds, and recruit and retain properly trained and enthusiastic teachers.

4th GRADE BEGINNING STRINGS

Course Description: In beginning strings, students will study proper playing technique, basic music theory concepts, introductory music history and multi-cultural ideas. Students will also learn good practice skills and performance etiquette.

Course Outcomes are aligned with National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Enabling Objectives:

1. **Tone Quality**
Perform with a good tone quality by learning correct bow hair tension, adequately rosinning bow, drawing a straight bow, using proper contact point between bridge and fingerboard, and by applying an even bow speed.
2. **Rhythm, Bowing**
 - Demonstrate proficiency in the following bowing styles: detache (legato), tie and two note slurs, and bow lifts
 - Imitate bowing exercises
 - Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, and eighth notes and rests.
3. **Finger Patterns**
 - Perform the D, G, and C Major scales with accuracy
 - Demonstrate the following finger patterns and will apply them to the assigned music:
Violin/viola: 0 1 2 3 4 and 0 1 2 3 4
Cello: 0 1 3 4 and 0 1 2 4
Bass: 0 1 4 and 0 1 2 in first, second and third positions.
4. **Ear Training**
 - Imitate simple rhythm patterns, imitate and sing simple melodic patterns
 - Learn songs by rote
 - Sing intervals, melodies and scales
 - Match pitches.
5. **Performance**
 - Perform publicly, at least twice yearly in school and, additionally, in district ensembles if possible
 - Critique own performance
 - Learn concert etiquette.

6. Vocabulary

- Name the parts of the instrument and bow
- Name notes in “level one” finger patterns
- Name lines and spaces on the staff corresponding to their instrument
- Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures
- Define vocabulary as assigned in workbook.

7. Music Theory

- Identify half and whole steps aurally and visually
- Identify note values of “level one” rhythms
- Name notes in scales and pieces learned.

Assessment: Performance, student demonstration, string students’ workbook theory and evaluation sections that include pencil and paper tests and written work, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

1. Create an original song using notes from the D major scale.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Enabling Objectives:

1. Rhythm, Bowing

- Identify the following bowing styles: detache (legato), tie and two note slurs, and bow lifts, as well as imitate bowing exercises.
- Understand and notate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, and eighth notes and rests.

2. Music Reading and Vocabulary

- Name notes in “level one” finger patterns
- Name lines and spaces on the staff corresponding to their instrument
- Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures.

3. Music Theory

- Identify half and whole steps aurally and visually
- Identify note values of “level one” rhythms
- Name notes in scales and pieces learned

4. **Finger Patterns and Scales:**
- Perform the D, G, and C Major scales with accuracy
 - Demonstrate the following finger patterns and apply them to the assigned music:
Violin/viola: 0 1 2 3 4 and 0 1 2 3 4
Cello: 0 1 3 4 and 0 1 2 4
Bass: 0 1 4 and 0 1 2 in first, second and third positions.

Assessment: Paper and pencil test, performance assessment

Outcome 4: Listening to, analyzing, and describing music

Enabling Objectives:

1. **Ear Training**
 - Imitate simple rhythm patterns
 - Imitate and sing simple melodic patterns
 - Learn several rote songs
 - Sing intervals, melodies and scales, and match pitches.
2. **Music Theory**
 - Identify half and whole steps aurally
 - Identify note values of level one rhythms
 - Name notes of scales learned
3. **Vocabulary**
 - Name parts of the instrument and bow
 - Name notes in level one finger patterns
 - Name lines and spaces on the staff
 - Sight-read simple examples in 2/4 and 4/4 time signatures
 - Define assigned vocabulary
4. **Performance**
 - Critique personal performances, using appropriate terminology learned in class.
 - Critique the performance of others

Assessment: Performance assessment, paper and pencil test, and/or verbal evaluation

Outcome 5: Evaluating music and music performances

Enabling Objectives:

1. **Performance**
 - Critique personal performances by using appropriate terminology learned in class
 - Critique the performance of others

Assessment: Verbal evaluation and/or written critique worksheet

Outcome 6: Understanding relationship between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Vocabulary
 - Define vocabulary found in method book
2. Music Theory
 - Count and play in 2/4, 3/4 and 4/4 time signatures
 - Understand the mathematical relationships of eighth, quarter, half, and whole in relation to note divisions.
3. Music History
 - Identify origins of music learned
4. Performance
 - Critique his/her own and other's performances
 - Learn concert etiquette

Assessment: Pencil and paper test/worksheet, verbal evaluation

Outcome 7: Understanding music in relation to history and culture

Enabling Objectives:

1. Music History
 - Identify origins of music learned
2. Performance
 - Perform songs from various historical periods and cultures
 - Learn concert etiquette

Assessment: Pencil and paper test/worksheet, performance assessment

Resources:

String Workbook (designed by curriculum writers)
Essential Elements Book 1

5th GRADE INTERMEDIATE STRINGS

Course Description: In second-year strings, students will reinforce and build on previously learned experiences such as proper playing position, intermediate music theory concepts, history and multi-cultural ideas. Students will also explore different types of music and more advanced playing techniques.

Outcomes are based on National Standards for Music Education, Standards 2, 3, 5, 6, 7, 8, 9

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Enabling Objectives

1. Tone Quality
 - Play forte and piano dynamic levels with good tone
 - Experiment with preliminary vibrato
 - Demonstrate proper tone production on all four strings
2. Rhythm, Bowing
 - Demonstrate proficiency in the following bowing styles: staccato bowing, three and four note slurs, left hand pizzicato, and hooked bowing
 - Imitate bowing exercises
 - Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, eighth notes and rests, dotted quarter notes, dotted eighth notes, and sixteenth notes.
 - Demonstrate double stops on open strings
3. Finger Patterns
 - Understand G, D, and C major scales, two octaves
 - Demonstrate the following finger patterns and will apply them to the assigned music:
Violin/viola: 0 1 2 3 4
Cello: 0 1 2 3 4 (forward extension) and 0 1 2 3 4 (backward Extension)
Bass: ½ position
4. Ear Training
 - Imitate more complex rhythm patterns
 - Imitate and sing more complex melodic patterns
 - Imitate more complex bowing motions
 - Tune each string with fine tuners

5. Performance
 - Perform publicly, at least twice yearly in school and, if possible, in district ensembles
 - Critique own performance
 - Review concert etiquette
6. Vocabulary
 - Name notes in “level two” finger patterns
 - Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures
 - Define assigned vocabulary
7. Music Theory
 - Place notes on staff
 - Draw clef
 - Recognize rhythms in “level two” rhythmic patterns
 - Recognize key signature of music learned
 - Name notes in scales and pieces learned
8. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music
9. Musical Context
 - Perform individually on a regular basis demonstrating mastery of technical and musical demands
 - Evaluate one’s own performance of an exercise of solo
 - Perform solo or ensemble piece that demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Perform repertoire as a member of the string orchestra, which demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Demonstrate appropriate performance etiquette.

Assessment: Performance assessment, student demonstration, string students’ workbook Theory and Evaluation sections that include pencil and paper tests and worksheets, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

1. The students will be able to create an original song using notes from the C, G, and D major scales.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Enabling Objectives:

1. Rhythm, Bowing
 - Understand and demonstrate rhythm patterns using quarter notes and rests, half notes and rests, dotted half notes, whole notes and rests, eighth notes and rests, dotted quarter notes, dotted eighth notes, and sixteenth notes.
 - Identify “level two” rhythm patterns
 - Clap and count “level two” rhythm patterns
2. Music Reading and Vocabulary
 - Name notes in “level two” finger patterns
 - Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures
 - Define assigned vocabulary
3. Music Theory
 - Place notes on staff
 - Draw clef
 - Recognize rhythms in “level two” rhythmic patterns
 - Recognize key signature of music learned
 - Name notes in scales and pieces learned
4. Musical Judgment
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music

Assessment: Paper and pencil test, performance assessment

Outcome 4: Listening to, analyzing, and describing music

Enabling Objectives:

1. Finger Patterns

- Understand G, D, and C major scales, two octaves
- Demonstrate the following finger patterns and will apply them to the assigned music:
Violin/viola: 0 1 2 3 4
Cello: 0 1 2 3 4 (forward extension) and 0 1 2 3 4 (backward Extension)
Bass: ½ position

2. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners Ear Training

3. Music Theory

- Identify half and whole steps aurally
- Identify note values of level one rhythms
- Name notes of scales learned

4. Music Reading and Vocabulary

- Name notes in “level two” finger patterns
- Sight-read simple examples in 2/4, 3/4, and 4/4 time signatures
- Define assigned vocabulary

5. Performance

- Perform publicly, at least twice yearly in school and in district ensembles, if opportunity exists
- Critique own performance
- Review concert etiquette

6. Musical Judgment

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

7. Musical Context

- Perform individually on a regular basis demonstrating mastery of technical and musical demands
- Evaluate one’s own performance of an exercise of solo

- Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Elements, Book 2
- As a member of the string orchestra perform repertoire that demonstrates the technical and musical mastery learned in Essential Elements, Book 2
- Demonstrate appropriate performance etiquette

Assessment: Performance assessment, paper and pencil test, and/or verbal evaluation

Outcome 5: Evaluating music and music performances

Enabling Objectives:

- Performance
 - Perform publicly, at least twice yearly in school and in district ensembles, if possible
 - Critique own performance
 - Review concert etiquette
- 2. Musical Context
 - Perform individually on a regular basis demonstrating mastery of technical and musical demands
 - Evaluate one's own performance of an exercise of solo
 - Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Perform as a member of the string orchestra repertoire that demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Demonstrate appropriate performance etiquette.

Assessment: Verbal evaluation and/or written critique

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Performance
 - Perform publicly, at least twice yearly in school and in district ensembles, if possible
 - Critique own performance
 - Review concert etiquette
2. History
 - Identify origins of music being learned
3. Multicultural and Interdisciplinary Perspective
 - Determine origin of selected folk songs

- Discuss facts about the country or area of the world in which folk songs studied originated
 - Discuss various composers
4. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music
 5. Musical Context
 - Perform individually on a regular basis demonstrating mastery of technical and musical demands
 - Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Evaluate one's own performance of an exercise or solo
 - Perform as a member of the string orchestra repertoire that demonstrates the technical and musical mastery learned in Essential Elements, Book 2
 - Demonstrate appropriate performance etiquette.

Assessment: Pencil and paper test/worksheet, discussion

Outcome 7: Understanding music in relation to history and culture

Enabling Objectives:

1. Music History
 - Identify origins of music learned
1. Performance
 - Perform publicly, at least twice yearly in school and in district ensembles, if possible
 - Critique own performance
 - Review concert etiquette.
3. Multicultural and Interdisciplinary Perspective
 - Determine origin of selected folk songs
 - Discuss facts country or area of the world of selected folk songs
 - Discuss selected composers
4. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music

Assessment: Pencil and paper test/worksheet, performance assessment

Resources:

String Workbook (designed by curriculum writers)

Essential Elements Book 2, Hal Leonard Pub.,1992

6th GRADE ORCHESTRA

Course Description: In 6th grade strings, students will study music from various cultures and historical periods. Students will build on previously learned skills by learning techniques such as shifting, vibrato, and bowing styles. Students will also experience playing with a heterogeneous ensemble. Students in sixth grade strings are required to perform in evening performances open to the public.

Outcomes are based on National Standards for Music Educations, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Enabling Objectives:

1. Tone Quality

- Demonstrate basic vibrato motion
- Perform crescendo, diminuendo, and other dynamic markings
- Broaden dynamic range to include pp (pianissimo) and ff (fortissimo)

2. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: detache slurs, spiccato (near balance point of bow), and accent/martele
- Understand and demonstrate rhythm patterns of eighth note triplets, quarter note/eighth note combined triplets, and corresponding rests.
- Demonstrate 6/8 meter and rhythms

2. Finger Patterns

- Play the following scales on corresponding instruments:
Violin/viola/cello – two, 2-octave scales
Bass – 1, 2-octave scale
- Understand and demonstrate the following extended finger patterns:
Violin/viola – 01 2 3 4 and 01 2 3 4
Cello – reinforce backward and forward extensions
Bass – reinforce 3rd position
- Play one, 1-octave minor scale
- Play familiar basic melodies in higher positions.

4. Ear Training

- Imitate more complex rhythm patterns
- Imitate and sing more complex melodic patterns
- Imitate more complex bowing motions
- Tune each string with fine tuners and pegs.

5. Performance
 - Perform in public twice or more per year
 - Critique themselves
 - Demonstrate proper concert etiquette

6. Vocabulary
 - Name notes in “level three” finger pattern
 - Sight-read music using “level two” rhythms
 - Read 6/8 meter
 - Play syncopated rhythms
 - Sight-read examples in 2/4, 3/4, and 4/4 time signatures
 - Conduct 2/4, 3/4, 4/4 patterns
 - Define assigned vocabulary

7. Music Theory
 - Describe relative major and minor
 - Write major scales
 - Identify written intervals of seconds and thirds
 - Identify simple musical forms (*e.g.*, ABA)

8. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music

9. Musical Context
 - Perform individually on a regular basis demonstrating mastery of technical and musical demands
 - Evaluate one’s own performance of an exercise or solo
 - Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Technique
 - Evaluate one’s own performance of an exercise or solo
 - Perform as a member of the string orchestra repertoire that demonstrates the technical and musical mastery learned in Essential Technique
 - Demonstrate appropriate performance etiquette.

Assessment: Performance assessment, student demonstration, string students’ workbook theory and evaluation sections that include pencil and paper tests and worksheets, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

1. The students will be able to create a short original song using notes from major and minor scales learned in class.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Enabling Objectives:

1. Rhythm, Bowing

- Demonstrate proficiency in the following bowing styles: *detache* slurs, *spiccato* (near balance point of bow), and *accent/martele*
- Understand and demonstrate rhythm patterns of eighth note triplets, quarter note/eighth note combined triplets, and corresponding rests.
- Demonstrate 6/8 meter and rhythms

2. Performance

- Perform in public twice or more per year
- Critique themselves
- Demonstrate proper concert etiquette

3. Vocabulary

- Name notes in “level three” finger patterns
- Sight-read music using “level two” rhythms
- Read 6/8 meter
- Play syncopated rhythms
- Sight-read examples in 2/4, 3/4, and 4/4 time signatures
- Conduct 2/4, 3/4, 4/4 patterns
- Define assigned vocabulary

4. Music Theory

- Describe relative major and minor
- Write major scales
- Identify written intervals of seconds and thirds
- Identify simple musical forms (*e.g.*, ABA)

5. Musical Judgments

- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

Assessment: Paper and pencil test, performance assessment

Outcome 4: Listening to, analyzing, and describing music

Enabling Objectives

1. Finger Patterns

- Play the following scales on corresponding instruments:
Violin/viola/cello – two, 2-octave scales
Bass – 1, 2-octave scale
- Understand and demonstrate the following extended finger patterns:
Violin/viola – 01 2 3 4 and 01 2 3 4
Cello – reinforce backward and forward extensions
Bass – reinforce 3rd position
- Play one 1-octave minor scale
- Play familiar basic melodies in higher positions.

2. Ear Training

- Distinguish major and minor triads (aurally)
- Identify melodic intervals
- Bass/cello: tune instruments by matching harmonics
- Violin/viola: tune by fifths

3. Performance

- Perform in public twice or more per year
- Critique themselves
- Demonstrate proper concert etiquette

4. Vocabulary

- Name notes in “level three” finger patterns
- Sight-read music using “level two” rhythms
- Read 6/8 meter
- Play syncopated rhythms
- Sight-read examples in 2/4, 3/4, and 4/4 time signatures
- Conduct 2/4, 3/4, 4/4 patterns
- Define assigned vocabulary

5. Music Theory

- Describe relative major and minor
- Write major scales
- Identify written intervals of seconds and thirds
- Identify simple musical forms (e.g., ABA)

6. Musical Judgments: The student will be able to

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

7. Musical Context

- Perform individually on a regular basis demonstrating mastery of technical and musical demands
- Evaluate one's own performance of an exercise of solo
- Perform as a member of the string orchestra repertoire that demonstrates mastery of technical and musical demands previously introduced
- Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Technique
- Demonstrate appropriate performance etiquette.

Assessment: Performance assessment, paper and pencil test, and/or verbal evaluation

Outcome 5: Evaluating music and music performances

Enabling Objectives:

1. Performance

- Perform publicly twice or more per year
- Critique their performance
- Demonstrate concert etiquette

2. Musical Context

- Perform individually on a regular basis, demonstrating mastery of technical and musical demands
- Evaluate one's own performance of an exercise of solo
- Evaluate the ensemble's performance of an exercise or piece

Assessment: Verbal evaluation and/or written critique worksheet

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Performance

- Perform publicly, at least twice yearly in school and in district ensembles, if possible
- Critique own performance
- Demonstrate concert etiquette.

2. Vocabulary

- Name notes in "level three" finger patterns
- Sight-read music using "level two" rhythms
- Read 6/8 meter
- Play syncopated rhythms

- Sight-read examples in 2/4, 3/4, and 4/4 time signatures
 - Conduct 2/4, 3/4, 4/4 patterns
 - Define assigned vocabulary
3. History
- Identify origins of music being learned
4. Multicultural and Interdisciplinary Perspective
- Determine origin of selected folk songs
 - Discuss country or area of the world of selected folk songs
 - Discuss various composers as they are studied
5. Musical Judgments
- Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music

Assessment: Pencil and paper test/worksheet, verbal evaluation

Outcome 7: Understanding music in relation to history and culture

Enabling Objectives:

1. Music History
 - Identify origins of music learned
2. Performance
 - Perform publicly, at least twice yearly in school and in district ensembles if possible
 - Critique own performance
 - Demonstrate proper concert etiquette.
3. Multicultural and Interdisciplinary Perspective
 - Determine origin of selected folk songs
 - Discuss country or area of the world of selected folk songs
 - Discuss selected composers
4. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music

Assessment: Pencil and paper test/worksheet, performance assessment

Resources:

String Workbook (designed by curriculum writers)
Essential Technique, Hal Leonard Pub., 1992

7TH AND 8TH GRADE ORCHESTRA

Course Description: Students enrolled in 7/8 grade orchestra will study intermediate level repertoire from the string orchestra literature. The students will also study intermediate music theory and music history concepts as well as building artistry and skill in individual and group settings. Students enrolled in this class will be required to participate in several public performances with the group, most of which take place in the evening.

Outcomes are based on National Standards for Music Educations, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Enabling Objectives:

1. Tone Quality
 - Demonstrate increased use of vibrato
 - Define tone production with greater control of bow speed and distribution
 - Demonstrate the relationships between bow weight, bow speed, and bow placement, and their individual effects on tone
2. Rhythm, Bowing
 - Demonstrate proficiency in the following bowing styles: rapid string crossings with separate bows (bariolage), tremolo, spiccato (at the middle), and double stops
 - Demonstrate trills
 - Understand applications of basic bow strokes to various musical styles
3. Finger Patterns
 - Play the following scales on corresponding instruments:
All instruments: one-octave chromatic, one 2-octave minor scale (natural, harmonic, and melodic)
Violin/viola: one 3-octave major using 3rd and 5th positions, and three 2-octave major
Cello/bass: two 2-octave major
 - Understand and demonstrate previously learned finger patterns and apply them to class repertoire
4. Ear Training
 - Imitate more complex rhythm patterns
 - Imitate and sing more complex melodic patterns
 - Imitate more complex bowing motions
 - Tune each string with fine tuners and pegs.

5. Performance

- Perform three or more concerts per year
- Critique performances
- Demonstrate proper concert etiquette

6. Vocabulary

- Sight-read music in simple and compound meters
- Conduct beat patterns for 6/8 (in two and six)
- Define assigned vocabulary

7. Music Theory

- Describe relative major and minor
- Identify key signatures through four sharps and four flats
- Identify written intervals, unison through fifth
- Identify simple musical forms (e.g., ABA)

8. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

9. Musical Context

- Perform individually on a regular basis demonstrating mastery of technical and musical demands
- Evaluate one's own performance of an exercise or solo
- Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Essential Technique
- Perform repertoire as a member of the string orchestra, which demonstrates the technical and musical mastery learned in Essential Technique
- Demonstrate appropriate performance etiquette.

Assessment: Performance assessment, student demonstration, string students' workbook Theory and Evaluation sections, that include pencil and paper tests and worksheets, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

1. The students will be able to create a short original song using notes from major and minor scales learned in class.

Assessment: Performance assessment

Outcome 3: Reading and notating music

Enabling Objectives:

1. Vocabulary
 - Sight-read music in simple and compound meters
 - Conduct beat patterns for 6/8 (in two and six)
 - Define assigned vocabulary
2. Music Theory
 - Describe relative major and minor
 - Identify key signatures up to and including four sharps and four flats
 - Identify written intervals: unison through fifth
 - Identify simple musical forms (*e.g.*, ABA)
 - Complete written exercises as assigned in music notebook

Assessment System Paper and pencil test, performance assessment

Outcome 4: Listening to, analyzing, and describing music

Enabling Objectives:

1. Ear Training
 - Determine aurally whether a piece is in a major or minor key
 - Distinguish major and minor triads (aurally)
 - Identify melodic intervals
 - Bass/cello: tune instruments by matching harmonics
 - Violin/viola: tune by fifths
2. Vocabulary
 - Name notes in “level three” finger patterns
 - Sight-read music using “level two” rhythms
 - Read 6/8 meter
 - Play syncopated rhythms
 - Sight-read examples in 2/4, 3/4, and 4/4 time signatures
 - Conduct 2/4, 3/4, 4/4 patterns
 - Define assigned vocabulary
 - Describe music using vocabulary from workbook
3. Music Theory
 - Describe and identify relative major and minor
 - Write major scales
 - Identify written intervals of seconds and thirds
 - Identify simple musical forms (*e.g.*, ABA)

4. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

5. Musical Context

- Evaluate one's own performance of an exercise of solo

Assessment: Performance assessment, paper and pencil test, and/or verbal evaluation

Outcome 5: Evaluating music and music performances

Enabling Objectives:

1. Performance

- Evaluate individual performance and progress, using appropriate terminology
- Evaluate group performance and progress, using appropriate terminology
- Critique recordings of group performances and make suggestions for further improvements
- Compare and contrast different performances by the same or different groups

Assessment: Verbal evaluation and/or written critique worksheet

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Vocabulary

- Apply mathematical concepts when discussing different meters
- Count and play syncopated rhythms
- Sight-read examples in 2/4, 3/4, and 4/4 time signatures
- Conduct 2/4, 3/4, 4/4 patterns
- Define assigned vocabulary

2. History

- Identify origins of music being learned
- Hear and play repertoire representative of major periods in orchestral literature
- Hear and play repertoire from the jazz, rock, and fiddling genres

3. Multicultural and Interdisciplinary Perspective

- Determine origin of selected music
- Discuss country or area of the world of selected music

- Discuss selected composers
- Discover the correlation of the music and the its period of history

4. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

Assessment: Pencil and paper test/worksheet, verbal

Outcome 7: Understanding music in relation to history and culture

Enabling Objectives:

1. History

- Identify origins of music being learned
- Hear and play repertoire representative of major periods in orchestral literature
- Hear and play repertoire from the jazz, rock, and fiddling genres

2. Multicultural and Interdisciplinary Perspective

- Determine the origin of selected music
- Discuss country or area of the world of selected music
- Discuss selected composers
- Discover the correlation of the music performed and its historical context

3. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

4. Performance

- Perform publicly, at least twice yearly in school and in district ensembles, if possible
- Critique own performance
- Demonstrate proper concert etiquette.

Assessment: Pencil and paper test/worksheet, performance assessment

Text Recommendation/Resources:

String Workbook (designed by curriculum writers)
Essential Technique, Hal Leonard Pub., 1992

9-12th GRADE ORCHESTRA

Course Description: The senior high school orchestra combines playing techniques, music theory, history and multicultural music concepts to help the students learn advanced music in the classical and modern repertoire. Following marching season, wind and percussion players will join the string orchestra to form the Full Orchestra. Opportunities exist for chamber music, conducting, solo performances, and participation in honor orchestras. Students enrolled in 9-12 orchestra will be required to perform in several evening performances, which is included as part of their grade.

