



**ACKNOWLEDGMENT OF RECEIPT  
OF NOTICE OF MEETING**

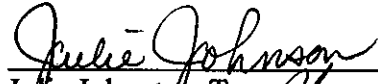
The undersigned members of the Board of Education of Millard, District #017, Omaha, Nebraska, hereby acknowledge receipt of advance notice of a meeting of said Board of Education and the agenda for such meeting held at 7:00 P.M. on February 9th 2004, at Don Stroh Administrative Center 5606 South 147th Street.


Dated this 9th day of February, 2004.


  
Jean Stothert - President

  
Linda Poole - Vice President

  
Brad Burwell - Secretary

  
Julie Johnson - Treasurer

  
Mike Pate, Member

  
Mike Kennedy, Member

Julia Beckwith - Millard North

  
Stacey Schmid - Millard South

  
Janet Baack - Millard West

**NOTICE OF MEETING  
SCHOOL DISTRICT NO. 17**

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, February 9, 2004** at 5606 South 147th Street, Omaha, Nebraska.

An agenda for such meetings, kept continuously current are available for public inspection at the office of the superintendent at 5606 South 147th Street, Omaha, Nebraska.

**BRAD R. BURWELL,**  
Secretary

26-04

**THE DAILY RECORD  
OF OMAHA**

**RONALD A. HENNINGSEN, Publisher  
PROOF OF PUBLICATION**

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

**LYNDA K. HENNINGSEN**

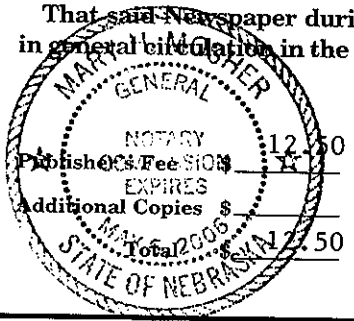
being duly sworn, deposes and says that she is

**ASSOCIATE PUBLISHER**

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

February 6, 2004

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



*Lynda K. Henningsen*  
Subscribed in my presence and sworn to before me this 6th day of February 2004  
*Mary M. Mosher*  
Notary Public in and for Douglas County, State of Nebraska

NAME:

REPRESENTING:

Kumud Sualy	Kunal Sualy
Kunal Sualy	Millard West
<del>Carol Terry</del>	Millard North
Michael R. Terry	
Kevin Horn	Millard West
Michelle Hendricks	Millard South
Addy Sorenson	Millard South
<del>Maibach Frost</del>	Millard North HS
Alexandra Buglew	MNHS
Janis Mullins	MNHS
Glenda Workman	: Anderson
David Workman	Anderson
Destinee Henicks	
Maggie Jackson	
Sasha Van Zyl	Millard West
<del>S. S. S. S.</del>	KUNAL SUALY
Peggy Brendel	Norris
Nic Berns	Millard North
Rick Kolowski	MNHS
Kim Z. Umre	MNHS
Karen Hollingsworth	MNHS
Kim Anton	
K. Reed	MNHS
Laura Hollingsworth	MNHS

BOARD OF EDUCATION MEETING - FEBRUARY 9, 2004

<u>NAME:</u>	<u>REPRESENTING:</u>
Deb Adly	MNHS
Woronda Abens	Parent
Cindy Nabuty	MNHS
Jody, Andrea, Mark Hampton	Parent All State Band - MNHS
Anna Kolbeck	MNHS
Mark, Melanie Cusack	MNHS
Ashley Baker	MSHS
Rae Rauer	MSHS
Jennifer Lane	MNHS
Jim Lane	Parent
Tim + Terri Sims	Parent
Buddy Sims	MSHS
John	NA
Bruce CRAMER	THE SCHEMMER ASSOC
Jeff Burdick	
Laurie Carol, Andrew Wack	MNHS - Allstate Band
Doug Gollehon	MSHS
Sue Gollehon + Stephen Gollehon	MSHS
Kim Rauer	MSHS
Tony Williams	MSHS
The Padilla Family	MNHS
Cherry Abens	MNHS

NAME:

REPRESENTING:

Andrew R. Holm

MNHS

Kent Holm

A. Hays

Brian Mulari

Morgan Hoover

Lisa Heidan

Myra Long

MEA

Amanda Bosch

MSHS

Matt Sman

MSHS

Dustin Van Cere

MSHS

Katie & Kelene Langenfeld

MHS

Jenna Kueker

MNHS

Sherry Ann

MNHS

Rebecca Watts

MSHS

Ashley Byars

MSHS

Danielle Reed

MSHS

Katelynd Applegarth

MNHS

Richard Lee

Davis

MNHS

Jeri & J.T. Stachek

MNHS

Brian Welch

MNHS

Paula Weller

MNHS





***BOARD OF EDUCATION***  
**MEETING**



***FEBRUARY 9, 2004***

BOARD OF EDUCATION  
MILLARD PUBLIC SCHOOLS  
OMAHA, NEBRASKA

8

BUSINESS MEETING  
7:00 P.M.

DON STROH ADMINISTRATION CENTER  
5606 SOUTH 147th STREET  
FEBRUARY 9, 2004

**AGENDA**

- 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 – January 12, 2004
  - \*2. Approval of Bills
  - \*3. Receive the Treasurer’s Report and Plan on File
  - 4. Summary of Board Committee of the Whole Meeting – January 19, 2004
- F. Information Items
  - 1. Employees of the Month
  - 2. Showcase: All State High School Musicians
  - 3. Superintendent’s Report
  - 4. Board Comments/Announcement
  - 5. Report from Student Representatives
- G. Unfinished Business
- H. New Business
  - 1. Affirm Policy 1347 – Community – Smoking and Use of Tobacco
  - 2. Approval of Rule 1347.1 – Community – Smoking and Use of Tobacco
  - 3. Approval of Millard Standards for Science and Social Studies
  - 4. Approval of Board Appointments
  - 5. Approval of Concept Plan for New Elementary Building and Notice to Proceed
  - 6. Approval to Refinance Bonds and Set Special Board Meeting Date
  - 7. Discussion of Calendar
  - 8. Approval for Employee to Run for Public Office
  - 9. Administrators for Hire
  - 10. Approval of Personnel Action(s): Resignations, Leaves of Absence, and Voluntary Early Separation
  - 11. Litigation (Executive Session)
  - 12. Land Acquisition (Executive Session)
- I. Reports
  - 1. Enrollment Report
  - 2. Legislative Update



3. Annual Technology Report
4. Quarterly Investment Report
5. Operations & Maintenance Report
6. Preschool Report

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

1. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147<sup>th</sup> Street
2. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.
3. Board of Education Meeting on Monday, March 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
4. Committee of the Whole Meeting on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
5. Board of Education Meeting on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
6. Town Hall Meeting on Monday, March 22, 2004 at 7 p.m. at Millard West High School

**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

10

BUSINESS MEETING  
7:00 P.M.

STROH ADMINISTRATION CENTER  
5606 SOUTH 147TH STREET  
FEBRUARY 9, 2004

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 – January 12, 2004. (See enclosure.)
- \*E.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the bills. (See Enclosures.)
- \*E.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to receive the Treasurer's Report and place on File. (See enclosure.)
- \*E.4. Summary of Board Committee of the Whole Meeting – January 19, 2004
- F.1. Employees of the Month
- F.2. Showcase: All State High School Musicians
- F.3. Superintendent's Report
- F.4. Board Comments/Announcements
- F.5. Report from Student Representative
- H.1. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to affirm Policy 1347 – Community – Smoking and Use of Tobacco. (See enclosure.)
- H.2. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Rule 1347.1 – Community – Smoking and Use of Tobacco. (See enclosure)
- H.3. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Millard Standards for Science and Social Studies. (See enclosure.)
- H.4. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Board Appointments as submitted. (See enclosure.)

- H.5. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, that the District approve the preliminary site and floor plan concepts, to enable The Schemmer Associates to proceed toward final design as soon as possible. (See enclosure.)
- H.6. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve the Resolution authorizing the preparation of approximately \$31,200,000 General Obligation Refunding Bonds, Series 2004, of Douglas County School District 017, in the State of Nebraska, also known as Millard Public Schools; Approving the Official Notice of Sale and Preliminary Official Statement relating to said Bonds; authorizing the delivery of the Preliminary Official Statement and the publication of the Official Notice of Sale; and authorizing and directing the receipt of proposals to purchase said Bonds. The special board meeting to issue the bonds will be held on Tuesday, March 2, 2004 at 12:00 noon at the Don Stroh Administration Center.
- H.7. Discussion of Calendar
- H.8. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to give approval for Dr. Rick Kolowski to run for the board of the Natural Resources District. (See enclosure.)
- H.9. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve administrators for hire: Susan Marlatt, assistant principal at Millard North High School, and Kraig Lofquist, Director of Pupil Services. (See enclosure.)
- H.10. Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to approve Personnel Action(s): Resignations, Leaves of Absence and Voluntary Early Separation Program. (See enclosure.)
- H.11. Litigation (Executive Session)
- H.12. Land Acquisition (Executive Session)

**I. Reports**

1. Enrollment Report
2. Legislative Update
3. Annual Technology Report
4. Quarterly Investment Report
5. Operations & Maintenance Report
6. Preschool Report

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

1. Board of Education Meeting on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 So. 147<sup>th</sup> Street
2. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.
3. Board of Education Meeting on Monday, March 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street

4. Committee of the Whole Meeting on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  5. Board of Education Meeting on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street
  6. Town Hall Meeting on Monday, March 22, 2004 at 7 p.m. at Millard West High School
- 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.  
February 9, 2004 13

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, January 12, 2004, at the Don Stroh Administration Center, 5606 South 147th Street.

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

Notice of this meeting was given in advance thereof by publication in the Midlands Business Journal on January 9, 2004; 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.

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

Roll Call was taken and all board members were present.

**ELECTION OF OFFICERS:**

**PRESIDENT:**

Jean Stothert – 6

Jean Stothert was declared President.

**VICE-PRESIDENT:**

1. Linda Poole – 3  
Mike Pate – 3
2. Linda Poole – 3  
Mike Pate – 3
3. Linda Poole – 3  
Mike Pate – 3
4. Linda Poole – 4  
Mike Pate – 2

Linda Poole was declared Vice-President.

**SECRETARY:**

1. Mike Kennedy – 1  
Brad Burwell – 3

/.

Mike Pate – 1  
Julie Johnson – 1

2. Mike Kennedy – 1  
Brad Burwell – 4

Brad Burwell was declared Secretary.

**TREASURER:**

1. Julie Johnson – 3  
Mike Kennedy – 2  
Mike Pate 1
2. Julie Johnson – 4  
Mike Kennedy – 1  
Mike Pate - 1

Julie Johnson was declared Treasurer.

Motion by Brad Burwell, seconded by Linda Poole, to approve the Board of Education minutes from December 15, 2003, and to approve the bills. Upon roll call vote, all members voted aye. Motion carried.

Employees of the Month for January were Kaye Schweigert, resource teacher at Kiewit Middle School and Deb Moening, preschool Montessori paraprofessional at Montclair Elementary.

Mrs. Stothert recognized Scout Troop members from Troops 236, 237, 238 and 239. They were in attendance to work on their communication merit badge.

**Superintendent's Highlights:**

1. The agenda for the Committee meeting will be summer projects, summer school, and Strategy 2 Update.
2. In February there will be no Committee of the Whole meeting. There will be two board meetings in February, one on February 9 and February 16, and a Town Hall meeting will be held on February 23, 2004 at Millard South High School.
3. The March Committee meeting will have discussion on the Montessori preschool. There has been a request to add an additional section to the CORE program, also. Both topics will cause more discussion of Strategy 2.
4. The annual PDK dinner will be Wednesday, January 14, 2004. Jean Stothert, Julie Johnson, Mike Kennedy, and possibly Linda Poole will be attending the dinner along with Keith Lutz.

5. A letter has been sent to the two students who talked before the board at the second meeting in December in regards to their transportation question.

**COMMENTS FROM THE BOARD:**

Linda Poole reported she will be attending the NASB Board of Directors meeting this weekend. On Friday they will be discussing appointing a candidate for the nominating committee. If a board member is interested, they were asked to let Linda know. Mrs. Poole said she will be attending the next P-16 meeting, which will be held on January 27, 2004. Mrs. Poole will report back to the board of education on those upcoming meetings.

Julia Beckwith, student representative from Millard North, Janet Baack, student representative from Millard West, and Stacey Schmid, student representative from Millard South gave their reports on academic and athletic activities taking place at their respective high schools.

Motion by Linda Poole, seconded by Julie Johnson, to change the first Board Meeting in February to: February 9, 2004. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve the attendance of Mike Pate to the National School Boards Association Federal Relations Network Conference. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve the resolution regarding Enrollment Standards for the Enrollment Option Program for 2004-2005 school year. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to approve the guidelines for transfers within the District for 2004-2005 school year. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, that no further enrollment option waivers be accepted after December 31, 2004, for students requesting to enter the Millard school district for the 2004-2005 school year unless required by law. Students may be granted a waiver to leave the Millard School District anytime during the 2004-2005 school year. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to continue to publish legal notices of regular and special meetings of the Board of Education in the Midlands business Journal, unless the deadline dictates publication in the World-Herald or Daily Record. Motion by Mike Kennedy, seconded by Mike Pate, to amend the motion to publish legal notices of regular and special meetings of the Board of Education in the Daily Record and use the Midlands Business Journal as the alternate. Upon roll call vote on the amendment to the motion, Jean Stothert, Mike Pate, Julie Johnson, Brad Burwell, and Mike Kennedy voted aye. Linda Poole abstained. Motion carried. Upon roll call vote on the amended motion, Mike Pate, Julie Johnson, Brad Burwell, Mike Kennedy, and Jean Stothert voted aye. Linda Pool abstained. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, that the district designates the First National Bank of Omaha and the Nebraska School District Liquid Asset Fund Plus as the primary

depositories for school district funds with the further designation of Wells Fargo Bank, US Bank, Great Western Bank, and Omaha State Banks for school activity fund deposits. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole to approve the 2004-2005 Calendar. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the elementary language arts field study proposal to be conducted during the second semester of 2003-2004 school year. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, that the District contract with The Schemmer Associates to serve as the architectural and engineering firm for developing a proposal for a new elementary school building, that such proposal be based upon the previous designs of Rohwer and Wheeler Elementary schools, that the services and compensation of said firm be based upon its December 23, 2003 response to the District's RFP, and that the associate superintendent for general administration be authorized and directed to negotiate and execute the contract with such firm. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Linda Poole, to approve Personnel Action(s): Resignations: Daniel M. Shreves, Rescissions: Jennifer Myer, New Hires: Brooke D. Nech, Patricia Boseck, Jessica Simpson, Maureen E. Kuch, and Voluntary Early Separation Program: Glenn Irwin and Michael Freis. Upon roll call vote, all members voted aye.

Litigation and Land Acquisition were delayed to the end of the meeting for Executive Session.

Report given included: An Enrollment Report, Quality Education Incentive Payment Program (QEIPP) Grant Status, a Legislative Update, a Board Initiative Update, and an Update on Status of Senior Class and ELO Mastery.

Future Agenda Items/Board Calendar: A Committee of the Whole Meeting will be held on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South. 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, January 26, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, February 9, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South. 147<sup>th</sup> Street. A Board of Education Meeting will be held on Monday, February 16, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South. 147<sup>th</sup> Street. A Town Hall Meeting will be held on Monday, February 23, 2004 at Millard South High School at 7 p.m.

At 8:25 p.m. motion by Linda Poole, seconded by Brad Burwell, to go into Executive Session to discuss litigation and land acquisition. Upon roll call vote, all members voted aye. Motion carried.



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

Mrs. Stothert adjourned the meeting.

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SECRETARY

The members of the Board of Education met for a Committee Meeting on Monday, January 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The topics that were discussed included summer projects, summer school, and an update on the Master Plan (Strategy 2).

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

Others in attendance were Keith Lutz, Ken Fossen, Martha Bruckner, John Crawford, Carol Newton, Judy Porter, Linda Horton, and other administrators.

Linda Poole called the meeting to order.

Linda Horton explained the adjustments in the summer school program are recommended in order to better meet the needs of students transitioning to the next grade level. There will be classes to help students transitioning into kindergarten, middle school and high school. There will be an additional opportunity for high school students to take classes in re-teaching of the ELO's. The other classes being offered in all grade levels are in core subjects, with a few fun activities being offered in the elementary grades.

Letters from parents requesting tuition assistance should be mailed with the registration form and then mailed to the Don Stroh Administration Center.

Carol Newton gave an explanation about her proposal to provide a district 16-session summer school literacy program across eight weeks to help maintain and increase reading skills for invited students. It is anticipated that 70% of those qualifying for the literacy program will register for the class, which would cost around \$72,027. But, if all students took the classes that qualified, it would cost more around \$102,896. Also included in Carol's plan would have all elementary media centers open one half-day per week throughout the summer for any student to checkout books and continue reading. If all media centers are open for one morning a week, with the help of a media paraprofessional, this would cost \$13,824.

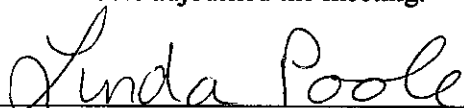
Ken Fossen and Ed Rockwell reviewed the planned summer projects. These projects are some of the most critical projects accumulated from various project lists. The projects will include roof replacements, parking resurfacing, track renovations, replacements of in-wall lunch tables, and portable moves and replacements.

This year the Master Plan Report was integrated with the district's strategic planning process. Strategy 2 states, "We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services."

John Crawford shared the seven sets of action plans and the cost-benefit sheets, which will be submitted to the district's strategic planning team at their meeting in February. These action plans have not been approved at this time, but they do make up the recommendations to the superintendent and the board. The cost of each of the action plans created considerable discussion.

The report includes some of the data that the action team examined in the process of development the seven action plans. The committee focused on the "concept elements" (guiding parameters that influenced the recommendations); lots for future development and growth, low enrollment schools and the growth-area schools; and simulations of possible boundaries and relief provided by a new elementary school in the southwest part of the district.

Linda Poole adjourned the meeting.

  
\_\_\_\_\_  
CHAIRMAN

le.

**Millard Public Schools**  
February 9, 2004

**Millard Public Schools**

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212235	2/2/04	132534	ACCESSIBILITY DOT NET, LLC	209.00
212237	2/2/04	102832	ADVANCED OFFICE INTERIORS CORP	35.00
212238	2/2/04	108296	PAT SHARKEY	75.75
212239	2/2/04	108351	AIRGAS NORTH CENTRAL INC	165.21
212240	2/2/04	010917	ALBERTSONS 2203	65.88
212241	2/2/04	131419	ALFREY TRAVEL BUREAU	11.60
212242	2/2/04	010946	JEFFREY S ALFREY	78.00
212243	2/2/04	011051	ALL MAKES OFFICE EQUIPMENT	450.00
212244	2/2/04	109079	ALLTEL CORPORATION	186.22
212245	2/2/04	109079	ALLTEL CORPORATION	1,421.27
212246	2/2/04	133506	ALPHA G CONSULTING LLC	600.00
212247	2/2/04	102931	AMERICAN COMPUTER SCIENCE LEAGUE	125.00
212248	2/2/04	102051	AMERICAN MUSIC COMPANY INC	919.54
212249	2/2/04	133174	AMERICAN SECURITY SERVICES INC	121.50
212250	2/2/04	099836	ANDERSEN TRENCHING & EXCAVATING INC	4,789.50
212251	2/2/04	012850	ANDERSON INDUSTRIAL ENGINES	86.77
212253	2/2/04	106889	APPLIED INDUSTRIAL TECHNOLOGIES	609.60
212254	2/2/04	106436	AQUA-CHEM INC	1,155.63
212256	2/2/04	013496	ASCD	2,344.54
212257	2/2/04	013226	ASI MODULEX	162.66
212258	2/2/04	102840	ASSOCIATED FIRE PROTECTION	1,002.50
212259	2/2/04	133437	ASYST COMMUNICATIONS CO. INC.	285.00
212260	2/2/04	012507	AT&T	218.40
212261	2/2/04	010083	ATS MOBILE TELEPHONE CO INC	325.87
212262	2/2/04	010083	ATS MOBILE TELEPHONE CO INC	300.54
212263	2/2/04	102237	AUTO STATION	860.37
212265	2/2/04	108092	APW/AUTO VALUE	620.54
212266	2/2/04	016295	BADGER BODY & TRUCK EQUIPMENT CO	387.03
212267	2/2/04	109852	BAER SUPPLY	629.06
212268	2/2/04	133160	MARYAM BAERDE	59.40
212269	2/2/04	132405	BAG 'N SAVE	919.74
212271	2/2/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	187.68

**Millard Public Schools**

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212272	2/2/04	017877	CYNTHIA L BARR-MCNAIR	264.87
212273	2/2/04	107979	LORI A BARTELS	781.09
212274	2/2/04	130461	KATHLEEN M BEITING	24.59
212275	2/2/04	101062	BENNINGTON IMPLEMENT INC	1,578.56
212276	2/2/04	018705	BERNINA SEWING CENTER	2,547.95
212277	2/2/04	019111	BISHOP BUSINESS EQUIPMENT	3,879.29
212278	2/2/04	019138	JON T BLOOMQUIST	233.64
212279	2/2/04	103068	BOOKS ON TAPE INC	440.75
212280	2/2/04	101364	BOOKWORM	680.64
212281	2/2/04	019559	BOUND TO STAY BOUND BOOKS INC	4,997.61
212282	2/2/04	019835	BOYS TOWN NATIONAL	6,098.42
212283	2/2/04	019852	BRACKERS GOOD EARTH CLAYS INC	1,886.00
212284	2/2/04	019858	PEGGY A BRENDEL	63.00
212285	2/2/04	132014	BROOKLYN PUBLISHERS	252.72
212286	2/2/04	133463	ANGELA BRUMMER	118.30
212287	2/2/04	101354	BUILDER	29.95
212288	2/2/04	020439	BUILDERS SUPPLY COMPANY INC	569.00
212289	2/2/04	020550	BUREAU OF EDUCATION & RESEARCH	447.00
212290	2/2/04	106110	BRAD BURWELL	106.96
212291	2/2/04	099431	BUSINESS MEDIA INC	1,054.92
212292	2/2/04	131619	C E SUNDBERG CO	8.79
212293	2/2/04	063103	CHAUNCY A. ALLEN	204.00
212294	2/2/04	023831	CALLOWAY HOUSE INC	349.37
212295	2/2/04	023856	CAMBRIDGE GROUP	348.69
212296	2/2/04	023964	DAVE CARLSEN	135.00
212297	2/2/04	023970	CAROLINA BIOLOGICAL SUPPLY CO	308.50
212298	2/2/04	024061	CARQUEST AUTO PARTS	10.43
212299	2/2/04	131158	CURTIS R CASE	558.00
212300	2/2/04	132724	CHAPEL HILL TRAINING OUTREACH PROJ	120.80
212301	2/2/04	106123	CHICAGO MARRIOTT HOTEL	330.92
212303	2/2/04	024800	CHILDRENS BOOK COUNCIL	20.00
212305	2/2/04	131336	CITIZENS BANK	1,602.66

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212307	2/2/04	025222	DEBI CLATTERBUCK	14.36
212308	2/2/04	132726	CLOSE UP FOUNDATION	357.74
212309	2/2/04	066006	JANET S CLURE	59.76
212310	2/2/04	107482	COLLEGE BOARD/MWRO	750.00
212312	2/2/04	026057	CONTROL MASTERS INC	3,683.00
212313	2/2/04	131824	REBECCA Y COOK	88.24
212314	2/2/04	024157	COUNCIL FOR EXCEPTIONAL CHILDREN	51.25
212315	2/2/04	106893	CULLIGAN WATER CONDITIONING	49.00
212316	2/2/04	027300	CUMMINS GREAT PLAINS DIESEL	495.75
212317	2/2/04	100577	CURTIS 1000	2,221.09
212318	2/2/04	133499	CYPRESS-FAIRBANKS INDEPENDENT	740.00
212319	2/2/04	130731	D & D COMMUNICATIONS	943.82
212320	2/2/04	032061	D & D LASER	84.75
212321	2/2/04	132671	JEAN T DAIGLE	71.42
212322	2/2/04	032255	DAVIS PUBLICATIONS INC	444.85
212323	2/2/04	032240	ANN M DAVIS	252.80
212325	2/2/04	107469	DEFFENBAUGH INDUSTRIES	8,311.86
212326	2/2/04	032800	DEMCO INC	111.16
212327	2/2/04	032872	DENNIS SUPPLY COMPANY	275.26
212328	2/2/04	106319	DES MOINES STAMP MANUFACTURING	43.00
212329	2/2/04	099220	DICK BLICK	33.00
212330	2/2/04	033473	DIETZE MUSIC HOUSE INC	1,169.28
212331	2/2/04	033720	DOMINIE PRESS INC	214.28
212333	2/2/04	133130	DOUGLAS SARPY 4H OFFICE	80.00
212334	2/2/04	034109	DRUMMOND AMERICAN CORPORATION	1,216.79
212336	2/2/04	100951	DYNA-KLEEN SERVICES, INC.	475.00
212337	2/2/04	133047	DYNIX INC	27,942.20
212338	2/2/04	036520	EASTERN NE HUMAN SERVICES AGENCY	15,372.00
212339	2/2/04	036830	EDUCATION WEEK	79.94
212341	2/2/04	037525	EDUCATIONAL SERVICE UNIT #3	19,622.35
212342	2/2/04	100330	EDUCATORS OUTLET INC	76.98
212343	2/2/04	038025	MARY L EHLERS	193.68

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212344	2/2/04	038100	ELECTRIC FIXTURE & SUPPLY	5,071.96
212345	2/2/04	108082	ELECTRONIC CONTRACTING COMPANY	18.25
212346	2/2/04	038140	ELECTRONIC SOUND INC.	1,050.92
212348	2/2/04	035579	EMC/PARADIGM PUBLISHING	1,748.14
212349	2/2/04	130373	ELIZABETH A ENGELBART	28.77
212350	2/2/04	035610	ETA/CUISENAIRE	55.94
212351	2/2/04	132472	EVAN-MOOR EDUCATIONAL PUBLISHERS	145.69
212353	2/2/04	106949	LUCY FALCON	29.85
212355	2/2/04	130632	FASTSIGNS	1,397.88
212356	2/2/04	040537	FERGUSON ENTERPRISES INC	760.19
212357	2/2/04	106956	FERRELLGAS	31.11
212358	2/2/04	109069	ELIZABETH A FIALA	40.00
212359	2/2/04	133269	SHANNON RENEE FICKEL	240.00
212360	2/2/04	040830	FILMS FOR THE HUMANITIES	631.59
212361	2/2/04	132202	PHIL FITZWATER	144.00
212362	2/2/04	132789	FLEETPRIDE	85.22
212363	2/2/04	131555	FLOORS INC	2,386.00
212364	2/2/04	041100	FOLLETT LIBRARY RESOURCES	1,410.72
212365	2/2/04	100307	FOOD SERVICES OF AMERICA	35.51
212367	2/2/04	041543	AMY J FRIEDMAN	582.00
212368	2/2/04	131494	FULL CIRCLE IMAGE	4,539.25
212369	2/2/04	042000	FUREY HEATING-AIR CONDITIONING INC	1,462.00
212370	2/2/04	106660	GLASSMASTERS, INC.	1,157.88
212371	2/2/04	133485	CHARLENE GOETT	88.24
212373	2/2/04	043609	GP DIRECT	736.55
212374	2/2/04	132938	GUSTAVE A LARSON COMPANY	128.31
212376	2/2/04	133426	ADAM HAMILTON	23.66
212377	2/2/04	133381	CHELSEA HANSEN	50.00
212378	2/2/04	133487	HARCOURT ASSESSMENT INC	3,455.48
212379	2/2/04	100077	HARCOURT BRACE EDUC. MSMT.	427.02
212380	2/2/04	131356	AARON HARPER	230.00
212381	2/2/04	133468	HEALTH EDUCATION NETWORK LLC	139.00

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212382	2/2/04	048475	HEARTLAND FOUNDATION	4,407.68
212383	2/2/04	132423	HEWLETT PACKARD CO	1,967.00
212384	2/2/04	048710	HIGHSMITH COMPANY INC	121.12
212386	2/2/04	132592	WILLIAM SPRAGUE, JR.	258.10
212387	2/2/04	049440	HOSIER REFRIGERATION SUPPLY INC	244.51
212388	2/2/04	049650	HOUGHTON MIFFLIN COMPANY	153.25
212389	2/2/04	101032	HUSKER MIDWEST PRINTING	142.60
212390	2/2/04	049851	HY-VEE FOOD STORE (132ND ST.)	167.36
212392	2/2/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	51.26
212393	2/2/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	479.56
212394	2/2/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	461.44
212395	2/2/04	049844	HYDRONIC ENERGY, INC.	78.60
212396	2/2/04	051740	INLAND TRUCK PARTS CO.	418.16
212397	2/2/04	130466	INTELLI TOOLS INC.	401.90
212398	2/2/04	102958	INTERSTATE ALL BATTERY CENTER	441.16
212399	2/2/04	052370	INTERSTATE ELECTRIC SUPPLY CO	770.81
212400	2/2/04	101991	J.A. SEXAUER	299.76
212401	2/2/04	100928	J.W. PEPPER & SON INC.	1,294.30
212402	2/2/04	054159	JACQUELINE K JACOX	77.03
212403	2/2/04	108318	JOE JELINEK	50.00
212404	2/2/04	133037	JENSEN TIRE COMPANY	699.75
212405	2/2/04	132735	DAVE JOEKEL	47.32
212406	2/2/04	131367	AMANDA J JOHNSON	16.48
212407	2/2/04	054500	JOHNSON HARDWARE COMPANY	282.79
212408	2/2/04	132264	MICHELLE M JOHNSON	26.51
212409	2/2/04	107053	JULIE A. JOHNSON	88.20
212410	2/2/04	054630	JOHNSTONE SUPPLY	182.57
212412	2/2/04	133496	KANSAS CITY STARR	654.00
212413	2/2/04	101641	KAR PRODUCTS	156.36
212414	2/2/04	106997	VICTORIA A KASPAR	1,044.00
212415	2/2/04	132265	CATHERINE A KEISER	126.36
212416	2/2/04	056275	KEL-WELCO DISTRIBUTING, INC.	61.26



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212417	2/2/04	132272	SUSAN L KELLEY	205.00
212418	2/2/04	109848	KERI KENNON	12.95
212419	2/2/04	130642	MARILYN B KERKHOVE	147.05
212420	2/2/04	056724	KINKO'S	8.88
212421	2/2/04	084090	KIWANIS CLUB OF SOUTHWEST OMAHA	340.00
212422	2/2/04	056770	BETTY H KLESITZ	65.16
212423	2/2/04	106582	KOHL'S PHARMACY & HOMECARE INC	236.88
212424	2/2/04	132544	KOLPAK	57.00
212425	2/2/04	058755	LIDLAW TRANSIT INC	93,716.85
212426	2/2/04	058861	LARRY'S BOILER SERVICE, INC.	588.72
212427	2/2/04	109816	JILL C LAVENE	89.93
212428	2/2/04	133488	LARRY LAWTON	32.83
212429	2/2/04	133474	MARY ELLEN LAZORITZ	50.00
212430	2/2/04	106403	LESCO	97.20
212431	2/2/04	059337	LIBRARY CORPORATION	5,310.00
212432	2/2/04	059470	LIEN TERMITE & PEST CONTROL INC	299.00
212433	2/2/04	059577	LINGUISYSTEMS, INC.	178.80
212434	2/2/04	059560	LINWELD INC	415.17
212435	2/2/04	059866	STACY L LONGACRE	159.84
212436	2/2/04	132386	TREVOR W LONGE	164.89
212437	2/2/04	059900	JANICE A LORENZEN	87.05
212438	2/2/04	060023	NEBRASKA SPORTS INDUSTRIES INC.	279.91
212439	2/2/04	060100	LOVELAND LAWNS	486.45
212440	2/2/04	060111	LOVELESS MACHINE & GRINDING	105.50
212441	2/2/04	131397	LOWE'S HOME CENTERS INC	631.87
212442	2/2/04	060155	LYMAN-RICHEY CORPORATION	344.46
212443	2/2/04	133096	M & O INDUSTRIES	615.04
212444	2/2/04	099321	MACKIN BOOK COMPANY	319.43
212445	2/2/04	063574	W H TALBOTT INC	208.95
212447	2/2/04	106392	MARKING REFRIGERATION, INC.	141.58
212450	2/2/04	108052	MAX I WALKER	83.52
212451	2/2/04	100944	MCDONALD & ASSOCIATES INC	122.95

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212452	2/2/04	063349	MCGRAW-HILL COMPANIES	8,763.30
212453	2/2/04	131270	MICHAEL MCKENZIE	170.00
212454	2/2/04	102560	MEDCO COMPANY	38.85
212455	2/2/04	064600	METAL DOORS & HARDWARE COMPANY INC	3,917.00
212456	2/2/04	133403	AMERICAN NATIONAL BANK	2,700.18
212460	2/2/04	064800	METRO UTILITIES DISTRICT OF OMAHA	113,922.12
212461	2/2/04	064810	NICHOLAS MEYSENBURG	63.00
212462	2/2/04	102870	MIDLAND COMPUTER INC	1,720.06
212463	2/2/04	064833	MIDLANDS BUSINESS JOURNAL	7.50
212464	2/2/04	648477	MIDLANDS MESSENGER SERVICE INC	111.30
212465	2/2/04	064980	MIDWEST SOUND & LIGHTING INC	48.00
212466	2/2/04	065233	MIDWEST TURF & IRRIGATION INC	339.87
212467	2/2/04	133497	MILLARD DOOR SERVICE CO	120.00
212468	2/2/04	065300	MILLARD DRYWALL SERVICES, INC.	86.69
212469	2/2/04	065382	MILLARD LIONS CLUB	160.00
212470	2/2/04	065400	MILLARD LUMBER INC	861.62
212471	2/2/04	107560	MILLARD METAL SERVICES INC.	249.00
212472	2/2/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	39.60
212473	2/2/04	132961	MILLARD SPRINKLER INC	63.40
212474	2/2/04	065350	MILLARD TRUE VALUE HARDWARE	189.65
212475	2/2/04	131328	MILLER ELECTRIC COMPANY	2,205.00
212476	2/2/04	065810	MIRACLE RECREATION	439.06
212477	2/2/04	065895	MODERN SCHOOL SUPPLIES INC	271.43
212478	2/2/04	133489	WENDY MOLLE	180.00
212479	2/2/04	066137	JUNE E MORRISSEY	275.00
212480	2/2/04	063150	MSC INDUSTRIAL SUPPLY CO	324.17
212481	2/2/04	102728	MUNROE MEYER INSTITUTE	96.00
212482	2/2/04	066996	NAPA/GENUINE PARTS COMPANY	3.76
212483	2/2/04	099928	NATIONAL FORENSIC LEAGUE	113.00
212484	2/2/04	067910	NATIONAL SCHOOL BOARDS ASSOC	75.00
212485	2/2/04	133404	THOMAS NAVRKAL	50.00
212486	2/2/04	069785	NCA, CASI	450.00

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212487	2/2/04	130548	NCS PEARSON INC	2,500.00
212488	2/2/04	068334	NEBRASKA AIR FILTER INC	1,406.81
212489	2/2/04	068340	NEBRASKA ASSOCIATION FOR GIFTED	125.00
212490	2/2/04	068415	NEBRASKA COUNCIL OF SCHOOL	375.00
212491	2/2/04	068445	NEBRASKA FURNITURE MART INC	1,614.95
212492	2/2/04	068466	NEBRASKA PRINTING CENTER	523.34
212493	2/2/04	131476	NEBRASKA TURF PRODUCTS	2,829.60
212494	2/2/04	068801	NEBRASKA WORKFORCE DEVELOPMENT	1,321.78
212495	2/2/04	069099	CAROL C NEWTON	280.08
212496	2/2/04	109843	NEXTEL PARTNERS INC	2,966.06
212497	2/2/04	109843	NEXTEL PARTNERS INC	772.97
212499	2/2/04	055399	JACQUELINE L NIELSEN	19.19
212500	2/2/04	069689	NOGG CHEMICAL & PAPER	64.00
212502	2/2/04	067027	NSBA REGISTRATION	45.00
212503	2/2/04	069945	NUTS & BOLTS INC	98.77
212504	2/2/04	099235	NYSTROM	336.91
212506	2/2/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	2,729.05
212507	2/2/04	101147	OFFICE MAX #521	65.94
212508	2/2/04	070245	OHARCO DISTRIBUTORS	700.36
212509	2/2/04	071040	OMAHA WINNELSON COMPANY	144.00
212510	2/2/04	071050	OMAHA WORLD HERALD CO	1,168.25
212511	2/2/04	102513	OPTIONS PUBLISHING INC	190.58
212512	2/2/04	101048	ORBECO ANALYTICAL SYSTEMS INC	1,209.05
212513	2/2/04	107193	OTIS ELEVATOR COMPANY	787.63
212514	2/2/04	133424	HOURERA OYEOSI	38.30
212515	2/2/04	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	2,100.00
212516	2/2/04	133169	NCH CORPORATION	85.01
212517	2/2/04	108098	ANGELO D PASSARELLI	306.26
212518	2/2/04	071760	PATTON EQUIPMENT COMPANY INC	171.90
212519	2/2/04	071771	LT NEIL P. PAULISON	2,750.00
212520	2/2/04	071850	PAXTON PATTERSON	181.00
212521	2/2/04	071891	PAYFLEX SYSTEMS USA, INC.	6,768.20

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212522	2/2/04	071305	PBS VIDEO	644.39
212523	2/2/04	102699	PEARSON EDUCATION	41,072.76
212524	2/2/04	109027	PEARSON EDUCATION	19,954.34
212525	2/2/04	072200	PERFECTION LEARNING CORP.	128.30
212526	2/2/04	131302	LYNETTE A PERRY	158.08
212527	2/2/04	106967	PHILFLEET ADVANTAGE	5,362.12
212528	2/2/04	133157	TODD PHILLIPS	311.25
212529	2/2/04	072760	PITSCO INC	74.00
212530	2/2/04	108071	PITTSBURGH PAINT-5508	39.45
212531	2/2/04	133293	BETH POLITO	244.86
212532	2/2/04	072899	LINDA POOLE	319.55
212533	2/2/04	072900	POPPLERS MUSIC INC	69.90
212534	2/2/04	073011	JUDITH E PORTER	56.90
212535	2/2/04	132337	PRE-OWNED ELECTRONICS, INC.	343.89
212536	2/2/04	073231	PRECISION INDUSTRIES, INC.	211.72
212537	2/2/04	102423	PRIMARY CONCEPTS	440.33
212538	2/2/04	073427	PRO-ED INC	148.50
212540	2/2/04	073610	PROGRESS PUBLICATIONS	87.75
212541	2/2/04	073650	PRUFROCK PRESS INC	170.50
212542	2/2/04	073040	PSI GROUP-OMAHA	10,000.00
212543	2/2/04	090673	QWEST	24,711.21
212544	2/2/04	090673	QWEST	5,136.49
212545	2/2/04	107325	QWEST INTERPRISE AMERICA INC	470.00
212546	2/2/04	132533	RACHEL & ASSOCIATES	1,718.06
212547	2/2/04	099777	RADIOSHACK	52.96
212548	2/2/04	132239	RAINBOW MUSIC CENTER	399.00
212549	2/2/04	078420	RAWSON & SONS ROOFING, INC.	2,970.00
212550	2/2/04	078674	RECORDED BOOKS LLC	80.95
212551	2/2/04	078760	REGAL AWARDS, INC.	23.59
212552	2/2/04	102249	RELIABLE OFFICE SUPPLIES	30.99
212553	2/2/04	099940	RENAISSANCE LEARNING INC.	139.00
212554	2/2/04	100813	RESOURCES FOR READING	45.00

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212555	2/2/04	079190	RIGBY EDUCATION	2,766.42
212556	2/2/04	099555	RIVERSIDE PUBLISHING COMPANY	302.63
212557	2/2/04	131376	ROBERT BROOKE & ASSOCIATES, INC.	148.46
212559	2/2/04	106696	C. DIANE ROBINSON	6.76
212561	2/2/04	132097	SHIRLEY J ROOKER	25.58
212562	2/2/04	133445	RICHARD ROSENTHAL	140.00
212564	2/2/04	107539	RUTH & MUELLER LLC	5,600.00
212566	2/2/04	081491	SAGE PUBLICATIONS, INC.	249.51
212567	2/2/04	081495	LEONARD E SAGENBRECHT	49.00
212568	2/2/04	081630	SAM'S CLUB DIRECT	158.76
212569	2/2/04	073300	SAMMONS PRESTON ROLYAN	634.33
212570	2/2/04	081725	KIMBERLEY K SAUM-MILLS	63.00
212571	2/2/04	133199	MARK SCHAU	47.32
212572	2/2/04	099640	SCHOLASTIC BOOK FAIRS	93.36
212573	2/2/04	082100	SCHOLASTIC INC	401.15
212574	2/2/04	082100	SCHOLASTIC INC	47.60
212575	2/2/04	082140	SCHOLASTIC MAGAZINES	115.34
212576	2/2/04	130526	SCHOOL MEDIA ASSOCIATES	54.80
212577	2/2/04	101520	KIM SCHRADER	88.24
212578	2/2/04	082378	SCHRIER FORD	4.95
212579	2/2/04	082395	CLAUDIA K SCHULTE	42.52
212580	2/2/04	131209	BRETT SCHULTZ	60.00
212581	2/2/04	082910	SECURITY EQUIPMENT INC	3,023.43
212582	2/2/04	133201	DAWN M SELLIN	15.21
212583	2/2/04	109800	AMY L SHATTUCK	175.32
212584	2/2/04	130645	SHERWIN-WILLIAMS	263.82
212585	2/2/04	083186	MARK L SHIELDS	402.50
212586	2/2/04	083188	SHIFFLER EQUIPMENT SALES, INC.	115.16
212587	2/2/04	083400	SIMPLEXGRINNELL	384.00
212588	2/2/04	083451	SIMPLICITY PATTERN COMPANY	37.90
212589	2/2/04	133398	CREATIVE COMPANY	463.50
212590	2/2/04	099592	SMILE MAKERS, INC.	32.85

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212591	2/2/04	133490	WAYNE SMITH	99.64
212592	2/2/04	101476	SODEXHO MARRIOTT INC	83,908.92
212593	2/2/04	130722	LYON FINANCIAL SERVICES	1,624.54
212594	2/2/04	084081	SOUTH OMAHA TERMINAL WAREHOUSE CO	590.40
212595	2/2/04	100421	SOUTH/SOUTHWEST YMCA	52.00
212596	2/2/04	131707	SPECIALIZED PRODUCTS, INC.	536.00
212597	2/2/04	084326	SPORTIME	222.25
212598	2/2/04	101378	STAFF DEVELOPMENT FOR EDUCATORS	1,240.00
212599	2/2/04	084397	STANDARD DIGITAL IMAGING INC	81.00
212600	2/2/04	084550	STEPHENSON SCHOOL SUPPLY CO.	364.35
212601	2/2/04	100217	STEPHENSON SCHOOL SUPPLY CO.	25.20
212602	2/2/04	131045	CATHERINE STOCKMAN	961.20
212604	2/2/04	130622	JEFFREY C. STORY	558.00
212605	2/2/04	132785	JAIME SUAREZ-DELGADO	13.60
212606	2/2/04	084689	SULLIVAN SEWER SERVICE INC	695.00
212607	2/2/04	133258	CHADWICK A SULLIVAN	47.32
212608	2/2/04	131522	SUMMER KITCHEN CAFE	89.97
212609	2/2/04	084781	SUMMIT LEARNING	698.06
212610	2/2/04	133230	GLOBAL VIDEO LLC	109.95
212611	2/2/04	084905	SUNDANCE PUBLISHING LLC	460.02
212612	2/2/04	102869	SUPER SAVER #20	658.99
212613	2/2/04	084956	SUPERIOR SPA & POOL	38.38
212614	2/2/04	133300	JAMES E. FRICK INC	605.49
212615	2/2/04	088654	TARGET	75.00
212616	2/2/04	088660	LINDA TAUSZ	4.70
212617	2/2/04	133167	TEACHERS COLLEGE PRESS	28.97
212618	2/2/04	088830	TED'S MOWER SALES & SERVICE INC	295.00
212619	2/2/04	049700	TERRY HUGHES TREE SERVICE	680.00
212621	2/2/04	133507	TEXTBOOK LEAGUE	77.00
212624	2/2/04	051572	THOMSON LEARNING	34,762.50
212625	2/2/04	132493	GREGORY E TIEMANN	232.00
212626	2/2/04	132140	TILT GOLF	78.00

**Millard Public Schools**

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212627	2/2/04	089577	KEL-WELCO DISTRIBUTING INC.	74.55
212628	2/2/04	089572	TOOL SHED INC	76.20
212629	2/2/04	130659	DORIS A TOOLE	72.32
212630	2/2/04	131175	GENE TORRENS	70.98
212631	2/2/04	131560	KATHLEEN K TORRES	23.52
212632	2/2/04	089574	TOTAL MARKETING INC	2,038.05
212633	2/2/04	108055	TRADE WELL PALLET INC	630.00
212634	2/2/04	133482	DUC TRAN	43.96
212635	2/2/04	106364	TRANE COMPANY	155.00
212636	2/2/04	101301	TREND ENTERPRISES INC	48.22
212637	2/2/04	090678	UNISOURCE	3,467.74
212638	2/2/04	090214	UNITED ELECTRIC SUPPLY CO INC	305.27
212639	2/2/04	068875	UNIV OF NE MED CENTER	560.00
212640	2/2/04	068834	UNIVERSITY OF NEBRASKA-LINCOLN	1,090.00
212641	2/2/04	090900	UNIVERSITY PUB, INC.	390.20
212642	2/2/04	090440	SPORT SUPPLY GROUP INC	59.84
212643	2/2/04	106173	UTA HALEE GIRLS VILLAGE	5,202.72
212644	2/2/04	091060	ROSEMARIE VAN NORMAN	90.00
212645	2/2/04	092323	VIRCO MANUFACTURING CORP	231.92
212646	2/2/04	092603	VON HOLTZBRINCK PUBLISHING SER	18,266.91
212647	2/2/04	092786	WALCRO INC	46.68
212649	2/2/04	092834	WALKER TIRE INC	572.51
212650	2/2/04	132504	NATHAN WALLACE	50.00
212651	2/2/04	133344	BRIAN KORTH	5,400.00
212652	2/2/04	109810	BETHANY B WATSON	100.80
212653	2/2/04	093978	BECKY S WEGNER	66.60
212655	2/2/04	132312	KEVIN WENDT	50.00
212657	2/2/04	105619	WESTERN TRAILER LEASING INC	200.00
212658	2/2/04	094245	WESTLAKE ACE HARDWARE INC	214.62
212659	2/2/04	094630	WESTONE LABORATORIES	102.00
212660	2/2/04	094650	WESTSIDE COMMUNITY SCHOOLS	606.50
212661	2/2/04	133350	BILL TINGEY	2,475.00

**Millard Public Schools**

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212662	2/2/04	132299	KATY WINGENDER	19.23
212663	2/2/04	095173	WINGERT JONES MUSIC INC.	238.00
212664	2/2/04	109073	CRAIG J WOLF	97.56
212665	2/2/04	095362	NANCY R MCGRATH	223.91
212666	2/2/04	095371	WORLD ALMANAC EDUCATION	235.07
212667	2/2/04	095491	GLEN E WRAGGE	246.46
212668	2/2/04	044950	WW GRAINGER INC	471.20
212669	2/2/04	101370	XEROX CORPORATION (ORDERS)	872.00
212671	2/2/04	096200	YOUNG & WHITE	8,748.00
212672	2/2/04	133159	PENG ZHU	205.92
212673	2/2/04	132319	LUBNA ZIAUDDIN	50.00
<b>Total for GENERAL FUND</b>				<b>773,051.74</b>
212245	2/2/04	109079	ALLTEL CORPORATION	-596.65
212255	2/2/04	102729	ARID RESOURCES INC	855.00
212270	2/2/04	017670	BALCON	21,930.00
212311	2/2/04	025689	COMPUTER CABLE CONNECTION INC	435.54
212312	2/2/04	026057	CONTROL MASTERS INC	1,767.86
212354	2/2/04	130045	FARRIS ENGINEERING	420.00
212366	2/2/04	041453	FREDS HEATING & AIR CONDITIONING	5,825.00
212455	2/2/04	064600	METAL DOORS & HARDWARE COMPANY INC	2,914.00
212462	2/2/04	102870	MIDLAND COMPUTER INC	327.50
212496	2/2/04	109843	NEXTEL PARTNERS INC	-2,583.90
212535	2/2/04	132337	PRE-OWNED ELECTRONICS, INC.	103.28
212549	2/2/04	078420	RAWSON & SONS ROOFING, INC.	4,690.00
212620	2/2/04	088920	TEXAS INSTRUMENTS COMPANY	1,700.00
212648	2/2/04	092789	WALDINGER CORPORATION	17,622.50
212670	2/2/04	130994	YORK INTERNATIONAL CORPORATION	2,998.00
<b>Total for SPECIAL BUILDING</b>				<b>58,408.13</b>
212271	2/2/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	72.28
212302	2/2/04	024652	CHILDCRAFT EDUCATION CORP	29.95
212341	2/2/04	037525	EDUCATIONAL SERVICE UNIT #3	70.00



# Millard Public Schools

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212347	2/2/04	132395	ELEMENT K ONLINE LLC	4,500.00
212383	2/2/04	132423	HEWLETT PACKARD CO	7,541.00
212385	2/2/04	048940	HOBBY LOBBY	98.90
212406	2/2/04	131367	AMANDA J JOHNSON	32.06
212411	2/2/04	020316	ALINE R JONES	137.89
212425	2/2/04	058755	LIDLAW TRANSIT INC	661.36
212448	2/2/04	133505	SUSAN N MARLATT	106.17
212498	2/2/04	133273	TERRI D NIEDERKLEIN	28.72
212525	2/2/04	072200	PERFECTION LEARNING CORP.	161.56
212560	2/2/04	133495	POLLY A RODENBIKER	26.65
212563	2/2/04	130747	BARBARA L ROTHENBERG	9.63
212622	2/2/04	133493	DOLORES THACKRAY	125.00
212623	2/2/04	102713	THOMPSON PUBLISHING GROUP INC.	94.50
<b>Total for GRANT FUND</b>				<b>13,695.67</b>
212252	2/2/04	012989	APPLE COMPUTER, INC.	1,399.00
212352	2/2/04	038475	EXCEL ELECTRIC INC	1,000.00
212462	2/2/04	102870	MIDLAND COMPUTER INC	956.84
212539	2/2/04	102888	PROFESSIONAL VIDEO SUPPLY INC	598.65
212645	2/2/04	092323	VIRCO MANUFACTURING CORP	654.66
<b>Total for DEPRECIATION</b>				<b>4,609.15</b>
212332	2/2/04	130908	DOUGLAS COUNTY SCHOOL DIST.28-0001	246,925.05
212341	2/2/04	037525	EDUCATIONAL SERVICE UNIT #3	257.02
<b>Total for INTERLOCAL FUND</b>				<b>247,182.07</b>
212236	2/2/04	010298	ACCU CUT SYSTEMS	9.99
212245	2/2/04	109079	ALLTEL CORPORATION	12.50
212304	2/2/04	025110	ELY CHURCHICH	3,625.00
212306	2/2/04	099222	CLASSROOMDIRECT.COM	498.92
212335	2/2/04	132939	DSC INC	1,506.10
212365	2/2/04	100307	FOOD SERVICES OF AMERICA	397.13
212372	2/2/04	044891	GOPHER/PLAY WITH A PURPOSE	22.31
212375	2/2/04	045317	GYM CLOSET	42.60

**Millard Public Schools**

Check Register for 2/2/04 - 2/2/04

Date: 1/27/04

<b>Check Number</b>	<b>Date</b>	<b>Vendor No</b>	<b>Vendor Name</b>	<b>Amount</b>
212391	2/2/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	32.95
212446	2/2/04	063800	MANGELSEN'S	76.74
212449	2/2/04	107707	CHAD MARTINEZ	75.00
212501	2/2/04	133283	PAMELA M NOVOTNY-BALDWIN	13.15
212543	2/2/04	090673	QWEST	150.00
212558	2/2/04	010544	ROBERTS DAIRY COMPANY	2.58
212565	2/2/04	079685	S & W FENCE COMPANY	4,161.00
212597	2/2/04	084326	SPORTIME	36.96
212603	2/2/04	133486	STONCO INC	1,224.00
212642	2/2/04	090440	SPORT SUPPLY GROUP INC	241.15
212654	2/2/04	133455	KARA WELLS	100.00
212656	2/2/04	094174	WEST MUSIC COMPANY	246.34
<b>Total for ACTIVITY FUND</b>				<b>12,474.42</b>
<b>Report Total</b>				<b>1,109,421.18</b>

**Millard Public Schools**

Check Register for 1/29/04 - 1/29/04

Date: 1/29/04

Check Number	Date	Vendor No	Vendor Name	Amount
212679	1/29/04	011651	AMERICAN EXPRESS	2,638.95
212680	1/29/04	133513	JOSEPH A. ATENCIO	31.25
212681	1/29/04	106184	CONCORDIA UNIVERSITY	90.00
212683	1/29/04	133512	DANIEL A. FOOTE II	50.52
212684	1/29/04	099541	NEBRASKA HISTORICAL SOCIETY	6.00
212685	1/29/04	068393	NEBRASKA STATE PATROL	100.00
212686	1/29/04	107732	BRIAN L NELSON	480.00
212687	1/29/04	106198	OMAHA CENTRAL HIGH SCHOOL	270.00
212688	1/29/04	106198	OMAHA CENTRAL HIGH SCHOOL	102.00
212689	1/29/04	071050	OMAHA WORLD HERALD CO	283.81
212690	1/29/04	071050	OMAHA WORLD HERALD CO	884.44
212692	1/29/04	108169	PETTY CASH/HITCHCOCK	0.00
212693	1/29/04	072400	PHI DELTA KAPPA	13.00
212694	1/29/04	133490	WAYNE SMITH	94.64
212695	1/29/04	133511	SPORTS AUTHORITY	12.99
212696	1/29/04	090630	US POSTMASTER	1,700.00
212697	1/29/04	108169	PETTY CASH/HITCHCOCK	50.00
<b>Total for GENERAL FUND</b>				<b>6,807.60</b>
212679	1/29/04	011651	AMERICAN EXPRESS	1,801.85
212682	1/29/04	026950	CREIGHTON UNIVERSITY	70.00
<b>Total for GRANT FUND</b>				<b>1,871.85</b>
212691	1/29/04	106973	RITA PASKOWITZ	800.00
<b>Total for ACTIVITY FUND</b>				<b>800.00</b>
<b>Report Total</b>				<b>9,479.45</b>

**Millard Public Schools**

Check Register for 1/27/04 - 1/27/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
212234	1/27/04	133509	RANDY HARTGE	1,059.90
<b>Total for GENERAL FUND</b>				<b>1,059.90</b>
<b>Report Total</b>				<b>1,059.90</b>

**Millard Public Schools**

Check Register for 1/22/04 - 1/22/04

Date: 1/22/04

Check Number	Date	Vendor No	Vendor Name	Amount
212214	1/22/04	133483	RONALD B COLE	640.00
212215	1/22/04	107454	CHRISTOPHER COLLING	120.00
212217	1/22/04	099973	FREMONT HIGH SCHOOL	359.00
212218	1/22/04	099973	FREMONT HIGH SCHOOL	240.00
212219	1/22/04	099973	FREMONT HIGH SCHOOL	240.00
212220	1/22/04	099973	FREMONT HIGH SCHOOL	222.00
212221	1/22/04	132518	LINCOLN SOUTHWEST HIGH SCHOOL	262.00
212222	1/22/04	132518	LINCOLN SOUTHWEST HIGH SCHOOL	114.00
212224	1/22/04	068393	NEBRASKA STATE PATROL	110.00
212225	1/22/04	107732	BRIAN L NELSON	480.00
212226	1/22/04	071753	MIKE PATE	200.00
212227	1/22/04	072400	PHI DELTA KAPPA	13.00
212228	1/22/04	133051	AMERICAN FUTURE SYSTEMS INC	28.99
212229	1/22/04	133494	BRUCE A SMITH	32.76
212230	1/22/04	133482	DUC TRAN	42.56
212231	1/22/04	132523	UNO BANDS	350.00
212232	1/22/04	099997	WESTSIDE HIGH SCHOOL	325.00
212233	1/22/04	095674	XEROX CORPORATION (LEASES)	196,002.22
<b>Total for GENERAL FUND</b>				<b>199,781.53</b>
212223	1/22/04	064801	NANCY MEYER	625.00
<b>Total for GRANT FUND</b>				<b>625.00</b>
212216	1/22/04	133500	FAX GILBERT PRODUCTIONS INC	425.00
<b>Total for ACTIVITY FUND</b>				<b>425.00</b>
<b>Report Total</b>				<b>200,831.53</b>

Hot Lunch Fund **Millard Public Schools**

Check Register for 1/22/04 - 1/22/04

Date: 1/22/04

Check Number	Date	Vendor No	Vendor Name	Amount
18146	1/22/04	133502	ARAMARK	336,557.63
18147	1/22/04	132067	EARTHGRAINS BAKING CO'S INC.	29.40
18148	1/22/04	065410	MILLARD SCHOOLS ADMINISTRATIVE	59.05
18149	1/22/04	133151	TREVOR MULLEN	32.00
18150	1/22/04	101688	PANDA INC	1,023.00
<b>Total for FOOD SERVICE</b>				<b>337,701.08</b>
<b>Report Total</b>				<b>337,701.08</b>

**Hot Lunch Fund Millard Public Schools**

Check Register for 2/2/04 - 2/4/04

Date: 1/27/04

Check Number	Date	Vendor No	Vendor Name	Amount
18151	2/2/04	109079	ALLTEL CORPORATION	82.69
18152	2/2/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	15.99
<b>Total for FOOD SERVICE</b>				<b>98.68</b>
<b>Report Total</b>				<b>98.68</b>

**Millard Public Schools**  
January 26, 2004



**Millard Public Schools**

Check Register for 1/15/04 - 1/15/04

Date: 1/15/04

Check Number	Date	Vendor No	Vendor Name	Amount
211829	1/15/04	130821	OCONNOR ENTERPRISES	49.00
211830	1/15/04	131091	JULI A BURNEY	750.00
211831	1/15/04	133483	RONALD B COLE	640.00
211832	1/15/04	100307	FOOD SERVICES OF AMERICA	192.96
211833	1/15/04	102574	HOLIDAY INN UNIVERSITY PARK	315.84
211835	1/15/04	049851	HY-VEE FOOD STORE (132ND ST.)	536.42
211836	1/15/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	310.67
211837	1/15/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	580.33
211838	1/15/04	133403	AMERICAN NATIONAL BANK	1,800.12
211840	1/15/04	068499	NEBRASKA SCHOLASTICS COMMITTEE	25.00
211841	1/15/04	068393	NEBRASKA STATE PATROL	350.00
211842	1/15/04	107732	BRIAN L NELSON	580.00
211843	1/15/04	106164	RAYMOND CENTRAL HIGH SCHOOL	102.00
211844	1/15/04	106164	RAYMOND CENTRAL HIGH SCHOOL	54.00
211845	1/15/04	081630	SAM'S CLUB DIRECT	3.96
211846	1/15/04	133482	DUC TRAN	23.60
211847	1/15/04	099997	WESTSIDE HIGH SCHOOL	425.00
211848	1/15/04	099997	WESTSIDE HIGH SCHOOL	384.00
211849	1/15/04	099997	WESTSIDE HIGH SCHOOL	200.00
<b>Total for GENERAL FUND</b>				<b>7,322.90</b>
211834	1/15/04	132531	TERRY P HOULTON	28.56
211845	1/15/04	081630	SAM'S CLUB DIRECT	141.67
<b>Total for GRANT FUND</b>				<b>170.23</b>
211832	1/15/04	100307	FOOD SERVICES OF AMERICA	348.99
211839	1/15/04	133484	MILACEK MONUMENT CO	2,130.00
<b>Total for ACTIVITY FUND</b>				<b>2,478.99</b>
<b>Report Total</b>				<b>9,972.12</b>

**Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
211751	1/19/04	102840	ASSOCIATED FIRE PROTECTION	251.48
211752	1/19/04	012507	AT&T	1,424.69
211753	1/19/04	099646	BARNES & NOBLE BOOKSTORE(OAKV)	339.80
211754	1/19/04	130337	DEBRA K BEAUDOIN	27.72
211756	1/19/04	107085	BROADCAST SPORTS	350.00
211757	1/19/04	020270	NANCY J BRUGGER	101.09
211758	1/19/04	133463	ANGELA BRUMMER	47.32
211759	1/19/04	020550	BUREAU OF EDUCATION & RESEARCH	507.00
211760	1/19/04	099431	BUSINESS MEDIA INC	930.36
211761	1/19/04	025830	GEORGE R CONRAD	130.44
211762	1/19/04	130731	D & D COMMUNICATIONS	42.50
211763	1/19/04	032700	DELUXE CATERING INC	353.95
211764	1/19/04	131969	DR VINYL	610.00
211765	1/19/04	131002	EDWARD D DUELLO	135.96
211767	1/19/04	038140	ELECTRONIC SOUND INC.	480.00
211768	1/19/04	038217	WARREN K ELTISTE	218.40
211769	1/19/04	041543	AMY J FRIEDMAN	27.36
211770	1/19/04	107025	GALAXY CABLEVISION	2,887.66
211772	1/19/04	133479	PATRICIA A GREEN	115.54
211774	1/19/04	133381	CHELSEA HANSEN	50.00
211775	1/19/04	106932	KATHRYN HAUSWALD	32.83
211776	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	887.92
211777	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	194.82
211778	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	40.47
211780	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	32.53
211781	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	536.42
211783	1/19/04	133423	IRON MOUNTAIN SECURE SHREDDING	658.80
211784	1/19/04	100928	J.W. PEPPER & SON INC.	97.99
211785	1/19/04	054240	HANNELORE W JASA	712.02
211786	1/19/04	101641	KAR PRODUCTS	206.65
211787	1/19/04	132302	MICHAEL KATZ	50.00
211788	1/19/04	109848	KERI KENNON	12.95

**Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
211790	1/19/04	133196	ALICIA KOLASINSKI	94.64
211791	1/19/04	131722	KROGER	55.20
211793	1/19/04	102491	LARUE DISTRIBUTING INC	167.60
211794	1/19/04	131498	MOJO RIZIN' INC	275.00
211795	1/19/04	133474	MARY ELLEN LAZORITZ	50.00
211797	1/19/04	059560	LINWELD INC	86.95
211798	1/19/04	131126	MATTHEW BENDER & CO INC	99.00
211799	1/19/04	132456	MIDWEST SYMPOSIUM FOR LEADERSHIP	75.00
211800	1/19/04	065233	MIDWEST TURF & IRRIGATION INC	371.54
211801	1/19/04	131328	MILLER ELECTRIC COMPANY	450.00
211802	1/19/04	066105	STEVE MOORE	254.68
211803	1/19/04	066137	JUNE E MORRISSEY	314.16
211804	1/19/04	099928	NATIONAL FORENSIC LEAGUE	10.00
211805	1/19/04	132854	NATIONAL SAFETY COUNCIL	3,840.00
211806	1/19/04	067910	NATIONAL SCHOOL BOARDS ASSOC	460.00
211807	1/19/04	133465	STEVE OLTMANS	23.66
211808	1/19/04	071053	OMAHA WORLD HERALD (EDUC)	1,694.40
211809	1/19/04	071771	LT NEIL P. PAULISON	2,200.00
211810	1/19/04	107657	PROTEC SYSTEMS LLC	165.00
211811	1/19/04	073040	PSI GROUP-OMAHA	10,000.00
211812	1/19/04	090673	QWEST	502.72
211814	1/19/04	133466	DAVID JOHN ROGERS	23.66
211815	1/19/04	130839	BRENDA STUART	23.66
211816	1/19/04	132785	JAIME SUAREZ-DELGADO	30.40
211817	1/19/04	132796	SUPERINTENDENCY INSTITUTE OF	300.00
211818	1/19/04	088654	TARGET	88.11
211819	1/19/04	088830	TED'S MOWER SALES & SERVICE INC	70.57
211820	1/19/04	131446	TOSHIBA AMERICA INFO SYS INC	96.00
211821	1/19/04	132138	TOYOTA FINANCIAL SERVICES	464.57
211822	1/19/04	090678	UNISOURCE	449.80
211823	1/19/04	090242	UNITED PARCEL SERVICE	231.13
211824	1/19/04	133467	UNIVERSAL MAP INC	177.00

**Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
211825	1/19/04	132504	NATHAN WALLACE	50.00
211826	1/19/04	093765	WATER ENGINEERING, INC.	1,850.00
211827	1/19/04	132312	KEVIN WENDT	50.00
211828	1/19/04	095173	WINGERT JONES MUSIC INC.	1,128.88
<b>Total for GENERAL FUND</b>				<b>38,718.00</b>
211750	1/19/04	102430	AMI GROUP INC	425.00
211755	1/19/04	133480	BERINGER CIACCIO DENNELL MABREY	7,935.50
211796	1/19/04	106403	LESCO	1,650.00
211813	1/19/04	078420	RAWSON & SONS ROOFING, INC.	230.00
<b>Total for SPECIAL BUILDING</b>				<b>10,240.50</b>
211771	1/19/04	131089	K T RESTAURANTS LLC INC	693.00
211792	1/19/04	058755	LAIDLAW TRANSIT INC	82.67
<b>Total for GRANT FUND</b>				<b>775.67</b>
211766	1/19/04	108082	ELECTRONIC CONTRACTING COMPANY	4,280.00
211773	1/19/04	133464	SARAH HALL	24.75
211776	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	826.40
211779	1/19/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	16.65
211782	1/19/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	27.61
211789	1/19/04	131263	ROBERT W. KISLER	159.66
211796	1/19/04	106403	LESCO	-620.00
<b>Total for ACTIVITY FUND</b>				<b>4,715.07</b>
<b>Report Total</b>				<b>54,449.24</b>

**Millard Public Schools**

Check Register for 1/9/04 - 1/9/04

Date: 1/9/04

Check Number	Date	Vendor No	Vendor Name	Amount
211749	1/9/04	072400	PHI DELTA KAPPA	13.00
<b>Total for GENERAL FUND</b>				<b>13.00</b>
<b>Report Total</b>				<b>13.00</b>

**Millard Public Schools**

Check Register for 1/8/04 - 1/8/04

Date: 1/8/04

Check Number	Date	Vendor No	Vendor Name	Amount
211747	1/8/04	060153	KEITH W LUTZ	100.00
<b>Total for GENERAL FUND</b>				<b>100.00</b>
211746	1/8/04	106314	KIRKHAM MICHAEL & ASSOCIATES INC	0.00
211748	1/8/04	106314	KIRKHAM MICHAEL & ASSOCIATES INC	2,218.58
<b>Total for SPECIAL BUILDING</b>				<b>2,218.58</b>
<b>Report Total</b>				<b>2,318.58</b>

**Millard Public Schools**

Check Register for 1/8/04 - 1/8/04

Date: 1/8/04

Check Number	Date	Vendor No	Vendor Name	Amount
2112278	1/8/04	106773	FIRST NATIONAL BANK VISA	4,845.63
2112279	1/8/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	47.43
2112280	1/8/04	065541	MAHONEY STATE PARK	485.00
2112281	1/8/04	106114	NASSP CONVENTION	325.00
2112282	1/8/04	133471	NATIONAL CENTER ON EDUCATION &	15.00
2112283	1/8/04	068393	NEBRASKA STATE PATROL	80.00
2112284	1/8/04	100729	NSPRA	90.00
2112285	1/8/04	132258	PETTY CASH/DSAC	91.98
2112286	1/8/04	071368	PETTY CASH/MILLARD NORTH	235.87
2112287	1/8/04	072400	PHI DELTA KAPPA	130.00
2112288	1/8/04	072400	PHI DELTA KAPPA	39.00
2112289	1/8/04	106151	PLATTSMOUTH HIGH SCHOOL	114.00
2112291	1/8/04	133067	BARBARA MOCK	120.00
2112292	1/8/04	090630	US POSTMASTER	4,000.00
2112293	1/8/04	090630	US POSTMASTER	111.00
2112294	1/8/04	090630	US POSTMASTER	185.00
<b>Total for GENERAL FUND</b>				<b>10,914.91</b>
2112279	1/8/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	94.85
2112290	1/8/04	133241	POSPICHAL CONSTRUCTION INC	200.55
<b>Total for ACTIVITY FUND</b>				<b>295.40</b>
<b>Report Total</b>				<b>11,210.31</b>

Hot Lunch Fund **Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/16/04

Check Number	Date	Vendor No	Vendor Name	Amount
18137	1/19/04	133087	CASH-WA DIST CO INC	19.00
18138	1/19/04	099921	DAHL VENDING & WHOLESALE	89.00
18139	1/19/04	100307	FOOD SERVICES OF AMERICA	1,153.15
18140	1/19/04	130759	GREENBERG FRUIT COMPANY	24.95
18141	1/19/04	102491	LARUE DISTRIBUTING INC	468.76
18142	1/19/04	065350	MILLARD TRUE VALUE HARDWARE	6.83
18143	1/19/04	069945	NUTS & BOLTS INC	5.72
18144	1/19/04	010544	ROBERTS DAIRY COMPANY	1,296.67
18145	1/19/04	091040	VALENTINOS INC	364.00
<b>Total for FOOD SERVICE</b>				<b>3,428.08</b>
<b>Report Total</b>				<b>3,428.08</b>



Hot Lunch Fund **Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
18072	1/19/04	010010	AMERIPRIDE LINEN & APPAREL SERVICE	2,355.92
18073	1/19/04	010032	ARMORED KNIGHTS INC	4,190.81
18074	1/19/04	131267	JUSTIN H. BAINBRIDGE	19.20
18075	1/19/04	010047	JANICE K BEUKENHORST	52.32
18076	1/19/04	130760	BLIMPIES	4,988.25
18077	1/19/04	010061	BULLER FIXTURE COMPANY	84.00
18078	1/19/04	131619	C E SUNDBERG CO	34.40
18079	1/19/04	133087	CASH-WA DIST CO INC	39,806.92
18080	1/19/04	133152	CAROL L CLARK	32.00
18081	1/19/04	100346	COCA-COLA BOTTLING OF OMAHA	26,776.71
18082	1/19/04	099921	DAHL VENDING & WHOLESALE	2,513.18
18083	1/19/04	032872	DENNIS SUPPLY COMPANY	180.99
18084	1/19/04	010178	LINDA M DOYLE	154.80
18085	1/19/04	100951	DYNA-KLEEN SERVICES, INC.	750.00
18086	1/19/04	132067	EARTHGRAINS BAKING CO'S INC.	8,112.91
18087	1/19/04	036654	ECOLAB INC	406.05
18088	1/19/04	133179	ROBERT G EVERETT	40.00
18089	1/19/04	132024	HOLLY ANNE FECH	57.60
18090	1/19/04	100307	FOOD SERVICES OF AMERICA	64,934.56
18091	1/19/04	010670	GOODWIN TUCKER GROUP	623.02
18093	1/19/04	130759	GREENBERG FRUIT COMPANY	3,002.28
18094	1/19/04	010280	SAMUEL A PULLEN INC	639.61
18095	1/19/04	048960	HOCKENBERGS EQUIP & SUPPLY CO INC	1,100.73
18096	1/19/04	133460	JOAN M HOELTING	32.70
18097	1/19/04	133461	LYLE J HOELTING	32.70
18098	1/19/04	049440	HOSIER REFRIGERATION SUPPLY INC	200.11
18099	1/19/04	102958	INTERSTATE ALL BATTERY CENTER	3.25
18100	1/19/04	010315	INTERSTATE BRANDS CORPORATION	1,583.90
18101	1/19/04	104010	WILLIAM J. JACKSON	76.80
18102	1/19/04	010110	INTERSTATE BRANDS CORPORATION	2,710.00
18103	1/19/04	132029	ANNA KLOSTERMAN	12.80
18104	1/19/04	102229	ROWAN W LANG	93.60

Hot Lunch Fund **Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
18105	1/19/04	132032	WILLIAM E LANG	28.80
18106	1/19/04	130767	LITTLE CAESARS PIZZA	7,953.75
18107	1/19/04	132026	TAYLOR EDWARD LOCKETT	25.60
18108	1/19/04	133180	CHRISTOPHER MCEVOY	19.20
18109	1/19/04	101460	MCKEE FOODS CORPORATION	409.32
18110	1/19/04	133115	JUSTIN D MCWILLIAMS	76.80
18111	1/19/04	131475	VICENTE MENDOZA	57.60
18112	1/19/04	064950	MIDWEST METAL WORKS INC	30.00
18113	1/19/04	065438	MILLARD NORTH HIGH SCHOOL	3,118.42
18114	1/19/04	065440	MILLARD SOUTH HIGH SCHOOL	3,188.36
18115	1/19/04	065443	MILLARD WEST HIGH SCHOOL	4,721.22
18116	1/19/04	133459	DEBBIE MYERS	75.00
18117	1/19/04	132021	REBECCA NAVIN	96.00
18118	1/19/04	010460	NEBRASKA FOOD DISTRIBUTION	13,564.09
18119	1/19/04	132033	JAMES NELSON JR.	51.20
18120	1/19/04	101688	PANDA INC	5,122.75
18121	1/19/04	102445	EDRIE K PEARCE	55.69
18122	1/19/04	010544	ROBERTS DAIRY COMPANY	31,825.83
18123	1/19/04	099907	ELAINE A RUST	10.34
18124	1/19/04	130778	ROBERT LEIGH SALSBUURY	19.20
18125	1/19/04	130773	AMANDA CATHLINE SCHNEIDER	96.00
18126	1/19/04	131507	SCHOOL LINK TECHNOLOGIES	19.54
18127	1/19/04	102320	JUDY K STAHLNECKER	4.95
18128	1/19/04	099824	CORNELIA A SULLIVAN	10.52
18129	1/19/04	091040	VALENTINOS INC	4,062.50
18130	1/19/04	132028	ELIZABETH VANCANTI	25.60
18131	1/19/04	099729	EARLENE WAKEFIELD	11.70
18132	1/19/04	133116	BRANDON WARBELTON	25.60
18133	1/19/04	133210	MARK A WHITWORTH	40.00
18134	1/19/04	132739	ANTHONY WEIDEMANN	94.40
18135	1/19/04	044950	WW GRAINGER INC	37.03
18136	1/19/04	133117	SHALYNNE M YEAGER	56.00

**Hot Lunch Fund Millard Public Schools**

Check Register for 1/19/04 - 1/19/04

Date: 1/12/04

Check Number	Date	Vendor No	Vendor Name	Amount
<b>Total for FOOD SERVICE</b>				<b>240,535.13</b>
<b>Report Total</b>				<b>240,535.13</b>

ALL Data

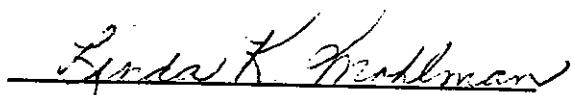
# Current Cash Balance Report


52

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Funds</b>					
100 General Fund	83,218.40	0.00	100.00	0.00	83,118.40
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	1,759.94	9.60	159.24	73.47	1,683.77
180 Interest Earned - Checking	5,771.45	62.36	0.00	0.00	5,833.81
190 Interest on Savings	28,093.87	0.00	0.00	0.00	28,093.87
<b>A General Funds Totals:</b>	<u>118,843.66</u>	<u>71.96</u>	<u>259.24</u>	<u>73.47</u>	<u>118,729.85</u>
<b>B Administrative Custody Accts</b>					
200 Staff Development	630.00	0.00	0.00	0.00	630.00
210 Activity Express	64,035.48	2,600.00	5,306.40	0.00	61,329.08
211 Logo Sales	2,224.25	0.00	1,955.75	0.00	268.50
215 Hal Field Trips	120.15	0.00	0.00	0.00	120.15
230 Hospitality	145.48	0.00	0.00	-145.48	0.00
235 Educational Services Hospitality	71.08	0.00	0.00	0.00	71.08
240 Corporate Cup	-1,023.54	0.00	0.00	0.00	-1,023.54
245 Paybac	817.76	0.00	80.54	0.00	737.22
<b>B Administrative Custody Accts Totals:</b>	<u>67,020.66</u>	<u>2,600.00</u>	<u>7,342.69</u>	<u>-145.48</u>	<u>62,132.49</u>
<b>C School Custody Accts</b>					
300 Instrument Rental	47,463.05	0.00	0.00	0.00	47,463.05
310 South Swim Lessons	-30.00	0.00	0.00	0.00	-30.00
320 North Swim Lessons	5,310.00	0.00	0.00	0.00	5,310.00
325 West Swim Lessons	7,080.00	0.00	0.00	0.00	7,080.00
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	2,500.01	0.00	0.00	58.65	2,558.66
355 CMS Annex Vending	0.00	0.00	0.00	0.00	0.00
360 Facility Use Rental Fee	55,509.62	3,031.80	47,700.00	145.48	10,986.90
365 Facility Use Building Access	133,968.62	10,212.00	99,460.52	0.00	44,720.10
366 Facility Use Staffing	3,723.09	0.00	0.00	0.00	3,723.09
370 Pre-School Special Education	599.85	0.00	0.00	0.00	599.85
400 Check Collection	0.00	0.00	0.00	0.00	0.00
500 District Wide Coca-Cola	10,693.33	23,955.06	23,429.54	-132.12	11,086.73
<b>C School Custody Accts Totals:</b>	<u>266,817.57</u>	<u>37,198.86</u>	<u>170,590.06</u>	<u>72.01</u>	<u>133,498.38</u>
<b>D Investments</b>					
900 Savings	-141,301.38	0.00	0.00	0.00	-141,301.38
<b>D Investments Totals:</b>	<u>-141,301.38</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>-141,301.38</u>
<b>Report Totals:</b>	<u>311,380.51</u>	<u>39,870.82</u>	<u>178,191.99</u>	<u>0.00</u>	<u>173,059.34</u>

  
Linda K. Mohlman, DSAC  
Executive Secretary

  
Chris Hughes, DSAC  
Accounting Manager

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curriculars</b>					
1020 HAL Field Trips	0.00	450.00	376.00	0.00	74.00
A Extra-Curriculars Totals:	0.00	450.00	376.00	0.00	74.00
Report Totals:	0.00	450.00	376.00	0.00	74.00

ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,204.88	80.10	0.00	0.00	1,284.98
110 GENERAL FUND	18,187.41	1,137.48	605.20	0.00	18,719.69
111 INTEREST EARNED CHECKING	632.20	5.27	0.00	0.00	637.47
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>20,024.49</b>	<b>1,222.85</b>	<b>605.20</b>	<b>0.00</b>	<b>20,642.14</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	816.64	78.00	71.00	0.00	823.64
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	487.50	0.00	55.64
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,378.65</b>	<b>78.00</b>	<b>558.50</b>	<b>0.00</b>	<b>898.15</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	1,688.86	32.00	76.60	0.00	1,644.26
615 FIELD TRIPS	-1,768.48	0.00	1,434.26	0.00	-3,202.74
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
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>148.88</b>	<b>32.00</b>	<b>1,510.86</b>	<b>0.00</b>	<b>-1,329.98</b>
<b>F DISTRICT CUSTODIAL ACCT.</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL ACCT. Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>21,552.02</b>	<b>1,332.85</b>	<b>2,674.56</b>	<b>0.00</b>	<b>20,210.31</b>

*John Alden*  
*Eric Klausner*

ALL Data

# Current Cash Balance Report

55

Arranged by:

Date: 11/01/2003 thru 11/30/2003

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
1007 Leadership Academy	0.00	2,263.75	0.00	0.00	2,263.75
Totals:	0.00	2,263.75	0.00	0.00	2,263.75
<b>A Extra-Curricular Activities</b>					
1000 Kindergarten Field Trips	630.70	0.00	0.00	0.00	630.70
1001 First Grade Field Trip	0.00	571.95	0.00	0.00	571.95
1002 Second Grade Field Trip	167.50	0.00	0.00	0.00	167.50
1003 Third Grade Field Trip	473.25	0.00	0.00	0.00	473.25
1004 Fourth Grade Field Trip	0.00	804.50	0.00	0.00	804.50
1005 Fifth Grade Field Trip	362.27	523.59	0.00	0.00	885.86
1006 Saturday Recreation	174.00	180.00	0.00	0.00	354.00
A Extra-Curricular Activities Totals:	1,807.72	2,080.04	0.00	0.00	3,887.76
Report Totals:	1,807.72	4,343.79	0.00	0.00	6,151.51

ALL Data

## Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	0.00	0.00	0.00	0.00	0.00
110 GENERAL FUND	4,359.82	900.00	3,104.86	0.00	2,154.96
115 INTEREST EARNED CHECKING	134.30	3.86	0.00	0.00	138.16
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>4,494.12</u>	<u>903.86</u>	<u>3,104.86</u>	<u>0.00</u>	<u>2,293.12</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,053.97	0.00	0.00	0.00	1,053.97
515 Art Club	111.78	0.00	0.00	0.00	111.78
520 yearbook	225.89	0.00	0.00	0.00	225.89
525 Landscaping	0.00	0.00	0.00	0.00	0.00
530 Watch D.O.G.S.	319.42	0.00	0.00	0.00	319.42
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>1,711.06</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,711.06</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SOCIAL	1,177.51	410.00	497.00	0.00	1,090.51
602 HOSPITALITY	957.50	0.00	0.00	0.00	957.50
605 D.A.R.E.	224.87	0.00	0.00	0.00	224.87
610 LIBRARY	2,742.71	0.00	0.00	0.00	2,742.71
615 FIELD TRIP	-2,489.65	0.00	0.00	0.00	-2,489.65
620 Art K-5	1,164.95	8,101.50	7,067.36	0.00	2,199.09
625 BIRTHDAY BOOK CLUB	352.96	65.00	0.00	0.00	417.96
630 Fundraiser	0.00	195.84	0.00	0.00	195.84
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>4,130.85</u>	<u>8,772.34</u>	<u>7,564.36</u>	<u>0.00</u>	<u>5,338.83</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>10,336.03</u>	<u>9,676.20</u>	<u>10,669.22</u>	<u>0.00</u>	<u>9,343.01</u>

12-10-03 Michele Macken  
12-10-03 Martha Nielsen



ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg.	614.80	0.00	0.00	0.00	614.80
1010 First Grade	60.00	0.00	0.00	0.00	60.00
1020 Second Grade	60.00	0.00	0.00	0.00	60.00
1030 Third Grade	448.30	0.00	0.00	0.00	448.30
1040 Fourth Grade	621.75	0.00	0.00	0.00	621.75
1050 Fifth Grade	521.50	0.00	0.00	0.00	521.50
1060 Primary Center	450.00	0.00	0.00	0.00	450.00
1070 Sped	93.25	0.00	0.00	0.00	93.25
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
<b>A Extra-Curricular Activities Totals:</b>	<u>2,869.60</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,869.60</u>
<b>Report Totals:</b>	<u>2,869.60</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,869.60</u>

12-10-03 Michael Madson  
 12-10-03 Martha Reelsen

ALL Data

# Current Cash Balance Report

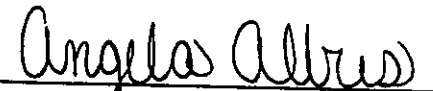
58

Date: 11/01/2003 thru 11/30/2003

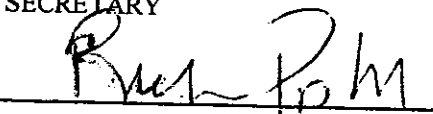
Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	618.75	107.63	0.00	0.00	726.38
110 GENERAL FUND	112.70	1,469.00	1,192.20	0.00	389.50
120 INTEREST EARNED CHECKING	238.91	0.53	0.00	0.00	239.44
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>970.36</u>	<u>1,577.16</u>	<u>1,192.20</u>	<u>0.00</u>	<u>1,355.32</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	179.57	124.00	0.00	0.00	303.57
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>179.57</u>	<u>124.00</u>	<u>0.00</u>	<u>0.00</u>	<u>303.57</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	189.87	0.00	0.00	0.00	189.87
610 LIBRARY	416.46	0.00	0.00	0.00	416.46
615 FIELD TRIPS	-517.18	0.00	683.44	0.00	-1,200.62
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	30.00	15.00	0.00	0.00	45.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>119.15</u>	<u>15.00</u>	<u>683.44</u>	<u>0.00</u>	<u>-549.29</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>1,269.08</u>	<u>1,716.16</u>	<u>1,875.64</u>	<u>0.00</u>	<u>1,109.60</u>

ALDRICH ELEMENTARY  
NOVEMBER RECONCILIATION  
12/17/2003



ANGELA ALBUS  
SECRETARY



RICH PAHLS  
PRINCIPAL

ALL Data

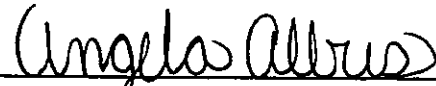
**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

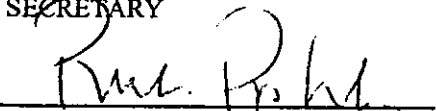
Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
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	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	109.50	55.00	0.00	0.00	164.50
1040 Fourth Grade	0.00	438.25	0.00	0.00	438.25
1050 Fifth Grade	318.00	0.00	0.00	0.00	318.00
1060 Kindergarten	99.00	166.25	0.00	0.00	265.25
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	185.00	0.00	0.00	185.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
<b>A Extra-Curricular Activities Totals:</b>	<u>526.50</u>	<u>844.50</u>	<u>0.00</u>	<u>0.00</u>	<u>1,371.00</u>
<b>Report Totals:</b>	526.50	844.50	0.00	0.00	1,371.00

ALDRICH ELEMENTARY  
NOVEMBER RECONCILIATION  
12/17/2003



ANGELA ALBUS  
SECRETARY



RICH PAHLS  
PRINCIPAL

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL	3,643.54	1,074.00	1,035.74	0.00	3,681.80
110 VENDING	118.88	97.63	105.85	0.00	110.66
125 Interest Earned	11.05	5.78	0.00	0.00	16.83
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,773.47</b>	<b>1,177.41</b>	<b>1,141.59</b>	<b>0.00</b>	<b>3,809.29</b>
<b>B Mini-Classes</b>					
1200 Scrapbooking	0.00	0.00	0.00	0.00	0.00
1300 Crafts K-2	0.00	0.00	0.00	0.00	0.00
1350 Crafts 3-5	0.00	0.00	0.00	0.00	0.00
1400 Knitting	0.00	0.00	0.00	0.00	0.00
1500 Hip-Hop Dance	0.00	0.00	0.00	0.00	0.00
1600 Stamping	0.00	0.00	0.00	0.00	0.00
<b>B Mini-Classes Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>C SCHOOL CUSTODIAL ACCT.</b>					
200 OUTDOOR CLASSROOM	7,733.55	0.00	0.00	0.00	7,733.55
211 do not use	0.00	0.00	0.00	0.00	0.00
300 ART SUPPLIES	10,721.23	0.00	6,045.50	0.00	4,675.73
400 Technology	963.10	0.00	0.00	0.00	963.10
401 "Read a thon" for Winnebago	155.53	20.00	0.00	0.00	175.53
<b>C SCHOOL CUSTODIAL ACCT. Totals:</b>	<b>19,573.41</b>	<b>20.00</b>	<b>6,045.50</b>	<b>0.00</b>	<b>13,547.91</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	820.96	288.00	0.00	0.00	1,108.96
605 Destination Imagination	1,000.00	0.00	0.00	0.00	1,000.00
607 Choir /T shirts	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,820.96</b>	<b>288.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,108.96</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
300 ART-do not use	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	-9.56	0.00	0.00	0.00	-9.56
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 MEDIA	1,523.03	7,370.37	5,724.52	0.00	3,168.88
611 Birthday Book club	410.00	0.00	0.00	0.00	410.00
615 FIELD TRIPS	-2,534.91	0.00	0.00	0.00	-2,534.91
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	<b>-611.44</b>	<b>7,370.37</b>	<b>5,724.52</b>	<b>0.00</b>	<b>1,034.41</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>24,556.40</b>	<b>8,855.78</b>	<b>12,911.61</b>	<b>0.00</b>	<b>20,500.57</b>

fee fund checks 193.55

*Kevin J. Chick*  
*12-9-03*  
*Kevin J. Chick*

ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-curricular</b>					
100 Kdg. Field Trip	628.15	0.00	0.00	0.00	628.15
101 First Grade Field Trip	566.00	0.00	0.00	0.00	566.00
201 Second Grade Field Trip	170.00	0.00	0.00	0.00	170.00
210 do not use	0.00	0.00	0.00	0.00	0.00
301 Third Grade Field Trip	684.50	0.00	0.00	0.00	684.50
401 Fourth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
501 Fifth Grade Field Trip	0.00	0.00	0.00	0.00	0.00
616 do not use	0.00	0.00	0.00	0.00	0.00
<b>A Extra-curricular Totals:</b>	<b>2,048.65</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,048.65</b>
<b>B Clubs +</b>					
202 Choir/T shirts	642.00	0.00	0.00	0.00	642.00
<b>B Clubs + Totals:</b>	<b>642.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>642.00</b>
<b>C Mini-Classes</b>					
1200 Scrapbooking	588.00	0.00	0.00	0.00	588.00
1300 Crafts K-2	850.00	0.00	170.00	0.00	680.00
1350 Crafts 3-5	500.00	0.00	100.00	0.00	400.00
1400 Knitting	220.00	0.00	0.00	0.00	220.00
1500 Hip-Hop Dance	580.00	0.00	0.00	0.00	580.00
1600 Stamping	510.00	0.00	170.55	0.00	339.45
<b>C Mini-Classes Totals:</b>	<b>3,248.00</b>	<b>0.00</b>	<b>440.55</b>	<b>0.00</b>	<b>2,807.45</b>
<b>Report Totals:</b>	<b>5,938.65</b>	<b>0.00</b>	<b>440.55</b>	<b>0.00</b>	<b>5,498.10</b>

*Heidi J. Clark*  
*Karen Bodman*  
 11-9-03

ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	213.93	0.00	0.00	0.00	213.93
110 GENERAL FUND	17,447.93	2,296.27	63.04	0.00	19,681.16
200 CHECKING INTEREST	92.54	4.79	0.00	0.00	97.33
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>17,754.40</u>	<u>2,301.06</u>	<u>63.04</u>	<u>0.00</u>	<u>19,992.42</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,461.02	22.00	0.00	0.00	1,483.02
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>1,461.02</u>	<u>22.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,483.02</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	1,557.39	1,125.90	100.07	0.00	2,583.22
615 FIELD TRIPS	-623.12	0.00	590.67	0.00	-1,213.79
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>934.27</u>	<u>1,125.90</u>	<u>690.74</u>	<u>0.00</u>	<u>1,369.43</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>20,149.69</u>	<u>3,448.96</u>	<u>753.78</u>	<u>0.00</u>	<u>22,844.87</u>

*Dat Rhodes*

Bryan Elementary School

*Walter D. ...*  
12/16/2003 03:04:32 PM

Page 1

## Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Numbr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1001 Kindergarten	435.96	0.00	0.00	0.00	435.96
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	157.50	0.00	0.00	0.00	157.50
<b>A Extra-Curricular Activities Totals:</b>	<b>593.46</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>593.46</b>
<b>Report Totals:</b>	<b>593.46</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>593.46</b>

ALL Data

# Current Cash Balance Report

64

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	2,938.59	0.00	0.00	0.00	2,938.59
110 GENERAL	11,370.75	1,037.00	217.35	0.00	12,190.40
130 HOSPITALITY	364.65	216.00	29.76	0.00	550.89
140 INTEREST EARNED CHECKING	726.31	5.29	0.00	0.00	731.60
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>15,400.30</b>	<b>1,258.29</b>	<b>247.11</b>	<b>0.00</b>	<b>16,411.48</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	5,216.75	0.00	2,174.30	0.00	3,042.45
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>5,293.98</b>	<b>0.00</b>	<b>2,174.30</b>	<b>0.00</b>	<b>3,119.68</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 FIELD TRIPS	-232.14	0.00	0.00	0.00	-232.14
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,915.23	4,962.38	3,716.47	0.00	4,161.14
615 PAYBAC	415.47	0.00	0.00	0.00	415.47
625 BOWLING	14.95	0.00	0.00	0.00	14.95
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>3,113.51</b>	<b>4,962.38</b>	<b>3,716.47</b>	<b>0.00</b>	<b>4,359.42</b>
<b>F DISTRICT CUSTODIAL</b>					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>23,807.79</b>	<b>6,220.67</b>	<b>6,137.88</b>	<b>0.00</b>	<b>23,890.58</b>

Submitted by: Judy Hansen  
 Approved by: Dr. Nela Nielsen



ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA-CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN	464.40	0.00	0.00	0.00	464.40
1001 FIELD TRIP (MISC)	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	72.00	0.00	0.00	0.00	72.00
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	141.00	24.00	0.00	0.00	165.00
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
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
<b>A EXTRA-CURRICULAR ACTIVITIES Totals:</b>	<u>677.40</u>	<u>24.00</u>	<u>0.00</u>	<u>0.00</u>	<u>701.40</u>
<b>Report Totals:</b>	<u>677.40</u>	<u>24.00</u>	<u>0.00</u>	<u>0.00</u>	<u>701.40</u>

Submitted by: Judy Hanson  
 Approved by: Dr. Nela Nelson

ALL Data

# Current Cash Balance Report

66

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,099.13	60.97	243.58	0.00	916.52
110 GENERAL	5,942.14	0.00	114.95	0.00	5,827.19
120 TECHNOLOGY FUND	595.97	0.00	0.00	0.00	595.97
130 COFFEE	76.97	0.00	17.52	0.00	59.45
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	800.43	5.09	0.00	0.00	805.52
180 PTA DISCRETIONARY	75.72	0.00	0.00	0.00	75.72
190 ASSIGNMENT NOTEBOOKS	58.04	3.00	0.00	0.00	61.04
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>8,648.40</b>	<b>69.06</b>	<b>376.05</b>	<b>0.00</b>	<b>8,341.41</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,754.38	0.00	268.02	0.00	2,486.36
502 CODY APPAREL	474.13	65.15	12.65	0.00	526.63
520 STUDENT CLUBS	860.54	1,256.00	12.37	0.00	2,104.17
530 LOVE AND LOGIC	112.00	0.00	0.00	0.00	112.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>4,201.05</b>	<b>1,321.15</b>	<b>293.04</b>	<b>0.00</b>	<b>5,229.16</b>
<b>E ADMINISTRATIVE CUSTODIAL FUND</b>					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	670.68	0.00	26.00	0.00	644.68
610 MEDIA	2,388.67	23.45	147.88	0.00	2,264.24
611 MEDIA - DONATIONS	4,500.00	0.00	0.00	0.00	4,500.00
615 FIELD TRIP	-440.41	0.00	109.32	0.00	-549.73
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	2,401.45	1,030.73	592.00	0.00	2,840.18
<b>E ADMINISTRATIVE CUSTODIAL FUND Totals:</b>	<b>9,522.14</b>	<b>1,054.18</b>	<b>875.20</b>	<b>0.00</b>	<b>9,701.12</b>
<b>F DISTRICT CUSTODIAL FUNDS</b>					
700 CONVENTION	0.00	0.00	0.00	0.00	0.00
720 CONVENTION PRE-SCHOOL	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL FUNDS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>22,371.59</b>	<b>2,444.39</b>	<b>1,544.29</b>	<b>0.00</b>	<b>23,271.69</b>

*Lynn Settliff*  
Secretary

*Wick Meyers*  
Principal

••0••

23,271.69 +  
713.75 +  
23,985.44 \*

ALL Data

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Numt

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	225.75	0.00	0.00	0.00	225.75
1010 First Grade Field Trips	328.00	0.00	0.00	0.00	328.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
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	0.00	160.00	0.00	0.00	160.00
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
<b>A Extra-Curricular Activities Totals:</b>	<b>553.75</b>	<b>160.00</b>	<b>0.00</b>	<b>0.00</b>	<b>713.75</b>
<b>Report Totals:</b>	<b>553.75</b>	<b>160.00</b>	<b>0.00</b>	<b>0.00</b>	<b>713.75</b>

*Lynn Dethloff*  
 Secretary

*Rich Marsalby*  
 Principal

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	1,304.65	65.08	20.97	0.00	1,348.76
110 GENERAL FUND	1,921.23	0.00	92.00	0.00	1,829.23
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	2,976.78	900.00	0.00	0.00	3,876.78
600 Interest earned	433.07	1.93	0.00	0.00	435.00
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>6,635.73</u>	<u>967.01</u>	<u>112.97</u>	<u>0.00</u>	<u>7,489.77</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	259.10	180.50	0.00	0.00	439.60
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>259.10</u>	<u>180.50</u>	<u>0.00</u>	<u>0.00</u>	<u>439.60</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	514.67	27.00	0.00	0.00	541.67
615 FIELD TRIPS	409.77	0.00	243.44	0.00	166.33
620 PTO FOR TEACHERS	191.00	0.00	0.00	0.00	191.00
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	-33.81	0.00	0.00	0.00	-33.81
645 ART	0.00	0.00	0.00	0.00	0.00
650 GRANT MONEY	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>1,081.63</u>	<u>27.00</u>	<u>243.44</u>	<u>0.00</u>	<u>865.19</u>
<b>F DISTRICT CUSTODIAL</b>					
700 REINBURSEMENTS	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>7,976.46</u>	<u>1,174.51</u>	<u>356.41</u>	<u>0.00</u>	<u>8,794.56</u>

*Nancy Nelson, Principal*  
Cottonwood Elementary School

*Cindy Bels*  
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ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA CURRICULAR ACTIVITIES</b>					
1000 KDG FIELD TRIP	319.90	0.00	0.00	0.00	319.90
1010 1ST GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIP	132.00	296.80	0.00	0.00	428.80
1050 5TH GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>451.90</u>	<u>296.80</u>	<u>0.00</u>	<u>0.00</u>	<u>748.70</u>
Report Totals:	451.90	296.80	0.00	0.00	748.70

*Honey J. Nelson, Principal*  
Cottonwood Elementary - Fee Fund

*Cindy B. ...*  
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ALL Data

# Current Cash Balance Report

Date: 09/01/2003 thru 11/30/2003

70 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	3,351.94	427.95	450.30	0.00	3,329.59
110 GENERAL FUND	3,969.33	442.67	515.67	0.00	3,896.33
200 INTEREST EARNED CHECKING	642.04	7.74	0.00	0.00	649.78
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>7,963.31</u>	<u>878.36</u>	<u>965.97</u>	<u>0.00</u>	<u>7,875.70</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	437.44	483.03	565.60	0.00	354.87
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>437.44</u>	<u>483.03</u>	<u>565.60</u>	<u>0.00</u>	<u>354.87</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	156.82	685.00	242.55	0.00	599.27
610 LIBRARY	1,104.02	3,384.20	2,716.83	0.00	1,771.39
615 FIELD TRIPS	0.00	0.00	1,724.20	0.00	-1,724.20
620 PTO	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>1,260.84</u>	<u>4,069.20</u>	<u>4,683.58</u>	<u>0.00</u>	<u>646.46</u>
<b>F DISTRICT CUSTODIAL</b>					
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
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>1,888.72</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,888.72</u>
<b>Report Totals:</b>	<u>11,550.31</u>	<u>5,430.59</u>	<u>6,215.15</u>	<u>0.00</u>	<u>10,765.75</u>

*Jacobs Barkin 12/12/03*  
*Walter Schapiro 12/12/03*

ALL Data

**Current Cash Balance Report**

Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Numb

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA-CURRICULAR ACTIVITIES</b>					
1010 Kdgn Field Trips	96.00	0.00	0.00	0.00	96.00
1011 FIRST GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1012 SECOND GRADE FIELD TRIP	258.00	0.00	0.00	0.00	258.00
1013 THIRD GRADE FIELD TRIP	229.86	0.00	0.00	0.00	229.86
1014 FOURTH GRADE FIELD TRIPS	310.50	0.00	0.00	0.00	310.50
1015 FIFTH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1016 K-5 SPED FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>A EXTRA-CURRICULAR ACTIVITIES Totals:</b>	<u>894.36</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>894.36</u>
Report Totals:	894.36	0.00	0.00	0.00	894.36

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	571.33	95.12	31.00	0.00	635.45
110 GENERAL FUND	8,289.81	1,250.86	132.71	0.00	9,407.96
120 Interest on checking	413.61	3.32	0.00	0.00	416.93
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>9,274.75</u>	<u>1,349.30</u>	<u>163.71</u>	<u>0.00</u>	<u>10,460.34</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	243.58	0.00	0.00	0.00	243.58
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	1,922.00	46.00	1,306.50	0.00	661.50
525 Bowling/Pizza	0.00	0.00	0.00	0.00	0.00
550 Pencils	151.50	35.25	0.00	0.00	186.75
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
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>2,388.14</u>	<u>81.25</u>	<u>1,306.50</u>	<u>0.00</u>	<u>1,162.89</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	388.57	60.00	150.00	0.00	298.57
606 MAGAZINES	517.50	0.00	0.00	0.00	517.50
610 LIBRARY	2,829.68	0.00	77.29	0.00	2,752.39
615 FIELD TRIPS	-361.67	0.00	248.01	0.00	-609.68
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	-13.95	0.00	8.97	0.00	-22.92
635 Reading Incentive	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>3,381.81</u>	<u>60.00</u>	<u>484.27</u>	<u>0.00</u>	<u>2,957.54</u>
<b>Report Totals:</b>	<u>15,044.70</u>	<u>1,490.55</u>	<u>1,954.48</u>	<u>0.00</u>	<u>14,580.77</u>

*Diane Beverly, see  
Carol Besty - Princ*



ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1000 Kdg. field trips	451.00	0.00	0.00	0.00	451.00
1010 1st Grade - field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd Grade - field trips	86.55	0.00	0.00	0.00	86.55
1030 3rd Grade - field trips	0.00	0.00	0.00	0.00	0.00
1040 4th Grade - field trips	91.25	0.00	0.00	0.00	91.25
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
<b>A Extra-Curricular Activities Totals:</b>	<b>628.80</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>628.80</b>
<b>Report Totals:</b>	<b>628.80</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>628.80</b>

*Diane Beverly, Sec*  
*Carol Bealy - Prin.*

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	969.84	0.00	0.00	0.00	969.84
110 GENERAL FUND	3,188.24	0.00	0.00	0.00	3,188.24
115 Interest Earned Checking	557.69	2.66	0.00	0.00	560.35
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>4,715.77</u>	<u>2.66</u>	<u>0.00</u>	<u>0.00</u>	<u>4,718.43</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
510 STUDENT COUNCIL	1,443.55	0.00	0.00	0.00	1,443.55
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>1,443.55</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,443.55</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	783.73	0.00	0.00	0.00	783.73
615 FIELD TRIPS	2,011.29	0.00	0.00	0.00	2,011.29
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	-102.75	0.00	0.00	0.00	-102.75
640 ART	1,074.37	0.00	0.00	0.00	1,074.37
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>3,766.64</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,766.64</u>
<b>F DISTRICT CUSTODIAL</b>					
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
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>2,740.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,740.00</u>
<b>Report Totals:</b>	<u>12,665.96</u>	<u>2.66</u>	<u>0.00</u>	<u>0.00</u>	<u>12,668.62</u>

*Pam Shelton 1-15-04*  
*Ba 7 Jh 1-15-04*

ALL Data

**Current Cash Balance Report**

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 KG Field Trips	0.00	0.00	0.00	0.00	0.00
1100 1st Grade-Field Trips	184.18	0.00	0.00	0.00	184.18
1200 2nd Grade-Field Trips	82.80	0.00	0.00	0.00	82.80
1300 3rd Grade-Field Trips	0.00	0.00	0.00	0.00	0.00
1400 4th Grade-Field Trips	0.00	0.00	0.00	0.00	0.00
1500 5th Grade-Field Trips	0.00	0.00	0.00	0.00	0.00
Totals:	<u>266.98</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>266.98</u>
Report Totals:	266.98	0.00	0.00	0.00	266.98

*Pam Shelton 1-15-04*  
*Bob 7/2/04 1-15-04*

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	601.76	185.18	128.83	0.00	658.11
110 General	2,761.37	1,246.29	241.32	0.00	3,766.34
112 Bank Charges and Interest	16.68	1.93	0.00	0.00	18.61
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>3,379.81</u>	<u>1,433.40</u>	<u>370.15</u>	<u>0.00</u>	<u>4,443.06</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	589.75	54.25	10.58	0.00	633.42
502 YEARBOOK	67.62	0.00	0.00	0.00	67.62
611 Hitchcock Clothing	46.11	49.30	0.00	0.00	95.41
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>703.48</u>	<u>103.55</u>	<u>10.58</u>	<u>0.00</u>	<u>796.45</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	-450.73	0.00	306.26	0.00	-756.99
604 Classroom Supplies	0.00	0.00	0.00	0.00	0.00
605 READ	838.03	0.00	5.00	0.00	833.03
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	1,495.67	2,555.33	2,097.39	0.00	1,953.61
612 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
613 Art Fund	1,010.36	13.00	0.00	0.00	1,023.36
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>3,210.94</u>	<u>2,568.33</u>	<u>2,408.65</u>	<u>0.00</u>	<u>3,370.62</u>
<b>F DISTRICT CUSTODIAL</b>					
620 Convention	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>7,294.23</u>	<u>4,105.28</u>	<u>2,789.38</u>	<u>0.00</u>	<u>8,610.13</u>

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Numb

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1001 Kindergarten	0.00	88.00	0.00	0.00	88.00
Totals:	0.00	88.00	0.00	0.00	88.00
<b>A Extra-Curricular Activities</b>					
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	0.00	79.75	0.00	0.00	79.75
1030 Third Grade	147.80	0.00	0.00	0.00	147.80
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	234.10	142.00	0.00	0.00	376.10
A Extra-Curricular Activities Totals:	381.90	221.75	0.00	0.00	603.65
Report Totals:	381.90	309.75	0.00	0.00	691.65

ALL Data

# Current Cash Balance Report

78

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	2,767.67	0.00	0.00	0.00	2,767.67
110 GENERAL FUND	4,213.96	3,757.50	3,011.55	0.00	4,959.91
200 INTEREST EARNED CHECKING	522.16	3.26	0.00	0.00	525.42
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>7,503.79</u>	<u>3,760.76</u>	<u>3,011.55</u>	<u>0.00</u>	<u>8,253.00</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	2,029.25	0.00	0.00	0.00	2,029.25
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>2,029.25</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,029.25</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,466.00	10.99	0.00	0.00	2,476.99
615 FIELD TRIPS	125.65	0.00	274.42	0.00	-148.77
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>2,591.65</u>	<u>10.99</u>	<u>274.42</u>	<u>0.00</u>	<u>2,328.22</u>
<b>F DISTRICT CUSTODIAL</b>					
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
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>12,124.69</u>	<u>3,771.75</u>	<u>3,285.97</u>	<u>0.00</u>	<u>12,610.47</u>

**SUBMITTED BY:** Mary Bobka

**POSITION:** Secretary

**APPROVED:** 

ALL Data

# Current Cash Balance Report

79

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Numt

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	325.25	0.00	0.00	325.25
1020 Second Grade	94.00	255.25	0.00	0.00	349.25
1030 Third Grade	384.50	0.00	0.00	0.00	384.50
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	257.00	0.00	0.00	0.00	257.00
<b>A Extra-Curricular Activities Totals:</b>	<u>735.50</u>	<u>580.50</u>	<u>0.00</u>	<u>0.00</u>	<u>1,316.00</u>
<b>Report Totals:</b>	<u>735.50</u>	<u>580.50</u>	<u>0.00</u>	<u>0.00</u>	<u>1,316.00</u>

**SUBMITTED BY:** Mary Bobka

**POSITION:** Secretary

**APPROVED:** 

ALL Data

# Current Cash Balance Report

80

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	662.33	0.00	3.28	0.00	659.05
110 GENERAL	3,147.81	1,158.55	227.10	0.00	4,079.26
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	88.06	4.17	0.00	0.00	92.23
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>3,898.20</b>	<b>1,162.72</b>	<b>230.38</b>	<b>0.00</b>	<b>4,830.54</b>
<b>C CLUBS AND ORGANIZATIONS</b>					
501 ST. COUNCIL	626.95	0.00	190.00	0.00	436.95
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
<b>C CLUBS AND ORGANIZATIONS Totals:</b>	<b>628.79</b>	<b>0.00</b>	<b>190.00</b>	<b>0.00</b>	<b>438.79</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
602 HOSPITALITY	1,637.97	12.50	17.91	0.00	1,632.56
604 ART	106.41	8,885.00	6,247.86	0.00	2,743.55
606 MINI CLASSES	-2,733.00	0.00	0.00	0.00	-2,733.00
607 PE/MUSIC	4,573.05	576.00	0.00	0.00	5,149.05
610 LIBRARY	1,175.04	30.00	0.00	0.00	1,205.04
612 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
615 FIELD TRIPS	-3,058.12	0.00	645.17	0.00	-3,703.29
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>1,701.35</b>	<b>9,503.50</b>	<b>6,910.94</b>	<b>0.00</b>	<b>4,293.91</b>
<b>F DISTRICT CUSTODIAL</b>					
700 REINBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>6,228.34</b>	<b>10,666.22</b>	<b>7,331.32</b>	<b>0.00</b>	<b>9,563.24</b>

Ann Thomas  
Ann Thomas, Secretary – Montclair Elementary

Kara L. Hutton  
Kara Hutton, Principal – Montclair Elementary



ALL Data

# Current Cash Balance Report

81

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 Kindergarten	281.65	6.55	0.00	0.00	288.20
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	0.00	255.20	0.00	0.00	255.20
1040 Fourth Grade	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade	445.50	0.00	0.00	0.00	445.50
2000 Preprimary Montessori	727.80	861.10	0.00	0.00	1,588.90
2010 Primary Montessori	264.55	352.80	0.00	0.00	617.35
2020 Intermediate Montessori	886.20	0.00	0.00	0.00	886.20
2030 Preschool	123.00	0.00	0.00	0.00	123.00
3000 Mini Classes	2,733.00	0.00	0.00	0.00	2,733.00
Totals:	<u>5,461.70</u>	<u>1,475.65</u>	<u>0.00</u>	<u>0.00</u>	<u>6,937.35</u>
Report Totals:	5,461.70	1,475.65	0.00	0.00	6,937.35

Ann Thomas  
Ann Thomas, Secretary – Montclair Elementary

Kara L. Hutton  
Kara Hutton, Principal – Montclair Elementary

ALL Data

# Current Cash Balance Report

82

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	281.95	220.54	70.66	0.00	431.83
110 GENERAL FUND	1,786.26	900.00	1,119.33	0.00	1,566.93
115 INTEREST EARNED CHECKING	84.33	1.49	0.00	0.00	85.82
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>2,152.54</b>	<b>1,122.03</b>	<b>1,189.99</b>	<b>0.00</b>	<b>2,084.58</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	568.15	1,669.83	138.42	0.00	2,099.56
510 BOOK CLUB	16.24	0.00	0.00	0.00	16.24
511 CONFLICT MANAGERS	17.42	0.00	0.00	0.00	17.42
615 SAFETY PATROL	6.02	0.00	0.00	0.00	6.02
635 M.A.D.	1.55	0.00	0.00	0.00	1.55
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>609.38</b>	<b>1,669.83</b>	<b>138.42</b>	<b>0.00</b>	<b>2,140.79</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
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	867.00	600.00	657.29	0.00	809.71
603 FIELD TRIPS	-79.15	0.00	594.68	0.00	-673.83
605 READ	43.64	0.00	0.00	0.00	43.64
610 LIBRARY	823.33	4,943.82	4,016.92	0.00	1,750.23
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	888.83	0.00	28.10	0.00	860.73
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>2,608.91</b>	<b>5,543.82</b>	<b>5,296.99</b>	<b>0.00</b>	<b>2,855.74</b>
<b>Report Totals:</b>	<b>5,370.83</b>	<b>8,335.68</b>	<b>6,625.40</b>	<b>0.00</b>	<b>7,081.11</b>

*TINA Nimmo*

*Dina Nimmur*  
*Suzanne Finnan*

ALL Data

# Current Cash Balance Report

83

Date: 11/05/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA CURRICULAR ACTIVITIES</b>					
1005 KINDERGARTEN	183.50	0.00	0.00	0.00	183.50
1010 FIRST GRADE	408.90	0.00	0.00	0.00	408.90
1020 SECOND GRADE	81.15	0.00	0.00	0.00	81.15
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	281.75	0.00	0.00	0.00	281.75
1050 FIFTH GRADE	0.00	0.00	0.00	0.00	0.00
1060 PHYSICAL EDUCATION	0.00	0.00	0.00	0.00	0.00
<b>A EXTRA CURRICULAR ACTIVITIES Totals:</b>	<u>955.30</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>955.30</u>
<b>Report Totals:</b>	<u>955.30</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>955.30</u>

ALL Data

# Current Cash Balance Report

84

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUNE</b>					
100 VENDING	2,117.28	302.69	0.00	0.00	2,419.97
110 GENERAL	11,971.42	1,441.10	3,785.00	0.00	9,627.52
125 INTEREST EARNED	44.93	4.46	0.00	0.00	49.39
<b>A ACTIVITY GENERAL FUNE Totals:</b>	<u>14,133.63</u>	<u>1,748.25</u>	<u>3,785.00</u>	<u>0.00</u>	<u>12,096.88</u>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	227.21	0.00	0.00	0.00	227.21
505 CHOIR	0.00	0.00	0.00	0.00	0.00
510 SAFETY PATROL	157.64	0.00	0.00	0.00	157.64
520 ENVIRONMENTAL CLUB	1,949.67	0.00	0.00	0.00	1,949.67
521 3-D Club	0.00	0.00	0.00	0.00	0.00
525 Conflict Managers	225.74	0.00	0.00	0.00	225.74
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<u>2,560.26</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,560.26</u>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 SITE-BASE	0.00	0.00	0.00	0.00	0.00
602 STAFF HOSPITALITY	423.69	34.65	0.00	0.00	458.34
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	5,595.10	0.00	0.00	0.00	5,595.10
615 FIELD TRIPS	-1,674.32	0.00	598.50	0.00	-2,272.82
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>4,344.47</u>	<u>34.65</u>	<u>598.50</u>	<u>0.00</u>	<u>3,780.62</u>
<b>F DISTRICT CUSTODIAL</b>					
802 CONVENTION	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>21,038.36</u>	<u>1,782.90</u>	<u>4,383.50</u>	<u>0.00</u>	<u>18,437.76</u>

*Bonnie Kalowski 12-11-03*  
*Debbie Shicker 12-11-03*

ALL Data

# Current Cash Balance Report

85

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Numf

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra Curriculars</b>					
1000 Kindergarten Field Trips	619.00	0.00	0.00	0.00	619.00
1010 First Grade Field Trips	354.00	0.00	0.00	0.00	354.00
1020 Second Grade Field Trips	99.75	721.45	0.00	0.00	821.20
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	612.00	0.00	0.00	0.00	612.00
1050 Fifth Grade Field Trips	0.00	282.75	0.00	0.00	282.75
<b>A Extra Curriculars Totals:</b>	<u>1,684.75</u>	<u>1,004.20</u>	<u>0.00</u>	<u>0.00</u>	<u>2,688.95</u>
Report Totals:	1,684.75	1,004.20	0.00	0.00	2,688.95

*Bonnie Kaloupek 12-11-03*  
*Aesha Shearer 12-11-03*

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending	1,150.07	105.12	50.90	0.00	1,204.29
110 General	4,234.39	1,085.00	1,732.53	0.00	3,586.86
120 Interest Earned Checking	71.98	4.08	0.00	0.00	76.06
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>5,456.44</b>	<b>1,194.20</b>	<b>1,783.43</b>	<b>0.00</b>	<b>4,867.21</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
501 Student Council	1,482.46	519.30	593.24	0.00	1,408.52
502 5th Grade Club	5.62	54.90	0.00	0.00	60.52
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,488.08</b>	<b>574.20</b>	<b>593.24</b>	<b>0.00</b>	<b>1,469.04</b>
<b>E ADMINISTRATIVE CUSTODIAL ACCT</b>					
601 Site Base Plan Annual Updates	1,190.87	0.00	0.00	0.00	1,190.87
602 Staff Hospitality	1,018.05	140.00	132.97	0.00	1,025.08
603 Field Trips	-1,343.26	0.00	563.26	0.00	-1,906.52
608 Grants	188.00	0.00	0.00	0.00	188.00
609 Technology	1,223.27	134.25	0.00	0.00	1,357.52
610 Media	5,737.70	282.36	3,671.56	0.00	2,348.50
611 Cultural Arts	552.38	0.00	0.00	0.00	552.38
612 Safety Patrol	-18.04	0.00	0.00	0.00	-18.04
614 SP MONTESSORI	1,276.78	0.00	0.00	0.00	1,276.78
615 PayBac	1,090.90	44.88	0.00	0.00	1,135.78
616 P.E.	0.00	0.00	0.00	0.00	0.00
617 Music	0.00	0.00	0.00	0.00	0.00
618 READ	1,700.00	0.00	1,159.14	0.00	540.86
620 NORRIS SPECIAL PROJECTS	0.00	510.00	0.00	0.00	510.00
<b>E ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<b>12,616.65</b>	<b>1,111.49</b>	<b>5,526.93</b>	<b>0.00</b>	<b>8,201.21</b>
<b>G DISTRICT CUST. ACCOUNTS</b>					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	41.22	0.00	0.00	0.00	41.22
<b>G DISTRICT CUST. ACCOUNTS Totals:</b>	<b>41.22</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>41.22</b>
<b>Report Totals:</b>	<b>19,602.39</b>	<b>2,879.89</b>	<b>7,903.60</b>	<b>0.00</b>	<b>14,578.68</b>

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Extra-Curricular Activities</b>					
1000 Kindergarten Field Trips	319.00	0.00	0.00	0.00	319.00
1010 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trips	90.00	0.00	0.00	0.00	90.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	234.00	0.00	0.00	0.00	234.00
1050 Fifth Grade Field Trips	227.50	0.00	0.00	0.00	227.50
1060 Montessori Field Trips	858.25	364.75	0.00	0.00	1,223.00
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
<b>A Extra-Curricular Activities Totals:</b>	<u>1,728.75</u>	<u>364.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,093.50</u>
<b>Report Totals:</b>	<u>1,728.75</u>	<u>364.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,093.50</u>

ALL Data

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

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
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING	4,340.05	125.16	169.67	0.00	4,295.54
110 GENERAL FUND	5,833.15	76.50	135.17	0.00	5,774.48
125 interest earned checking	1,056.46	5.32	0.00	0.00	1,061.78
A ACTIVITY GENERAL FUND Totals:	11,229.66	206.98	304.84	0.00	11,131.80
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,723.35	0.00	19.51	0.00	1,703.84
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	1.82	0.00	0.00	0.00	1.82
D CLUBS AND ORGANIZATIONS Totals:	1,725.17	0.00	19.51	0.00	1,705.66
<b>E ADMINISTRATIVE CUSTODIAL</b>					
602 HOSPITALITY	1,045.78	360.00	90.84	0.00	1,314.94
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	1,402.10	3,627.03	88.35	0.00	4,940.78
615 FIELD TRIPS	1,370.23	0.00	264.00	0.00	1,106.23
620 PAYBACK PARTNER	807.21	0.00	0.00	0.00	807.21
625 CORPORATE DONATIONS	1,766.04	0.00	0.00	0.00	1,766.04
630 SPELL-A-THON	1,436.03	0.00	74.46	0.00	1,361.57
635 HOST	-4.11	0.00	0.00	0.00	-4.11
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	1,181.88	0.00	0.00	0.00	1,181.88
E ADMINISTRATIVE CUSTODIAL Totals:	10,083.84	3,987.03	517.65	0.00	13,553.22
<b>F DISTRICT CUSTODIAL</b>					
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:	23,725.17	4,194.01	842.00	0.00	27,077.18

PRINCIPAL \_\_\_\_\_

SECRETARY \_\_\_\_\_



ALL Data

# Current Cash Balance Report

89

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA CURRICULAR ACTIVITIES</b>					
1005 KG FIELD TRIPS	85.75	0.00	0.00	0.00	85.75
1010 1ST GR. FIELD TRIPS	378.90	0.00	0.00	0.00	378.90
1020 2ND GR. FIELD TRIPS	88.00	0.00	0.00	0.00	88.00
1030 3RD GR. FIELD TRIPS	286.00	0.00	0.00	0.00	286.00
1040 4TH GR. FIELD TRIPS	347.60	0.00	0.00	0.00	347.60
1050 5TH GR. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>A EXTRA CURRICULAR ACTIVITIES Totals:</b>	<u>1,186.25</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,186.25</u>
<b>Report Totals:</b>	<u>1,186.25</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,186.25</u>

PRINCIPAL *Jan Wesley*

SECRETARY *Milly Ann Roy*

# Current Cash Balance Report

90

ALL Data

Date: 11/01/2003 thru 11/30/2003

Arranged by  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A General Fund</b>					
100 Vending	591.24	0.00	342.04	0.00	249.20
110 General Fund	3,890.79	0.00	0.00	0.00	3,890.79
120 PRINCIPAL'S ADMIN. FUND	244.73	0.00	0.00	0.00	244.73
130 Interest Earned Checking	475.34	2.71	0.00	0.00	478.05
140 WEDNESDAY CLASSES/MI	4.25	0.00	0.00	0.00	4.25
<b>A General Fund Totals:</b>	5,206.35	2.71	342.04	0.00	4,867.02
<b>B Clubs &amp; Organizations</b>					
501 Student Council	2,437.28	67.45	182.00	0.00	2,322.73
<b>B Clubs &amp; Organizations Totals:</b>	2,437.28	67.45	182.00	0.00	2,322.73
<b>C Administrative Custodial</b>					
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	0.00	0.00	0.00	0.00	0.00
610 Library	2,665.19	0.00	0.00	0.00	2,665.19
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-228.59	0.00	455.67	0.00	-684.26
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	402.92	0.00	0.00	0.00	402.92
625 Multiple Intelligences	0.00	0.00	0.00	0.00	0.00
626 Mini Classes	52.32	0.00	0.00	0.00	52.32
627 Art	0.00	3,190.00	0.00	0.00	3,190.00
<b>C Administrative Custodial Totals:</b>	2,891.84	3,190.00	455.67	0.00	5,626.17
<b>D District Custodial</b>					
700 Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Convention	57.81	0.00	0.00	0.00	57.81
<b>D District Custodial Totals:</b>	57.81	0.00	0.00	0.00	57.81
<b>Report Totals:</b>	10,593.28	3,260.16	979.71	0.00	12,873.73

*Karen Purron*  
*Susan Anglen*

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
10001 1st Grade Field Trip	287.75	0.00	0.00	0.00	287.75
10002 2nd Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10003 3rd Grade Field Trip	235.00	0.00	0.00	0.00	235.00
10004 4th Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10005 5th Grade Field Trip	0.00	0.00	0.00	0.00	0.00
10010 KG Field Trip	0.00	0.00	0.00	0.00	0.00
Totals:	<u>522.75</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>522.75</u>
Report Totals:	522.75	0.00	0.00	0.00	522.75

ALL Data

# Current Cash Balance Report

92

Arranged by:  
Group ID and Activity Number

Date: 11/01/2003 thru 11/30/2003

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 GENERAL FUND	8,272.39	900.00	152.03	0.00	9,020.36
110 VENDING	973.33	160.20	0.00	0.00	1,133.53
120 INTEREST EARNED CHECKING	335.83	3.91	0.00	0.00	339.74
<b>A ACTIVITY GENERAL FUND Totals:</b>	<u>9,581.55</u>	<u>1,064.11</u>	<u>152.03</u>	<u>0.00</u>	<u>10,493.63</u>
<b>B CLUBS AND ORGANIZATIONS</b>					
201 STUDENT COUNCIL	104.34	408.40	272.21	0.00	240.53
<b>B CLUBS AND ORGANIZATIONS Totals:</b>	<u>104.34</u>	<u>408.40</u>	<u>272.21</u>	<u>0.00</u>	<u>240.53</u>
<b>C ADMINISTRATIVE CUSTODIAL ACCT</b>					
301 Hospitality	869.00	215.00	42.78	0.00	1,041.22
310 MEDIA	1,710.62	6,833.71	4,709.43	0.00	3,834.90
315 FIELD TRIPS	-593.69	0.00	444.00	0.00	-1,037.69
320 BIRTHDAY BOOK CLUB	2,208.20	60.50	0.00	0.00	2,268.70
330 DONATIONS	1,739.63	0.00	0.00	0.00	1,739.63
<b>C ADMINISTRATIVE CUSTODIAL ACCT Totals:</b>	<u>5,933.76</u>	<u>7,109.21</u>	<u>5,196.21</u>	<u>0.00</u>	<u>7,846.76</u>
<b>Report Totals:</b>	<u>15,619.65</u>	<u>8,581.72</u>	<u>5,620.45</u>	<u>0.00</u>	<u>18,580.92</u>

*Carla Sullivan*  
12-10-03

*Carla H. Sullivan*  
12-10-03

ALL Data

# Current Cash Balance Report

93

Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Num\*

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA CURRICULAR ACTIVITIES</b>					
1000 KINDERGARTEN FIELD TRIPS	748.80	0.00	0.00	0.00	748.80
1001 GRADE 1 FIELD TRIPS	582.20	0.00	0.00	0.00	582.20
1002 GRADE 2 FIELD TRIPS	160.46	0.00	0.00	0.00	160.46
1003 GRADE 3 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1004 GRADE 4 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1005 GRADE 5 FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
<b>A EXTRA CURRICULAR ACTIVITIES Totals:</b>	<u>1,491.46</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,491.46</u>
Report Totals:	1,491.46	0.00	0.00	0.00	1,491.46

*Carole L. O'Connell*  
12-10-03

ALL Data

# Current Cash Balance Report

94

Date: 11/01/2003 thru 11/30/2003

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
<b>A ACTIVITY GENERAL FUND</b>					
100 STAFF VENDING	1,282.40	70.08	0.00	0.00	1,352.48
101 STUDENT VENDING	2,723.41	120.16	22.00	0.00	2,821.57
110 GENERAL FUND	3,975.97	902.75	714.00	0.00	4,164.72
115 INTEREST EARNED CHECKING	308.56	2.98	0.00	0.00	311.54
A ACTIVITY GENERAL FUND Totals:	8,290.34	1,095.97	736.00	0.00	8,650.31
<b>D CLUBS AND ORGANIZATIONS</b>					
501 STUDENT COUNCIL	1,060.01	158.85	453.75	0.00	765.11
901 US WEST VOLUNTEER GRANTS & OTHERS	731.05	147.58	0.00	0.00	878.63
D CLUBS AND ORGANIZATIONS Totals:	1,791.06	306.43	453.75	0.00	1,643.74
<b>E ADMINISTRATIVE CUSTODAIL ACCT</b>					
610 MEDIA	1,833.95	60.00	63.70	0.00	1,830.25
615 FIELD TRIPS	-1,105.86	0.00	758.84	0.00	-1,864.70
701 TECHNOLOGY	836.61	146.00	0.00	0.00	982.61
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODAIL ACCT Totals:	1,564.70	206.00	822.54	0.00	948.16
<b>F DISTRICT CUSTODIAL</b>					
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
<b>H OUTDOOR LEARNING ENVIRONMENT (OLE)</b>					
3000 BRICK ORDERS & OTHER	479.78	0.00	299.35	0.00	180.43
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	479.78	0.00	299.35	0.00	180.43
Report Totals:	12,125.88	1,608.40	2,311.64	0.00	11,422.64

*Cathy Leroche*  
*and Kelly*

# Current Cash Balance Report

95

ALL Data

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Nur

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>G STUDENT FEES</b>					
1000 CHOIR	0.00	0.00	0.00	0.00	0.00
2000 KINDERGARTEN	246.80	0.00	0.00	0.00	246.80
2001 GRADE 1	85.50	0.00	0.00	0.00	85.50
2002 GRADE 2	81.25	289.00	0.00	0.00	370.25
2003 GRADE 3	436.45	0.00	0.00	0.00	436.45
2004 GRADE 4	276.00	373.75	0.00	0.00	649.75
2005 GRADE 5	577.75	0.00	0.00	0.00	577.75
<b>G STUDENT FEES Totals:</b>	<b>1,703.75</b>	<b>662.75</b>	<b>0.00</b>	<b>0.00</b>	<b>2,366.50</b>
Report Totals:	1,703.75	662.75	0.00	0.00	2,366.50