Outcomes are based on National Standards for Music Educations, Standards 2, 3, 5, 6, 7, 8, 9.

Outcome 1: Performing on instruments, alone and with others, a varied repertoire of music.

Enabling Objectives:

1. Tone Quality
 - Vary vibrato speed and width
 - Maintain given dynamic levels with varied bow speeds
 - Change tone quality and dynamic levels by varying bow speed, weight and placement
2. Rhythm, Bowing
 - Demonstrate proficiency in the following bowing styles: rapid string crossings with slurs, sul tasto, ponticello, triple stops (chords)
 - Select appropriate bowings that are consistent throughout the orchestra
 - Understand applications of basic bow strokes to various musical styles
3. Finger Patterns
 - Play the following scales on corresponding instruments:
All instruments: three 2-octave minor
Violin/viola: three 3-octave major
Cello: four 2-octave major
Bass: three 2-octave major
 - Play in positions:
Violin/viola – first through fifth
Cello/bass – first through fourth and thumb
 - Select appropriate fingerings
 - Understand and demonstrate previously learned finger patterns and apply them to class repertoire
4. Ear Training
 - Imitate melodic lines within range of an octave
 - Identify melodic intervals within range of an octave
 - Identify all orchestra instruments by ear
 - Tune each string with fine tuners and pegs with accuracy (100% ideal goal)

5. Performance
 - Perform four or more concerts per year
 - Critique performances
 - Demonstrate proper concert etiquette
6. Music Reading and Vocabulary
 - Sight-read more difficult music
 - Viola – read treble clef in addition to alto clef
 - Cello – read tenor clef in addition to bass clef
 - Define assigned vocabulary
7. Music Theory
 - Identify written intervals: unison through octave
 - Describe texture: homophonic, polyphonic
 - Compose four-bar melodies
 - Understand basic compositional textures, styles, and tools
8. Musical Judgments
 - Play each piece studied in the correct style
 - Compare and contrast the use of particular elements in two pieces
 - Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
 - Identify musical elements within a piece of music
9. Musical Context
 - Perform individually on a regular basis demonstrating mastery of technical and musical demands
 - Evaluate one's own performance of an exercise or solo
 - Perform a solo or ensemble piece which demonstrates the technical and musical mastery learned in Advanced Technique
 - Perform repertoire as a member of the string orchestra, which demonstrates the technical and musical mastery learned in Advanced Technique
 - Demonstrate appropriate performance etiquette

Assessment: Performance assessment, student demonstration, string students' workbook theory and evaluation sections that include pencil and paper tests and worksheets, as well as in-class and public performances

Outcome 2: Improvising melodies, variations, and accompaniments

Enabling Objectives:

1. The students will be able to create a short original song using notes from major and minor scales learned in class
2. The students will be able to improvise an eight-bar melody in selected jazz styles

Assessment: Performance assessment

Outcome 3: Reading and notating music

Enabling Objectives:

1. Music Reading and Vocabulary
 - Sight-read more difficult music
 - Viola – read treble clef in addition to alto clef
 - Cello – read tenor clef in addition to bass clef
 - Define assigned vocabulary
 - Write music legibly on staff paper
 - Read music in their clef with accuracy (100% ideal)
2. Music Theory
 - Describe relative major and minor
 - Identify key signatures through four sharps and four flats
 - Identify written intervals, unison through fifth
 - Identify simple musical forms (e.g., ABA)
 - Complete written exercises as assigned in music notebook

Assessment System Paper and pencil test, performance assessment

Outcome 4: Listening to, analyzing, and describing music

Enabling Objectives:

1. Ear Training
 - Imitate melodic lines within range of an octave
 - Identify melodic intervals within range of an octave
 - Identify all orchestra instruments by ear
 - Tune each string with fine tuners and pegs with accuracy (100% ideal)
2. Vocabulary
 - Define assigned vocabulary
 - Describe music using vocabulary from workbook

3. Music Theory

- Identify written intervals: unison through octave
- Describe texture: homophonic, polyphonic
- Compose four-bar melodies
- Understand and discuss basic compositional textures, styles, and tools

4. Musical Judgments

- Identify stylistic performance
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

5. Musical Context

- Evaluate one's own performance of an exercise of solo

Assessment: Performance assessment, paper and pencil test, and/or verbal evaluation

Outcome 5: Evaluating music and music performances

Enabling Objectives:

1. Performance

- Evaluate individual performance and progress, using appropriate terminology
- Evaluate group performance and progress, using appropriate terminology
- Critique recordings of group performances and make suggestions for further improvements
- Compare and contrast different performances by the same or different groups

Assessment: Verbal evaluation and/or written critique worksheet

Outcome 6: Understanding relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Vocabulary

- Apply mathematical concepts when discussing different meters
- Compose rhythmic variations
- Sight-read examples in 2/4, 3/4, 4/4, 5/4 3/8, 6/8, 9/8, and 12/8 time signatures
- Conduct 2/4, 3/4, 4/4, 6/8 patterns
- Define assigned vocabulary

2. History

- Identify origins of music being learned
- Identify stylistic characteristics of musical periods
- Identify composers by period
- Name periods/dates of music history
- Hear and play repertoire representative of major periods in orchestral literature
- Hear and play repertoire from the jazz, rock, and fiddling genres

3. Multicultural and Interdisciplinary Perspective

- Determine origin of selected music
- Discuss country or area of the world of selected music
- Discuss selected composers
- Discover the correlation of the music performed and its historical context

4. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

Assessment: Pencil and paper test/worksheet, verbal

Outcome 7: Understanding music in relation to history and culture

Enabling Objectives:

1. History

- Identify origins of music being learned
- Identify stylistic characteristics of musical periods
- Identify composers by period
- Name periods/dates of music history
- Hear and play repertoire representative of major periods in orchestral literature
- Hear and play repertoire from the jazz, rock, and fiddling genres

2. Multicultural and Interdisciplinary Perspective

- Determine origin of selected music
- Discuss country or area of the world of selected music
- Discuss selected composers
- Discover the correlation of the music performed and its historical context

3. Musical Judgments

- Play each piece studied in the correct style
- Compare and contrast the use of particular elements in two pieces
- Recognize music as a means of communication, and describe how the role or feeling of a piece is portrayed in the music
- Identify musical elements within a piece of music

4. Performance

- Perform publicly, at least twice yearly in school and in district ensembles if possible
- Critique own performance
- Demonstrate proper concert etiquette.

Assessment: Pencil and paper test/worksheet, performance assessment

Resources: String Workbook (designed by curriculum writers)
Advanced Technique, Hal Leonard Pub., 1992

GENERAL MUSIC – 6TH GRADE

Course Description: This course, which meets every other day throughout the year, continues the student's development in singing, movement and playing. This will be explored through the areas of vocal technique, music theory, history and cultures, listening techniques, and music appreciation. Students will also experience and explore appropriate music technology. These studies will prepare and assist in developing the student's abilities for required concert participation and future music classes/ensembles and his/her role as a music consumer.

Outcome #1: The student will be able to sing a varied repertoire of music with others or alone

Enabling Objectives:

1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
3. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.
4. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
5. Sing music written in two or three parts.

Assessment: Small group singing assessed on specified musical concepts

Outcome # 2: The student will perform on instruments, alone and with others, a varied repertoire of music

Enabling Objectives:

1. Perform on at least one instrument accurately and independently, alone and in small and large ensembles.
2. Perform with expression and technical accuracy on a classroom instrument.
3. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.

Assessment: Playing test on rhythm instruments on specified musical concepts.

Outcome #3: The student will be able to improvise melodies

Enabling Objectives:

1. Improvise short melodies, unaccompanied or over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Assessment: Paper/pencil test including singing and/or playing component

Outcome # 4: The student will be able to compose or arrange music within specified guidelines

Enabling Objectives:

1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve variety in music.
2. Arrange simple pieces for voices or instruments other than those for which the pieces were written.
3. Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Assessment: Paper/pencil test and/or technology project

Outcome # 5: The student will be able to read and notate music

Enabling Objectives:

1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple duple and simple triple meter signatures.
2. Read at sight simple melodies in the treble clef.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Assessment: Paper/pencil test including oral component

Outcome # 6: The student will be able to analyze and describe music aurally

Enabling Objectives:

1. Describe specific music events in a given aural example, using appropriate terminology.
2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

3. Demonstrate knowledge of the basic principles of meter, rhythm and tonality in their analyses of music.

Assessment: Paper/pencil test or project

Outcome # 7: The student will be able to evaluate music and music performances

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Assessment: Paper/pencil test with oral component

Outcome # 8: The student will be able to communicate the relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scene, emotions, or ideas into works of art.
2. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.

Assessment: Portfolio/project

Outcome # 9: The student will be able to communicate the relationship between music, history and culture

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
2. Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary.

Assessment: Project and/or paper/pencil test with oral component

GENERAL MUSIC – 7TH GRADE

Course Description: This semester course is designed to continue the development of the student's vocal technique, music theory, history, listening techniques and music appreciation. Students will also experience and explore appropriate music technology. These studies will prepare and assist in developing the student's abilities for required concert participation and future music classes/ensembles and his/her role as a music consumer.

Outcome # 1: The student will be able to sing a varied repertoire of music with others or alone.

Enabling Objectives:

1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
3. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory.
4. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
5. Sing music written in two and three parts.

Assessment: Small group singing assessed on specified musical concepts.

Outcome # 2: The student will be able to improvise melodies

Enabling Objectives:

1. Improvise short melodies, unaccompanied or over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Assessment: Paper/pencil test including singing and/or playing component

Outcome # 3: The student will be able to compose or arrange music within specified guidelines

Enabling Objectives:

1. Arrange simple pieces for voices or instruments
2. Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Assessment: Paper/pencil test and/or technology project

Outcome # 4: The student will be able to read and notate music

Enabling Objectives:

1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple duple and simple triple meter signatures.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Assessment: Paper/pencil test including oral component

Outcome # 5: The student will be able to analyze and describe music aurally

Enabling Objectives:

1. Describe specific music events in a given aural example, using appropriate terminology.
2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.

Assessment: Paper/pencil test with oral component

Outcome # 6: The student will be able to evaluate music and music performances

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Assessment: Paper/pencil test with oral component

Outcome # 7: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Assessment: Portfolio/project, paper/pencil test with an oral component

CHOIR – 8th GRADE

Course Description: Eighth grade concert choir is a one semester performance-oriented course (includes required participation) which develops the student's ability to sing three or four part choral literature. There will be a continued emphasis on vocal technique, theory, and further development in sight reading. Participation in 8th grade concert choir is a firm building block for successful participation in the various high school choral ensembles and lifelong involvement in music.

Outcome #1: The student will be able to sing a varied repertoire of music with others or alone.

Enabling Objectives:

1. Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Sing accurately using correct pitch and rhythm, with appropriate
3. timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
4. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
5. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
6. Sing music written in three or four parts.

Assessment: Small group singing assessed on specified musical concepts

Outcome #2: The student will be able to improvise melodies.

Enabling Objectives:

1. Improvise short melodies, unaccompanied or over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

Assessment: paper/pencil test including singing and/or playing component

Outcome #3: The student will be able to compose or arrange music within specified guidelines.

Enabling Objectives:

1. Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve variety in music.
2. Arrange simple pieces for voices or instruments other than those for which the pieces were written.
3. Use a variety of traditional and non-traditional sound sources and electronic media when composing and arranging.

Assessment: paper/pencil and/or technology project

Outcome #4: The student will be able to read and notate music.

Enabling Objectives:

1. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple duple and simple triple meter signatures.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.

Assessment: paper/pencil and/or oral component

Outcome #5: The student will be able to analyze and describe music aurally.

Enabling Objectives:

1. Describe specific music events in a given aural example, using appropriate terminology.
2. Analyze the uses of elements of music in aural examples representing diverse genres and cultures.
3. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and chords in their analyses of music.

Assessment: paper/pencil and/or oral component

Outcome #6: The student will be able to evaluate music and music performances.

Enabling Objectives:

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
2. Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, or improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

Assessment: paper/pencil and/or oral component

Outcome #7: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives:

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

Assessment: Project/paper/pencil and/or oral component

FRESHMAN CHOIR

Course Description: This is a select chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored including sacred and secular texts. This is a year-long course.

Prerequisites: None

Outcome # 1: The student will be able to sing a varied repertoire of music with others or alone

Enabling Objectives:

1. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
2. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
3. Sing Music written in four parts, with and without accompaniment.
4. Demonstrate well-developed ensemble skills
5. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Assessments: Practice and Performance (individual, small or large ensemble)

Outcome # 2: The student will be able to read and notate music.

Enabling Objectives:

1. Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Assessment

Practice and Performance; pen and pencil test

Outcome # 3: The student will be able to analyze and describe music aurally.

Enabling Objectives:

1. Identify simple music forms when presented aurally.
2. Describe specific music events in a given aural example, using appropriate terminology.

3. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
4. Demonstrate extensive knowledge of the technical vocabulary of music.
5. Explain and identify compositional devices and techniques used to provide unity and variety, tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.

Assessment: Forum/Seminar

Outcome #4: The student will be able to evaluate music and music performances.

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions arrangements, and improvisations and apply the criteria in their personal participation in music.

Assessment: Practice and Performance, pen and pencil, Evaluation forum/seminar

Outcome # 5: The student will be able to communicate the relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts; cite examples.
2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Assessment: Forum /Seminar, Practice and Performance

Outcome # 6: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
2. Identify sources of American music genres; trace the evolution of those genres and cite well-known musicians associated with them.
3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.

4. Identify various roles that musicians perform, cite representative individuals in each role, describing their activities and achievements.

Assessment: Forum/Seminar, Practice and Performance

CHORUS

Course Description: This semester course is designed to develop the students' vocal instrument and to increase their knowledge of musical literature. Emphasis is on performing three and four part literature of all styles including sacred and secular texts.
Prerequisites: None

Outcome # 1: The student will be able to sing a varied repertoire of music with others or alone

Enabling Objectives:

1. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
2. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory.
3. Sing music written in four parts, with and without accompaniment.
4. Demonstrate well-developed ensemble skills
5. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Assessments: Practice and Performance (individual; small or large ensemble)

Outcome # 2: The student will be able to read and notate music

Enabling Objectives:

1. Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6.

Assessment

Practice and Performance; paper and pencil test

Outcome # 3: The student will be able to analyze and describe music aurally.

Enabling Objectives:

1. Identify simple music forms when presented aurally.
2. Describe specific music events in a given aural example, using appropriate terminology.
3. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
4. Demonstrate extensive knowledge of the technical vocabulary of music.
5. Explain and identify compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Assessment: Forum/Seminar

Outcome #4: The student will be able to evaluate music and music performances.

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions arrangements, and improvisations and apply the criteria in their personal participation in music.

Assessment: Practice and Performance, pen and pencil, Evaluation forum/seminar

Outcome # 5: The student will be able to communicate the relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts; cite examples.
2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Assessment: Forum /Seminar, Practice and Performance

Outcome # 6: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
4. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Assessment: Forum/Seminar, Practice and Performance

JUNIOR VARSITY CHOIR

Course Description: This year-long course is a select mixed voice chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored including sacred and secular texts.

Prerequisites: Students should have passed the previous year of choir with placement by the choral director or successful completion of an audition with the choral director.

Outcome # 1: The student will be able to sing a varied repertoire of music with others or alone

Enabling Objectives:

1. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
2. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.
3. Sing Music written in four parts, with and without accompaniment.
4. Demonstrate well-developed ensemble skills
5. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.

Assessments: Practice and Performance (individual, small or large ensemble)

Outcome # 2: The student will be able to read and notate music.

Enabling Objectives:

1. Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Assessment: Practice and Performance; pencil and paper test

Outcome # 3: The student will be able to analyze and describe music aurally.

Enabling Objectives:

1. Identify simple music forms when presented aurally.
2. Describe specific music events in a given aural example, using appropriate terminology.
3. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
4. Demonstrate extensive knowledge of the technical vocabulary of music.
5. Explain and identify compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Assessment: Forum/Seminar

Outcome # 4: The student will be able to evaluate music and music performances.

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions arrangements, and improvisations and apply the criteria in their personal participation in music.
2. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Assessment

Practice and Performance; pencil and paper test

Outcome # 5: The student will be able to communicate the relationships between music, the other arts, and disciplines outside the arts.

Enabling Objectives:

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

Assessment: Forum /Seminar, Practice and Performance

Outcome # 6: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives:

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
4. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Assessment: Forum/Seminar, Practice and Performance

VARSAITY CHOIR

Course Description: This year-long course is a select mixed voice chorus with emphasis on advanced level choral performance. There is a minimum of three performances per year. A variety of musical styles are explored including sacred and secular texts.

Prerequisites: Students should have passed the previous year of choir with placement by the choral director or successful completion of an audition with the choral director.

Outcome # 1: The student will be able to sing a varied repertoire of music with others or alone.

Enabling Objectives:

1. Sing accurately using correct pitch and rhythm, with appropriate timbre, diction, posture, good breath control while maintaining a steady tempo alone and in small and large ensembles.
2. Sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6, including some songs performed from memory.
3. Sing music written in four or more parts, with and without accompaniment.
4. Demonstrate well-developed ensemble skills
5. Sing music representing diverse genres and cultures, with expression appropriate for the work being performed.
6. Sing in small ensembles with one student on a part.

Assessments: Practice and Performance (individual, small or large ensemble)

Outcome # 2: The student will be able to read and notate music.

Enabling Objectives:

1. Demonstrate the ability to read a vocal score of up to four staves by describing how the elements of music are used and explaining all transpositions and clefs.
2. Read at sight simple melodies in both the treble and bass clefs.
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulations, and expression.
4. Use standard notation to record their musical ideas and the musical ideas of others.
5. Sight-read, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6.
6. Interpret nonstandard notation symbols used by some 20th century composers.

Assessment: Practice and Performance

Outcome # 3: The student will be able to analyze and describe music aurally.

Enabling Objectives:

1. Identify simple music forms when presented aurally.
2. Describe specific music events in a given aural example, using appropriate terminology.
3. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
4. Demonstrate extensive knowledge of the technical vocabulary of music.
5. Explain and identify compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.
6. Demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example.
7. Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
8. Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.

Assessment: Forum/Seminar; pencil and paper test

Outcome # 4: The student will be able to evaluate music and music performances.

Enabling Objectives:

1. Evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions arrangements, and improvisations and apply the criteria in their personal participation in music.
2. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
3. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
4. Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.

Outcome # 5: The student will be able to communicate the relationships between music, the other arts, and disciplines outside the arts

Enabling Objectives:

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples.
2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.

3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
4. Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures.
5. Explain how the roles of creators performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.

Assessment: Forum/Seminar, Practice and Performance

Outcome # 6: The student will be able to communicate the relationship between music, history and culture.

Enabling Objectives:

1. Classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
3. Identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use.
4. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.
5. Identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.
6. Identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

Assessment: Forum/Seminar, Practice and Performance

MUSIC THEORY

Course Description: A course which offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training and history. There will be a brief introduction to music history as it relates to music theory. The course will make use of music technology. This course is designed to educate students who wish to better understand the elements of music.

Outcome # 1 Composing and arranging music within specified guidelines.

Enabling Objectives:

1. Students will create musical selections demonstrating creativity in using the elements of music.
2. Students will write musical compositions by hand and using music technology.

Assessment: Written assessment.

Outcome #2 Understanding and notating music

1. Students will be able to understand and notate pitches, rhythms, meter, intervals, scales and key signatures, triads and inversions, seventh chords and inversions, chord progressions, melodies and harmonies.
2. Students will be able to understand principles of voice leading and expression.

Assessment: Written assessment.

Outcome #3 Listening to, analyzing, and describing music

1. Students will be able to identify intervals, rhythm, and triads by ear.
2. Students will be able to identify characteristic traits of different pieces of music.
3. Students will analyze simple musical examples.
4. Students will be able to describe components of musical examples using appropriate terminology.

Assessment: Written, aural, and discussion

Outcome # 4: Understanding relationships between music, the other arts, and disciplines outside the arts

Enabling Objectives:

1. Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts. Cite examples.
2. Students will be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Assessment: Written; discussion

Outcome # 5: Understanding music in relation to history and culture

Enabling Objectives:

1. Students will be able to classify aural musical examples by genre or style and by historical period or culture
2. Identify and explain stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context

Assessment: Written; discussion

AP MUSIC THEORY

Course Description: AP Music Theory offers students insights into music with respect to melody, rhythm, intervals, triads, harmony, notation, ear training, and music history. There will be a brief introduction to music history as it relates to music theory. This course will make use of music technology. This course is designed to educate students who wish to better understand the elements of music.

Outcome 1: Composing and arranging music within specified guidelines

Enabling Objectives:

1. Students will create musical selections demonstrating creativity in using the elements of music
2. Students will write music compositions by hand and by using music technology

Assessment: written

Outcome 2: Understanding and notating music

Enabling Objectives:

1. Students will be able to understand and notate pitches, rhythms, meter, intervals, scale and key signatures, triads and inversions, seventh chords and inversions, chord progressions, melodies and harmonies
2. Students will be able to understand principles of voice leading and expression

Assessment: written

Outcome 3: Listening to, analyzing, and describing music

1. Students will be able to identify intervals, rhythm, and triads by ear
2. Students will be able to identify characteristic traits of different pieces of music
3. Students will analyze simple musical examples
4. Students will be able to describe components of musical examples using appropriate terminology

Assessment: aural, written, discussion

Outcome 4: Understanding relationships between music, the other arts, and disciplines outside the arts

1. Students will be able to explain and cite examples of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts
2. Students will be able to explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Assessment: Written and discussion

Outcome 5: Understanding music in relation to history and culture

1. Students will be able to classify aural music examples by genre or style and by historical period or culture
2. Students will be able to identify and explain the stylistic features of a given musical work that serves to define its aesthetic tradition and its historical or cultural context

Assessment: Written and discussion

Outcome # 6: Evaluating music and music performances

Enabling Objectives:

1. Develop criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.
2. Evaluate a performance, composition or arrangement by comparing it to similar or exemplary models

Assessment: Written; Performance; Discussion

THE MUSIC CONSUMER

Course Description: The Music Consumer is a course to help students become more knowledgeable music consumers. This course will help develop active listening skills and bring music to life with a unique combination of creative tools. It will present numerous types of music and sound, emphasizing the emotion that can be conveyed. Students will explore a brief history of music and musical concepts through various multimedia tools.

Outcome 1: Identify, analyze, evaluate and interpret music and its effect on the past, present and future.

Enabling Objectives:

1. Study and understand active and passive listening skills
2. Recognize different styles, genres and mediums
3. Understand a brief history of music including composers and cultural centers.
4. Study musical forms and the development of musical instruments
5. Understand American musical contributions
6. Understand music terminology

Assessments: Written and oral assessments

Outcome 2: Actively listen, explore and respond to the aesthetic qualities of music.

1. Recognize different levels of cognitive listening
2. Use appropriate terminology to describe music

Assessments: Written and oral assessments

Outcome 3: Demonstrate an understanding of modern music creation including composition and commercial production.

1. Become familiar with the role of the composer and arranger
2. Use appropriate terminology to describe composition and arranging and commercial production
3. Explore a variety of musical careers

Assessments: Written and oral assessments

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 9100.1 –Bylaws of the Board – School Board Vacancies
– Procedure for Filling

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000
Series

DESCRIPTION:

ACTION DESIRED: Approval of Rule 9100.1

BACKGROUND: This rule was formerly Rule 9111.1 and the last revision was
completed on July 7, 1997.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

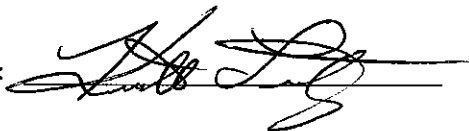
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

School Board Vacancies - Procedure for Filling

9100.1 9444.1

When a vacancy exists on the Millard Board of Education it shall be filled as provided by law and by the following procedures.

- A. At the first regular meeting of the Board after the vacancy exists, the Superintendent shall provide the legal qualifications for appointment to the Board, the length of the term remaining, and a proposed schedule for receiving applications for appointment to the vacancy.
- B. The Board at that meeting shall establish the final date for filing of applications, which date shall be no sooner than 30 days after the publication of notice in a legal newspaper announcing the existence of the vacancy, qualifications for the position and inviting applications for appointment to fill the vacancy, and communication to the news media notifying the public of the existence of the vacancy and the final date for the filing of application to fill the vacancy.
- C. The Board will establish the form applications shall take, including:
 - 1) a resume containing routine personal data (name, address, telephone numbers, etc.) a summary of the candidates education and experience, and a statement indicating why they are qualified for appointment to the Board; and,
 - 2) a petition signed by at least 50 (fifty) registered voters from the Millard District, using a petition available from the Secretary of the Millard Board of Education.
- D. Completed applications will be filed with Secretary of the Millard Board of Education no later than 4:30 pm on the date applications are due. The documents will be date stamped and reviewed for compliance with these procedures.
- E. The Secretary of the Millard Board of Education will, in conjunction with the Douglas and Sarpy County Election Commissioners, review the petitions and determine if 50 or more registered voters of Millard School District 17 have supported each applicant. The Board Secretary will notify each applicant whether their petition was valid or invalid.
- F. The Secretary of the Millard Board of Education will forward copies of the resumes and petitions to each member of the Board as each eligibility determination is made. Unless more time is needed to verify the petitions, all resumes and petitions will be sent to Board members within seven days of the application deadline. Board members will review the resumes in the form they are received.
- G. At the next regular meeting of the Board following the identification of all qualified candidates, if the number of candidates exceeds five, the list of candidates shall be reduced to five finalists. Each Board member shall vote for five candidates to be finalists for the position. The vote will be by roll call. Only persons submitting resumes and valid petitions may receive votes. The five candidates receiving the most total votes will be finalists for appointment. In the event of a tie for the fifth position, the Board will reconsider only those candidates tied for fifth in order to break the tie. Tie-breaking votes shall be by secret ballot.
- H. The Superintendent shall notify, by telephone, all candidates as to whether they received sufficient support to become a finalist for the position.
- I. At the next meeting of the Board Committee of the Whole following the selection of the finalists, the Board will interview the finalists. Approximately 30 minutes will be allowed for each candidate. The candidates will be asked to make a maximum five-minute statement concerning their qualifications, followed by a 25

minute question and answer period. The order of appearance of the candidates will be determined by a random drawing prior to publishing the meeting agenda.

- J. The election of the new Board member will be placed on the agenda of the next regularly scheduled Board meeting following the interviews. The election will be by roll call from the names of the candidates interviewed without nominations from the floor. Voting will continue until one candidate receives a majority votes. When the tally determines an applicant has been selected for appointment to the Board, the vote and the appointment shall be ratified by a roll call vote.
- K. The Board's legal counsel, with the assistance of the office of the superintendent, shall oversee the conduct of the election and the tally of the votes. The ballots shall become a part of the records of the District.

School Board Office Vacancies - Procedure for Filling

Should a vacancy exist in one of the offices specified in Bylaw 9120, the office will be filled at the next regular meeting of the Board using the procedure specified in Policy 9111 ~~9121.1~~

Related Policies and Rules: 9100, 9111, 9120, ~~9121.1~~

Bylaw Adopted: January 27, 1997; July 7, 1997

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 9111.1 –Bylaws of the Board – Board Officers

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Rule 9111.1

BACKGROUND:

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

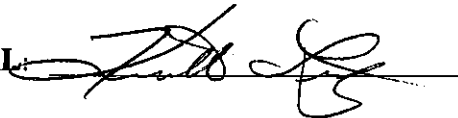
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Board Officers

9111.1

The officers of the Board of Education shall be President, Vice-President, Secretary and Treasurer. The duties of the officers shall be:

President:

1. Preside at all regular and special meetings of the board.
2. Call special meetings of the Board when conditions required for special meetings have been met.
3. Be responsible for the orderly conduct of Board meetings.
4. Consult with the superintendent in planning agendas.
5. Represent the school district in all legal action.
6. Appoint all special committees, subject to the approval of the Board.
7. Sign any written contracts to which the school district may be a party.
8. Countersign all orders on the treasurer for claims allowed by the Board.
9. Countersign all orders on the county treasurer for the transfer of funds.
10. Participate in and vote on all actions of the Board.

Vice President:

1. Assume duties of the president in his/her absence.
2. Serve as the chairperson of the Board Committee of the Whole.
3. Organize the procedure for the Board to consider and issue the Superintendent's evaluation.
4. Perform any other duties as designated by the president.

Secretary:

1. Keep an accurate record of all meetings.
2. Send out legal notices of meetings.
3. Notify all persons elected as members of the Board.
4. Handle official correspondence of the School Board.
5. Make required reports to county and state officials.
6. Make the annual school census unless the board provides otherwise.

7. Draw and sign orders on the school district treasurer for the payment of authorized claims.
8. Draw and sign orders on the county treasurer transferring funds to the school district treasurer.
9. Maintain classified accounts of receipts and disbursements of the general and building funds, and of such other funds as the Board may require.
10. Compute withholding and social security taxes and retirement payments from salaries of teachers.
11. Act as custodian of all school district securities, documents, title papers, and other records of the Board.
12. Make available to the Superintendent all records and other information requested.
13. Publish the budget.
14. Keep a record of all written disclosures made by Board members pursuant to Board Policy 8250. The disclosure shall be kept on a ledger for a period of five years from the date of the Secretary's last day in office and kept separately from the Secretary's other records.
15. Maintain all records required by the Accountability and Disclosure statutes of the State of Nebraska.

Treasurer:

1. Receive and be responsible for all school district money.
2. Place funds in depositories approved by the Board.
3. Disburse funds on orders signed by the president and secretary.
4. Keep accurate records of all receipts and disbursement, showing the source of such receipts, to which funds the receipts belong, and the payees of all disbursements.
5. Render such financial reports as the Board may require at any time.

Legal Reference: RRS 79-452; 79-453; 79-455 – President

Legal Reference: 79-516.06 – Vice President

Legal Reference: RRS 49-14, 103.02; 79-456; 79-457; 79-458; 79-805; 79-806 – Secretary

Legal Reference: RRS 79-459; 79-460; 79-461; 79-809 – Treasurer

Bylaw Adopted:

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 9112.1 –Bylaws of the Board – Committees and Appointments

MEETING DATE: June 16, 2003

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF: We are beginning to update the policies and rules in the 9000 Series

DESCRIPTION:

ACTION DESIRED: Approval of Rule 9112.1

BACKGROUND: This rule was formally Rule 9130.1 and the last revision was done on November 4, 1996.

OPTIONS/ALTERNATIVE CONSIDERATIONS: NA

RECOMMENDATIONS: Approval

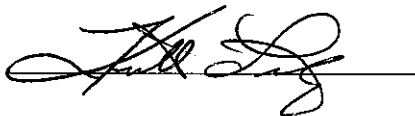
STRATEGIC PLAN REFERENCE: NA

IMPLICATIONS OF ADOPTION OR REJECTION: NA

TIME LINE:

PERSONS RESPONSIBLE: Dr. Keith Lutz

SUPERINTENDENT'S APPROVAL:



Bylaws of the Board

Committees and Appointments

9112.1 9130.1

The Board President shall appoint Board members to serve on committees subject to approval by the Board:

Standing Committees:

1. The Americanism Committee is required by law. It shall consist of three Board members appointed each January of each year.
2. ~~The District Site Based Steering Committee shall include in its membership one Board member appointed in January.~~
3. All Board members ~~will~~ may be members serve on the District Strategic Planning Committee.
4. All Board members will serve on the Board Committee of the Whole.

Special Committees:

Special Committees of one or more members may be established by the Board as the need arises to carry out specified tasks and on the completion thereof shall automatically cease to exist. Special Committees shall not be appointed to perform a task that falls within the assigned function of an existing standing committee.

The Board President may appoint Board members to represent the Board in state and local organizations as authorized by the Board subject to approval by a voting majority of the Board:

1. ~~Each January, Annually,~~ the Board President shall appoint a delegate and alternate to the Nebraska Association of School Boards (NASB) Legislative Relations Delegate Assembly.
2. ~~Each January, Annually,~~ the Board President shall appoint a delegate and alternate to the National School Board Association (NSBA) Federal Relations Network; provided, however, the Board desires to send a representative.
3. Each January, the Board President shall appoint a delegate to the (NASB) Nebraska Association of School Boards - Board of Directors.
4. Each January, the Board President shall appoint a delegate to the Board of Directors of the Millard Public Schools Foundation.

Legal Reference: Neb. Rev. Stat. §79-213

Related Policy : 9112 9130P

Policy Adopted: April 28, 1980

Revised: September 23, 1996; November 4, 1996

Millard Public Schools

Omaha, NE

AGENDA SUMMARY SHEET

MEETING DATE: June 16, 2003

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) New Hires; and (2) Resignation.

OPTIONS & ALTERNATIVES: NA

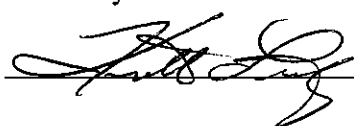
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

June 16, 2003

RESIGNATION

Recommend: the following resignation be accepted:

1. Melissa Brott – kindergarten teacher at Ezra Millard Elementary School. She is resigning for personal reasons. Resignation is effective at the end of the 2003-03 school year.

Leo.

June 16, 2003

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired for the 2003-04 school year:

1. Jill Anderson – Step 4, BA – University of Nebraska at Lincoln. Resource teacher at Norris Elementary School. Previous experience: teacher, Omaha Public Schools (1999-2003).
2. Marcia Blum – Step 11, MA+36 – University of Nebraska at Lincoln. Media specialist (50%)/fifth grade CORE teacher (50%) at Cather Elementary School. Previous experience: teacher, Millard Public Schools (1978-94); Lincoln Public Schools (1994-2003).
3. Courtney Eden – Step 1, MA – University of Nebraska at Omaha. Speech language pathologist (70%) at Bryan Elementary School (50%)/Rohwer Elementary School (20%).
4. Jeremy Fleming – Step 5, BA – Midland Lutheran College. Third grade teacher at Wheeler Elementary School. Previous experience: teacher, Millard Public Schools (1998-2002).
5. Robyn Heyde – Step 5, BA – Baylor University. Music teacher at Harvey Oaks Elementary School (80%)/Black Elk Elementary School (20%). Previous experience: teacher, Texas (1999-2001, 2002-03); Omaha Public Schools (2001-02).
6. Lauren Kotulak – Step 5, BA – University of Nebraska at Omaha. French teacher (67%) (short term) at West High School. Previous experience: teacher, Omaha parochial schools (1981-89); Brownell Talbot School (1989-98).
7. Susan Lemons – Step 10, BA+24 – University of Nebraska at Lincoln. Resource teacher at South High School. Previous experience: teacher, Gretna, NE (1975-79); Lincoln, NE (1979-83; 1992-96); Blair, NE (1983-92); Omaha Public Schools (1996-2003).
8. Timothy Leuschen – Step 1, BA – Briar Cliff University. Science teacher at Russell Middle School.
9. Tia McRoberts – Step 7, BA+24 – University of Nebraska at Lincoln. Kindergarten teacher at Norris Elementary School. Previous experience: teacher, Missouri (1995-96); Lincoln, NE (1998-2003).
10. Anne Miller – Step 4, MA – University of Nebraska at Omaha. Speech language pathologist (50%) at Disney Elementary School. Previous experience: speech language pathologist, Bellevue Public Schools (2000-03).
11. Roshni Noronha – Step 9, MA+36 – University of Minnesota. Speech language pathologist (50%) at Aldrich Elementary School. Previous experience: speech language pathologist, Minnesota (1994-96); South Carolina (1996-99); Missouri (2000-03).
12. Diane Reiners-Araujo – Step 11, MA – University of Nebraska at Omaha. Family consumer science teacher at Beadle Middle School. Previous experience: teacher, Kenesaw, NE (1991-99); Omaha Public Schools (1999-2003).
13. Andrea Rottler – Step 1, BA – Western Michigan University. Speech language pathologist at Beadle Middle School.

*She was excluded from the motion.
SP. 6/1.*

14. Stephanie Wells – Step 11, MA+30 – University of Nebraska at Omaha. Second grade CORE teacher (short term) at Cather Elementary School. Previous experience: teacher, Omaha Public Schools (1992-97); Texas (1997-2003).

The following individual was employed with Millard Public Schools during the 2002-03 school year on a short term contract. She is now being offered a regular contract for the 2003-04 school year.

1. Jennifer Bahe – Step 8, BA+12 – University of Nebraska at Lincoln. Title I teacher (75%) at Norris Elementary School.

The following individual was a CADRE teacher with Millard Public Schools during the 2002-03 school year. She is now being offered a regular contract for the 2003-04 school year.

1. Lori Shanahan – Step 2, BA – University of Nebraska at Omaha. First grade teacher at Morton Elementary School.

AGENDA SUMMARY SHEET

AGENDA ITEM: Report on Construction Projects

MEETING DATE: June 16, 2003

DEPARTMENT: Business

TITLE & BRIEF DESCRIPTION: Report on Construction Projects – A report on the progress of the HVAC projects at North and South High Schools.

ACTION DESIRED: Approval ___ Discussion ___ Information Only x

BACKGROUND: Dave Finney (Siemens), the project manager for the MNHS & MSHS HVAC projects will be at the board meeting to report on the progress of those projects.

OPTIONS AND ALTERNATIVES: n/a

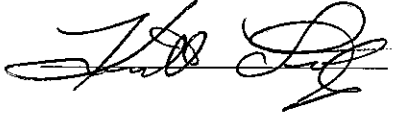
RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Ken Fossen (Assoc. Supt), Dave Finney (Siemens Project Manager), and Ed Rockwell (MPS Projects Manager)

SUPERINTENDENT'S APPROVAL: 

AGENDA SUMMARY SHEET

AGENDA ITEM: Educational Services End of Year Reports

MEETING DATE: June 16, 2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: This report summarizes the work of Educational Services in the areas of Early Childhood and Elementary Education, Secondary Education, Staff Development, Special Educational Grants and Volunteers, English-As-A-Second Language and Special Projects.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: At the conclusion of each school year, the Educational Services Department provides a summary of their work for the academic year.

OPTIONS AND ALTERNATIVES CONSIDERED: Not Applicable

RECOMMENDATIONS: Review; ask questions as needed.

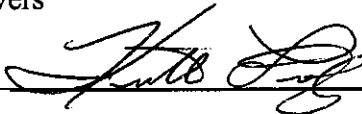
STRATEGIC PLAN REFERENCE: The report relates directly to Strategy I, and less directly to Strategy 2 and Strategy 4.

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

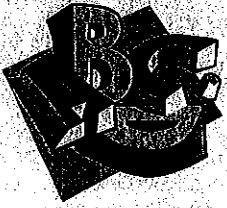
TIMELINE: N/A

RESPONSIBLE PERSON(S): Martha Bruckner, Carol Newton, Judy Porter, Charlene Snyder, Donna Flood, Tom Wise, Susan McAdam, Kay Bowers

SUPERINTENDENT'S APPROVAL: _____



BOARD ACTION:



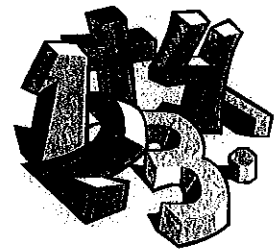
Educational Services Division

END OF YEAR REPORTS

June 16, 2003

Submitted by:

*Dr. Martha Bruckner
Associate Superintendent for
Educational Services*



Educational Services

End of Year Report, 2002-2003

June 16, 2003

This booklet summarizes the work of the educators in the Educational Services Division as we continually strive to support the efforts of the principals and teachers in our schools. We are proud of the work that we do and we remain dedicated to guiding the development and delivery of a meaningful curriculum – in a safe learning environment.

We see that our work mirrors the mission of the Millard Schools as we make efforts to ensure that all students learn the academic and life skills necessary for personal success and responsible living. We encourage a partnership of students, home, staff, and community. We work to provide diverse opportunities and effective teaching to challenge each of our students. We consistently work to implement clearly defined and measured standards for students and staff.

This report includes details about:

- early childhood programs
- special education programs
- secondary education programs
- staff development programs
- the English-As-A-Second Language program
- many volunteer efforts by students and staff and
- many grants obtained by our staff with the help of our grant coordinator.

I have been energized this year by the opportunity to work with the following persons, who created these reports:

Dr. Carol Newton, Director of Early Childhood and Elementary Education

Dr. Judy Porter, Director of Secondary Education

Dr. Donna Flood, Director of Staff Development

Ms. Charlene Snyder, Director of Special Education

Ms. Susan McAdam, Coordinator of Grants and Volunteers

Mr. Tom Wise, Coordinator of Special Projects.

Ms. Kay Bowers, Department Head, English-As-A Second Language

We look forward to continuing our efforts throughout the summer and into the next school year.

Martha Bruckner, Ph. D.

Associate Superintendent for Educational Services

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EARLY CHILDHOOD REPORT

2002/03 SCHOOL YEAR

FAMILY RESOURCE CENTER

The Millard Family Resource Center is located on the Rockwell Elementary campus. The center is funded by the Below Age Five Special Needs Preschool Flex Funding. The center provides materials for family with children between the ages of birth to age 8 years. The materials include a toy lending library, parent education library, children's library, materials for day care homes or home school activities, Good Beginnings materials, and a family specialist, who also supports the Early Start Preschool Program at Cody. The center is open 20 hours per week with 4 hours every Saturday morning. The center is closed during July.

The center currently has 322 active members. Membership fee is \$15.00 for six month. Exceptions are made for families who are unable to purchase a membership. Families can check out three toys and up to six books or parent education materials.

The family specialist is a social worker who provides support for families seeking assistance through other agencies. Mary also works with the families in the Early Start Program at Cody, and is our liaison with Head Start, Department of Social Services, and Family Services. Licensed Day Care Home providers may participate in CEU hours through courses offered through a collaborative effort of the center and Family Services. The membership fees support the center for replacement and day-to-day items.

The FRC is in the process of moving to an Echo Hills Cottage for the 2003-04 school year.

PARTNERS WITH PROVIDERS

This is the first year of operation for this program. Partners with Providers is a form of the Parents as Teacher Program out of Missouri. Parents as Teachers has added a new component that serves daycare home providers rather than individual families. By serving daycare home providers in our Title I eligible neighborhoods we are able to impact more children. The early childhood specialist, who is a certified Parents as Teacher instructor, spent first quarter organizing and purchasing materials, developing forms, and working with the at-risk buildings to identify possible daycare home providers to contact.

The goal of PWP is to provide literacy and language information to be used by the providers and parents to help prepare these children to be more ready for successful school experience. The goal of working with 21 providers was reaching in March. Daycare homes are visited every three weeks. The teacher demonstrates literacy/language skills for the provider by modeling with the children. The group of children are analyzed by the teacher as to needs and interests and she develops plans based on those needs. The plans are to improve the skills of the provider and they receive CEU hours for state certification as a licensed daycare home based on these visits. Toys, books, and other materials are rotated in and out at each visit. Fifteen daycare home providers and 134 students were served through this program, with the focus being on 4- and 5-year olds, but all children were supported.

Southwest Omaha Kiwanis provided monetary support to purchase books for these children to keep and to support a family activity day in which 83% of the families who had children in these daycare homes attended. More of these activities are planned for the future.

The PWP is in the process of moving to an Echo Hills Cottage for the 2003-04 school year.

PRESCHOOL PROGRAMS

- **Parent Pay Preschool Program** was located at Disney, Neihardt and Rockwell Elementary Schools. Neihardt offered morning and afternoon sessions, while the other three programs offered morning sessions only. The program only serves 4-year olds who will enter kindergarten the following year. There were 127 students enrolled this year. The program continues to be self-supporting, with certified teachers with early childhood endorsements as teachers and a paraprofessional. Teacher plan as a team twice per month and the program is an extension of the Scholastic Literacy Place program. This program continues to fill very quickly.
- **Montessori Preschool Day Care Program** is located at Montclair Elementary and Norris Elementary. This program serves 3- and 4-year olds as part of the Montessori age 3-6 program, that combines the preschool and kindergarten students. The Montclair program continues to be self-supporting with 56 children and Norris with 29 children. The majority of these students continue in the school-age Montessori Program. A before and after school program continues to provide these children will care from 6:30 a.m. to 6:00 p.m. if necessary.
- **Early Start Preschool Program** is located at Cody Elementary. It continues to be a successful program for Head Start eligible students. This program operates five days a week from 9:00 a.m. to 2:15 p.m. The students are provided breakfast and lunch each day. The program follows the same format as the parent pay program, but is operated by a Nebraska Department of Education Early Childhood grant which allows students to attend the program free. Due to the needs of these children, there is a teacher and two paraprofessionals. The teaching team works collaboratively with both the parent pay preschool teacher and the special education preschool staff. This grant is continuation grant and provides for the teacher, a paraprofessional, and materials. The revised Rule 11 has required additional assessments and staff certification beginning next year.

This program works cooperatively with the Douglas County Child and Family Development Program (HeadStart) and Family Services Agency. HeadStart provided the program with \$8,000 to be used for supplies and field trips as an exchange for registering our program as a cooperative HeadStart Center. Parents are expected to participate in four activities during the year, two of which are parent conferences. This program has been successful in assisting these children to be prepared to enter kindergarten ready to learn. This program is accredited by National Association for Education of Young Children (NAEYC) which is a requirement for grant approval.

PRIMARY GRADES PROGRAM

- **Early Entrance to Kindergarten:** The early entrance to kindergarten continues to be a difficult process. The majority of children being tested are October birthdays. We have had five children meet the cutscores to qualify for early entrance. We have tested 45 children over the past five years. Seven children have been tested this spring, none of which qualified. There will be one more testing date in August for interested parents. The assessments and cutscores are an extension of the district Acceleration Procedures used for grade acceleration at the elementary level. Four kindergarten teachers have been trained as testers.
- **Kindergarten:** During the 2002-2003 school year there were one half-day program. Next year there will be no traditional half-day classrooms.

The kindergarten programs includes Literacy Place that involves a complex phonemic awareness and phonics program, reading and writing of a variety of genre, comprehension

strategies, oral language skills, listening skills, and a technology strand called WiggleWorks+. Assessments in reading and math occur in October with results shared at Parent/Teacher Conferences and again in February and May. Year end assessments assist with planning for program such as ELI (Early Literacy Intervention). The math program provides hands-on learning for mathematical skills. The science and health implementation was completed this year. Social studies will be added next year. Teacher training in interactive writing has been identified as a priority need for next year.

- **Grades 1 and 2:** All buildings are implementing the Literacy Place Language Arts program from Scholastic. Analytical writing, phonics and comprehension strategies staff development sessions have continued. Spelling continues to be delivered through an integrated model with this program. Everyday mathematics continues to be a successful program. Social studies was implemented this year.
- Classroom assessments in reading and math continue. A language arts ELO assessment was developed and implemented this spring. The reading section contains phonics, oral comprehension, and listening comprehension. The second grade math ELO assessment was revised. At this time science and social studies ELO assessments will not be added at this level. This will allow the focus to be on reading, writing, and math.
- **K-2 Low Class size Grant:** This grant provided the district with four additional staff to be placed in at-risk buildings to lower class size for grades K-2. The following buildings received one of these teachers at the indicated grade level. Below are the results based on end of the year assessments.