*Cathy Lee*

ALL Data

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

*Jeffery*  
*11/30/03*

Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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:	0.00	0.00	0.00	0.00	0.00
<b>A General Funds</b>					
100 VENDING MACHINES	3,034.73	1,517.77	186.83	0.00	4,365.67
110 OTHER GENERAL	9,822.09	2,250.05	2,259.36	0.00	9,812.78
112	0.00	0.00	0.00	0.00	0.00
115 FEES AND FINES	3,425.11	35.00	0.00	0.00	3,460.11
120 FUND RAISING ACCOUNT	17,114.50	559.21	44.40	0.00	17,629.31
125 VOLUNTEER COORDINATOR	3,785.96	0.00	527.49	0.00	3,258.47
130 INTEREST EARNED - CHECKING	2,816.67	17.86	0.00	0.00	2,834.53
A General Funds Totals:	39,999.06	4,379.89	3,018.08	0.00	41,360.87
<b>B Athletics</b>					
205 ATHLETIC DEPARTMENT	6,833.25	56.00	1,423.50	0.00	5,465.75
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	6,833.25	56.00	1,423.50	0.00	5,465.75
<b>C Academic Clubs</b>					
300 SCIENCE CLUB	449.76	0.00	0.00	0.00	449.76
310 YEARBOOK	6,681.18	605.50	326.64	0.00	6,960.04
320 YOUTH TO YOUTH	-345.56	0.00	101.92	0.00	-447.48
330 KIDS HELPING KIDS	3,131.06	567.00	2,452.85	0.00	1,245.21
340 RENAISSANCE PROGRAM	1,207.99	18.36	0.00	0.00	1,226.35
C Academic Clubs Totals:	11,124.43	1,190.86	2,881.41	0.00	9,433.88
<b>D Clubs and Organizations</b>					
400 STUDENT COUNCIL	-699.95	725.37	109.58	0.00	-84.16
410 VOLLEYBALL CLUB	177.99	0.00	0.00	0.00	177.99
420 LEADERSHIP	143.84	0.00	71.69	0.00	72.15
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	0.00	0.00	0.00	0.00	0.00
450 ARTS & CRAFTS CLUB	-72.31	0.00	132.09	0.00	-204.40
460 STUDENT CLUBS MISC.	190.33	0.00	0.00	0.00	190.33
470 CROSS COUNTRY CLUB	0.00	0.00	0.00	0.00	0.00
480 DRAMA CLUB	357.45	0.00	0.00	0.00	357.45
D Clubs and Organizations Totals:	664.79	725.37	313.36	0.00	1,076.80
<b>E School Custodial Accounts</b>					
500 MUSIC	276.65	426.00	682.25	0.00	20.40
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	352.97	0.00	0.00	0.00	352.97
510 FIELD TRIPS	-636.35	0.00	330.72	0.00	-967.07
511 SPECIAL EVENTS	724.81	0.00	0.00	0.00	724.81
512 HELP FUND	1,482.90	0.00	0.00	0.00	1,482.90
515 FACULTY VENDING FUND	504.44	215.22	38.09	0.00	681.57
520 TEACHERS HOSPITALITY FUND	834.80	-10.00	43.87	0.00	780.93
525 AMS T-SHIRT SALES	-1,523.00	5,485.00	0.00	0.00	3,962.00
528 A.P.E. T-SHIRTS	227.50	63.00	0.00	0.00	290.50
530 OUTDOOR CLASSROOM	1,791.28	0.00	27.25	0.00	1,764.03



ALL Data

# Current Cash Balance Report

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Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
535 SCIENCE BREAKAGE	83.69	0.00	0.00	0.00	83.69
540 INDUSTRIAL ARTS	5,216.97	21.00	3,000.76	0.00	2,237.21
542 FAMILY CONSUMER SCIENCE	2,427.47	708.30	248.63	0.00	2,887.14
544 PLANES & ROCKETS	-50.89	0.00	0.00	0.00	-50.89
545 LIBRARY	598.49	609.15	63.92	0.00	1,143.72
550 SCIENCE OLYMPIAD	0.00	0.00	0.00	0.00	0.00
555 FITNESS ROOM	125.80	0.00	0.00	0.00	125.80
570 TECHNOLOGY AND ENGINEERING	0.00	0.00	0.00	0.00	0.00
580 OTHER SCHOOL CUSTODIAL	-33.00	0.00	0.00	0.00	-33.00
582 PRIME TIME	0.00	0.00	0.00	0.00	0.00
585 TEAMMATES	0.00	0.00	0.00	0.00	0.00
590 TEAM 6A	300.00	0.00	0.00	0.00	300.00
591 TEAM 6B	240.94	0.00	0.00	0.00	240.94
592 TEAM 6C	203.58	0.00	0.00	0.00	203.58
593 TEAM 7A	211.76	0.00	0.00	0.00	211.76
594 TEAM 7B	290.00	0.00	0.00	0.00	290.00
595 TEAM 7C	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	300.00	0.00	0.00	0.00	300.00
597 TEAM 8B	129.06	0.00	0.00	0.00	129.06
598 TEAM 8C	150.00	0.00	0.00	0.00	150.00
<b>E School Custodial Accounts Totals:</b>	<b>14,229.87</b>	<b>7,517.67</b>	<b>4,435.49</b>	<b>0.00</b>	<b>17,312.05</b>
<b>G Investments</b>					
700 SAVINGS	-8,930.96	0.00	5.09	0.00	-8,936.05
710 INTEREST ON SAVINGS	3,930.96	5.09	0.00	0.00	3,936.05
<b>G Investments Totals:</b>	<b>-5,000.00</b>	<b>5.09</b>	<b>5.09</b>	<b>0.00</b>	<b>-5,000.00</b>
<b>H Athletic Department</b>					
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
<b>H Athletic Department Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>67,851.40</b>	<b>13,874.88</b>	<b>12,076.93</b>	<b>0.00</b>	<b>69,649.35</b>

ALL Data

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

*J. H. [Signature]*  
98  
Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1510 FIELD TRIPS	0.00	875.92	0.00	0.00	875.92
2320 YOUTH TO YOUTH	0.00	1,425.00	0.00	0.00	1,425.00
2400 STUDENT COUNCIL	0.00	0.00	0.00	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	147.00	0.00	0.00	0.00	147.00
2450 ARTS & CRAFTS CLUB	410.00	0.00	0.00	0.00	410.00
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	0.00	0.00	0.00	0.00	0.00
Totals:	<u>5,735.90</u>	<u>22.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,757.90</u>
Report Totals:	<u>6,292.90</u>	<u>2,322.92</u>	<u>0.00</u>	<u>0.00</u>	<u>8,615.82</u>

# Current Cash Balance Report

99

ALL Data

Arranged by:

Date: 11/01/2003 thru 11/30/2003

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
<b>A GENERAL FUND</b>					
100 General Fund	842.44	2,251.00	110.76	0.00	2,982.68
110 Student Vending	1,388.60	325.71	60.69	0.00	1,653.62
115 Staff Vending	491.58	171.18	130.18	0.00	532.58
<b>A GENERAL FUND Totals:</b>	<b>2,722.62</b>	<b>2,747.89</b>	<b>301.63</b>	<b>0.00</b>	<b>5,168.88</b>
<b>D SCHOOL CUSTODIAL ACCOUNTS</b>					
400 Library	306.47	0.00	0.00	0.00	306.47
405 FCS - Family Consumer Science	6.23	196.65	219.80	0.00	-16.92
410 Field Trips	-599.14	0.00	0.00	0.00	-599.14
415 Hospitality	1,101.30	20.00	0.00	0.00	1,121.30
420 IT LAB - Industrial Technology	1,340.25	546.50	0.00	0.00	1,886.75
425 Art	-17.59	0.00	0.00	0.00	-17.59
430 Spirit Wear	2,957.44	783.00	2,425.90	0.00	1,314.54
435 Book Fines	797.77	0.00	0.00	0.00	797.77
<b>D SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>5,892.73</b>	<b>1,546.15</b>	<b>2,645.70</b>	<b>0.00</b>	<b>4,793.18</b>
<b>E INVESTMENTS</b>					
500 Savings	0.00	0.00	0.00	0.00	0.00
505 Checking Interest	12.26	4.87	0.00	0.00	17.13
510 Interest on Savings	0.00	0.00	0.00	0.00	0.00
<b>E INVESTMENTS Totals:</b>	<b>12.26</b>	<b>4.87</b>	<b>0.00</b>	<b>0.00</b>	<b>17.13</b>
<b>F ATHLETICS and ACTIVITIES</b>					
600 Athletics Program	1,258.91	13.00	160.00	0.00	1,111.91
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	-259.97	531.77	82.67	0.00	189.13
615 Youth to Youth	357.90	0.00	1,061.52	0.00	-703.62
620 Emissary / Peer Mediation / Tutor	401.84	0.00	0.00	0.00	401.84
625 FCS Club	14.77	0.00	0.00	0.00	14.77
630 Swing Choir Club	16.00	0.00	199.47	0.00	-183.47
635 Environmental Club	244.91	0.00	427.19	0.00	-182.28
640 Yearbook	2,133.67	750.00	0.00	0.00	2,883.67
645 Art Club	1.97	0.00	0.00	0.00	1.97
650 HAL	-12.67	0.00	0.00	0.00	-12.67
655 Dance Club	9.15	0.00	0.00	0.00	9.15
660 Jazz Band	4.04	0.00	0.00	0.00	4.04
<b>F ATHLETICS and ACTIVITIES Totals:</b>	<b>4,192.72</b>	<b>1,294.77</b>	<b>1,930.85</b>	<b>0.00</b>	<b>3,556.64</b>
<b>Report Totals:</b>	<b>12,820.33</b>	<b>5,593.68</b>	<b>4,878.18</b>	<b>0.00</b>	<b>13,535.83</b>

*Nancy Johnston 12-17-03*  
*Patricia Blackwell 12-15-03*

ALL Data

# Current Cash Balance Report

100

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRACURRICULAR ACTIVITIES</b>					
1000 Field Trips	182.00	1,117.50	0.00	0.00	1,299.50
2000 Clubs/Activities	0.00	0.00	0.00	0.00	0.00
2610 Student Council	0.00	256.50	0.00	0.00	256.50
2615 Youth-to-Youth	724.50	233.00	0.00	0.00	957.50
2625 FCS Club	0.00	260.00	0.00	0.00	260.00
2630 Swing Choir	0.00	75.00	0.00	0.00	75.00
2635 Environmental Club	77.00	81.50	0.00	0.00	158.50
2645 Art Club	0.00	0.00	0.00	0.00	0.00
2650 HAL	28.00	0.00	0.00	0.00	28.00
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
3000 Athletics	7,379.69	110.00	0.00	0.00	7,489.69
<b>A EXTRACURRICULAR ACTIVITIES Totals:</b>	<u>8,391.19</u>	<u>2,133.50</u>	<u>0.00</u>	<u>0.00</u>	<u>10,524.69</u>
Report Totals:	8,391.19	2,133.50	0.00	0.00	10,524.69

ALL Data

# Current Cash Balance Report

101

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number:

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
526 FUNDRAISER '03-'04	43,893.13	0.00	28,909.72	-2,000.00	12,983.41
530 FUNDRAISER 97-98,COCURRICULAR	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	228.83	0.00	430.50	0.00	-201.67
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
580 SEWING (HAAN CRAFT KITS)	285.94	884.20	981.76	31.05	219.43
585 ENVIRONMENTAL EDUCATION	0.00	0.00	0.00	0.00	0.00
590 TECHNOLOGY EDUCATION	1,199.33	0.00	0.00	0.00	1,199.33
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	4,456.54	0.00	0.00	0.00	4,456.54
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>69,367.65</b>	<b>2,264.20</b>	<b>31,457.91</b>	<b>0.00</b>	<b>40,173.94</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONFERENCE ACCOUNT	1,028.93	0.00	0.00	0.00	1,028.93
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>1,028.93</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1,028.93</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-58,554.39	0.00	33.40	0.00	-58,587.79
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
<b>G INVESTMENTS Totals:</b>	<b>-58,554.39</b>	<b>0.00</b>	<b>33.40</b>	<b>0.00</b>	<b>-58,587.79</b>
<b>Report Totals:</b>	<b>60,975.34</b>	<b>8,243.28</b>	<b>39,988.60</b>	<b>0.00</b>	<b>29,230.02</b>

Submitted by *Janet Christensen, Budget*

Approved by *[Signature]* Date *12/16/03*

ALL Data

# Current Cash Balance Report

102

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING MACHINES	9,681.09	148.19	0.00	0.00	9,829.28
105 STAFF VENDING MACHINES	1,947.53	20.49	91.39	0.00	1,876.63
110 GENERAL	1,283.04	2,250.00	5,604.53	0.00	-2,071.49
120 PENCIL FUND (SCHOOL IMPROV.)	693.03	303.00	0.00	0.00	996.03
150 INTEREST EARNED CHECKING	4,182.76	0.00	0.00	0.00	4,182.76
170 INTEREST EARNED SAVINGS	15,215.11	33.40	0.00	0.00	15,248.51
180 BUILDING IMPROVEMENTS FUND	0.00	0.00	0.00	0.00	0.00
190 PAYBAC FUND	241.68	0.00	0.00	0.00	241.68
<b>A GENERAL FUNDS Totals:</b>	<b>33,244.24</b>	<b>2,755.08</b>	<b>5,695.92</b>	<b>0.00</b>	<b>30,303.40</b>
<b>B ATHLETICS</b>					
200 ATHLETICS PROGRAM	12,227.71	0.00	1,277.54	0.00	10,950.17
<b>B ATHLETICS Totals:</b>	<b>12,227.71</b>	<b>0.00</b>	<b>1,277.54</b>	<b>0.00</b>	<b>10,950.17</b>
<b>C ACADEMIC CLUBS</b>					
305 ART CLUB	0.78	0.00	0.00	0.00	0.78
310 YEARBOOKS	-2,194.97	3,048.00	120.22	0.00	732.81
315 BOWLING CLUB	-385.00	0.00	360.50	0.00	-745.50
320 FAMILY CONSUMER SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
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	-270.00	0.00	0.00	0.00	-270.00
350 SKI CLUB	182.79	0.00	0.00	0.00	182.79
<b>C ACADEMIC CLUBS Totals:</b>	<b>-2,574.57</b>	<b>3,048.00</b>	<b>480.72</b>	<b>0.00</b>	<b>-7.29</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
400 STUDENT COUNCIL	5,911.54	30.00	274.90	0.00	5,666.64
425 YOUTH TO YOUTH	324.23	146.00	768.21	0.00	-297.98
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>6,235.77</b>	<b>176.00</b>	<b>1,043.11</b>	<b>0.00</b>	<b>5,368.66</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 BAND	825.16	20.00	0.00	0.00	845.16
501 SITE BASE	24.78	0.00	0.00	0.00	24.78
502 HOSPITALITY	1,515.37	15.00	31.00	0.00	1,499.37
503 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	821.15	0.00	0.00	-31.05	790.10
505 FINES	1,031.82	0.00	0.00	0.00	1,031.82
506 MONTESSORI (6TH)	21.23	0.00	0.00	100.00	121.23
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI (7TH)	3,255.56	1,310.00	870.00	150.00	3,845.56
509 FUNDRAISER '02-'03 (SCHOLARSHIPS,	7,897.63	0.00	0.00	0.00	7,897.63
510 TRANSPORTATION	0.00	0.00	0.00	0.00	0.00
511 NEW TEACHER FUND	150.00	0.00	0.00	0.00	150.00
512 KIDS HELPING KIDS FUND	17.70	0.00	0.00	0.00	17.70
513 MONTESSORI SUPPORT FUND	200.00	0.00	0.00	0.00	200.00
515 ASSIGNMENT NOTEBOOKS	322.65	35.00	0.00	0.00	357.65
516 6A SUPPORT FUND	200.00	0.00	27.56	250.00	422.44
517 6B SUPPORT FUND	97.22	0.00	0.00	250.00	347.22
518 7A SUPPORT FUND	200.00	0.00	0.00	250.00	450.00
519 7B SUPPORT FUND	191.12	0.00	60.08	250.00	381.04
520 LIBRARY	1,409.01	0.00	44.42	0.00	1,364.59
521 7C SUPPORT FUND	157.04	0.00	45.22	250.00	361.82
522 8A SUPPORT FUND	181.58	0.00	28.82	250.00	402.76
523 8B SUPPORT FUND	181.58	0.00	28.83	250.00	402.75
525 FUND RAISER 1995-96-97	0.00	0.00	0.00	0.00	0.00

ALL Data

# Current Cash Balance Report

103

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRACURRICULAR</b>					
1005 7A FIELD TRIP	872.00	0.00	0.00	0.00	872.00
1010 7B FIELD TRIP	892.50	0.00	0.00	0.00	892.50
1015 7C FIELD TRIP	924.00	10.50	0.00	0.00	934.50
1020 7TH GRADE FIELD TRIP	14.00	0.00	0.00	0.00	14.00
1030 6A FIELD TRIP	1,280.00	0.00	0.00	0.00	1,280.00
1035 6B FIELD TRIP	1,150.00	0.00	0.00	0.00	1,150.00
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
1060 8TH GRADE FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1065 H. A. L. FIELD TRIP	56.00	137.50	0.00	0.00	193.50
1075 FRENCH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1080 GERMAN FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6TH)	0.00	0.00	0.00	0.00	0.00
1508 MONTESSORI (7,8)	2,567.21	0.00	0.00	0.00	2,567.21
<b>A EXTRACURRICULAR Totals:</b>	<b>7,755.71</b>	<b>148.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,903.71</b>
<b>A EXTRACURRICULAR</b>					
2305 ART CLUB	325.00	10.00	0.00	0.00	335.00
<b>A EXTRACURRICULAR Totals:</b>	<b>325.00</b>	<b>10.00</b>	<b>0.00</b>	<b>0.00</b>	<b>335.00</b>
<b>A EXTRACURRICULAR</b>					
2315 BOWLING CLUB	2,415.00	20.00	0.00	0.00	2,435.00
<b>A EXTRACURRICULAR Totals:</b>	<b>2,415.00</b>	<b>20.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,435.00</b>
<b>A EXTRACURRICULAR</b>					
2320 FAMILY CONSUMER SCIENCE CLUB	145.75	25.00	0.00	0.00	170.75
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
2340 TENNIS CLUB	522.00	0.00	0.00	0.00	522.00
2350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2425 YOUTH TO YOUTH CLUB	1,277.00	0.00	0.00	0.00	1,277.00
2500 BAND	0.00	0.00	0.00	0.00	0.00
2535 VOCAL MUSIC	0.00	410.50	0.00	0.00	410.50
2545- ORCHESTRA	0.00	0.00	0.00	0.00	0.00
<b>A EXTRACURRICULAR Totals:</b>	<b>1,944.75</b>	<b>435.50</b>	<b>0.00</b>	<b>0.00</b>	<b>2,380.25</b>
<b>A EXTRACURRICULAR</b>					
3200 ATHLETICS	4,818.00	3,014.00	0.00	0.00	7,832.00
<b>A EXTRACURRICULAR Totals:</b>	<b>4,818.00</b>	<b>3,014.00</b>	<b>0.00</b>	<b>0.00</b>	<b>7,832.00</b>
<b>Report Totals:</b>	<b>17,258.46</b>	<b>3,627.50</b>	<b>0.00</b>	<b>0.00</b>	<b>20,885.96</b>

Submitted by [Signature]

Approved by [Signature] Date 12/18/03

ALL Data

# Current Cash Balance Report

104

Date: 11/01/2003 thru 11/30/2003

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
<b>A GENERAL FUNDS</b>	0.00	0.00	0.00	0.00	0.00
100 VENDING	8,573.56	2,597.54	23.35	0.00	11,147.75
105 STAFF VENDING	1,398.27	309.02	101.61	0.00	1,605.68
110 GENERAL FUND	8,338.45	7.35	31.62	0.00	8,314.18
112 PAYBAC	66.99	281.70	0.00	0.00	348.69
115 KIEWIT T-SHIRT-SALES/PROJECTS	8,493.15	0.00	0.00	0.00	8,493.15
116 CLASS/ACTIVITY T-SHIRTS	1,046.00	0.00	843.00	0.00	203.00
117 BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
119 SITE IMPROVEMENT	13,625.42	2,250.00	0.00	0.00	15,875.42
120 SCHOOL IMPROVEMENT TEAM	13,224.04	0.00	0.00	0.00	13,224.04
130 BUS	12,569.18	0.00	939.33	0.00	11,629.85
140 RETIREMENT	714.89	0.00	0.00	0.00	714.89
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	150.56	0.00	0.00	0.00	150.56
180 SPECIAL PROJECTS	3,159.28	0.00	314.87	0.00	2,844.41
185 LEARNING CENTER	500.00	0.00	0.00	0.00	500.00
190 STAFF DEVELOPMENT	4,600.67	0.00	164.75	0.00	4,435.92
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
197 VOCAL MUSIC	0.00	60.00	60.00	0.00	0.00
<b>A GENERAL FUNDS Totals:</b>	86,602.20	5,505.61	2,478.53	0.00	89,629.28
<b>B ATHLETICS</b>					
200 ATHLETICS	19,131.26	324.00	638.47	0.00	18,816.79
210 MULTI-PURPOSE PROJECT	71.12	0.00	0.00	0.00	71.12
<b>B ATHLETICS Totals:</b>	19,202.38	324.00	638.47	0.00	18,887.91
<b>C ACADEMIC CLUBS</b>					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	226.72	238.17	0.00	0.00	464.89
310 YEARBOOK	13,453.20	0.00	85.20	0.00	13,368.00
315 DRAMA CLUB	488.86	662.76	167.78	0.00	983.84
320 YOUTH-TO-YOUTH	901.36	0.00	0.00	0.00	901.36
325 STUDENT COUNCIL	5,431.06	0.00	35.00	0.00	5,396.06
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-30.20	0.00	0.00	0.00	-30.20
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
<b>C ACADEMIC CLUBS Totals:</b>	20,471.00	900.93	287.98	0.00	21,083.95
<b>D CLUBS AND ORGANIZATIONS</b>					
420 SNACK AND STITCH	45.36	6.00	0.00	0.00	51.36
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	45.36	6.00	0.00	0.00	51.36
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
520 SOCIAL/HOSPITALITY	1,509.52	0.00	33.49	0.00	1,476.03
530 PE/LOCK	1,879.52	0.00	0.00	0.00	1,879.52
540 HOME ARTS	129.85	48.15	0.00	0.00	178.00
550 INDUSTRIAL ARTS	186.18	312.00	0.00	0.00	498.18
560 ART CLASS	82.05	0.00	49.37	0.00	32.68
580 LIBRARY	5,371.78	208.64	1,146.95	0.00	4,433.47



ALL Data

# Current Cash Balance Report

105

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
581 6A FIELD TRIP	-1,041.33	0.00	0.00	0.00	-1,041.33
582 6B FIELD TRIP	-1,703.59	0.00	0.00	0.00	-1,703.59
583 6C FIELD TRIP	-1,327.54	0.00	0.00	0.00	-1,327.54
584 7A FIELD TRIP	-249.00	0.00	0.00	0.00	-249.00
585 7B FIELD TRIP	885.00	0.00	0.00	0.00	885.00
586 7C FIELD TRIP	0.00	244.00	244.00	0.00	0.00
587 8A FIELD TRIP	31.75	0.00	1,181.67	0.00	-1,149.92
588 8B FIELD TRIP	0.00	0.00	1,191.66	0.00	-1,191.66
589 8C FIELD TRIP	71.75	0.00	1,201.67	0.00	-1,129.92
590 FRENCH FIELD TRIP	0.00	135.00	135.00	0.00	0.00
591 GERMAN FIELD TRIP	0.00	0.00	0.00	0.00	0.00
592 SPANISH FIELD TRIP	0.00	0.00	0.00	0.00	0.00
593 HAL FIELD TRIPS	-107.00	0.00	0.00	0.00	-107.00
594 AFTER SCHOOL PROGRAM	-86.07	0.00	0.00	0.00	-86.07
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
596 BAND FIELD TRIPS	146.86	104.91	251.24	0.00	0.53
597 BAND ACTIVITIES	557.76	0.00	557.56	0.00	0.20
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>6,337.49</b>	<b>1,052.70</b>	<b>5,992.61</b>	<b>0.00</b>	<b>1,397.58</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
620 CONVENTION	214.96	0.00	0.00	0.00	214.96
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>214.96</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>214.96</b>
<b>G INVESTMENTS</b>					
700 SAVINGS	-70,595.66	0.00	0.00	0.00	-70,595.66
710 INTEREST ON SAVINGS	46,193.66	0.00	0.00	0.00	46,193.66
<b>G INVESTMENTS Totals:</b>	<b>-24,402.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>-24,402.00</b>
<b>Report Totals:</b>	<b>108,471.39</b>	<b>7,789.24</b>	<b>9,397.59</b>	<b>0.00</b>	<b>106,863.04</b>

ALL Data

# Current Cash Balance Report

106

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRACURRICULAR</b>					
1581 6A FIELD TRIPS	871.00	0.00	0.00	0.00	871.00
1582 6B FIELD TRIPS	1,465.00	0.00	0.00	0.00	1,465.00
1583 6C FIELD TRIPS	1,183.50	0.00	0.00	0.00	1,183.50
1584 7A FIELD TRIPS	249.00	0.00	0.00	0.00	249.00
1585 7B FIELD TRIPS	10.50	0.00	0.00	0.00	10.50
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	276.00	384.50	0.00	0.00	660.50
1588 8B FIELD TRIPS	0.00	594.00	0.00	0.00	594.00
1589 8C FIELD TRIPS	240.00	414.00	0.00	0.00	654.00
1590 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1591 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1592 SPANISH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1593 HAL FIELD TRIPS	56.00	0.00	0.00	0.00	56.00
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
2320 YOUTH-TO-YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	222.00	0.00	0.00	0.00	222.00
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	0.00	0.00	0.00	0.00
2420 SNACK AND STITCH CLUB	81.00	0.00	0.00	0.00	81.00
3200 ATHLETICS	4,993.00	418.00	0.00	0.00	5,411.00
<b>A EXTRACURRICULAR Totals:</b>	<b>9,647.00</b>	<b>1,810.50</b>	<b>0.00</b>	<b>0.00</b>	<b>11,457.50</b>
<b>C AFTER SCHOOL/SUMMER SCHOOL</b>					
6594 AFTER SCHOOL PROGRAM	7,220.00	1,915.00	0.00	0.00	9,135.00
6595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
<b>C AFTER SCHOOL/SUMMER SCHOOL Totals:</b>	<b>7,220.00</b>	<b>1,915.00</b>	<b>0.00</b>	<b>0.00</b>	<b>9,135.00</b>
<b>Report Totals:</b>	<b>16,867.00</b>	<b>3,725.50</b>	<b>0.00</b>	<b>0.00</b>	<b>20,592.50</b>

# Current Cash Balance Report

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Arranged by:

ALL Data

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUNDS</b>					
100 VENDING	-336.52	617.65	483.07	0.00	-201.94
101 PENS & PENCILS	0.00	98.31	0.00	0.00	98.31
102 CANDY COMMISSION	0.00	0.00	0.00	0.00	0.00
103 ICE CREAM COMMISSION	0.00	0.00	0.00	0.00	0.00
110 GENERAL	-268.92	246.84	336.55	12,151.44	11,792.81
115 BUNNELL BOOK ORDERS	6.15	76.70	0.00	0.00	82.85
120 BIERMAN BOOK ORDERS	36.50	0.00	0.00	0.00	36.50
125 MAUST BOOK ORDER	0.10	100.95	0.00	0.00	101.05
126 BRABLEC BOOK ORDERS	269.90	0.00	269.90	0.00	0.00
130 MEF SCHOLARSHIP	511.25	0.00	0.00	1,488.75	2,000.00
135 INTEREST EARNED SAVINGS	0.00	0.00	0.00	0.00	0.00
140 CHARVAT BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
145 BUILDING USE FEE	8,000.00	2,250.00	0.00	-10,250.00	0.00
150 HOSPITALITY FUND	332.40	99.10	0.00	0.00	431.50
<b>A GENERAL FUNDS Totals:</b>	<b>8,550.86</b>	<b>3,489.55</b>	<b>1,089.52</b>	<b>3,390.19</b>	<b>14,341.08</b>
<b>B ATHLETICS</b>					
200 ATHLETICS	-881.82	0.00	262.18	0.00	-1,144.00
210 FOOTBALL	0.00	0.00	0.00	0.00	0.00
220 BASKETBALL	0.00	0.00	0.00	0.00	0.00
230 VOLLEYBALL	0.00	0.00	0.00	0.00	0.00
240 WRESTLING	0.00	0.00	0.00	0.00	0.00
<b>B ATHLETICS Totals:</b>	<b>-881.82</b>	<b>0.00</b>	<b>262.18</b>	<b>0.00</b>	<b>-1,144.00</b>
<b>C ACADEMIC CLUBS</b>					
300 ANNUAL	2,378.03	0.00	0.00	0.00	2,378.03
305 ART CLUB	545.53	0.00	166.92	0.00	378.61
306 CHESS	0.00	0.00	0.00	0.00	0.00
310 DRAMA CLUB	64.62	632.11	216.61	0.00	480.12
315 YOUTH TO YOUTH	-10.25	292.00	82.67	0.00	199.08
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	37.79	0.00	0.00	0.00	37.79
325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
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	33.14	0.00	0.00	0.00	33.14
345 MATH & SCIENCE SATURDAYS	0.00	0.00	0.00	0.00	0.00
350 FORENSICS	0.00	0.00	0.00	0.00	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>3,169.30</b>	<b>924.11</b>	<b>466.20</b>	<b>0.00</b>	<b>3,627.21</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
400 STUDENT COUNCIL	1,981.65	139.00	1,174.43	0.00	946.22
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>1,981.65</b>	<b>139.00</b>	<b>1,174.43</b>	<b>0.00</b>	<b>946.22</b>
<b>E SCHOOL CUSTODIAL ACCOUNTS</b>					
500 ART PROJECTS	1,227.36	0.00	0.00	0.00	1,227.36
501 BAND CONTEST/CLINIC	698.98	0.00	0.00	0.00	698.98
502 SWING CHOIR	0.00	55.65	0.00	0.00	55.65
503 HONOR CHOIR	0.00	75.00	75.00	0.00	0.00
505 COURTESY COMMITTEE	1,107.13	30.00	28.63	0.00	1,108.50
506 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
507 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
508 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
509 7B FIELD TRIPS	-202.84	0.00	0.00	0.00	-202.84
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 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
515 FUND RAISING	31,608.45	63.11	2,106.23	-1,488.75	28,076.58
520 GYM SUITS	16.55	0.00	0.00	0.00	16.55
525 HOME EC PROJECTS	1,066.15	366.00	1,165.95	0.00	266.20
526 HONORS BAND	0.00	0.00	0.00	0.00	0.00
527 HAL TRIPS	-42.00	90.00	90.00	0.00	-42.00
530 INDUSTRIAL ARTS PROJECTS	3,640.27	60.50	47.05	0.00	3,653.72
535 INSTRUMENT RENTAL	300.00	0.00	300.00	0.00	0.00
545 LIBRARY	1,470.80	0.00	38.80	0.00	1,432.00
550 LOCK	30.00	10.00	0.00	0.00	40.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 OUTDOOR EDUCATION	-3,951.39	0.00	0.00	0.00	-3,951.39
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
<b>E SCHOOL CUSTODIAL ACCOUNTS Totals:</b>	<b>36,969.46</b>	<b>750.26</b>	<b>3,851.66</b>	<b>-1,488.75</b>	<b>32,379.31</b>
<b>F DISTRICT CUSTODIAL ACCOUNTS</b>					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
620 CONVENTION	1,901.44	0.00	0.00	-1,901.44	0.00
<b>F DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>1,901.44</b>	<b>0.00</b>	<b>0.00</b>	<b>-1,901.44</b>	<b>0.00</b>
<b>G INVESTMENTS</b>					
700 INVESTMENTS	-28,746.36	0.00	16.41	0.00	-28,762.77
710 INTEREST FROM SAVINGS	4,601.77	16.41	0.00	0.00	4,618.18
<b>G INVESTMENTS Totals:</b>	<b>-24,144.59</b>	<b>16.41</b>	<b>16.41</b>	<b>0.00</b>	<b>-24,144.59</b>
<b>R REIMBURSEMENT</b>					
800 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
<b>R REIMBURSEMENT Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>27,546.30</b>	<b>5,319.33</b>	<b>6,860.40</b>	<b>0.00</b>	<b>26,005.23</b>

*Dec 11/03*

*Julie Bartholomeu  
Bookkeeper*

ALL Data

# Current Cash Balance Report

109

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRACURRICULAR</b>					
1310 DRAMA CLUB TRIP	0.00	19.00	0.00	0.00	19.00
1315 YOUTH TO YOUTH TRIP	335.75	7.00	0.00	0.00	342.75
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	0.00	0.00	0.00	0.00
1507 6B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1508 7A FIELD TRIP	0.00	0.00	0.00	0.00	0.00
1509 7B FIELD TRIP	291.00	0.00	0.00	0.00	291.00
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	125.00	-90.00	0.00	0.00	35.00
1555 OUTDOOR ED	4,232.50	0.00	0.00	0.00	4,232.50
2305 ART CLUB	102.00	56.00	0.00	0.00	158.00
2306 CHESS	0.00	0.00	0.00	0.00	0.00
2310 DRAMA CLUB	146.50	16.00	0.00	0.00	162.50
2315 YOUTH TO YOUTH	131.00	0.00	0.00	0.00	131.00
2321 SCRAPBOOK CLUB	10.00	0.00	0.00	0.00	10.00
2325 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2350 FORENSICS	0.00	0.00	0.00	0.00	0.00
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	2,491.75	2,200.00	0.00	0.00	4,691.75
<b>A EXTRACURRICULAR Totals:</b>	<u>7,865.50</u>	<u>2,208.00</u>	<u>0.00</u>	<u>0.00</u>	<u>10,073.50</u>
<b>Report Totals:</b>	<u>7,865.50</u>	<u>2,208.00</u>	<u>0.00</u>	<u>0.00</u>	<u>10,073.50</u>

*Jac M*  
*Julie Bartholmeu*  
 Bookkeeper

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 Vending Machines	8,133.47	1,266.16	52.00	0.00	9,347.63
101 Coffee & Water Machines	440.05	0.00	127.45	0.00	312.60
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	-25.53	209.22	0.00	0.00	183.69
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
110 General	516.02	2,265.35	463.43	0.00	2,317.94
149 Discretionary Spending	-18.35	0.00	0.00	0.00	-18.35
150 Sweatshirt Sales	306.32	269.10	510.18	0.00	65.24
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>11,809.20</b>	<b>4,009.83</b>	<b>1,153.06</b>	<b>0.00</b>	<b>14,665.97</b>
<b>B ATHLETICS</b>					
201 Athletics	-9,885.49	20.00	1,173.51	0.00	-10,839.00
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
<b>B ATHLETICS Totals:</b>	<b>-9,106.99</b>	<b>20.00</b>	<b>1,173.51</b>	<b>0.00</b>	<b>-10,260.50</b>
<b>C ACADEMIC CLUBS</b>					
301 Yearbook	6,688.14	510.00	5,423.39	0.00	1,774.75
302 Swing/Girls' Choir	-638.50	0.00	0.00	638.50	0.00
303 Band	-10.00	0.00	82.67	92.67	0.00
<b>C ACADEMIC CLUBS Totals:</b>	<b>6,039.64</b>	<b>510.00</b>	<b>5,506.06</b>	<b>731.17</b>	<b>1,774.75</b>
<b>D CLUBS AND ORGANIZATIONS</b>					
401 Art Club	-17.50	12.00	0.00	0.00	-5.50
402 Chess Club	143.49	0.00	0.00	0.00	143.49
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	230.00	0.00	0.00	0.00	230.00
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	710.81	2,267.07	294.79	0.00	2,683.09
411 Youth to Youth	2,894.89	182.00	755.00	0.00	2,321.89
413 Wits Clash/Knowledge Masters	-58.00	0.00	0.00	0.00	-58.00
414 Ski Club	0.00	0.00	0.00	0.00	0.00
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	42.20	0.00	-1.18	0.00	43.38
418 Spirit Club	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	15.26	0.00	0.00	0.00	15.26
420 Japanese Club	-9.84	0.00	0.00	0.00	-9.84
716 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>4,655.47</b>	<b>2,461.07</b>	<b>1,048.61</b>	<b>0.00</b>	<b>6,067.93</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 Employee Hospitality	1,459.60	0.00	106.47	0.00	1,353.13
603 Gym Fees	679.74	6.00	0.00	0.00	685.74
604 Art	2,613.06	19.00	0.00	0.00	2,632.06
605 Book Fines	4,832.84	6.00	0.00	0.00	4,838.84
606 Library	2,197.96	3,872.85	2,816.60	0.00	3,254.21
607 Parent Pack Organization	0.00	0.00	0.00	0.00	0.00
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	1,657.88	0.00	0.00	0.00	1,657.88
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00

ALL Data

### Current Cash Balance Report

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Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Numbr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
712 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
718 Counseling	635.81	0.00	169.70	0.00	466.11
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>14,076.89</b>	<b>3,903.85</b>	<b>3,092.77</b>	<b>0.00</b>	<b>14,887.97</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
702 Industrial Technology	611.93	869.00	15.43	0.00	1,465.50
703 Home Economics	-125.04	901.53	350.61	0.00	425.88
704 TEAM 6A	130.75	0.00	0.00	0.00	130.75
705 TEAM 6B	245.45	0.00	19.00	0.00	226.45
706 TEAM 7A	220.39	0.00	5.43	0.00	214.96
707 TEAM 7B	294.17	0.00	24.00	-5.42	264.75
708 TEAM 8A	210.05	0.00	0.00	0.00	210.05
709 TEAM 8B	247.00	0.00	0.00	0.00	247.00
710 TEAM 7C	76.32	0.00	5.42	5.42	76.32
711 Packtime	0.00	0.00	0.00	0.00	0.00
711 TEAM 6C	219.67	0.00	0.00	0.00	219.67
712 TEAM 8C	133.51	0.00	0.00	0.00	133.51
713 Field Trips - balance from prior years	1,454.73	0.00	0.00	0.00	1,454.73
714 Team 6C	0.00	0.00	0.00	0.00	0.00
714 6th grade field trips	0.00	0.00	0.00	0.00	0.00
715 Team 8C	0.00	0.00	0.00	0.00	0.00
715 7th grade field trips	0.00	0.00	261.82	0.00	-261.82
716 8th grade field trips	-2,856.77	0.00	0.00	0.00	-2,856.77
717 Exploratory Teams	86.93	16.50	16.50	0.00	86.93
719 Music	698.24	0.00	7.60	-638.50	52.14
720 Orchestra	6.20	0.00	0.00	0.00	6.20
721 Band	70.00	0.00	55.00	-92.67	-77.67
722 Music field trips	0.00	0.00	0.00	0.00	0.00
723 Orchestra field trips	0.00	0.00	294.73	0.00	-294.73
724 Band field trips	0.00	0.00	0.00	0.00	0.00
<b>F ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	<b>1,723.53</b>	<b>1,787.03</b>	<b>1,055.54</b>	<b>-731.17</b>	<b>1,723.85</b>
<b>G DISTRICT CUSTODIAL ACCOUNTS</b>					
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
<b>G DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>H INVESTMENTS</b>					
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	2,450.26	17.86	0.00	0.00	2,468.12
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
<b>H INVESTMENTS Totals:</b>	<b>2,450.26</b>	<b>17.86</b>	<b>0.00</b>	<b>0.00</b>	<b>2,468.12</b>
<b>I FUNDRAISERS</b>					
1001 Auction	0.00	0.00	0.00	0.00	0.00
1002 MAGAZINE SALES	25,452.52	0.00	18,088.67	0.00	7,363.85
1003 Entertainment Books	14,135.18	20.00	0.00	0.00	14,155.18
1004 J.C. Penney	426.08	0.00	0.00	0.00	426.08
1005 Target donation	1,605.37	0.00	0.00	0.00	1,605.37
1006 Donations	701.80	50.39	0.00	0.00	752.19
1007 Commercial Federal Donation	1,150.00	0.00	0.00	0.00	1,150.00
1008 Bemis Art Project	0.00	0.00	0.00	0.00	0.00
<b>I FUNDRAISERS Totals:</b>	<b>43,470.95</b>	<b>70.39</b>	<b>18,088.67</b>	<b>0.00</b>	<b>25,452.67</b>

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>J PACKTIME ACCOUNTS</b>					
1100 PACKTime 6th grade	756.32	0.00	0.00	0.00	756.32
1102 PACKTime 7th grade	143.72	0.00	0.00	0.00	143.72
1103 PACKTime 8th grade	116.81	0.00	0.00	0.00	116.81
<b>J PACKTIME ACCOUNTS Totals:</b>	<u>1,016.85</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>1,016.85</u>
<b>R REIMBURSABLES</b>					
1901 Reimbursement Account	0.00	0.00	0.00	0.00	0.00
<b>R REIMBURSABLES Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>76,135.80</u>	<u>12,780.03</u>	<u>31,118.22</u>	<u>0.00</u>	<u>57,797.61</u>

Principal signature Muzo Smith

Administrative Assistant signature Sherry Smith

Date 12/15/03



# Current Cash Balance Report

113

ALL Data

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A Field Trips</b>					
1005 6A Field trips/team days	0.00	0.00	0.00	0.00	0.00
1010 6B field trips/team day	0.00	0.00	0.00	0.00	0.00
1015 7A field trips	0.00	721.00	0.00	0.00	721.00
1020 7B field trips	0.00	0.00	0.00	0.00	0.00
1025 7C field trips	0.00	0.00	0.00	0.00	0.00
1030 8A field trips	634.00	0.00	0.00	0.00	634.00
1035 8B field trips	1,018.00	0.00	0.00	0.00	1,018.00
1040 8C field trips	306.61	0.00	0.00	0.00	306.61
1045 Foreign Language Field trip	0.00	0.00	0.00	0.00	0.00
1050 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1055 Orchestra field trips	0.00	260.00	0.00	0.00	260.00
1060 HAL Field trip	0.00	0.00	0.00	0.00	0.00
1065 Band field trips	0.00	0.00	0.00	0.00	0.00
<b>A Field Trips Totals:</b>	<b>1,958.61</b>	<b>981.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,939.61</b>
<b>B Clubs/Activities</b>					
2401 Art Club	231.00	0.00	0.00	0.00	231.00
2402 Chess Club	0.00	0.00	0.00	0.00	0.00
2406 Golf Club	0.00	0.00	0.00	0.00	0.00
2411 Youth to Youth	0.00	0.00	0.00	0.00	0.00
2418 Spirit Club	0.00	0.00	0.00	0.00	0.00
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
2716 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
<b>B Clubs/Activities Totals:</b>	<b>231.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>231.00</b>
<b>C Athletics</b>					
3201 Athletics	3,190.50	2,245.00	0.00	0.00	5,435.50
<b>C Athletics Totals:</b>	<b>3,190.50</b>	<b>2,245.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,435.50</b>
<b>Report Totals:</b>	<b>5,380.11</b>	<b>3,226.00</b>	<b>0.00</b>	<b>0.00</b>	<b>8,606.11</b>

Principal signature *Mrs. [Signature]*

Administrative Assistant Signature \_\_\_\_\_

Date 12/15/03

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ACTIVITY GENERAL FUND</b>					
100 VENDING/C STORE REVENUES/OLD YEAR	50,213.09	0.00	1,356.78	-99.70	48,756.61
101 NOT IN USE	0.00	0.00	0.00	0.00	0.00
102 CANDY MACHINES	-735.94	1,868.75	3,371.07	0.00	-2,238.26
103 MNHS C-STORE (HOLE IN WALL)	7,838.78	4,581.17	0.00	0.00	12,419.95
105 NOT IN USE	0.00	0.00	0.00	0.00	0.00
110 GENERAL	10,005.40	4,454.25	288.11	0.00	14,171.54
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	11,184.35	6,738.67	0.00	0.00	17,923.02
170 INTEREST OF CD'S	44,392.99	201.84	0.00	0.00	44,594.83
180 INTEREST ON NOW ACCOUNT	10,741.87	39.45	0.00	0.00	10,781.32
185 INTEREST ON EAGLE FUND	19,459.81	11.20	0.00	0.00	19,471.01
190 MN SITE IMPROVEMENTS	9,067.66	46.25	5,000.00	0.00	4,113.91
<b>A ACTIVITY GENERAL FUND Totals:</b>	<b>199,168.01</b>	<b>17,941.58</b>	<b>10,015.96</b>	<b>-99.70</b>	<b>206,993.93</b>
<b>B ATHLETICS/ACTIVITIES</b>					
200 ACTIVITIES TRANSPORTATION	-6,603.12	198.00	8,169.94	-198.00	-14,773.06
201 CONCESSIONS	12,565.66	4,841.79	6,004.56	0.00	11,402.89
202 ATHLETICS	65,555.76	31,551.01	25,160.35	210.00	72,156.42
203 SPORT FEES**	3,768.64	0.00	0.00	0.00	3,768.64
204 ACTIVITY TICKETS	19,038.00	18.00	35.00	0.00	19,021.00
205 ATHLETIC CLOTHING	4,500.72	5,665.00	1,797.29	0.00	8,368.43
210 CLARKSON PHYSICAL SCREENING	1,492.00	0.00	0.00	0.00	1,492.00
215 TEMPORARY HELP/ACT/ATHLETICS	-780.00	0.00	0.00	0.00	-780.00
220 ATHLETIC ENTRY FEES	-1,485.00	0.00	345.00	0.00	-1,830.00
230 OFFICIAL	-8,891.50	0.00	2,185.32	0.00	-11,076.82
235 DEBATE TRANSPORTATION**	0.00	0.00	961.87	0.00	-961.87
240 FORENSIC TRANSPORTATION**	0.00	0.00	957.84	0.00	-957.84
250 BAND/ORCHESTRA TACT **	-5,313.24	0.00	2,357.71	0.00	-7,670.95
260 CHORAL TRANSPORTATION**	0.00	0.00	82.67	0.00	-82.67
<b>B ATHLETICS/ACTIVITIES Totals:</b>	<b>83,847.92</b>	<b>42,273.80</b>	<b>48,057.55</b>	<b>12.00</b>	<b>78,076.17</b>
<b>C ACADEMIC CLUBS</b>					
301 DECA**	-10,746.75	8,129.05	9,796.20	0.00	-12,413.90
302 FRENCH CLUB	2,252.00	0.00	0.00	0.00	2,252.00
303 LATIN CLUB	1,629.35	64.00	190.62	-122.94	1,379.79
304 AP BIOLOGY WORKBOOKS	1.98	0.00	0.00	0.00	1.98
305 SPANISH CLUB	538.21	293.65	39.86	0.00	792.00
307 GERMAN CLUB	9.74	0.00	340.00	0.00	-330.26
308 YEARBOOK	25,862.23	1,086.00	809.16	-12.00	26,127.07
309 NEWSPAPER	3,617.68	750.00	12.09	0.00	4,355.59
311 NOT IN USE	0.00	0.00	0.00	0.00	0.00
312 DECA COOKIE ACCOUNT	516.77	1,465.46	656.50	0.00	1,325.73
314 HISTORY CLUB**	-3,707.90	102.24	0.00	0.00	-3,605.66
315 SPIRIT SHOP	14,467.05	3,216.50	11,722.58	99.70	6,060.67
316 FCCLA**	9,371.40	0.00	2,055.18	0.00	7,316.22
317 FEA	54.79	0.00	0.00	0.00	54.79
320 WRITER'S CLUB	0.00	0.00	0.00	0.00	0.00
325 VIA	356.68	330.00	0.00	0.00	686.68
524 MULTI-CAT	1,523.00	320.00	0.00	0.00	1,843.00
614 BROADCAST CLUB	183.69	650.00	0.00	0.00	833.69
615 VICA**	2,114.29	0.00	0.00	0.00	2,114.29
<b>C ACADEMIC CLUBS Totals:</b>	<b>48,044.21</b>	<b>16,406.90</b>	<b>25,622.19</b>	<b>-35.24</b>	<b>38,793.68</b>

## Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>D CLUBS AND ORGANIZATIONS</b>					
401 NOT IN USE	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	-576.48	40.00	0.00	0.00	-536.48
403 NOT IN USE	0.00	0.00	0.00	0.00	0.00
404 CHEER-FRESHMAN	0.00	0.00	0.00	0.00	0.00
405 DANCE UNIFORMS**	0.00	0.00	0.00	0.00	0.00
406 DANCE TEAM	-30.00	0.00	0.00	0.00	-30.00
407 BASEBALL	2,811.93	0.00	0.00	0.00	2,811.93
408 NOT IN USE	0.00	0.00	0.00	0.00	0.00
409 CHESS CLUB	893.05	0.00	0.00	0.00	893.05
410 CROSS COUNTRY FR	190.22	0.00	0.00	0.00	190.22
411 FOOTBALL FR	0.00	10.00	0.00	0.00	10.00
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	1,400.48	0.00	0.00	0.00	1,400.48
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	1,299.28	0.00	0.00	0.00	1,299.28
419 SOFTBALL FR	321.00	0.00	247.80	0.00	73.20
420 SWIM FR	2,186.21	68.88	1,272.91	0.00	982.18
421 TENNIS FR	0.00	0.00	0.00	0.00	0.00
422 TRACK FR	1,483.93	0.00	0.00	0.00	1,483.93
423 VOLLEYBALL FUNDRAISER	864.46	0.00	0.00	0.00	864.46
425 LITERARY MAGAZINE	55.00	81.90	0.00	0.00	136.90
426 BAND**	13,455.13	2,393.79	2,250.04	0.00	13,598.88
427 FLAGS	1,574.04	0.00	0.00	0.00	1,574.04
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**	3,386.74	2,382.09	744.42	0.00	5,024.41
431 ORCHESTRA**	1,398.46	1,145.52	261.80	0.00	2,282.18
432 STUDENT COUNCIL	11,684.67	0.00	148.99	0.00	11,535.68
433 JCB CONTINGENCY FUND	1,192.90	0.00	0.00	0.00	1,192.90
434 JUNIOR CLASS	1,083.74	1,174.00	19.80	0.00	2,237.94
435 SENIOR CLASS	293.61	2,256.00	81.87	0.00	2,467.74
436 UNITI	224.31	0.00	0.00	0.00	224.31
437 NATIONAL HONOR SOCIETY**	4,150.52	5,613.00	1,423.88	0.00	8,339.64
438 MUSTANGS MAKING A DIFFERENCE	159.12	0.00	0.00	0.00	159.12
441 NOT IN USE 10/03	0.00	0.00	0.00	0.00	0.00
445 PENN MODEL CONGRESS	35.49	0.00	0.00	0.00	35.49
450 INTRAMURALS**	1,830.65	0.00	0.00	0.00	1,830.65
456 BOYS GOLF F/R	401.44	2,404.00	1,470.92	0.00	1,334.52
458 OPPORTUNITIES GROUP	0.00	0.00	0.00	0.00	0.00
459 BOYS BASKETBALL CAMP	499.55	0.00	370.30	0.00	129.25
460 NOT IN USE	0.00	0.00	0.00	0.00	0.00
466 WRESTLING FUNDRAISER	687.00	0.00	0.00	0.00	687.00
470 MN BASKETBALL BOOSTERS	0.00	0.00	0.00	0.00	0.00
477 MILLARD BASKETBALL/OLD CHICAGO	1.00	0.00	0.00	0.00	1.00
480 NOT IN USE	0.00	0.00	0.00	0.00	0.00
500 NFL ACCOUNT	5,017.31	2,382.26	1,141.61	0.00	6,257.96
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

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
520 GIRLS BASKETBALL CAMP	2,689.88	0.00	0.00	0.00	2,689.88
525 MN GIRLS JV BASKETBALL LEAGUE	103.14	0.00	0.00	0.00	103.14
526 NOT IN USE	0.00	0.00	0.00	0.00	0.00
<b>D CLUBS AND ORGANIZATIONS Totals:</b>	<b>64,949.64</b>	<b>19,951.44</b>	<b>9,434.34</b>	<b>0.00</b>	<b>75,466.74</b>
<b>E ADMIN CUSTODIAL ACCOUNTS</b>					
601 COURTESY	2,013.96	60.00	17.00	0.00	2,056.96
602 CAREER DEVELOPMENT	2,860.93	15.00	50.00	0.00	2,825.93
603 PARKING STICKERS	53,151.57	540.00	3,485.74	0.00	50,205.83
604 PARKING FINES	10.00	0.00	0.00	0.00	10.00
605 FIELDTRIPS**	-623.39	500.00	1,483.45	0.00	-1,606.84
606 AFTER PROM	0.01	0.00	0.00	0.00	0.01
607 ART/KELLEY	-62.94	0.00	17.94	122.94	42.06
608 GYM FEES	17,033.81	0.00	0.00	0.00	17,033.81
609 ART/SCHIMENTI	663.67	0.00	0.00	0.00	663.67
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	6,467.40	51.00	0.00	0.00	6,518.40
611 INDUSTRIAL TECH	2,234.29	117.50	0.00	0.00	2,351.79
612 STAFF LOUNGE	-1,935.89	448.43	790.09	0.00	-2,277.55
613 LIBRARY	925.51	0.00	45.46	0.00	880.05
616 TRANSCRIPT FEES	3,626.64	0.00	0.00	0.00	3,626.64
617 POOL	5,955.47	190.00	257.00	0.00	5,888.47
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	353.44	10.00	43.36	0.00	320.08
621 PE FIELDTRIPS	-528.23	0.00	197.51	0.00	-725.74
623 AP LATIN	0.00	0.00	0.00	0.00	0.00
624 AP SPANISH	137.01	0.00	0.00	0.00	137.01
625 AP EXAMS**	1,021.29	0.00	0.00	0.00	1,021.29
626 ART/STEVENS	710.47	0.00	25.00	0.00	685.47
627 ART/BRISBOIS	5.83	0.00	0.00	0.00	5.83
628 ENGLISH/MISCELLANEOUS	95.00	0.00	0.00	0.00	95.00
629 IB EXAMS**	0.00	0.00	12,653.00	0.00	-12,653.00
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
<b>E ADMIN CUSTODIAL ACCOUNTS Totals:</b>	<b>94,692.24</b>	<b>1,931.93</b>	<b>19,065.55</b>	<b>122.94</b>	<b>77,681.56</b>
<b>F ACADEMIC CUSTODIAL ACCOUNTS</b>					
300 DEBATE	-965.64	0.00	1,425.00	0.00	-2,390.64
321 DRAMA	10,560.63	0.00	2,645.90	0.00	7,914.73
622 SPEECH	-100.00	914.00	1,457.55	0.00	-643.55
701 NOT IN USE	0.00	0.00	0.00	0.00	0.00
750 FCS	0.00	20.00	20.00	0.00	0.00
755 GRADUATION EXPENSES	51.19	0.00	0.00	0.00	51.19
760 NOT IN USE	0.00	0.00	0.00	0.00	0.00
770 ADVERTISING	4,526.87	0.00	0.00	0.00	4,526.87
<b>F ACADEMIC CUSTODIAL ACCOUNTS Totals:</b>	<b>14,073.05</b>	<b>934.00</b>	<b>5,548.45</b>	<b>0.00</b>	<b>9,458.60</b>
<b>G DISTRICT CUSTODIAL ACCOUNTS</b>					
801 NOT IN USE 4/03	0.00	0.00	0.00	0.00	0.00
803 SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
805 OTHER	0.00	45.00	537.98	0.00	-492.98
827 PHYSICS	359.72	0.00	0.00	0.00	359.72
872 NOT IN USE	0.00	0.00	0.00	0.00	0.00
<b>G DISTRICT CUSTODIAL ACCOUNTS Totals:</b>	<b>359.72</b>	<b>45.00</b>	<b>537.98</b>	<b>0.00</b>	<b>-133.26</b>

ALL Data

# Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

117 Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>S BANKING</b>					
999 STARTING CASH	-850.00	9,250.00	9,000.00	0.00	-600.00
S BANKING Totals:	-850.00	9,250.00	9,000.00	0.00	-600.00
<b>Z INVESTMENTS</b>					
900 CERTIFICATES OF DEPOSITS	-389,714.00	0.00	0.00	0.00	-389,714.00
905 MM EAGLE FUND	-19,459.81	0.00	11.20	0.00	-19,471.01
Z INVESTMENTS Totals:	-409,173.81	0.00	11.20	0.00	-409,185.01
Report Totals:	95,110.98	108,734.65	127,293.22	0.00	76,552.41

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76,552.41 -  
101,695.85 -

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178,249.27 \*

*Karla J. Keenan 12/4/03*  
*Dick Storkhewer 12-4-03*

# Current Cash Balance Report

ALL Data

118

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRA CURRICULAR</b>					
1000 FIELDTRIPS	792.75	2,043.50	0.00	0.00	2,836.25
1002 PE FIELDTRIPS	711.00	0.00	0.00	0.00	711.00
1005 BAND TRIP	128.00	0.00	0.00	0.00	128.00
1010 DC TRIP	4,500.00	0.00	0.00	0.00	4,500.00
1012 HISTORY CLUB TRIP	900.00	300.00	0.00	0.00	1,200.00
1013 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1015 FIELDTRIP/OTT	773.00	521.00	0.00	0.00	1,294.00
1020 FIELDTRIP/SALBERG	801.00	1,245.00	0.00	0.00	2,046.00
2000 BAND/ORCHESTRA FEES	5,467.00	0.00	0.00	0.00	5,467.00
2005 CHEER CAMP	0.00	0.00	0.00	0.00	0.00
2010 CHORAL FEES	408.00	0.00	0.00	0.00	408.00
2015 DANCE CAMP	0.00	0.00	0.00	0.00	0.00
2020 DECA	9,651.61	6,706.50	0.00	0.00	16,358.11
2025 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
2030 FCCLA	1,369.50	58.00	0.00	0.00	1,427.50
2050 INTRAMURALS	0.00	0.00	0.00	0.00	0.00
2060 NATIONAL HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00
2070 VICA	115.00	0.00	0.00	0.00	115.00
2307 GERMAN CLUB	0.00	340.00	0.00	0.00	340.00
3030 LATIN CLUB FEES	285.00	0.00	0.00	0.00	285.00
3050 SPANISH CLUB	0.00	0.00	0.00	0.00	0.00
4230 NOT IN USE	0.00	0.00	0.00	0.00	0.00
5000 ATHLETIC SPORT FEE	39,830.00	50.00	0.00	0.00	39,880.00
5001 NFL NATIONALS	0.00	0.00	0.00	0.00	0.00
5235 DEBATE PARTICIPATION	1,030.00	0.00	0.00	0.00	1,030.00
5240 FORENSIC PARTICIPATION	1,955.00	65.00	0.00	0.00	2,020.00
5250 BAND PARTICIPATION	7,380.00	0.00	0.00	0.00	7,380.00
5260 CHORAL PARTICIPATION	1,095.00	0.00	0.00	0.00	1,095.00
<b>A EXTRA CURRICULAR Totals:</b>	<u>77,191.86</u>	<u>11,329.00</u>	<u>0.00</u>	<u>0.00</u>	<u>88,520.86</u>
<b>B POST SECONDARY EDUCATION</b>					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	13,176.00	0.00	0.00	0.00	13,176.00
<b>B POST SECONDARY EDUCATION Totals:</b>	<u>13,176.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>13,176.00</u>
<b>Report Totals:</b>	<u>90,367.86</u>	<u>11,329.00</u>	<u>0.00</u>	<u>0.00</u>	<u>101,696.86</u>

*Karla J. Neumann, 12/4/10*  
*Deak Mikhov*  
*12-4-10*

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101,696.86 +  
76,552.41 +

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178,249.27\*

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Num'

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A GENERAL FUND EXPENSES</b>					
103 Candy & Pop Refund	-200.00	0.00	0.00	0.00	-200.00
109 Public Relations	-2,083.06	0.00	2,603.04	0.00	-4,686.10
115 General Supplies (Internal)	-446.66	0.00	20.98	0.00	-467.64
117 Damage and Loss Property	8.56	0.00	0.00	0.00	8.56
120 Extracurr Transportation	-3,527.80	0.00	3,682.06	0.00	-7,209.86
121 Athletic Transportation	-5,780.32	0.00	1,727.27	0.00	-7,507.59
140 Technology	-140.67	0.00	0.00	0.00	-140.67
141 Curriculum Support	0.00	0.00	0.00	0.00	0.00
142 Equipment Replacement	0.00	0.00	0.00	0.00	0.00
143 Building Maintenance	-120.00	0.00	207.11	0.00	-327.11
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	-2,539.47	0.00	166.04	0.00	-2,705.51
148 Special Projects	0.00	0.00	0.00	0.00	0.00
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	-2,260.95	0.00	147.98	0.00	-2,408.93
154 National Competition	0.00	0.00	0.00	0.00	0.00
160 Replacement Account	0.00	0.00	0.00	0.00	0.00
162 Activity/Sped	0.00	0.00	0.00	0.00	0.00
166 Statagic Plan (Wellness)	1,251.00	0.00	190.00	0.00	1,061.00
199 Bus Checking Bank Charges	0.00	0.00	0.00	0.00	0.00
<b>A GENERAL FUND EXPENSES Totals:</b>	<b>-15,589.37</b>	<b>0.00</b>	<b>8,744.48</b>	<b>0.00</b>	<b>-24,333.85</b>
<b>B GENERAL FUND REVENUE</b>					
100 Vending Machines-Coca-Cola	9,354.14	0.00	0.00	0.00	9,354.14
101 Vending Machines-Candy	3,379.21	2,418.12	2,139.92	0.00	3,657.41
102 Bank Charge Revenue	2.00	0.00	0.00	0.00	2.00
104 Staff Coke Fund	-587.19	0.00	0.00	0.00	-587.19
105 Sanitary Machines	0.00	0.00	0.00	0.00	0.00
110 Replacement Fund	0.00	0.00	0.00	0.00	0.00
152 Other Revenue	1,453.88	4,940.00	90.00	0.00	6,303.88
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	56,481.07	0.00	22,448.50	0.00	34,032.57
180 Building Revenue	0.00	0.00	0.00	0.00	0.00
185 C Store Revenue (Convenience store)	7,879.73	4,810.19	0.00	0.00	12,689.92
189 American Flag Donations	260.00	0.00	0.00	0.00	260.00
901 Interest on Savings	283.40	84.26	0.00	0.00	367.66
902 Interest on Business Checking	0.00	0.00	0.00	0.00	0.00
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
<b>B GENERAL FUND REVENUE Totals:</b>	<b>79,106.24</b>	<b>12,252.57</b>	<b>24,678.42</b>	<b>0.00</b>	<b>66,680.39</b>
<b>C ATHLETICS</b>					
201 Concessions	9,354.13	2,946.85	4,930.66	0.00	7,370.32
202 Athletics	-1,488.10	0.00	2,095.29	0.00	-3,583.39
204 Athletic Clothing	-1,166.00	671.00	0.00	0.00	-495.00
205 Letter Jackets	-409.10	2,120.00	0.00	0.00	1,710.90
206 Activity Tickets	15,759.25	0.00	0.00	0.00	15,759.25
207 Athletic/Activity Fee	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	155,390.20	0.00	7,342.00	0.00	148,048.20
211 Activities	0.00	0.00	0.00	0.00	0.00

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
212 Athletic Fundraisers	71.45	0.00	0.00	0.00	71.45
213 Summer Clinics	0.00	0.00	0.00	0.00	0.00
215 Athletic Bank Charges	0.00	0.00	0.00	0.00	0.00
218 Candy Revenue	0.00	0.00	0.00	0.00	0.00
220 Football	92.47	13,006.47	9,214.86	0.00	3,884.08
221 Volleyball	-705.56	121.58	139.00	0.00	-722.98
222 Softball	-1,646.71	80.00	0.00	0.00	-1,566.71
223 Tennis (Boys)	-691.87	0.00	175.94	0.00	-867.81
224 Tennis (Girls)	0.00	0.00	0.00	0.00	0.00
225 Golf (Boys)	-40.00	0.00	0.00	0.00	-40.00
226 Golf (Girls)	-1,206.00	0.00	0.00	0.00	-1,206.00
227 Wrestling	-540.10	0.00	1,230.00	0.00	-1,770.10
228 Soccer (Boys)	-49.50	0.00	0.00	0.00	-49.50
229 Soccer (Girls)	-16.50	0.00	0.00	0.00	-16.50
230 Baseball	-1,130.64	0.00	1,040.00	0.00	-2,170.64
231 Cross Country (B&G)	-451.56	0.00	23.66	0.00	-475.22
232 Basketball (B&G)	-2,955.63	0.00	145.00	0.00	-3,100.63
233 Track (B&G)	-3,738.89	0.00	3,309.30	0.00	-7,048.19
234 Swimming (B&G)	-733.57	0.00	299.65	0.00	-1,033.22
235 Gymnastics (B&G)	0.00	0.00	0.00	0.00	0.00
240 Athletic Training	-2,937.11	0.00	42.53	0.00	-2,979.64
250 Athletic Transfers	0.00	0.00	0.00	0.00	0.00
280 Golf Tournament	0.00	0.00	0.00	0.00	0.00
299 Ath Checking Bank Charges	0.00	0.00	0.00	0.00	0.00
915 Interest-Athletic Activity MM	283.38	84.26	0.00	0.00	367.64
917 Interest on Athletic Checking	0.00	0.00	0.00	0.00	0.00
2200 Summer Football	60.78	500.00	163.83	0.00	396.95
2221 Summer Volleyball	2,458.50	0.00	0.00	0.00	2,458.50
2222 Summer Softball	222.60	0.00	0.00	0.00	222.60
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	18.60	0.00	0.00	0.00	18.60
2231 Summer Girls Basketball	1,504.39	0.00	0.00	0.00	1,504.39
2232 Summer Boys Basketball	1,240.85	0.00	110.00	0.00	1,130.85
<b>C ATHLETICS Totals:</b>	<b>166,593.63</b>	<b>19,530.16</b>	<b>30,261.72</b>	<b>0.00</b>	<b>155,862.07</b>
<b>D ORGANIZATIONS AND CLUBS</b>					
301 DECA	-10,530.00	3,990.70	11,644.36	0.00	-18,183.66
302 French Club	3,939.07	565.11	116.77	0.00	4,387.41
305 Spanish Club	1,011.95	0.00	0.00	0.00	1,011.95
307 German Club	1,013.63	486.68	784.67	0.00	715.64
310 National Forensics League	7,433.08	7,888.73	1,807.93	0.00	13,513.88
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	-304.53	230.00	880.32	0.00	-954.85
314 Journalism Club	8,098.25	165.00	809.49	0.00	7,453.76
315 Debate Club	619.08	360.00	756.00	0.00	223.08
317 Play Production	2,363.78	1,224.75	414.41	0.00	3,174.12
318 Thespians	0.00	5,173.50	100.00	0.00	5,073.50
319 Athletic Trainers	757.08	0.00	0.00	0.00	757.08
385 Culinary Competition	145.00	0.00	0.00	0.00	145.00
395 Fashion Merchandising	74.31	0.00	0.00	0.00	74.31
399 Auditorium Manager	-1,537.20	0.00	841.80	0.00	-2,379.00
409 Band Dept Trips	0.00	0.00	0.00	0.00	0.00



# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Nurr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
410 Band	-1,769.30	5,759.22	3,544.29	0.00	445.63
411 Choir	603.31	1,900.95	306.50	0.00	2,197.76
412 Orchestra	299.89	446.00	301.98	0.00	443.91
413 Entertainment 2000	23,758.48	4,800.00	11,467.50	0.00	17,090.98
414 Band Fundraising	0.00	0.00	0.00	0.00	0.00
415 Choir Fundraising	9,085.79	339.86	0.00	0.00	9,425.65
416 Orchestra Fundraising	581.00	0.00	0.00	0.00	581.00
417 Music Trip (NY)	0.00	0.00	0.00	0.00	0.00
481 Senior Class	0.00	0.00	0.00	0.00	0.00
482 Junior Class	6,872.36	1,070.00	501.36	0.00	7,441.00
484 Post Prom Security	0.00	0.00	0.00	0.00	0.00
499 VICA	341.90	208.57	129.75	0.00	420.72
501 Student Council	5,604.38	238.00	708.57	0.00	5,133.81
502 National Honor Society	2,090.25	0.00	100.18	0.00	1,990.07
503 Drama Club	403.87	0.00	0.00	0.00	403.87
504 Literary Magazine	172.00	0.00	0.00	0.00	172.00
505 GoMadd	336.92	0.00	0.00	0.00	336.92
515 Dance Team	41.51	0.00	0.00	0.00	41.51
516 Cheerleading-Varsity 2003-04	529.12	175.00	57.20	0.00	646.92
517 Cheerleading-JV 2003-04	189.21	32.00	0.00	0.00	221.21
518 Cheerleading-Freshman 2003-04	297.20	0.00	0.00	0.00	297.20
519 Cheerleading Uniforms/Summer Camp	-141.94	75.95	205.10	0.00	-271.09
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	10,486.87	5.00	6,375.30	0.00	4,116.57
525 Yearbook 03-04	1,448.87	245.00	265.26	0.00	1,428.61
555 FCCLA	160.78	0.00	78.09	0.00	82.69
556 Future Educators of America	420.60	556.29	0.00	0.00	976.89
560 Patriot Post	13,754.75	5,173.18	5,930.02	0.00	12,997.91
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
<b>D ORGANIZATIONS AND CLUBS Totals:</b>	<b>96,211.66</b>	<b>41,109.49</b>	<b>48,126.85</b>	<b>0.00</b>	<b>89,194.30</b>
<b>E ADMINISTRATIVE CUSTODIAL</b>					
599 Intramurals	0.00	0.00	0.00	0.00	0.00
600 Intramurals Fundraising	601.75	0.00	0.00	0.00	601.75
601 Staff Courtesy Fund	793.58	0.00	206.00	0.00	587.58
602 Parking	18,574.06	680.00	163.34	0.00	19,090.72
603 Field Trips	-502.92	0.00	465.74	0.00	-968.66
604 Physical Education Fund	11.38	0.00	0.00	0.00	11.38
605 Pool Maintenance	7,755.73	0.00	46.50	0.00	7,709.23
606 Art Fees	371.18	0.00	0.00	0.00	371.18
607 Book Fines	10,089.47	0.00	0.00	0.00	10,089.47
610 Information Center	404.94	119.78	304.65	0.00	220.07
611 Advanced Placement	3,075.50	0.00	0.00	0.00	3,075.50
614 Transcript and Test Fees	2,376.56	0.00	149.00	0.00	2,227.56
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	0.00	0.00	0.00	0.00	0.00
618 Musical Production	469.04	0.00	0.00	0.00	469.04
621 Graphics Tech	0.00	0.00	0.00	0.00	0.00
622 Construction Tech	516.36	410.40	0.00	0.00	926.76
623 Manufacturing Tech	435.91	0.00	268.57	0.00	167.34

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
624 Power Tech	151.82	5.00	0.00	0.00	156.82
625 Science Replacements	0.00	0.00	0.00	0.00	0.00
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	2,661.78	0.00	0.00	0.00	2,661.78
632 Lock Replacement	110.00	0.00	0.00	0.00	110.00
635 Library Book Fines	-8.11	60.00	56.59	0.00	-4.70
640 Student ID Card Fee	850.41	20.00	0.00	0.00	870.41
642 Parenting Support	-204.96	0.00	0.00	0.00	-204.96
645 Family Consumer Science	13.71	0.00	0.00	0.00	13.71
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	7.64	0.00	0.00	0.00	7.64
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)	51.61	0.00	0.00	0.00	51.61
681 New Frontier Chuck Wagon	77.71	0.00	0.00	0.00	77.71
682 New Frontier Activity	-127.30	0.00	57.81	0.00	-185.11
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
685 Alumni	0.00	0.00	0.00	0.00	0.00
686 Contributions/Gifts	1,817.88	0.00	0.00	0.00	1,817.88
687 Next Frontier	-56.80	0.00	0.00	0.00	-56.80
688 New Addition	0.00	0.00	0.00	0.00	0.00
699 Parking Security Camera	0.00	0.00	0.00	0.00	0.00
<b>E ADMINISTRATIVE CUSTODIAL Totals:</b>	<b>54,596.41</b>	<b>1,295.18</b>	<b>1,718.20</b>	<b>0.00</b>	<b>54,173.39</b>
<b>F DISTRICT CUSTODIAL</b>					
801 Drivers Education	0.00	0.00	0.00	0.00	0.00
825 Other District Custodial	0.00	0.00	0.00	0.00	0.00
<b>F DISTRICT CUSTODIAL Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>G INACTIVE ACCOUNTS</b>					
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
209 Summer Camps 2001	0.00	0.00	0.00	0.00	0.00
214 Basketball Shoes/Shirts	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

# Current Cash Balance Report

ALL Data

Date: 11/01/2003 thru 11/30/2003

 Arranged by:  
 Group ID and Activity Num'

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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
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
631 Weight Room Maintenance	0.00	0.00	0.00	0.00	0.00
633 Locker Room Capital Outlay	0.00	0.00	0.00	0.00	0.00
657 I.T. Summer Camp	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
910 Certificate of Deposit	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
<b>G INACTIVE ACCOUNTS Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>S Banking</b>					
999 Starting Cash	-900.00	4,848.00	5,450.00	0.00	-1,502.00
<b>S Banking Totals:</b>	<u>-900.00</u>	<u>4,848.00</u>	<u>5,450.00</u>	<u>0.00</u>	<u>-1,502.00</u>
<b>Z INVESTMENTS</b>					
900 Preferred Bus Money Market	-102,479.55	0.00	84.26	0.00	-102,563.81
914 Athletic Bus Money Market	-102,472.77	0.00	84.26	0.00	-102,557.03
<b>Z INVESTMENTS Totals:</b>	<u>-204,952.32</u>	<u>0.00</u>	<u>168.52</u>	<u>0.00</u>	<u>-205,120.84</u>
<b>Report Totals:</b>	<u>175,066.25</u>	<u>79,035.40</u>	<u>119,148.19</u>	<u>0.00</u>	<u>134,953.46</u>

ALL Data

# Current Cash Balance Report

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Date: 11/01/2003 thru 11/30/2003

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
<b>A Extracurricular Activities</b>					
1000 Field Trips	439.90	509.00	0.00	0.00	948.90
2000 Band Cleaning Fee	4,543.00	0.00	0.00	0.00	4,543.00
2005 Choir Cleaning Fee	565.00	0.00	0.00	0.00	565.00
2301 DECA	15,973.80	6,629.10	0.00	0.00	22,602.90
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	0.00	0.00	0.00	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
2317 Play Fees	1,789.00	716.00	0.00	0.00	2,505.00
2318 Thespian club	0.00	0.00	0.00	0.00	0.00
2395 Fashion Merchandising	0.00	0.00	0.00	0.00	0.00
2409 Band Trip	0.00	0.00	0.00	0.00	0.00
2411 Choir Trip	0.00	14,785.00	0.00	0.00	14,785.00
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	0.00	0.00	0.00	0.00	0.00
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	140.00	30.00	0.00	0.00	170.00
2560 Patriot Post Trip	0.00	525.00	0.00	0.00	525.00
2599 Intramurals	0.00	0.00	0.00	0.00	0.00
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	28,265.00	1,125.00	0.00	0.00	29,390.00
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
<b>A Extracurricular Activities Totals:</b>	<b>51,715.70</b>	<b>24,319.10</b>	<b>0.00</b>	<b>0.00</b>	<b>76,034.80</b>
<b>B Post Secondary Education</b>					
7010 AP Exam Fees	0.00	0.00	0.00	0.00	0.00
7015 I B	0.00	0.00	0.00	0.00	0.00
<b>B Post Secondary Education Totals:</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Report Totals:</b>	<b>51,715.70</b>	<b>24,319.10</b>	<b>0.00</b>	<b>0.00</b>	<b>76,034.80</b>

# Current Cash Balance Report

ALL Data

Arranged by:

Date: 11/01/2003 thru 11/30/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ADMINISTRATIVE</b>					
100 GENERAL ACTIVITY FUND	6,849.55	1,500.00	150.00	0.00	8,199.55
105 PRINCIPALS ADMIN	520.49	0.00	650.99	0.00	-130.50
110 BUILDING MAINTENANCE	372.00	1,000.00	350.00	0.00	1,022.00
120 AP EXAMS	3,975.96	0.00	0.00	0.00	3,975.96
122 NOT IN USE	0.00	0.00	0.00	0.00	0.00
125 NOT IN USE	0.00	0.00	0.00	0.00	0.00
130 COURTESY FUND	1,097.28	20.00	50.00	0.00	1,067.28
135 NOT IN USE	0.00	0.00	0.00	0.00	0.00
138 ELECTRONIC MSG BOARD	0.00	0.00	0.00	0.00	0.00
142 GIFTED	2,264.71	0.00	0.00	0.00	2,264.71
145 GUIDANCE	-1,609.43	3,952.00	1,433.31	0.00	909.26
150 INFORMATION CENTER	127.67	0.00	0.00	0.00	127.67
152 NOT IN USE	0.00	0.00	0.00	0.00	0.00
155 NOT IN USE	0.00	0.00	0.00	0.00	0.00
157 LETTER JACKETS	-140.49	1,869.00	3,633.66	0.00	-1,905.15
160 PARKING	26,207.63	215.00	-30.00	0.00	26,452.63
165 STAFF WELLNESS	197.50	0.00	0.00	0.00	197.50
170 STAFF CLOTHING	40.58	0.00	0.00	0.00	40.58
172 STAFF VENDING	-571.23	0.00	187.46	157.13	-601.56
174 TECHNOLOGY REBATES	1,822.30	6.50	0.00	0.00	1,828.80
180 VISITATION	368.98	0.00	3.60	0.00	365.38
181 VENDING - CAT'S DEN	91.61	6,693.99	0.00	0.00	6,785.60
182 VENDING-COKE	774.68	1,866.83	0.00	-157.13	2,484.38
183 VENDING - DAHL	422.05	248.01	0.00	0.00	670.06
184 VENDING - GUMBALL	500.00	0.00	0.00	0.00	500.00
189 WATER FUND	-179.90	0.00	0.00	0.00	-179.90
<b>A ADMINISTRATIVE Totals:</b>	<b>43,131.94</b>	<b>17,371.33</b>	<b>6,429.02</b>	<b>0.00</b>	<b>54,074.25</b>
<b>B ATHLETIC ADMIN</b>					
200 ATHLETIC ADMIN	71,899.03	11,805.29	7,103.15	0.00	76,601.17
201 AD'S OFFICE	5,021.60	200.00	195.00	0.00	5,026.60
202 Athletic Event Admissions	3,082.28	0.00	199.00	0.00	2,883.28
203 ATHLETIC PROJECT FUND	5,815.96	0.00	-52.81	0.00	5,868.77
205 ATHLETIC TRAINING	955.86	0.00	0.00	0.00	955.86
208 BASEBALL FUNDRAISING	145.01	4,567.88	0.00	0.00	4,712.89
210 BOYS BB FUNDRAISING	1,903.92	2,121.25	3,226.00	0.00	799.17
212 BOYS GOLF FUNDRAISING	3,059.94	0.00	48.36	0.00	3,011.58
214 BOYS SOCCER FUNDR	0.00	0.00	0.00	0.00	0.00
217 COACHES CLINICS	2,171.59	0.00	0.00	0.00	2,171.59
219 CONCESSIONS	9,347.52	1,519.46	2,636.09	0.00	8,230.89
220 INTRAMURALS	815.06	0.00	0.00	0.00	815.06
222 FIT CNTR/EQUIPMENT	2,245.59	0.00	0.00	0.00	2,245.59
223 FIT CNTR/MAINTENANCE	1,444.00	0.00	713.49	0.00	730.51
225 FOOTBALL CAMPS	4,118.52	0.00	0.00	0.00	4,118.52
226 FOOTBALL LIFT-A-THON	2,032.77	0.00	1,282.97	0.00	749.80
230 GIRLS BASKETBALL FR	420.02	1,448.00	0.00	0.00	1,868.02
233 GIRLS SOCCER FUNDR	101.08	0.00	0.00	0.00	101.08
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	3,420.60	0.00	0.00	0.00	3,420.60
250 ST TRAINERS (HOSA)	-12.37	0.00	0.00	0.00	-12.37
255 SPORTS MEDIA GUIDES	0.00	0.00	0.00	0.00	0.00
258 TRACK FUNDRAISING	936.00	0.00	0.00	0.00	936.00

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ALL Data

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260 POOL MAINTENANCE	6,825.60	378.00	1,354.98	0.00	5,848.62
265 VB FUNDRAISING	3,396.27	0.00	141.52	0.00	3,254.75
270 WRESTLING FUNDRAISER	343.53	0.00	-35.00	0.00	378.53
272 WRESTLING MAT FUND	3,045.00	0.00	0.00	0.00	3,045.00
275 WRESTLING SCHOLARSHIP	2,000.00	0.00	0.00	0.00	2,000.00
290 METRO	-187.50	0.00	0.00	0.00	-187.50
295 TOURNAMENTS	1,860.84	1,044.00	67.00	0.00	2,837.84
299 CORPORATE ADVERTISING	2,203.44	0.00	98.28	0.00	2,105.16
<b>B ATHLETIC ADMIN Totals:</b>	<b>138,511.16</b>	<b>23,083.88</b>	<b>16,978.03</b>	<b>0.00</b>	<b>144,617.01</b>
<b>C ACADEMIC COURSES</b>					
300 AP EUROPEAN TEXT	235.00	55.00	0.00	0.00	290.00
303 AP ECONOMICS TEXT	695.00	0.00	0.00	0.00	695.00
310 AP AMERICAN TEXTBOOKS	235.00	0.00	0.00	0.00	235.00
312 AP PSYCHOLOGY TEXT	1,895.29	0.00	0.00	0.00	1,895.29
320 ART CLASS FEES	12,049.98	20.00	27.00	0.00	12,042.98
325 NOT IN USE	0.00	0.00	0.00	0.00	0.00
330 BUSINESS	45.06	0.00	0.00	0.00	45.06
332 CHEMISTRY	0.00	0.00	0.00	0.00	0.00
335 NOT IN USE	0.00	0.00	0.00	0.00	0.00
338 FAMILY CONSUMER SCIENCE	501.77	0.00	8.91	0.00	492.86
340 MATH - general	326.08	0.00	0.00	0.00	326.08
345 MATH AP	85.00	0.00	0.00	0.00	85.00
355 PHYSICAL EDUCATION	2,099.61	0.00	745.00	0.00	1,354.61
360 PHYSICS	651.70	0.00	0.00	0.00	651.70
365 NOT IN USE	0.00	0.00	0.00	0.00	0.00
370 VOC DRAFTING	149.10	1,000.00	0.00	0.00	1,149.10
371 VOC ELECTRICITY BAKER	0.00	0.00	0.00	0.00	0.00
372 VOC ELECTRIC BOHLKEN	0.00	0.00	0.00	0.00	0.00
373 VOC FOUNDATIONS	68.90	0.00	0.00	0.00	68.90
374 VOC METALS	291.95	0.00	0.00	0.00	291.95
376 VOC WOODS	947.71	402.25	0.00	0.00	1,349.96
<b>C ACADEMIC COURSES Totals:</b>	<b>20,277.15</b>	<b>1,477.25</b>	<b>780.91</b>	<b>0.00</b>	<b>20,973.49</b>
<b>D CLUBS/ORGANIZATIONS</b>					
400 ART CLUB	0.00	0.00	0.00	0.00	0.00
401 AMNESTY INTERNATIONAL	0.00	0.00	0.00	0.00	0.00
402 BOOKSTORE (Scratchin Post)	794.08	3,050.00	275.50	680.00	4,248.58
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPEITION-PRO START	97.51	0.00	0.00	0.00	97.51
407 DEBATE TEAM	-145.00	45.00	0.00	0.00	-100.00
410 DECA	-18,580.04	4,186.00	3,917.43	-680.00	-18,991.47
411 DRAMA - INTL THESPIANS	508.51	0.00	157.07	0.00	351.44
412 DRAMA PRODUCTION	2,329.05	0.00	75.00	0.00	2,254.05
413 FCCLA FAMILY CARREER	5,149.27	1,288.92	1,138.64	-60.00	5,239.55
414 FORENSICS TEAM	-683.71	6,037.25	5,047.60	0.00	305.94
415 FRENCH CLUB	12.96	276.00	0.00	0.00	288.96
416 NOT IN USE	0.00	0.00	0.00	0.00	0.00
418 FUTURE EDUCATORS	1,364.38	196.63	610.49	60.00	1,010.52
420 GERMAN CLUB	1,024.49	0.00	0.00	0.00	1,024.49
425 JUNIOR CLASS	11,027.91	0.00	0.00	0.00	11,027.91
430 LITERARY MAGAZINE	453.00	0.00	0.00	0.00	453.00
433 MATH CLUB	-58.50	0.00	0.00	0.00	-58.50
435 M CLUB - CRAZIES	2,841.92	20.00	0.00	0.00	2,861.92

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440 MULTI CULTURAL CLUB	0.00	0.00	0.00	0.00	0.00
445 NATL HONOR SOCIETY	5,202.62	634.00	198.75	0.00	5,637.87
450 NEWSPR (CAT'S EYE VIEW)	180.60	390.00	437.00	0.00	133.60
452 SCIENCE CLUB	367.20	0.00	0.00	0.00	367.20
455 SENIOR CLASS	4,990.93	0.00	0.00	0.00	4,990.93
460 SPANISH CLUB	941.60	30.00	0.00	0.00	971.60
465 SPED BUTTON FUND	215.81	0.00	0.00	0.00	215.81
470 STUDENT COUNCIL	-3,168.12	13,165.00	374.42	0.00	9,622.46
471 STUCO WORKSHOPS	1,000.00	0.00	0.00	0.00	1,000.00
473 VOC ENGINEERING CLUB	14.49	0.00	0.00	0.00	14.49
475 V.I.C.A.	593.93	103.00	87.20	0.00	609.73
480 YEARBOOK (PROWLER)	7,456.54	11,060.00	0.00	0.00	18,516.54
485 YEARBOOK TRIP	689.39	0.00	0.00	0.00	689.39
495 YOUTH MAKING A DIFF	1,555.07	0.00	159.39	0.00	1,395.68
<b>D CLUBS/ORGANIZATIONS Totals:</b>	<b>26,186.65</b>	<b>40,481.80</b>	<b>12,478.49</b>	<b>0.00</b>	<b>54,189.96</b>
<b>E ATHLETIC TEAMS</b>					
500 BASEBALL CONTESTS	-277.45	0.00	0.00	0.00	-277.45
501 BASEBALL EQUIPMENT	4,959.80	0.00	0.00	0.00	4,959.80
505 BASKETBALL CON BOYS	616.12	0.00	150.00	0.00	466.12
506 BASKETBALL EQUIP - B	2,258.04	0.00	1,351.25	0.00	906.79
510 BASKETBALL CON GIRLS	572.50	0.00	0.00	0.00	572.50
511 BASKETBALL EQUIP G	522.62	0.00	239.97	0.00	282.65
515 CROSS COUNTRY CON	-706.08	0.00	691.45	0.00	-1,397.53
516 CROSS COUNTRY EQUIP	1,584.66	30.00	0.00	0.00	1,614.66
520 FOOTBALL CONTESTS	-2,916.20	0.00	994.40	0.00	-3,910.60
521 FOOTBALL EQUIPMENT	-7,189.61	0.00	20.00	0.00	-7,209.61
525 GOLF CONTESTS - BOYS	323.85	0.00	0.00	0.00	323.85
526 GOLF EQUIPMENT - BOYS	1,473.03	0.00	0.00	0.00	1,473.03
530 GOLF CONTESTS - GIRLS	-1,280.00	0.00	0.00	0.00	-1,280.00
531 GOLF EQUIPMENT - GIRLS	2,518.68	0.00	60.00	0.00	2,458.68
535 NOT IN USE	0.00	0.00	0.00	0.00	0.00
536 NOT IN USE	0.00	0.00	0.00	0.00	0.00
550 SOCCER CONTST BOYS	-50.00	0.00	0.00	0.00	-50.00
551 SOCCER EQUIP BOYS	11.68	0.00	0.00	0.00	11.68
555 SOCCER CONTST GIRLS	4.00	0.00	0.00	0.00	4.00
556 SOCCER EQUIP GIRLS	689.87	0.00	0.00	0.00	689.87
560 SOFTBALL CONTESTS	-1,558.00	15.22	0.00	0.00	-1,542.78
561 SOFTBALL EQUIPMENT	2,069.41	0.00	140.53	0.00	1,928.88
565 SWIM TEAM CONTESTS	151.48	0.00	0.00	0.00	151.48
566 SWIM TEAM EQUIPMENT	3,005.90	0.00	0.00	0.00	3,005.90
570 TENNIS CONTESTS - BOYS	379.70	0.00	39.50	0.00	340.20
571 TENNIS EQUIPMENT BOYS	1,689.05	170.00	0.00	0.00	1,859.05
573 TENNIS CONTESTS - GIRLS	588.49	0.00	0.00	0.00	588.49
574 TENNIS EQUIP GIRLS	1,623.41	0.00	0.00	0.00	1,623.41
575 TRACK CONTESTS - BOYS	316.89	0.00	0.00	0.00	316.89
576 TRACK EQUIPMENT - BOYS	2,844.85	0.00	0.00	0.00	2,844.85
580 TRACK CONTESTS - GIRLS	6,200.31	0.00	0.00	0.00	6,200.31
581 TRACK EQUIP - GIRLS	2,825.43	0.00	0.00	0.00	2,825.43
585 VOLLEYBALL CONTESTS	-2,602.46	40.00	123.00	0.00	-2,685.46
586 VOLLEYBALL EQUIPMENT	682.44	0.00	0.00	0.00	682.44
590 WRESTLING CONTESTS	0.00	0.00	100.00	0.00	-100.00
591 WRESTLING EQUIPMENT	4,012.38	0.00	0.00	0.00	4,012.38

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<b>E ATHLETIC TEAMS Totals:</b>	<b>25,344.79</b>	<b>255.22</b>	<b>3,910.10</b>	<b>0.00</b>	<b>21,689.91</b>
<b>F CHEERLEADERS</b>					
600 MISC CHEERLEADERS	0.00	0.00	0.00	0.00	0.00
610 NOT IN USE	0.00	0.00	0.00	0.00	0.00
612 DANCE TEAM	1,178.23	0.00	0.00	0.00	1,178.23
620 FRESHMAN CHEER	346.38	0.00	0.00	0.00	346.38
625 JV CHEERLEADERS	-58.56	1,022.25	1,244.50	0.00	-280.81
630 VARSITY CHEERLEADERS	1,501.90	1,718.32	988.05	0.00	2,232.17
635 NOT IN USE	0.00	0.00	0.00	0.00	0.00
<b>F CHEERLEADERS Totals:</b>	<b>2,967.95</b>	<b>2,740.57</b>	<b>2,232.55</b>	<b>0.00</b>	<b>3,475.97</b>
<b>G MUSIC</b>					
700 BAND	4,785.08	390.00	956.92	250.00	4,468.16
701 BAND UNIFORMS	-372.69	1,207.00	174.00	0.00	660.31
710 CHORAL MUSIC	4,380.19	4,389.56	2,153.82	250.00	6,865.93
715 COLORGUARD	571.90	0.00	0.00	0.00	571.90
720 MUSICAL	367.19	0.00	0.00	0.00	367.19
725 MUSIC TECH/AUDITORIUM	0.00	2,000.00	0.00	0.00	2,000.00
730 ORCHESTRA	-136.59	65.00	51.00	250.00	127.41
733 ORCHESTRA TRIP CHI	1,043.00	0.00	0.00	0.00	1,043.00
735 SCULPTURE	0.00	0.00	0.00	0.00	0.00
750 SPOTLIGHT	0.00	0.00	204.00	0.00	-204.00
760 BAND TRIP	0.00	0.00	0.00	0.00	0.00
770 CHOIR TRIP	-625.41	0.00	1,675.00	0.00	-2,300.41
775 Tri-M Music Honor Society	322.60	172.00	186.06	0.00	308.54
790 MUSIC DONATIONS	2,196.84	0.00	403.55	-750.00	1,043.29
<b>G MUSIC Totals:</b>	<b>12,532.11</b>	<b>8,223.56</b>	<b>5,804.35</b>	<b>0.00</b>	<b>14,951.32</b>
<b>H TRANSPORTATION</b>					
800 TRANSPORTATION MISC	0.00	0.00	96.09	0.00	-96.09
810 TRANS FALL SPORTS	-7,054.35	0.00	1,628.53	0.00	-8,682.88
820 TRANS SPRING SPORTS	-114.97	0.00	0.00	0.00	-114.97
830 TRANS WINTER SPORTS	0.00	0.00	0.00	0.00	0.00
840 TRANS FIELD TRIPS	-5,113.32	0.00	669.68	0.00	-5,783.00
845 TRANSPORTATION BAND	-6,675.00	0.00	845.16	0.00	-7,520.16
848 TRANSPORTATION CHOIR	0.00	0.00	1,546.12	0.00	-1,546.12
850 TR DEBATE/FOR/DRAMA	0.00	0.00	450.60	0.00	-450.60
<b>H TRANSPORTATION Totals:</b>	<b>-18,957.64</b>	<b>0.00</b>	<b>5,236.18</b>	<b>0.00</b>	<b>-24,193.82</b>
<b>I ACADEMIC COURSE FINES</b>					
900 FINES	595.72	0.00	0.00	0.00	595.72
901 FOREIGN LANG FINES	661.78	0.00	0.00	0.00	661.78
902 ENGLISH FINES	1,221.85	0.00	0.00	0.00	1,221.85
903 MATH FINES	1,479.03	0.00	0.00	0.00	1,479.03
904 SCIENCE FINES	0.00	0.00	0.00	0.00	0.00
906 SOCIAL STUDIES FINES	297.23	0.00	0.00	0.00	297.23
907 BUSINESS FINES	127.46	0.00	0.00	0.00	127.46
<b>I ACADEMIC COURSE FINES Totals:</b>	<b>4,383.07</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,383.07</b>
<b>Y BANKING</b>					
910 STARTING CASH	-7,419.55	3,608.20	3,700.00	0.00	-7,511.35
915 UNASSIGNED DEPOSITS	911.27	58.00	0.00	-40.00	929.27
920 CHECKING ACCCOUNT	-700.17	-175.60	72.50	40.00	-908.27
930 MONEY MKT INTEREST	776.29	28.33	15.00	0.00	789.62
940 CD INTEREST	386.25	192.89	0.00	0.00	579.14
<b>Y BANKING Totals:</b>	<b>-6,045.91</b>	<b>3,711.82</b>	<b>3,787.50</b>	<b>0.00</b>	<b>-6,121.59</b>



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<b>Z INVESTMENTS</b>					
950 OSB-MONEY MKT PLUS	-5,116.55	15.00	110,230.13	0.00	-115,331.68
960 OSB - JUMBO CD	-110,008.91	110,201.80	192.89	0.00	0.00
<b>Z INVESTMENTS Totals:</b>	<u>-115,125.46</u>	<u>110,216.80</u>	<u>110,423.02</u>	<u>0.00</u>	<u>-115,331.68</u>
<b>Report Totals:</b>	<u>133,205.81</u>	<u>207,562.23</u>	<u>168,060.15</u>	<u>0.00</u>	<u>172,707.89</u>

Cyrena on Home 1-14-04  
 Accounty

R. L. Kolowski 1-14-04  
 Principal

ALL Data

## Current Cash Balance Report

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A EXTRACURRICULAR ACTIVITIES</b>					
1000 FIELD TRIPS	2,867.75	3,087.50	0.00	0.00	5,955.25
1355 PE//LIFETIME FIT FT	0.00	0.00	0.00	0.00	0.00
2220 INTRAMURAL FEE FUND	0.00	270.00	0.00	0.00	270.00
2407 DEBATE FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	8,151.00	2,127.00	0.00	0.00	10,278.00
2411 DRAMA-ITS FEE FUND	0.00	0.00	0.00	0.00	0.00
2413 FCCLA FEE FUND	0.00	0.00	0.00	0.00	0.00
2414 FORENSICS FEE FUND	0.00	0.00	0.00	0.00	0.00
2418 FEA FEE FUND	0.00	0.00	0.00	0.00	0.00
2420 GERMAN CLUB FEE FUND	0.00	0.00	0.00	0.00	0.00
2445 NATL HONOR SOC FF	-1.00	0.00	0.00	0.00	-1.00
2460 SPANISH CLUB FEE FUND	0.00	0.00	0.00	0.00	0.00
2475 VICA FEE FUND	0.00	0.00	0.00	0.00	0.00
2485 YEARBOOK	0.00	0.00	0.00	0.00	0.00
2612 DANCE CAMP FEE	0.00	0.00	0.00	0.00	0.00
2620 FR CHEER CAMP FF	0.00	0.00	0.00	0.00	0.00
2625 JV CHEER CAMP FF	0.00	0.00	0.00	0.00	0.00
2630 VARSITY CHEER CAMP FF	0.00	0.00	0.00	0.00	0.00
2700 BAND FEE FUND	306.00	0.00	0.00	0.00	306.00
2701 BAND UNIFORM FEE	3,400.00	0.00	0.00	0.00	3,400.00
2710 CHOIR FEES	2,800.00	1,005.00	0.00	0.00	3,805.00
2730 ORCHESTRA FEE FUND	83.00	0.00	0.00	0.00	83.00
2733 ORCHESTRA TRIP FF	0.00	0.00	0.00	0.00	0.00
2770 CHOIR TRIP FEE FUND	2,219.00	50.00	0.00	0.00	2,269.00
5010 PARTICIPATION FEE	33,098.00	615.00	0.00	0.00	33,713.00
<b>A EXTRACURRICULAR ACTIVITIES Totals:</b>	<u>52,923.75</u>	<u>7,154.50</u>	<u>0.00</u>	<u>0.00</u>	<u>60,078.25</u>
<b>B POST SECONDARY EDUCATION</b>					
7120 AP TEST FEES	0.00	0.00	0.00	0.00	0.00
<b>B POST SECONDARY EDUCATION Totals:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Report Totals:</b>	<u>52,923.75</u>	<u>7,154.50</u>	<u>0.00</u>	<u>0.00</u>	<u>60,078.25</u>

*Cynthia Hume 1-14-04*  
Accounting

*R. L. Kolowski 1-14-04*  
Principal

ALL Data

# Current Cash Balance Report

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Date: 10/26/2003 thru 11/26/2003

Arranged by:  
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
100 GENERAL FUND	1,492.35	603.30	1,975.73	0.00	119.92
100	0.00	1,096.33	0.00	0.00	1,096.33
Totals:	1,492.35	1,699.63	1,975.73	0.00	1,216.25
Report Totals:	1,492.35	1,699.63	1,975.73	0.00	1,216.25

*Angie Entwistle*

ALL Data

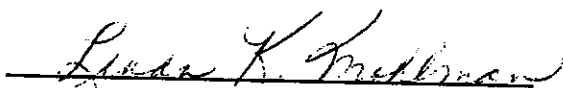
# Current Cash Balance Report

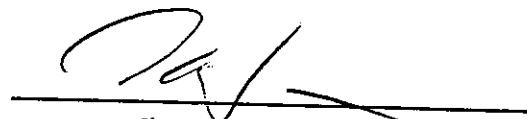
132

Date: 11/01/2003 thru 11/30/2003

Arranged by:  
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A SUMMER SCHOOL ACCOUNTS</b>					
100 Elementary Summer School	0.00	0.00	0.00	0.00	0.00
120 Middle School Summer School	70.00	0.00	0.00	0.00	70.00
130 Senior High Summer School	0.00	0.00	0.00	0.00	0.00
140 Special Education	0.00	0.00	0.00	0.00	0.00
145 Special Education Preschool	0.00	0.00	0.00	0.00	0.00
150 Interest	56.72	5.65	0.00	0.00	62.37
160 Food Service Refunds	0.00	209.40	209.40	0.00	0.00
<b>A SUMMER SCHOOL ACCOUNTS Totals:</b>	<u>126.72</u>	<u>215.05</u>	<u>209.40</u>	<u>0.00</u>	<u>132.37</u>
Report Totals:	126.72	215.05	209.40	0.00	132.37

  
 Linda K. Mohlman, DSAC  
 Executive Secretary

  
 Chris Hughes, DSAC  
 Accounting Manager





Enclosure F.1.  
February 9, 2004

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Don Stroh Administration Center • 5606 So. 147th Street • Omaha, NE 68137-2604 • (402) 895-8200 • Fax (402) 895-8409

February 4, 2004

**TO: Board Members**

**FROM: Amy Friedman**

**RE: Employees of the Month**

The Employees of the Month for February are Stephanie Burdic, media specialist at Millard North High School and Marilyn DeJong, secretary in the human resources department at the Don Stroh Administration Center.

AF:sp

7.

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**MILLARD BOARD OF EDUCATION**

Brad Burwell, Julie A. Johnson, Mike Kennedy, Mike Pate, Linda Poole, Jean Stothert, Keith Lutz, Ed.D., Superintendent

### AGENDA SUMMARY SHEET

AGENDA ITEM: Affirm Policy 1347  
Community – Smoking and Use of Tobacco

MEETING DATE: Monday, January 26, 2004

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF DESCRIPTION: We are updating the Policy – Smoking and Use of Tobacco

ACTION DESIRED: Approval

BACKGROUND: This policy needs to be reviewed since it was last revised in 1994.

OPTIONS AND ALTERNATIVES: Leave unchanged, delete, or make additional revisions.

RECOMMENDATION: Approval

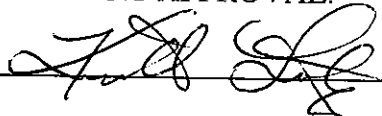
STRATEGIC PLAN REFERENCE: Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of community support.

IMPLICATIONS OF ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:

  
\_\_\_\_\_

**Community****Smoking and Use of Tobacco****1347**

Effective January 1, 1994, no tobacco products may be used by community members and visitors in buildings, athletic fields, and spectator areas owned and operated by the Millard Public Schools.

Related Policies and Rules: 1347R1; 4172P, 4172.R1; 7421P, 7421.R1

Policy Adopted: September 6, 1988,  
December 20, 1993

Millard Public Schools

Revised: January 17, 1994

Omaha, NE



**AGENDA SUMMARY SHEET**

AGENDA ITEM: Approval of Rule 1347.1  
Community – Smoking and Use of Tobacco

MEETING DATE: Monday, January 26, 2004

DEPARTMENT: Superintendent's Office

TITLE AND BRIEF  
DESCRIPTION: We are updating the Rule – Smoking and Using Tobacco

ACTION DESIRED: Approval

BACKGROUND: This rule needs to be reviewed since it was last revised in 1994.

OPTIONS AND  
ALTERNATIVES: Leave unchanged, delete, or make additional revisions.

RECOMMENDATION: Approval

STRATEGIC PLAN  
REFERENCE: Parameter: We will always communicate effectively, both internally and externally, in order to implement our Strategic Plan, operate our schools, and maintain high levels of community support.

IMPLICATIONS OF  
ADOPTION/REJECTION: N/A

TIMELINE: N/A

PERSON RESPONSIBLE: Amy Friedman

SUPERINTENDENT APPROVAL:

  
\_\_\_\_\_

**Community****Smoking and Using Tobacco****1347.1**

Appropriate signs will be placed at the entrances of all buildings, athletic facilities, and spectator areas advising all persons who enter of the provisions of Policy 1347.

Anyone who ~~are~~ is observed smoking or using tobacco products in violation of Policy 1347 shall be asked to refrain from such activity. If the individual fails to comply with the request, the violation of policy may be referred to the principal or school district supervisory personnel responsible for the area or program. The supervisor shall make a decision on further action, which may include a directive to leave school property. Repeated violations may result in a recommendation to the Superintendent to prohibit the individual from entering school district property for a specified period of time. If deemed necessary by school administration, the local law enforcement agency may be called upon to assist with enforcement of this policy.

Related Policies and Rules: 1347P, 4172P, 4172R1; 7421P, 7421R1

Rule Approved: November 7, 1988;  
December 20, 1993

Millard Public Schools

Revised: January 17, 1994

Omaha, NE

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Adoption of Millard Standards for Science and Social Studies

**MEETING DATE:** January 26, 2004

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** The Millard Standards need to be approved by the Board prior to submission to the Nebraska Department of Education for their approval.

**ACTION DESIRED:** APPROVAL X DISCUSSION    INFORMATION ONLY   

**BACKGROUND:** In 1998, Millard Public Schools' academic standards in several durricular areas were approved by the Nebraska Department of Education as "more rigorous" than Nebraska State Standards. In order to better align the Millard Education Program to the Nebraska State Standards and to facilitate the reporting process, we have revised "Millard Standards" and aligned them to the Nebraska Standards. Before they can be adopted (social studies) or readopted (science) as "more rigorous" than Nebraska Standards, they need to be adopted by the board. The Millard Standards represent the social studies and science Curriculum Frameworks that are in place after approval by the Board of Education.

**OPTIONS AND ALTERNATIVES CONSIDERED:** The Standards could be sent back to the department for revision. The District could report to the state on Nebraska Standards rather than Millard Standards.

**RECOMMENDATIONS:** Adopt the Millard Standards

**STRATEGIC PLAN REFERENCE:** Strategy 1.

**IMPLICATIONS OF ADOPTION OR REJECTION:** Adoption will allow Millard Schools to report to the State on our own Standards in social studies and science, thus cementing the connections to the "T Chart" and to the taught curriculum. Rejection will require Millard to report to Nebraska Standards in future reports.

**TIMELINE:** The Millard Standards are due to the Nebraska Department of Education on February 1, 2004.

**RESPONSIBLE PERSON(S):** Martha Bruckner, Carol Newton, Judy Porter

**ASSOCIATE SUPERINTENDENT'S APPROVAL:** Martha Bruckner

**SUPERINTENDENT'S APPROVAL:** [Signature]

**BOARD ACTION:**

**MILLARD PUBLIC SCHOOLS  
ELEMENTARY SCIENCE STANDARDS**

# STANDARDS ADOPTED BY THE NEBRASKA STATE BOARD OF EDUCATION

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## SCIENCE STANDARDS COMPARISON FORM September 2003

Nebraska Science Standards	Local District's Corresponding Standards
<b>Grades K-1 with Example Indicators</b>	
<p><b>1.1 Unifying Concepts and Processes</b> <i>Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.</i></p>	
<p><b>1.1.1</b> By the end of first grade, students will develop an understanding of systems, order, and organization. <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use one or more of the five senses to observe and describe objects.</li> <li>• Sort objects by their characteristics.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>K.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Classifies things in the environment as either living or nonliving</li> <li>• Identifies the common needs of living things</li> <li>• Observes characteristics of animals that enable them to live and grow</li> <li>• Identifies sources and uses of water</li> <li>• Identifies and compares types of land forms – rocks, soil, sand</li> <li>• Identifies and describes different kinds of weather</li> </ul> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Describes the basic components of a food chain</li> <li>• Describes the properties of the sun and its importance to life</li> <li>• Observes and compares properties and uses of rocks and minerals</li> <li>• Explains the importance of the relationship between the sun and Earth</li> </ul>
<p><b>1.1.2</b> By the end of first grade, students will develop an understanding of evidence, models, and explanation. <i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Describe how a model (e.g., photos, maps, globes, illustrations, stuffed animals, toys, and building blocks) can represent an object, living thing, or an event.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>K.10.2 Student will demonstrate understanding of evidence, models and explanations</b></p> <ul style="list-style-type: none"> <li>• Compares amounts of surface covered by water and land on Earth's model</li> <li>• Identifies similarities and differences between models and real objects</li> </ul> <p><b>1.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Uses a model of the Earth and sun to explain the Earth's rotation and effect on day and night</li> </ul>

<p><b>1.1.3</b> By the end of first grade, students will develop an understanding of change, constancy, and measurement.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Observe and measure change.</li> <li>• Describe how things change in some ways and stay the same in others.</li> <li>• Compare two or more objects using direct comparisons of measurement (e.g., shorter, longer, taller, heavier, and lighter).</li> <li>• Use both standard units of measurement (e.g., inches and centimeters) and nonstandard units of measurement (e.g., string and paper clips).</li> <li>• Use appropriate measurement systems for different purposes.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b> 142</p> <p><b>K.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Observes that force can cause objects to move or change their motion</li> <li>• Describes changes in moisture, temperature, and wind and how they affect weather</li> </ul> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes the three states of matter and their relationship to temperature</li> <li>• Describes characteristics of growth in plants and animals</li> <li>• Describes changes in Earth materials that occur over time</li> </ul>
<p><b>1.1.4</b> By the end of first grade, students will develop an understanding of form and function.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate how the shape of a tool is related to its use.</li> <li>• Explain how specific characteristics of living things influence how they interact with their environment (e.g., how the long neck of the giraffe and webbed feet on a duck helps them to reach their food).</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>K.10.4 Student will demonstrate understanding of form and function</b></p> <ul style="list-style-type: none"> <li>• Identifies the five senses and the body part associated with each sense</li> </ul> <p><b>1.10.4 Student will demonstrate understanding of form and function</b></p> <ul style="list-style-type: none"> <li>• Describes properties of magnets</li> <li>• Identifies and describes basic functions of brain, lungs, teeth, bones and skin</li> <li>• Compares the characteristics of insects, amphibians and fish that enable them to live in their environments</li> <li>• Describes the role insects and animals play in seed development</li> </ul>
<p><b>1.2</b> <i>Science as Inquiry</i>  <i>Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.</i></p>	
<p><b>1.2.1</b> By the end of first grade, students will develop the abilities needed to do scientific inquiry.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Ask questions about their surroundings.</li> <li>• Collect scientific information from careful observation.</li> <li>• Use simple equipment and tools (e.g., rulers, magnifiers) to extend the senses.</li> <li>• Share findings with classmates, families, or community members.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>K.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses five senses to collect information and make observations about their environment</li> <li>• Uses different units of measurement and tools to investigate objects</li> <li>• Sorts objects according to a given property</li> <li>• Observes objects in their environment and identifies common characteristics</li> </ul> <p><b>1.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses simple equipment and tools to make observations to answer questions</li> </ul> <p>*Students use the 4 step inquiry process of state a question, hypothesize, collect data, and draw conclusions any time they are working with experiments or answering questions.</p>
<p><b>1.3</b> <i>Physical Science</i>  <i>Physical science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	

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<p><b>1.3.1</b> By the end of first grade, students will develop an understanding of the characteristics of materials.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Observe and describe characteristics of common materials (e.g., paper, wood, metal, and wool).</li> <li>• Observe and describe properties of common materials (e.g., how they will float, sink, mix, dissolve, or not dissolve in various liquids).</li> <li>• Observe and classify materials as a solid, liquid, or gas.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b>  <small>143</small></p> <p><b>K.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Identifies sources and uses of water</li> <li>• Identifies and compares types of land forms – rocks, soil, sand</li> </ul> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Observes and compares properties and uses of rocks and minerals</li> </ul> <p><b>1.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Uses a model of the Earth and sun to explain the Earth's rotation and effect on day and night</li> </ul> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes the three states of matter and their relationship to temperature</li> <li>• Describes changes in Earth materials that occur over time</li> </ul> <p><b>1.10.4 Student will demonstrate understanding of form and function</b></p> <ul style="list-style-type: none"> <li>• Describes properties of magnets</li> </ul>
<p><b>1.4</b> <i>Life Science</i>  <i>Life science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	
<p><b>1.4.1</b> By the end of first grade, students will develop an understanding of the characteristics of living things.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Differentiate between living and nonliving things.</li> <li>• Investigate how living things need food, water, and air to survive.</li> <li>• Describe how roots, stems, and leaves serve different functions for plants.</li> <li>• Compare and contrast animals by specific characteristics (e.g., body covering, diet, and locomotion).</li> <li>• Observe and match organisms to their distinct habitats.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>K.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Classifies things in the environment as either living or nonliving</li> <li>• Identifies the common needs of living things</li> <li>• Observes characteristics of animals that enable them to live and grow</li> </ul> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Describes the basic components of a food chain</li> <li>• Describes the properties of the sun and its importance to life</li> </ul> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes characteristics of growth in plants and animals</li> </ul> <p><b>1.10.4 Student will demonstrate understanding of form and function</b></p> <ul style="list-style-type: none"> <li>• Identifies and describes basic functions of brain, lungs, teeth, bones and skin</li> <li>• Compares the characteristics of insects, amphibians and fish that enable them to live in their environments</li> </ul>
<p><b>1.4.2</b> By the end of first grade, students will develop an understanding of the life cycles of organisms.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe how living things change as they grow.</li> <li>• Describe how offspring resemble their parents.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes characteristics of growth in plants and animals</li> </ul> <p><b>1.10.4 Student will demonstrate understanding of form and function</b></p> <ul style="list-style-type: none"> <li>• Compares the characteristics of insects, amphibians and fish that enable them to live in their environments</li> <li>• Describes the role insects and animals play in seed development</li> </ul>

<p><b>1.5 Earth and Space Science</b>  <i>Earth and space science focuses on science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	144
<p><b>1.5.1</b> <i>By the end of first grade, students will develop an understanding of the characteristics of earth materials.</i>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Observe and identify a variety of materials (e.g., rock, soils, and water) that makes up the earth's surface.</li> <li>• Identify materials of earth (e.g., water) support life.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>K.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Identifies sources and uses of water</li> <li>• Identifies and compares types of land forms – rocks, soil, sand</li> </ul> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Observes and compares properties and uses of rocks and minerals</li> </ul> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes changes in Earth materials that occur over time</li> </ul>
<p><b>1.5.2</b> <i>By the end of first grade, students will develop an understanding of the objects in the sky.</i>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize objects in the sky (e.g., the sun, moon, and stars).</li> <li>• Investigate that the sun provides heat and light.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Describes the properties of the sun and its importance to life</li> <li>• Explains the importance of the relationship between the sun and Earth</li> </ul> <p><b>1.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Uses a model of the Earth and sun to explain the Earth's rotation and effect on day and night</li> </ul>

17.



<p><b>1.5.3</b> By the end of first grade, students will develop an understanding of the changes in the earth and sky.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe and record daily weather changes.</li> <li>• Describe and record seasonal weather changes.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b> <span style="float: right;">145</span></p> <p><b>K.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Identifies and describes different kinds of weather</li> </ul> <p><b>1.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Describes the properties of the sun and its importance to life</li> <li>• Explains the importance of the relationship between the sun and Earth</li> </ul> <p><b>1.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Uses a model of the Earth and sun to explain the Earth's rotation and effect on day and night</li> </ul> <p><b>K.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes changes in moisture, temperature, and wind and how they affect weather</li> </ul> <p><b>1.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes the three states of matter and their relationship to temperature</li> </ul> <p><b>Social Studies</b></p> <p><b>K.12.3 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>• Describes how weather and physical environment affect a person's actions</li> <li>• Describes seasons and weather typical for Nebraska</li> </ul> <p><b>1.12.3 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>• Describes climate, location, and physical surroundings</li> <li>• Describes how seasons can vary in different locations</li> </ul>
<p><b>1.6</b> <b>Science and Technology</b>  <i>An understanding of science and technology establishes connections between the natural and designed world, linking science and technology.</i></p>	
<p><b>1.6.1</b> By the end of first grade, students will develop an understanding of technological design.  <i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Explain how the use of common household tools is determined by their design.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>K.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses different units of measurement and tools to investigate objects</li> <li>• Observes objects in their environment and identifies common characteristics</li> </ul> <p><b>1.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses simple equipment and tools to make observations to answer questions</li> </ul> <p><b>Social Studies</b></p> <p><b>1.12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Understands changes in technology and how those changes affect people</li> </ul>

<p><b>1.6.2</b> By the end of first grade, students will develop an understanding of science and technology.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use various tools (e.g., magnifiers, thermometers, or rulers ) to improve observations and measurements.</li> <li>• Identify the technology used in different occupations.</li> </ul>	<p style="text-align: right;">146</p> <p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>K.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses different units of measurement and tools to investigate objects</li> </ul> <p><b>1.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses simple equipment and tools to make observations to answer questions</li> </ul> <p><b>1.9.2 Student will understand the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Describes contributions to science made by men and women</li> </ul> <p><b>Social Studies</b></p> <p><b>1.12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Understands changes in technology and how those changes affect people</li> </ul>
<p><b>1.7</b> <i>Science in Personal and Social Perspectives</i>  <i>A personal and social perspective of science helps a student to understand and act on personal and social issues. This perspective builds a foundation for future decision making.</i></p>	
<p><b>1.7.1</b> By the end of first grade, students will develop an understanding of personal health.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify safety rules for home and school.</li> <li>• Engage in personal care that will maintain and improve health.</li> <li>• Describe a healthy diet.</li> <li>• Explain that substances can benefit or damage the way the body functions.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>K.9.2 Student will demonstrate an understanding of the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Identifies safety helpers and rules</li> <li>• Student will demonstrate an understanding of the relationship between science and people.</li> <li>• Explains the role each play in keeping children safe</li> <li>• Identifies good health habits (cleanliness, nutrition)</li> <li>• Distinguishes between helpful and harmful substances</li> </ul> <p><b>1.9.2 Student will understand the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Identifies rules for different kinds of safe play</li> <li>• Describes purpose of medicines and the importance of safety rules associated with them</li> <li>•</li> </ul>
<p><b>1.7.2</b> By the end of first grade, students will develop an understanding of resources.</p> <p><i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Observe and describe how reducing, reusing, and recycling help our environment.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>K.9.2 Student will demonstrate an understanding of the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Describes ways people can be responsible for the use of the environment</li> </ul>
<p><b>1.8</b> <i>History and Nature of Science</i>  <i>The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role that science has played in the development of various cultures.</i></p>	

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<p><b>1.8.1 By the end of first grade, students will develop an understanding of science as a human endeavor.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize the contributions to science made by men and women from many places.</li> <li>• Conduct an investigation as part of a team.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b> 147</p> <p><b>K.9.2 Student will demonstrate an understanding of the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Describes ways people can be responsible for the use of the environment</li> </ul> <p><b>1.9.2 Student will understand the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>• Describes contributions to science made by men and women</li> </ul> <p><b>Social Studies</b></p> <p><b>K.12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>• Matches descriptions of work to names of jobs and/or workers</li> </ul> <p><b>1.12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Understands changes in technology and how those changes affect people</li> </ul>
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**4.1 Unifying Concepts and Processes**  
*Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.*

**4.1.1 By the end of fourth grade, students will develop an understanding of systems, order, and organization.**

Example Indicators:

Describe the parts that make up a system.

Relate how the parts of a system affect the whole system.

**10 Demonstrate understanding of life, physical, earth and space sciences.**

**3.10.1 Student will demonstrate understanding of systems, order and organization.**

- Describes the characteristics of an ecosystem
- Describes the structure and function of a food chain and a food web
- Understands the importance of the water and oxygen cycle in an ecosystem

**4.10.1 Student will demonstrate understanding of systems, order and organization.**

- Identifies and compares the life cycles of plants and animals
- Describes individual parts of a system and explains how its parts effect the system
- Explains the structure and function of the digestive system

**4.1.2 By the end of fourth grade, students will develop an understanding of evidence, models, and explanation.**

Example Indicators:

Use evidence gathered from an investigation to develop a scientific explanation.

Create a model, graph, or illustration that represents an object, living thing, or an event.

Explain and answer questions about a model and how it represents an object, living thing, or an event.

Explain procedures or ideas in more than one way (e.g., sketches, charts, and graphs).

**10 Demonstrate understanding of life, physical, earth and space sciences.**

**3.10.1 Student will demonstrate understanding of systems, order and organization.**

- Explains the relationship between position, motion, and force
- Describes the characteristics of an ecosystem
- Describes the structure and function of a food chain and a food web
- Understands the importance of the water and oxygen cycle in an ecosystem
- Identifies the physical properties of minerals found in rocks
- Compares igneous, sedimentary and metamorphic rocks
- Compares characteristics of the Earth and moon
- Describes individual parts of a system and explains how its parts effect the system

**4.10.2 Student will demonstrate understanding of evidence, models and explanations.**

- Uses data to create models and communicate conclusions
- Explains a model of the Earth's water cycle
- Explains the characteristics of electric current

<p><b>4.1.3 By the end of fourth grade, students will develop an understanding of change, constancy, and measurement.</b>  <b>Example Indicators:</b>  Describe observable changes (e.g., speed, pattern, shape, position, and size).  Measure a change using appropriate tools and units of measurement.</p>	<p style="text-align: right;">149</p> <p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>4.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses elements of inquiry</li> <li>• Identifies, measures, classifies, records, and interprets data through the inquiry process</li> </ul> <p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Explains the relationship between position, motion, and force</li> </ul> <p><b>4.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Explains a model of the Earth's water cycle</li> <li>• Student will demonstrate understanding of change, constancy and measurement.</li> <li>• Explains the affects of temperature, air pressure, moisture and wind on weather</li> </ul> <p><b>3.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Describes change in terms of speed, patten, position and size</li> </ul> <p><b>4.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Explains the affects of temperature, air pressure, moisture and wind on weather</li> <li>• Explains basic differences between physical and chemical changes in matter</li> <li>• Understands that all changes of matter result from the gain or loss of energy</li> </ul>
<p><b>4.1.4 By the end of fourth grade, students will develop an understanding of form and function.</b>  <b>Example Indicator:</b></p> <ul style="list-style-type: none"> <li>• Construct a device to perform a simple task and explain how it works.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Identifies structures of simple machines with their functions</li> <li>• Explains the structure and function of the human skeleton</li> <li>• Explains the structure and function of the eye</li> </ul> <p><b>4.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Identifies and compares the structure and function of plants and animals</li> <li>• Identifies and classifies animals according to their characteristics</li> <li>• Describes the basic elements of electrical energy</li> <li>• Describes the structure and function of the ear</li> </ul>

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<p><b>4.2 Science As Inquiry</b>  <i>Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.</i></p>	150
<p><b>4.2.1 By the end of fourth grade, students will develop the abilities needed to do scientific inquiry.</b>  <b>Example Indicators:</b></p> <ul style="list-style-type: none"> <li>• Ask a question about objects, organisms, and events in their surroundings.</li> <li>• Plan and conduct a simple investigation.</li> <li>• Use simple equipment and tools (e.g., thermometers and scales) to gather data and extend the senses.</li> <li>• Use data develop reasonable explanations.</li> <li>• Communicate procedures, results, and explanations of an investigation.</li> </ul>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b></p> <p><b>4.9.1 Student will use elements of inquiry.</b></p> <ul style="list-style-type: none"> <li>• Uses elements of inquiry</li> <li>• Identifies, measures, classifies, records, and interprets data through the inquiry process</li> </ul>
<p><b>4.3 Physical Science</b>  <i>Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	
<p><b>4.3.1 By the end of fourth grade, students will develop an understanding of the characteristics of objects and materials.</b>  <b>Example Indicators:</b>          Classify objects by observable characteristics (shape, size, and color).          Compare and contrast characteristics of common materials using tools (e.g., rulers, scales, thermometers, microscopes, and hand lenses).          Demonstrate that materials can change from solid to liquid to gas by heating and from gas to liquid to solid by cooling.</p>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>4.10.2 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>• Explains basic differences between physical and chemical changes in matter</li> <li>• Understands that all changes of matter result from the gain or loss of energy</li> </ul> <p><b>2.10.4 Student will demonstrate understanding of form and function.</b>          Describes the basic properties of sound and light</p> <p><b>4.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Identifies basic properties of matter</li> </ul>
<p><b>4.3.2 By the end of fourth grade, students will develop an understanding of the position and motion of objects.</b>  <b>Example Indicators:</b>          Use reference points to describe the position of an object.</p> <ul style="list-style-type: none"> <li>• Describe an object's motion by tracing its position over time.</li> <li>• Demonstrate that the position and motion of objects can be changed by pushing or pulling.</li> <li>• Demonstrate how sound is produced when objects vibrate.</li> <li>• Change the pitch of sound by changing the rate of vibration.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Explains the relationship between position, motion, and force</li> </ul> <p><b>3.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Describes the interactions and observable patterns of movement of the Earth, moon and sun (moon phases, seasons, eclipses)</li> </ul> <p><b>2.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Describes the basic properties of sound and light</li> </ul> <p><b>3.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Identifies structures of simple machines with their functions</li> <li>• Student will demonstrate understanding of form and function.</li> <li>• Describes the basic elements of electrical energy</li> </ul>

<p><b>4.3.3</b> By the end of fourth grade, students will develop an understanding of light, heat, electricity, and magnetism.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between reflection and refraction of light.</li> <li>• Identify ways in which heat can be produced (e.g., burning, rubbing, or mixing one substance with another).</li> <li>• Demonstrate heat can flow from one object to another by conduction.</li> <li>• Use electricity to produce heat, sound or magnetic effects.</li> <li>• Demonstrate electrical circuits require a complete loop through which an electrical current can pass.</li> <li>• Describe the physical properties of magnets.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b> 151</p> <p><b>4.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>• Explains the characteristics of electric current</li> <li>• Student will demonstrate understanding of form and function.</li> </ul> <p><b>4.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Describes the basic elements of electrical energy</li> </ul>
<p><b>4.4</b> <i>Life Science</i>  <i>Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	
<p><b>4.4.1</b> By the end of fourth grade, students will develop an understanding of the characteristics of living things.  <i>Example Indicators:</i>  Describe the differences between plants and animals.  Describe the various structures of plants and animals necessary for survival and reproduction.  Describe how internal stimuli (e.g., hunger) and external stimuli (e.g., changes in the environment) affect behavior of living things.</p>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>4.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>• Identifies and compares the structure and function of plants and animals</li> <li>• Identifies and classifies animals according to their characteristics</li> </ul>
<p><b>4.4.2</b> By the end of fourth grade, students will develop an understanding of the life cycles of living things.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the life cycle of an organism.</li> <li>• Identify inherited characteristics of living things (e.g., color and number of eyes).</li> <li>• Identify learned characteristics of living things (e.g., language or hunting for food).</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>4.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Identifies and compares the life cycles of plants and animals</li> </ul>
<p><b>4.4.3</b> By the end of fourth grade, students will develop an understanding of living things and environments.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Diagram a food chain.</li> <li>• Explain how environmental changes affect behavior and survival of living things.</li> <li>• Describe how humans and other living things cause both positive and negative changes in their environment.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>• Describes the characteristics of an ecosystem</li> <li>• Describes the structure and function of a food chain and a food web</li> <li>• Understands the importance of the water and oxygen cycle in an ecosystem</li> </ul>
<p><b>4.5</b> <i>Earth and Space Science</i>  <i>Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	

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<p><b>4.5.1</b> By the end of fourth grade, students will develop an understanding of the characteristics of earth materials.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Identify characteristics of soils, minerals, rocks, water, and the atmosphere.</li> <li>List earth materials that are used by humans (e.g., water, fossil fuels, ores, soils).</li> <li>Select the best earth material for a specific human use (e.g., marble—buildings, clay—pottery, coal—heat).</li> <li>Describe an ancient environment based on fossil evidence.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b> 152</p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>Identifies the physical properties of minerals found in rocks</li> <li>Compares igneous, sedimentary and metamorphic rocks</li> </ul> <p><b>3.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>Describes the effects of physical and chemical weathering of rocks</li> <li>Describes and compares slow and rapid land form changes, such as weathering and erosion</li> </ul>
<p><b>4.5.2</b> By the end of fourth grade, students will develop an understanding of objects in the sky.</p> <p><i>Example Indicator:</i></p> <p>Observe and describe how objects move in patterns (e.g., sun, moon, stars, and clouds).</p>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>Compares characteristics of the Earth and moon</li> </ul> <p><b>3.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>Describes the interactions and observable patterns of movement of the Earth, moon and sun (moon phases, seasons, eclipses)</li> </ul>
<p><b>4.5.3</b> By the end of fourth grade, students will develop an understanding of the changes in the earth and sky.</p> <p><i>Example Indicators:</i></p> <p>Describe how slow processes (e.g., erosion) and rapid processes (e.g., earthquakes) change the earth's surface.</p> <ul style="list-style-type: none"> <li>Describe and measure changes in weather (e.g., temperature, precipitation, and wind direction and speed).</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.2 Student will demonstrate understanding of evidence, models and explanations.</b></p> <ul style="list-style-type: none"> <li>Describes the interactions and observable patterns of movement of the Earth, moon and sun (moon phases, seasons, eclipses)</li> </ul> <p><b>3.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>Describes the effects of physical and chemical weathering of rocks</li> <li>Describes and compares slow and rapid land form changes, such as weathering and erosion</li> </ul> <p><b>4.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>Explains the affects of temperature, air pressure, moisture and wind on weather</li> </ul>
<p><b>4.6</b> <i>Science and Technology</i> <i>An understanding of science and technology establishes connections between the natural and designed world, by linking science with technology.</i></p>	

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**4.6.1 By the end of fourth grade, students will develop an understanding of technological design.**

- Example Indicators:**
- Identify a simple problem.
  - Propose a solution to a simple problem.
  - Implement the proposed solution.
  - Evaluate the implementation.
  - Communicate the problem, design, and solution.

**9 Use scientific processes to understand the unifying concepts of the natural world.**

- 3.9.1 Student will use elements of inquiry.**
- Uses data to construct, support, and provide evidence for an explanation
- 4.9.1 Student will use elements of inquiry.**
- Uses elements of inquiry
  - Identifies, measures, classifies, records, and interprets data through the inquiry process

**10 Demonstrate understanding of life, physical, earth and space sciences.**

- 3.10.4 Student will demonstrate understanding of form and function.**
- Identifies structures of simple machines with their functions
- 4.10.2 Student will demonstrate understanding of evidence, models and explanations.**
- Uses data to create models and communicate conclusions

**4.6.2 By the end of fourth grade, students will develop an understanding of science and technology.**

- Example Indicators:**
- Identify tools or techniques that use scientific knowledge to solve problems.
  - Identify, investigate, and solve a problem in the home or school.