	Disney 1	Sandoz 1	Rockwell 2	Bryan 2
Class ave.	13	17	16	16
Reading	90%	98%	94%	92%
Writing	93%	100%	89%	91%
Math	86%	76%	93%	95%

- **Early Literacy Intervention (ELI)** continues to provide one-on-one reading tutoring for at-risk first grade readers. Each session provides 30 to 40 minutes sessions each day. The average ELI student takes 20 weeks to reach the grade level reading average. The program was delivered by certified staff or paraprofessionals who attended regularly scheduled meetings. This program is modeled after the Reading Recovery model. Approximately 220 students are served by this program. Buildings with greater need and more at-risk populations are served by certified teachers. This year 10 FTE certified staff and 4.5 FTE paraprofessional staff.

SPECIAL EDUCATION

2002-2003 - Year End Report

During the 2002-2003 school year Millard Public Schools provided special education and related services to students birth through twenty-one years of age who were eligible under the requirements set forth in the federal Individuals with Disabilities Education Act and in Nebraska Title 92 NAC Chapter 51. Special education services were delivered in accordance with each student's Individual Education Program (IEP)/Individual Family Service Plan (IFSP). The District's pre-kindergarten through age 21 special education program is comprised of several service delivery models, including the following.

- Consultation with general education teachers
- Special education support provided in general education classrooms
- Collaborative teaching in general education classrooms
- Special education resource programs in combination with general education classes
- Special education self-contained classrooms offering highly specialized services
- Early childhood home-based services offered in collaboration with the family in the home or other community based settings
- Homebound/hospital services for students with medical conditions that prevent them from attending a Millard Public School
- Contracted special education services provided in locations outside the Millard Public Schools

Statistical Information*

Millard Public Schools provided special education and related services to 2,720 students, birth to twenty-one years of age, during the 2002-2003 school year. Below is a classification of these students by their disability category.

Disability Type	Number of Students	Disability Type	Number of Students
Autism	24	Other Health Impairment	147
Behavior Disorder	184	Specific Learning Disability	963
Deaf-Blindness	0	Speech Language Impairment	1029
Developmental Delay	42	Traumatic Brain Injury	9
Mental Handicap	212	Visually Impairment	16
Multiple Impairments	10	Hearing Impairment	48
Orthopedic Impairment	36		
		TOTAL	2720

* Except where otherwise indicated, statistics are based on the official December 1, 2002 child count reported to the Nebraska Department of Education.

Early Childhood Special Education Programs

Early childhood special education services are provided to children who meet the eligibility requirements of Nebraska Title 92 NAC Chapter 51. Services to eligible students who are birth through age five includes the following:

- **Assessment:** Diagnosis and evaluation of the child's developmental status in the following areas: communication, gross and fine motor skills, cognitive, behavioral and social-emotional development, hearing and vision. During the 2002-03 school year, 246 children birth to 5 years of age were evaluated to determine their eligibility for Early Childhood Special Education services.
- **Service Delivery:** During the 2002-03 school year, 289 children birth to 5 years of age received early intervention special education services. During the summer of 2003, 92 infants and toddlers received continuous year services and 26 four and five year olds received Extended School Year (ESY) services.
- **Program Planning and Implementation:** Development of an Individual Family Service Plan (IFSP) for students birth to age three or an Individual Education Program (IEP) for students who have already turned three years of age.

Programs were delivered to students and their families utilizing the following models:

1. Home-based services are provided in the student's home or daycare setting. This model is utilized primarily for children birth to age three or those students who are so medically fragile that they cannot be safely educated outside of their home/daycare environment.
2. Center-based services are provided in a preschool-type classroom setting. The District had center-based special education preschool classrooms at Cody, Sandoz, Rohwer and Wheeler during the 2002-2003 school year. Students age three to five are served in classrooms of eight to twelve students staffed by a special education teacher and paraprofessionals. Speech/language, occupational and physical therapy, and other related services are available as needed. Each classroom has one or two typically developing, non-disabled peers who are selected through a screening process. The District provides transportation for verified early childhood special education students. Typically developing peers are transported to the program by their parents.
3. Itinerant services are provided to students who do not need the intensity of a classroom setting, but benefit from more individualized instructional opportunities focused on specific learning areas.
4. Consultative services to children and their parents/caregivers are provided through collaboration with education and child-care professionals.

Services Coordination: Mandated through legislation in 1995, and funded by Medicaid receipts for school-based Medicaid services, families of children birth through three years of age are offered Services Coordination to assist the family in accessing and coordinating the services provided by many agencies and available to families of students with disabilities. Currently, service coordinators are provided through an agreement between Planning Region 21 and ESU 3.

Elementary Special Education Programs

Each elementary school provides special education and related services to students in their attendance area through resource programs, speech-language services, paraprofessional support, psychological services and other related services. All students are educated in the least restrictive environment. When a student's Individual Education Program (IEP) Team determines that the student's needs are such that more intensive special education services are needed than can be provided in the neighborhood school, the student may attend self-contained classrooms located in elementary buildings following a quadrant or "middle school feeder" plan. The following buildings house specialized self-contained programs; with the exception of Willowdale and Morton, each building had a primary and intermediate classroom. In 2002-2003, 181 students attended elementary self-contained classrooms.

Mentally	Behaviorally Disordered	Multi-categorical	
Montclair	Ackerman	Cody	Norris
Rohwer	Ezra	Morton	Wheeler
Disney		Rockwell	Willowdale

Transportation on buses or on District vans is provided to students who attend self-contained classrooms outside of their neighborhood attendance school. Twenty-eight students were served in a specialized summer school, and another 34 students were served in the summer resource program.

Secondary Special Education Programs

Each middle and high school building provided special education and related services to students in their attendance area through resource programs, speech language services, paraprofessional support, psychological services and other related services. All students are educated in the least restrictive environment. The student's Individual Education Program (IEP) Team, which includes the student and the student's parent(s), determines the most appropriate educational placement. Students who required highly specialized services were served in self-contained programs located in the following buildings. During the 2002-2003 school year, 123 students received services in these classrooms.

Mentally Handicapped	Behaviorally Disordered	Multi-categorical
Beadle Middle School	Andersen Middle School	Beadle Middle School
North Middle School	Central Middle School	Central Middle School
North High School	Kiewit Middle School	North Middle School
South High School	Russell Middle School	North High School
West High School	North High School	South High School
		West High School

Transportation on buses or district vans was provided to students who attended programs outside of their neighborhood school attendance area. Seven students who are mentally handicapped participated in a specialized summer school program at North Middle School. Six mentally handicapped students were served in a specialized summer school program at North High School. One student participated in an out of district contracted summer program for students with behavior disorders.

Alternative School Programs

In addition to special education programs located in the middle and high schools, two separate programs/facilities within the Millard Public Schools were also utilized to serve the various needs of the secondary special education student population. The Middle School Alternative Program offered educational services to general and special education students identified as having one or more of the following concerns: chronic attendance problems, chronic behavioral issues that interfere with his/her or other students' learning, a lack of continuous progress in academic achievement, and/or a general lack of academic progress which the current educational program is unable to meet. This program served a total of 25 students; 7 of these students had a verified special education disability.

The second, Millard Learning Center, offered educational programs to 11th and 12th grade students who are at-risk of school failure due to special education needs or other factors. The Millard Learning Center provided a range of services to at-risk students and can serve approximately 90 students a semester in grades 9-12, 30 students who are verified with a special education disability and 60 non-verified students. During the 2002-03 school year 46 students at the Millard Learning Center completed the requirements to graduate.

Young Adult Program

The Millard Public Schools Young Adult Program focuses on transitioning students, ages 18-21, from the school environment to the community. To assure a successful transition, students participate in curriculum that addresses functional academics, personal management, vocational development, motor development, and independent living.

In the fall of 2002, the Young Adult Program opened a new facility on the grounds of Central Middle School. This facility contains two classrooms, four accessible bathrooms, a large shared accessible kitchen, storage and office space. During this school year the program served 35 students. Several of the students with mild to moderate disabilities are considered to have the potential to be competitively employed after they age out of the program. The primary focus of the program is providing students with work experiences at employment sites. Many of the job sites are the Young Adult Program's PayBac Partners. In April, these employers participated with our students in a mock interview forum. The information received from the employers is critical to student programming and curriculum planning. In addition to work sites, the students maintain the facility, prepare meals, and participate in volunteer and community activities. Classroom instruction includes skills development needed for participation, independence, and employment in the community.

Students with disabilities in the moderate to severe/profound range of mental delay are also served at this site. These students require a high level of adult support for self-care, positioning, and movement throughout their environment. In order for these students to be actively involved in activities, hand over hand support, as well as equipment for their physical and communication needs is necessary. Other students in this classroom are able to prepare simple snacks, read community signs, and participate in a simulated workshop setting with adult support.

Transportation is available for all young adults from home to school. The District also provides transportation from the school to all non-paid work sites during the school day and for exploratory work experiences. Students are also given opportunities to participate in community recreation and leisure activities with transportation being provided. Related services are provided to the students as determined through their Individualized Educational Program (IEP). These services may include health services, physical and occupational therapy, vision services, adaptive PE services, speech and language therapy, and/or augmentative communication services.

Other Programs

Contracted Services

The educational needs of some students are not able to met in programs provided at Millard Public Schools facilities. The district contracted with the agencies listed below, to provide services for these students, whose disabilities are generally behavior disorder or hearing impairment.

- Alpha School
- Brook Valley School (ESU 3)
- Heartland/Midlands III
- Cooper Village/Uta Hallee
- Boystown Institute
- Metro Hearing Program
- Omaha Hearing School
- Munroe Meyer Institute

Related Services

Related services are provided to students with disabilities when necessary to provide the student with a free appropriate public education. Related services were provided in the following areas:

- Adaptive Physical Education
- Occupational and Physical Therapy
- Speech/Language Therapy
- Hearing and Vision Services, including audiological evaluations
- Vocational Services

Special Education Program Highlights

1. In August 2002, the Young Adult Program at the Central Middle School Annex opened. This facility joined the post-high school programs for disabled young adults previously located at the Echo Hills cottage and Millard North and Millard West High Schools. Thirty-five students attended the Young Adult Program at its new location during the 2002-2003 school year.
2. Millard Public Schools special education and technology administrators worked with ESU 3 programmers and staff to develop a program that would support the use of the current Student Information Management System (SIMS) to create and store electronic versions of required special education forms. Implementation of the program began immediately following training; full implementation of the program will be effective with the beginning of the 2003-04 school year. The Electronic IEP integrates with the Student Information Management System, assuring that up-to-date demographic information is recorded on the IEP and other special education forms. The Electronic IEP allows staff members to record a student's eligibility for special education transportation or Extended School Year services in SIMS, as well as document the student's participation in district-wide assessments, including the use of accommodations or participation in an alternate assessment. The program enables any staff member who provides services to a student to make his/her contribution to the IEP via the computer and permits all staff members who are serving the student to see all of the goals and objectives for the student during process of developing the student's IEP. Additionally, each school principal is able to view special education data and documents for students at his/her school; Special Education district office administrators are able to access information for students at their level of responsibility. The use of this program facilitates the efficient exchange of information between

IEP Team members and between building staff and district special education administrators, as well as enhancing the storage and retrieval of data pertaining to students with disabilities.

3. Millard Public Schools provided special education and related services to students who were suspended or expelled from school as required by Rule 51. Eight students were provided services during the term of their suspension from school.
4. The district provides special education and related services to resident students who attend non-public schools. These students are residents of the school district whose parents have enrolled them in nonpublic schools. The school district is required to provide transportation to/from the public school if necessary for the eligible nonpublic school student to receive the special education service identified in his/her IEP.
5. Homebound services for Millard Public Schools students unable to attend school due to illness or injury were provided through special education. The reasons for homebound services included cancer treatment, terminal illness, mental illness, brain tumor, pregnancy, broken limbs, chronic health conditions, and school phobia. Twenty-seven students received homebound services during the 2002-03 school year.
6. Extended School Year Services were provided to students as determined to be appropriate by individual student's IEP teams. Sixty-six students received ESY services during the summer of 2003, services were provided in the areas of academics, behavior management, services for hearing and visually impaired students, orientation and mobility, occupational, physical and speech-language therapy.
7. All students with disabilities participated in district-wide assessments. Students participated in district assessments without accommodations, with allowable and non-allowable accommodations, or they participated in an out-of-level or alternate assessment. Each student's IEP Team is responsible for identifying appropriate accommodations or alternate assessments. Work continues in this area to ensure that students receive instruction on the tested content/skills prior to administration of the district assessments and that the accommodations used by students on district-wide assessment measures are appropriate for the student's educational needs and do not compromise the validity of the assessment.
8. The Special Education Department worked with the MEP Facilitators, Special Education Program Facilitators and general and special education teachers to define the curriculum used with students with significant learning deficits in multicategorical classrooms. The functional academic curriculum in Reading/Writing/Language Arts, Math, Science and Social Studies was aligned with the general education curriculum and the district procedure for assessment participation for these students was described and communicated.
9. Resolving parental challenges to verification, placement and other recommendations of IEP Team members continues to be challenging. Most situations are able to be satisfactorily resolved through extensive efforts of staff members and building and central office administrators. Occasionally, however, these efforts are not sufficient and parents choose other means to address their concerns. There were no complaints or requests for due process hearings during the 2002-03 school year. Twice this year district personnel participated in mediation in an effort to resolve disputes regarding IEP issues that could not be otherwise resolved in during the IEP process.

10. Special education staff continued to utilize the 'work days' allocated to them through the special education budget process. This time is used by staff members to complete required paperwork, prepare for IEP, transition or other required special education meetings, or similar professional activities. Special education staff members appreciate the recognition by the board and administration of the value and significance of their specialized responsibilities as special educators.

11. Millard Public Schools collaborated with Elkhorn Public Schools to present an Arts for All Festival for students with severe physical and/or cognitive disabilities. Arts for All uses specialized equipment and techniques so that students with limited movement and motor skills can successfully take part in painting, drawing and print making. The two-day festival was held in Elkhorn; approximately 80 Millard Public Schools students participated in the event.

Elementary Programs 2002-2003 Report

*K-5 Curriculum Monitoring Guides for Principals

*K-5 Curriculum Maps for 2002-2003

*K-5 Curriculum Map/Monitoring Guides for 2003-2004

*K-5 Web-based Report Card

	Phase I	Phase II	Phase III	Phase IV
Language Arts (K-5)	<p>*Language Arts completed Phase I.</p> <p>*Committee includes: 2 principals, sped teacher, speech/language teacher, technology MEP, 6-12 language arts MEP facilitator, READ teachers, K-5 classroom teachers, media specialist</p> <p>*Committee reviewed the National Reading Committee recommendations and research.</p> <p>*Strands researched by subcommittees included: comprehension, vocabulary, fluency, phonemic awareness and phonics</p>			<p>*All K-5 classrooms used Literacy Place</p> <p>*Quarterly staff development for READ teachers provided indepth understanding application of guided reading</p> <p>*At-risk buildings, grades 4-5 teacher staff development</p> <p>*HAL training, grades 3-5</p> <p>*HAL implementation and training grades</p> <p>*Gr 1 handwriting curriculum was implem</p> <p>*Gr 2 handwriting curriculum was chosen will be implemented next year</p> <p>*All students grades 2-5 completed Schol Reading Inventory in the fall</p> <p>*ELO Assessments: 1st – Reading and Writing 3rd – AWA 4th – Reading, Speaking, Listening, and Notetaking</p> <p>*Trained AWA in NCS Lawrence, Kansas</p> <p>*Work with 5 at-risk buildings grade 3 tea during 4 days of staff development in liter training and purchasing of materials for th classrooms</p> <p>*Analysis of results reading and language assessment data and TerraNova grades 3</p>
Math (K-5)				<p>*Implemented K-5 Larson math software.</p> <p>*Correlated EDM and Larson, provided c to all teachers</p> <p>*ELO Assessments: 2nd and 4th</p>

				<ul style="list-style-type: none"> *Analysis of results math assessment data TerraNova grades 3 & 4 *Monthly initiator meetings *Explore guided math *Explore EDM Differentiation Process *Identify focus skills for student at-risk of learning mathematics
Science/Health (K-5)				<ul style="list-style-type: none"> *Analysis of results science TerraNova grades 3 & 4 *ELO Assessment 5th grade, analysis of re *Implement review lessons and reteaching lessons for grade 5 ELO assessment *Monthly initiator meetings and book stud Staff development for Literacy in Science *Inquiry strategies in buildings *Model teaching strategies in classrooms *Monitor DARE Program *Worked with small groups of students in extension science activities
Social Studies (K-5)				<ul style="list-style-type: none"> *Analysis of results social studies assessm data and TerraNova grades 3 & 4 *Implement current events through Scholastic News grades 2-5 *ELO Assessment 5th grade and analysis of *Implement review lessons and reteaching lessons for grade 5 ELO assessment *Monthly initiator meetings *Social Studies Alive training for 40 3-5 teachers *Social Studies strategy sharing session w teachers *Social Studies Alive materials reviewed shared
High Ability Learner Programs		<ul style="list-style-type: none"> *Design High Hal Seminars *Drama workshops designed and implemented 	<ul style="list-style-type: none"> *Implement grades K-2 High Ability Learner language arts *Implementation of HAL math K-5 programs year *Developed and implemented a grades 2-5 High HAL 	<ul style="list-style-type: none"> *Continue identification process *Continued implementation of HAL art program grades 4-5 *Continue William and Mary grades 3-5 LA program *Continue 4-5 Honors Choir -

			Seminars – grades 2-3 = Classifying Fingerprints, Writing in the Real World, Behind the Scenes at the Zoo; grades 4-5 = Goldilocks on Trial, History of Flight, Teambuilding	Minnesingers *Continue 4-5 Honors Orff Schulwerk Honors Ensemble *Quarterly facilitator meetings *April 24 – Fine Arts Show
Technology		*Design and use web-based elementary report card K-5 at Willowdale and Wheeler *Teachers try home access to web report card *Four teachers work with electronic gradebook	*Purchase duplex printers for all elementary offices in preparation for web report card *Purchase all K-2 classrooms an I-Mac in preparation for report card, use of Larson math *Implemented K-5 Larson Math Software	*Expand Palm Project to four 5 th grade classrooms at Willowdale *Continue updating and adding to intranet *Monthly MEP and Technology MEP meetings
P.E.	*Developed Differentiation II offering specific to needs of PE teachers	*Submission of PEP Grant to support new framework and technology needs	*Conducted PE Survey with students, parents, teachers in all buildings *Offered PE tech flex class	*Monthly K-5 meetings were held *PE technology subcommittee met to identify appropriate software, hardware and programs to support new framework.
Music	*Developed Differentiation II offering specific to needs of Music teachers			*Organization of staff development opportunities for staff for a two year span *Identification of band/strings music books to be purchased by district (fees)
Art				*Monthly initiator meetings *Training sessions for art initiators *Staff development sessions in buildings classroom teachers *Continued update of Art Smart tech site teacher support

Secondary Programs 2002-2003 Report – Curriculum Cycle

	Phase I	Phase II	Phase III	Phase IV
Language Arts (6-12)			<ul style="list-style-type: none"> • New Language Arts teacher training in 6 trait writing • Monitoring curriculum in preparation for course outcomes • STAR grant training in 6-Traits for non Language Arts teachers new to MPS • Development of four new forms of Reading ELO • Curriculum guides developed • Monitoring of middle school reading curriculum 	
Math (6-12)		<ul style="list-style-type: none"> • Nearly half of the math teachers participated in the MEP process on numerous planning and writing teams. Smart Cart projection system integrates technology into teaching and student learning; in-service provided support and training. • Tech Flex alternatives provided in-service 		

		<p>opportunities for textbook adoption and utilization of graphing calculators which were purchased for all schools.</p> <ul style="list-style-type: none"> • Textbooks and curriculum guides were implemented in all high school courses and middle level HAL courses. • Math 6, Math 7, Pre-Algebra 8 textbooks were selected for adoption Fall, 2003. • 30 teachers participated in a Course Assessments Workshop facilitated by an ESU#3 staff developer; course outcome assessments were written. • Curriculum guides were completed for all courses and made available on-line. • Math Reteaching Framework received board approval; Demonstrations of Proficiency were developed • Table of Specifications was revised; 4 ELO test forms created and standard setting completed 		
Physical Education (K-12)		<ul style="list-style-type: none"> • Framework was adopted July 2002 • K-12 Program Evaluation conducted fall 2002 included students, parents, 		

		<p>administrators and teachers</p> <ul style="list-style-type: none"> • Assessments were finalized for all levels and courses • All course curriculum guides for K-12 courses completed • All course curriculum guides for 6-12 courses will be on-line August 2003 • Prioritized adoption needs and PO's completed • New 9-12 courses to be implemented fall of 2003 • K-5 staff met monthly on Wednesdays; 6-8 for quarterly breakfast meetings and 9-12 department heads quarterly or during building department meetings • K-12 PE department is applying for a federal PEP Grant 		
Science (6-12)	<ul style="list-style-type: none"> • Core Committee <ul style="list-style-type: none"> – Studied a variety of documents, including literature review. – Developed Millard science standards. – Reviewed recommendations of Scope and Sequence Committee regarding sequence of courses and alignment of Millard science standards within 			

	<p>courses.</p> <ul style="list-style-type: none"> - Wrote philosophy and belief statements. - Wrote statements on animal dissection, differentiation and safety. • Middle Level Writing Teams <ul style="list-style-type: none"> - Developed frameworks for sixth, seventh and eighth grade science courses. - Developed criteria to be used in selecting resources. • Reviewed Millard's <i>Science Safety Procedures Manual</i>. Some revisions are being made prior to redistributing the manual in the fall. • ELO assessments <ul style="list-style-type: none"> - Results of assessments were analyzed. - 11th grade assessment: Teachers began to develop a reteaching course. - 11th grade assessment: Teachers began to develop Demonstrations of Proficiency. 			
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	- 11 th grade assessment: Teachers reviewed and revised the Table of Specifications.			
Family & Consumer Science / Health (6-12)				<ul style="list-style-type: none"> • Fall workshop included updated mini-lessons on each strand of Family & Consumer Science provided by professors from UNL College of Human Resources and Family Sciences. • Building teams continue to facilitate 6th grade Health instruction. Parent meetings for the Human Growth & Development Unit were hosted at Anderson, Beadle and North Middle Schools. Know Yourself Parent meetings were hosted at Kiewit, Russell, Beadle and Central Middle Schools. • Outcome assessments have been written for all courses. Teachers participated in collaborative sessions for Improvement of Instruction. Each group reviewed outcome assessments and identified lessons that could apply effective instructional practices identified by

				Robert Marzano. In addition, each group began the process of assessing strengths and weaknesses of the curriculum. This information will be documented each year until the disciplines enter Phase I in 2004-05.
Social Studies (6-12)	<ul style="list-style-type: none"> • CORE Committee met in September-this included teacher representatives from all 6-12 buildings, administrators, university, community, and NDE • All 6-12 level and course framework revision teams met and revised framework to take to board fall of 2003 • DP recommendations were made by representatives from all buildings • ELO Framework teams met and were representative of all buildings • 6-12 Dept. met for breakfast meetings quarterly • ELO Table of Specifications Revision team met, made revisions and were 			

	<p>representative of all buildings</p> <ul style="list-style-type: none"> • MPS was awarded a “Teaching American History” grant in conjunction with Brown University 			
Computer Applications (6-8)				
Computer Science (9-12)				
Foreign Language (8-12)				<ul style="list-style-type: none"> • All teachers of each language were invited to create “Levels of Proficiency” documents. The French, German, Latin and Spanish documents have been distributed to all teachers of the respective language as well as building administrators. The Japanese document will be distributed this summer. Forty-four teachers participated in this process. • All foreign language teachers in all three high schools were observed for at least one 45-minute period. A total of 71 observations were conducted. The purpose of these observations was to:

				<ul style="list-style-type: none"> - Develop a better understanding of foreign language instruction. - See how our curriculum is being taught and our resources used. - See how honors and regular classes are different and/or alike. - Become more familiar with teachers and how they teach. • The program report for Central Middle School's French I pilot was completed and sent to the appropriate administrators.
Business Education (9-12)				<ul style="list-style-type: none"> • Fall workshop included collaborative planning to review course outcome assessments as well as presentations by Metropolitan Community College on articulation agreements in computer technology applications and by UNL on the Young Entrepreneurship Seminars. • Teachers participated in collaborative sessions for improvement of instruction. Each group reviewed outcome

				assessments and identified lessons that could apply effective instructional practices identified by Robert Marzano. In addition, each group identified strengths and weaknesses of the curriculum. This information will be used when Business enters
Industrial Technology (6-12)		<ul style="list-style-type: none"> • Framework was adopted July 2002 • All course curriculum guides for 6-12 courses completed (except 6-8 Synergistics and 9-12 Foundations) • Reviewed existing Synergistics and Foundations modules-recommendations for revisions determined • All course curriculum guides for 9-12 courses (except Foundations) will be on-line August 2003 • Prioritized adoption needs completed • Review of Foundations modules began in anticipation of final recommendations and revisions spring of 2004 • Adoption needs and PO's for traditional courses and new courses completed • New 9-12 courses were developed and will be 		

		<p>implemented fall of 2003</p> <ul style="list-style-type: none"> • Met once each semester with 9-12 department heads and their building staff 		
Guidance & Counseling (K-12)		<ul style="list-style-type: none"> • High schools completed first year of implementation, including administration of PLAN test to all 10th graders. • Each secondary building developed Life skills curriculum to correlate with counseling curriculum activities. Life Skills assessments were administered. • Central, the Lead Transition school, implemented the counseling curriculum. Other middle schools developed plans for full implementation in 2003-04. • Elementary counselors modified curriculum guides and developed scope and sequence to implement the personal/social domain. (Staffing allocations make it impossible to implement the comprehensive counseling program.) • Indicators of Effective Counseling were revised to reflect the counselor's role in implementing the Counseling Frameworks. • Monthly district counselor 		

		<p>meetings supported curriculum development</p> <ul style="list-style-type: none"> • "Bias Be Gone" staff development activity during Martin Luther King Day provided awareness of gender bias in career advising and classroom instruction. 		
Art (K-12)		<ul style="list-style-type: none"> • Completion of framework <ul style="list-style-type: none"> - Core committee met - Inventory compiled - Writing groups wrote course outcomes and enablers • Continued maintenance of art website 		
Music (K-12)		<ul style="list-style-type: none"> • Completion of framework <ul style="list-style-type: none"> - Core committee meeting - Inventory compiled - Writing groups wrote course outcomes and enablers 		

Secondary Programs 2002-2003 Report – Curriculum Cycle

	Phase I	Phase II	Phase III	Phase IV
Technology Mini-Magnet				<ul style="list-style-type: none"> This program has been funded with grant funds that end this year. A+ and Cisco courses have been articulated with Metropolitan Community College to allow students to earn Advanced Standing Credit at MCC. The courses in the mini-magnet will be ready to complete the work of Phase I and to document a Framework in 03-04.

Career & Technical Education Report

2002-2003

Career and Technical Education (vocational education) in the Millard Public Schools continues to be a strong, student-centered program grounded in the offerings of the Industrial Technology, Business & Marketing Education, and Family & Consumer Sciences departments. These curricular programs are supported by the MEP process, Carl Perkins funds, articulation agreements with Metropolitan Community College, School-to-Career opportunities,] and the district strategic plan. Activities worth noting during the 2002-03 academic year include:

Millard Educational Program (MEP) Curriculum Efforts: During the 2002-03 school year Industrial Technology entered Phase II (Design and Development) of the MEP Curriculum Cycle. This process included the development of curriculum guides and planning for purchases to support instruction. Industrial Technology staff made several visitations to develop career and technical connections. Family & Consumer Sciences and Business Education are in Phase IV (Curriculum Management) of the MEP Curriculum Cycle. The MEP focus for FCS & Business is on strategies to improve instruction. In addition, staff member have collaborated to identify areas of strength and need for improvement.

Carl Perkins Funding: During the 2003 fiscal year, \$94,630.81 in Perkins' funds was provided. These funds were used to support upgrades of equipment for Industrial Technology, additional computers for Family & Consumer Science and to update a Business lab at South High. Finally, Perkins funds were used to support staff development in the form of attending special conferences (e.g., Invest), the district's Differentiation Institute, to provide training related to work-based learning and to support training on new equipment/software. For fiscal year 2004, funding is estimated at \$90,000.00. Fiscal Year 2004 is the last year of funding under the current Carl Perkins legislation.

School-to-Career Opportunities: The Millard Public Schools continues to participate in the Heating, Ventilation, and Cooling Apprenticeship program and the Omaha Community Playhouse sponsored Theatre Technology Apprenticeship program. In addition, the district has partnered with Metropolitan Community College to provide technical academies in the areas of Auto Body Technology, Automotive Technology, Construction-Concrete/Masonry, Printing & Publishing Technology and Horticulture. In addition, the district continues to seek appropriate school-to-career programs that will enhance the school and work-basked learning opportunities available for students.

Metropolitan Community College & Tech-Prep Programs: The Career & Technical Educational departments continue to establish and/or revise articulation agreements with Metropolitan Community College (MCC) that allow students to earn advanced status college placement for 26 high school programs. These programs constitute the Tech-Prep programs for the Millard Public Schools.

Millard Courses	Metropolitan Community College
500 Personal Finance	FIN 100 Personal Finance
504 Computer Keyboarding	MCT 125 Keyboarding
505 Computer Word Processing	MCT 128 Comp. Keyboarding Skill Building
506 Computer Technology Applications	MCT 103 Microcomputer Fundamentals
983 A+ Hardware, Software Troubleshooting	ELT 191 PC Troubleshooting

503 Accounting II	ACC 101 Bookkeeping
512 Marketing I / 513 Marketing II	MAR 101 Principles of Marketing
527 Child Development	CHC 101 Intro. to Early Childhood
981 CISCO Networking Academy I – Sem. 1	ELT 116 CISCO I Networking Fundamentals
981 CISCO Networking Academy I – Sem. 2	ELT 117 CISCO II Routing Fundamentals
982 CISCO Networking Academy II – Sem. 1	ELT 231 CISCO III Switching & Land Designs
982 CISCO Networking Academy II – Sem. 2	ELT 233 CISCO IV Wide Area Networking
525 Culinary Skills	FST 100 Food Industry Fundamentals or FST 110 Culinary Skills
601 Construction Technology	CST 101 Introduction to Carpentry
621 Comprehensive Metals	PFT 101 Intro to Machine Technology
622 Welding / 623 Advanced Welding	WEL 101 Oxy/Acetylene Welding I WEL 102 Oxy/Acetylene Welding II WEL 111 Arc Welding Flat Position
640 Engineering Drafting & Design	ACT 109 Beginning AutoCAD
641 Residential Architectural Drafting & Design	ACT 119 Intermediate AutoCAD or ACT 124 Wood Frame Architecture II
651 Foundations of Computer Graphics	GCA 100 Creativity: Concept Development
655 Foundations of Visual Graphics / 656 Advanced Visual Graphics	PTY 100 Basic Photography
836 HVAC Apprenticeship Program I	BDM 100 Introduction to Industrial Safety AHR 101 Refrigeration Electrical Theory & Application
836 HVAC Apprenticeship Program II	AHR 103 Refrigeration Service Principles & Basic Automatic Controls AHR 107 Refrigeration Shop Practices AHR 108 Gas Heat
835 Theater Technology Apprenticeship Program I	THE 110 Theater Technology I
835 Theater Technology Apprenticeship Program II	THE 111 Theater Technology II

District Strategic Plan: Strategy 3, Action Plan 6 is in operation. The recommended senior exit survey, one-year and five-year surveys are now in place. Results of these surveys, as well as the Perkins Accountability report provide data to assist in program evaluation during Phase I of the MEP cycle. As part of the cycle, each discipline considers the potential for school-to-career connections as a framework is developed.

High School Non-Athletic Participation

2002-2003

ACTIVITY	NORTH	SOUTH	WEST	TOTAL
Amnesty International	11	0	10	21
Art Club	0	0	8	8
Band/Concert Band	202	165	180	547
Broadcast Club	56	0	0	56
Cheerleading (Varsity)	13	16	20	49
Cheerleading (J.V.)	12	14	15	41
Cheerleading (9th)	20	15	17	52
Chess Club	28	22	12	62
Choral Music/Music	197	231	320	748
Classics Club	0	0	15	15
Color Guard (Flag Team)	14	with band	18	32
Computer Club	0	30	0	30
Dance Team	17	13	10	40
Debate	38	11	22	71
DECA	57	156	227	440
Diversity Club	0	30	0	30
Drama Club/Thespians	0	256	58	314
Drama Productions	103	225	56	384
Engineering	0	0	8	8
FCCLA	49	10	73	132
Forensics	107	45	31	183
French Club	0	55	12	67
Future Educators Association	0	6	0	6
German Club	0	55	20	75
Go Mad	14	6	0	20
History Club	10	0	0	10
HOSA		0	18	18
International Club	278	0	0	278
Intramurals	250	140	71	461
Journalism				
Annual/Yearbook		21	15	36
Annual/Yearbook/Newspaper	30			30
Newspaper		23	15	38
Junior Class Board	15	18	25	58
Literary Club / Magazine	7	20	15	42
Mock Trial	0	11	0	11
Multicultural Club	0	27	22	49
Musical Production	107	100	108	315
National Forensics League	101	54	81	236

National Honor Society	132	190	126	448
New Addition	0	2	0	2
Orchestra	56	60	55	171
Peer Mediation	0	12	0	12
Political Roundtable	0	0	22	22
Science Olympiad	0	0	16	16
Senior Class Board	20	11	140	171
Spanish Club	0	61	37	98
Student Athletic Training	0	33	24	57
Student Council	243	33	136	412
Tri-M	0	0	16	16
VICA	6	2	15	23
Volunteers in Action	43	0	0	43
Writers Club	7	0	0	7
YMAD	0	0	26	26
TOTAL PARTICIPATION	2,243	2,179	2,115	6,537

High School Athletic Participation

2002-2003

ACTIVITY	NORTH	SOUTH	WEST	TOTAL
Baseball (Varsity)	19	17	20	36
Baseball (J.V.)	17	15	16	32
Baseball (Reserves)	16	17	12	33
Basketball (Varsity Boys)	15	19	15	49
Basketball (J.V. Boys)	13	15	12	40
Basketball (Varsity Girls)	13	15	13	41
Basketball (J.V. Girls)	9	9	10	28
Basketball (9th Boys)	21	19	19	59
Basketball (10th Boys)	12	8	11	31
Basketball (9th Girls)	14	20	17	51
Basketball (10th Girls)	9	10	0	19
Cross Country (Boys/Girls)	66	25	36	127
Football (Varsity)	62	63	63	188
Football (J.V.)	29	30	29	88
Football (10th)	29	38	29	96
Football (9th)	77	69	60	206
Golf (Boys)	15	13	12	40
Golf (Girls)	10	14	10	34
Soccer (Varsity Boys)	20	21	23	64
Soccer (J.V. Boys)	20	17	18	55
Soccer (Varsity Girls)	20	22	24	66
Soccer (J.V. Girls)	16	18	21	55

Softball (Varsity)	15	14	18	47
Softball (J.V.)	12	14	16	42
Softball (Reserve)	14	10	18	42
Swimming (Boys)	26	23	39	88
Swimming (Girls)	40	53	47	140
Tennis (Varsity Boys)	9	6	9	24
Tennis (J.V. Boys)	8	9	9	26
Tennis (Varsity Girls)	7	8	14	29
Tennis (J.V. Girls)	7	10	10	27
Track (Boys)	82	78	90	250
Track (Girls)	73	53	97	223
Volleyball (Varsity Girls)	10	12	14	36
Volleyball (J.V. Girls)	10	9	12	31
Volleyball (10th Girls)	10	7	8	25
Volleyball (9th Girls)	18	16	16	50
Wrestling (Varsity)	15	27	38	80
Wrestling (J.V.)	15		22	37
Wrestling (9th)	8	17	12	37
TOTAL PARTICIPATION	901	860	959	2,672

High School Summary of Participation

2002-2003

	NORTH	SOUTH	WEST	TOTAL
Non-Athletic Participation	2,243	2,179	2,115	6,537
Athletic Participation	901	860	959	2,672
Total Participation	3,144	3,039	3,074	9,209

Middle School Non-Athletic Participation

2002-2003

ACTIVITY	AMS	BMS	CMS	KMS	NMS	RMS	TOTAL
Ambassadors	64	26	0	0	0	70	160
Art Club	30	35	64	52	118	0	299
Band	140	82	18	209	0	0	449
Book Club	30	8	14	0	9	12	73
Bowling Club	0	0	127	0	0	0	127
Chess Club	20	20	58	30	15	23	166
Computer Club	20	27	0	21	6	0	74
Cross Country Club	10	20	12	61	21	19	143
Dance Club	0	14	0	0	0	16	30
Debate Club	10	14	0	0	0	0	24
Destination Imagination	0	0	0	20	0	0	20
Drama / Musical	0	36	0	40	87	0	163
Drama Club	50	36	89	35	50	0	260
Drug Free Club (Youth-to-Youth)	60	80	144	32	80	102	498
Earth Savers	7	14	0	0	0	12	33
Energizers Club	10	0	0	0	0	0	10
Engineering Club	0	6	0	0	0	0	6
Family/Consumer Science Club	17	28	53	30	0	0	128
Fitness Club	0	10	0	292	53	11	366
Golf Club	0	0	0	0	0	18	18
Japanese Club	0	0	0	0	0	17	17
Jazz Club (Jazz Band)	0	17	0	27	19	0	63
Jr. Toastmasters	0	0	0	0	18	0	18
Mustang Mentors	0	0	0	0	30	0	30
Newspaper	0	45	0	40	15	33	133
Orchestra & Strings	50	57	0	41	0	20	168
Outdoor Classroom	20	0	0	0	0	0	20
Peer Mediators	22	0	14	0	0	0	36
Peer Tutors	21	7	1	0	0	33	62
Photography Club	0	45	10	20	5	0	80
Science Club	0	0	0	25	0	0	25
Science Olympiad	10	30	11	0	0	0	51
Scrapbook Club	12	12	0	0	18	0	42
Self Defense Club	0	0	0	0	0	17	17
Ski Club	0	0	44	0	30	0	74
Spirit Club	0	0	0	0	0	33	33
Stockmarket Club (Investment)	0	30	13	0	0	0	43
Student Council	26	70	36	58	55	33	278
Swing Choir	27	23	30	33	22	85	220
Talent Show	43	0	0	29	0	28	100
Tennis Club	0	0	16	0	0	0	16

Vocal Music	35	392	30	730	0	-0	1187
Volleyball Club - Boys/Girls	67	0	0	0	0	0	67
Volunteer Club	0	0	0	23	6	0	29
Wits Clash / Knowledge Masters	16	11	37	10	22	23	119
Yearbook	20	45	0	20	20	28	133
TOTAL PARTICIPATION	837	1240	821	1878	699	633	6108

Middle School Athletic Participation

2002-2003

INTRAMURAL SPORTS							
	AMS	BMS	CMS	KMS	NMS	RMS	TOTAL
Football	70	40	84	99	60	56	409
Volleyball	66	60	119	33	51	28	357
Basketball - Boys	70	60	112	122	51	65	480
Basketball - Girls	94	50	102	67	49	79	441
6th Grade Coed Volleyball	0	0	0	57	0	7	64
Totals (Intramural Sports)	300	210	417	378	211	235	1,751
INTERSCHOLASTIC SPORTS							
	AMS	BMS	CMS	KMS	NMS	RMS	TOTAL
Basketball - Boys	37	25	32	44	38	66	242
Basketball - Girls	23	21	26	32	27	37	166
Wrestling	36	17	32	45	41	34	205
Track - Boys	38	50	62	89	75	83	397
Track - Girls	62	50	76	143	70	66	467
Volleyball	16	15	16	18	17	20	102
Totals (Interscholastic Sports)	212	178	244	371	268	306	1,579

Middle School Summary of Participation

2002-2003

	AMS	BMS	CMS	KMS	NMS	RMS	TOTAL
Non-Athletic Participation	837	1,240	821	1,878	699	633	6,108
Athletic Participation	512	388	661	749	479	541	3,330
Total Participation	1,349	1,628	1,482	2,627	1,178	1,174	9,438

High Ability Learner

Final Report

School year: 2002 - 2003

During the 2002 - 2003 school year, all buildings submitted plans to use monies received from the state (LB 1229) to support High Ability Learners (HAL). Elementary schools received a total of \$28951.89 with individual building amounts ranging from \$534.25 to \$1937.13. In addition, \$17,678.27 was allocated for the K – 5 HAL Arts programs, consisting of visual art, drama, as well as choral and instrumental music. Middle schools received a total of \$39,064.60 with individual building amounts ranging from \$3,217.75 to \$8,497.83. These funds were used to partially fund the four Middle School High Ability Learner Facilitator positions. High schools received a total of \$55,770.16 with individual building amounts ranging from \$16,532.24 to \$21,226.66. Funds were distributed to the buildings using a formula that incorporated an equity factor for the number of identified high ability students and a base equity factor for total enrollment in the building. Funding for building HAL plans addressed the following major categories:

- Resources, activities and programs for students
- Resources, activities and programs for teachers

All buildings developed High Ability Learner plans that focused on Strategy #4, Action Plans 2 and 5.

Strategy 4:

We will develop and implement an array of diverse opportunities that challenge each student to excel.

- Action Plan 2 – Develop and implement plans for identified high ability learners to meet regularly, consistently and frequently with their intellectual peers.
- Action Plan 5 – Ensure differentiation for high ability learners in the areas of intellectual, creative, artistic, and academic abilities; address enrichment, acceleration, and social/emotional needs.

The remaining funds were used for salary and benefits for the Coordinator for Special Projects position.

Summary:

The availability of the NDE Rule 3 funds enabled schools to fund an array of activities and programs that benefited both students and teachers. The following narrative represents a summary of how the LB 1229 funds were utilized across the district.

Elementary Summary Activities

Resources, activities and programs for students include: Family Math, Expanding Horizons, Wordmasters, Young Producers contest, Invention Convention, books for literature clubs, science clubs, MAD Science summer programs, Stock Market game, Pentathlon games, independent study projects and materials, field trips, author and art clubs, classroom materials, foreign language study, Math Olympiad and Battle of the Books, development of primary and intermediate literacy centers, Children's Museum field trips, storyteller workshops with Jim Kruse, chess clubs, Lego/Dacto clubs.

Resources, activities and programs for teachers include: Designated teacher and facilitator attendance at the Nebraska Association for Gifted Children (NAG) convention; staff development in differentiation

(over and above the district initiative), multiple intelligences, compacting, math and reading extensions, William & Mary Language Arts curriculum staff development, brain research and the characteristics of HAL students; in many buildings, collaborative time was provided for teachers to investigate and incorporate appropriate extension activities for HAL students into the curriculum.

Middle School Summary Activities

Resources, activities and programs for students include: Seminars – 6th Gr.: Brain-based Learning, Art/Technology workshop; 7th Gr.: Shuttle Simulator, Forensic Science, Writer’s Workshop; 8th Gr.: Lewis & Clark speaker, City Planning Seminar, UNMC Career Seminars. Field trips such as “Celebrate Creativity” at the Joslyn Art Museum, “Expanding Your Horizons” for Math and Science students, Nebraska Author’s field trip, Geometry field trip to the Lindberg exhibit at the SAC Museum, Anne Frank production at the Omaha Playhouse for German I students, Opera Omaha’s “Carmen: Chance Meets Choice” presentation for selected Music students. Other opportunities provided included: book Bowl, Stock Market clubs, Destination Imagination, Chess clubs, Engineering, Swing Choir and counseling groups, Spelling Bee, Word of the Week vocabulary program and participation in Scholastic Art show for selected art students. An array of opportunities outside the district that students participated in included; The Duke Talent Search, Nebraska Scholar’s Academy, Ad Astra and A.R.E.T.E. at Creighton University.

Resources, activities and programs for teachers include: Assistance for teachers in planning differentiated lessons for Social Studies, Science, Language Arts, and Reading; development of “Differentiation Instruction Plan to be used as communication tool between teachers and HAL Facilitator; information dissemination on new HAL program and identification procedures.

High School Summary Activities

Resources, activities and programs for students include: The installation of a wireless HAL computer lab to be used by students and teachers in Advanced Placement (AP) and International Baccalaureate (IB) courses; support of interest clubs, i.e. Computer Science; purchase of computer to interface with auditorium light and sound systems; purchase of kiln; purchase of CD Burner for AP European History; purchase of “Folkus Deutsche books for AP Math classes; “Living Voices” were brought in for Social Studies classes; funds provided support for school literary magazines.

Resources, activities and programs for teachers include: In-service on AP curriculum; provision of off contract time for teachers to tutor students for AP exams; teacher attendance at AP and other conferences; provision for artists residencies; attendance at an array of workshops in conferences including; NETA, INVEST, Space Camp and PhotoShop conference. Additional funds supported differentiation planning time.

Office of Staff Development

Annual Update/Final Report • Initiated 12 May 2003 • Revised 9 June 2003

INTRODUCTION:

Staff development is dynamic and abundant in the Millard Public Schools! The Annual Update/Final Report provides readers with an overview of the numerous offerings that have been provided for a variety of groups in our district. The audiences that are involved include the following: approximately 1495 certificated educators, 81 administrators, 167 secretaries, 375 paraeducators, 13 nurses, with approximately 16 security personnel, and 20 van drivers.

The Annual Update/Final Report is inclusive of offerings coordinated by the Office of Staff Development; it does not reflect the various building staff development emphases or professional growth offerings coordinated by other offices, e.g., Pupil Services and asthma, MEP facilitators conducting building level training, etc. The report is divided into sections: Large-scale Staff Development Initiatives, New Staff Induction, Graduate Credit Courses, Pre-Opening and Fall Workshop, and Additional Staff Development Offerings including Safety and Wellness and Martin Luther King, Jr. Staff Development Day.

LARGE-SCALE STAFF DEVELOPMENT INITIATIVES

DIFFERENTIATION I

The District started the first Differentiation Initiative in Fall 1999—*Teaching Everyone Takes Everyone*. That initiative commenced through Summer 2002, with a final Differentiation Institute held in June 2003.

INSTITUTES – 2002-2003	TOTAL	RATING
June 2003	26	6.5 of 7.0

DIFFERENTIATION II

In Fall 2002, the District kicked-off its second large-scale staff development initiatives in the areas of differentiated instruction and technology—*Teaching and Learning for All*. The goal of the initiative is to ensure that all certificated staff members receive additional professional development in differentiated instruction and process, create lessons and/or units of study infusing differentiated strategies into the written curriculum, implement the plans, and then, in turn, all students are provided diverse learning opportunities for increased student learning. This initiative again involves a three-year cycle whereby approximately one-third of Millard's certificated staff attends Homebase Team experiences (grade or content area alike groups). The Homebase Teams vary in composition from 15 to 65. Facilitators of the teams are Team Leaders that have made application for this role.