**9 Use scientific processes to understand the unifying concepts of the natural world.**

- 4.9.1 Student will use elements of inquiry.**
- Identifies, measures, classifies, records, and interprets data through the inquiry process
- 4.9.2 Student will demonstrate understanding of the relationship between science and people.**
- Describes contributions to science made by men and women

**4.6.3 By the end of fourth grade, students will develop an understanding of the abilities to distinguish between natural objects and objects made by humans.**

- Example Indicator:**
- Classify an object as either natural or manufactured.

**4.7 Science in Personal and Social Perspectives**  
*A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.*

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<p><b>4.7.1 By the end of fourth grade, students will develop an understanding of personal health.</b>  <b>Example Indicators:</b>          Explain how the body uses food and how various foods contribute to health.          Describe how different substances (e.g., tobacco, alcohol, and drugs) can damage the body and alter how it functions.</p>	<p><b>9 Use scientific processes to understand the unifying concepts of the natural world.</b> 154</p> <p><b>3.9.2 Student will demonstrate understanding of the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>Identifies and becomes aware of physical disabilities</li> <li>Describes purpose of medicines and drugs and the importance of safety rules associated with them</li> </ul> <p><b>4.9.2 Student will demonstrate understanding of the relationship between science and people.</b></p> <ul style="list-style-type: none"> <li>Describes good health habits relating to personal hygiene, safety and drugs</li> </ul> <p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>Describe the structure and function of the human skeleton</li> <li>Explains the structure and function of the eye</li> </ul> <p><b>4.10.4 Student will demonstrate understanding of form and function.</b></p> <ul style="list-style-type: none"> <li>Describes the structure and function of the ear</li> </ul>
<p><b>4.7.2 By the end of fourth grade, students will develop an understanding of the types of resources.</b>  <b>Example Indicators:</b>          List examples of resources which are basic materials (e.g., air, water, and soil).          List examples of resources produced from basic materials (e.g., food, fuel, and building materials).          List examples of resources which are intangible materials (e.g., beauty, security, and quiet places).          Research and report on the supply of various resources.</p>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>Describes the structure and function of a food chain and a food web</li> <li>Understand the importance of the water and oxygen cycles in an ecosystem</li> </ul> <p><b>4.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>Identifies and compares the life cycles of plants and animals</li> </ul> <p><b>Social Studies</b></p> <p><b>3.12.1 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>Understands the affect of natural resources in a community</li> </ul>
<p><b>4.7.3 By the end of fourth grade, students will develop an understanding of environmental changes.</b>  <b>Example Indicator:</b></p> <ul style="list-style-type: none"> <li>Distinguish between natural environmental changes and human influenced environmental changes.</li> </ul>	<p><b>10 Demonstrate understanding of life, physical, earth and space sciences.</b></p> <p><b>3.10.1 Student will demonstrate understanding of systems, order and organization.</b></p> <ul style="list-style-type: none"> <li>Describes the characteristics of an ecosystem</li> </ul> <p><b>3.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>Describes the effects of physical and chemical weathering of rocks</li> <li>Describes and compares slow and rapid land form changes, such as weathering and erosion</li> </ul> <p><b>4.10.3 Student will demonstrate understanding of change, constancy and measurement.</b></p> <ul style="list-style-type: none"> <li>Explains the affects of temperature, air pressure, moisture and wind on weather</li> </ul>

<p><b>4.7.4</b> By the end of fourth grade, students will develop an understanding of how science and technology helps communities resolve problems.  <i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Research and explain how science and technology affect the quality of life.</li> </ul>	<p><b>9</b> Use scientific processes to understand the unifying concepts of the natural world. <span style="float: right;">155</span></p> <p><b>4.9.2</b> Student will demonstrate understanding of the relationship between science and people.</p> <ul style="list-style-type: none"> <li>• Describes contributions to science made by men and women</li> </ul>
<p><b>4.8</b> <i>History and Nature of Science</i>  <i>The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures.</i></p>	
<p><b>4.8.1</b> By the end of fourth grade, students will develop an understanding of science as a human endeavor.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Research and report on the contributions to science and technology throughout history by men and women scientists of diverse cultures.</li> <li>• Research and report on how science is used in different careers.</li> <li>• Research and report on how current scientific discoveries illustrate that science is an ongoing process.</li> </ul>	<p><b>9</b> Use scientific processes to understand the unifying concepts of the natural world.</p> <p><b>4.9.2</b> Student will demonstrate understanding of the relationship between science and people.</p> <ul style="list-style-type: none"> <li>• Describes contributions to science made by men and women</li> <li>• Describes good health habits relating to personal hygiene, safety and drugs</li> </ul> <p><b>Social Studies</b>  <b>3.13.1</b> Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.</p> <ul style="list-style-type: none"> <li>• Understands contributions of different groups of people</li> </ul>

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**MILLARD PUBLIC SCHOOLS  
SECONDARY SCIENCE STANDARDS**

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**Grades 5-8 with Example Indicators**

30.

<p><b>8.1</b> <i>Unifying Concepts and Processes</i>  <i>Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.</i></p>	
<p><b>8.1.1</b> <b>By the end of eighth grade, students will develop an understanding of systems, order, and organization.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize and describe key parts and functions of any system.</li> <li>• Analyze and predict the interactions within a system and between systems.</li> <li>• Create and use classification schemes.</li> <li>• Interpret cause and effect relationships within and between systems.</li> </ul>	<p><b>8.9.1</b> <b>Students will recognize and apply the unifying concepts and processes of the natural world.</b></p> <ul style="list-style-type: none"> <li>• Recognize and describe key parts and functions of any system.</li> <li>• Analyze and predict the interactions within a system and between systems.</li> <li>• Create and use classification schemes.</li> <li>• Interpret cause and effect relationships within and between systems.</li> <li>• Investigate and use the Periodic Table at an introductory level.</li> <li>• Describe the levels of organization of living things.</li> <li>• Describe the characteristics of life.</li> <li>• Investigate and describe characteristics of the six kingdoms.</li> <li>• Investigate and describe the water cycle.</li> </ul>
<p><b>8.1.2</b> <b>By the end of eighth grade, students will develop an understanding of evidence, models, and explanation.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Collect, manipulate, and analyze data from an experiment.</li> <li>• Observe and develop models (e.g., physical, mathematical, mental, and computer simulations).</li> <li>• Interpret and explain results of experimentation.</li> <li>• Analyze whether or not investigative procedures and conclusions are reasonable.</li> </ul>	<p><b>8.9.1</b> <b>Students will recognize and apply the unifying concepts and processes of the natural world.</b></p> <ul style="list-style-type: none"> <li>• Collect, manipulate and analyze data from and experiment.</li> <li>• Observe and develop models (physical, mathematical, mental and computer simulations).</li> <li>• Interpret and explain results of experimentation.</li> <li>• Investigate and describe properties and changes in properties of matter (phase change, density and solubility).</li> <li>• Show relationships among atoms, molecules, elements and compounds.</li> <li>• Investigate and apply Newton's laws.</li> <li>• Investigate and describe the properties of the visible light spectrum.</li> <li>• Investigate and describe sound waves and the properties of sound (wave length, frequency, pitch, resonance, Doppler effect).</li> <li>• Investigate static electricity.</li> <li>• Investigate and describe magnetic domains.</li> <li>• Investigate and describe hereditary traits.</li> <li>• Describe an organism by the function it serves in an ecosystem (producers, consumers and decomposers).</li> <li>• Identify and categorize components of the solar system.</li> </ul>

<p><b>8.1.3</b> By the end of eighth grade, students will develop an understanding of change, constancy, and measurement.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Select and use appropriate measurement units.</li> <li>• Quantify changes in systems (e.g., magnitude, direction, and rate).</li> <li>• Apply English and metric systems of measurements.</li> <li>• Investigate and describe changes in terms of scale, rate, and pattern.</li> </ul>	<p><b>8.9.1</b> Students will recognize and apply the unifying concepts and processes of the natural world. <span style="float: right;">158</span></p> <ul style="list-style-type: none"> <li>• Select and use appropriate measurement units.</li> <li>• Summarize the conservation of matter.</li> <li>• Investigate and describe how earth processes that occur today are similar to those that occurred in the past.</li> </ul>
<p><b>8.1.4</b> By the end of eighth grade, students will develop an understanding of form and function.</p> <p><i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate how the design of an object makes it possible for that object to perform a specialized task (e.g., a bicycle or an artificial heart).</li> </ul>	<p><b>8.9.1</b> Students will recognize and apply the unifying concepts and processes of the natural world.</p> <ul style="list-style-type: none"> <li>• Demonstrate how the design of an object makes it possible for that object to perform a specialized task.</li> <li>• Explain and construct circuits.</li> <li>• Explain the relationship between cell structure and function.</li> <li>• Explain the relationships between chromosomes and genes.</li> </ul>

<p><b>8.2 Science as Inquiry</b>  <b>Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.</b></p>	159
<p><b>8.2.1 By the end of eighth grade, students will develop the abilities needed to do scientific inquiry.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify questions and form hypotheses that can be examined through scientific investigations.</li> <li>• Design and conduct a scientific investigation.</li> <li>• Use appropriate tools and techniques to gather, analyze, and interpret data.</li> <li>• Given evidence, develop descriptions, explanations, predictions, and models.</li> <li>• Show the relationship between evidence and explanations.</li> <li>• Recognize and analyze alternative explanations and predictions.</li> <li>• Communicate scientific procedures and explanations.</li> <li>• Use mathematics in scientific inquiry.</li> </ul>	<p><b>8.9.2 Students will apply the knowledge and skills needed for scientific inquiry.</b></p> <ul style="list-style-type: none"> <li>• Identify questions and form hypotheses that can be examined through scientific investigations.</li> <li>• Conduct a scientific investigation.</li> <li>• Use appropriate tools and techniques to gather, analyze and interpret data. (Introduce, review and use computer software and presentations, electronic data collection devices, microscopes, balances and metric rulers.)</li> <li>• Given evidence, develop descriptions, explanations and models.</li> <li>• Communicate scientific procedures and explanations.</li> <li>• Show the relationship between evidence and explanations.</li> <li>• Use mathematics in scientific inquiry.</li> </ul>
<p><b>8.3 Physical Science</b>  <b>Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</b></p>	
<p><b>8.3.1 By the end of eighth grade, students will develop an understanding of properties and changes of properties in matter.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and demonstrate that characteristic properties of a substance (e.g., density, boiling point, and solubility) do not depend on the amount of the substance.</li> <li>• Observe, describe, and measure physical and chemical properties of matter.</li> <li>• Explain that all matter is composed of elements which may combine in a variety of ways to form compounds.</li> <li>• Investigate and explain that in chemical reactions new properties are created and total mass is conserved.</li> </ul>	<p><b>8.10.1 Students will explore and explain physical science concepts, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Investigate and describe properties and changes in properties of matter (phase change, density and solubility).</li> <li>• Compare chemical reactions by identifying their products and reactants.</li> <li>• Summarize the conservation of matter.</li> <li>• Compare and contrast chemical energy (endothermic and exothermic).</li> <li>• Show relationships among atoms, molecules, elements and compounds.</li> <li>• Investigate and use the Periodic Table at an introductory level.</li> <li>• Identify forms of energy and explain how energy is transferred.</li> </ul>

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<p><b>8.3.2</b> By the end of eighth grade, students will develop an understanding of motion and forces.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe the motion of an object by its position, direction of motion, and speed.</li> <li>Investigate and demonstrate that the speed and/or direction of an object changes when a force is applied to that object.</li> </ul>	<p><b>8.10.1</b> Students will explore and explain physical science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate and apply Newton's laws.</li> <li>Describe forces.</li> <li>Identify simple machines and explain how they work.</li> </ul>
<p><b>8.3.3</b> By the end of eighth grade, students will develop an understanding of the forms of energy and how energy is transferred.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe the transfer of light energy.</li> <li>Investigate and demonstrate how energy is transferred using simple machines.</li> <li>Investigate and describe how heat is transferred from a warmer object to a cooler object until both reach the same temperature.</li> <li>Investigate and describe the properties and transfer of sound energy.</li> <li>Investigate and describe the transfer of energy from electrical and magnetic sources to different energy forms (e.g., heat, light, sound, and chemical).</li> </ul>	<p><b>8.10.1</b> Students will explore and explain physical science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Compare and contrast reflection and refraction.</li> <li>Investigate and describe the properties of the visible light spectrum.</li> <li>Investigate and describe sound waves and the properties of sound (wave length, frequency, pitch, resonance, Doppler effect).</li> <li>Compare and contrast compression and transverse waves.</li> <li>Compare and contrast conduction, convection and radiation.</li> <li>Investigate static electricity.</li> <li>Explain the relationship among current, voltage and resistance (ohm).</li> <li>Compare and contrast conductors and insulators.</li> <li>Explain and construct circuits.</li> <li>Investigate and describe magnetic domains.</li> <li>Compare and contrast temporary and permanent magnets.</li> </ul>
<p><b>8.4</b> <i>Life Science</i>  <i>Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	
<p><b>8.4.1</b> By the end of eighth grade, students will develop an understanding of the structure and function in living systems.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe the levels of organizations: cells, tissues, organs, organ systems, whole organisms, and ecosystems.</li> <li>Investigate and demonstrate that all living things are composed of cells.</li> <li>Investigate and explain how cells sustain life through functions (e.g., growth and nutrition).</li> <li>Investigate and describe the specialized function performed by specialized cells (e.g., muscular and skeletal) in multicellular organisms.</li> <li>Investigate and describe the human body systems and how they interact.</li> <li>Investigate and explain how disease affects the structure and/or function of an organism.</li> </ul>	<p><b>8.10.2</b> Students will explore and explain life science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Describe the characteristics of life.</li> <li>Explain basic plant and animal cell structure.</li> <li>Explain the relationship between cell structure and function.</li> <li>Describe the levels of organization of living things.</li> <li>Investigate and describe human body systems (respiratory, circulatory, reproductive, circulatory, nervous, digestive, and endocrine).</li> </ul>



<p><b>8.4.2</b> By the end of eighth grade, students will develop an understanding of reproduction and heredity.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe how all organisms reproduce through sexual or asexual reproduction.</li> <li>Investigate and describe that in many species, offspring receive hereditary information from the female (eggs) and male (sperm).</li> <li>Investigate and explain that chromosomes contain genes which influence heredity.</li> <li>Investigate and describe the effects of inherited traits and environmental influences on an organism's characteristics.</li> </ul>	<p><b>8.10.1</b> Students will explore and explain life science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate the impact of disease on human body systems at an introductory level.</li> <li>Investigate and describe heredity.</li> <li>Compare and contrast mitosis and meiosis.</li> <li>Explain the relationships between chromosomes and genes.</li> <li>Investigate and describe hereditary traits.</li> <li>Explain plant reproduction.</li> </ul>
<p><b>8.4.3</b> By the end of eighth grade, students will develop an understanding of regulation and behavior.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and explain how organisms' behaviors enhance their abilities to obtain and use resources, grow, and reproduce.</li> <li>Investigate and examine how an organism senses change in its internal or external environment and responds to keep conditions within a required range.</li> <li>Investigate and explain how behavior is a response to internal and external stimuli determined by heredity and experience.</li> <li>Investigate and explain how an organism's behavior evolves through environmental adaptation.</li> </ul>	<p><b>8.10.2</b> Students will explore and explain life science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate the impact of disease on human body systems at an introductory level.</li> <li>Compare and contrast mitosis and meiosis.</li> <li>Explain the relationships between chromosomes and genes.</li> <li>Investigate and describe hereditary traits.</li> <li>Explore plant and animal behavior.</li> </ul>
<p><b>8.4.4</b> By the end of eighth grade, students will develop an understanding of populations and ecosystems.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe that a population consists of all individuals of a species at a given place and time.</li> <li>Investigate and analyze the living and nonliving factors that determine the number of organisms an ecosystem can support.</li> <li>Describe an organism by the function it serves in an ecosystem (e.g., producer, consumer, and decomposer).</li> <li>Investigate and explain how energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis, and that energy then passes from organism to organism in food webs.</li> </ul>	<p><b>8.10.2</b> Students will explore and explain life science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate and describe population and ecosystems.</li> <li>Describe an organism by the function it serves in an ecosystem (producers, consumers and decomposers).</li> </ul>
<p><b>8.4.5</b> By the end of eighth grade, students will develop an understanding of diversity and adaptations of organisms.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Explain how internal structures, similarity of chemical processes, (e.g., photosynthesis and respiration) and evidence of common ancestry demonstrate unity among organisms.</li> <li>Investigate and explain how organisms adapt to living and nonliving factors in a biome.</li> <li>Investigate and explain how environmental changes created by nature and by humans may cause species extinction.</li> </ul>	<p><b>8.10.2</b> Students will explore and explain life science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Describe the characteristics of life.</li> <li>Investigate and describe characteristics of the six kingdoms.</li> </ul>
<p><b>8.5</b> <i>Earth and Space Science</i>  <i>Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	

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<p><b>8.5.1</b> By the end of eighth grade, students will develop an understanding of the structure of the earth.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe the crust, mantle, and core of the earth.</li> <li>Investigate and describe how a combination of constructive and destructive forces create land forms.</li> <li>Investigate and describe the composition of soils.</li> <li>Investigate and describe the water cycle.</li> <li>Investigate and describe the composition of the atmosphere at different altitudes.</li> <li>Investigate and describe the influence of topography, location, and oceans on climate.</li> <li>Investigate and describe the effect of living organisms on weathering and the atmosphere.</li> </ul>	<p><b>8.10.2</b> Students will explore and explain earth and space science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate and describe the crust, mantle and core of the earth.</li> <li>Explain how erosion and weathering have impacted land forms.</li> <li>Investigate and describe the water cycle.</li> </ul>
<p><b>8.5.2</b> By the end of eighth grade, students will develop an understanding of the earth's history.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe how earth processes that occur today (e.g., volcanism, weather, and erosion) are similar to those that occurred in the past.</li> <li>Investigate and use the fossil record to provide evidence and explain how environmental conditions have changed.</li> </ul>	<p><b>8.10.3</b> Students will explore and explain earth and space science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Investigate and describe how earth processes that occur today are similar to those that occurred in the past.</li> <li>Illustrate and explain geological processes (plate tectonics, earthquakes, volcanoes).</li> </ul>
<p><b>8.5.3</b> By the end of eighth grade, students will develop an understanding of the earth in the solar system.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and list the components of the solar system.</li> <li>Investigate and describe the motion of objects in the solar system that support the concepts of day, year, eclipses, and phases of the moon.</li> <li>Investigate and describe the influence of gravity on objects in the solar system.</li> <li>Investigate and describe the sun as the major source of energy that influences the atmosphere and the earth's surface.</li> <li>Investigate and describe the effect of the tilt of the earth's axis on seasons.</li> </ul>	<p><b>8.10.3</b> Students will explore and explain earth and space science concepts, theories and models.</p> <ul style="list-style-type: none"> <li>Identify and categorize components of the solar system.</li> <li>Compare and contrast the effects of rotation and revolution.</li> <li>Investigate and explain moon phases and eclipses.</li> <li>Investigate and describe the influence of gravity on objects in the solar system.</li> </ul>
<p><b>8.6</b> <i>Science and Technology</i> An understanding of science and technology establishes connections between the natural and designed world, linking science and technology.</p>	
<p><b>8.6.1</b> By the end of eighth grade, students will develop an understanding of technological design.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Identify problems for technological design.</li> <li>Design a solution or product.</li> <li>Implement a proposed design.</li> <li>Evaluate completed technological designs or products.</li> <li>Communicate the process of technological design.</li> </ul>	<p><b>8.10.4</b> Students will examine the connections between science and technology.</p> <ul style="list-style-type: none"> <li>Explore the process of technological design.</li> <li>Evaluate completed technological designs or products.</li> </ul>

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<p><b>8.6.2</b> By the end of eighth grade, students will develop an understanding of science and technology.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems).</li> <li>• Describe how science and technology are reciprocal.</li> <li>• Assess the avoidable and unavoidable limits of a technological design.</li> <li>• Recognize that solutions have intended and unintended consequences.</li> </ul>	<p><b>8.10.5</b> Students will examine the connections between science and technology.</p> <ul style="list-style-type: none"> <li>• Evaluate completed technology designs or products.</li> <li>• Describe how science and technology are reciprocal.</li> </ul>
<p><b>8.7</b> <i>Science in Personal and Social Perspectives</i>  <b>A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.</b></p>	
<p><b>8.7.1</b> By the end of eighth grade, students will develop an understanding of personal health.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify and research substances harmful to human beings in the natural environment (e.g., radon, lead, and nitrates).</li> <li>• Investigate and explain how personal choices can directly affect a person's health (e.g., exercise, nutrition, and use of drugs).</li> </ul>	<p><b>8.10.6</b> Students will relate science to personal and social issues.</p> <ul style="list-style-type: none"> <li>• Understand how one's food choices affect personal health.</li> <li>• Understand how one's decisions about exercise and fitness affect personal health.</li> <li>• Understand the consequences of chemical misuse and abuse.</li> <li>• Identify and explain the dangers inherent in eating disorders.</li> <li>• Understand the relationship between risky behaviors and health.</li> <li>• Explain the effects of natural hazards on the environment.</li> <li>• Analyze a type of hazard (natural, chemical, or biological) to evaluate the options for reducing or eliminating human risk.</li> </ul>
<p><b>8.7.2</b> By the end of eighth grade, students will develop an understanding of relationships among populations, resources, and environments.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe how population levels affect resources and the environment.</li> <li>• Investigate and understand that the causes of environmental degradation and resource depletion vary locally and globally.</li> </ul>	<p><b>8.10.5</b> Students will relate science to personal and social issues.</p> <ul style="list-style-type: none"> <li>• Interpret the effects of population on local and global environmental resources.</li> <li>• Explain how erosion and weathering have impacted land forms.</li> </ul>
<p><b>8.7.3</b> By the end of eighth grade, students will develop an understanding of natural hazards.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe the effect of natural hazards on the environment (e.g., earthquakes, landslides, wildfires, floods, and storms).</li> <li>• Investigate and describe human activities (e.g., urban growth, land use, and waste disposal) which can accelerate many natural changes.</li> </ul>	<p><b>8.10.5</b> Students will relate science to personal and social issues.</p> <ul style="list-style-type: none"> <li>• Interpret the effects of natural hazards on the environment.</li> <li>• Explain the effects of natural hazards on the environment.</li> <li>• Explain the effects of human activities and interventions on the environment.</li> </ul>
<p><b>8.7.4</b> By the end of eighth grade, students will develop an understanding of risks and benefits.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Analyze a type of hazard (e.g., natural, chemical, or biological) to evaluate the options for reducing or eliminating human risk.</li> <li>• Describe how perceptions of risks and benefits influence personal and social decision (e.g., seat belt usage and waste disposal procedures).</li> </ul>	<p><b>8.10.5</b> Students will relate science to personal and social issues.</p> <ul style="list-style-type: none"> <li>• Analyze a type of hazard (natural, chemical, or biological) to evaluate the options for reducing or eliminating human risk.</li> <li>• Understand the relationship between risky behaviors and health.</li> </ul>

36.

<p><b>8.7.5</b> By the end of eighth grade, students will develop an understanding of science and technology in society.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain that the effect of science on society is neither entirely beneficial nor entirely detrimental.</li> <li>• Describe how societal challenges and priorities influence research priorities.</li> <li>• Explain why science cannot answer all questions and technology cannot solve all human problems or meet all human needs.</li> </ul>	<p><b>8.10.4</b> Students will examine the connections between science and technology.</p> <ul style="list-style-type: none"> <li>• Evaluate completed technology designs or products.</li> <li>• Describe how science and technology are reciprocal.</li> </ul> <p><b>8.10.5</b> Students will relate science to personal and social issues.</p> <ul style="list-style-type: none"> <li>• Explain that the effect of science on society is neither entirely beneficial nor entirely detrimental.</li> </ul>
<p><b>8.8</b> <i>History and Nature of Science</i>  <b>An understanding of the history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures.</b></p>	
<p><b>8.8.1</b> By the end of eighth grade, students will develop an understanding of science as a human endeavor.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and understand that women and men of various social and ethnic backgrounds, working alone or in teams, engage in the activities of science, engineering, and related fields.</li> <li>• Investigate and understand that science requires different abilities based on the type of inquiry and relies upon basic human qualities and scientific habits of mind.</li> <li>• Explain the need for ethical codes followed by scientists (e.g., humane treatment of animals and truth in reporting).</li> </ul>	<p><b>8.10.7</b> Students will evaluate the interrelationships among science, human endeavor and various cultures.</p> <ul style="list-style-type: none"> <li>• Understand that people of various social and ethnic backgrounds engage in the activities of science, engineering and related fields.</li> <li>• Explain the need for ethical codes followed by scientists.</li> </ul>
<p><b>8.8.2</b> By the end of eighth grade, students will develop an understanding of the nature of science.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Formulate and test a hypothesis using observations, experiments, and models.</li> <li>• Use questioning, response to criticism, and open communication when defending a conclusion.</li> <li>• Evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.</li> <li>• Understand that scientific theories are based on observations, governed by rules of reasoning, and used to predict events.</li> </ul>	<p><b>8.10.6</b> Students will evaluate the interrelationships among science, human endeavor and various cultures.</p> <ul style="list-style-type: none"> <li>• Identify questions and form hypotheses that can be examined through scientific investigations.</li> <li>• Conduct a scientific investigation.</li> <li>• Use appropriate tools and techniques to gather, analyze and interpret data. (Introduce, review and use computer software and presentations, electronic data collection devices, microscopes, balances and metric rulers.)</li> <li>• Given evidence, develop descriptions, explanations and models.</li> <li>• Communicate scientific procedures and explanations.</li> <li>• Show the relationship between evidence and explanations.</li> </ul>
<p><b>8.8.3</b> By the end of eighth grade, students will develop an understanding of the history of science.</p> <p><i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Research and describe the difficulties experienced by scientific innovators who had to overcome commonly held beliefs of their times to reach conclusions that we now take for granted.</li> </ul>	<p><b>8.10.6</b> Students will evaluate the interrelationships among science, human endeavor and various cultures.</p> <ul style="list-style-type: none"> <li>• Identify and describe the difficulties experienced by past scientists who overcame commonly held beliefs of their era.</li> </ul>

28.

**12.1 Unifying Concepts and Processes**  
*Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.*

**12.1.1** By the end of twelfth grade, students will develop an understanding of systems, order, and organization.

*Example Indicators:*

- Predict and evaluate how change within a system affects that system.
- Design solutions to problems identified within a system.

**11.9.1** Students will relate and apply the unifying concepts and processes to the natural world.

- Predict and evaluate how change within a system affects that system.
- Recognize the organization of the parts of a system and the way they interconnect and interact with each other.
- Differentiate between the six kingdoms using form/function, unique characteristics, and ecological and economical importance.
- Explain the purpose of the levels of taxonomy.
- Explain the hierarchy and interrelationships of the levels of biological organization (biosphere, ecosystem, population).
- Explain the hierarchy and interrelationships of the levels of cellular organization (including cell, tissue and organ).
- Differentiate the properties of acids, bases and water and relate them to living systems.
- Identify the structure of organic compounds and relate their importance to the human body.
- Explain and apply atomic structure and periodicity.
- Classify matter, including elements, compounds, and mixtures.

**12.1.2** By the end of twelfth grade, students will develop an understanding of evidence, models, and explanation.

*Example Indicators:*

- Create a physical, mental, or mathematical model to show how objects and processes are connected.
- Test the usefulness of a model by comparing its predictions to actual observations.
- Understand that the way data are displayed affects interpretation.
- Evaluate the reasonableness of answers to problems.
- Understand that larger well-chosen samples produce more accurate estimates of the characteristics of the total population.
- Understand that a correlation between two variables doesn't mean that either one causes the other.

**11.9.1** Students will relate and apply the unifying concepts and processes to the natural world.

- Create a physical or mental model to show how objects and processes are connected.
- Test the usefulness of a model by comparing its predictions to actual observations.
- Analyze evidence using graphs, charts, and/or organizers.
- Interpret and explain results from experimentation.
- Evaluate whether or not results are reasonable.
- Understand the cause/effect relationship between two or more variables in an experiment.
- Relate an energy pyramid to food chains and energy flow.
- Use models to analyze the cycles of nature (nitrogen, carbon, and water).
- Relate the unifying concepts and processes inherent in chemistry.

<p><b>12.1.3 By the end of twelfth grade, students will develop an understanding of change, constancy, and measurement.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use powers of ten to represent large and small numbers</li> <li>• Compare data for two groups by using averages and ranges of values.</li> <li>• Understand that measurement errors may affect results of calculations.</li> <li>• Describe rate of change by comparing one measured quantity to another measured quantity.</li> <li>• Investigate and describe how different characteristics, properties, or relationships within a system change as their dimensions increase or decrease.</li> </ul>	<p><b>11.9.1 Students will relate and apply the unifying concepts and processes to the natural world.</b> 166</p> <ul style="list-style-type: none"> <li>• Select and use appropriate measurement units.</li> <li>• Use averages and ranges of values to compare data from groups.</li> <li>• Understand that measurement errors may affect results of calculations.</li> <li>• Describe rate of change by comparing one measured quantity to another measured quantity.</li> <li>• Understand that physical phenomena occur in predictable ways.</li> <li>• Examine possible causes and effects of mutations.</li> <li>• Measure motion and forces.</li> <li>• Use sensors connected to a computer to gather reliable data and/or be able to manipulate images to collect data.</li> <li>• Use collected data to make a proper graph.</li> <li>• Know the difference between accuracy and precision and use each correctly in context.</li> <li>• Know how and when to use significant figures when computing.</li> <li>• Calculate the percent error for the result of an experiment.</li> <li>• Use computer software to graph data and write about your conclusions to experiments.</li> <li>• Use computer software to find the mathematical relationships for a set of data.</li> </ul>
<p><b>12.1.4 By the end of twelfth grade, students will develop an understanding of form and function.</b>  <i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>• Explain function by referring to form and explaining form by referring to function.</li> </ul>	<p><b>11.9.1 Students will relate and apply the unifying concepts and processes to the natural world.</b></p> <ul style="list-style-type: none"> <li>• Explain how the structure of a system impacts how that system works.</li> <li>• Relate how the abiotic factors of biomes affect the living organisms and their adaptations.</li> <li>• Recognize molecular differences, processes and the importance of DNA and RNA.</li> <li>• Identify and relate the form to function of eukaryotic cell organelles, specifically the nucleus, mitochondria, cytoplasm, chloroplast, ribosome, vacuole, plasma membrane, and cell wall.</li> <li>• Explain the importance and results of the following cellular processes: photosynthesis, respiration, transport, mitosis/meiosis and cell cycle.</li> </ul>
<p><b>12.1.5 By the end of twelfth grade, students will develop an understanding of change over a period of time.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify the series of changes that occur in objects, organisms, and natural and human designed systems.</li> <li>• Explain how a system at equilibrium is affected by change.</li> </ul>	<p><b>11.9.1 Students will relate and apply the unifying concepts and processes to the natural world.</b></p> <ul style="list-style-type: none"> <li>• Explain how a system is affected by change.</li> <li>• Explore the connection between natural selection and adaptation.</li> </ul>

39.

<p><b>12.2 Science as Inquiry</b>  <i>Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.</i></p>	<p>167</p>
<p><b>12.2.1</b> By the end of twelfth grade, students will develop the abilities needed to do scientific inquiry.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Formulate questions and identify concepts that guide scientific investigations.</li> <li>• Design and conduct scientific investigations.</li> <li>• Use technology and mathematics to improve investigations and communications.</li> <li>• Formulate and revise scientific explanations and models using logic and evidence.</li> <li>• Recognize and analyze alternative explanations and models.</li> <li>• Communicate and defend a scientific argument.</li> </ul>	<p><b>11.9.2</b> Students will apply the knowledge and process skills needed for scientific inquiry.</p> <ul style="list-style-type: none"> <li>• Formulate questions and identify concepts that guide scientific investigations.</li> <li>• Design and conduct scientific investigations.</li> <li>• Use technology and mathematics to improve investigations and communications.</li> <li>• Formulate and revise scientific explanations and models using logic and evidence.</li> <li>• Recognize and analyze alternative explanations and models.</li> <li>• Draw Punnett squares and use them to predict genetic probability.</li> <li>• Use inquiry to explore major components of biochemistry, e.g., enzymes, water, or macromolecules.</li> <li>• Differentiate the properties of acids, bases and water and relate them to living systems.</li> <li>• Differentiate between observation and inference.</li> <li>• Use appropriate laboratory equipment to collect and graph data.</li> <li>• Develop hypotheses based on an identified problem.</li> <li>• Conduct controlled experiments with independent and dependent variables.</li> <li>• Organize and analyze data.</li> <li>• Form conclusions based upon evidence.</li> <li>• Identify sources of error.</li> <li>• Utilize knowledge of chemistry and critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> <li>• Incorporate accurate and precise metric measurements in all scientific investigations.</li> <li>• Use chemical concepts and processes to identify unknown ionic compounds.</li> <li>• Conduct experiments to synthesize various compounds.</li> <li>• Use scientific processes to effectively communicate an understanding of scientific concepts.</li> </ul>
<p><b>12.3 Physical Science</b>  <i>Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</i></p>	

40.

<p><b>12.3.1 By the end of twelfth grade, students will develop an understanding of the structure of the atom.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe the structure of atoms, focusing on properties of subatomic particles.</li> <li>• Investigate and explain the types of nuclear reactions.</li> <li>• Investigate and describe the effect of electrical and nuclear forces which hold atoms together.</li> </ul>	<p><b>11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.</b> <sup>168</sup></p> <ul style="list-style-type: none"> <li>• Investigate and describe the structure of atoms, focusing on properties of subatomic particles.</li> <li>• Investigate and explain the types of nuclear reactions.</li> <li>• Investigate and describe the effect of electrical and nuclear forces that hold atoms together.</li> <li>• Utilize knowledge of chemistry and critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> <li>• Explain and apply atomic structure and periodicity.</li> </ul>
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41.



**12.3.2 By the end of twelfth grade, students will develop an understanding of the structure and properties of matter.**

*Example Indicators:*

- Investigate and understand that atoms interact with one another by transferring or sharing electrons.
- Investigate and explain the periodic table of elements in terms of repeating patterns of physical and chemical properties.
- Investigate and describe how the structure of an atom determines the chemical properties of an element.
- Investigate and explain how the interactions among the molecules of a compound determine its physical and chemical properties.
- Investigate and use changes in energy to explain the differences among the states of matter.
- Investigate and describe the bonding of carbon atoms in chains and rings to produce compounds essential to life.

**11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.**

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- Investigate and understand that atoms interact with one another by transferring or sharing electrons.
- Investigate and explain the Periodic Table of elements in terms of repeating patterns of physical and chemical properties.
- Investigate and describe how the structure of an atom determines the chemical properties of an element.
- Investigate and explain how the interactions among the molecules of a compound determine its physical and chemical properties.
- Investigate the physical property of density and how it relates to the different states of matter.
- Investigate and use changes in energy to explain the differences among the states of matter.
- Use inquiry to explore major components of biochemistry, e.g., enzymes, water, or macromolecules.
- Differentiate the properties of acids, bases and water and relate them to living systems.
- Identify the structure of organic compounds and relate their importance to the human body.
- Utilize knowledge of chemistry and critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.
- Explain and apply the concepts of physical properties and changes, including states of matter, phase changes, gas laws, kinetic molecular theory, and solutions and solubility.
- Explain and apply concepts of chemical properties and changes, including reaction types, nomenclature, oxidation/reduction reactions, factors that affect reactions, formulas, balancing equations, acids, bases and pH, stoichiometry and mole concept.
- Explain and apply chemical bonding and resulting properties.
- Classify matter, including elements, compounds, and mixtures.
- Explore energy changes as they relate to physical processes such as nuclear radiation, states of matter, gas laws, kinetic molecular theory and geochemical cycles.
- Relate structure and properties of matter.

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43.

<p><b>12.3.3 By the end of twelfth grade, students will develop an understanding of chemical reactions.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe common chemical reactions.</li> <li>• Investigate and describe the change of energy as a result of chemical reactions.</li> <li>• Investigate and describe how electrons are involved in bond formation during chemical reactions.</li> <li>• Investigate and describe the factors influencing the rates of chemical reactions, including catalysts.</li> </ul>	<p><b>11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.</b> <sup>170</sup></p> <ul style="list-style-type: none"> <li>• Investigate and describe common chemical reactions.</li> <li>• Investigate and describe how electrons are involved in bond formation during chemical reactions.</li> <li>• Explain how the Law of Conservation of Matter is exhibited in chemical reactions.</li> <li>• Utilize knowledge of chemistry and critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> <li>• Explain and apply concepts of chemical properties and changes, including reaction types, nomenclature, oxidation/reduction reactions, factors that affect reactions, formulas, balancing equations, acids, bases and pH, stoichiometry and mole concept.</li> <li>• Use chemical concepts and processes to identify unknown ionic compounds.</li> <li>• Conduct experiments to synthesize various compounds.</li> <li>• Explore energy changes as they relate to chemical processes such as combustion of organic and inorganic compounds.</li> </ul>
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<p><b>12.3.4 By the end of twelfth grade, students will develop an understanding of motions and forces.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and understand the effect of forces on the motion of objects.</li> <li>• Investigate and understand gravity as an attractive force that each mass exerts on any other mass.</li> <li>• Investigate and understand electrical force as a force that exists between any two charged objects.</li> <li>• Investigate and describe an electric field a magnetic field, and the interaction between them.</li> </ul>	<p><b>11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Investigate and understand the effect of forces on the motion of objects.</li> <li>• Investigate and understand gravity as an attractive force that each mass exerts on any other mass.</li> <li>• Investigate and understand electrical force as a force that exists between any two charged objects.</li> <li>• Measure motion and forces.</li> <li>• Locate an object's center of mass.</li> <li>• Calculate whether or not forces applied to an object will cause the object to rotate.</li> <li>• Solve number problems involving the coefficient of friction.</li> <li>• Investigate and describe motion.</li> <li>• Define and solve story problems involving the difference between speed and velocity and acceleration.</li> <li>• Measure the value of g, the acceleration due to gravity.</li> <li>• Solve simple story problems involving the range, maximum height and velocity for projectile motion.</li> <li>• Investigate, explain, and solve story problems using the Law of Inertia, and Newton's laws.</li> <li>• Describe electrical structure and properties of matter.</li> <li>• Demonstrate how to give a neutral object either a positive or negative charge, using conduction or induction.</li> <li>• Explain the concept of an electric field.</li> </ul>
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<p><b>12.3.5 By the end of twelfth grade, students will develop an understanding of the conservation of energy and increase in disorder.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Understand that the total energy in the universe is constant and can never be destroyed.</li> <li>• Investigate and distinguish between kinetic energy and potential energy.</li> <li>• Investigate and describe heat transfer in terms of conduction, convection, and radiation.</li> <li>• Investigate and give examples of how systems tend to become more disorderly over time.</li> </ul>	<p><b>11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.</b> 171</p> <ul style="list-style-type: none"> <li>• Understand that the total energy in the universe is constant and can never be destroyed.</li> <li>• Investigate and distinguish between kinetic energy and potential energy.</li> <li>• Investigate and describe heat transfer in terms of conduction, convection and radiation.</li> <li>• Explore energy changes as they relate to chemical processes such as combustion of organic and inorganic compounds.</li> <li>• Relate motion and forces to work, power and energy.</li> <li>• Investigate conservation of energy and increase in disorder.</li> <li>• Discuss interactions of energy and matter related to work, power and energy.</li> <li>• Define kinetic energy mathematically.</li> <li>• Find experimentally the time equation for a simple pendulum and calculate the amount of kinetic and potential energy available for any time during the swing.</li> <li>• Use Hooke's Law to calculate the energy stored in a spring.</li> <li>• Describe conservation of energy and increase in disorder.</li> </ul>
<p><b>12.3.6 By the end of twelfth grade, students will develop an understanding of the interactions of energy and matter.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and understand that all waves possess and transfer energy.</li> <li>• Understand that electromagnetic waves result when a charged object accelerates.</li> <li>• Investigate and illustrate how wavelength and frequency of waves are inversely related.</li> <li>• Investigate and understand that the energy of waves can be changed into other forms of energy, just as other forms of energy can be transformed into wave energy.</li> <li>• Investigate and understand that atoms or molecules can be identified by spectral analysis.</li> <li>• Investigate and describe how the composition and temperature of a material affect electron flow.</li> </ul>	<p><b>11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Investigate and understand that all waves possess and transfer energy.</li> <li>• Investigate and illustrate how wavelength and frequency of waves are inversely related.</li> <li>• Investigate and understand that the energy of waves can be changed into other forms of energy, just as other forms of energy can be transformed into wave energy.</li> <li>• Explore energy changes as they relate to physical processes such as nuclear radiation, states of matter, gas laws, kinetic molecular theory and geochemical cycles.</li> <li>• Investigate interactions of energy and matter.</li> <li>• Experimentally investigate the Law of Reflection and the Law of Refraction for light.</li> <li>• Identify the amplitude, wavelength, frequency and period of a wave pattern.</li> <li>• Explain the difference between a transverse wave and a longitudinal wave and give an example of each.</li> <li>• Calculate the wavelength of any wave given its frequency or calculate any frequency given its wavelength.</li> </ul>

<p><b>12.4 Life Science</b>  <b>Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</b></p>	<p style="text-align: right;">172</p>
<p><b>12.4.1 By the end of twelfth grade, students will develop an understanding of the cell.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe the form and function of subcellular structures that regulate cell activities.</li> <li>• Investigate and describe cell functions (e.g., photosynthesis, respiration, cell division).</li> <li>• Investigate and understand that complex multicellular organisms are formed as highly organized arrangements of differentiated cells.</li> </ul>	<p><b>11.10.2 Students will analyze and apply life science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Explain the hierarchy and interrelationships of the levels of cellular organization (including cell, tissue and organ).</li> <li>• Identify and relate the form to function of eukaryotic cell organelles, specifically the nucleus, mitochondria, cytoplasm, chloroplast, ribosome, vacuole, plasma membrane, and cell wall.</li> <li>• Explain the importance and results of the following cellular processes: photosynthesis, respiration, transport, mitosis/meiosis and cell cycle.</li> </ul>
<p><b>12.4.2 By the end of twelfth grade, students will develop an understanding of the molecular basis of heredity.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Investigate and describe how DNA carries the genetic code.</li> <li>• Investigate and understand that genetic variation occurs when genetic information is transmitted during sexual reproduction.</li> <li>• Investigate and explain how some mutations could help, harm or have no effect on individual organisms.</li> <li>• Investigate and explain how mutations in sex cells, but not in body cells, could be passed on to offspring.</li> </ul>	<p><b>11.10.3 Students will analyze and apply life science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Draw Punnett squares and use them to predict genetic probability.</li> <li>• Examine possible causes and effects of mutations.</li> <li>• Recognize molecular differences, processes and the importance of DNA and RNA.</li> <li>• Study the inheritance patterns of genetic disorders.</li> <li>• Debate the ethics of current issues in genetics.</li> <li>• Examine the accomplishments of biologists, including Gregor Mendel and Charles Darwin.</li> </ul>
<p><b>12.4.3 By the end of twelfth grade, students will develop an understanding of the theory of biological evolution.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Understand that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers; (2) the genetic variability of offspring due to mutation and recombination of genes; (3) a finite supply of the resources of life; and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring.</li> <li>• Investigate and use the theory of biological evolution to explain diversity of life.</li> <li>• Investigate whether natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms.</li> <li>• Investigate and use biological classifications based on similarities.</li> </ul>	<p><b>11.10.4 Students will analyze and apply life science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>• Explore the connection between natural selection and adaptation.</li> <li>• Describe several types of scientific evidence used to support the theory of evolution.</li> <li>• Examine the accomplishments of biologists, including Gregor Mendel and Charles Darwin.</li> </ul>

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<p><b>12.4.4</b> By the end of twelfth grade, students will develop an understanding of the interdependence of organisms.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and understand that atoms and molecules cycle among living and nonliving components of the biosphere.</li> <li>Investigate and describe the flow of energy through ecosystems, in one direction, from producers to herbivores to carnivores and decomposers.</li> <li>Investigate and cite examples of organisms cooperating and competing in ecosystems.</li> <li>Investigate and understand that interactions among organisms are affected by the conflict between an organism's capacity to produce infinite populations and the finite amount of resources.</li> <li>Investigate and describe how humans modify the ecosystem as a result of population growth, technology, and consumption.</li> </ul>	<p><b>11.10.5</b> Students will analyze and apply life science concepts, principles, theories and models. <span style="float: right;">173</span></p> <ul style="list-style-type: none"> <li>Analyze food chains and food webs.</li> <li>Identify and relate an organism's niche as a heterotroph, autotroph, predator, prey, etc.</li> </ul>
<p><b>12.4.5</b> By the end of twelfth grade, students will develop an understanding of matter, energy, and organization in living systems.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and understand that living systems require a constant input of energy to maintain their chemical and physical organization.</li> <li>Investigate and understand that producers use solar energy to combine molecules of carbon dioxide and water into organic compounds.</li> <li>Investigate and explain how distribution and abundance of different organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials.</li> </ul>	<p><b>11.10.2</b> Students will analyze and apply life science concepts, principles, theories and models.</p> <ul style="list-style-type: none"> <li>Use models to analyze the cycles of nature (nitrogen, carbon, and water).</li> </ul>
<p><b>12.4.6</b> By the end of twelfth grade, students will develop an understanding of the behavior of organisms.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe how nervous systems function in multicellular animals.</li> <li>Investigate and describe how organisms respond to internal changes and external stimuli.</li> <li>Investigate and explain how the behavioral patterns of organisms have evolved through natural selection.</li> <li>Investigate and understand that behavioral biology relates to humans since it provides links to psychology, sociology, and anthropology.</li> </ul>	<p><b>11.10.6</b> Students will analyze and apply life science concepts, principles, theories and models.</p> <ul style="list-style-type: none"> <li>Compare and contrast symbiotic relationships between organisms.</li> </ul>

46.

<p><b>12.5 Earth and Space Science</b>  <b>Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.</b></p>	174
<p><b>12.5.1 By the end of twelfth grade, students will develop an understanding of energy in the earth system.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and distinguish between internal sources of energy (e.g., radioactive decay and gravitational energy) and external sources of energy (e.g., the sun), and explaining how both provide energy to the earth systems.</li> <li>Investigate and explain how the outward transfer of earth's internal heat drives convection in the mantle that propels the plates comprising the earth's surface.</li> <li>Investigate and explain how global climate is determined by energy transfer from the sun and is influenced by dynamic processes (e.g., cloud formation and the earth's rotation) and static conditions (e.g., the position of mountain ranges and oceans).</li> </ul>	<p><b>11.10.7 Students will analyze and apply earth and space science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>Investigate and distinguish between internal sources of energy (radioactive decay and gravitational energy) and external sources of energy (sun) and explain how both provide energy to the earth systems.</li> <li>Investigate and explain how the outward transfer of earth's internal heat drives convection in the mantle that propels the plates comprising the earth's surface.</li> <li>Investigate and explain how global climate is determined by energy transfer from the sun and is influenced by dynamic processes (cloud formation and the earth's rotation) and static conditions (the position of mountain ranges and oceans).</li> <li>Relate and discuss energy and force in the earth system.</li> <li>Discuss energies in the earth system.</li> </ul>
<p><b>12.5.2 By the end of twelfth grade, students will develop an understanding of geochemical cycles.</b>  <i>Example Indicator:</i></p> <ul style="list-style-type: none"> <li>Investigate and diagram how elements and compounds on earth move among reservoirs in the solid earth, oceans, atmosphere, and organisms as part of geochemical cycles.</li> </ul>	<p><b>11.10.8 Students will analyze and apply earth and space science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>Investigate and diagram how elements and compounds on earth move among reservoirs in the solid earth, oceans, atmosphere, and organisms as part of geochemical cycles.</li> <li>Explain and apply geochemical cycles.</li> <li>Explore energy changes as they relate to physical processes such as nuclear radiation, states of matter, gas laws, kinetic molecular theory and geochemical cycles.</li> </ul>
<p><b>12.5.3 By the end of twelfth grade, students will develop a scientific understanding of the origin of the earth system.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Contrast the early earth with the planet we live on today.</li> <li>Investigate and estimate geologic time by observing rock sequences and using fossils to correlate the sequences at various locations.</li> <li>Predict when rocks were formed by using known decay rates of radioactive isotopes in rocks.</li> <li>Investigate and relate how the interactions among the solid earth, oceans, atmosphere, and organisms affect the ongoing evolution of the earth.</li> </ul>	<p><b>11.10.9 Students will analyze and apply earth and space science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>Contrast the early earth with the planet we live on today.</li> <li>Investigate and relate how the interactions among the solid earth, oceans, atmosphere, and organisms affect the ongoing evolution of the earth.</li> </ul>
<p><b>12.5.4 By the end of twelfth grade, students will develop a scientific understanding of the origin of the universe.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Describe and analyze various theories on the origin of the universe.</li> <li>Describe various theories on the formation of galaxies.</li> <li>Describe the life cycle of a star.</li> </ul>	<p><b>11.10.3 Students will analyze and apply earth and space science concepts, principles, theories and models.</b></p> <ul style="list-style-type: none"> <li>Investigate the scientific theory of the origin of the universe.</li> </ul>

47.

<p><b>12.6 Science and Technology</b>  <i>An understanding of science and technology establishes connections between the natural and designed world, linking science to technology.</i></p>	<p style="text-align: right;">175</p>
<p><b>12.6.1</b> By the end of twelfth grade, students will develop an understanding of technological design.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Propose designs and choose between alternative solutions of a problem.</li> <li>• Implement the selected solution.</li> <li>• Evaluate the solution and its consequences.</li> <li>• Communicate the problem, process, and solution.</li> </ul>	<p><b>11.10.4</b> Students will analyze the connections between science and technology.</p> <ul style="list-style-type: none"> <li>• Use technology and mathematics to design and conduct investigations.</li> <li>• Use technology to communicate problems, solutions and results of investigations.</li> <li>• Use appropriate laboratory equipment to collect and graph data.</li> <li>• Use current technology to investigate and communicate chemistry concepts.</li> <li>• Use computer software to graph data and write about your conclusions to experiments.</li> <li>• Use computer software to find the mathematical relationships for a set of data.</li> <li>• Use sensors connected to a computer to gather reliable data and/or be able to manipulate images to collect data.</li> </ul>
<p><b>12.6.2</b> By the end of twelfth grade, students will develop an understanding about science and technology.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain how science advances with the introduction of new technology.</li> <li>• Understand creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering.</li> <li>• Contrast the reasons for the pursuit of science and the pursuit of technology.</li> <li>• Contrast the reporting of scientific knowledge and the reporting of technical knowledge.</li> </ul>	<p><b>11.10.4</b> Students will analyze the connections between science and technology.</p> <ul style="list-style-type: none"> <li>• Explain how science and technology both create and help solve local, national and global challenges.</li> <li>• Summarize recent advancements in biotechnology (including the human genome project, and advancements in agriculture and medicine).</li> <li>• Summarize the relationship of inquiry to the advancements in biological technology.</li> </ul>
<p><b>12.7 Science in Personal and Social Perspectives</b>  <i>A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.</i></p>	

48.

49.

<p><b>12.7.1 By the end of twelfth grade, students will develop an understanding of personal and community health.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe the effect of nutritional balance on growth, development, and personal well-being.</li> <li>Investigate and explain how diseases are prevented, controlled, and cured.</li> <li>Investigate and explain how genetics traits affect a person's health.</li> <li>Investigate and analyze risks and benefits in making decisions about personal and community health.</li> </ul>	<p><b>11.10.5 Students will relate science to personal and social issues.</b></p> <ul style="list-style-type: none"> <li>Research pathogens as to their type and effects on living organisms and the environment (including viruses and organisms associated with the kingdoms).<sup>176</sup></li> <li>Summarize recent advancements in biotechnology (including the human genome project, and advancements in agriculture and medicine).</li> <li>Study the inheritance patterns of genetic disorders.</li> <li>Understand how one's food choices affect personal health.</li> <li>Understand the consequences of chemical misuse and abuse.</li> <li>Understand how one's choices regarding risky behaviors impact health.</li> <li>Recognize community resources that support healthy living.</li> <li>Identify the impact of health on family and other relationships.</li> </ul>
<p><b>12.7.2 By the end of twelfth grade, students will develop an understanding of the effects of population change.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and identify causes of population growth or decline.</li> <li>Investigate and explain how various factors influence birth rates and death rates.</li> <li>Investigate and predict how population change may impacts resource use and environments.</li> </ul>	<p><b>11.10.5 Students will relate science to personal and social issues.</b></p> <ul style="list-style-type: none"> <li>Explain how limiting factors affect population growth and carrying capacity.</li> </ul>
<p><b>12.7.3 By the end of twelfth grade, students will develop an understanding of natural resources.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and explain how human populations use environmental resources to maintain and improve their existence.</li> <li>Investigate and understand that the earth has renewable and finite resources.</li> <li>Investigate and understand the limitations of natural systems to renew and recycle resources.</li> </ul>	<p><b>11.10.10 Students will relate science to personal and social issues.</b></p> <ul style="list-style-type: none"> <li>Investigate and understand that the earth has renewable and finite resources.</li> <li>Recognize man's impact on the environment.</li> <li>Utilize knowledge of chemistry and critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> </ul>
<p><b>12.7.4 By the end of twelfth grade, students will develop an understanding of environmental quality.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe how the positive and negative consequences of human intervention or nonintervention impacts the ecosystem.</li> <li>Investigate and explain factors which may influence environmental quality.</li> </ul>	<p><b>11.10.5 Students will relate science to personal and social issues.</b></p> <ul style="list-style-type: none"> <li>Recognize man's impact on the environment.</li> <li>Utilize knowledge of chemistry and apply critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> </ul>
<p><b>12.7.5 By the end of twelfth grade, students will develop an understanding of natural and human-induced hazards.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Investigate and describe how human activities increase or reduce the potential for hazards.</li> <li>Investigate and distinguish between slowly and rapidly occurring natural hazards and their impact on the environment.</li> </ul>	<p><b>11.10.5 Students will relate science to personal and social issues.</b></p> <ul style="list-style-type: none"> <li>Recognize man's impact on the environment.</li> <li>Utilize knowledge of chemistry and apply critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.</li> </ul>



<p><b>12.7.6</b> By the end of twelfth grade, students will develop an understanding of the role of science and technology in local, national, and global challenges.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Understand that knowledge of basic concepts about scientific and technological challenges should precede active debate.</li> <li>• Investigate and understand that social issues and challenges may affect advancements in science and technology.</li> <li>• Understand that science and technology are essential social enterprises that indicate what could happen, but not what should happen.</li> </ul>	<p><b>11.10.4</b> Students will examine the connections between science and technology.</p> <p style="text-align: right;">177</p> <ul style="list-style-type: none"> <li>• Explain how science and technology both create and help solve local, national and global challenges.</li> <li>• Summarize recent advancements in biotechnology (including the human genome project and advancements in agriculture and medicine).</li> <li>• Relate chemical changes to local, national and global challenges.</li> </ul>
<p><b>12.8</b> <i>History and Nature of Science</i>  <i>The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role that science has played in the development of various cultures.</i></p>	
<p><b>12.8.1</b> By the end of twelfth grade, students will develop an understanding of science as a human endeavor.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate ethical scientific practices (e.g., informing research subjects about risks and benefits, humane treatment of animals, truthful reporting, public disclosure of work, and peer review).</li> <li>• Examine and understand the societal, cultural, and personal beliefs that influence scientists.</li> <li>• Recognize science as one way of answering questions and explaining the natural world.</li> </ul>	<p><b>11.10.6</b> Students will evaluate the interrelationships among science, human endeavor and various cultures.</p> <ul style="list-style-type: none"> <li>• Recognize science as one way of answering questions and explaining the natural world.</li> <li>• Debate the ethics of current issues in genetics.</li> <li>• Integrate the history and nature of science with ethical, personal, cultural and societal issues.</li> </ul>
<p><b>12.8.2</b> By the end of twelfth grade, students will develop an understanding of the nature of scientific knowledge.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate the use of empirical standards, logical arguments, and skepticism in science.</li> <li>• Create scientific explanations consistent with experimental and observational evidence; make accurate predictions; strive to be logical; respect the rules of evidence; accept criticism; report methods and procedures; and make knowledge public.</li> <li>• Understand that all scientific knowledge is, in principle, subject to change as new evidence becomes available.</li> </ul>	<p><b>11.10.6</b> Students will evaluate the interrelationships among science, human endeavor and various cultures.</p> <ul style="list-style-type: none"> <li>• Explore and create scientific explanations consistent with experimental and observational evidence; make accurate predictions, strive to be logical, and report the methods and procedures used.</li> <li>• Describe several types of scientific evidence used to support the theory of biological evolution.</li> </ul>

50.

**12.8.3** By the end of twelfth grade, students will develop an understanding of the history of science.

*Example Indicators:*

- Investigate and describe the contributions of diverse cultures to scientific knowledge and technological inventions.
- Understand that changes in scientific knowledge evolve over time and almost always build on earlier knowledge.
- Understand that some advancements in science and technology have long-lasting effects on society.

**11.10.6** Students will evaluate the interrelationships among science, human endeavor and various cultures. 178

- Explain that changes in atomic structure theory evolve over time and almost always build on earlier knowledge.
- Describe several types of scientific evidence used to support the theory of biological evolution.
- Summarize recent advancements in biotechnology (including the human genome project, and advancements in agriculture and medicine).
- Examine the accomplishments of biologists, including Gregor Mendel and Charles Darwin.
- Summarize the relationship of inquiry to the advancements in biological technology.
- Integrate the history and nature of science with ethical, personal, cultural and societal issues.

51.

**SCHOOL EXPECTATIONS**

1. Respect Yourself, Others, and Things
2. Contribute to the Learning Environment
3. Follow School and Classroom Procedures

**MILLARD PUBLIC SCHOOLS  
ELEMENTARY SOCIAL STUDIES STANDARDS**

# STANDARDS ADOPTED BY THE NEBRASKA STATE BOARD OF EDUCATION

54.

## SOCIAL STUDIES/HISTORY STANDARDS COMPARISON FORM September 2003

<b>Nebraska Social Studies/History Standards</b>	<b>Local District's Corresponding Standards</b>
	<p>Options:</p> <ul style="list-style-type: none"> <li>004.01C1 Organized Differently</li> <li>004.01C2 More Components of a Content Area</li> <li>004.01C3 More Content Areas</li> </ul> <ul style="list-style-type: none"> <li>• Please insert local standards along with the corresponding grade level and number here.</li> <li>• Justification comments <i>typed in italics or highlighted</i> may be added at the end of the standard.</li> <li>• Any Nebraska standards not addressed by a local standard <u>must</u> be accompanied by a justification statement <i>typed in italics or highlighted</i>.</li> </ul>
<b>Grades K-1 with Example Indicators</b>	
<p><b>1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.</b> <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use calendars and timelines to show sequence and change.</li> <li>• Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.</li> <li>• Describe the people and events honored in commemorative holidays.</li> <li>• Compare school and community life in America in different places and times.</li> <li>• Recognize that people, places, and things change over time.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.1 Student will understand change over time.</b></p> <ul style="list-style-type: none"> <li>• Understands how history relates to past and present</li> <li>• Compares current school and community with schools and communities of the past</li> </ul>
<p><b>1.2 Students will compare and contrast the past and present contributions of cultures to school and family.</b> <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the past and the present through pictures, oral history, letters, or journals.</li> <li>• Students will identify ways that people grow and change over time.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.1 Student will understand change over time.</b></p> <ul style="list-style-type: none"> <li>• Understands how history relates to past and present</li> <li>• Compares current school and community with schools and communities of the past</li> </ul> <p><b>13 Understand global interdependence.</b></p> <p><b>13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.</b></p> <ul style="list-style-type: none"> <li>• Describes how events in a classroom affect people</li> <li>• Compares and contrasts cultures of families</li> <li>• Describes how different cultures contribute to a group</li> </ul>

<p><b>1.3 Students will compare the relative location of people, places, and things.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.</li> <li>• Identify map symbols, e.g., legend references to land, water, roads, and cities.</li> <li>• Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.</li> <li>• Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.</li> <li>• Recognize the physical shape of our state and nation.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b> 182</p> <p><b>12.3 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>• Describes climate, location, and physical surroundings</li> <li>• Describes how seasons can vary in different locations</li> </ul> <p><b>12.4 Student will compare and contrast location of people, places or things.</b></p> <ul style="list-style-type: none"> <li>• Compares and contrasts relative location of people</li> <li>• Compares geography of local community with other communities</li> <li>• Uses a map legend</li> <li>• Identifies our state and nation on a map</li> </ul>
<p><b>1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.</li> <li>• Recognize that Nebraska's seasons vary from other places in the United States and the world.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.3 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>• Describes climate, location, and physical surroundings</li> <li>• Describes how seasons can vary in different locations</li> </ul>
<p><b>1.5 Students will identify uses of technology, such as transportation and communication.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify what inventions are.</li> <li>• Describe a helpful invention.</li> <li>• Explain why they are important.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Understands changes in technology and how those changes affect people</li> </ul> <p><b>12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>• Understands how transportation and communication connect people</li> </ul>
<p><b>1.6 Students will identify basic economic concepts.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.</li> <li>• Explain differences between buyers and sellers/goods and services.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>• Understands basic economic concepts</li> <li>• Matches descriptions of work and the names of jobs</li> <li>• Understands how transportation and communication connect people</li> </ul>
<p><b>1.7 Students will explain how families and individuals earn, spend, and save.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Match simple descriptions of work that people do with the names of those jobs.</li> <li>• Recognize the importance of work.</li> <li>• Demonstrate the exchange of money for goods and services.</li> <li>• Identify ways to save money.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>• Understands basic economic concepts</li> <li>• Matches descriptions of work and the names of jobs</li> <li>• Understands how transportation and communication connect people</li> </ul>

55.

<p><b>1.8 Students will recognize good citizenship and its importance.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.</li> <li>• Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.</li> <li>• Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.</li> <li>• Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.</li> <li>• Participate in classroom elections.</li> <li>• Name the President or other elected leaders.</li> </ul>	<p style="text-align: right;">183</p> <p><b>11 Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.</b></p> <p><b>11.1 Student will understand the structure and process of the United States government.</b></p> <ul style="list-style-type: none"> <li>• Identifies groups within a community of which children are members</li> <li>• Identifies elected representative bodies that make laws</li> </ul> <p><b>11.2 Student will understand the rights and responsibilities of citizenship.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates good citizenship and understands its importance</li> </ul>
<p><b>1.9 Students will identify patriotic symbols and actions.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.</b></p> <p><b>11.2 Student will understand the rights and responsibilities of citizenship.</b></p> <ul style="list-style-type: none"> <li>• Explains the importance of good citizenship</li> <li>• Describes ways that good citizens behave</li> <li>• Identifies patriotic symbols</li> <li>• Demonstrates good citizenship and understands its importance</li> </ul>

b7c.

**Grades 2-4 with Example Indicators**

57.

**4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.**  
*Example Indicators:*

- Identify and describe cultural holidays and events in their communities, Nebraska, and United States.
- Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.

**12 Demonstrate practical knowledge of history, economics and geography.**

**12.1 Student will understand change over time.**

- Explains historic and geographic factors in the development of Nebraska
- Compares and contrasts daily life in past and present
- Student will identify historical people and events.
- Identifies significant individuals, historical events, and cultural holidays in Nebraska

**4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.**  
*Example Indicators:*

- Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.
- Identify important men and women from different cultural and ethnic groups.
- Identify famous inventors.
- Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-ops.

**12 Demonstrate practical knowledge of history, economics and geography.**

**12.2 Student will identify historical people and events.**

- Identifies significant individuals, historical events, and cultural holidays in Nebraska
- Understands the importance of early exploration in America

**13 Understand the interdependency of the world.**

**13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.**

- Understands contributions of different groups of people

\*Attach cultural trace.

**4.3 Students will describe social and economic development of Nebraska in the 20th century.**  
*Example Indicators:*  
 Identify the accomplishments of 20th century Nebraskans.  
 Explain the impact of advance in transportation, communication, immigration, and economic development.

**12 Demonstrate practical knowledge of history, economics and geography.**

**12.2 Student will identify historical people and events.**

- Identifies significant individuals, historical events, and cultural holidays in Nebraska

**12.5 Student will understand basic economic concepts.**

- Understands basic economic concepts
- Describes how transportation and communication affect the distribution of goods and services

**4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.**  
*Example Indicators:*

- Explain how Native Americans used the resources for daily living.
- Identify different types of shelters used by Native Americans.
- Describe the daily life of a Native American.

**12 Demonstrate practical knowledge of history, economics and geography.**

**12.1 Student will understand change over time.**

- Explains historic and geographic factors in the development of Nebraska
- Compares and contrasts daily life in past and present
- Student will identify historical people and events.
- Identifies significant individuals, historical events, and cultural holidays in Nebraska

**12.4 Student will compare and contrast location of people, places or things.**

- Explains how historic and geographic factors affected the development of America

**13 Understand the interdependency of the world.**

**13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.**

- Understands contributions of different groups of people
- Describes how state and national events affect people



<p><b>4.5</b> Students will describe Nebraska's history, including geographic factors, from European contact to statehood.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain how historic and geographic factors affected the expansion and development of Nebraska.</li> <li>• Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.</li> <li>• Describe the exploration of the Great Plains.</li> <li>• Describe the impact of westward expansion on tribal nations.</li> <li>• Describe Spanish, French, and English settlements.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.1 Student will understand change over time.</b></p> <ul style="list-style-type: none"> <li>• Explains historic and geographic factors in the development of Nebraska</li> <li>• Compares and contrasts daily life in past and present</li> <li>• Student will identify historical people and events.</li> <li>• Identifies significant individuals, historical events, and cultural holidays in Nebraska</li> </ul> <p><b>12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Understands the importance of early exploration in America</li> <li>• Describes life in colonial times</li> <li>• Describes how events such as Louisiana Purchase, California Gold Rush, Westward Movement, and events leading to the Civil War helped change history</li> </ul> <p style="text-align: right;">185</p>
<p><b>4.6</b> Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</li> <li>• Identify members of Nebraska's Hall of Fame.</li> <li>• Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.</li> <li>• Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.</li> <li>• Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>• Identifies significant individuals, historical events, and cultural holidays in Nebraska</li> </ul> <p><b>13 Understand global interdependence.</b></p> <p><b>13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.</b></p> <ul style="list-style-type: none"> <li>• Understands contributions of different groups of people</li> <li>• Describes how events in a community or city affect people</li> <li>• Identifies and describes holidays and important events in the community</li> </ul>
<p><b>4.7</b> Student will use higher level thinking processes to evaluate and analyze primary sources and other resources.  <i>Example Indicators:</i>  Identify, analyze, and make generalizations using primary sources, e.g., artifacts, diaries, letters, photographs, art, and newspapers.  Compare documentary sources on historical figures, events, with fictionalized characters and events to distinguish fact from fiction.</p>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.1 Student will understand change over time.</b></p> <ul style="list-style-type: none"> <li>• Explains historic and geographic factors in the development of Nebraska</li> <li>• Compares and contrasts daily life in past and present</li> <li>• Student will identify historical people and events.</li> <li>• Identifies significant individuals, historical events, and cultural holidays in Nebraska</li> </ul> <p><b>13 Understand global interdependence.</b></p> <p><b>13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.</b></p> <ul style="list-style-type: none"> <li>• Understands contributions of different groups of people</li> <li>• Describes how events in a community or city affect people</li> <li>• Identifies and describes holidays and important events in the community</li> </ul>

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<p><b>4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.</li> <li>Explain the specialization and interdependence of producers and consumers involved in producing goods and services.</li> <li>Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.</li> <li>Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.</li> <li>Explain the purpose of taxes and their use and collection in an economic system.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>Understands basic economic concepts</li> <li>Describes how transportation and communication affect the distribution of goods and services</li> <li>Understands basic economic concepts</li> <li>Identifies elements of the U.S. economy</li> <li>Interprets graphs, charts, etc that express economic issues</li> </ul>
<p><b>4.9 Students will demonstrate an understanding of money and the financial system used in the United States.</b>  <i>Example Indicators:</i>  Identify the concepts of earning, saving, spending, checking accounts and credit used by financial institutions and consumers.</p> <ul style="list-style-type: none"> <li>Describe the functions of money in an economic system.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.5 Student will understand basic economic concepts.</b></p> <ul style="list-style-type: none"> <li>Understands basic economic concepts</li> <li>Describes how transportation and communication affect the distribution of goods and services</li> <li>Understands basic economic concepts</li> <li>Identifies elements of the U.S. economy</li> <li>Interprets graphs, charts, etc that express economic issues</li> </ul>
<p><b>4.10 Students will identify and use essential map elements.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Distinguish between longitude and latitude.</li> <li>Use the equator and prime meridian to identify the hemisphere.</li> <li>Use the grid system to find locations.</li> <li>Use cardinal directions.</li> <li>Understand map keys, e.g., scale, symbols, compass rose.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.4 Student will compare and contrast location of people, places and things.</b></p> <ul style="list-style-type: none"> <li>Identifies essential map elements</li> <li>Uses map skills to find locations on a map</li> </ul>
<p><b>4.11 Students will use maps and globes to acquire information about people, places, and environments.</b>  <i>Example Indicators:</i>  Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.</p> <ul style="list-style-type: none"> <li>Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.</li> <li>Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.</li> <li>Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.</li> <li>Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Costal Range.</li> <li>Explain the directional flow of rivers.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.3 Student will describe how people are affected by weather, climate or physical environment.</b></p> <ul style="list-style-type: none"> <li>Locates major physical and political features of the United States</li> </ul> <p><b>12.4 Student will compare and contrast location of people, places and things.</b></p> <ul style="list-style-type: none"> <li>Identifies essential map elements</li> <li>Uses map skills to find locations on a map</li> </ul>

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<p><b>4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Name the major geographic regions of the United States.</li> <li>Identify the states within each region.</li> <li>Identify capital cities and major cities.</li> <li>Identify mountains, lakes, and rivers in each region.</li> <li>Name the countries and bodies of water, which border the United States.</li> <li>Identify geographic and historic features unique to each region.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.3 Student will describe how people are affected by weather, climate or <sup>187</sup>physical environment.</b></p> <ul style="list-style-type: none"> <li>Locates major physical and political features of the United States</li> </ul> <p><b>12.4 Student will compare and contrast location of people, places and things.</b></p> <ul style="list-style-type: none"> <li>Identifies essential map elements</li> <li>Classifies regions with common characteristics</li> </ul>
<p><b>4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.</b>  <i>Example Indicators:</i>  Describe the constitutional rights and responsibilities of being a citizen.  Explain the role of citizenship in the promotion of laws.  Describe the election process.  Identify the consequences of violating the law.</p> <ul style="list-style-type: none"> <li>Identify local, county, and state representatives.</li> <li>Explain the process of contacting a representative.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.</b></p> <p><b>11.1 Student will understand the structure and process of the United States government.</b></p> <ul style="list-style-type: none"> <li>Demonstrates the relationship between making and carrying out laws, and the consequences of violating laws</li> <li>Compares and contrasts Nebraska Unicameral with other state governments</li> <li>Identifies leaders at different levels of government.</li> </ul> <p><b>11.2 Student will understand the rights and responsibilities of citizenship.</b></p> <ul style="list-style-type: none"> <li>Understands rights and responsibilities of citizens</li> </ul>
<p><b>4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Describe the difference between bicameral and unicameral legislatures.</li> <li>Identify the contribution of George Norris.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.</b></p> <p><b>11.1 Student will understand the structure and process of the United States government.</b></p> <ul style="list-style-type: none"> <li>Demonstrates the relationship between making and carrying out laws, and the consequences of violating laws</li> <li>Compares and contrasts Nebraska Unicameral with other state governments</li> <li>Identifies leaders at different levels of government.</li> </ul> <p><b>12 Demonstrate practical knowledge of history, economics and geography.</b></p> <p><b>12.2 Student will identify historical people and events.</b></p> <ul style="list-style-type: none"> <li>Identifies significant individuals, historical events, and cultural holidays in Nebraska</li> </ul> <p><b>13 Understand global interdependence.</b></p> <p><b>13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.</b></p> <ul style="list-style-type: none"> <li>Understands contributions of different groups of people</li> <li>Describes how events in a community or city affect people</li> <li>Identifies and describes holidays and important events in the community</li> </ul>

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**4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.**

*Example Indicators:*

- Name the mayor, governor, and the President of the United States and list several responsibilities of each.

**11 Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.**

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**11.1 Student will understand the structure and process of the United States government.**

- Demonstrates the relationship between making and carrying out laws, and the consequences of violating laws
- Compares and contrasts Nebraska Unicameral with other state governments
- Identifies leaders at different levels of government.

**13 Understand global interdependence.**

**13.1 Student will identify a current events' relationship to global interdependence based on geographic, economic, historic or governmental factors.**

- Understands contributions of different groups of people
- Describes how events in a community or city affect people
- Identifies and describes holidays and important events in the community

61.

**MILLARD PUBLIC SCHOOLS  
SECONDARY SOCIAL STUDIES STANDARDS**

63.

SOCIAL STUDIES/HISTORY STANDARDS COMPARISON FORM  
September 2003

<p style="text-align: center;"><b>Nebraska Social Studies/History Standards</b></p>	<p><b>Local District's Corresponding Standards</b></p>
	<p>Options:</p> <p>004.01C1 Organized Differently 004.01C2 More Components of a Content Area 004.01C3 More Content Areas</p> <ul style="list-style-type: none"> <li>• Please insert local standards along with the corresponding grade level and number here.</li> <li>• Justification comments <i>typed in italics or highlighted</i> may be added at the end of the standard.</li> <li>• Any Nebraska standards not addressed by a local standard <u>must</u> be accompanied by a justification statement <i>typed in italics or highlighted</i>.</li> </ul>
<p><b>Grades K-1 with Example Indicators</b></p>	
<p><b>1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.</b> <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use calendars and timelines to show sequence and change.</li> <li>• Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.</li> <li>• Describe the people and events honored in commemorative holidays.</li> <li>• Compare school and community life in America in different places and times.</li> <li>• Recognize that people, places, and things change over time.</li> <li>•</li> </ul>	
<p><b>1.2 Students will compare and contrast the past and present contributions of cultures to school and family.</b> <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the past and the present through pictures, oral history, letters, or journals.</li> <li>• Students will identify ways that people grow and change over time.</li> <li>•</li> </ul>	

<p><b>1.3 Students will compare the relative location of people, places, and things</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Use objects to show position, e.g., near/far, up/down, left/right, behind/in front.</li> <li>• Identify map symbols, e.g., legend references to land, water, roads, and cities.</li> <li>• Name community symbols, e.g. traffic signs, traffic lights, and street and highway markers.</li> <li>• Locate land and water on simple maps, globes, or other models using cardinal directions and map symbols.</li> <li>• Recognize the physical shape of our state and nation</li> <li>•</li> </ul>	191
<p><b>1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.</li> <li>• Recognize that Nebraska's seasons vary from other places in the United States and the world</li> <li>•</li> </ul>	
<p><b>1.5 Students will identify uses of technology, such as transportation and communication.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify what inventions are.</li> <li>• Describe a helpful invention.</li> <li>• Explain why they are important.</li> <li>•</li> </ul>	
<p><b>1.6 Students will identify basic economic concepts.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.</li> <li>• Explain differences between buyers and sellers/goods and services.</li> <li>•</li> </ul>	
<p><b>1.7 Students will explain how families and individuals earn, spend, and save.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Match simple descriptions of work that people do with the names of those jobs.</li> <li>• Recognize the importance of work.</li> <li>• Demonstrate the exchange of money for goods and services.</li> <li>• Identify ways to save money.</li> <li>•</li> </ul>	

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<p><b>1.8 Students will recognize good citizenship and its importance.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.</li> <li>• Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.</li> <li>• Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.</li> <li>• Identify community groups of which Students are members, e.g., family, school, church, girl/boy scouts, and classroom.</li> <li>• Participate in classroom elections.</li> <li>• Name the President or other elected leaders.</li> <li>•</li> </ul>	<p style="text-align: right;">192</p>
<p><b>1.9 Students will identify patriotic symbols and actions.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Name those associated with the United States, e.g., the flag, the Pledge of Allegiance, etc.</li> <li>•</li> </ul>	

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**4.1 Students will compare communities and describe how United States and Nebraska communities changed physically and demographically over time.**  
*Example Indicators:*

- Identify and describe cultural holidays and events in their communities, Nebraska, and United State
- Identify changes in daily life past and present, e.g., roles, jobs, communication, technology, schools, and cultural traditions.
- 

**4.2 Students will describe the contributions from the cultural and ethnic groups that made up our national heritage: Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.**  
*Example Indicators:*

- Identify regional characteristics, e.g., Navaho, Amish, and Polynesian.
- Identify important men and women from different cultural and ethnic groups.
- Identify famous United States inventors.
- Identify contributions of special groups, e.g., labor unions, buffalo soldiers, and farmers' co-ops.

**4.3 Students will describe social and economic development of Nebraska in the 20th century.**  
*Example Indicators:*

- Identify the accomplishments of 20th century Nebraskans.
- Explain the impact of advance in transportation, communication, immigration, and economic development.
- 

**4.4 Students will describe the interaction between Native Americans and their environment on the plains prior to European contact.**  
*Example Indicators:*

- Explain how Native Americans used the resources for daily living.
- Identify different types of shelters used by Native Americans.
- Describe the daily life of a Native American.
-

<p><b>4.5 Students will describe Nebraska's history, including geographic factors, from European contact to statehood.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain how historic and geographic factors affected the expansion and development of Nebraska.</li> <li>• Locate on a map, forts, missions, settlements, trails, cities, transportation routes, and migration patterns.</li> <li>• Describe the exploration of the Great Plains.</li> <li>• Describe the impact of westward expansion on tribal nations.</li> <li>• Describe Spanish, French, and English settlements.</li> <li>•</li> </ul>	<p style="text-align: right;">194</p>
<p><b>4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.</li> <li>• Identify members of Nebraska's Hall of Fame.</li> <li>• Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.</li> <li>• Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.</li> <li>• Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.</li> <li>•</li> </ul>	
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67.

<p><b>4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the concepts of scarcity, choice, and the United States e of limited natural, capital, and human resources in an economic system.</li> <li>• Explain the specialization and interdependence of producers and consumers involved in producing goods and services.</li> <li>• Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.</li> <li>• Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.</li> <li>• Explain the purpose of taxes and their use and collection in an economic system.</li> <li>•</li> </ul>	195
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68.

<p><b>4.11 Students will use maps and globes to acquire information about people, places, and environments.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.</li> <li>• Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, continents.</li> <li>• Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.</li> <li>• Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.</li> <li>• Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e.g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.</li> <li>• Explain the directional flow of rivers.</li> <li>•</li> </ul>	<p style="text-align: right;">196</p>
<p><b>4.12 Students will identify the geographic and human characteristics of the regions of the United States and Nebraska.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Name the major geographic regions of the United States</li> <li>• Identify the states within each region.</li> <li>• Identify capital cities and major cities.</li> <li>• Identify mountains, lakes, and rivers in each region.</li> <li>• Name the countries and bodies of water, which border the United States</li> <li>• Identify geographic and historic features unique to each region.</li> <li>•</li> </ul>	
<p><b>4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the constitutional rights and responsibilities of being a citizen.</li> <li>• Explain the role of citizenship in the promotion of laws.</li> <li>• Describe the election process.</li> <li>• Identify the consequences of violating the law.</li> <li>• Identify local, county, and state representatives.</li> <li>• Explain the process of contacting a representative.</li> <li>•</li> </ul>	

69.

<p><b>4.14 Students will identify the uniqueness of the Nebraska Unicameral compared with other state legislatures.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the difference between bicameral and unicameral legislatures.</li> <li>• Identify the contribution of George Norris.</li> <li>•</li> </ul>	<p>197</p>
<p><b>4.15 Students will identify and describe the responsibilities of the elected mayor, governor and president on the local, state, and federal level.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Name the mayor, governor, and the President of the United States and list several responsibilities of each.</li> <li>•</li> </ul>	

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71.

**8.1 United States History**

**8.1.1 Students will analyze major cultures in the Americas before the 17th century.**  
*Example Indicators:*

- Describe the regional culture groups of early Native Americans in North America, e.g., the Northern, North Western, Plains, Mound Builders, Eastern Woodlands, and South Western Native Americans, etc.
- Describe selected civilizations in Central and South Americas, e.g., the Mayan, Olmecs, Aztec, Incas, Chibchas, and Toltecs.
- Explain how geography and climate influenced the way Early American cultural groups lived.

**12 Demonstrate practical knowledge of history and economics and geography**  
 8.12.3 Students will compare and contrast location of people, places and things.

- Demonstrate their understanding of the relationship of geographical features and regions of the world
- Apply their knowledge of geographical, economic, political concepts to understanding the relationship of global interdependence i.e. demographics, physical, economic, historical and political geography as related to the Western Hemisphere
- Apply their knowledge of geographical, economic, political concepts to understanding the relationship of global interdependence i.e. earth's human geography, review of culture and political systems
- Compare and contrast location of people and their cultures in identified locations i.e. U.S./Canada-shaped by history, native Americans in U.S. and Canada; Latin America shaped by history, Mayas, Aztecs, Incas and exploration
- Describe Pre-European civilizations in North America, South American and the South Pacific (Inuit, Anasazi, Plains, Indians, Eastern forest dwellers, Mound Builders, Aztecs, Incas, Mayans, Maoris and Aborigines)
- Evaluate how physical, economic, political and cultural geography impact Pre-European civilizations
- Describe early civilization of the Americas

**13 Understand global interdependence**  
 8.13.2 Students will demonstrate their understanding of the relationship of geographical features and regions of the world.

- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific
- Apply their knowledge of geographical, economic, political concepts to understanding the relationship of global interdependence i.e. exploring the United States, Canada, Latin America, Mexico, Central American, Caribbean and South America
- Compare and contrast location of people and their cultures in identified locations i.e. earth's human geography-review culture and political systems; cultural geography as related to the Western Hemisphere-historical geography

<p><b>8.1.2 Students will analyze the major people, events, and ideas that led to the exploration and settlement of the Americas by Europeans.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England</li> <li>• Identify the economic, ideological, religion, and nationalist forces that led to competition among European powers for control of the Americas.</li> <li>• Identify the political, economic, and social impact of the encounter between European and early cultures in the Americas.</li> <li>• Identify explorers, e.g., Columbus, Leif Ericsson, Amerigo Vespucci, Champlain, and Hudson.</li> <li>• Describe Spanish, French, and English settlements.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.2 Students will identify historical people and events. <span style="float: right;">199</span></p> <ul style="list-style-type: none"> <li>• Apply their knowledge of geographical, economic, political concepts to understanding the relationship of global interdependence i.e. introduction to the Renaissance and exploration; history as related to explorers and native people-language, religion, customs, political subdivisions, arts and literature and technology</li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Compare and contrast location of people and their cultures in identified locations i.e. cultural geography as related to the Western Hemisphere, South Pacific and Western Europe</li> <li>• Examine new directions for Europe through the voyages of Portugal and Spain and the monarchies of France and England</li> <li>• Examine the new monarchies of Europe, colonization of the Western Hemisphere, and English exploration and the impact of the defeat of the Spanish Armada i.e. Europeans look overseas; Spain's empire in the Americas; and trading in New France</li> </ul> <p>8.12.4 Students will understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific</li> </ul>
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79.

<p><b>8.1.3 Students will describe key people, events, and ideas from colonial America</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the factors that led to the founding of the colonies, e.g., the escape from religious persecution, economic opportunity, release from prison, and military adventure.</li> <li>• Describe geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.</li> <li>• Describe life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.</li> <li>• Explain the principal economic and political connections between the colonies and England</li> <li>• Describe sources of dissatisfaction that led to the American Revolution.</li> <li>• Identify key individuals and events in the American Revolution, e.g., King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.</li> <li>• Explain major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">200</span></p> <p>8.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> </ul> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Identify and explain how significant historical facts related to the development and growth of the United States</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Understand the effects of colonization in North and South America</li> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Identify multiple reasons for the colonies' rebellion against England</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Describe the Europeans' first efforts toward settlement and colonization of the New World</li> <li>• List events which brought about the colonies' independence from England i.e. the colonies in 1750; the French and Indian War; Paul Revere and the Boston Massacre; the Boston Tea Party; the road to Revolution-early battles; independence declared; and other battle fronts</li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Compare and contrast the reasons for European exploration that lead to the discovery of the new world</li> <li>• Evaluate how physical, economic, political, and cultural geography that effect the lives of people in the countries of the Western Hemisphere and South Pacific</li> <li>• Compare and contrast the characteristics of the New England, Middle and Southern colonies</li> <li>• Recognize the economic, political, social, cultural and religious links of the United States to other countries in the world</li> </ul> <p>8.12.4 Students will understand basic economic concepts.</p>
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73.



**8.1.4 Students will analyze challenges faced by the new United States government**

*Example Indicators*

- Explain the writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- Describe major issues facing Congress and the first four presidents.
- Explain conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

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**8.11.1 Students will understand the structure and process of the United States government.**

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government i.e. Articles of Confederation, the American Revolution, creating a republic, the new government begins and the Jefferson Era, checks and balances, political parties and elections
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources i.e. Articles of Confederation, the United States Constitution, Bill of Rights, Organizing the new government Rise of political parties, John Adams as President
- Match and identify descriptives of major historical events from 1776-1914
- Understand the full scope of the Constitution and the U.S. government
- Identify the three branches of the federal government

**8.11.2 Students will understand the rights and responsibilities of citizenship.**

- Explain how the constitution protects the rights of individuals
- Constitution and United States government-Articles of Confederation, law making, federal system, division of powers, taxation and budget, checks and balances, political parties and elections, political philosophy and ideologies, citizenship at work

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.1 Students will understand change over time.**

- Analyze changes brought about by cultural interactions during the exploration, settlement and development of the United States and North America
- Identify and explain how significant historical facts relate to the development and growth of the United States

**8.12.2 Students will identify historical people and events.**

- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914
- Identify key political and military forces in American history from American colonization to 1914
- Identify the ideas that led to the war for independence; human migration/immigration; and human relations
- Describe major historical events from 1776-1914 i.e. creating a Confederation of States-barter on the Western frontier; Grand Convention; More Perfect Union; ratifying the Constitution

74.

**8.1.5 Students will describe growth and change in the United States from 1801-1861.**

*Example Indicators:*

- Describe territorial exploration, expansion, and settlement, e.g., Lewis and Clark, Louisiana Purchase, and acquisition of southern and Western territories.
- Describe how the physical geography and various incentives influenced the movement of people, goods, and services
- Describe the political relationship between the Americas and Europe, which led to the Monroe Doctrine.
- Describe the impact of inventions, e.g., the cotton gin, McCormick reaper, etc.
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**12 Demonstrate practical knowledge of history and economics and geography**

8.12.1 Students will understand change over time.

202

- Study the components and effects of colonization and modern geography (place and physical) in the United States, Latin American and Canada
- Demonstrate a chronological perspective of American history from colonization to 1914 i.e.
  - Jefferson Era
  - Republicans in power
  - Louisiana Purchase-Mandan Traders
  - Protecting American neutrality
  - Road to war
  - War of 1812
  - Exploring with Lewis and Clark
  - Years of growth and expansion
  - Industrial Revolution
  - Workshops to factories
  - Americans on the move
  - Building national unity
  - Neighboring nations gain independence-Spanish Florida
  - Jackson Era-no democracy for African Americans, in the White House, as a strong President, successors
  - Oregon Fever, country called Texas, Remember the Alamo!
  - Manifest Destiny
  - Mexican War
  - Surge to the Pacific
  - Growth of industry and life in the North
  - Cotton becomes king and life in the cotton kingdom
  - Liberty for all
  - Women are created equal
  - Reform sweeps the country

8.12.2 Students will identify historical people and events.

- Identify key political and military forces in American history from American colonization to 1914
- Identify the relationship between historical events as they relate to the Constitution and United States government human migration, human relations, economics and technology

75.

76.

**8.1.6 Students will identify and analyze causes, key events, and the effects of the Civil War and Reconstruction.**

*Example Indicators:*

- Describe economic and philosophical differences between the North and South.
- Identify key events leading to secession and war.
- Identify key people during this period, e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, Clara Barton, etc.
- Identify key events during the Civil War, e.g., major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.
- Describe life on the battlefield and on the home front from multiple perspectives.
- Explain the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United States Constitution.
- Describe the impact of Reconstruction policies on the South.
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**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

8.11.1 Students will understand the structure and process of the United States government.

- Identify key political and military forces in American history from American colonization to 1914
- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government

8.11.2 Students will understand the rights and responsibilities of citizenship.

**12 Demonstrate practical knowledge of history and economics and geography**

8.12.1 Students will understand change over time.

- Understand change over time
- Describe major historical events from 1776-1914 i.e.
  - Students identify the multiple reasons for the Civil War
  - Slavery or freedom in the west
  - Missouri Compromise
  - Saving the union
  - Bloodshed in Kansas
  - Republicans challenge slavery
  - Lincoln-Douglas Campaign trail
  - South breaks away
  - Preparing for war and the struggle that ensues
  - Freedom and hardships of war
  - Victory at Appomattox
  - Lee at Gettysburg
  - First steps toward reunion
  - Congress takes charge
  - Reconstruction of the South

8.12.2 Students will identify historical people and events.

- Identify the relationship between historical events as they relate to the Constitution and United States government, human migration, human relations, economics and technology
- Demonstrate a chronological perspective of American history from colonization to 1914
- List events that resulted in victory for the Union and reunited the nation
- Identify major changes that took place during the Reconstruction period

8.12.3 Students will compare and contrast location of people, places and things.

- Apply higher level thinking processes to evaluate and analyze primary sources and other resources

8.12.4 Students will understand basic economic concepts.

**8.1.7 Students will explain post Civil War changes in the United States , and the role of the United States in world affairs through World War I.**

*Example Indicators:*

- Describe federal policies of expansion and how they affected various culture groups and individuals, e.g., Native Americans, Asian Americans, etc.
- Explain why people immigrated to the United States; describe their obstacles and contributions.
- Describe the growth of American cities and the impact on societies.
- Describe the United States participation in key world events, e.g., the Spanish-American War, World War I, etc.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

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8.11.1 Students will understand the structure and process of the United States government.

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government

8.11.2 Students will understand the rights and responsibilities of citizenship.

- Identify key political and military forces in American history from American colonization to 1914

**12 Demonstrate practical knowledge of history and economics and geography**

8.12.1 Students will understand change over time.

- Demonstrate a chronological perspective of American history from colonization to 1914
- Explain the impact of "human migration/immigration", human relations, economics and technology on people in the United State
- Identify the major historical events of matching the events to a description and correctly place them on a time line: Expansion of United States, Latin America, Pacific, human migration/immigration, Industrial Revolution, rise of industry and diverse nation
- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914

8.12.3 Students will compare and contrast location of people, places and things.

- Identify major changes that took place during the Reconstruction period i.e.
  - Frontier Western expansion
  - Mining frontier
  - Plains Indians
  - Broken promises
  - Ranching and farming
  - Revolt of the farmers
  - Railroads-key to industrial growth
  - Age of invention
  - Workers and unions
  - Diverse nation-land of promise-immigration from Europe to United States, east to west, Asia to United States, rural to urban, Africa to United States, Latin American to United States
  - Changing face of cities
  - New American culture
  - Progressives and Reformers-early reforms
  - Progressive movement
  - Women in the Progressive Era
  - Minorities seek equality
  - Expansion oversea-Americans look abroad, across the Pacific
  - War with Spain
  - Big Stick in Latin America

<p><b>8.1.8 Students will describe key, social, economic and cultural developments from WWI through the Great Depression.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the arts in the United States, e.g., the Harlem Renaissance, the works of F. Scott Fitzgerald, Louis Armstrong, etc.</li> <li>• Describe the social changes, e.g., women's suffrage, prohibition, etc.</li> <li>• Describe the economic factors that led to the Great Depression.</li> <li>• Describe the extent and depth of business and farm failures, unemployment, and poverty.</li> <li>• Describe the New Deal, the Depression, and the future role of government. in the economy.</li> <li>• Identify key people of the period, e.g., Eleanor and Franklin Roosevelt, Charles Lindbergh, etc.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events. <span style="float: right;">205</span></p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> </ul> <p>11.12.2 Students will understand basic economic concepts.</p> <p>11.12.3 Students will understand change over time i.e.</p> <ul style="list-style-type: none"> <li>• Imperialism-expansion of United States in Latin America and Pacific/pro-con</li> <li>• Progressivism-methods for change (muckrakers, grass roots, marches, legislation, reasons why needed, reforms, health issues, poverty, environment</li> <li>• World War I: causes-secret alliances</li> <li>• Wilson and the Peace</li> <li>• Propaganda</li> <li>• Impact of technology</li> <li>• United States involvement path from neutral, isolationism to war</li> <li>• Outcomes-allies victorious, League of Nations, Treaty of Versailles</li> <li>• Jazz Age 20's-nativism and red scare</li> <li>• Major cultural changes-African American migration, music, literature, shared culture, youth culture, optimism</li> <li>• Economy-assembly lines, stock market</li> <li>• Great Depression-causes of</li> <li>• Social effects of farmers, families, communities</li> <li>• Hoover's response</li> <li>• FDR's response</li> <li>• New Deal, large federal involvement, bank security, job programs, relief fund programs, deficit spending</li> <li>• Lasting effects of New Deal-new role of government in people's lives, deficit spending examples-Social Security, FDIC</li> <li>• Students will understand change over time</li> <li>• Students will identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events Students will identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
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<p><b>8.1.9 Students will describe key people, events, and ideas since World War II.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain segregation, desegregation, and the Civil Rights Movement.</li> <li>• Describe the changing role of women in America</li> <li>• Describe the technology revolution and its impact on communication, transportation, and new industries.</li> <li>• Describe the consumer economy and increasing global markets.</li> <li>• Describe the increases in violent crime and illegal drugs.</li> <li>• Explain the effects of increased immigration.</li> <li>• Describe political leaders of the period, trend in national elections, and differences between the two major political parties.</li> </ul>	<p style="text-align: right;">206</p> <p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>11.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> </ul> <p>11.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events. .</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present i.e. <ul style="list-style-type: none"> <li>– WW II-causes-outcome of WW I, Germany, Japanese and Italian imperialism, Hitler</li> <li>– United States early response-appeasement, arsenal of democracy</li> <li>– Pearl Harbor</li> <li>– Holocaust-genocide, “Final solution”, methods of discrimination, groups targeted</li> <li>– Military events/strategies-Germany first (D-Day) Pacific second (island hopping), atomic bomb</li> <li>– Home front-rationing, production, role of women and minorities, interments, propaganda</li> <li>– Cold War</li> <li>– 1950’s</li> <li>– Civil Rights &amp; social movements</li> <li>– Kennedy-New Frontier</li> <li>– Johnson-Great Society</li> <li>– Vietnam</li> <li>– Nixon</li> <li>– Watergate</li> <li>– Carter</li> <li>– Reagan</li> <li>– Bush</li> <li>– Clinton</li> </ul> </li> <li>– Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>– Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul> <p>11.12.2 Students will understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> </ul> <p>11.12.3 Students will understand change over time.</p> <p><b>13 Understand global interdependence</b></p> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world.</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
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79.

<p><b>8.2 World History to 1000 A.D.</b></p>	<p>207</p>
<p><b>8.2.1 Students will describe human culture in the Paleolithic and Neolithic Eras.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe how archeological discoveries change our knowledge of early peoples.</li> <li>• Compare the characteristics of Paleolithic and Neolithic societies and the adaptation to physical geography of various areas had on those groups.</li> <li>• Describe how tool making, United States e of fire, agricultural revolution, and other technological and social advancements improved life for early people.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages i.e.           <ul style="list-style-type: none"> <li>– People of the Stone Age and Fertile Crescent</li> <li>– Stone Age-Hunters, gathers, tools/artifacts, domestication/agriculture</li> <li>– Fertile Crescent-government, technology, money/economy, monotheism/Judaism, Ziggurat, language/writing</li> </ul> </li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> </ul>
<p><b>8.2.2 Students will describe the impact of ancient river valley civilizations (Mesopotamia, Egypt, India, and China) on the development of world cultures.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the geography and history of each civilization.</li> <li>• Describe the location in time and place.</li> <li>• Identify social, political, and economic institutions.</li> <li>• Describe religious traditions and written language.</li> <li>• Identify significant contributions and legacies.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages i.e.           <ul style="list-style-type: none"> <li>– African Civilizations of the Nile Valley</li> <li>– Early civilizations in Asia-Indus River Valley, Huan He River Valley, China, India and Persia</li> </ul> </li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Study ancient cultures to include people of the Fertile Crescent, African civilizations of the Nile Valley, Indus River Valley, Huang He River, China, India and Persia, Greece and Rome</li> </ul> <p>8.12.4 Students will understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages</li> </ul> <p><b>13 Understand global interdependence</b>        8.13.2 Students will demonstrate their understanding of the relationship of geographical features and regions of the world.</p> <ul style="list-style-type: none"> <li>• Demonstrate their competency of map skills using map title, Hemisphere, continents, Compass Rose, map key and latitude/longitude</li> <li>• Apply key physical geographical and map skill concepts to include map title, continents, Hemispheres, map key, compass rose</li> </ul>

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<p><b>8.2.3 Students will describe the impact of history, culture, and geography of Greece and Rome on later civilizations</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the influence of physical geography, climate, and soils on the Greek economic, social, and political development and the impact on the commerce of the Mediterranean regions.</li> <li>• Describe the development of Greek democracy.</li> <li>• Identify and describe the contributions of Greek culture, e.g., mythology and philosophy.</li> <li>• Describe important Greek military campaigns, e.g., the Persian Wars and conquests by the Macedonians.</li> <li>• Describe the influence of geography on Roman economic, social, and political development.</li> <li>• Relate Roman mythology and religion.</li> <li>• Describe the development of the Roman government</li> <li>• Identify and describe the economic and political contributions of Roman culture, e.g., mythology and architecture.</li> <li>• Describe important Roman military campaigns, e.g., military domination of the Mediterranean and Western Europe</li> <li>• Describe the fall of the Republic and the rise of imperial monarchs.</li> <li>• Describe the impact and spread of Christianity and Judaism.</li> <li>• Describe, analyze, and evaluate the history of the Byzantine Empire from about 300 BCE to 1000 C.E., e.g., Constantinople, Codification of Roman law, Greek Orthodox churches, and Byzantine art and architecture.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.2 Students will identify historical people and events. <span style="float: right;">208</span></p> <ul style="list-style-type: none"> <li>• Study ancient cultures to include people of Rome: Rome's founding, monarchy, republic, dictatorship, Punic War, calendar, growth of empire, Pax Roman, architecture, literature, beginnings of Christianity-orthodox and catholic</li> <li>• Study ancient cultures to include the heirs of Rome and Persia, Byzantine Empire, Muslim Empire and Europe in the Middle Ages and the Renaissance in Europe</li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages i.e.       <ul style="list-style-type: none"> <li>- Ancient Greece-epics, myths, wars, government, democracy, architecture, music, arts, mythology, religion, famous Greeks, Hellenistic culture, Alexander the Great</li> <li>- Ancient Rome-government, architecture, music, arts, Pax Romana, Roman Empire, Punic Wars, famous Romans</li> <li>- Byzantine Empire-government, divisions in Christianity</li> <li>- Muslim Empire-arabic contributions, Islam</li> </ul> </li> <li>• Study ancient cultures to include people of the Greece, Balkan Peninsula, Peloponnes, isthmus; the Aegean Sea, mountains, islands, Minoans, Mycenaean, colonies, epics, myths, polis, Sparta, Athena, agora, aristocracy, oligarchy, demagogues, democracy, assembly, Olympics, theater, architecture, Homer, Aristotle, Socrates, Pericles, wars (Persian, Peloponnesian, Alexander the Great</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages</li> </ul> <p>8.13.2 Students will demonstrate their understanding of the relationships of geographical features and regions of the world.</p> <ul style="list-style-type: none"> <li>• Demonstrate their competency of map skills using map title, Hemisphere, continents, Compass Rose, map key and latitude/longitude</li> <li>• Apply key physical geographical and map skill concepts to include map title, continents, Hemispheres, map key, compass rose and latitude/longitude</li> </ul>
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<p><b>8.2.4 Students will describe the development and cultural impact of major religions.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the origins, customs, beliefs, and spread of the major religions</li> <li>• Identify the theological and cultural differences and similarities among the major religions.</li> <li>• Describe the effect of religious, political, and economic competition.</li> <li>• Identify the historical turning points that affected the spread and influence of these religious cultures.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time. <span style="float: right;">209</span></p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages i.e.           <ul style="list-style-type: none"> <li>– Byzantine Empire-government, divisions in Christianity</li> <li>– Muslim Empire-arabic contributions, Islam</li> <li>– Beginnings of Christianity-orthodox and catholic</li> <li>– Hinduism</li> <li>– Buddhism</li> </ul> </li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages</li> </ul> <p><b>13 Understand global interdependence</b>        8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.</p> <ul style="list-style-type: none"> <li>• Study ancient cultures to include the heirs of Rome and Persia, Byzantine Empire, MUnited States lim Empire and Europe in the Middle Ages.</li> </ul>
<p><b>8.2.5 Students will describe the impact of life in Medieval Europe on later civilizations</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the structure of feudal society and identify economic, social, and political effects.</li> <li>• Describe the Age of Charlemagne.</li> <li>• Describe the impact of Magyars and the Vikings.</li> <li>• Analyze the influence of Christianity throughout Europe</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages Europe in the Middle Ages-architecture/music/arts, Charlamagne, feudal system, Crusades, Black death</li> </ul> <p>8.12.2 Students will identify historical people and events i.e.</p> <ul style="list-style-type: none"> <li>• Europe in the Middle Ages-architecture/music/arts, Charlamagne, feudal system, Crusades, Black death</li> <li>• Study ancient cultures to include Europe in the Middle Ages, Charlemagne's empire and leadership, feudal system, Crusades, Black death, rise of nations, Magna Carta</li> </ul> <p><b>13 Understand global interdependence</b>        8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages</li> </ul>

85.

<p><b>8.2.6 Students will describe the impact of selected civilizations in Asia and Africa on the development of later cultures.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe chronology, location, geography, social structures, forms of government economy, and religion of each civilization.</li> <li>• Identify key characteristics of the kingdoms of Kush and (Axum) Aksum in Ethiopia.</li> <li>• Describe how geography of Africa shaped the various cultures of trading empires in Western Africa.</li> <li>• Describe the culture and contributions of ancient Arabia.</li> <li>• Identify cultural characteristics of Japan's feudal system.</li> <li>• Identify various Chinese dynasties and their legacies to later generations.</li> <li>• Describe the role of geographic factors in limiting or encouraging the movement of people and ideas.</li> <li>•</li> </ul>	<p style="text-align: right;">210</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages i.e. <ul style="list-style-type: none"> <li>– Growth for China-Mongol Empire, Genghis Khan, Kublai Khan, Marco Polo, technology, Shinto religion, feudal Japan/government</li> <li>– Overland Trade-Ghana, trade empires of West Africa, Marsa Musa, Muslim control of trade, Silk route, sub-Saharan trade impact</li> <li>– Study ancient civilizations to include African Civilizations of the Nile Valley, India and Persia, China, and South Pacific</li> </ul> </li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages</li> </ul> <p>8.13.2 Students will demonstrate their understanding of the relationships of geographical features and regions of the world.</p> <ul style="list-style-type: none"> <li>• Evaluate the influence of geography on cultures from Pre-history through the Renaissance.</li> <li>• Develop a pictorial/physical map of one of the ancient civilizations</li> <li>• Demonstrate their competency of map skills using map title, Hemisphere, continents, Compass Rose, map key and latitude/longitude</li> <li>• Apply key physical geographical and map skill concepts to include map title, continents, Hemispheres, map key, compass rose and latitude/longitude</li> </ul>
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83.

<p>8.3 <b>Civics and Economics</b></p>	<p style="text-align: right;">211</p>
<p>8.3.1 <b>Students will explain and compare the structures, functions, and powers of the three branches of government. at the national, state, and local levels.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the election and appointment of officials.</li> <li>• Describe the division and sharing of powers among and within levels of government</li> <li>• Chart the separation and sharing of powers within levels of government</li> <li>• Describe the process of amending the United States and Nebraska Constitutions.</li> <li>• Outline the powers granted to Congress, the President, the Supreme Court, and those reserved to the State</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>8.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government <ul style="list-style-type: none"> <li>- Constitution and United States government</li> <li>- Federal system</li> <li>- Division of powers</li> <li>- Checks and balances</li> <li>- State and local government</li> <li>- Political parties and elections</li> </ul> </li> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific</li> </ul> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p>
<p>8.3.2 <b>Students will compare the election process at the local, state, and national levels of government</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain nomination and promotion of candidates for elective office.</li> <li>• Describe similarities and differences between the major political parties.</li> <li>• Describe voter turnout.</li> <li>• Evaluate the accuracy of campaign advertising.</li> <li>• Discuss bias and identify how media reports, analysis, and editorials are different.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>8.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources i.e. <ul style="list-style-type: none"> <li>- Media/political cartoons</li> <li>- Political philosophy and ideologies</li> <li>- Public opinion</li> <li>- State and local government</li> <li>- Political parties and elections</li> </ul> </li> </ul> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p>

84.

<p><b>8.3.3 Students will compare the policy-making process at the local, state, and national levels of government</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Chart the basic law-making process within the respective legislative bodies.</li> <li>• Explain the interaction between the chief executives and the legislative bodies.</li> <li>• Explain the functions of departments, agencies, and regulatory bodies.</li> <li>• Describe the roles of political parties at the state and national levels.</li> <li>• Explain the ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.</li> <li>• Describe the impact of the media on public opinion and policy makers.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">212</span></p> <p>8.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources i.e.</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government i.e. <ul style="list-style-type: none"> <li>- Constitution and United States government</li> <li>- Federal system</li> <li>- Division of powers</li> <li>- Checks and balances</li> <li>- State and local government</li> <li>- Political parties and elections</li> <li>- Media/political cartoons</li> <li>- Political philosophy and ideologies</li> <li>- Public opinion</li> <li>- Political parties and elections</li> </ul> </li> </ul> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <p>8.12.4 Students will understand of basic economic concepts</p>
<p><b>8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Diagram the organization and jurisdiction of Nebraska and United States courts.</li> <li>• Describe the exercise of the power of judicial review.</li> <li>• Describe the process of bringing and resolving criminal and civil cases in Nebraska's judicial system.</li> <li>• Describe the function and process of the juvenile justice system in Nebraska.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>11.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Understand the function and impact of the Constitution and the United States government</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> <li>• Demonstrate an understanding of the structure and process of the United States government</li> </ul> <p>11.11.2 Students will understand the rights and responsibilities of citizenship.</p>

85.

**8.3.5 Students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.**

*Example Indicators:*

- Define the concepts of scarcity, choice, trade-offs, specialization, entrepreneurship, productivity, inflation, profits, markets, supply and demand, inflation, and unemployment and incentives.
- Analyze the effect of producer and consumer behavior on markets.
- Describe the role of individuals and businesses as consumers, savers, investors, and borrowers.
- Explain how various institutions help individuals and groups accomplish economic goals.
- Describe common forms of credit, savings, investments, purchases, and contractual agreements, e.g., warranties, and guarantees.
- Analyze skills necessary for career opportunities, e.g., individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.
- Describe the development of money, savings, and credit.
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**12 Demonstrate practical knowledge of history and economics and geography**

8.12.4 Students will understand basic economic concepts.

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- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914 i.e.
  - Economics and technology-economic cycles, banking, labor movement, economic systems, infrastructures

86.

**8.3.6 Students will compare the United States economic system to systems in other countries.**

*Example Indicators:*

- Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.
- Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing.
- Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.
- Explain the differences between traditional command and market economics
- Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

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8.11.1 Students will understand the structure and process of the United States government.

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government

8.11.2 Students will understand the rights and responsibilities of citizenship.

**12 Demonstrate practical knowledge of history and economics and geography**

8.12.1 Students will understand change over time.

- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914 i.e.
  - Economics and technology-economic cycles, banking, labor movement, economic systems, infrastructures, medical research, inventions
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources

8.12.3 Students will compare and contrast location of people, places and things.

- Compare and contrast location of people and their cultures in identified locations

8.12.4 Students will understand basic economic concepts.

- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific

**13 Understand global interdependence**

8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.

- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific
- Compare and contrast location of people and their cultures in identified locations

87.

**8.3.7 Students will summarize the rights and responsibilities of United States citizens.**

*Example Indicators:*

- Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Identify the way individuals of cultural, ethnic, and other interest groups can influence governments
- Describe the election process and appointment of officials.
- Describe the impact of the media on public opinion and policy.
- Compare the election process at the local, state, and national levels of government e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

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8.11.1 Students will understand the structure and process of the United States government.

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government
- Identify key political and military forces in American history from American colonization to 1914 i.e.
  - Constitution and United States government
  - Federal system
  - Division of powers
  - Checks and balances
  - State and local government
  - Political parties and elections
  - Media/political cartoons
  - Political philosophy and ideologies
  - Public opinion
  - Political parties and elections
  - Amendment process

8.11.2 Students will understand the rights and responsibilities of citizenship.

- Apply higher level thinking processes to evaluate and analyze primary sources and other resources

8.12.1 Students will understand change over time.

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**8.3.8 Students will describe the purpose and function of the United States Constitution, including the Bill of Rights.**

*Example Indicators:*

- What are inalienable rights?
- What does "life, liberty, and the pursuit of happiness," mean?
- What is the rule of law, justice, and equality under the law?
- Describe the Native American heritage, e.g., Iroquois Five Nations Confederacy, "Great Binding Law."
- Explain the British and American heritage, e.g., the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- Explain the philosophy of government expressed in the Declaration of Independence.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

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**8.11.1 Students will understand the structure and process of the United States government.**

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government i.e.
  - Constitution and United States government-Bill of Rights, important precedents, custom and tradition
  - Goals of the Constitution
  - 5 Principles of the Constitution
  - A living Constitution
  - National government at work
  - Citizenship at work

**8.11.2 Students will understand the rights and responsibilities of citizenship.**

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.1 Students will understand change over time.**

- Demonstrate a chronological perspective of American history from colonization to 1914

**8.12.2 Students will identify historical people and events.**

- Identify key political and military forces in American history from American colonization to 1914
- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources

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<b>8.4 Skills</b>	
<p><b>8.4.1 Students will explain the meaning of patriotic slogans and excerpts from notable speeches and documents.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the statement "Give me liberty or give me death."</li> <li>• Explain the meaning of "E Pluribus Unum."</li> <li>• Discuss the importance of the Gettysburg Address.</li> <li>• Explain the Preamble to the Constitution.</li> <li>• Explain the Declaration of Independence.</li> <li>• Who said "... December 7, 1941, a date which will live in infamy"?</li> <li>• Explain the statement "Ask not what your country can do for you . . . ."</li> <li>• Who said "Mr. Gorbachev, tear down this wall!"?</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b>  8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b>  8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Explain how the constitution protects the rights of individuals</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> <li>• Describe major historical events from 1776-1914</li> <li>• Identify the relationship between historical events as they relate to the Constitution and United States government human migration, human relations and economics</li> </ul>

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**8.4.2 Students will demonstrate skills for historical analysis.**

*Example Indicators:*

- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.
- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states which entered the Union after 1877.

**12 Demonstrate practical knowledge of history and economics and geography**

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**8.12.1 Students will understand change over time.**

- Analyze cultures from Pre-history through the Middle Ages
- Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages

**8.12.2 Students will identify historical people and events.**

- Identify key political and military forces in American history from American colonization to 1914
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources

**8.12.3 Students will compare and contrast location of people, places and things.**

- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific
- Compare and contrast location of people and their cultures in identified locations
- Demonstrate knowledge of the study of culture or cultures-meeting of human needs, interpretation and response to diversities, impact of physical and social environments and the contribution and transmission of language, literature, arts, customs, values, beliefs and behaviors)
- Apply key physical geographical and map skill concepts to include map title, continents, Hemispheres, map key, compass rose and latitude/longitude
- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources-critical thinking, written communication and oral communication skills
- Identify major historical events by placing the events in chronological order
- Identify the major historical events by matching the events to a description

**13 Understand global interdependence**

**8.13.2 Students will demonstrate their understanding of the relationships of geographical features and regions of the world.**

- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific
- Demonstrate their competency of map skills using map title, Hemisphere, continents, Compass Rose, map key and latitude/longitude

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<p><b>8.4.3</b> Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.</p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the historical perspectives of people, e.g., Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.</li> <li>• Describe the causes, costs, and benefits of major events in American history up to 1877, e.g., American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time. <span style="float: right;">219</span></p> <ul style="list-style-type: none"> <li>• Identify major historical events by placing the events in chronological order</li> <li>• Identify the major historical events by matching the events to a description</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources-critical thinking, written communication and oral communication skills</li> </ul>
<p><b>8.4.4</b> Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.</p>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Identify major historical events by placing the events in chronological order</li> <li>• Identify the major historical events by matching the events to a description</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources-critical thinking, written communication and oral communication skills</li> </ul> <p>8.12.4 Students will understand basic economic concepts.</p>

<p><b>8.4.5</b> Students will interpret economic and political issues as expressed in various visuals.</p>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time. <span style="float: right;">220</span></p> <ul style="list-style-type: none"> <li>• Identify major historical events by placing the events in chronological order i.e. <ul style="list-style-type: none"> <li>– Gazetteer, Atlas, political cartoons, Venn diagrams</li> </ul> </li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources- critical thinking, written communication and oral communication skills</li> <li>• Identify the major historical events by matching the events to a description</li> </ul>
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93.

**8.4.6 Students will improve their skills in historical research and geographical analysis.**  
*Example Indicators:*

- Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identify, analyze, and interpret global population distribution in the Middle Ages.
- Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

**12 Demonstrate practical knowledge of history and economics and geography**

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**8.12.3 Students will compare and contrast location of people, places and things.**

- Analyze cultures from Pre-history through the Middle Ages
- Demonstrate knowledge of the study of culture or cultures-meeting of human needs, interpretation and response to diversities, impact of physical and social environments and the contribution and transmission of language, literature, arts, customs, values, beliefs and behaviors)
- Apply key physical geographical and map skill concepts to include map title, continents, Hemispheres, map key, compass rose and latitude/longitude
- Apply key physical geographical concepts and map skills
- Interpret or create a map incorporating a map title, Hemispheres, continents, compass rose, map key, latitude and longitude
- Draw a map of the world showing a specified list of geographical features and regions
- Create a Venn diagram to compare and contrast a country in the Western Hemisphere, South Pacific or Western Europe to the United States
- Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages

**13 Understand global interdependence**

**8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or government factors.**

- Demonstrate a global understanding of geographical, historical, governmental and economic concepts of the Western Hemisphere from pre-history through the Middle Ages
- Compare and contrast location of people and their cultures in identified locations

**8.13.2 Students will demonstrate their understanding of the relationships of geographical features and regions of the world.**

- Demonstrate their understanding of the relationship of geographical features and regions of the world
- Apply their knowledge of geographical, economic, political concepts to understanding the relationship of global interdependence
- Evaluate how physical, economic, political, and cultural geography affect the lives of people in the countries of the Western Hemisphere and South Pacific

## Grades 9-12 with Example Indicators

**12.1 United States History**

**12.1.1 Students will analyze and explain the causes and effects of the Age of Discovery, contacts between Native Americans and European settlers, and the creation of the American colonies**

*Example Indicators:*

- Explain the economic and cultural characteristics of the groups.
- Summarize the motives and strategies of the explorers and settlers.
- Explain the impact of European settlement on the Native Americans.
- Relate the legacies of contact, cooperation, and conflict from that period
- Explain the motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies
- Summarize the economic activity.
- Describe the political developments.
- Compare the social customs, the arts, and religious

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.1 Students will understand change over time.**

- Identify the relationship between historical events as they relate to the Constitution and United States government, human migration, human relations, economics and technology
- Analyze changes brought about by cultural interactions during the exploration, settlement and development of the United States and North America

**8.12.2 Students will identify historical people and events.**

- Demonstrate a chronological perspective of American history from colonization to 1914
- Compare and contrast the reasons for European exploration that lead to the discovery of the new world
- Describe the Europeans' first efforts toward settlement and colonization of the New World
- Evaluate how physical, economic, political, and cultural geography that effect the lives of people in the countries of the Western Hemisphere and South Pacific
- Identify and explain how significant historical facts related to the development and growth of the United States
- List events which brought about the colonies' independence from England
- Identify and explain how significant historical facts relate to the development and growth of the United States

**8.12.3 Students will compare and contrast location of people, places and things.**

- Identify key political and military forces in American history from American colonization to 1914
- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914
- Identify multiple reasons for the colonies' rebellion against England
- Compare and contrast the characteristics of the New England, Middle and Southern colonies

**8.12.4 Students will understand basic economic concepts.**

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**12.1.2 Students will analyze and explain the events and ideas of the Early National Period**

*Example Indicators:*

- Relate changes in British policies that provoked the American colonists.
- Discuss the debate within the United States concerning separation from Britain.
- Compare the Declaration of Independence and "Common Sense."
- Describe the roles played by the individual leaders.
- Summarize key battles, military turning points, and key strategic decisions.
- Compare The Articles of Confederation and the Declaration of Independence.
- Discuss the issues and policies affecting relations among existing and future states, e.g., the Northwest Ordinance.
- Explain the Constitutional Convention, e.g., the leadership of James Madison and George Washington.
- Compare and contrast the struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.
- Explain the addition of the Bill of Rights to the Constitution.
- Relate the organization of the national government under the new Constitution.
- Explain the major domestic and foreign affairs issues facing the first presidents and Congress.
- Summarize the development of political parties.
- Explain how the impact of Supreme Court cases, e.g., Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.
- Explain foreign relations and conflicts, e.g., the War of 1812 and the Monroe Doctrine.
- Discuss the Louisiana Purchase and the acquisition of Florida.
- Summarize the economic development, trade, tariffs, taxation, and trends in the national debt.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments** 223

**8.11.1 Students will understand the structure and process of the United States government.**

- Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government i.e. Articles of Confederation, the American Revolution, creating a republic, the new government begins and the Jefferson Era, checks and balances, political parties and elections
- Understand the full scope of the Constitution and the U.S. governments
- Identify the three branches of the federal government
- Constitution and United States government-Articles of Confederation, law making, federal system, division of powers, taxation and budget, checks and balances, political parties and elections, political philosophy and ideologies, citizenship at work

**8.11.2 Students will understand the rights and responsibilities of citizenship.**

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.1 Students will understand change over time.**

- Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United State

**8.12.2 Students will identify historical people and events.**

- Identify key political and military forces in American history from American colonization to 1914
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources
- Match and identify descriptives of major historical events from 1776-1914
- Demonstrate a chronological perspective of American history from colonization to 1914
- Identify the major historical events by matching the events to a description and correctly placing them on a time line
- Apply higher level thinking processes to evaluate and analyze primary sources and other resources i.e.
  - Articles of Confederation, the United States Constitution, Bill of Rights
  - Organizing the new government.
  - Rise of political parties
  - John Adams as President
  - Louisiana Purchase-Mandan Traders
  - Protecting American Neutrality
  - Road to War
  - War of 1812
  - Exploring with Lewis and Clark

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<p><b>12.1.3 Students will analyze the causes and effects of major events of the Civil War and Reconstruction.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Discuss the causes, and effects of slavery.</li> <li>• Explain the States' Rights Doctrine.</li> <li>• Discuss tariffs and trade.</li> <li>• Describe the settlement of the Western United State</li> <li>• Explain Secession.</li> <li>• Compare and contrast the military advantages of the Union and the Confederacy.</li> <li>• Explain the threat of foreign intervention.</li> <li>• Discuss the economic and political impact of the war.</li> <li>• Explain the roles played by the individual leaders.</li> <li>• Relate the impact of Reconstruction policies on the South.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>8.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> </ul> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Demonstrate a chronological perspective of American history from colonization to 1914 i.e. <ul style="list-style-type: none"> <li>- Slavery or freedom in the west</li> <li>- Missouri Compromise</li> <li>- Saving the union</li> <li>- Bloodshed in Kansas</li> <li>- Republicans challenge slavery</li> <li>- Lincoln-Douglas Campaign trail</li> <li>- South breaks away</li> <li>- Preparing for war and the struggle that ensues</li> <li>- Freedom and hardships of war</li> <li>- Victory at Appomattox</li> <li>- Lee at Gettysburg</li> <li>- First steps toward reunion</li> <li>- Congress takes charge</li> <li>- Reconstruction of the South</li> </ul> </li> <li>• Identify the major historical events by matching the events to a description and correctly placing them on a time line</li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United State</li> </ul>
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<p><b>12.1.4 Students will analyze the impact of immigration on American life, identifying factors.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, and immigrant groups and individuals</li> <li>• Ethnic conflict and discrimination</li> <li>• The United States domestic policies.</li> <li>•</li> </ul>	<p style="text-align: right;">225</p> <p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>11.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and process of the United States government</li> </ul> <p>11.11.2 Students will understand the rights and responsibilities of citizenship.</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events. .</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> </ul> <p>11.12.3 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events i.e. <ul style="list-style-type: none"> <li>- Human migration/immigration-immigration from Europe United States, east to west, Asia to United States, rural to urban, Africa to United States, Latin American to United States</li> <li>- Human relations-children's rights, women's rights, social history civil rights, minority rights</li> </ul> </li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world.</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> <li>• Demonstrate an understanding of interdependence as it relates to global diversity</li> <li>• Demonstrate an understanding of the role of cooperation and conflict resolution between nations</li> <li>• Analyze the impact of culture and history upon contemporary issues</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human Migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
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**12.1.5 Students will summarize causes and effects of the Industrial Revolution.**

*Example Indicators:*

- Describe new inventions and industrial production methods.
- Summarize new technologies in transportation and communication.
- Explain incentives for capitalism and free enterprise.
- Describe the impact of immigration on labor supply and the movement to organize workers.
- Describe improvements in standards of living, life expectancy, and living conditions.
- Explain child labor, working conditions, and the rise of organized labor.
- Summarize government policies affecting trade, monopolies, taxation, and money supply.
- Summarize muckraking literature and the rise of the Progressive Movement.
- Describe women's suffrage and temperance movements, describing their impact on society.
- Summarize political changes at the local, state, and national levels.

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.2 Students will identify historical people and events.**

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- Demonstrate a chronological perspective of American history from colonization to 1914 i.e.
  - Railroads-key to industrial growth
  - Age of invention
  - Workers and unions
  - Diverse nation-Land of promise-immigration from Europe to United States, east to west, Asia to United States, rural to urban, Africa to United States, Latin American to United States
  - Changing face of cities
  - New American culture
  - Progressives and Reformers-early reforms
  - Progressive movement
  - Women in the Progressive Era
  - Minorities seek equality
  - Expansion oversea-Americans look abroad, across the Pacific
  - Industrial Revolution 1830'-40's and 1870's-1880's
- Identify the major historical events by matching the events to a description and correctly placing them on a time line
- Identify the key cultural, economic and geographical forces in American history from American colonization to 1914

**8.12.4 Students will understand basic economic concepts.**

- Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United States

**11.12.1 Students will identify historical people and events. .**

- Correctly identify major American historical events from 1914 through the present
- Identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914
- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events

**13 Understand global interdependence**

**11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.**

- Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914

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<p><b>12.1.6 Students will analyze the origins and effects of World War I.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the end of the Ottoman Empire and the creation of new states in the Middle East.</li> <li>• Relate the declining role of Great Britain and the expanding role of the United States in world affairs.</li> <li>• Summarize the political, social, and economic change in Europe and the United State</li> <li>• Explain the causes of World War I.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <sup>227</sup></p> <p>8.11.2 Students will understand the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the structure and process of United States government</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• World War I: causes-secret alliances <ul style="list-style-type: none"> <li>- Wilson and the Peace</li> <li>- Propaganda</li> <li>- Impact of technology</li> <li>- United States involvement path from neutral, isolationism to war</li> <li>- Outcomes-allies victorious, League of Nations, Treaty of Versailles</li> </ul> </li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Identify key political and military forces in American history from American colonization to 1914</li> <li>• Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United States</li> </ul> <p>8.12.2 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Identify the major historical events by matching the events to a description and correctly placing them on a time line</li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> </ul> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> </ul> <p>8.12.4 Students will understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Students will identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> </ul>
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100.

<p><b>12.1.7 Students will analyze and explain the Great Depression.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the causes and effects of changes in business cycles.</li> <li>• Describe the weaknesses in key sectors of the economy in the late 1920's.</li> <li>• Summarize United States government's economic policies in the late 1920's.</li> <li>• Explain the causes and effects of the Stock Market Crash.</li> <li>• Describe the impact of the Depression on the American people.</li> <li>• Explain the impact of New Deal economic policies.</li> <li>• Explain the impact of the expanded role of government. in the economy since the 1930's.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <sup>228</sup></p> <p>11.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>• Demonstrate an understanding of the structure and process of the United States government including the Constitution and the United States government</li> <li>• Demonstrate an understanding of the structure and process of the United States government</li> </ul> <p>11.12.2 Students will understand basic economic concepts</p> <p>11.12.3 Students will understand change over time.</p> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events. .</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present i.e. <ul style="list-style-type: none"> <li>- Great Depression and causes of</li> <li>- Social effects of farmers, families, communities</li> <li>- Hoover's response</li> <li>- FDR's response</li> <li>- New Deal, large federal involvement, bank security, job programs, relief fund programs, deficit spending</li> <li>- Lasting effects of New Deal-new role of government in people's lives, deficit spending examples-Social Security, FDIC</li> <li>- Students identify the major historical events by matching the events to a description and correctly placing them on a time line</li> </ul> </li> </ul> <p>11.12.2 Students will understand basic economic concepts.</p> <p>11.12.3 Students will understand change over time.</p> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United State</li> <li>• Identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> </ul>
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**12.1.8 Students will recognize and explain the origins and effects of World War II.**

*Example Indicators:*

- Describe the rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- Summarize the rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United State
- Explain the role of the Soviet Union.
- Explain appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- Relate the impact of mobilization for war, at home and abroad.
- Summarize the major battles, military turning points, and key strategic decisions.
- Explain the Holocaust and its impact.
- Describe the reshaping of the United States' role in world affairs after the war.
- Summarize the major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments** 229

- 11.11.1 Students will understand the structure and process of the United States government.
- Demonstrate an understanding of the structure and process of the United States government
- 11.11.2 Students will understand the rights and responsibilities of citizenship.
- Understand the rights and responsibilities of citizens
  - Apply higher level thinking processes to evaluate and analyze primary sources and other resources

**12 Demonstrate practical knowledge of history and economics and geography**

- 11.12.1 Students will identify historical people and events.
- Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States
  - Identify the major historical events by matching the events to a description and correctly placing them on a time line
  - Correctly identify major American historical events from 1914 through the present i.e.
    - WW II-causes-outcome of WW I, Germany, Japanese and Italian imperialism, Hitler
    - United States early response-appeasement, arsenal of democracy
    - Pearl Harbor
    - Holocaust-genocide, "Final solution", methods of discrimination, groups targeted
    - Military events/strategies-Germany first (D-Day) Pacific second (island hopping), atomic bomb
    - Home front-rationing, production, role of women and minorities, interments, propaganda
    - Cold War; 1950's; Civil Rights & Social Movements; Kennedy-New Frontier
    - Johnson-Great Society; Vietnam

11.12.2 Students will understand basic economic concepts.

11.12.3 Students will understand change over time.

11.12.4 Students will compare and contrast location of people, places and things.

- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events

**13 Understand global interdependence**

11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world.

- Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives
- Demonstrate an understanding of interdependence as it relates to global diversity
- Demonstrate an understanding of the role of cooperation and conflict resolution between nations
- Demonstrate how relationship between humans and their environment lead to a sense of personal, community and global identity
- Identify the relationship between historical events and the theme human Migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914

11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.

- Analyze the impact of culture and history upon contemporary issues
- Demonstrate knowledge of physical geography, culture, economic and political geographical concepts
- Demonstrate an understanding of interdependence as it relates to global diversity
- Demonstrate an understanding of the role of cooperation and conflict resolution between nations
- Analyze the impact of culture and history upon contemporary issues
- Study the 5 themes of geography to include culture/traits; demographics; economic systems; governmental systems; global relationship and future applications.