To date, the district has hosted 19 Homebase Teams. Listed below are the results for the 2002-2003 season:

HOMEBASE TEAMS – 2002-2003	# OF ATTENDEES		RATING
	#OF RESPONDENTS		
103	23	21	6.3 of 7.0
203	74	61	5.9 of 7.0
303	25	19	6.5 of 7.0
403	19	16	6.8 of 7.00
503	30	27	6.3 of 7.00
603	14	12	6.4 of 7.00
703	39	31	6.7 of 7.00
803	29	23	6.4 of 7.00
903	14	13	5.8 of 7.00
903B	15	15	6.9 of 7.00
1003	35	27	5.9 of 7.00
1103	28	19	5.3 of 7.00
1203	22	18	5.5 of 7.00
1303	39	27	5.0 of 7.0
1403	29	22	6.6 of 7.0
1503B	11	11	6.8 of 7.0
1603	43	36	6.8 of 7.00
TOTAL PARTICIPANTS TO DATE			489
ALTERNATIVES TO DATE			2
WAIVERS TO DATE			1
Average cost per attendee Homebase Team			\$255.00

In 2003-2004, a formal study and evaluation will again be conducted by the Office of Planning and Evaluation in order to gain insights as to the effectiveness and extent of implementation in Millard classrooms.

TECHNOLOGY

In tandem with the Differentiation Initiative, the district also supports a Technology Initiative. The initial technology initiative began in Fall 1999 with the current initiative as an extension of the first. On an annual basis, approximately 800 certificated staff members each participate in eight hours of technology training as per their individual selection and need. The goal of the initiative is to ensure that all certificated staff members receive professional development in technology. The challenge of providing technology training to a wide array of professionals is met via differentiated offerings: readiness, interest, learning profile through content, process, product.

Classes are designed and delivered using Better and Better, the district's staff development handbook published three times annually, as our promotional tool. Twice per year Better and Better or "eB&B" is now distributed to all staff as a hyperlink via the district homepage.

Traditional classes are offered following district standards. **Online classes** are offered using Element K as the provider. The classes are limited to current district standards. **Computer-based classes** are

offered as “independent studies” whereby print materials and are provided to staff members in order for them to complete one class. Building level leadership may submit **building alternative plans**. Once plans are reviewed and approved, district/building technology providers deliver training at the building level. Finally, if staff members are working toward advanced degrees, **graduate credit courses** including technology are viable as alternatives. All of these options are our attempt at modeling differentiated instruction—differentiated staff development.

BETTER AND BETTER	# OF CLASSES/ CERT/CLSFD			OVERALL RATING
Operating System	8	85	12	6.3 of 7
Email	7	57	23	6.7 of 7
Word Processing	9	57	40	6.5 of 7
Database	2	3	8	6.5 of 7
Spreadsheet	4	25	19	6.5 of 7
Multimedia	18	145	32	6.7 of 7
Internet	1	0	8	6.6 of 7
Integration	6	68	0	6.0 of 7
Woodcock Johnson III	1	10	0	6.3 of 7
Element K (online learning) accts.				
Certificated staff		75		
Support (coaches for accts.)		19		
Computer-based Independent Study		19		
Evaluation account		1		
Classified staff		42		
				NA
BUILDING ALTERNATIVE PLANS				
	# BUILDINGS	# PARTICIPANTS		OVERALL RATING
	12	135		6.8 of 7

TOPICAL AREAS REFLECTED IN BUILDING ALTERNATIVE PLANS

ELEMENTARY: Appleworks, Internet Use in the Classroom, Microsoft Publisher, *Video Voice*, PowerPoint, Claris Homepage, Webpage

MIDDLE SCHOOL: iMovie and Digital Video Camera

HIGH SCHOOL: Intermediate PowerPoint, Graphing Calculator, Web Creation, Windows, SPED Skills

TOTAL/OTHER INDIVIDUAL ALTERNATIVES

317

NEW STAFF INDUCTION

Implementation of the New Staff Induction Program began with the district's new certificated staff hired for the 2002-2003 school year. Forty-three new mentors were trained this fall, which brings the total of trained mentors to 201 throughout the district. We anticipate an additional 20 mentors will be trained for Fall 2003.

MPS and MOEC MENTORS-IN-TRAINING

Millard Public Schools has participated in the Metropolitan Omaha Educational Consortia since 1991. The purpose of this program is to train metropolitan area master teachers to become mentors so they, in turn, can provide mentoring to new teachers in their respective school districts. Over 200 MPS veteran staff members have been trained as mentors to date. This year 43 MPS master teachers participated in the three-day professional growth experience, through MOEC Mentor Training or through MPS Mentor Training that paralleled the MOEC training experience.

# OF ATTENDEES	RATING
MPS/31	6.6 of 7

PEER COACHING

Fifty-four certificated staff participated in Peer Coaching on a voluntary basis this school year. Full-scale implementation will begin August 2003 with our 2002-2003 hires. An anticipated 202 certificated staff members will participate in Peer Coaching throughout the 2003-2004 school year, 101 second-year staff members and their self-selected, more veteran partners. Quarterly sessions focus on the Indicators of Effective Teaching. Differentiated sessions focusing on the Indicators of Effective Counseling will be conducted for the 10 participating counselors. Building implementations follow each quarter session that include a non-evaluative observation in each partner's classroom or professional setting, a pre-observation conversation, and a post observation conversation. Successful completion of Peer Coaching fulfills the flexible contract day requirement for all participants.

# OF ATTENDEES	RATING
54	6.3 of 7

PRODUCTIVE APPROACHES FOR TEACHING AND LEARNING

Forty third-year certificated staff members participated on a voluntary basis in the Productive Approaches for Teaching and Learning course. This district-developed course aligns Millard's Indicators of Effective Teaching or the Indicators of Effective Counseling with the Elements of Differentiated Instruction and the Dimensions of Learning strategies for effective instructional practice. Participants are granted 3 hours of graduate credit from UNO for successfully completing the course. The district currently pays the tuition, fees, and materials costs for all participants. Successful completion of the course fulfills the differentiation requirement for certificated staff members. Ten veteran certificated staff members are trained as course instructors and teach the course on a regular basis. Plans include increasing the pool of trained instructors to a minimum of 12.

GRADUATE CREDIT

<u>COURSES</u>	# OF STUDENTS	EVAL. RATING
Differentiation Follow-Up	8	6.9 of 7
Productive Approaches for		

Teaching and Learning	19	5.8 of 7
Productive Approaches for Teaching and Learning	12	6.4 of 7
Productive Approaches for Teaching and Learning	7	NA
*Handheld Computers in Teaching and Learning	# MPS	NA
	NA	NA
*Authoring Internet Based Education Materials	# MPS	
	CANCELLED	
*Hardware/Software Support for the Learning Environment	# MPS	
	CANCELLED	

***Technology Integration Certificate**

During Fall 2001, UNO and MPS began collaborating in order to provide coursework for a technology integration certificate, with the majority of classes offered at Millard South High School.

PRE-OPENING AND FALL WORKSHOP

PRACTICAL TIPS FOR BEGINNING TEACHERS

This one-day offering has been part of the Millard culture since its inception in the mid-90's. Sharon Comisar-Langdon and Char Riewer provided training to new teacher employees prior to Fall Opening orientation activities. The purpose of this training is to provide support to educators new to the profession in order to increase the likelihood of a "good start" in their educational careers and in their MPS experience. Besides materials the instructors have developed, they also use the Harry Wong text, First Days of School. New employee attendance is voluntary.

# OF ATTENDEES	RATING
18	6.6 of 7

MENTOR RENEWAL

This one-day experience was offered to mentors trained prior to 1997. The purpose was to allow previously trained mentors an opportunity to reflect on their mentoring experiences over the years and to renew the skills necessary to continue effective mentoring practices. Sharon Comisar-Langdon provided a review of mentoring skills in the morning with Effective Mentoring Communication Strategies provided in the afternoon by Joyce Swanson and Nancy Thompson. Participation was voluntary.

# OF ATTENDEES	RATING
14	6.7 of 7

FACILITATION SKILLS

This three-day offering was initiated in Fall 1999 with the intent of providing the training annually; the trainer is Sue Presler, national presenter and Nebraska resident. The purpose of this offering is to

empower curriculum and educational leaders in the skills they use as they are called upon to facilitate groups in various settings.

# OF ATTENDEES	RATING
7	6.7 of 7

TECHNICAL PROFESSIONAL/SECRETARIES

This year the secretaries' "kick-off" was conducted in early August. Rebecca Winterfeld, Fremont, NE, shared her considerable expertise in 7 Habits of Highly Effective People. Along with a luncheon, we hosted a "revolving door" seminar whereby a variety of district central office personnel shared pertinent information.

# OF ATTENDEES	RATING
515	5.9 of 7

CPR/FIRST AID

District personnel work in conjunction with the American Red Cross to provide this training for van drivers, paraeducators, security personnel, and other employees as required.

# OF SESSIONS/ ATTENDEES	RATING
4 66	6.7

PRACTICAL TIPS FOR PARAEDUCATORS

This "mini-conference" is a new offering since 1999-2000, originating from development and coordination by Paulette Freis and Kaye Schweigert. It has been held during the morning of the Superintendent's "major staff meeting." The mini-conference is usually four hours in duration and held at an MPS middle school for all district paraeducators. The purpose of the offering is to provide district paraeducators with a wide variety of professional growth selections, ranging from discipline strategies to special education issues to supervision techniques to technology training. Usually the mini-conference starts with a keynote presenter and then time is allocated for break out sessions.

# OF ATTENDEES	RATING
114	5.8 of 7

SECURITY PERSONNEL

Each year we receive input from building principals regarding appropriate training for security personnel. This year Office Chizek, SRO from South HS, graciously offered to share strategies relating to safety and security for Security Personnel.

# OF ATTENDEES	RATING
15	6.6 of 7

ADDITIONAL STAFF DEVELOPMENT OFFERINGS • 2002-2003

TEACHER EVALUATION TRAINING FOR NEW ADMINISTRATORS

Every September we provide professional development for new administrators in the district's Teacher Evaluation System and Indicators of Effective Teaching. The purpose of this offering is to ensure that all new administrators are grounded in practices that will assist them with utilizing the district's teacher evaluation model. A total of four 2-hour sessions are used to support new administrators. This year Dr. Kim Saum-Mills served as the "resident expert" to conduct the training of 10 new administrators.

EFFECTIVE INSTRUCTIONAL PRACTICES

During 2001-2002, Office of Staff Development focused on research-based effective instructional practices during 2nd semester. Using work compiled by Dr. Bob Marzano and materials published by McRel, Peggy Brendel and Donna Flood teamed up to provide five 1 ½ hour sessions for administrators. A total of 35 administrators participated in the training. McRel training materials. The materials were, in turn, purchased and distributed to all building principals. They will use these materials for building staff development. A follow-up luncheon was conducted for interested principals in April 2003 in order to begin a network.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This offering was initiated in 2000 and was used as an offering for the district's student teachers. Classroom management is so fundamental to successful classroom experiences that we hope to continue to expand this offering that addresses principles of classroom management and provides strategies for effectively dealing with student behavior in the classroom.

# OF ATTENDEES	RATING
49	6.7 of 7
53	6.5 of 7

CONFIDENTIALITY AND STUDENT RECORDS

The in-service was a new offering as of 2000-2001 and is now being offered on an annual basis. Due to the sensitive nature of student records and the complexities of the law, this offering was necessary to provide for individuals involved in handling student records. Charlene Snyder and Dr. Roger Farr provided this two-hour overview.

# OF ATTENDEES	RATING
16	6.7 of 7

A FRAMEWORK FOR UNDERSTANDING POVERTY

This four-hour offering was initiated in 2003 with Jody Riibe as regional presenter and Nebraska resident. The purpose of this offering is to sensitize people as to the various nuances associated with poverty issues, extending the work of Ruby Payne.

# OF ATTENDEES	RATING
49	6.4 of 7

MIT TRAINING

Millard Public Schools has initiated a revamped process whereby professional educators use a team approach to analyze and address unique student challenges. This team approach is referred to as Millard Intervention Team or MIT. With kick-off training in Fall 2001-2002, MIT refreshers will be standard offerings into the foreseeable future. Trainers for MIT come from the MPS professional ranks.

	# OF ATTENDEES	RATING
Elementary	27	NA

Follow-up	49	6.2
Middle School	42	5.3
High School	35	NA
Follow-up	20	5.7

VAN DRIVERS

According to the training matrix developed and distributed by Human Resources, van drivers are expected to receive training in a variety of areas. The topical areas for this year included the following: Universal Precautions, Behavior Management, Respiratory Issues, e.g., asthma, and Sexual Harassment Prevention.

SAFETY AND WELLNESS

SAFETY

In order to fulfill our mission of providing a safe and caring environment, the district offers a variety of safety training opportunities on an annual basis.

COMMUNITY FIRST AID AND SAFETY

This offering has been available to MPS staff for many years. It includes one-man CPR, child and infant CPR, and Basic First Aid.

# OF ATTENDEES	RATING
17	6.8 of 7

CRISIS PREVENTION INSTITUTE

This offering was first utilized in the district in 1999. It is also known as non-violent crisis intervention training. District personnel assist with the training which is conducted approximately three times per year.

# OF ATTENDEES	RATING
25	6.4 of 7

ERGONOMICS IN THE WORKPLACE

Initiated in Spring 2003 for office personnel, this offering is intended to provide tips to workers so they can be proactive at their respective work stations. By utilizing breaks and exercises, office staff can attempt to prevent or alleviate potential health risks.

# OF ATTENDEES	RATING
11	NA

LIFETIME FITNESS

This offering has been available to MPS staff for many years. It includes topics of monitoring heart rate, aquatic exercise, muscle strength and endurance, nutrition, and low-fat cooling.

# OF ATTENDEES	RATING
17	6.8 of 7

SEXUAL HARASSMENT PREVENTION TRAINING

In collaboration with the EAP, this offering is provided on multiple occasions annually in order to provide basic information regarding sexual harassment prevention in the workplace.

# OF SESSIONS/ # OF ATTENDEES	RATING
4 106	6.2 of 7

MARTIN LUTHER KING, JR STAFF DEVELOPMENT DAY

Offerings were organized and scheduled for certificated and classified staff as follows:

	# OF ATTENDEES	RATING
In-service for Paraeducators and/or Technical/Professional Staff		
Book Talks	24	6.1 of 7
CPR	33	NA
High Scope Training	24	6 of 7
Bullying & Harassment Prevention	23	6.6 of 7
True Colors	42	6.6 of 7
Valuing Differences...	54	6.5 of 7
Writing Strategies	28	6.8 of 7
In-service for Nurses and Health Paras		
Brain Injury	24	6.6 of 7
Scoliosis	22	6.4 of 7
Seizures	35	6.1 of 7
In-service for Security Personnel	18	6.3 of 7

PARAEDUCATORS

Due to the various roles fulfilled by paraeducators in our district, we make every effort to provide paras with a variety of topics areas and selections whenever possible. This year the selections on MLK, Jr. Day included the following: Book Talks, Bullying and Harassment Prevention, CPI w/ Restraint Training, CPR, High Scope Training, Writing Strategies for Struggling Writers, Valuing Differences in People, True Colors.

NURSES

Each year nurses are required to complete professional growth credits. They also fulfill their "tech flex" requirement of 16 hours of technology training over a three-year period. This year the two-hour professional growth sessions, scheduled on MLK, Jr. Staff Development Day, included the following topics: Scoliosis/Back Pain, Seizures, and Brain Injury.

SECURITY PERSONNEL

In order to support security personnel, we are continually monitoring their needs as they relate to safety issues in secondary buildings. Security personnel received specific to bioterrorism provided by Dr. Joe Stothert.

TECHNICAL/PROFESSIONAL

This year we used this window of opportunity to provide a variety of offerings also applicable to technical/professional staff. The offerings included the following topical areas: Bullying and Harassment Prevention, CPI w/ Restraint Training, CPR, Valuing Differences in People, and True Colors.

CERTIFICATED

OF ATTENDEES

RATING

ELEMENTARY

Music In-Service	21	6.9 of 7
Stimulating Students in Guided Reading	236	6.3 of 7
Teaching Reading: What is Essential?	202	3.9 of 7

SECONDARY

Career Education Activities for Advanced Groups/Academic Classroom	249	4.2 of 7
Gender Bias	326	4.4 of 7
PE In-Service	19	6.9 of 7
Transition Training	17	6.9 of 7
K-12 Information Specialists	36	5.5 of 7

Millard Public Schools Education Foundation

Classroom Grants

2002—2003

Elementary Schools

Abbott—Paula Ashford, Suzanne Behrms

Scientia est Potentia! Integrating Science Instruction with Technology

This grant provided Abbott Elementary School's science lab with up-to-date technology tools—tools that enable students to gather, identify, observe, classify, explain, predict, and make inferences and conclusions using the scientific method. It was instrumental in helping Abbott reach its strategic objective of all students attaining academic excellence by mastering Essential Learner Outcomes. For the first time in five years, the science lab area was available for use by the entire school. The lab was set up before the beginning of the school year, and teachers were given an orientation and an in-service on using the equipment and hardware. A little "action research" was conducted by surveying the staff before the project and at the end of the school year. A science web resources list was posted on the website. Super Science Day included many science activities for students and presentations by "real" scientists from the community. Throughout the year, students had the opportunity to conduct scientific experiments in a real-life lab setting. They used computers and technology tools to manipulate sophisticated on-screen objects in a way that gave an immediate understanding of complex scientific theories and principles enabling them to become more proficient in science and technology. Teachers are more aware of different instructional practices in science instruction and students are more excited about learning. Knowledge, truly, is power ("scientia est potentia"). Grant funds were used to purchase supplies such as posters and an aquarium and equipment such as a projection screen and a proscope. In-kind contributions for the project included supplies and materials, a laser disk player and disks, and more.

Bryan—Norine Nieman

Start Right: READ!

The purpose of the Start Right: READ! project was to promote the success of students who were at-risk in the area of reading. The Start Right: READ! project provided a variety of additional reading materials which were at the students' own levels and progressively higher. This project promoted increased parent/child interaction time and provided the reinforcement of reading strategies learned in school. Students took books home and with parental guidance practiced reading. After the books were received, leveled, labeled, and made ready for checkout, the reading teachers met with the parents and talked about reading and discussing the stories with their children. Sixty-six second through fifth grade students participated in the reading program during the 2002-2003 school year. This represents 27% of the 2nd-5th grade students. These students read an approximate total of 1560 books, which is an average of 24 books per student. Teachers are delighted with the high number of books the students read this year and parents are pleased with their children's reading progress. Teachers provided in-kind contributions of time for checking in, labeling, and organizing books, as well as planning and conducting parent meetings.

Bryan—Heidi Penke

Parents

The purpose of the project was to provide teaching tools and support for parents to work with their child. Approximately 45 parents attended math information nights and reading information nights. Instructional materials and games were demonstrated and given to parents to use at home. Attendees

provided positive feedback through written evaluations and oral comments. The grant paid for all of the instructional materials and games given to parents, as well as babysitting and staff salaries.

Bryan—Roberta Deremer

Bryan Study Center

The Bryan Study Center provided a quiet, structured setting for 3rd—5th grade students to study after school hours. Classroom teachers provided instruction in study and test taking skills as well as homework assistance. Student volunteers from Millard West High School assisted. Approximately 250 students attended the study center each quarter. Parents and teachers were appreciative and supportive of the project.

Cody— Sandie Lundquist-Schiller, Nicol Dolezal, Anne Shaughnessy

KIDDS Study Center

This Millard Public Schools Education Foundation Grant allowed for the continuation of a special after school study center for students in grades three through five. The goal of providing a structured place for students to complete homework with the help of certified teachers has been very beneficial to Cody students in meeting district and state assessments. This year the Cody Study Center was open for 72 days with an average attendance of 16+ students per day. Grant funds paid for the project organization and teaching at the center.

Cody—Merrilyn Krider, Mary Johnson

Becoming a Love and Logic Parent

The purpose of our project was to provide the parents of our school with discipline and behavior management strategies developed over the past twenty years by Jim Fay, Foster Cline, and Charles Fay. Through this program parents were to become equipped with practical techniques to help their children become more responsible, achieve in school, and be able to succeed in the real world. Each of the seven sessions consisted of overheads, videos, group activities, and group discussions. Each participant had a workbook and completed assignments for the next class. Many participants checked out additional materials from the Cody Jim Fay collection. Follow-up sessions were requested. Based on the attendance of the twenty parents who enrolled, their positive verbal comments, and written evaluations, the project is considered a success. The grant provided for non-consumable materials for the Cody Jim Fay collection housed in the media center and available by check-out to teachers and parents, babysitting by two adults, refreshments for participants and their children, and salaries for teaching and planning time for the two facilitators.

Cottonwood—Amanda Bodzek

Theme Boxes: Students and Parents Beginning Kindergarten Together

The vision for this project was to create an opportunity and process for establishing the critical link between school and home. Kindergarten students do not learn as a “mini-adult” so it is important that parents know more about the developmental learning styles of the child and how school puts these into action. The main activities of this project revolved around providing opportunities for children to experience a tactile and visual sense of each concept as the essential learner outcomes are attained. This project was very successful. Parent involvement has always been an important issue. Parents of kindergarten students are very receptive to volunteering at school and helping their child at home. The theme boxes addressed many different learning styles. These boxes created opportunities for students to experience the curriculum through a variety of hands-on learning experiences and multiple intelligence areas. Bringing parent volunteers to school, training them through the use of the theme boxes, and developing a process to consistently involve parents throughout the school year greatly contributed to the success of the children and to the school-home link. The grant provided funding for teacher preparation time, theme boxes & the corresponding storybook sets.

Disney—Deb Johnson

HAL Pals

HAL Pals was designed to provide support for gifted learners in grades 1-5 in two areas: social and emotional needs and intellectual growth. Seventeen identified HAL students participated in our project. Biweekly meetings were held during the first semester for activities and discussions about *The Gifted Kids' Survival Guide* by Judy Galbraith. A parent information meeting also was held. Twelve families out of 15 were represented. During second semester, students designed a miniature golf course out of recycled materials. Grant funds compensated the club sponsors. Materials were purchased through last year's gifted budget. A PayBac partner furnished pizza for the culminating event, Family Golf Night, on May 15th. All HAL students participated during first semester, with one student opting out second semester. Based on positive student and parent feedback, strong attendance, and our observation of relationships formed within and across grade levels, the project was quite successful. *HAL Pals* will be continued next year.

Ezra Millard—Jaci Goldhorn

Celebrate the Ages!

Students (including home school and private school children in the neighborhood), attendance area neighbors, and business partners were invited to attend intergenerational workshops taught cooperatively by teachers, district staff, and local artists-in-residence. Many of the classes focused on strengthening Multiple Intelligences. The grant paid for materials and supplies and workshop personnel.

Holling Heights—Doty Addison

Love and Logic Parenting

The intent of the project was to make more materials available in the parent library that will provide practical techniques to help adults achieve respectful and healthy relationships with children. New materials purchased with grant funds were introduced to staff members and parents through staff meetings, school and preschool newsletters, and the school's website. Few materials circulated this year, but the project director is confident that circulation will increase as parents and staff members become more aware of the high-quality materials available to them.

Holling Heights—Corey Lorenz

The Peaceful Playground

The purpose of the project was to introduce children and school staff to the many structured group activities that are available on playgrounds and field areas. Grant funds were used to purchase *Peaceful Playground* textbooks and audio/visual supplies. With the project director serving in the military in Bosnia, no other information about the project is available.

Hitchcock—Martha Anderson

Tiny Tigers' Tale Time

The purpose of the project was to provide a preschool story time for children in the Hitchcock attendance area. The project's intent was to help parents prepare their children for success in literacy by reading to them and to attract prospective families to Hitchcock School when their child reaches school age. Story-time sessions were held once a week for 45-minutes. The days and times changed monthly in order for different children to attend without conflicting with pre-school. A parent volunteer conducted the program. The children listened to the volunteer read books that were usually centered on a theme, did an art activity that coincided with the books, and had a snack. The children were able to check out a book to take home for parents to read to them. Children were enthusiastic with the story-time and enjoyed selecting a book to take home. The grant paid for postage to send letters to the families of preschool children, snacks, art supplies, board books, and clear carry home bags. The media center budget also contributed funds for the books.