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<p><b>12.1.9 Students will analyze and explain United States foreign policy since World War II.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Summarize the origins of the Cold War and the foreign and domestic consequences.</li> <li>• Describe Communist containment policies in Europe, Latin America, and Asia.</li> <li>• Describe McCarthyism and the fear of communist influence within the United State</li> <li>• Explain Strategic and economic factors in Middle East policy.</li> <li>• Describe the relations with South Africa and other African nations.</li> <li>• Describe the collapse of communism and the end of the Cold War.</li> <li>• Explain the new challenges to America's leadership role in the world</li> <li>• Analyze the confrontations with the Soviet Union in Berlin and Cuba.</li> <li>• Explain NATO and other alliances and the United States role in the United Nations.</li> <li>• Describe nuclear weapons and the arms race.</li> <li>• Summarize the military conflicts in Korea, Vietnam, and the Middle East.</li> <li>•</li> </ul>	<p style="text-align: right;">230</p> <p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>11.11.1 Students will understand the structure and process of the United States government.</p> <ul style="list-style-type: none"> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>• Demonstrate an understanding of the structure and process of the United States government</li> <li>• Apply higher level thinking processes to evaluate and analyze primary sources and other resources</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events. .</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914 i.e.       <ul style="list-style-type: none"> <li>- Cold War-causes-atomic build-up, government and economic systems</li> <li>- Containment-definition, why, how implemented</li> <li>- Division of Europe-NATO, Iron Curtain</li> <li>- Locations/Events-Korea, Vietnam, Latin America</li> <li>- Korea-North vs. South, 38<sup>th</sup> parallel, DMZ, cease-fire</li> <li>- Vietnam-Ho Chi Minh, North vs. South, France's involvement</li> <li>- Latin America-Cuba, Castro</li> <li>- McCarthyism</li> <li>- Kennedy-Cuban Missile Crisis, Bay of Pigs, Berlin</li> <li>- Johnson-Vietnam involvement</li> <li>- Vietnam-events/impacts, effects</li> <li>- Nixon-China, USSR-détente</li> <li>- Carter-Middle East, Iran Hostage Crisis, end of détente</li> <li>- Reagan-escalation of anti-communism, military build-up</li> <li>- Bush-fall of communism, Persian Gulf War</li> <li>- Clinton-USSR, Eastern Europe, Middle East, NAFTA, Somalia, former Yugoslavia</li> <li>- Bush -Iran Crisis</li> </ul> </li> </ul> <p>11.12.2 Students will understand basic economic concepts.</p> <ul style="list-style-type: none"> <li>• Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United State</li> </ul> <p>11.12.3 Students will understand change over time.</p> <p><b>13 Understand global interdependence</b></p> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world.</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by United States ing geographic, cultural, economic and their political knowledge, skills and perspectives</li> <li>• Study the 5 themes of geography to include culture/traits; demographics; economic systems; governmental systems; global relationship and future applications.</li> <li>• Demonstrate how relationship between humans and their environment lead to a sense of personal, community and global identity.</li> <li>• Demonstrate an understanding of interdependence as it relates to global diversity</li> <li>• Demonstrate an understanding of the role of cooperation and conflict resolution between nations</li> <li>• Analyze the impact of culture and history upon contemporary issues</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts. Demonstrate an understanding of interdependence as it relates to global diversity</li> </ul>
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**12.1.10 Students will evaluate developments in federal civil rights and voting rights since the 1950's.**

*Example Indicators:*

- The Brown v. Board of Education decision and its impact on education.
- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.
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**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments** 231

**11.11.1 Students will understand the structure and process of the United States government.**

- Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States
- Demonstrate an understanding of the structure and process of the United States government
- Understand the function and impact of the Constitution and the United States government

**11.11.2 Students will understand the rights and responsibilities of citizenship.**

**12 Demonstrate practical knowledge of history and economics and geography**

**11.12.1 Students will identify historical people and events. .**

- Correctly identify major American historical events from 1914 through the present i.e.
  - 1950's
  - Culture changes-technology, suburbs, conformity, non-conformity, television, rock & roll
  - Economy-white collar-blue collar, expansion of national culture
  - Civil Rights and Social Movements
  - Legal cases-Plessy vs. Ferguson, Brown vs. Board of Education
  - Segregation-Jim Crow
  - People-Rosa Parks, MLK, Malcolm X, Jackie Robinson
  - Integration-response by majority-violence
  - Tactics used-sit-ins, marches, boycotts, non-violent civil disobedience
  - Movements-events-Montgomery Bus Boycott, March on Washington, Black Panthers, SCLC, SNCC
  - Legislation-Civil Rights of 1964, Voting Rights Act of 1965
  - Other groups-Women's, Latinos, Native Americans, Consumer, Environmental
  - Students will identify the major historical events by matching the events to a description and correctly placing them on a time line

**11.12.4 Students will compare and contrast location of people, places and things.**

- Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United State
- Study the 5 themes of geography to include culture/traits; demographics; economic systems; governmental systems; global relationship and future applications.
- Demonstrate relationship between humans and their environments lead to a sense of personal, community and global identity
- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events

**11.12.2 Students will understand basic economic concepts.**

- Demonstrate an understanding of basic economic concepts

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<p><b>12.1.11 Students will demonstrate an understanding of domestic policy issues in contemporary American society.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Compare conservative and liberal economic strategies.</li> <li>• Compare the positions of political parties and interest groups on major issues.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.2 Students will understand basic economic concepts <span style="float: right;">232</span></p> <ul style="list-style-type: none"> <li>• Understand basic economic concepts and systems i.e. capitalism/market; socialism/mixed; communism/command; arable</li> </ul> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> <li>• Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> <li>• Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications</li> </ul>
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105.



<p><b>12.1.12 Students will explain and demonstrate relationship between the geographical and the historical development of the United States by United States ing maps, pictures, and computer databases.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Locate and explain the location and expansion of the original colonies</li> <li>• Trace the territorial expansion of the United States , explaining how the physical environment influenced it.</li> <li>• Locate new states as they were added to the Union.</li> <li>• Demonstrate an understanding of the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.</li> <li>• Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.</li> <li>• Analyze the political, social, and economic implications of demographic changes in the nation over time.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b> <span style="float: right;">233</span></p> <p>8.12.1 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Locate and label major physical and political features of the regions of the U.S.</li> <li>• Classify regions with common characteristics using information from maps, tables, graphs, charts and construct a political map of North America</li> </ul> <p>11.12.1 Students will identify historical people and events</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Identify the major historical events by matching the events to a description and then correctly placing them on a time line (1914 to present)</li> <li>• Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul> <p>11.12.3 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of change over time i.e. human migration/immigration—from Europe to U.S., east to west, south to north, Asia to U.S., rural to urban, and Latin America to U.S.</li> <li>• Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Identify the four themes-the Constitution and U.S. Government, human migration, human relations and economics in American History by matching key historical events to a correct description and appropriately placing these events on a timeline</li> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
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106.

<p><b>12.1.13 Students will develop skills for historical analysis.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.</li> <li>Evaluate the authenticity, authority, and credibility of sources.</li> <li>Formulate historical questions and defend findings based on inquiry and interpretation.</li> <li>Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.</li> <li>Communicate findings orally, in brief analytical essays, and in a comprehensive paper.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.2 Students will identify historical people and events <span style="float: right;">234</span></p> <ul style="list-style-type: none"> <li>Apply higher level thinking process to evaluate and analyze primary sources and other resources</li> <li>Develop historical analytical skills</li> <li>Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>Identify the major historical events by matching the events to a description and then correctly placing them on a time line (1914 to present)</li> <li>Correctly identify major American historical events from 1914 through the present</li> <li>Identify the major historical events by matching the events to a description and then correctly placing them on a time line (1914 to present)</li> </ul> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> <li>Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> <li>Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> </ul>
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107.

<p><b>12.1.14 Students will demonstrate verbal and written skills that focuss on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Discuss civil disobedience v. the rule of law.</li> <li>• Analyze the role of government. to the individual in economic planning and social programs.</li> <li>• Debate freedom of the press v. the right to a fair trial.</li> <li>• Analyze the tension between majority rule and minority rights.</li> <li>• Debate problems of intolerance toward racial, ethnic, and religious groups in American society.</li> <li>• Discuss the evolution of rights, freedoms, and protections through political and social movements.</li> <li>• Interpret aspects of "United States Constitution", "Bill of Rights", "Letter from Birmingham", "Speak softly and carry a big stick...", "Gettysburg Address", etc.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">235</span></p> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Understand the function and impact of the Constitution and the United States government i.e. concepts within the Constitution and United States government and human relations</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Apply higher level thinking process to evaluate and analyze primary sources and other resources</li> <li>• Apply critical thinking, written and oral communication skills i.e. concept mapping, essays, oral or written presentations</li> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>• Identify the major historical events by matching the events to a description and then correctly placing them on a time line (1914 to present)</li> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
<p><b>12.2 World History: 1000 C.E. to the Present</b></p>	

108.

<p><b>12.2.1 Students will demonstrate an understanding of the state of the world about 1000 C.E.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Summarize the institution of feudalism in Europe, Asia, and Africa.</li> <li>• Summarize the growth of trade between civilizations, e.g., silk trade, gold and salt trade.</li> <li>• Describe the location and leadership of major kingdoms in Europe, Africa, Asia, and Latin America</li> <li>• Describe the location and culture of the Byzantine and Muslim empires.</li> <li>• Summarize the role of religion in a civilization, e.g., the Roman Catholic Church, Buddhism, Islam, and animism.</li> <li>• Describe the conflict between religions, e.g., Crusades and the Great Schism.</li> <li>• Summarize the technological advances in Asia and Latin America, e.g., calendars and metallurgy.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.3 Students will compare and contrast location of people, places and things. 236</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Study ancient cultures to include Europe in the Middle ages: Charlemagne’s Empire and leadership, Feudal System, Crusades, Black Death, Rise of Nations (Magna Carta, knights)</li> <li>• Analyze cultures from Pre-history through the Renaissance, to include Europe in the Middle Ages, Overland trade, and new directions for Europe (Renaissance)</li> <li>• Study ancient cultures to include Europe, Byzantine Empire, Muslim Empire, growth of China and India and Persia</li> </ul>
<p><b>12.2.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the emergence and distinctive political developments of nation-states, e.g., Spain, France, England, and Russia.</li> <li>• Describe the conflicts among Eurasian powers, e.g., the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.</li> <li>• Explain the patterns of crisis and recovery, e.g., the Black Death.</li> <li>• Explain the preservation of Greek and Roman philosophy, medicine, and science.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Analyze cultures from Pre-history through the Renaissance, to include Europe in the Middle Ages, Overland trade, and new directions for Europe (Renaissance)</li> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Study ancient cultures to include Europe, Byzantine Empire, Muslim Empire, growth of China and India and Persia</li> <li>• Analyze cultures from Pre-history through the Renaissance: to include Europe in the Middle Ages, Overland trade, and new directions for Europe (Renaissance)</li> </ul>

109.

<p><b>12.2.3 Students will analyze the historical developments of the Renaissance.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medici's, and new economic practices.</li> <li>• Discuss the rise of Italian city-State</li> <li>• Compare the artistic, literary, and intellectual creativity, e.g., Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period</li> <li>• Explain the Machiavell's theory of government. as described in <i>The Prince</i>.</li> <li>• Describe the differences between the Italian and the Northern Renaissance.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time. <span style="float: right;">237</span></p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Analyze cultures from Pre-history through the Renaissance: to include Europe in the Middle Ages, Overland trade, and new directions for Europe (Renaissance)</li> <li>• Study the new directions for Europe during the Renaissance: causes of the rebirth, changes in part-perspective- Da Vinci, effect of the printing press, contributions of Copernicus, Galileo, Newton; new monarchies-Ferdinand and Isabella, Louis XI and Henry VII; life of peasant farmers; weakening of the Catholic Church; Reformation-Luther, heresy-protestants; Fall of Constantinople-effect on trade; inventions enabling exploration-compass, astrolabe; voyages by Portugal and Spain; English exploration-defeat of Spanish Armada</li> <li>• Study ancient cultures to include Europe, Byzantine Empire, Muslim Empire, growth of China and India and Persia</li> </ul>
<p><b>12.2.4 Students will analyze the historical developments of the Reformation.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the influence of religious conflicts on government. actions, such as the Edict of Nantes in France.</li> <li>• Discuss the evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, e.g., the beginnings of religious and the growth of democracy.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Study the new directions for Europe during the Renaissance: causes of the rebirth, changes in part-perspective-Da Vinci, effect of the printing press, contributions of Copernicus, Galileo, Newton; new monarchies-Ferdinand and Isabella, Louis XI and Henry VII; life of peasant farmers; weakening of the Catholic Church; Reformation-Luther, heresy-protestants; Fall of Constantinople-effect on trade; inventions enabling exploration-compass, astrolabe; voyages by Portugal and Spain; English exploration-defeat of Spanish Armada</li> </ul>

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<p><b>12.2.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Discuss the roles and motivations of explorers/conquistadors.</li> <li>• Explain the migration, settlement patterns, and cultural diffusion</li> <li>• Explain the exchange of technology, ideas, and agricultural practices.</li> <li>• Discuss the trade in slaves, tobacco, rum, furs, and gold.</li> <li>• Relate the introduction of new diseases.</li> <li>• Discuss the influence of Christianity.</li> <li>• Explain the economic and cultural transformations created by the emergence of plant-like tobacco and corn in new places and the arrival of the horse in the Americas.</li> <li>• Describe the competition for resources and the rise of the Commercial Revolution and mercantilism.</li> <li>• Explain the cultural changes in indigenous societies.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.1 Students will understand change over time. <span style="float: right;">238</span></p> <ul style="list-style-type: none"> <li>• Explain the components and effects of colonization in North and South America</li> </ul> <p><b>13 Understand global interdependence</b>        8.13.1 Students will identify relationship to global interdependence based on geographic, economic, historical or governmental factors.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> </ul>
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<p><b>12.2.6 Students will compare and contrast Judaism, Christianity, Islam, Buddhism, Hinduism and Confucianism.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast major leaders and events.</li> <li>• Compare and contrast sacred writings.</li> <li>• Compare and contrast traditions, customs, and beliefs.</li> <li>• Explain monotheistic versus polytheistic views.</li> <li>• Discuss geographic distribution at different times.</li> <li>• Compare and contrast political, social, and economic influences of each.</li> <li>• Discuss the long-standing religious conflicts and recent manifestations in places, e.g., Ireland, Middle East, and Bosnia.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>        8.12.3 Students will compare and contrast location of people, places and things. <span style="float: right;">239</span></p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages to include Confucianism, Daoism, Hinduism, Buddhism, Christianity, Islam and Shintoism</li> </ul> <p><b>13 Understand global interdependence</b>        11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the interrelatedness of human and physical geography using geographic, cultural, economic, political knowledge, skills and perspectives to include Muslim, Hinduism, Buddhism, Judaism and Christianity</li> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications</li> <li>• Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> </ul> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives.</li> <li>• Demonstrate how relationship between humans and their environments lead to a sense of personal, community and global identity</li> </ul>
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112.

113.

<p><b>12.2.7 Students will analyze the scientific, political, and economic changes of the 1, 17th, 18th, and 19th centuries.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the impact of scientific ideas on political institutions, social movements, and religion.</li> <li>• Discuss the establishment of absolute monarchies by individuals, e.g., Louis XIV, Frederick the Great, and Peter the Great</li> <li>• Compare and contrast the Glorious Revolution in England and the French Revolution.</li> <li>• Explain the ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.</li> <li>• Explain the new scientific theories, e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.</li> <li>• Discuss how technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.</li> <li>• Explain how the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.</li> <li>• Discuss the influence of religious beliefs on art, politics, science, and commerce.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b> <span style="float: right;">240</span></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Analyze cultures from Pre-history through the Middle Ages</li> <li>• Study the new directions for Europe during the Renaissance: causes of the rebirth, changes in part-perspective-Da Vinci, effect of the printing press, contributions of Copernicus, Galileo, Newton; new monarchies-Ferdinand and Isabella, Louis XI and Henry VII; life of peasant farmers; weakening of the Catholic Church; Reformation-Luther, heresy-protestants; Fall of Constantinople-effect on trade; inventions enabling exploration-compass, astrolabe; voyages by Portugal and Spain; English exploration-defeat of Spanish Armada; Overland Trade; Art, technology, science and religion in Europe</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications</li> </ul>
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<p><b>12.2.8 Students will describe 19th century political developments in Europe, and their impact on the world</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Summarize the Congress of Vienna and its influence on the political geography of Europe</li> <li>• Describe the attempts at expansion of democracy in Europe, e.g., Chartist Movement, British Reform Laws, and liberal revolutions.</li> <li>• Relate the growth of nationalism, e.g., unification of Germany and Italy.</li> <li>• Describe the scramble for empire in Europe, Africa, and Asia Latin America</li> <li>• Address the feminist issues, e.g., divorce, property, and suffrage.</li> <li>• Outline the abolition of slavery and slave trade.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time. <span style="float: right;">241</span></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Identify the major historical events by matching the events to a description and then correctly placing them on a time line to include the Industrial Revolution.</li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> </ul>
<p><b>12.2.9 Students will analyze and explain the effects of the Industrial Revolution.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the rise of industrial economics and their link to imperialism and colonialism.</li> <li>• Explain how scientific and technological changes, e.g., the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.</li> <li>• Outline the responses to capitalism, e.g., utopianism, socialism, and communism.</li> <li>• Relate how the status of women and children reflected societal changes.</li> <li>• Explain the evolution of work and labor, e.g., the slave trade, mining and manufacturing, and the union movement.</li> <li>• Explain how Asia and Africa were transformed by European commercial power.</li> <li>• Summarize the dominance of global economic systems by European powers.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.1 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Demonstrate a chronological perspective of American history from colonization to 1914</li> <li>• Identify the major historical events by matching the events to a description and then correctly placing them on a time line to include the Industrial Revolution.</li> <li>• Identify the key cultural, economic and geographical forces in American history from American colonization to 1914</li> <li>• Demonstrate the impact of “human migration/immigration”, human relations, economics and technology on people in the United States i.e. slavery, children’s, women’s, minority and civil rights</li> </ul>

114.

**12.2.10 Students will analyze major 20th century historical events.**

*Example Indicators:*

- Relate ethnic conflicts, e.g., Bosnia, Arab-Israeli conflict, Biafra and Rwanda, Northern Ireland and Kashmir, and Zapatistas and Mexico.
- Compare trends in global populations, growth and distribution over time.
- Differentiate the development of collective security organizations, e.g., League of Nations, the United Nations, NATO, and Warsaw Pact.
- Differentiate the development of world economic associations, e.g., E.C., NAFTA, WTO, World Bank, IMF.
- Discuss the extension of human rights, e.g., women and all nationalities.
- Compare the causes and effects of World War I and World War II.
- Summarize the Russian Revolution.
- Relate the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- Summarize the political, social, and economic impact of the 1930's worldwide depression.
- Describe the Nazi Holocaust and other examples of genocide.
- Explain how new technologies, e.g., atomic power, influenced patterns of conflict.
- Discuss the economic and military power shifts since 1945, e.g., the rise of Germany and Japan as economic powers.
- Relate the revolutionary movements in Asia and its leaders, e.g., Mao Tse-tung and Ho Chi Minh.
- Explain how African and Asian countries achieved independence from European colonial rule, e.g., India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.
- Describe regional and political conflicts, e.g., Korea and Vietnam.
- Summarize the end of the end of the Cold War and the collapse of the Soviet Union.

**12 Demonstrate practical knowledge of history and economics and geography**

**11.12.1 Students will identify historical people and events**

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- Correctly identify major American historical events from 1914 through the present
- Identify the major historical events by matching the events to a description and then correctly placing them on a time line i.e.
  - Spanish American War
  - Progressive reform, imperialism, progressivism
  - Women's suffrage
  - WW I
  - 20's, 30's, New Deal; Great Depression
  - WW II
  - Cold War
  - Post War Years in the United States -civil, social, domestic; social history of the 1960's-Kennedy's New Frontier, Johnson's Great Society, civil rights and women's movements
  - Vietnam War and American Society
  - Nixon Years; Post Watergate Period-Carter-domestic and foreign policies and crisis
  - Conservative Revolution-Reagan's and Bush's foreign and domestic policies; Persian Gulf War
  - Clinton Era-foreign policies and diversity in the 90's
- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events

**11.12.2 Students will understand basic economic concepts**

- Identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914
- Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the U.S.

**13 Understand global interdependence**

**11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world**

- Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United States
- Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives to include the United States, Latin America, Europe, Russia, Southwest Asia, Africa and Asia (India, China and Japan)
- Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications

115.

<p><b>12.2.11 Students will demonstrate historical research and geographical skills.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Identify, analyze, and interpret primary and secondary sources and artifacts.</li> <li>Validate sources as to their authenticity, authority, credibility, and possible bias.</li> <li>Construct various time lines of key events, periods, and personalities since the 11th century.</li> <li>Identify and analyze major shifts in national political boundaries in Europe since 1815.</li> <li>Identify the distribution of major religious cultures in the contemporary world</li> <li>Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <ul style="list-style-type: none"> <li>Identify the relationship between historical events and the themes stressed in American History after 1914: Constitution and the United States government; human migration; human relations; economics and technology</li> <li>Apply higher level thinking process to evaluate and analyze primary sources and other resources</li> <li>Demonstrate an understanding of the interrelatedness of human and physical geography using geographic, cultural, economic, political knowledge, skills and perspectives</li> <li>Correctly identify major American historical events from 1914 through the present</li> <li>Identify the major historical events by matching the events to a description and then correctly placing them on a time line</li> <li>Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> <li>Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>Demonstrate knowledge of physical geography, culture, economic and political geographical concepts.</li> <li>Demonstrate the impact of "human migration/immigration", human relations, economics and technology on people in the United States</li> <li>Study the five themes of geography to include culture/cultural traits; demographics; economic systems; governmental systems; global relationship and future applications</li> </ul>
<p><b>12.3 The Governments and Economies of the United States and Nebraska</b></p>	
<p><b>12.3.1 Students will compare historical forms of democratic governments that influenced the United States Constitution of 1789.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Describe forms of democracy that existed in ancient Greece and Rome</li> <li>Describe the constitutional monarchy in Great Britain.</li> <li>Describe governments in early American colonies</li> <li>Describe governments in early United States in the 18th century.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>8.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>Analyze cultures from pre-history through the Renaissance i.e. ancient Greece, ancient Rome, Byzantine Empire, China</li> <li>Understand the structure and process of the United States government</li> <li>Understand the function and impact of the Constitution and the United States government</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>Identify the major historical events by matching the events to a description and then correctly placing them on a time line i.e. Thirteen English colonies, during the American Revolution and development of the Constitution</li> </ul>

116.

<p><b>12.3.2 Students will identify examples of fundamental United States political principles contained in the Declaration of Independence, Articles of Confederation, <i>Federalist Papers</i>, <i>Common Sense</i>, and the United States Constitution.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Examine Locke, Hobbes, Montesquieu, Rousseau, Blackstone, Jefferson, Paine, and Machiavelli's theory of government. as described in <i>The Prince</i>.</li> <li>• Describe constitutionalism, limited government rule of law, republicanism, and democracy.</li> <li>• Identify how the political ideas of the Enlightenment and the ideas of religion affected the founders of the United State</li> <li>• Define sovereignty and consent of the governed.</li> <li>• Describe separation of powers, federalism, and checks and balance.</li> <li>• Compare the Declaration of Independence and "Common Sense."</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">244</span></p> <p>8.11.1 Students will understand the structure and process of the United States government i.e.</p> <ul style="list-style-type: none"> <li>• Articles of Confederation, Bill of Rights and political philosophy and ideologies</li> </ul> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and the United States, the Constitution and the United States government and human relations</li> <li>• Understand the function and impact of the Constitution and the United States government</li> </ul>
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117.

<p><b>12.3.3 Students will analyze the significance of amendments to the United States Constitution.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Identify factors, e.g., the conflicts they addressed and the reasons for their adoption.</li> <li>• Analyze fundamental liberties, rights, and values outlined by the United States Constitution.</li> <li>• Identify various factors addressed by the constitution, e.g., religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">245</span></p> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Understand the function and impact of the Constitution and the United States government i.e. <ul style="list-style-type: none"> <li>- Division of powers</li> <li>- Taxation and budget</li> <li>- Law making</li> <li>- Checks and balances</li> <li>- Political parties and elections</li> <li>- State and local government</li> <li>- Public Opinion</li> <li>- Bill of Rights</li> <li>- Amendment process</li> </ul> </li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.1 Students will identify historical people and events.</p> <ul style="list-style-type: none"> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul>
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118.

<p><b>12.3.4 Students will evaluate and summarize landmark Supreme Court interpretations of the United States Constitution and its amendments.</b></p> <p><i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe how Marbury v. Madison and McCulloch v. Maryland affected the Constitution.</li> <li>• Examine federal civil and voting rights since 1950's, e.g., Brown v. Board of Education, demonstrations leading to desegregation, reapportionment, and voting rights legislation.</li> <li>• Explain current patterns and evaluate the impact of Supreme Court decisions on domestic policy issues.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> 246</p> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Understand the structure and process of the United States government</li> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> <li>• Understand the function and impact of the Constitution and the United States government <ul style="list-style-type: none"> <li>- Division of powers</li> <li>- Taxation and budget</li> <li>- Law making</li> <li>- Checks and balances</li> <li>- Political parties and elections</li> <li>- State and local government.</li> <li>- Public opinion</li> <li>- Bill of Rights</li> <li>- Amendment process</li> <li>- Legal cases-Plessy vs. Ferguson, Brown vs. Board of Education, Jim Crow</li> <li>- Civil Rights Act of 1964</li> <li>- Voting Rights Act of 1965</li> </ul> </li> </ul> <p>11.11.2 Students will understand the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of citizenship</li> </ul> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul>
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119.

**12.3.5 Students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.**  
*Example Indicators:*

- Explain equality of all citizens under the law.
- Examine worth and dignity of the individual.
- Debate majority rule and minority rights.
- Identify individual freedoms.
- Explain the necessity of compromise.
- Analyze individual rights v. public interests.
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**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments**

- 11.11.1 Students will understand the structure and process of the United States government 247
- Understand the function and impact of the Constitution and the United States government
- 11.11.2 Students will understand the rights and responsibilities of citizenship.
- Understand the rights and responsibilities of citizenship
  - Apply higher level thinking process to evaluate and analyze primary sources and other resources to include concept mapping, essays, presentations

**12 Demonstrate practical knowledge of history and economics and geography**

- 11.12.1 Students will identify historical people and events.
- Apply higher level thinking process to evaluate and analyze primary sources and other resources
  - Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States Correctly identify major American historical events from 1914 through the present
  - Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events
  - Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914

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**12.3.6 Students will analyze the structure, and function of the United States national governments and its relationship to state governments**

*Example Indicators:*

- Describe the organization, and authority of each branch.
- Examine the principles of federalism, e.g., concurrent, delegated, and reserved powers.
- Examine separation of powers, and checks and balances.
- Explain procedures for constitutional amendment, e.g., Article IV.
- Identify specific policies related to foreign affairs, civil rights, and economics and the budget.
- Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.
- Describe levels of taxation and the expectation of public services.
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**11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments** 248

**11.11.1 Students will understand the structure and process of the United States government**

- Understand the function and impact of the Constitution and the United States government i.e.
  - Division of powers
  - Taxation and budget
  - Law making
  - Federal system
  - Custom and tradition
  - Checks and balances
  - Political parties and elections
  - State and local government.
  - Media/political cartoons
  - Public Opinion
  - Bill of Rights
  - Amendment process

**12 Demonstrate practical knowledge of history and economics and geography**

**11.12.1 Students will identify historical people and events.**

- Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States

**11.12.3 Students will understand change over time.**

- Understand the function and impact of the Constitution and the United States government
- Demonstrate knowledge of physical geography, culture, economic and political geographical concepts



<p><b>12.3.7 Students will analyze structure and function of Nebraska state and local governments</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the organization and authority of each branch.</li> <li>• Explain procedures for state constitutional and local charter amendments.</li> <li>• Explain how Nebraska’s legislative, executive, and judicial institutions make public policy, e.g., legislation, regulations, executive orders, and judicial review.</li> <li>• Compare Nebraska’s unicameral with a bicameral form of government</li> <li>• Identify and distinguish units of local governments in Nebraska, e.g., counties, cities, towns, and regional authorities by analyzing a local public issue.</li> <li>• Identify fundamental American political principles in Nebraska constitution, fundamental liberties, rights, and values, e.g., sovereignty, consent of the governed, separation of powers, federalism, and checks and balance.</li> <li>• Identify how political parties, interest groups, the media, individuals, and government institutions influence public policy.</li> <li>• Describe levels of taxation and the expectation of public services.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">249</span></p> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Understand the function and impact of the Constitution and the United States government i.e. <ul style="list-style-type: none"> <li>– Division of powers</li> <li>– Taxation and budget</li> <li>– Law making</li> <li>– Checks and balances</li> <li>– Political parties and elections</li> <li>– State and local government.</li> <li>– Media/political cartoons</li> <li>– Public opinion</li> </ul> </li> </ul>
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123.

<p><b>12.3.8 Students will describe and explain the election process in the national, state, and local governments</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Describe the organization of political parties and role in the nominating process.</li> <li>• Explain campaign funding and spending.</li> <li>• Identify the influence of media coverage, campaign advertising, public opinion polls, and the United States of propaganda techniques.</li> <li>• Explain demographic causes and political effects of reapportionment and redistricting, e.g., gerrymandering.</li> <li>• Describe voter turnout and constituencies of the major political parties</li> <li>• Explain the development of political parties and Electoral College.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b> <span style="float: right;">250</span></p> <p>11.11.1 Students will understand the structure and process of the United States government</p> <ul style="list-style-type: none"> <li>• Understand the function and impact of the Constitution and the United States government i.e. <ul style="list-style-type: none"> <li>– Political parties and elections</li> <li>– Media/political cartoons</li> <li>– Public opinion</li> </ul> </li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>• Identify relationship between historical events that are stressed in American History after 1914 to include the Constitution and United States</li> </ul>
<p><b>12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United State</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.</li> <li>•</li> </ul>	<p><b>11 Demonstrate understanding of structure, operations and relationship among local, state, national and international governments</b></p> <p>11.11.2 Students will understand the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of citizenship</li> <li>• Apply higher level thinking process to evaluate and analyze primary sources and other resources to include concept mapping, essays, presentations</li> </ul>

123.

<p><b>12.3.10 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Compare the structures, functions, and powers of political and economic systems.</li> <li>• Describe the rights, responsibilities, and powers of the governed, e.g., grass roots citizens' movements.</li> <li>• Compare the relationship between economic and political freedom.</li> <li>• Explain the allocation of resources and its impact on productivity.</li> <li>• Describe the development and implementation of personal economic decision-making skills in a democratic society.</li> </ul>	<p style="text-align: right;">251</p> <p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>11.12.4 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Apply higher level thinking process to evaluate and analyze primary sources and other resources to include concept mapping, essays, presentations</li> <li>• Demonstrate how internal interests and external forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and political knowledge, skills and perspectives</li> <li>• Analyze the causes and effects of a regional or world conflict or crisis.</li> <li>• Demonstrate the causes of a crisis, current conditions, global impact of the crisis/issue, international reaction and evaluation of a possible solution</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>
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124.

<p><b>12.3.11 Students will analyze characteristics of the United States free market economy.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Define labor, capital resources, and natural resources.</li> <li>• Describe the role of private ownership, private enterprise, profits, and entrepreneurship.</li> <li>• Compare the relationship between households, firms, and government</li> <li>• Explain the labor and management relationship.</li> <li>• Discuss opportunity costs, scarcity, and balancing unlimited wants versus limited resources.</li> <li>• Explain supply and demand, and the formation of basic economic questions, including what to produce, how to produce, and for whom to produce.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>  11.12.2 Students will understand basic economic concepts <span style="float: right;">252</span></p> <ul style="list-style-type: none"> <li>• Understand basic economic concepts i.e. economic systems to include capitalism/market, socialism/mixed, communism/command, arable</li> <li>• GDP/per capital GDP</li> <li>• Subsistence vs. commercial farming</li> <li>• Renewable vs. nonrenewable</li> <li>• Natural resources</li> </ul> <p><b>13 Understand global interdependence</b>  11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> </ul>
<p><b>12.3.12 Students will analyze the role of the national, state, and local government. in the United States economy.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Compare interstate commerce and trade policies.</li> <li>• Discuss promoting economic growth by providing favorable conditions for markets.</li> <li>• Compare providing public goods, services, and protection of the environment.</li> <li>• Explain the interrelationship of producers, consumers, and government. in the United States economic system.</li> <li>• Discuss the impact of fiscal and monetary policy.</li> <li>• Identify the basic economic goals in a free market system, including growth, stability, full employment, and efficiency versus equity and justice.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>  11.12.2 Students will understand basic economic concepts</p> <ul style="list-style-type: none"> <li>• Understand basic economic concepts i.e. economic systems to include capitalism/market, socialism/mixed, communism/command, arable, GDP/ per capital GDP, Economic systems-mixed, market, command, supply and demand, import/exports, multinational corporations and balance of trade</li> <li>• Identify the relationship between historical events and the themes of economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> </ul>

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<p><b>12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Define Gross Domestic Product</li> <li>• Define Consumer Price Index, employment statistics, and other measure of economic conditions.</li> <li>• Explain comparative and absolute advantage.</li> <li>• Discuss exchange rates.</li> <li>• Explain international trade policies, and the United States relationship to the global economy.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b> <span style="float: right;">253</span></p> <p>11.12.2 Students will understand basic economic concepts</p> <ul style="list-style-type: none"> <li>• Understand basic economic concepts i.e. economic systems to include capitalism/market, socialism/mixed, communism/command, arable</li> <li>• GDP/per capital GDP</li> <li>• Economic systems-mixed, market, command, supply and demand, import/exports, multinational corporations and balance of trade</li> <li>• International cooperation and foreign policy</li> <li>• NATO, European Union, NAFTA, ASEAN, OPEC</li> <li>• Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> </ul>
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126.

<p><b>12.4 World Geography</b></p>	<p>254</p>
<p><b>12.4.1 Students will demonstrate geographical skills.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Recognize the different map projections and explain the effects of distortion.</li> <li>• Show how maps reflect particular historical and political perspectives.</li> <li>• Apply the concepts of scale, orientation, and latitude and longitude.</li> <li>• Create and compare political, physical, and thematic maps of countries and regions.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b></p> <p>8.12.3 Students will compare and contrast location of people, places and things.</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Evaluate the influence of geography on cultures from Pre-history through the Renaissance</li> </ul> <p>11.12.3 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> <li>• Demonstrate an understanding of the interrelatedness of human and physical geography using geographic, cultural, economic, political knowledge, skills and perspectives</li> </ul> <p><b>13 Understand global interdependence</b></p> <p>8.13.2 Students will demonstrate their understanding of the relationship of geographical features and regions of the world</p> <ul style="list-style-type: none"> <li>• Develop and create a study of culture or cultures in the form of a presentation</li> <li>• Design a pictorial/physical map of one ancient civilization</li> <li>• Draw a map of the world showing a specified list of geographical features and regions</li> <li>• Create a Venn diagram to compare and contrast a country in the Western Hemisphere, South Pacific or Western Europe to the United States</li> </ul> <p>11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Locate and identify by naming the continents, major countries in each designated region, the world's major rivers, mountain ranges and surrounding bodies of water</li> <li>• Demonstrate competency on a world map applying map skills</li> </ul>

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<p><b>12.4.2 Students will analyze how selected physical and ecological processes impact the earth's surface.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Identify natural hazards describe the characteristics, explain their impact on physical and human systems, and assess efforts to manage their consequences in developed and less developed regions.</li> <li>Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world</li> <li>Explain how humans influence and are influenced by the environment.</li> <li>Relate how people's ideas and relationship to the environment change over time, particularly in response to new technologies.</li> </ul>	<p><b>13 Understand global interdependence</b>  11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of physical geography, culture, economic and political geographical concepts i.e. demographics, economic systems, 5 themes of geography, cultural/cultural traits, religion, foods, language, weather, climate, location and affect of climate and resources</li> </ul>
<p><b>12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>Analyze past and present migration trends.</li> <li>Analyze the social, economic, political, and environmental factors that influence cultural interaction.</li> <li>Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>  11.12.3 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul> <p><b>13 Understand global interdependence</b>  11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of physical geography, culture, economic and political geographical concepts i.e. birth and death rate, population density, urban vs. rural, developed vs. developing</li> <li>Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>

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**12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.**

**13 Understand global interdependence**

11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world

- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events i.e. effects and causes to urbanize vs. rural, population density and distribution
- Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives

11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.

- Demonstrate knowledge of physical geography, culture, economic and political geographical concepts
- Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914

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**12.4.5 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.**

*Example Indicators:*

- Analyze the patterns and networks of economic interdependence, e.g., formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.
- Locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water
- Classify and describe the spatial distribution of major economic systems and evaluate their relative merits in terms of productivity and the social and economic well being of workers.
- Explain how geographic regions change over time.
- Explain how characteristics of regions have led to regional labels.
- Explain how regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.
- Explain how technological advances have led to increasing interaction among regions.
- Distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.
- Analyze how certain cultural characteristics can link or divide regions, e.g., language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

**12 Demonstrate practical knowledge of history and economics and geography**

**8.12.3 Students will compare and contrast location of people, places and things.**

- Develop and create a study of culture or cultures in the form of a presentation
- Design a pictorial/physical map of one ancient civilization
- Draw a map of the world showing a specified list of geographical features and regions
- Create a Venn diagram to compare and contrast a country in the Western Hemisphere, South Pacific or Western Europe to the United States

**13 Understand global interdependence**

**11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world**

- Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives

**11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.**

- Demonstrate knowledge of physical geography, culture, economic and political geographical concepts
- Locate and identify by naming the continents, major countries in each designated region, the world's major rivers, mountain ranges and surrounding bodies of water
- Demonstrate competency on a world map applying map skills
- Identify the relationship between historical events and the themes of Economics and technology (to include structure and operation of the United States economy) that are stressed in American History after 1914
- Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events
- Demonstrate knowledge of physical geography, culture, economic and political geographical concepts
- Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914

130.

<p><b>12.4.6 Students will analyze the forces of conflict and cooperation.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the way in which the world is divided among independent and dependent countries.</li> <li>• Describe disputes over borders, resources, and settlement areas.</li> <li>• Describe the historic and future ability of nations to survive and prosper.</li> <li>• Explain the role of multinational organizations.</li> <li>•</li> </ul>	<p><b>13 Understand global interdependence</b>  11.13.1 Students will demonstrate how internal forces play a role in cooperation and conflict within an interdependent world</p> <ul style="list-style-type: none"> <li>• Demonstrate how internal forces play a role in cooperation and conflict within an interdependent world by using geographic, cultural, economic and their political knowledge, skills and perspectives</li> </ul> <p>11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors i.e. multinational corporations (MNC's), international systems or trade blocks (NAFTA, ASEAN, OPEC, WTO, EU)</p> <ul style="list-style-type: none"> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> </ul>
<p><b>12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.</b>  <i>Example Indicators:</i></p> <ul style="list-style-type: none"> <li>• Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by United States using a variety of maps, charts, and documents.</li> <li>• Relate current events to the physical and human characteristics of places and regions.</li> <li>•</li> </ul>	<p><b>12 Demonstrate practical knowledge of history and economics and geography</b>  11.12.3 Students will understand change over time.</p> <ul style="list-style-type: none"> <li>• Correctly identify major American historical events from 1914 through the present</li> <li>• Identify the relationship between historical events and the theme human relations-the way individuals of cultural, ethnic and other interest groups can influence historical events</li> </ul> <p><b>13 Understand global interdependence</b>  11.13.2 Students will identify relationship to global interdependence based on geographic, economic, history or governmental factors.</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of physical geography, culture, economic and political geographical concepts</li> <li>• Identify the relationship between historical events and the theme human migration-how geography and various incentives influenced the movement of people, goods and services that is stressed in American History after 1914</li> </ul>

131.

**AGENDA SUMMARY SHEET**

**MEETING DATE:** January 26, 2004  
**AGENDA ITEM:** Board Appointments  
**DEPARTMENT:** Board of Education  
**ACTION DESIRED:** Approval

<b>COMMITTEE</b>	<b>BOARD MEMBER</b>
Director of NASB Region 19	Brad Burwell (Changes in Nov.)
Delegate to NASB Delegate Assembly	Julie Johnson
Americanism Committee	Linda Poole, Brad Burwell, Mike Kennedy
NASB Legislative Committee	Julie Johnson, Mike Kennedy - Alternate
Metro. Area Boards of Education	Jean Stothert
Policy 10000 Steering Committee	Mike Kennedy
Millard Education Foundation Representative	Mike Pate
Federal Relations Network	Mike Pate
National Federation of Urban Suburban School Districts (NFUSSD)	Linda Poole, Brad Burwell - Alternate

**OPTIONS/ALTERNATIVE**

**CONSIDERATIONS:** N/A

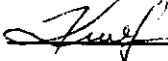
**RECOMMENDATIONS:** Approval

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**STRATEGIC PLAN REFERENCE:** N/A

**TIME LINE:** N/A

**PERSON(S) RESPONSIBLE:** Jean Stothert

**SUPERINTENDENT'S APPROVAL:**  \_\_\_\_\_

## AGENDA SUMMARY SHEET

**AGENDA ITEM:** Approval of Concept Plan for New Elementary Building and Notice to Proceed

**MEETING DATE:** February 9, 2004

**DEPARTMENT:** Business Office

**TITLE AND BRIEF DESCRIPTION:** Preliminary Plan Review – A review of early planning for Elementary #23

**ACTION DESIRED:** Approval

**BACKGROUND:** The floor plan from Rohwer and Wheeler elementary schools are currently being adapted to the 192<sup>nd</sup> & Chandler Road site by The Schemmer Associates. The site plan presentation will include a review of area street development, grading issues, parking lot layouts and traffic flow, etc. The floor plan presentation will highlight specific modifications to the original plan used for Rohwer and Wheeler. Bill Cramer of The Schemmer Associates and Ed Rockwell will be present to address any questions boards members may have.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** NA

**RECOMMENDATIONS:** It is recommended that the District approve the preliminary site and floor plan concepts, to enable The Schemmer Associates to proceed toward final design as soon as possible.

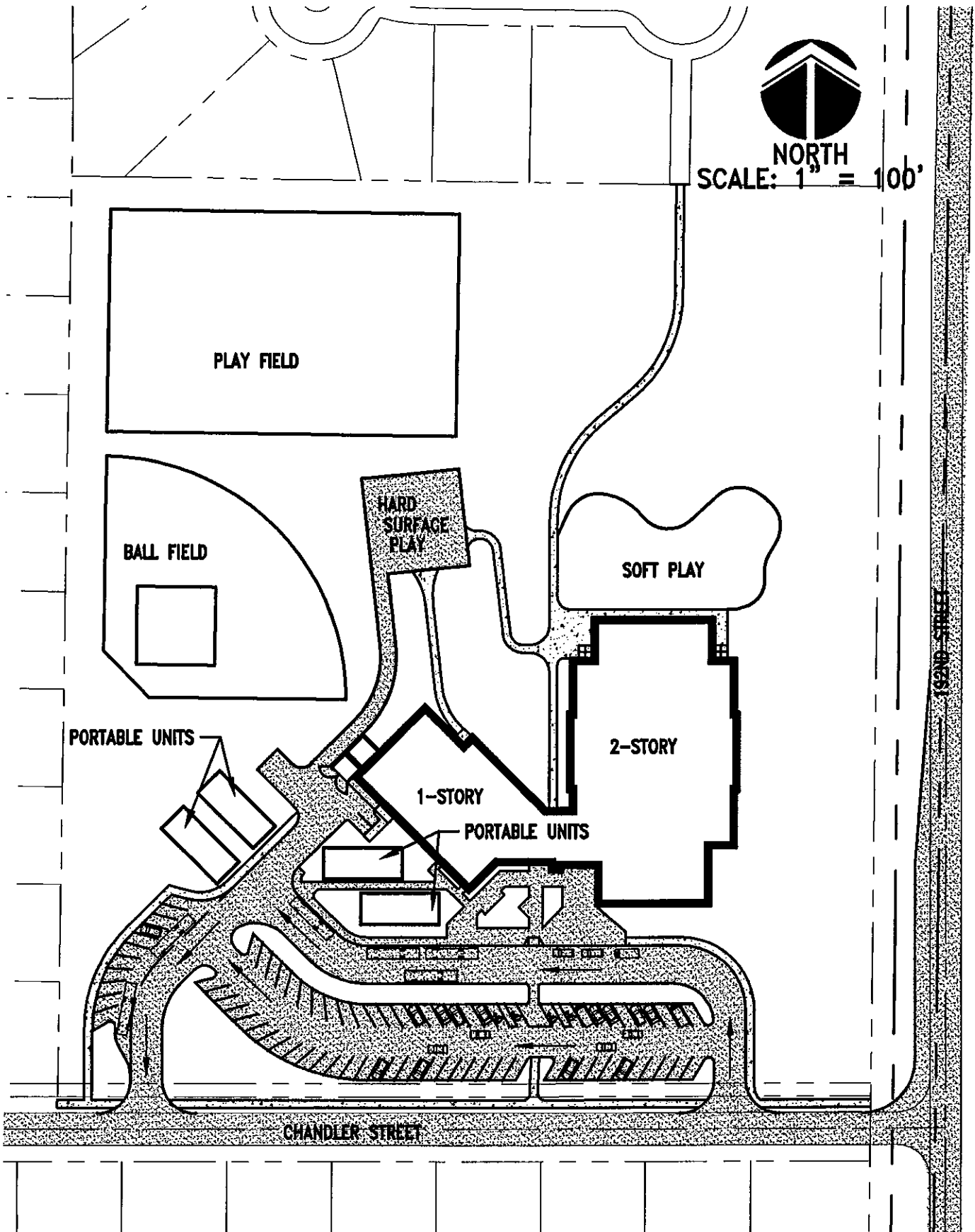
**STRATEGIC PLAN REFERENCE:**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

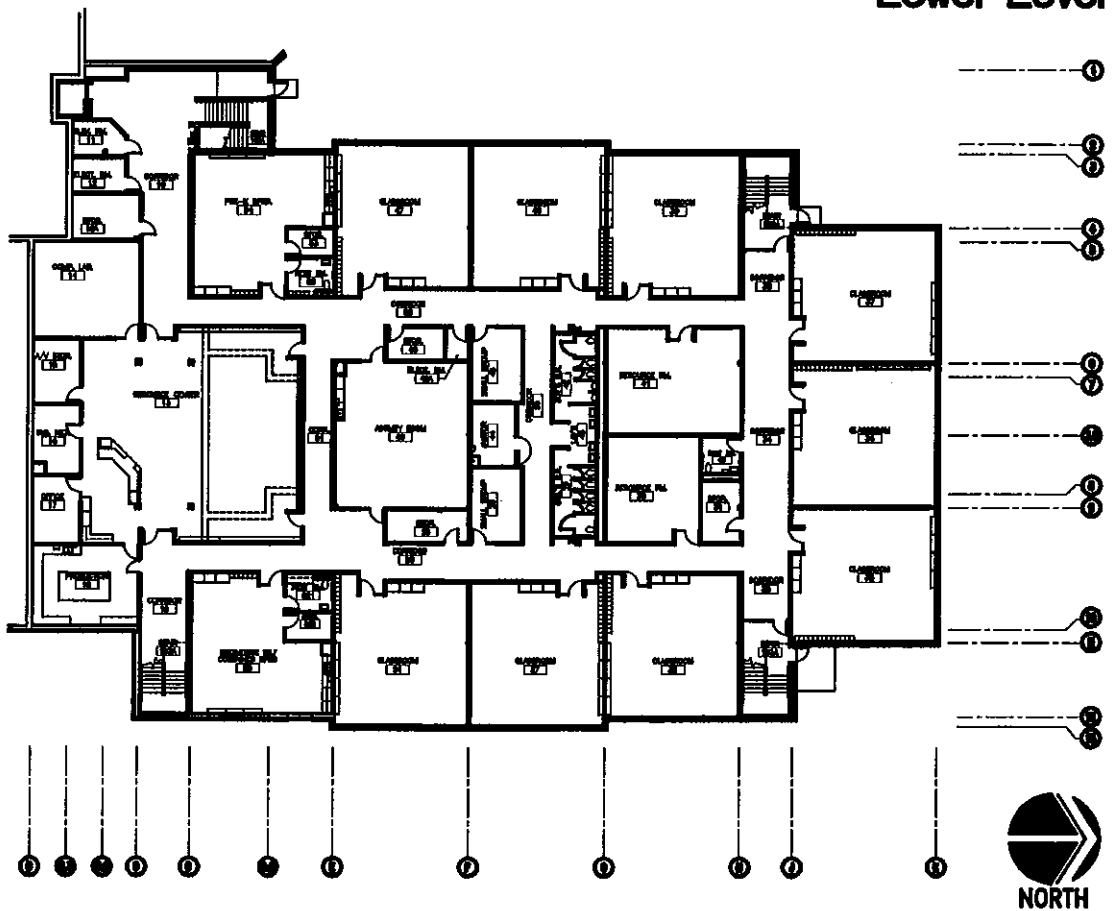
**TIME LINE:** Immediate

**PERSONS RESPONSIBLE:** Ken Fossen, Associate Superintendent for General Administration, Ed Rockwell, Purchasing & Project Manager, and Bill Cramer, Project Architect

**SUPERINTENDENT'S APPROVAL:** 

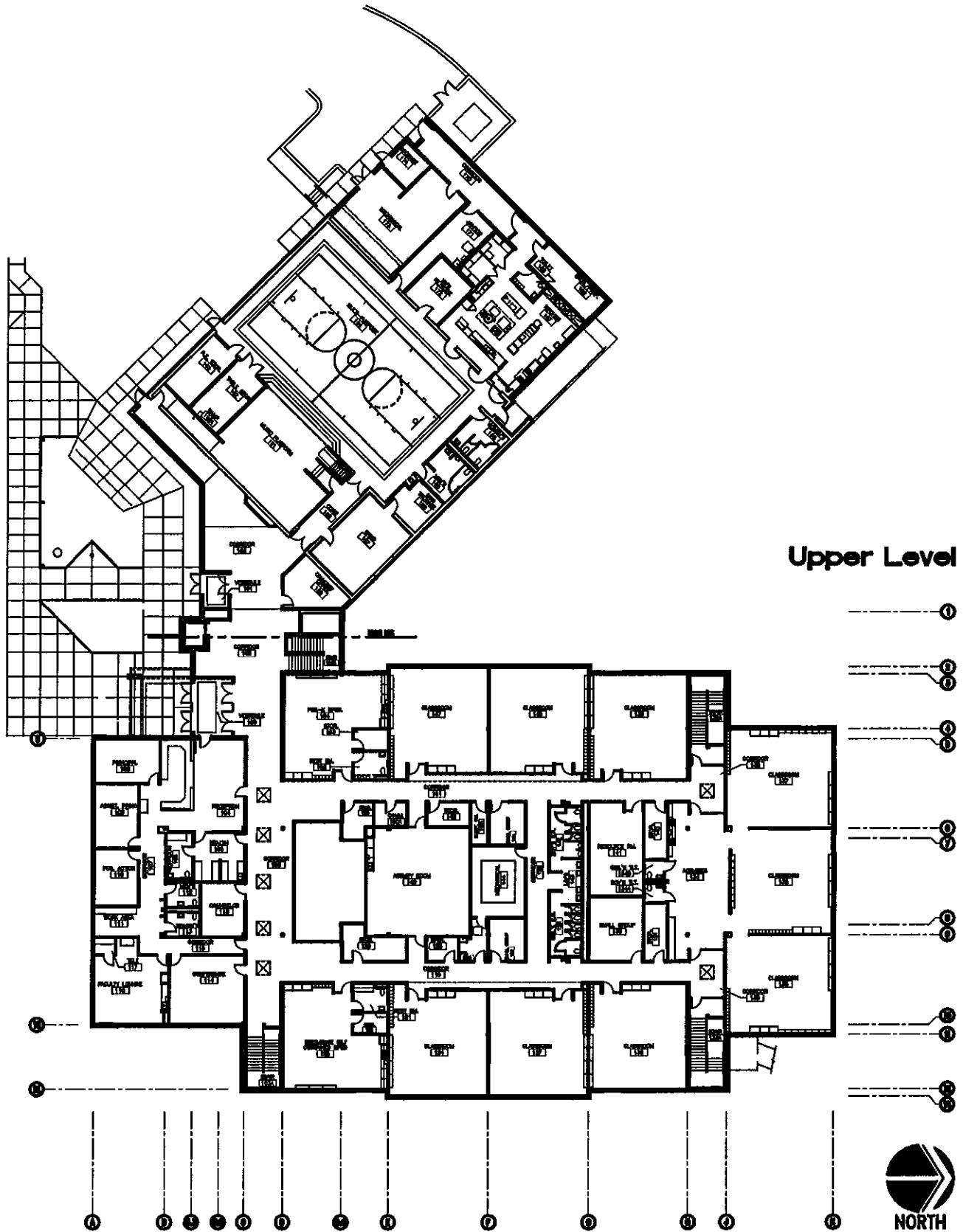


Lower Level



**MPS Elementary School #23**  
192nd and Chandler Rd

135.



**MPS Elementary School #23**  
192nd and Chandler Rd

136.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Approval to Refinance Bonds and Set Special Board Meeting Date

**MEETING DATE:** February 9, 2004

**DEPARTMENT:** Business Office

**TITLE AND BRIEF DESCRIPTION:** Establishment of special school board meeting to receive bids on the reinsurance of General Obligation Refunding Bonds.

**ACTION DESIRED:** Approval

**BACKGROUND:** It is our desire to have a special board meeting on March 2, 2004 at 12:00 noon to act on bids received to issue, at a lower interest rate, in the amount of \$31,200,000 of General Obligation Refunding Bonds.

**OPTIONS/ALTERNATIVE CONSIDERATIONS:** NA

**RECOMMENDATIONS:** That the board approve the Resolution authorizing the preparation of approximately \$31,200,000 General Obligation Refunding Bonds, Series 2004, of Douglas County School District 017, in the State of Nebraska, also known as Millard Public Schools; Approving the Official Notice of Sale and Preliminary Official Statement relating to said Bonds; authorizing the delivery of the Preliminary Official Statement and the publication of the Official Notice of Sale; and authorizing and directing the receipt of proposals to purchase said Bonds. The special board meeting to issue the bonds will be held on Tuesday, March 2, 2004 at 12:00 noon at the Don Stroh Administration Center.

**STRATEGIC PLAN REFERENCE:** Strategy 1

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE:**

**PERSONS RESPONSIBLE:** Ken Fossen

**SUPERINTENDENT'S APPROVAL:** 



**RESOLVED BY THE BOARD OF EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 017:**

WHEREAS, the Board of Education of Douglas County School District 017 previously has issued its \$29,000,000 General Obligation Bonds, Series 1999, of which \$29,000,000 aggregate principal amount remains outstanding (the "Prior Bonds"); and,

WHEREAS, the District is authorized by Section 10-142, Reissue Revised Statutes of Nebraska, 1997, as amended, to issue refunding bonds with which to call and redeem all or any part of its outstanding bonds at or before the maturity or the redemption date of such bonds; and,

WHEREAS, the District has been advised that the advance refunding of the Prior Bonds will provide significant interest cost savings to the District; and,

WHEREAS, the Board of Education of Douglas County School District 017 has determined that it is necessary and in the best interests of said District that general obligation refunding bonds be authorized to be issued pursuant to the aforesaid authorization and for the purpose of obtaining interest cost savings by the refunding of the Prior Bonds, as a single issue of General Obligation Refunding Bonds, Series 2004, in the aggregate principal amount of not to exceed \$31,200,000; and,

WHEREAS, to enable prospective underwriters of the General Obligation Refunding Bonds, Series 2004 to comply with Rule 15c2-12 under the Securities Exchange Act of 1934, as amended, it is necessary for the District to provide said prospective underwriters with an official statement which (except for certain omissions permitted by said Rule 15c-12) the District deems final as of its date; and,

WHEREAS, the Board of Education of Douglas County School District 017 desires to authorize the Superintendent of Schools and the administrative staff of the District, and the District's financial advisor and bond counsel to commence preparation of and to take such related actions as shall be necessary in connection with, the District's General Obligation Refunding Bonds, Series 2004, in the aggregate principal amount of not to exceed \$31,200,000; and,

WHEREAS, the District and its financial advisor and bond counsel are preparing the Preliminary Official Statement, Official Notice of Sale and Official Bid Forms pertaining to the issuance and sale of the District's General Obligation Refunding Bonds, Series 2004.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF DOUGLAS COUNTY SCHOOL DISTRICT 017:**

138.

THAT, the Superintendent of Schools and the administrative staff of the District, Kirkpatrick, Pettis, Smith, Polian Inc., as the District's Financial Advisor, and Kutak Rock LLP, as the District's Bond Counsel, are hereby authorized to commence the preparation of, and to take such related actions as shall be necessary in connection with, the issuance, sale and delivery of the District's General Obligation Refunding Bonds, Series 2004 in the aggregate principal amount of not to exceed \$31,200,000 for the purpose of refunding the District's outstanding General Obligation Bonds, Series 1999.

THAT, the Official Notice of Sale pertaining to the issuance and sale of "General Obligation Refunding Bonds, Series 2004," in the Exhibit A attached hereto and by this reference made a part hereof as fully as if set forth herein, are hereby approved in substantially the forms attached hereto; the Preliminary Official Statement relating to the "General Obligation Refunding Bonds, Series 2004," in the Exhibit B attached hereto and by this reference made a part hereof as fully as if set forth herein, is hereby approved in substantially the form attached hereto; in the case of each of the Official Notice of Sale, the Official Bid Form and the Preliminary Official Statement with such completion and updating as shall be approved by the Superintendent of Schools or the Associate Superintendent for General Administration; the Superintendent of Schools or the Associate Superintendent for General Administration is hereby authorized to deem final the Preliminary Official Statement as of its date within the meaning of Rule 15c2-12 under the Securities Exchange Act of 1934, as amended (except for certain omissions permitted by said Rule 15c2-12); and the Treasurer of the Board of Education of the District is hereby authorized to deliver said Preliminary Official Statement on behalf of the District.

THAT, the Treasurer of the Board of Education of the District be and said Treasurer is hereby authorized and directed to publish said Official Notice of Sale in such a manner as said Treasurer shall deem advisable.

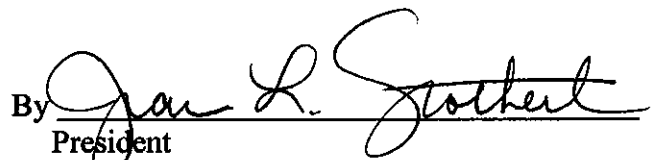
THAT, the Secretary of the Board of Education of the District be and said Secretary is authorized and directed to receive confidential proposals in accordance with said Official Notice of Sale on the Kirkpatrick Pettis Bond Auction Website (or, if for any reason such Website is unavailable for use, sealed proposals complying with said Official Notice of Sale) for said "General Obligation Refunding Bonds, Series 2004," until 11:00 a.m. Omaha Time, March 2, 2004.

PASSED AND ADOPTED this 9<sup>th</sup> day of February, 2004.

DOUGLAS COUNTY SCHOOL DISTRICT  
017 IN THE STATE OF NEBRASKA  
(Millard Public Schools)

ATTEST:

By   
Secretary

By   
President

AGENDA SUMMARY SHEET

Enclosure H.7.  
February 9, 2004 267

AGENDA ITEM: School Calendar for 2003-2004

MEETING DATE: February 9, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Discuss Calendar Issues for the current year.

ACTION DESIRED: APPROVAL \_\_\_\_\_ DISCUSSION XX INFORMATION ONLY \_\_\_\_\_

**BACKGROUND:**

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

This calendar has 178 student days.

**OPTIONS AND ALTERNATIVES CONSIDERED:**

RECOMMENDATION: Discussion of the School Calendar for 2003-2004 as attached.

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: \_\_\_\_\_

  
\_\_\_\_\_  
(Signature)

BOARD ACTION:



## 2003-04 School Calendar - \*Elementary & Middle School

*\*High school calendars vary and are available at <www.mpsomaha.org>.*

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

<b>SEPTEMBER</b>					21
M	T	W	Th	F	
1	2	3	4	5	
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30				

<b>OCTOBER</b>					20
M	T	W	Th	F	
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30	31	

<b>NOVEMBER</b>					18
M	T	W	Th	F	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	
24	25	26	27	28	

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

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

- Aug. 13 First Day for Students
- Sept. 1 No School - Labor Day
- Oct. 14 End of First Quarter
- Oct. 17 No School - Teacher Work Day
- Oct. 23-24 No School - Conferences
- Nov. 27-28 No School - Thanksgiving Break
- Dec. 19 First Semester Ends
- Jan. 5 Second Semester Begins
- Jan. 19 No School - Martin Luther King, Jr. Day
- Feb. 12-13 No School - Conferences
- Feb. 16 No School - Presidents' Day
- Mar. 11 End of Third Quarter
- Mar. 12 No School - Teacher Work Day
- Mar. 15-19 No School - Spring Break
- May 7 Half-Day for Middle Schools (5th Grade Orientation)
- May 28 Last Day of School - Half Day

<b>FEBRUARY</b>					17
M	T	W	Th	F	
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	

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

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

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

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

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

Quarter Dates/Student Days	
Oct. 14	44 days
Dec. 19	43 days
Mar. 11	45 days
May 28	46 days
<b>Total</b>	<b>178 days</b>

No School for Students

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**AGENDA SUMMARY SHEET**

**AGENDA ITEM: H.8.**

**MEETING DATE: 2-9-04**

**DEPARTMENT: Superintendent Office**

**TITLE AND BRIEF DESCRIPTION: Political Activities**

**ACTION DESIRED: Approval**

**BACKGROUND:** Dr. Rick Kolowski wishes to run for election to the Natural Resource District board of directors. According to policy 4145 and rule 4145.1, V., "employees wishing to accept appointment to public office or seek election to public office which requires time away from or impact upon the performance of the employee's duties from the employee's District position shall abide by the following regulations..." One of those rules is the board needs to either approve or disapprove the request if there is an impact.

The NRD board meetings are in the evening and are twice per month. One on Tuesday and the committee meeting on Thursday. For most staff this would present little impact to their job, but a high school principal is a different story in my opinion and meets the requirement to have board approval.

I believe Dr. Kolowski can work through the conflicts but school requirements will ALWAYS come first.

**OPTIONS/ALTERNATIVE CONSIDERATIONS: NA**

**RECOMMENDATIONS: approval**

**STRATEGIC PLAN REFERENCE: N/A**

**IMPLICATIONS OF ADOPTION OR REJECTION:**

**TIME LINE: Immediate**

**PERSONS RESPONSIBLE: Keith Lutz**

**SUPERINTENDENT'S APPROVAL:**

  
\_\_\_\_\_

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** February 9, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Assistant High School Principal, Millard North High School

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald, on CareerLink and in Millard's job postings. Thirty-seven applications were received (thirty from outside the district and seven from within the district.) The applications were reviewed by Dr. Kirby Eltiste, Dr. Rick Werkheiser, and Dr. Keith Lutz. Dr. Eltiste & Dr. Werkheiser "pre-interviewed" nine applicants in order to reduce the number of final interviews. Five applicants (two from outside the district and three from within the district) were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. George Conrad, Dr. Judy Porter, Dr. Donna Flood, Phil Koch, Matt Rega, Ted Esser, Dr. Rick Werkheiser, Julie Kolander, Walt Mertz, Susan Sandstrom (Parent), Andrew Muench (Student), Greg Tiemann, and Curtis Case. I am recommending the following individual for the position.

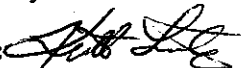
**Susan Marlatt** Recommended for Assistant High School Principal at Millard North High School. She has been a teacher at Millard South High School from 1996 to present.

**Education:** Bachelor's Degree from University of Nebraska Lincoln. Master of Education: Vocational Education emphasis in Entrepreneurship. Master of Science: Educational Administration.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:** 

**AGENDA ITEM:** Administrator Recommended for Hire

**MEETING DATE:** February 9, 2004

**DEPARTMENT:** Human Resources

**TITLE & DESCRIPTION:** Director of Pupil Services, Don Stroh Administration center

**ACTION DESIRED:** Approval

**BACKGROUND:** The position was advertised in the Omaha World Herald, on CareerLink and in Millard's job postings. Nineteen applications were received (sixteen from outside the district and three from within the district.) The applications were reviewed by Dr. Kirby Eltiste, Dr. Martha Bruckner, and Dr. Keith Lutz. Four applicants (two from outside the district and two from within the district) were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Keith Lutz, Dr. George Conrad, Charlene Snyder, Dr. John Crawford, Angelo Passarelli, Dr. Martha Bruckner, Andy DeFreece, Candra Guenther, Salli Hajek, Amy Kragnes (parent), Amy Friedman, Karen Montgomery, Nancy Nielsen, Chuck Story, Harry Grimminger, Brian Begley, and Linda Shirck. I am recommending the following individual for the position.

**Kraig Lofquist** Recommended for Director of Pupil Services at the Don Stroh Administration Center. He has been the Special Education Director for the Wayne Community Schools from 2000 to present. Previously he was a Speech Language Pathologist (SLP) at Gothenburg Public Schools from 1999-2000; SLP at Sports Rehab & Professional Therapy Associates from 1998-1999; graduate assistant at UNK from 1995-1996; and an SLP at Jennie Melham Memorial Medical Center from 1994-1997.