Hitchcock—Harriot Gilbertson

ABC 123

The intent of the project was to provide additional instruction during the summer for K-4 grade Hitchcock students that would stress reading, writing and math. The program targeted students in need of reteaching. Students worked in small groups using a variety of educational materials. Project success is revealed in this year's test scores of participating students: first grade writing—97.5% mastery, first grade language arts—90% mastery, third grade analytical writing—100% mastery, fourth grade math—100% mastery. Parent evaluations were positive, with all respondents saying they would take advantage of a program like this again if it were offered.

Hitchcock—Gloria Dee Bencoter

International Fair

The purpose of this project was to extend multicultural learning. Students were to become experts on a specific country, and then present their learning in a fun way to the school and community at an International Fair. Twenty-four students, in groups of three, studied Vietnam, Thailand, China, Egypt, South Africa, Turkey, Kenya, and Peru. Each group completed a map and poster for their country that included physical and political information. They made brochures regarding the country's education system, holidays, places to visit, and industries. They also made postcards to represent special places to visit in their country. With the grant money books, flags, and display items to help the students prepare for their display were purchased. A \$200 donation from the Hitchcock Library was used to purchase books for the International Fair. The International Fair took place on May 15, 2003. Attending the event were people from the Fountain View Community Center, family members, teachers from other schools, and all of the students and staff at Hitchcock. One comment made by many who attended the fair was how knowledgeable the students were, and how well they presented their information. Students indicated that they thoroughly enjoyed the project and that they learned a great deal about different places in the world.

Montclair—Vanessa Ahrens

Arts for All

The purpose of this project was to enable special needs children with limited movement or lack of fine and gross motor skills to be successful in creating, painting, and drawing. On May 9th, 2003, Millard Public Schools and Elkhorn Public schools held a joint *Arts for All* Festival. All special needs students in all Elementary Multi Handicapped Classrooms participated. The event was a huge success. Each of the participants moved through a series of six stations. The students made print materials for their painting projects. The print material was used to make a bandana on the Table Top printer. Students also used their print material and equipment to paint an on-the-floor mural and a wall mural. They had a wonderful time creating and *Arts for All* ran smoothly. The grant was used to rent equipment and purchase supplies. Project coordinators hope to make the Festival an annual event.

Neihardt—Glenda Bachmann, Chris Stalder

Backpacks of Learning/Home School

The purpose of the project was to provide reinforcement or enrichment activities for kindergarten students through the use of take-home backpacks. It allowed parents to become more involved and informed in their child's education. All children were allowed to take home one backpack filled with new and different educational activities each week so their parent(s) could work with them. Parents reported that they enjoyed sharing in the educational activities with their children. Project directors believe the project helped the children and also gave parents new educational ideas. Funds were used to purchase 32 backpacks for each of the five kindergarten classrooms.

Neihardt—Lorene Larsen

Bridging the Gap—A Program to Help ESL Students Improve

The purpose of this project was to strengthen the reading, writing, and speaking skills of English As A Second Language (ESL) students. ESL teachers met with students individually to provide instruction during the summer months. The increased exposure to proper spoken and written English helped the students retain skills they had learned during the school year. Also, the reading and writing instruction was beneficial in preparing students for school in the fall. Overall, ESL teachers felt that the tutoring was helpful since less time was spent reteaching their students at the beginning of the school year, and the ESL students required less time to adjust to school in the fall than in past years.

Neihardt—Christina Wilcoxon, Janell Nesler, Debbra Hanson, Amy Rangeloff, Patricia Carlin, Linda Nickos

Helping at Home—Reading, writing, and Math

The project's purpose was to bring parents to the school one evening each semester to learn curriculum and instructional strategies that would enable them to help their child at home. Attendance was excellent. After a brief introduction to the evening, parents and students went to classrooms where they participated in two activities in the areas of reading, writing, or math. Feedback from both parents and students concerning the project were very positive. Grant funds were used to pay teachers involved with the project. Next year a similar project called *Take Your Parents to School Nights* will be held.

Norris—Karen Beard, Rhonda Fielder-Long

Elementary Summer Reading Camp

The purpose was to help at-risk students achieve Essential Learning Outcomes in reading. The goal was to develop good reading habits and strategies to improve students' reading. Students met once a week in June and July. Each child's independent and instructional level was assessed. During the direct instruction time that followed, the focus was on the four components of reading based on best practice literacy instruction. There was a workshop with literacy activities and assigned reading homework. Some of the literacy activities included: literature sharing, read aloud stories, reader's theatre, modeled reading, choral reading, oral reading on tape, library check out, silent reading, phonics centers, comprehension activities, and computer work. Based on data showing that eight of the 17 students served no longer needed pullout reading services in the 2002-03 school year, the project was very successful. Attendance was lower than anticipated, however. The grant paid for teacher planning and contact time and assorted materials.

Rockwell—Amy Bollinger, Jennifer Carlson

Third Through Fifth Grade Family Math Night

The Family Math Nights project was created to encourage a connection between home and school in the area of math. Neal Grandgenet, a UNO professor came to facilitate math activities that students and parents could do together. Parents and students filled out a survey and all comments were positive. They enjoyed taking part in their child's learning. The guest speaker's fee and teacher salaries were paid by grant funds.

Sandoz—Susan Anglemyer

What a Way to Start Your Day!

Enrichment opportunities were offered before the start of the school day and after school every day throughout the school year. Mentoring experiences matching a high ability learner or a student with a passion for learning with an adult expert were made available. Reteaching experiences were made available for students in need of additional learning opportunities. Opportunities for children to work on social/emotional or behavioral issues were also made available. The grant paid for extra-duty contracts and materials.

Sandoz—Debra Fleck

Celebrate the Ages!

The project's purpose was to provide students with educational opportunities to work in intergenerational groups to study a topic of interest. Sandoz students, other residents of the attendance area including neighborhood children not in the Millard Public School system, family members and visiting relatives, retirees, and other lifelong learners were invited to participate in curricular and extra-curricular programs. The budget included expenses for artists-in-residence, extra-duty contracts, materials, and supplies.

Wheeler—Connie Masek

History Comes Alive!

The purpose of History Comes Alive! was to provide a unique and hands-on approach to the study of American history. The intent was for students to take a virtual trip back through time to face the same dilemmas as the colonists, live the life of a colonist, and learn about the important people and events that shaped the country. Students began by using the simulation game "Pilgrim Quest" to become colonists in Plymouth in 1492 and make decisions about whether they could survive and build a thriving colony. Next, they became colonists in a particular colony in America in the 1700's and created Living History Museum exhibits for their colonies. After that, each student researched a famous colonial American and became an interactive museum exhibit for our "Halls of History" presentation. Our colonial unit culminated with "Colonial Day" where parents and staff led sessions on daily activities of the time period. Surveys completed by involved parents, staff, and students were very positive. Grant funds paid for literature, software, music, "Colonial Day" supplies, and planning hours.

Wheeler—Sandy Miller

Language and Literacy for Little Learners

The purpose of the project was to promote language and literature activities for use by parents at home. Five different book bags were created that included the book, an audiotape of the book, and language and cognitive activities. Parents reported which activities from the backpack children completed. Feedback was obtained concerning skills students practiced and enjoyed through a journal placed in the backpack. Books, audiotapes, backpacks, supplies, game activities, journals were purchased with grant money.

Middle Schools

Andersen—Jennifer Gowin-Hussey

Dive Into Reading

Dive Into Reading was designed to facilitate access to storybooks for home use by English As A Second Language (ESL) students. Leveled storybooks and supplies were purchased by the grant. Teachers in the ESL program donated after school time to ready the materials for use in the classroom. Positive comments have been made by teachers, parents, and students regarding the quality of the materials, which enhanced the quality of the homework. Many students have improved reading fluency, decoding and grammatical skills due to this meaningful project.

Beadle—Jenny Anderson, Peg Bay, Dana Chamberlain, Nicole Deprez, Skip Hanson, Char Riewer

Beginnings Camp

The purpose of this camp was to assist identified students with their transition from elementary school to middle school prior to beginning their school year. The camp was held July 29—31, 2002. During the camp, students participated in activities that assisted them in being more comfortable and ready to begin the school year in their new setting. They rotated through activities with a focus on skills and strategies including getting acquainted, improving study and organizational skills, becoming familiar with the

building, the schedule, opening and organizing lockers, making good choices during lunch, and learning about middle school expectations. Based on the comments made by the sixth grade teachers, the identified students seemed more relaxed and at ease with the transition to middle school. The grant paid for the teachers' planning hours and instruction time. Folders, nametags, and miscellaneous supplies for this experience were provided through the building fund. Snacks were provided through the student vending activity account and PAYBAC partners.

Central—Tracy Skretta, Heather Phipps

Workshops

The Cyclone Parent Workshop was designed to help parents understand what is taught and assessed at each grade level in language arts, math, science, and social studies. The workshop also provided tips on what parents could do at home to help their children be successful in class and on district assessments. The parents were appreciative and engaged at the workshop, although attendance at the workshop was lower than anticipated. To determine the workshop's effect on students, 1st and 3rd quarter grades were compared. Student achievement showed no evidence of growth. Even though results were not as the project directors had hoped, it was a valuable experience for parents. The grant provided paper needed for parent packets in each subject area, planning and instruction time for the staff involved.

Central—Jim Sutfin, Cara Lucas

The Responsive Classroom©

Purpose of the project was to provide additional training in *The Responsive Classroom* approach for the self-contained Behavior Disorder Teacher and the School Psychologist. *The Responsive Classroom* had been partially implemented in the self-contained behavior disorder classroom and in the multi-categorical self-contained classroom previously; however, additional training was needed to achieve full implementation. *The Responsive Classroom* is an educational approach consisting of practical strategies bringing together social and academic learning throughout the school day. The school psychologist and self-contained behavior disorder teacher attended a weeklong training institute on *The Responsive Classroom*. With the knowledge and skills obtained, additional pieces of *The Responsive Classroom* approach were implemented in both self-contained classrooms at Millard Central Middle School. Project success was measured through an informal survey of the students in the self-contained classrooms as well as the parents of those students. Comments and feedback received from both groups is positive and indicates that *The Responsive Classroom* approach is effective in establishing a classroom community. An additional benefit of the full implementation is an increase in problem-solving ability of the students in both social and academic situations. Project funds were used to pay for the training institute, travel to and from the institute, and meals and lodging for both staff members.

Central –Shelley Corry, Carolyn Halpain

Camp Cyclone

Camp Cyclone was a transitioning experience for sixth grade students who might have a difficult time adjusting academically and/or emotionally to middle school. Students participated in activities that provided a comfortable transition to middle school and assisted them in meeting the Millard Essential Learner Outcomes. They came to the school for three days prior to the beginning of the school year. Forty-eight students divided into four groups rotated through four forty-minute sessions. In the sessions, students reviewed basic skills in math, social studies, science, reading and writing and learned about media usage, middle school expectations, building orientation including schedule reading, locker opening, and organizational skills. Students also received training in social and interpersonal skills. The program's success was evident in the students' faces and overall manner and their responses during the experience. In the parent evaluation, 95% gave the program high ratings. Grant Funds paid for: teacher

instruction, writing, and planning time; student supplies, and parent mailings. Provisions from other sources included counselor and administrator writing, planning and instruction time.

Kiewit—Lori Jasa

Outreach

The intent of the project was to provide high quality after school learning opportunities. It has provided a safe environment for students, enhanced educational opportunities, connected students to the community through volunteer service projects, increased career awareness, and utilized technology to extend learning.

The program currently has four staff members who supervise about 30 students daily and volunteers from the College of St. Mary teacher education program. The volunteers provided a positive experience for students, staff, and the school itself. In addition to daily tutoring, students have participated in activities that involved iMovie technology, art, beading, stamping, quilting, crafts, games, school beautification, and much more. The program was funded by the Foundation grant, parent fees, and a \$2,500 Watanabe grant for students whose parents could not afford the fees. Expenditures included communications, program resources, supplies, equipment, snacks for the students, and wages for the director, coordinator, and two paraprofessionals. Parent survey results as well as verbal responses have been positive and the program is considered a success. However, funds from the Foundation grant were expended by the end of the first semester and parent fees were used to fund activities for the rest of the year. Without additional grant income next year, the future of the program is in jeopardy.

Kiewit—Lori Jasa

Hot Times In The Summer

The purpose of the 2002 program was to bring the magic of enriched learning opportunities to our students during the summer months by providing them with numerous workshops on such topics. The workshops were designed to challenge their minds, enhance their creativity, sharpen their skills, and meet new people while having fun! Students participated in the following sessions: Mural Marathon, Survival Spanish, First Aid/CPR, Cheerleading, Fishing, Scrapebooking/Stamping, Cheerleading, Beginning Acoustic Guitar, and Acting. Approximately 40 students participated in the various sessions. The observable experiences as well as the results from the student and teacher surveys were extremely positive. Purchases included supplies (art, drama, scrape book materials, fishing, guitar string), instructional resources (books, Red Cross supplies/video, guitar instruction book), and salary expenses.

Russell—Sarah LaVelle

Get Ahead Program

Get Ahead was designed to provide learning opportunities for students at risk of failing or having difficulties adjusting to middle school. During the summer, incoming fifth grade students in the program reviewed basic skills in the core subject areas, practiced study and organizational skills, and became familiar with class schedules, locker combinations and layout of the school building. Project money was used to pay teachers who taught basic skills and the program coordinator. *Get Ahead* was highly successful. Students pooled their own money for a pizza party at the end of the project. Every parent surveyed at the end of the project was very pleased and complimentary about the project. Participating students left feeling more confident and excited to attend Russell Middle School. During the school year, some students were overheard bragging to others about having been in the program and talking about how much fun they had.

Russell—Al McKain, Janet Newlin, Julie Sandene, Patricia Ritchie, Jeanne Weiner, Maureen Luebbers

Sounds of History

The intent of the project was threefold: To integrate two diverse curriculum areas—8th grade American history and music; to provide an opportunity for students, staff, and the community to experience and share our historical heritage through a musical performance. A performance was scheduled for Nov. 11—Veterans’ Day. All the activities proposed in the grant were accomplished. Curriculum areas covered American history and technology; music and technology; and language arts and technology. Ten historical periods and the music, poetry, and historical readings from Colonial times to the present were selected. Students researched the backgrounds to the songs, poetry, etc. Scripts for the program were written. Students in vocal music, band, and orchestra mastered many musical works. The eighth grade students who were not in vocal music, band, orchestra had parts in the research process and were readers in the program. Instead of iMovie, a PowerPoint presentation about memorials and historical sites in and around Washington, D.C. was developed. All pictures were taken by one of our social studies teachers. Veterans, fire fighters, police officers, and rescue dogs were recognized during the performance. Between 450—500 parents, veterans, fire fighters, and police officers attended the program. Their comments were very positive and in the case of the veterans, very moving. The 8th grade students were very proud of their accomplishments. A sound system for the gym was purchased with the grant funding. Russell Middle School matched the grant. Teachers purchased materials used in research that were not contained in the Media Center. Staff also purchased many decorations. Local flower shops donated flowers to the school or sold them at cost. The hours it took to plan this program and to set-up on a Sunday night were all donated by staff members participating on this project.

High Schools

North—Linda Wyatt

Classroom Computer Screen Viewing

All classrooms have computers, but without the capability for students to visualize what is actually on the computer screen in a classroom setting, using computers have limited impact on the day-to-day instruction taking place. The goal of this project was to utilize television sets permanently installed in each classroom as the computer monitor by installing an AverKey converter. This plan would allow for such things as student projects, classroom notes, and Internet searches to be viewed by the entire class. Funding helped the school install power, move cable TV connections and mount TVs from the ceiling in many classrooms.

North—Bev Johnson

Out With the Old, In With the New—Guidance Makeover 2002

The purpose of the project was to replenish and renew books and pamphlets in the counseling center and to open the center one night a week to make it more accessible to our patrons. During the latter part of the 2002-2003 school year, over one hundred titles were ordered in order to replace or update information in the counseling center. Counselors reviewed new books and included summaries in the parent newsletter. The counseling center was opened on Tuesday evenings beginning in October 2002. A sign-in sheet shows that the counseling office was not utilized well during these evening hours, especially during the month of December. Despite the low attendance, the counseling office has made much use of the new materials. Materials have been shared with students and parents, especially at individual conferences. The center will continue to be open one night a week during the 2003—04 school year. To make it more attractive to patrons and enhance utilization of the counseling resources, the evening hours will coincide with the library’s evening hours. In addition, there will be renewed

effort to advertise the hours to patrons. The grant paid for all the new materials for the counseling center and in-kind donations increased the number of college books available in the center.

North—Beth Johnson

Ready for Work!

The grant from the Foundation allowed for more than 70 workstations to help prepare students for work in a sheltered workshop. The workstations replicate many tasks the students will do in sheltered workshops, so it is likely their skills will generalize. Some of the workstations were bought pre-packaged where as others were created with materials from Target, Lowe's, and Office Depot. The Work Center is set up with a time clock and work schedules to increase the students own independence and lessen their dependence on staff. One side of the Work Center is set up with low level simple workstations marked by single letters or numbers (i.e., A or 2). The other side contains multi-level tasks requiring more steps and skills and is marked by double letters or numbers (i.e., AA or 1-1). Each workstation is normed, and productivity is recorded, which gives everyone a good picture of the student's production rate as well as strengths and weaknesses.

South—Gene Adams

Integrating Engineering Graphics and Metals Technology Using Computer Numerical Control Programming

The goal of this project was to integrate the course areas of drafting and manufacturing. This was to be accomplished by providing an opportunity to students to further their skills by using a design and build process. The grant funds were used to purchase a CNC plasma cutting system and related software. The district provided computers to support the software. During the course of the year, independent study students learned to program and operate the software and related hardware. Engineering graphics students completed projects using the CNC program. Unfortunately, the CNC plasma machine did not operate as expected because of a hardware conflict. However, the district will support the purchase of equipment that will eliminate the conflict. Also, through the MEP cycle, new texts will be purchased for the graphics class. This will allow more engineering graphics students access to the software and hardware. Additionally, there will be more independent study students for manufacturing next year. While this year's project was not as successful as anticipated for the integration process, the project director expects that with the new texts and increasing numbers of students who wish to learn the design and build process with this software and hardware, next year's project will be both successful and busy.

West—Michelle Regnier

Advancing Re-Loop Students Through Technology

The purpose of this project was to support students' learning needs by acquiring a set of graphing calculators. Students had the opportunity to expand their Algebra experience and benefit from the added visual and tactile experience. They were able to apply their knowledge to the calculators, see how the small bits and pieces of information fit together and to use the overhead to graph and share information. Having the chance to use the calculators added a level of interest previously not shown by some students. The teacher used the calculators to check concept understanding and mastery once students had been introduced to the concepts using paper and pencil. Grant funds were used to purchase the graphing calculators. The project director contributed to the project by purchasing a lock box for the calculators and M&M's for the activity.

West—Jacque Jacox

Preparing Design Students for the Future

The purpose of the project was to provide an opportunity for students to become familiar with and experience the use of a computerized embroidery machine that is operated by CAD software. Although students had previously used the existing computerized embroidery machine, the capability of extending

it's possibilities through the use of the CAD software provided students with additional learning experiences and helped to broaden their knowledge. With the purchase of a color printer, students in the Apparel Design classes and the Creative Textiles classes were able to download embroidery designs from the computer and print a color sample so they could determine the steps in the stitching and the order of the colors before the actual stitching was done. In addition to this use, the color printer was used in the Interior Design classes to print interior design plans and in the Creative Textiles classes to print textile design plans and transfer photos or pictures onto fabric. Based on the responses of the students involved in these classes, this project was very successful. These technological learning experiences have provided an opportunity to introduce students to possible career options and have helped to prepare them for these career opportunities.

West—Patricia Maas, Betty Sample

Multimedia & Digital Video Editing in the Curriculum

The purpose of the project was to make a production room available for student and teacher use in the Information Center. The visual presenter was installed with an iMac in a production room so students can import still pictures and 3-D items into their video. The DVD player is moved from station to station to import video. Students, either in groups or alone, produced commercials, newscasts or informational videos at the station. The students seem to be satisfied with their final product, and they always expressed their appreciation for the opportunity to use the facility and for the help they received. The grant provided funding for the DVD player and for the visual presenter. Information Center funds provided the new multimedia computer (iMac), FinalCut Pro and Office 2001 for Macs (both software packages).

West—Chris Ingram

Bringing Math to Life: Graphing Calculator Explorations in High School Algebra

The purpose of this project was to provide students with graphing calculators in the classroom. Students used graphing calculators throughout the school year to explore mathematical concepts and solve real-life problems. Based on teacher observation and student comments, student interest was high during the use of the graphing calculators. The grant paid for 30 TI-83 Plus Graphing Calculators (for the students) and a Viewscreen and overhead display.

West—Linda Brewer, Scott Butler, Loel Schletter

Family Connections

The purpose of this project was to promote involvement with students, home, and staff with community resources. Activities were designed to give parents information to help ensure that all students learn academic and life skills necessary for personal success and responsible living. The Guidance Department sponsored Family Connections Night on October 7, 2002. This event brought together our community's academic, career and personal/social resources. Parents and students were able to browse booths for information and attend informational breakout sessions. A Family Connections booklet containing tips and community resources for parenting a high school student was developed for incoming 9th grade parents. The booklet was also used as the basis for one of the breakout sessions at the 9th grade open house, "Transitioning to High School." Grant monies were spent to mail "We Want You Back -Don't Drink" information by Project Extra Mile to parents of juniors and seniors and to supplement resources available to students and parents in the Guidance Office. Representatives within Omaha's academic, personal/social and career domains provided their time and materials free of charge for the project. Good response from students and parents has led the Guidance Office to include them in planning for next year.

District-Wide

School Psychologists—Karen Montgomery

Help! Dennis the Menace Lives at My House

The purpose of the project was to educate and support parents of students identified with Attention Deficit Hyperactivity Disorder. The group met once a month for seven months during the year. Attendance was good this year, with many parents attending throughout the whole year. The two co-facilitators presented the latest theories and research, and guest speakers provided current research and information about medication, comorbid conditions, and how to help their child with organization and homework completion. Other topics included behavior management in the home, home-school communication, and social skill development. Participants completed evaluations at the last meeting, and all of them were very positive and stated they wanted the group to continue for the next school year. Comments included the following: “All topics were helpful,” “I am more patient with my child because of this group,” “Morning routine has changed for the better since I started coming to the group,” “I learned how to help my child with social skills and homework.” Grant funds were used for speakers, the Barkley ADHD Newsletter, and teaching and planning time

Millard Learning Center—Angie Bahnsen

Millard Night School

The Millard Night School program was designed to provide high school students with the opportunity to earn credit towards graduation. Any junior or senior who had previously failed a core curricular class was eligible to re-take at night school. Five teachers taught 51 students during first semester. For second semester, six teachers taught classes for 77. Grant funds were used to pay teachers.

**Community/School
Volunteer**

Community and School Volunteer Report

2002—2003

Student Volunteerism

All Civics students are required to complete 10 hours of volunteer service in the community. They may spend five of those hours volunteering for the Millard Public School District and five hours with an officially designated non-profit organization or government agency in the metropolitan area, or they may spend the entire 10 hours volunteering for one or more non-profit organization or government agency. They are encouraged to find volunteer experiences that reflect their personal interests or use the opportunity to explore career possibilities.

Of the 1,311 students who took Civics, 89% completed the required 10 hours of community service and 11% did not. Students who did not complete the requirement had their grade lowered by one level. Ten of the 152 students who did not complete the requirement failed Civics as a direct result.

Students volunteered for Millard schools and a variety of other entities. Most selected the better-known non-profits such as the American Cancer Society and the Salvation Army, but some opted to work for smaller, lesser-known organizations such as PAWS for Friendship. A few students volunteered to work on political campaigns or for government agencies (primarily the military).

Members of student organizations in the district, including National Honor Society, Student Council, and DECA, participated in various community service activities in the metropolitan area. In addition to volunteering on behalf of their school organizations, many of these students volunteer independently for a variety of non-profit organizations on a regular, on-going basis.

Big Brothers/Big Sisters of the Midlands sponsors Big Buddies, a school-based mentoring program that pairs high school students with elementary students. This year 22 West High, 15 North High, and 14 South High students spent one hour each week mentoring younger students at Ackerman, Cottonwood, Ezra Holling Heights, Millard, Montclair, Morton, Neihardt, Wheeler, and Willowdale. During the mentoring sessions the “Bigs” spend 15 minutes helping the “Littles” with homework. The remainder of the time is devoted to recreational activities. The Big Brothers/Big Sisters recruitment coordinator stated that Millard’s students are among the best of their volunteer mentors.

Volunteer Recognition

Each year United Way of the Midlands recognizes volunteers for their service to the community. Students from Millard Public Schools are usually nominated for awards. This year, Sarah Burger, Samantha Ellefson, and Kristin Harbert, all from Millard West, received awards. One of Neihardt’s volunteers, Kwin Kunkle, also received an award.

Adult Programs

Approximately 4,800 adults, most of whom are parents or grandparents of students in the district, volunteer in the district. Per Board policy, parents and grandparents of Millard students are not required to go through an application or background screening process. Many volunteered on a one-time-only basis for a specific project, field trip, or classroom, but many, including athletic coaches and the mentors discussed below, volunteered on an on-going basis. It is difficult to assign a dollar value, but by conservative estimate this year’s volunteers provided \$104,400 worth of services to the district.

The HOSTS (Help One Student to Succeed) program is an academically based mentoring program at Rockwell Elementary School. Community and district staff members who volunteered a minimum of 30

minutes weekly served twenty-two 3rd, 4th, and 5th grade students. Four of the mentors are new to the program. Many of this year's mentors will return in the upcoming school year. New mentors will be recruited to replace those unable to continue with the program.

TeamMates is a mentoring program that pairs adults with middle and high school students who are in need of extra adult attention and guidance. This year's program served students at Abbott, Anderson, Central, Russell, North High, South High, and West High. The demand for mentoring services exceeds the number of available mentors. Millard will continue to work with TeamMates of Metropolitan Omaha to recruit new mentors in order to meet the demand. All mentors are required by TeamMates policy to successfully complete a criminal background check that is conducted and paid for by TeamMates.

Grants Report

2002—2003

Grant Funding

Proposal writing focused on supporting the District’s strategic plan and individual building plans. Teachers and administrators working independently or in consortium with one another and/or the grants office generated the grant proposals. Some were for 2002—2003 programs or projects, while others are for programs or projects in the upcoming school year.

Over the past several years, Millard has received grant money from the Quality Education Incentive Payment Program (QEIPP) to pay for reteaching and other programs for students at risk of educational failure. Due to a budget shortfall last year, however, the Legislature suspended QEIPP grants to all school districts. After the decision to suspend the program was made, however, Millard and other districts throughout the state received an unexpected QEIPP grant award. Millard’s grant is earmarked for 2003—04 reteaching expenses. No other QEIPP grants will be awarded until the 2005—06 school year at the earliest.

With the passage of the No Child Left Behind Act (NCLB) of 2001, the Federal government reorganized and consolidated many of its formula grant programs to provide for greater local control and flexibility in spending. Some of the grants Millard has received in the past are no longer separate programs. For instance, the Title II/Dwight D. Eisenhower program for staff development has been consolidated with the Title VI/Class Size Reduction program and is now part of the Title II grant program. The change also has resulted in two new small formula grants for Millard: Title III Limited English Proficiency and the Enhancing Education Through Technology portion of the Title II program.

The chart below reflects grants that were awarded in 2002—03 plus carry over grant funds from the previous school year. Most grants were awarded for 2002—03 programs or projects, but some are for the 2003—04 programs or projects. The chart also includes grants that were awarded in previous years that are for 2003—04 programs or projects, including the last QEIPP grant awarded by the State. Grants awarded in other years and those awarded for next year’s programs are marked with an asterisk. Carry over funds are noted in the description.

Grant & Description	Award
Career Compensation Model	190,000
Early Childhood Development (Cody Early Start Program)	50,000
Eisenhower (Professional development carry over from 2001—02)	30,315
High Ability Learner/ Rule 3 (Gifted Program)	177,970
McKissick Family Foundation (science and computer equipment at Kiewit)	3,805
*Millard Public Schools Education Foundation Classroom Grants (multiple awards for 2003—04 classroom projects)	140,456
Nebraska Arts Council (multiple awards for arts education projects)	2,400
Nebraska Environmental Trust (Andersen outdoor classroom)	600
Nebraska Forest Service (Andersen outdoor classroom)	1,500
Nebraska Statewide Arboretum/Greenspace Initiative (Black Elk outdoor classroom)	4,000
Perkins Grant (Vocational & Applied Technology Education Grant)	94,631
Perkins Nontraditional Project (IT mini-magnet at South High)	5,421
Perkins Nontraditional Project (advisement program at all high schools)	8,185

Perkins Nontraditional Project (Andersen summer camp)	9,228
Peter Kiewit Teacher Awards	5,000
*Quality Education Incentive Payment Program/Rule 89 (31-month grant awarded in 2001—02 for 2003—04 reteaching expenses)	471,468
Region 21 Interagency Planning Teams Support Grant (indirect services for children aged 3--5 who have disabilities)	16,500
Ritonya--Buscher--Poehling Foundation Grants (Kiewit classroom project)	500
Seldin Corporation (Cody Study Center)	3,000
Special Education Transition Program (SPED school to work)	2,000
STAR (assessment writing and reporting)	95,000
TeamMates (Abbott, AMS, CMS, RMS, SH, NH, WH mentoring programs)	15,000
*Textbook Loan Grant/Rule 4	46,062
Tier II Major Competitive Grant (South High mini-magnet)	108,523
Title I, NCLB (K—5 reading, writing, math)	362,987
Title II, Part A, NCLB (class size reduction, staff development)	307,618
Title II, Part D, NCLB (Enhancing Education Through Technology)	26,819
Title III, NCLB (Limited English Proficiency)	10,000
Title IV (Safe & Drug Free Schools and Communities)	105,618
Title IV, NCLB (Safe and Drug-Free Schools and Communities)	62,900
Title V, Part A, NCLB (Innovative Programs—for site planning, NCA, secondary programs)	98,927
Title IV (Leadership development, strategic & site planning, CADRE carry over from 2001-02)	27,068
Title VI, NCLB (leadership development, site planning, NCA)	96,858
Wiebe Foundation	2,877
Totals	\$2,583,236

Pending Federal grant proposals for 2003—04:

- Smaller Learning Communities (SH advisement program), \$28,834
- Carol M. White Physical Education Program (District-wide physical education program), \$149,960

E-Rate Telecommunications Discounts

The Telecommunications Act of 1996 enables schools and libraries throughout the country to request discounts from telecommunications providers through the Universal Services Fund administered by the Schools and Libraries Division (SLD) of the Federal government. The discount amount depends on the number of students eligible for free and reduced lunches. With increased student eligibility for free and reduced lunches, Millard Public Schools' approved discount rate for telecommunications services went from 38% in 2002—03 to 40% for 2003—04.

The SLD requires that new applications be submitted annually. The following chart reflects the district's potential savings for the 2003—04 school year if the applications are approved.

Vendor: Service	Estimated Maximum Annual Cost	Discount Rate	Cost with Discount	District Savings
Alltel: Cellular telephone service	17,900	40%	10,740	7,160
AT&T: Long-distance telephone service	16,976	40%	10,186	6,790
Dark Fiber: High speed video	51,978	40%	31,187	20,791
Nextel: Cellular telephone service	11,826	40%	7,096	4,730
Qwest: Data lines	65,058	40%	39,035	26,023
Qwest: Centrex Plus, Centrex ISDN BRS service	130,878	40%	78,527	52,351
Totals	\$294,616		\$176,771	\$117,845

ENGLISH AS A SECOND LANGUAGE

HIGHLIGHTS FOR 2002-2003

Direct ESL instruction was given to 167 students from 26 different countries with 24 different languages represented. Thirteen different grade levels in 16 different buildings were served by eight ESL teaching positions. Students from the following countries received direct ESL services: Mexico (55), Vietnam (22), Afghanistan (18), Bosnia (15), China (8), India (8), Japan (6), Truk (4), Laos (3), Brazil (3), Germany (3), Korea (3), Russia (2), Puerto Rico (1), Colombia (1), Pakistan (1), Taiwan (2), Romania (2), Nepal (2), Iran (2), Holland (1), Philippines (1), France (1), Denmark (1), Cambodia, (1), Chili (1).

Fifty-three students from 10 different grade levels in 25 buildings received indirect services. Twenty-two language groups were served.

During the past several years, Millard's ESL population has become less mobile and more stable. Therefore, the total number of students worked with each year does not reflect the growth of our base number of students that is worked with at any given point of time during the school year. This increase is reflected in the attached charts. This year we had a large influx of new students at zero level English that required more instruction time and resulted in fewer than usual students mainstreaming out of ESL. Therefore more students will be returning to the program and enrollment will continue to increase. This year:

- seventy-seven new students were served.
- thirty-two students were mainstreamed out of the program.
- five students moved to full-time SPED.
- nineteen students moved.

ESL students had a successful year.

- ESL students (1st-12th) showed their love of books by reading an average of 1,245 pages per student in addition to regular classroom reading.
- Thirty-eight percent of students eligible made the Honor Roll.
- Four ESL students had their work published in Millard North's Literary Magazine.
- One high school student won first place for her art entry in the school's literary magazine.
- One student's poem was included in a poetry anthology of the best poems of youth in Nebraska.
- A poem from an elementary student was selected for publication.
- Fifteen high school students made cultural presentations in elementary and secondary buildings.
- Four students were selected as Student of the Week.
- One student was selected as Student of the Quarter.
- One student was chosen for HAL.
- Four students were members of the Lit Magazine
- Two were members of the Writer's Club.
- Two were selected to participate in the talent show.
- One student participated in state and regional DECA competitions.
- One student was elected Senior officer for DECA.
- Ten students acted as peer mentors for new ESL students.
- One student's art work was selected as the cover for the literary magazine.

- One student's art design was selected as the invitation cover to the PAY-BAC partner thank-you dinner.
- Three students participated in junior varsity soccer with two of these students moving to varsity.
- Two students participated in JV track.
- One student performed with the Varsity Choir.
- One student was in student council.
- One student was selected to represent her school at a writing workshop.
- One student received the "Good Kid's Award."

Former ESL students continue to achieve.

- Sixty-three percent were on the Honor Roll. Of these students, sixteen were on Superior Honor Roll.
- Twenty former students graduated this year. Of these seniors:
 - Eighty percent were on the Honor Roll.
 - One was selected for the World Herald First Team All Metro Nebraska Regional Academic Team.
 - One student was selected for Nebraska Academic Honorable Mention
 - Four were in the top 10% of their class.
 - Five received the President's Education Award.
 - Fourteen scholarships were awarded. One was awarded the Goodrich Scholarship which will provide for full tuition over the next 4 years.
 - Three were awarded Millard Foundation Scholarships
- One student was a member of the Junior Class Board
- One student was on Senior Class Board.
- One former student was elected Student Council Officer
- Two students were members of Swing Choir.
- Student of the Week Honors were given to three students.
- One was selected for Omaha Area Youth Orchestra.
- Former students were also active in wrestling, tennis soccer, music and a variety of other activities.
- Seven students were in National Honor Society. Two were elected to offices.

ESL teachers continue to achieve.

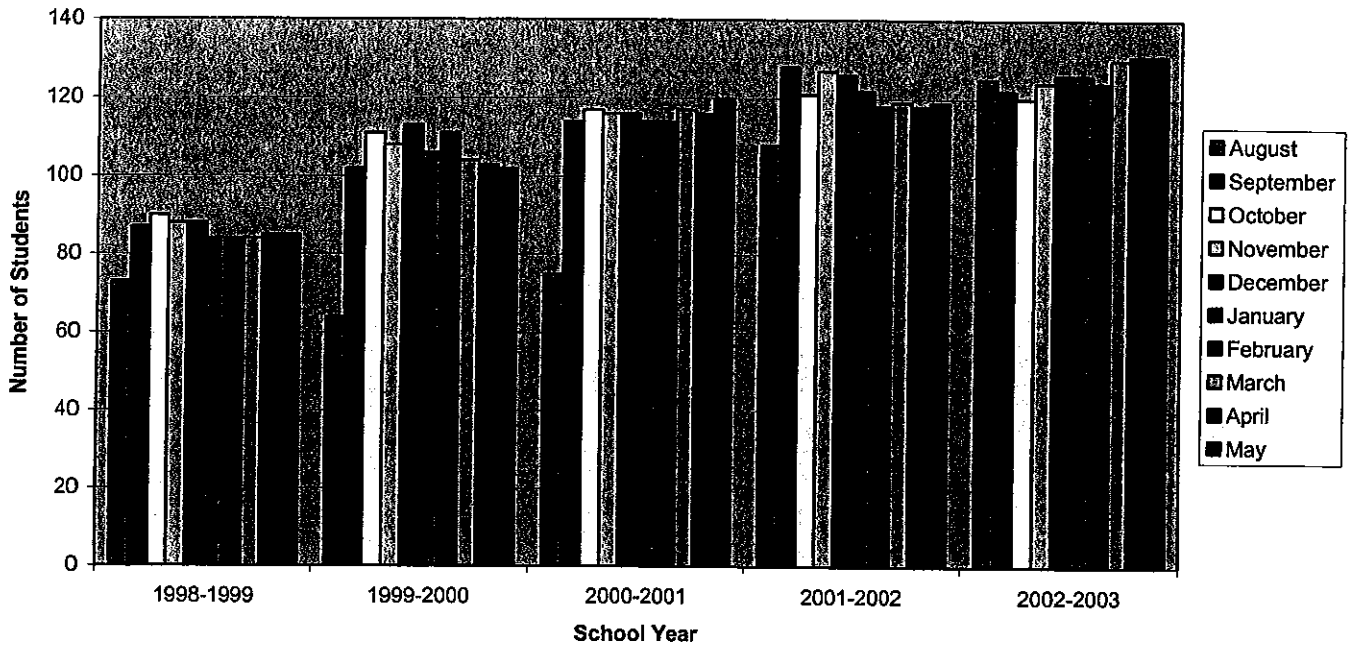
- One teacher was awarded the Millard Foundation Grant for her summer school project.
- One teacher received the Heartland Refugee Resettlement Humanitarian Volunteer Award.
- One teacher wrote test prompts for the AIR's test. This test will be used to measure AYP for ESL/ELL students in eighteen states including Nebraska.
- Two teachers helped develop the State ESL Standards.
- Two teachers were interviewed for a UNO class presentation about ESL.
- One teacher provided a presentation on Millard's ESL program to the Kiwanis Club.
- One teacher presented at the Excellence Fair on Classroom Assessment Practices.
- Four teachers presented inservices at Cather, Neihardt, and Millard North.
- Three teachers were observed and provided insight for the Fremont High School mentoring program.
- One teacher was a member of the District Sped/ESL committee.
- Seven teachers attended the workshop on "Accelerating the Literacy Skills and Content Learning of ESL Students."

- Two teachers attended the OPS Spring ESL Conference.
- Five teachers arranged for ESL students and parents to be volunteers and cultural presenters in a variety of schools.
- ESL teachers continue to belong to a variety of professional organizations and activities.
- ESL teachers participated in: FYI Conferences, Willowdale Strategic Planning Committee, Safe School Committee and the Safety, Pride, Communications Committee.
- In addition to district requirements, all teachers participated in specific technology training.
- All ESL teachers continue to act as cultural resources throughout the district.

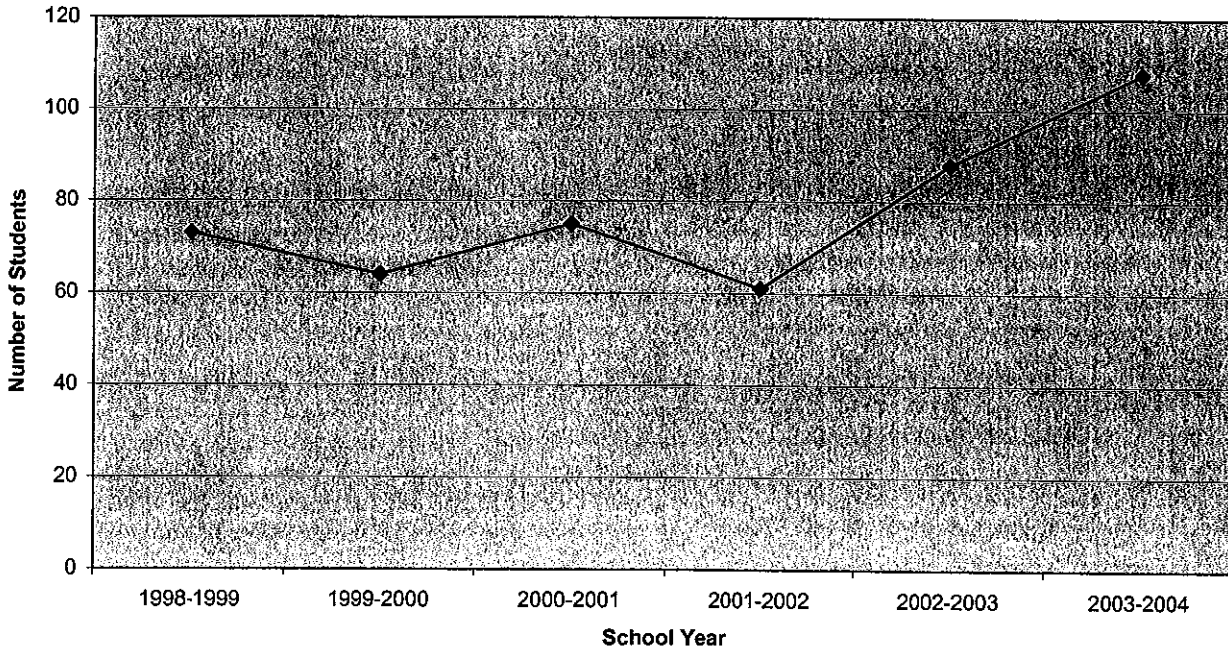
ESL parents continue to be actively involved in their children's education.

- Over 90% attended parent teacher conferences first semester and second semester.
- Parents volunteered and made cultural presentations in numerous buildings throughout the district.

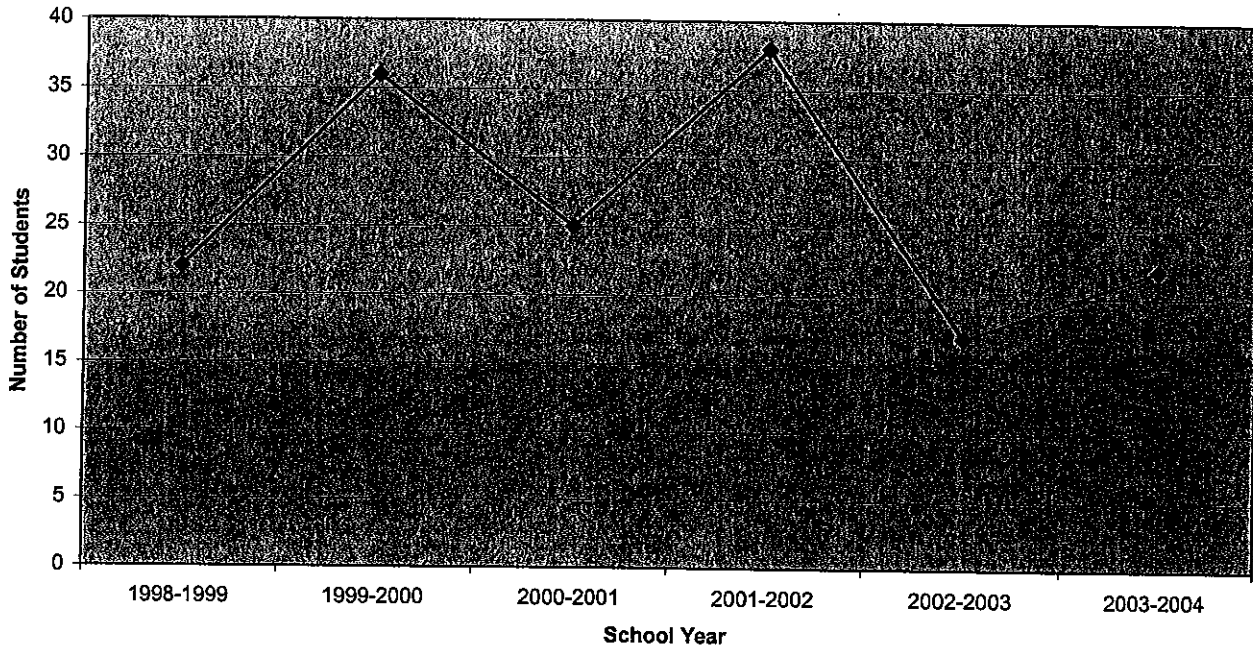
Total ESL Enrollment



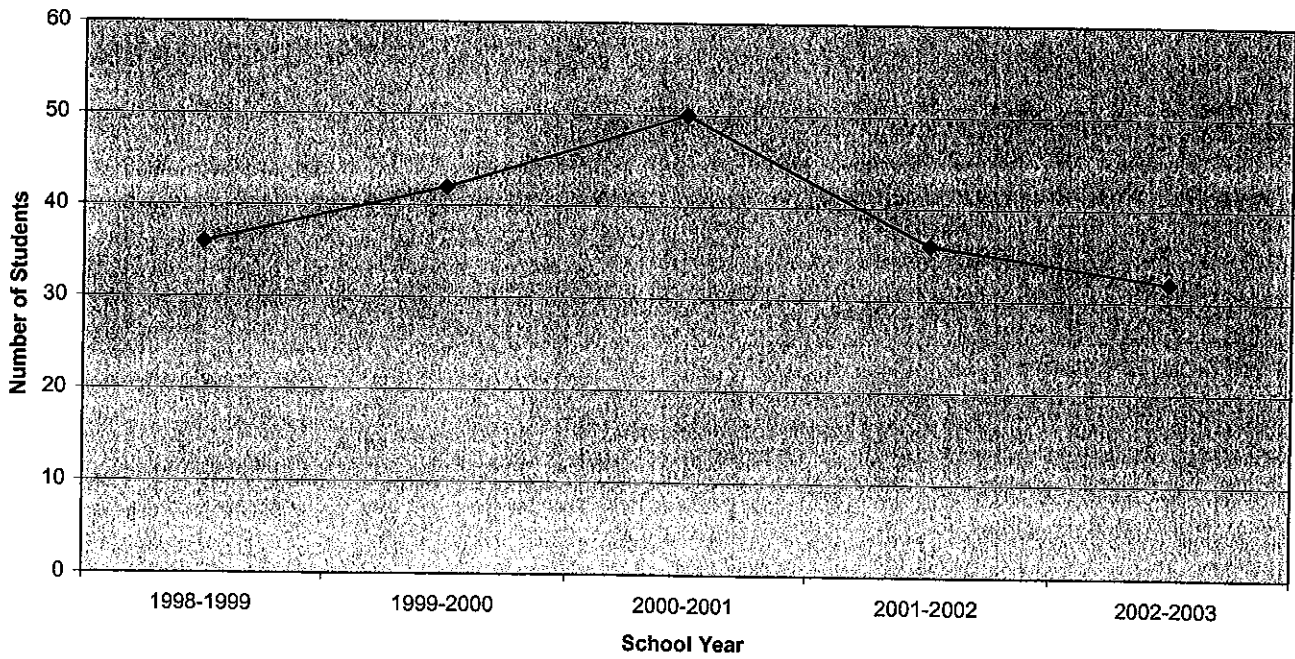
Total Returning Students



New Kindergartners



Students Exited/Mainstreamed From the Program



Percentage of New Students Per Month for 2002-2003 School Year