**Education:** Bachelor's degree from Northern State University; Masters degree from University of NE at Kearney, SLP and School Administration; Educational Specialist degree from Wayne State College. He is currently attending the University of Nebraska at Lincoln to obtain his doctorate.

**OPTIONS & ALTERNATIVES:** N/A

**RECOMMENDATION:** Approval

**PERSON RECOMMENDING:** Kirby Eltiste

**SUPERINTENDENT APPROVAL:** 

**AGENDA SUMMARY SHEET**

MEETING DATE: February 9, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Resignations, (2) Leave of Absence,  
(3) Voluntary Early Separation

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:  \_\_\_\_\_



January 26, 2004

**RESIGNATIONS****Recommend: the following resignations be accepted:**

1. Tania Renken – Currently on a leave of absence (Language Arts teacher at South High School). She is resigning for family reasons effective at the end of the 2003/04 school year.
2. Donelle Underwood – Currently on a leave of absence (Social Studies at Andersen Middle School). She is resigning for family reasons effective at the end of the 2003/04 school year.

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February 9, 2004

**RESIGNATIONS****Recommend: the following resignations be accepted:**

1. Elizabeth Stiles -- Currently on a leave of absence (SLP at Cody Elementary School). She is resigning for personal reasons. Resignation is effective at the end of the 2003/04 school year.
2. Susan Nelson -- Currently on a leave of absence (Counselor at West High School). She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
3. Amy Kelly -- Currently on a leave of absence (Resource teacher at North Middle School). She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
4. Heather Kulus -- Currently on a leave of absence (Social Studies teacher at South High School). She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
5. Shari Owen -- Currently on a leave of absence (Family Consumer Science teacher at North High School). She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
6. Dr. Donna Flood -- Director of Staff Development at DSAC. She is resigning to pursue another job opportunity. Resignation is effective 8/1/2004.
7. Kelly Sholes -- Math teacher at South High School. She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.
8. Daniell Pfeiffer -- Spanish teacher at South High School. She is resigning for family reasons. Resignation is effective at the end of the 2003/04 school year.

January 26, 2004

**LEAVE OF ABSENCE REQUESTS****Recommend: the following extended leave without pay requests be approved:**

1. Mary (Kate) Hough – Speech Language Pathologist at Sandoz Elementary School (.5 FTE). She is requesting a leave of absence for the 2004/05 school year for family reasons.
2. Cheryl Zweedyk – Core teacher at Cather Elementary School. She is requesting a leave of absence for the 2004/05 school year for family reasons.

148.

February 9, 2004

**LEAVE OF ABSENCE REQUESTS****Recommend: the following extended leave without pay requests be approved:**

1. Kristine Heilman – Kindergarten teacher at Cather Elementary School. She is requesting a leave of absence for the 2004/05 school year for family reasons.
2. Elizabeth Wallace – Currently on a leave of absence (kindergarten teacher at Black Elk Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
3. Roxanne Wiles – Currently on a leave of absence (social studies teacher at Millard West High School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
4. Nicole Deprez – Currently on a leave of absence (SLP at South High School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
5. Kimberly Kidder – Currently on a leave of absence (6<sup>th</sup> grade teacher at Andersen Middle School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
6. Karen Beard – Currently on a leave of absence (4<sup>th</sup> grade at Norris Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
7. Stacey Mielke – Currently on a leave of absence (foreign language at West High School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
8. Julie Kerkman -- Currently on a leave of absence (English teacher at South High School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
9. Harriot Gilbertson – Currently on a leave of absence (4<sup>th</sup> grade teacher at Hitchcock Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
10. Kim Baker – Currently on a leave of absence (kindergarten teacher at Harvey Oaks Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
11. Cindy Lundin – Currently on a leave of absence (math teacher at Kiewit Middle School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
12. Tracy Klein – Currently on a leave of absence (third grade teacher at Bryan Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
13. Lisa Unger – Currently on a leave of absence (READ teacher at Holling Heights Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.

149.

January 26, 2004

### Voluntary Early Separation

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program at the conclusion of the 2003-04 school year:

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Barbara Lacey	Lang Arts Teacher	Central Mid School	18
Joanne Stevens	Art Teacher	North High	33
Nancy Anderson	Business Teacher	South High	25
Linda Nickos	Grade 3 Teacher	Neihardt	29
Terry Peterson	Lang Arts Teacher	North High	24
Sharon Skinner	Family Consumer Sci Tch	Russell Middle School	24
Vickie Timmons	Business Teacher	West High	30
Richard Pahls	Principal	Aldrich Elementary	31

The Board previously approved 2 other VESP applications for 2004.

February 9, 2004

**Voluntary Early Separation**

**Recommend:** The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program at the conclusion of the 2003-04 school year:

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Clara Johnson	ELL Teacher	Harvey Oaks	13
Colleen Spellman	Grade 3 Teacher	Sandoz	36
C. Diane Robinson	Grade 2 Teacher	Ezra	20
Susan Murphy	Kindergarten Teacher	Rohwer	22

The Board previously approved 10 other VESP applications for 2004.











AGENDA SUMMARY SHEET

Enclosure I.2.  
February 9, 2004 283

AGENDA ITEM: Legislative Update

MEETING DATE: February 9, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: This is the second Legislative Update for the 98th Legislature

ACTION DESIRED: APPROVAL \_\_\_ DISCUSSION \_\_\_ INFORMATION ONLY XX

**BACKGROUND:**

Senator Foley was successful in moving his bill to Final Reading. LB 172 eliminates the requirement schools have to provide abortion notification and a judicial waiver of parental notification to students.

Senator Raikes had a hearing on LB 1048 which seeks to consolidate class I schools. This bill faces an uphill battle but remains one of the Senator's priorities. His other priority is LB 698, which is a complete rewrite of the state aid formula. The Governor has indicated his support for this bill. The Senator indicated that he would prioritize LB 698 and wrap LB 1048 into that bill as an amendment as well as the reorganization incentives found in LB 1105.

Senator Redfield may prioritize LB 868, which changes provisions relating to truancy. We will support this bill as it is written currently.

Senator Stuhr introduced LB 934 that changes the entrance date for kindergarten from October 15 to August 1. We have some serious issues with this bill. It reduces state aid since it restricts kindergarten enrollment. This bill is not prioritized.


We are tracking the following bills very closely:

- LB 32 (authorize storm water management programs with fees required)
- LB 172 (eliminate a requirement for school districts to provide abortion information)
- LB 335 (change annexation provisions for certain Class III school districts)
- LB 544 (change the employee contribution rate under the School Employees Retirement Act)
- LB 660 (prohibit unfunded mandates relating to elementary and secondary education)
- LB 680 (create and provide duties for the Nebraska Commission for Quality Education)
- LB 698 (revise the funding formula based on the Education Committee study)
- LB 771 (change calculation of state aid under Tax and Educational Opportunities Support Act)
- LB 868 (change provisions relating to truancy)
- LB 934 (change the entrance date for kindergarten from October 15 to August 1)
- LB 1048 (change school district reorganization provisions)
- LB 1105 (provide incentives for school district consolidation)

If there are any bills that you would like us to track, in addition to the attached bills, please let me know.

STRATEGIC PLAN: Implemented Strategies, Plan 7-1, and Board Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL:   
(Signature)

BOARD ACTION:

156.

NINETY-EIGHTH LEGISLATURE  
SECOND SESSION  
*Revised February 4, 2004*

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The following represent bills and constitutional amendments introduced during the 2004 Second Session of the 98<sup>th</sup> Legislature that may affect **Millard Public Schools** or education in general. ("New" information will be in **boldface**.) "Hot bills" are shown with a border. Bills that have been passed, indefinitely postponed or withdrawn are listed last.

**"Hot" bills will be in a "hot box."**

**Abbreviations Used for Status of Bills**

HC	Held in Committee	LIV	Line Item Veto
GF	General File	VO	Veto Overridden
SF	Select File	W	Withdrawn
FR	Final Reading	P	Passed
IPP	Indefinitely Postponed	S	Signed
V	Vetoed	*	Senator Priority Bill
_/_/_	Hearing Date	**	Committee Priority Bill
--LB	Amended into another bill	***	Speaker Priority Bill
CA	Constitutional Amendment	LR	Legislative Resolution

**LR 17CA** (*Schrock*) Constitutional amendment to permit the Legislature to annually appropriate ten percent of the principal of the permanent school fund (Hearing Date 2/10/03)

**NO POSITION**

\***LR 209CA** (*Landis, Vrtiska, Dw. Pedersen, Cudaback*) Constitutional amendment to provide for the distribution of lottery proceeds (Referred to General Affairs Committee 1/12/04) (04)

**SUPPORT**

**LB 32** (*Schrock*) Authorize storm water management programs for certain political subdivisions as prescribed (Referred to Natural Resources Committee 1/10/03) (Priority Bill) (Hearing Date 1/21/03) (GF 3/14/03) (was bracketed until second session)

**OPPOSE**

**LB 58** (*Byars, Synowiecki*) Allow government employees to bring discrimination actions under the Federal Americans with Disabilities Act of 1990 (Referred to Judiciary Committee 1/10/03) (Hearing Date 1/22/03)

**NO POSITION**

**LB 63** (*Preister*) Adopt the School Pesticide Notification Act (Referred to Agriculture Committee 1/10/03) (Hearing Date 2/11/03)

**NO POSITION**

**LB 64** (*Preister*) Adopt the School Integrated Pest Management Act (Referred to Natural Resource Committee 1/10/03) (Hearing Date 2/11/03)

**NO POSITION**

**LB 147** (*D. Pederson*) Change cancellation and ownership provisions for the Nebraska educational savings plan trust (Hearing Date 2/3/03) (Portions/provisions amended into LB 547 on 6/2/03 by Com AM 816)

**NO POSITION**

**LB 152** (*Schimek*) Change residency provisions relating to postsecondary education (Hearing Date 2/3/03)

**NO POSITION**

**LB 172** (*Foley, Erdman, Combs*) Eliminate a requirement for school districts to provide abortion information (Hearing Date 3/4/03) (GF 3/14/03) (Speaker Priority Bill 3/18/03) (Bracketed until second session on 5/22/03) (SF 1/13/04) (FR 2/3/04)

**SUPPORT**

**LB 174** (*Byars*) Provide for opting out of certain limitations on federal food stamp assistance as prescribed (Hearing Date 3/4/03) (GF 3/20/03)

**NO POSITION**

**LB 226** (*Redfield, Dw. Pedersen*) Require a nonunion employee to reimburse a union for legal services requested by such employee (Referred to Business and Labor Committee 1/13/03) Hearing Date 2/3/03) (GF 2/5/03) (Failed to Advance 2/24/03) (Attorney General's Opinion 3/10/03)

**SUPPORT**

**LB 236** (*Maxwell*) Change provisions for withholding personal information on students in public records (Hearing Date 1/29/03 Government, Military and Veterans Affairs Committee) (GF 2/19/03)

**SUPPORT**

**LB 264** (*Raikes*) Change and eliminate provisions relating to educators' certificates and provisions (Hearing Date 3/3/03) (Provisions/portions of LB 264 amended into LB 685 by Com AM1349)

**SUPPORT**

**LB 297** (*Hartnett, Byars*) Change provisions for receipt of specialized developmental disabilities services (Referred to Health and Human Services Committee 1/14/03) (Hearing Date 2/21/03)

**NO POSITION**

**LB 301** (*Preister*) Adopt the Electronic Equipment Recycling Act Referred to Natural Resources Committee 1/14/03) (Hearing Date 2/19/03) (Speaker Priority Bill 3/18/03) (GF 3/5/03)

**OPPOSE**

**LB 335** (*Kremer*) Change annexation provisions relating to certain Class III school districts (Hearing Date 1/27/03) (Priority bill 3/17/03)

**NO POSITION**

**LB 340** (*Bourne*) Provide for extended contract days and change certain programs and funding relating to teaching (Hearing Date 3/3/03)

**SUPPORT**

**LB 341** (*Bourne*) Adopt the Teacher Tuition Reimbursement Program Act (Review) (Hearing Date 3/3/03)

**SUPPORT**

**LB 347** (*Quandahl*) Increase the statute of limitations under the Political Subdivisions Tort Claims Act (Referred to Judiciary Committee 1/16/03) (Hearing Date 3/19/03)

**SUPPORT**

**LB 356** (*Stuhr*) Change provisions relating to freeholder petitions (Hearing Date 1/27/03)

**LB 378** (*Bromm*) Provide immunity in actions against a person who provides a job reference (Referred to Judiciary Committee 1/16/03) (Hearing Date 3/19/03)

**LB 379** (*Hartnett*) Change income tax rates (Referred to Revenue Committee 1/16/03) (Hearing Date 2/21/03) (GF 5/5/03) (SF 5/7/03)

**NO POSITION**

**LB 386** (*Hudkins, Wehrbein*) Change risk management pool provisions (Referred to Banking, Commerce and Insurance Committee 1/16/03) (Hearing Date 2/25/03)

**LB 389** (*Johnson, Bromm*) Create the Nebraska Higher Education Board of Regents (Hearing Date 1/28/03)

**NO POSITION**

**LB 391** (*Erdman, Dw. Pedersen*) Change Minority from Nineteen to Eighteen in the Juvenile Code and General Age of Majority Provision (Referred to Judiciary Committee 1/16/03) (Hearing Date 1/30/03)

**LB 392** (*Erdman*) Provide for judicial emancipation of a minor (Referred to Judiciary Committee 1/16/03) (Hearing Date 1/30/03) (GF 3/6/03)

**LB 397** (*Redfield, Mines*) Change the sales tax rate and tax certain services (Referred to Revenue Committee 1/16/03) (Hearing Date 3/6/03)

**NO POSITION**

**LB 398** (*Redfield*) Change the income tax rate and change the tax calculation (Referred to Revenue Committee 1/16/03) (Hearing Date 2/6/03) (IPP 3/10/03)

**NO POSITION**

**LB 435** (*Beutler*) Increase the minimum wage (Referred to Business and Labor Committee 1/21/03) (Hearing Date 3/3/03)

**NO POSITION**

**LB 441** (*Chambers*) Rename the Nebraska Fair Employment Practice Act and prohibit employment discrimination based on sexual orientation (Referred to Business and Labor Committee 1/21/03) (Hearing Date 2/10/03)

**NO POSITION**

**LB 442** (*Erdman*) Change death benefit provisions under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/21/03) (Hearing Date 3/12/03)

**SUPPORT**

**LB 453** (*Aguilar*) Impose sales tax on engineering, architectural, legal, and accounting services (Referred to Revenue Committee 1/21/03) (Hearing Date 2/20/03) (GF 3/10/03) (SF 4/17/03)

**NO POSITION**

**LB 466** (*D. Pederson*) Change provisions relating to educational savings plans  
(Hearing Date 2/3/03) (Provisions/portions of LB 466 amended into LB 574 by Com AM816)

**NO POSITION**

**LB 482** (*Redfield*) Adopt the In the Line of Duty Dependent Education Act (Hearing Date 2/3/03)

**NO POSITION**

**LB 492** (*Tyson, Janssen, Jensen, et al.*) Provide for community colleges and state colleges under the Nebraska Schools Construction Alternatives Act (Referred to Education Committee 1/21/03; Rereferred to Government, Military and Veterans Affairs Committee 1/22/03) (Hearing Date 2/28/03)

**SUPPORT**

**LB 496** (*Raikes, at the request of the Governor*) Change provisions for property tax assessment (Referred to Revenue Committee 1/22/03) (Hearing Date 1/29/03) (GF 3/6/03)

**NO POSITION**

**LB 544** (*Stuhr*) Change the employee contribution rate under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/23/03) (Hearing Date 3/12/03)

**NO POSITION**

**LB 581** (*Bourne*) Change sales tax provisions relating to services and exemptions (Referred to Revenue Committee 1/23/03) (Hearing Date 3/5/03)

**NO POSITION**

**LB 587** (*Bourne*) Change sales tax provisions relating to services (Referred to Revenue Committee 1/23/03) (Hearing Date 3/5/03)

**NO POSITION**

**LB 642** (*Schrock*) Change levy and budget limits for natural resources districts  
Referred to Revenue Committee (Hearing Date 2/26/03) (IPP 3/10/03) Motion for GF printed on 3/12/03

**SUPPORT**

**LB 651** (*Hartnett*) Disallow certain sales and use tax refunds under the Employment and Investment Growth Act (Referred to Revenue Committee 1/24/03) (Hearing Date 2/12/03)

**NO POSITION**

**LB 658** (*Beutler*) Adopt the Community Scholarship Foundation Program Act  
(Hearing Date 2/3/03) (Provisions/portions of LB 658 amended into LB 574 by Com AM816)

**NO POSITION**

**LB 660** (*Maxwell, Stuhr, Byars*) Prohibit unfunded mandates relating to elementary and secondary education  
(Hearing Date 2/10/03)

**SUPPORT**

**LB 680** (*Wehrbein, Baker*) Create and provide duties for the Nebraska Commission for Quality Education  
(Hearing Date 2/24/03) (Wehrbein Priority Bill 3/12/03)

**NO POSITION**

**LB 686** (*Raikes*) Change provisions relating to disbursement of administrative fines (Referred to Government, Military and Veterans Affairs Committee 1/24/03) (Rereferred to Education Committee 2/4/03) (Hearing Date 3/10/03)

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**NO POSITION**

**\*LB 698** (*Education Committee*) Change calculation of state aid pursuant to the Tax Equity and Educational Opportunities Support Act Hearing Date (2/11/03)

**NO POSITION**

**LB 736** (*Kremer, Baker, Bromm, et al.*) Extend Employment and Investment Growth Act benefits to certain cooperatives (Referred to Revenue Committee 1/24/03) (Hearing Date 2/14/03)

**NO POSITION**

**LB 771** (*Synowiecki*) Change calculation of state aid under the Tax Equity and Educational Opportunities Support Act Hearing Date (2/11/03)

**SUPPORT**

**LB 784** (*Janssen*) Adopt the Public Facilities Construction and Finance Act (Referred to Government, Military and Veterans Affairs Committee 1/24/03) (Priority Bill 3/7/03) (Hearing Date 2/28/03) (GF 3/12/03)

*The following are second session bills:*

**LB 815** (*Smith*) Provide for military recruiting on campuses as prescribed (Hearing Date 1/20/04)

**NO POSITION**

**LB 820** (*Schimek*) Change and provide notice requirements for recall elections

**\*LB 868** (*Redfield, Aguilar, Erdman, et al*) Change provisions relating to truancy (Hearing Date 1/20/04)

**LB 870** (*Brown, Bourne, Mines, et al*) Change a voting requirement for municipal county consolidations (Referred to Government, Military and Veterans Affairs Committee 1/8/04) (Hearing Date 1/23/04) (GF 1/27/04) (SF 1/27/04)

**NO POSITION**

**LB 896** (*Erdman, Synowiecki*) Provide for part-time enrollment and for participation in extracurricular activities by exempt students (Hearing Date 1/27/04)

**OPPOSE**

**LB 898** (*Schimek*) Change, transfer, and repeal provisions of the Nebraska Political Accountability and Disclosure Act (Referred to Government, Military and Veterans Affairs Committee 1/9/04) (Hearing Date 2/4/04)

**LB 904** (*Wehrbein*) Change and eliminate education funding provisions relating to allocation of state lottery funds (Hearing Date 2/23/04)

**OPPOSE**

**LB 908** (*Baker*) Eliminate special speed limits for school buses (Referred to Transportation and Telecommunications Committee 1/9/04)

**NO POSITION**



**LB 912** (*Baker*) Reallocate certain motor vehicle registration fees (Referred to Transportation and Telecommunications Committee 1/9/04)

**NO POSITION**

**LB 922** (*Schrock*) Exempt agricultural personal property from tax and change valuation of agricultural land (Referred to Revenue Committee 1/9/04)

**NO POSITION**

**LB 934** (*Stuhr, Connealy, Janssen, Hartnett*) Change provisions relating to kindergarten entrance age (Hearing Date 1/20/04) (**GF 2/2/04**)

**SUPPORT**

**LB 939** (*Government, Military and Veterans Affairs Committee*) Require certain political subdivisions to report information regarding Interlocal and joint public agency agreements (**Referred to Government, Military and Veterans Affairs Committee 1/12/04**) (**Hearing Date 1/28/04**) (**GF 1/29/04**)

**NO POSITION**

**LB 960** (*Retirement Committee*) Change Public Employees Retirement Board membership (Referred to Nebraska Retirement Systems Committee 1/12/04)

**NO POSITION**

**LB 961** (*Retirement Committee*) Change the manner of mailing a school employee retirement statement (Referred to Nebraska Retirement Systems Committee 1/12/04) (Hearing Date 1/20/04)

**SUPPORT**

**LB 965** (*Price*) Adopt the Successful Schools Foundation Act (Referred to Revenue Committee 1/12/04)

**NO POSITION**

**LB 970** (*Landis*) Change provisions relating to valuation of agricultural land

**LB 971** (*Landis*) Change property tax valuation protest procedures

**LB 972** (*Landis*) Change provisions relating to property assessment abstracts and property assessments

**LB 984** (*Revenue Committee*) Change revenue provisions

**LB 1027** (*Price*) Adopt the Clinical Nurse Specialist Practice Act and change and eliminate provisions relating to advanced nursing practice

**LB 1037** (*Cunningham, Connealy, Stuthman, et al*) Provide funding to schools using biodiesel (Referred to Agriculture Committee 1/14/04) (Hearing Date 1/27/04)

**NO POSITION**

**LB 1048** (*Raikes, Baker, Beutler, et al.*) Change school district reorganization provisions (Referred to Revenue Committee 1/12/04) (**Hearing Date 2/3/04**)

**LB 1072** (*Stuhr*) Change educational service unit board vacancy provisions

**NO POSITION**

**LB 1079** (*Schrock*) Change provisions relating to state aid to schools (Hearing Date 1/27/04)

**LB 1080** (*Stuhr*) Prohibit schools from offering employees certain annuity plans (Referred to Nebraska Retirement Systems Committee 1/15/04) **(Hearing Date 2/5/04)**

**NO POSITION**

**LB 1081** (*Nebraska Retirement Systems Committee*) Change provisions relating to false or fraudulent actions under the School Employees Retirement Act (Referred to Nebraska Retirement Systems Committee 1/15/04) **(Hearing Date 2/5/04)**

**SUPPORT**

**LB 1091** (*Speaker Bromm, at the request of the Governor*) Change provisions relating to funds and authorize transfers **(Hearing Date 2/2/04)**

**LB 1093** (*Raikes, at the request of the Governor*) Change dates relating to calculation of state aid to schools **(Hearing Date 1/27/04)**

**LB 1097** (*Nebraska Retirement Systems Committee*) Change provisions relating to retirement (Referred to Nebraska Retirement Systems Committee 1/16/04)

**NO POSITION**

**LB 1098** (*Nebraska Retirement Systems Committee*) Change provisions relating to disability and death benefits under the Nebraska State Patrol Retirement Act (Referred to Nebraska Retirement Systems Committee 1/16/04)

**NO POSITION**

**LB 1100** (*Wehrbein*) **Change provisions relating to developmental disabilities services**

**LB 1104** (*Raikes*) Change provisions relating to unified systems of schools (Hearing Date 1/26/04)

**SUPPORT**

**LB 1105** (*Raikes*) Provide incentives for school district consolidation (Hearing Date 1/26/04)

**SUPPORT**

**LB 1106** (*Raikes*) Change miscellaneous provisions relating to schools (Hearing Date 1/26/04)

**SUPPORT**

**LB 1108** (*Raikes*) Change and eliminate provisions relating to school district reorganization (Hearing Date 1/26/04)

**SUPPORT**

**LB 1115** (*Bourne*) **Change Public Employees Retirement Board membership**

**LB 1119** (*McDonald, Combs, Jones, et al*) Change provisions relating to approval of Class I school district reorganization plans **(Hearing Date 2/3/04)**

**LB 1120** (*Quandahl*) Eliminate currency transaction reporting provisions for financial institutions **(Hearing Date 2/3/04)**

**NO POSITION**

**LB 1124** (*Price*) Change provisions relating to tuition for wards of the state or a court **(Hearing Date 2/23/04)**

**LB 1132 (Nebraska Retirement Systems Committee) Change school employee retirement provisions (Referred to Nebraska Retirement Systems Committee 1/22/04) (Hearing Date 1/29/04)**

**LB 1136 (Janssen, Foley) Change levy and budget limits (Referred to Revenue Committee 1/22/04) (Hearing Date 2/6/04)**

**LB 1142 (Schimek, Aguilar) Remove before-and-after-school program costs from budget and levy limitations (Referred to Revenue Committee 1/22/04) (Hearing Date 2/6/04)**

**LB 1147 (Bromm) Change provisions for school permits**

**LB 1153 (Byars) Change Education Innovation Fund allocations to provide for teacher mentoring (Hearing Date 2/23/04)**

**LB 1161 (Raikes) Provide for adjustment of state aid to reflect property transfers (Hearing Date 2/2/04)**

**LB 1165 (Price) Adopt the Education Facilities Review Commission Act and provide for school bond state aid (Hearing Date 2/2/04)**

**LB 1206 (Brashear) Provide levy and budget lid exclusion for full-day kindergarten (2/2/04)**

**LB 1220 (Raikes) Change provisions relating to wards' educational expenses and provide for interim program schools (Hearing Date 2/23/04)**

**LB 1221 (Raikes) Change Allocation of the Education Innovation Fund (Hearing Date 2/23/04)**

**LB 1248 (Maxwell) Provide for a system of funding elementary and secondary education as prescribed (Hearing Date 2/2/04)**

*Prepared by:*  
**Angelo D. Passarelli**  
**Director of Administrative Affairs**

*Approved by:*  
**Keith W. Lutz**  
**Superintendent of Schools**

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Report on Technology

**MEETING DATE:** January 26, 2004

**DEPARTMENT:** Technology Division

**TITLE AND BRIEF DESCRIPTION:** Report on Technology

**ACTION DESIRED:** Information Only  X

**BACKGROUND:** On January 14, 2002, a comprehensive Report on Technology for the Millard Public Schools was presented to the Board of Education. Included at that time was a five-year plan for the replacement of all technology—infrastructure and desktop—within the District. A follow-up report was filed in January 2003. The attached report is the 2003-2004 annual update. It is a summary of the Technology Division activities and changes noted since the original January 2002 document and the January 2003 update.

**ALTERNATIVES:** None

**RECOMMENDATIONS:** None

**TIMELINE:** On-going

**RESPONSIBLE PERSON(S):** Dr. Mark Feldhausen

**SUPERINTENDENT APPROVAL:** 

(Signature)

**BOARD ACTION:**

**Report on Technology**

**Millard Public Schools**

**January 2004**

**Submitted By:**

**Dr. Mark W. Feldhausen**  
**Assistant Superintendent of Technology**

1/19/2004

*Hele.*

*This annual report serves as a summary of activities and changes that have occurred within the Technology Division of the Millard Public Schools since the last update report of January 13, 2003. Updated information is provided on a section-by-section basis.*

## **Introduction**

Technology plays a vital role in the overall success of the Millard Public Schools. Not only is technology's utilization woven throughout the District's curriculum, it is also essential to the efficient and effective communication in and management of a continually growing school District.

Therefore, in support of the Mission of the Millard Public Schools, the purpose of technology and the Technology Division is to:

- A. Support Student Learning and Achievement
- B. Support the Effective Management of the District

To this end, the Technology Division of the Millard Public Schools supports a dual platform system (Windows and Macintosh). Its network includes 37 routers, 471 switches, 73 servers, 1,365 printers, 6,189 desktop computers, 158 laptops, 198 PDA's, more than 10,900 data drops and associated Category 6 cabling and surveillance camera systems in every school. This is a total of over 8,500 devices serving more than 2,200 staff and 19,466 K-12 students.

Equally, important are the many instructional and management software titles that support student learning and achievement and classroom or building management. With the continuing goal of technology integration in both classroom and office, the Technology Division also supports the Millard Education Program of curriculum review, revision, and implementation, staff development for teachers and support staff, and technology services from Educational Service Unit #3.

## **Personnel**

The Technology Division consists of twenty-two positions—one administrator, four network specialists, eight desktop and systems support facilitators, three instructional facilitators, two clerical/helpdesk positions, and four ESU#3 employees permanently assigned to the Millard Public Schools. There were no personnel changes during 2003. Adjustments to assignments and the use of extended or additional contract time, especially during the summer, are used to address district technology needs within the scope of current personnel parameters. Also, the Division is anticipating a retirement at the end of the 2004 calendar year, a position that will need to be replaced.

## Location

The Technology Division occupies five classrooms and one meeting room in the eighth grade wing of Beadle Middle School (BMS). Given current enrollment and anticipated growth at BMS, the Technology Division is in need of a new home.

The BMS space facilitates offices for fifteen, a training lab, a test lab, the helpdesk, repair area, clerical support, and meeting room for the Technology Division, approximately 4,680 square feet. Working with Schemmer Associates, technology space needs were identified and a net square footage need assigned. The resultant total gross square footage need is 11,589 GSF.

Working through the district's new Strategic Plan, Strategy #2 "We will optimize building utilization, address demographic shifts and provide for the facility needs of alternative programs and support services," Action Plan #5 "Acquire space to meet the needs of the district's technology division," a number of options are being considered for the Technology Division. These include:

- a. current underutilized facilities/buildings,
- b. leased space
- c. leased-to-own space
- d. purchased space and/or land
- e. other existing MPS-owned property.

It is hoped that space can be provided the Technology Division such that the move from BMS to a new home can take place as expeditiously as possible.

## Wide Area Network

1. Wireless Connection from Technology/BMS to West—During the summer of 2003 an encrypted, wireless network connection was established between the Technology Division at BMS and Millard West High School. This 100 Mb connection resulted in significantly increased bandwidth for network management operations while reducing the congestion BMS was experiencing on its T-1 data line. The implementation of this wireless network connection and its uninterrupted operation for the last seven months serves as a proof of concept that wireless network connections are reliable, stable, and practical. Such wireless network connections should replace the current T-1 data lines currently used at all elementary and middle schools.
2. 3Com Urban Challenge Grant—\$100,000 worth of 3Com equipment and services. 3Com will make the award to the Millard Public Schools at the U.S. Conference of Mayors meeting, January 22, 2004, in Washington, D.C.

The goal of "Project WIN" (Wireless Instructional Network) is to create a wireless data communications infrastructure that will provide teachers and

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students with faster, more productive access to instructional resources. These technology-based resources will enhance student learning and teacher instructional productivity.

The purpose of technology in the Millard Public Schools is to facilitate learning, increase student achievement, and improve instruction. Moving from T-1 lines to a wireless Wide Area Network will increase bandwidth by approximately 500% and, therefore, provide faster access to internet resources, allow for streaming video, voice over IP, and increased manageability by the technology department to keep "down time" to a minimum.

### 3. Infrastructure Equipment Replacement

- a. Switches—The district has over 400 24-port switches housed in building data closets. Many of these switches are starting to fail, are of such age as to no longer be supported, and are not remotely manageable. Consequently, the process of replacing these switches has begun. To date, 109 Bay switches have been replaced by 3Com switches in five elementary schools and four middle schools, an expenditure of \$144,075. In addition, the older switches have been used in a trade-up program that has resulted in the District securing an additional \$24,000 worth of equipment. Switches still need to be replaced at 15 elementary schools, 1 middle school, and the three high schools for an additional expenditure of approximately \$357,000.
- b. Servers—High school servers and storage systems are currently being reviewed for replacement during the next six months. The storage capacity, RAM, and processor speed of these servers have all been maximized. Once replaced the current servers will be repositioned as might be appropriate.

4. Email—The District's email system, GroupWise, provides services for 2,301 active account holders. From January 2003 – December 2003, MPS processed 7,332,327 emails. The monthly range was a low of 169,395 in June to 900,622 in October for a monthly average of 611,028 emails.

In addition, SPAM filtering software was installed in April. This software effectively blocks over 50,000 unsolicited emails a month. Nevertheless, users continue to receive many unwanted and, in some cases, inappropriate solicitations. SPAM is an ongoing challenge.

Finally, in December 2003, Rule 7400.2 was approved. This rule defines those emails that must be retained as public documents and identifies those that may be released upon request. Email archiving software and guidelines are currently being reviewed. Staff development will be provided as appropriate.

5. Network Operating Systems—Plans for Novell Netware upgrades are being made. The District currently employees Netware 5.5 and is testing Netware 6.0 and 6.5.



Microsoft Server 2003 is also under review. The Technology Division continues to monitor Linux/Open Source systems developments and believes that recent acquisitions and/or commitments by Novell and Microsoft to Linux are worth watching. Recall that the Board of Education's policies and rules are accessed from a Linux server.

### **Local Area Network/Desktops and Instructional Integration**

Changes or improvements include:

1. Summer 2003 work resulted in
  - a. memory upgrades to 1,068 computers (256 mg RAM)
  - b. OS upgrades to older Mac's (9.2) and PC's (W2000).
  - c. maintenance to 205 HP laser printers.

Extending the contracts of 218-day desktop support staff and the hiring of eight temporaries supported this work. It should be noted that the memory upgrades will also facilitate anticipated Operating System upgrades to OS-X and Windows XP.
2. Desktop Operating Systems—Migration plans for Apple OS X and Windows XP Professional are being formulated at this time. The goal is to begin the migration process during the summer of 2004. This process will be ongoing and is significantly impacted by legacy software compatibility issues. Final decisions regarding the OS migration are pending.
3. The acquisition of 241 classroom computers (eMacs) for K-5—These computers were used to replace obsolete models that were approximately eight years old and incapable of supporting appropriate software for the elementary curriculum. Another 29 PC's will be added to the K-5 environment when the secondary purchase is made. This allocation for elementary hardware amounted to \$248,402.
4. The secondary computer hardware allocation is coupled with Industrial Technology (IT) and the Millard Education Program (curriculum) cycle for this year. Decisions are still being made regarding hardware and software for the middle level modular program, high school CAD, and the high school Foundations program. The Technology Division expects to spend \$250,000 for this effort. The Office of Secondary Education will provide additional monies.
5. Other Instructional Technology Integration Efforts
  - a. PE Fitnessgram Grant—Technology Division personnel configured 40 laptops, set up the databases for the Fitnessgram software in every building, and provided staff development for 65 PE teachers. After full implementation of the grant has been achieved, Division personnel will

- still support and maintain hardware, software and databases, and provide ongoing training to PE staff this program.
- b. Literacy/Language Arts—The Technology Division is working with the Office of Elementary Education during the field study of three Literacy/Language Arts programs to review and test technology related support materials provided in each vendors program.
  - c. Instructional Technology Facilitators are working with secondary MEP facilitators as social studies, science, art, music, computer science computer applications are in the MEP cycle.
  - d. Student email—The Technology Division provides support and training for Gaggle.net, the student email system.
  - e. Dana Project—As an extension of the work at Willowdale with Palm handheld devices, the Technology Division has worked with Russell Middle School to evaluate the use of “Dana’s.” These devices have a built-in keyboard, utilize the Palm OS, and are capable of running the same software as any Palm device. Although larger than a handheld, they are smaller than a laptop, more durable, and have a longer battery life. These devices are being evaluated as substitutes for Palms and laptops and replacements for the AlphaSmart keyboarding devices currently being used in elementary schools.
  - f. Wireless Mobile iBook (Laptop) Lab—The cart and seventeen Apple laptops were just acquired in November 2003. After being used by the Technology Division for in-house OS-X training, this mobile laptop lab will be placed in an elementary school for review and proof of concept. Mobile wireless labs, such as this, are called for in the Five-Year Plan for all K-12 buildings.
6. Indicators of Effective Teaching Using Technology were developed and incorporated into the District’s Indicators of Effective Teaching and the teacher evaluation program. These revisions were approved by the Board in Rule 6200.1 on May 19, 2003. Staff development offerings are being adjusted to address these indicators and discussions with building administrators on their implementation are being conducted.
  7. Scholastic Reading Inventory & Reading Counts—Use of these elementary language arts programs was suspended in November 2002 when it was discovered that a “bug” in the maintenance utilities suite of the software resulted in database corruption and the loss of student data. After working with Scholastic for ten months, new upgraded versions of the software was installed in late August 2003. Although the two programs are again being used in all elementary schools there are still issues upon which the MPS Technology Division is working with Scholastic.

## Communications

1. The District Intranet has been implemented using cold fusion software. Eight divisions/offices including Administrative Affairs, Elementary Education, Secondary Education, Human Resources, Information Centers, Special Education, and Technology have implemented district intranet web pages. Each intranet site can choose to use sections devoted to General Information, News, Calendar, Resources, Documents, FAQ's, and Contacts pertinent to their particular area. Access to the District Intranet is username and password protected.
2. The 2003-2004 edition of the Technology User's Manual was developed and distributed to all users this fall. The Manual has been updated and may be found on the District intranet website under District Division—Technology.
3. The concept of a website for every teacher or a course/classroom management website continues to be explored using two potential options. These options include:
  - a. A Cold Fusion template called iShareInfo.org developed by ESU#3, and
  - b. Blackboard.
 Small groups of teachers or specific buildings are reviewing each option at present.

## ESU#3 Technology Services

1. SIMS Parent Web Access--As of this date, 3,535 household accounts have been established for Parent Web Access services. SIMS Parent Web Access provides information on elementary student attendance and secondary student attendance, cumulative grades, progress reports, schedules, and transcripts. Attendance information is updated as teachers take hourly attendance while progress reports and grades are entered as called for by building/District schedules. Secondary student schedules and transcripts (high schools only) are updated at the beginning or end of a term. Beginning in the fall of 2004, the SIMS Parent Web Access will also provide users with access to the student's periodic (daily) grades.
2. SIMS Integrated Grade Book—Beginning August 2003, 379 teachers were trained, 219 more in the second quarter, and 172 now in the third quarter. The remaining secondary teachers will be trained in the fourth quarter or before school starts next fall. It is intended that all secondary staff will use the SIMS Integrated Grade Book starting next year. In addition, preparations are under way to provide parent access to their students' grades through Parent Web Access.
3. Revised Elementary Report Card and SIMS—After piloting a new elementary report card that is integrated with the Student Information Management System last spring, a revised web-based report card was introduced this fall. All elementary schools are using this report card. All student information is now

incorporated into SIMS and is available for evaluation purposes. Teacher access to the elementary report card is username and password protected. Data is encrypted and since it is a web-based system it can be accessed from both school and home.

4. SIMS and SPED IEP's—Training and modifications to the SIMS/IEP process continue. Changes to this system are currently being explored that would allow teachers to access SIMS/IEP's via a web browser. Currently, SIMS/IEP's can only be accessed from within the District.

### **Safety and Security**

The Technology Division has assumed the responsibility of funding the maintenance of and coordinating the installation of additional equipment and improvements of building surveillance camera systems. The installation of new equipment, periodic maintenance and cleaning, and major repairs are outsourced.

### **Funding**

1. General Fund—The 2003-2004 Program Budgeting process resulted in a General Fund budget for Technology funded at the 100% level. Personnel and non-personnel categories total \$1,899,647. The Technology Divisions budget is approximately 1.4% of the District's General Fund budget.
2. Bond Fund—Remaining bond monies are the only source of capital expenditure for both District-wide technology infrastructure support and the allocation of new/replacement technology in the buildings. At a dispersal rate of \$600,000 per year this resource will be depleted at the end of the 2004-2005 school year.
3. Rule 88 Reimbursement (Weatherization) Funds—During the July/August 2002 emergency unicameral session LB6 was passed thereby eliminating the School Technology Fund (Rule 88). This legislation effectively eliminated Millard's request for reimbursements of already approved grant expenditures in excess of \$600,000. Working with Senator Raikes, Chair of the Education Committee, and Bill Mueller, Millard Public Schools Lobbyist, the District advocated the passage of LB66. LB66 was passed and approved by the Governor, thus reversing the unintended loss of technology reimbursement funds. The District resubmitted its request for reimbursement of \$612, 510.41 on June 3, 2003, and now awaits funding.
4. E-Rate—The Millard Public Schools continues to apply for and receive e-rate discounts and/or reimbursements at the rate of 37% for qualifying services. Last year the E-Rate program was worth \$115,744.37 to the District. These monies were then used to support technology infrastructure needs.

## Review of Proposed Technology Five-Year Plan

The report submitted to the Board of Education on January 14, 2002, called for a Five-Year Plan of replacement and growth of technology for the Millard Public Schools. The proposed five-year plan was based upon certain suppositions:

1. The infrastructural investment made over the last three years in Category 6 (gigabit) cabling will be sufficient for the next five years.
2. That the standard of four drops per room will be adequate for most situations.
3. That facilities cannot accommodate any more new permanent labs.
4. The network of T-1 lines will need to be improved upon in order to eliminate congestion and provide access to new forms of data and services including, but not limited to, streaming video and telephony.
5. That new equipment should be allocated in order to:
  - a. Address obsolete equipment,
  - b. Maintain equity between buildings and levels,
  - c. Provide access for all students to needed technology,
  - d. Align with curriculum and MEP,
  - e. Recognize that some areas constitute power usage and may need to be replaced more frequently,
  - f. Displaced equipment may be acceptable for certain needs and may, therefore, be repositioned elsewhere in a building or in the District.
6. That a baseline of not only existing need, but anticipated need be created. This baseline shall be known as the Standard Technology Guideline or Building Optimum Technology Configuration. The Building Optimum Configuration called for:
  - A. Three computers per elementary classroom
  - B. One computer per secondary classroom
  - C. Maintenance of existing fixed labs at all locations.
  - D. Replacement of inkjet printers with shared laser printers
  - E. One mobile lab per elementary building in addition to the already existing mobile AphaSmart or DreamWriter labs.
  - F. Three mobile labs for each of the middle schools
  - G. Six mobile labs for each of the high schools.  
(Note: A mobile lab is defined as a mobile storage cart equipped with 25 wireless laptop computers, a wireless access point, a laser printer and a projection system.)
  - H. Significant increases in the number of projection systems available for use by teachers and students.

This plan called for capital expenditures of \$20 million or approximately \$4 million a year. It included the use of lease agreements for most desktop units and assumed that the

five-year plan was renewable thus allowing the District to address the ever-changing nature of technology and provide a predictable plan of action over time.

To date, this plan has not been funded. As noted previously, since the remaining bond monies will be exhausted by the end of the FY'05, concern for how capital expenditures, let alone the Five-Year Plan, will be addressed grows.

### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Investment Report

**MEETING DATE:** January 26, 2004

**DEPARTMENT:** Business

**TITLE & BRIEF DESCRIPTION:** Investment Report – A report of the current investments and investment practices of the district.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** Attached is the Quarterly Investment Report for the period ending December 31, 2003.

**OPTIONS AND ALTERNATIVES:** n/a

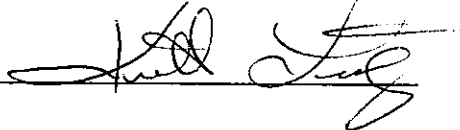
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Chris Hughes (Accounting Manager) & Ken Fossen (Assoc. Supt.)

**SUPERINTENDENT'S APPROVAL:** 

Millard Public Schools  
Investment of Funds  
December 31, 2003

**Nebraska School District Liquid Asset Fund**

The Millard Public Schools utilizes the Nebraska School District Liquid Asset Fund (referred to as either NSDLAF or CADRE, the financial services firm which manages the fund) for day-to-day investing. NSDLAF was established in 1988. The fund is offered exclusively to Nebraska school districts, educational service units, and technical community colleges. The fund's objective is to allow school districts to pool their dollars for investment. The fund invests in items permitted by Nebraska law (i.e. repurchase agreements, U.S. Government Agency Obligations, U.S. Treasury Bills and Certificates of Deposit).

MPS maintains two liquid accounts that can be accessed daily. The General Fund, Food Service Fund, Administrative Activity Fund, Special Building Fund, Bond Fund, Depreciation Fund, Construction Fund and Employee Benefit Fund utilize one account. This account is used throughout the month as taxes, state aid, etc. are received and as bills or payroll are paid. The other account is utilized by the various middle schools. As of December 31, 2003, the 7-day current yield for these accounts was 0.60%. MPS can also utilize long term fixed investments (examples: 30, 60, 90 day US Government Securities).

**Sweep Account for General Checking Account**

Each day, any balance remaining in the District's main checking account above the level necessary to avoid service charges is invested in either U.S. Government agency backed repurchase agreements (amounts under \$25,000) or commercial paper notes (amounts over \$25,000). The interest rate for the sweep account is currently 0.75%.

**Bond Fund Trust Account at First National Bank of Omaha**

Taxes and other revenues received for the repayment of bond principal and interest are invested through the trust department at First National Bank of Omaha. The funds are invested in U.S. Treasury Bills, individual U.S. Government Agency backed securities, or a money market account which invests in U.S. Government backed agency securities, based on the funds available, the time line until the next debt service payment, and the available yields. The trust account balance as of December 31, 2003 was \$4,066,307.48.



### AGENDA SUMMARY SHEET

**AGENDA ITEM:** Quarterly Maintenance Report

**MEETING DATE:** January 26, 2004

**DEPARTMENT:** General Administration – Maintenance & Operations

**TITLE & BRIEF DESCRIPTION:** Quarterly Maintenance Report – A quarterly report from Sodexho management regarding the District's custodial, grounds, and maintenance programs.

**ACTION DESIRED:** Approval  Discussion  Information Only

**BACKGROUND:** n/a

**OPTIONS AND ALTERNATIVES:** n/a

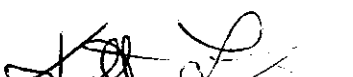
**RECOMMENDATION:** n/a

**STRATEGIC PLAN REFERENCE:** n/a

**IMPLICATIONS OF ADOPTION/REJECTION:** n/a

**TIMELINE:** n/a

**RESPONSIBLE PERSON:** Bob Snowden, General Manager (Sodexho) and Ken Fossen, Associate Superintendent (General Administration)

**SUPERINTENDENT'S APPROVAL:** 



**Millard Public Schools  
Executive Summary**

**Quarterly Review  
October – December 2003**

**I. Introduction**

In this Quarterly Report, we will focus on several aspects of the Maintenance, Custodial and Grounds Departments, including areas such as the following:

- Accomplishments of each department
- Training completed and upcoming training for employees
- Quality and Productivity Summaries
- Goals for each department
- General Information

As a team, we are all very please to be a part of the Millard Public Schools. We would like to introduce ourselves below, as there have been several changes to the team over the past few months.

Bob Snowden – *General Manager* – Began with both Sodexo and the Millard Public Schools in December 2003. Relocating from Kansas City, where I worked for 5 ½ years at the Kansas City Missouri School District.

Terry Haubold – *Maintenance Manager* – Began with both Sodexo and the Millard Public Schools in November 2003. Terry's responsibilities are for the Carpentry, Painting, Auto Mechanic and Grounds Departments. Previously Terry worked for the University of Nebraska in Lincoln for 32 years in Facilities Management.

Henry Rohwer – *Mechanical Manager* – Joined both Sodexo and the Millard Public Schools in May 2003. Henry is responsible for the Control Technician as well as the HVAC/Mechanical Department. Previously Henry worked for Commonwealth Electric of the Midwest.

Steve Laire – *Control Technician* – Joined both Sodexo and the Millard Public Schools in May 2003. Previously Steve worked for Rasmussen Mechanical Service Corporation in Council Bluffs.



## I. Introduction (continued)

Ian Leader – *Custodial Manager* – Joined both Sodexo and the Millard Public Schools in March 2003. Ian is responsible directly for the High Schools, MLC and SSC as well as having Jim Cerveny report to him. Previously, Ian worked as a School Board Transport Contract Manager and Deputy Chief Executive of a Hospital Board in New Zealand.

Diane Moore – *Custodial Manager* – Joined Sodexo in April of 2003. Diane is responsible directly for the Middle Schools as well as having Gloria Lincoln report to her. Previously Diane was an employee of the Millard Public Schools for 15 years, which included her most recent position as Day Custodian Department Head.

Jim Cerveny – *Custodial Supervisor* – Joined Sodexo in October 2003. Jim is responsible directly for 10 elementary schools and DSAC. Previously Jim was an employee of the Millard Public Schools for 12 years as both Night and Day Custodian.

Gloria Lincoln – *Custodial Supervisor* – Joined Sodexo in August 2003. Gloria is responsible directly for 12 elementary schools. Previously Gloria was an employee of the Millard Public Schools for 12 years, which included her most recent position as Department Head.

Again, we are all pleased to be able to serve the Millard Public Schools, and look forward to a successful 2004.

## II. Accomplishments

### MAINTENANCE and GROUNDS

- Implemented the Web Based work order system at Millard West, Millard South and Millard North.
- Hired Darren Moore, District Painter.
- The Grounds Department sanded/salted and or plowed snow on 6 occasions, as well as toured various locations on 5 other instances to check for icy conditions.
- Repaired/Replaced damaged concrete at Holling Heights.
- Replaced vinyl tile floor with ceramic tile in 2 restrooms at Rockwell.
- Replaced vinyl tile floor in restroom at Holling Heights.



### III. Accomplishments (continued)

- Completed repair and painting of damaged plaster walls in 6 rooms at Millard Learning Center.
- Mike O'Fallen and Dan Phinney were added as day and night Building Engineers at Central Middle School.
- Making first corrective actions for the Beadle Middle School HVAC system by improving heat pump performance.
- Undergoing a major upgrade of North High School chiller and boiler including control modifications, new cooling tower, new variable speed water pumps and a new state of the art boiler, which replaced two old boilers.
- Undergoing a major upgrade of the South High School chiller system with new chiller and cooling tower added.
- A new air compressor for the HVAC control system at Rockwell was installed.
- The electrical outage of 12/9 was monitored and operational adjustments were made during the day to prevent damage to MPS equipment.

### CUSTODIAL

- Carpets were cleaned at Disney, Central Middle, Kiewit Middle, North Middle and 5 other elementary schools.
- The kitchen floor at Central Middle was stripped.
- Floor refinishing was completed on the 6<sup>th</sup> grad wing of Central Middle.
- All restrooms at all locations were project cleaned.
- Buell stadium clean out was completed.
- Floor refinishing was completed on the gyms at Rohwer and Montclair.
- Floor refinishing was completed on the cafeteria and common areas at Millard North.
- Floor refinishing was completed on several classrooms, the common areas and hallways at Millard West.
- Floor refinishing was completed in the kitchen areas, hallways by the main gym, nurses' office and break room at Millard South.
- Custodial Equipment was repaired as needed.
- Conducted interviews for new employees at the following locations:
 

Cody	Day Custodian
Disney	Night Custodian
MLC/SSC	Night Custodian
Central Middle	Day Custodian/Engineer
Central Middle	Night Custodian/Engineer
Millard South	Day Custodian
Millard South	Night Engineer



#### IV. Accomplishments (continued)

Millard South	Night Custodian
Millard West	Grounds
Various	Ten Substituted Custodians

#### V. Training

- Kevin Becker trained 7 grounds employees on snow blower safety.
- Training was completed for the new chiller equipment for South and North High Schools.
- 12 new substitute custodians were trained by Chuck Barr, Chuck Steele and Dough Flynn
- Kevin Becker, Gloria Lincoln, Jim Cerveney, Diane Moore, Art Marr and Paul Rock completed snow blower safety training for 117 employees.

Total Training Hours Completed 10/1/03 to 12/31/03	161.50
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#### VI. Quality and Productivity

##### MAINTENANCE

Work Orders Received 10/1/03 to 12/31/03	2243	
Work Orders Completed 10/1/03 to 12/31/03	1815	81%

##### CUSTODIAL

Inspections Completed 10/1/03 to 12/31/03	211	
Site Visits Completed 10/1/03 to 12/31/03	1341	(4 managers)

#### VII. Goals

- Review contract as well as the expectations of the District and make appropriate recommendations and or adjustments to better suit the needs of the District.
- Evaluate all vehicles and equipment in the Maintenance and Grounds Departments. After evaluation, develop a schedule for replacement based on age, dependability, use, as well as the growth and needs of the District.



## V. Goals (continued)

- 11 MPS employees to attend Turf Management Training on January 12 – 13. At this training, various classes will be offered including Sports Turf Growing, Broadleaf Weed Control Strategies, Selecting Fertilizers and Application Timing, Pruning Techniques for Shrubs and Trees. Additionally, 2 MPS employees will be re-certified in Pesticide Applications.
- Evaluate all training programs and implement necessary changes, as well as institute additional training programs as the needs arise.
- Evaluate the current quality measures used by the Custodial Managers and make necessary changes to improve and or institute new and additional measures. These will include the Monthly Inspections and possible Teacher Surveys.
- Implement the Web Based work order system at all Middle Schools and begin implementation in the Elementary Schools.
- Henry Rohwer will join the local ASHRAE group in order to network with the Omaha areas experts in the HVAC area.
- Work with OPPD to install the necessary hardware at Millard South to monitor power consumption in order to control the peak power demand that will in turn help keep costs lower.
- Work with OPPD to begin a survey of Millard West for a Continuous Commissioning project that is to optimize electric power usage.
- Research and make appropriate recommendations on lifts that will allow MPS employees to perform maintenance on parking lot lights, building lights, tree trimming and painting projects.
- Begin a Quarterly Employee Newsletter for the Maintenance, Custodial and Grounds Departments.
- Discuss and develop employee incentive programs.
- Begin the planning for summer projects for Maintenance, Grounds and Custodial.
- Prepare equipment and staff for the mowing season.
- Continual monitoring of the MPS budget as well as input into the 2004-2005 MPS budget.

**AGENDA SUMMARY SHEET**

**AGENDA ITEM:** Preschool Programs – Impact on the District Budget and Facilities

**MEETING DATE:** February 9, 2004

**DEPARTMENT:** Educational Services

**TITLE AND BRIEF DESCRIPTION:** Preschool Program – Impact on the District Budget and Facilities

The current Montessori Preschool Programs and District Parent-Pay/Title I Preschool Programs collect tuition, paid by parents, to fund these programs. The tuition dollars collected impact the General Fund budget, dollar-for-dollar. This report provides information on each district early childhood program for children below age 5 and the dollars generated by funding source. Also included are possible options to modify the programs to decrease the General Fund impact. Space required for these programs, their location in district buildings, and needs of the children are also factors to be considered.

**ACTION DESIRED:** Informational X

**BACKGROUND:** See attachments

Page one of this report shows each program, funding sources, and impact to the General Fund or Fund 50. The following pages provide more specific information on each program.

**OPTIONS AND ALTERNATIVES CONSIDERED:** none

**RECOMMENDATIONS:** N/A

**STRATEGIC PLAN REFERENCE:** Former Early Childhood Strategy

**IMPLICATIONS OF ADOPTION OR REJECTION:** N/A

**TIMELINE:** N/A

**RESPONSIBLE PERSON(S):** Dr. Carol Newton

**ASSOCIATE SUPERINTENDENT'S APPROVAL:** Martha Bruckner

**SUPERINTENDENT'S APPROVAL:** [Signature]

## Preschool Programs – Impact on the District Budget and Facilities

### Financial Overview for the 2003-04 School Year

Program	Funds from Grants	Parent Tuition	Other Sources	Impact General Fund
Early Start	\$75,500	\$0	\$16,000 - HeadStart	\$16,000 - HeadStart
Title I/Parent Pay	\$268,158 – Title I	\$66,986	\$0	\$66,986 – Parent Tuition
Montclair Montessori	\$0	\$142,044	\$0	\$142,044 – Parent Tuition
Montclair Montessori Before/After Care	\$0	\$146,078 flow through Foundation to Fund 50	\$0	\$0
Norris Montessori	\$3,384 – Title I	\$64,359	\$0	\$64,359 – Parent Tuition
Norris Montessori Before/After Care	\$0	\$7,478 flow through Foundation to Fund 50	\$0	\$0
Montessori Summer Program – Montclair	\$0	\$39,720 Fund 50	\$0	\$0
Partners With Providers	\$53,103	\$0	\$0	\$0
Family Resource Center	\$49,018	\$0	\$2,635 membership fees	\$2,635 – Membership fees
<b>Totals</b>	<b>\$449,163</b>	<b>\$423,945 Best Estimate</b>	<b>\$18,635</b>	<b>\$292,024* Best Estimate</b>

\*There are 30 3-year-olds, combining Montclair & Norris Montessori. They generate \$ 72,954.00 that impacts the General Fund.

#### Possible Options to reduce General Fund impact:

1. Collaborate with the Millard Public Schools Foundation to collect parent-pay tuition funds for both preschool programs and return the funds to the district through Fund 50 to pay expenses. This would reduce the General Fund impact to \$0, but could raise auditor interest in Fund 50.
2. Collaborate with the Millard Public Schools Foundation to design a Montessori and District Early Childhood Grant. Each year the programs would submit a budget for additional funds needed for the program. The Foundation would place the collected tuition into the grant. The approved grant requests would be administered to the district throughout the year. Excess dollars collected would be retained by the Foundation. This would reduce the General Fund impact to \$0.
3. Eliminate the 3-year-olds from the Montessori Program would reduce General Fund impact by \$72,954, leaving \$219,070 as impact.
4. Eliminate parent-pay from the District Preschool Program. Reduce General Fund impact by \$64,359, leaving \$227,665 as impact.
5. Eliminate all parent-pay preschool programs, leaving only the Title I portion of preschool in operation, reduces impact to \$0 and may eliminate other current Title I school age programs.

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**Early Start – NDE Grant/Headstart Collaborative – 8<sup>th</sup> year**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<b>Eligibility - poverty to reduced lunch rate</b>  <b>One classroom at Cody is used.</b>  All will attend kindergarten in 04/05  Transportation for subsidized housing  Monday thru Friday 9 a.m. – 2:15 p.m.  Food – breakfast and lunch  Elementary school calendar  4 Family Education Meetings provide opportunity for families to learn games and strategies to use at home to support literacy and math.  Monthly field trips  Preschool curriculum/enablers aligned with Kindergarten program  Focus: literacy, language, social skills, math  Parent/Teacher Conferences  NAEYC Accreditation	16	1.0 FTE Early Childhood Tchr  0.3 FTE Family Specialist  2.0 FTE Paraprofessionals *one meets Title I highly qualified, the other will meet by 6/04 *will meet Rule 11 criteria 8/2004	NDE Grant  Flex Funds - school age  Flex Funds - below age 5  Title I – Part A  Headstart	\$40,000  \$20,000  \$ 4,000  \$11,500  <b>\$16,000*</b>

**\* Dollar amount impacts General Fund - \$16,000**

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**Title I / Parent Pay Preschools – 1<sup>st</sup> year Title I partial funding, 12<sup>th</sup> year for parent-pay preschool program**

Program Specifics	Students	Staff	Funding Source	Amount
<p><b>New sites/sessions/space used</b>                      Bryan – 2 half-day sessions/1 classroom*                      Holling – 2 half-day sessions/1 classroom*                      Morton – 2 half-day sessions/1 classroom*</p> <p><b>Former sites/sessions/space used</b>                      Disney – a.m./2 sessions/1 classroom**                      Rockwell - a.m./2 sessions/portable**                      Rockwell – p.m./1 session/portable**                      Neihardt – 4 sessions/1 classroom**</p> <p><b>Title I eligible students</b> (income, disadvantaged environment, below level literacy/language skills) <b>or parent-pay</b></p> <p>*Options Monday thru Friday or M-W-F                      **Options M-W-F or T-Th                      9 – 11:30 a.m. or 12:45 – 3:15 p.m.</p> <p>All will attend kindergarten in 04/05</p> <p>Elementary school calendar</p> <p>Monthly field trips</p> <p>Preschool curriculum/enablers aligned with Kindergarten program. Focus: literacy, language, social skills, math</p> <p>Parent/Teacher Conferences</p> <p>Family Nights provide opportunity for families to learn games and strategies to use at home to support literacy and math.</p>	<p><b>New sites</b>                      63 Title I                      16 Tuition</p> <p><b>Former sites</b>                      76 Title I                      82 Tuition</p>	<p>4.3 FTE Certified Early Childhood Tchrs</p> <p>1.0 FTE Certified Provisional EarlyChildhood Tchr</p> <p>5.3 FTE Paraprofessional                      *meet Title I highly qualified criteria                      *will meet Rule 11 criteria 8/04</p>	<p>Title I – pays tchrs</p> <p>Title I – materials, field trips, tech.</p> <p>Parent tuition  <b>\$ 68,850.00*</b></p>	<p>\$193,438.00</p> <p>\$ 74,720.00</p> <p>Expenses paid by tuition                      \$ 66,986.00</p>

**\* Dollar amount impacts General Fund - \$68,850.00**

2002-2003 school year – total budget impacted by General Fund for \$124,200.00, 164 students, 3 sites, 2.3 FTE tchrs, 2.3 FTE paras.

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**Montclair Montessori Preschool/DayCare – 9<sup>th</sup> year, started with Continuity Grant from NDE for 1994-97.**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<p><b>Preschool – Montclair – 5 classroom spaces – includes 2 groups of K students</b></p> <p><b>Eligibility – Parent choice and ability to pay (1 free/2 reduced)</b></p> <p>Option: full day or half day Monday thru Friday</p> <p>Regular school hours</p> <p>Elementary school calendar</p> <p>Monthly field trips</p> <p>Curriculum and skills are part of the Age 3-6 Year Montessori Program</p> <p>Parent/Teacher Conferences</p>	<p>27 full day 18 ½ day 3 scholarships</p> <p>20 3-year-olds 33 4-year-olds</p>	<p>0.5 FTE Teacher 7.5 FTE Paraprofessionals</p>	<p>Parent tuition \$100,926.00 full time \$35,511.00 part time \$5,607.00 scholarships</p> <hr/> <p>\$55,584.00 for 3's \$86,460.00 for 4's</p> <hr/> <p><b>\$142,044.00* total</b></p>	<p>Expenses \$21,220.00 tchr salary \$108,225.00 para sal. \$4,895.00 supplies \$7,750.00 misc. \$142,090.00 total</p>
<p><b>Before/After Care</b> – operated by Montessori Program, same rate as Kids' Network, except Montessori accepts drop-in - usually on Wed.</p> <p>1994/95 started, served preK-K, 1996/97 added school age overflow from Kids' Network, 2001/02 collaborative with Foundation to district Fund 50</p> <p>Care provided 178 school days and 20 non-school days. Breakfast and snack provided</p>	<p><b>Before/after</b> 22 K 14 1/2 preK 28 drop in 5 preK 10 elem. 19 ½ elem.</p> <p><b>Non-School</b> 30 full day 5 ½ day 2 free</p>	<p>11.0 FTE Para – school days 6.0 FTE Para – non-school days 1.0FTE Childcare coordinator 1.0 FTE Spanish para</p>	<p>Income \$124,028.00 school day \$12,300.00 non school \$9,750.00 snacks</p> <p>\$146,078.00 total to Fund 50 through Foundation</p>	<p>Expenses \$ 85,620.00 salaries \$ 21,391.00 snacks \$ 7,500.00 misc.</p> <p>\$114,511.00 total</p>

**\*Dollar amount impacts General Fund - \$142,044.00**

20032-03 preschools eligible for K this year – 44 students: 33 returned to Montessori K, 7 returned to neighborhood school, 3 moved out of state, 1 home schooled.

**Norris Montessori Preschool/DayCare – 2<sup>nd</sup> year**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<p><b>Preschool Norris – 3 classroom spaces – includes 1 group of K students</b></p> <p><b>Eligibility – Parent choice and ability to pay (2 free)</b></p> <p>Option: full day or half day Monday thru Friday</p> <p>Regular school hours</p> <p>Elementary school calendar</p> <p>Monthly field trips</p> <p>Curriculum and skills are part of the Age 3-6 Year Montessori Program</p> <p>Parent/Teacher Conferences</p>	<p>21 ½ day 9 full day</p> <p>10 3-year-olds 20 4-year-olds</p>	<p>0.5 FTE Teacher 2.4 FTE Paraprofessionals</p>	<p>Parent tuition \$30,456.00 full time \$32,148.00 part time</p> <hr/> <p>\$ for 3's \$ for 4's</p> <hr/> <p><b>\$64,359.00* total</b></p> <p>\$3,384.00 Title I for 2 students</p>	<p>Expenses 0.5 FTE tchr salary 2.4 FTE para salary supplies/misc \$64,359.00 total</p>
<p><b>Before/After Care</b> – operated by Montessori Program, same rate as Kids' Network, except Montessori accepts drop-in - usually on Wed</p> <p>Collaborative with Foundation to district Fund 50</p> <p>Care provided 178 school days and 20 non-school days, breakfast and snack provided</p>	<p>2 – K students 6-8 preschool</p>	<p>0.7 FTE Paraprofessional</p>	<p>Income \$ 1,755.00 snacks \$5,723 all b/a care as of December 2003</p> <p>\$7,478 to Fund 50 through Foundation</p>	<p>Expenses So few students, income did not cover expenses.</p>

**\*Dollar amount impacts General Fund - \$64,359.00**

20032-03 preschools eligible for K this year – 20 students: 15 returned to Montessori K, 1 went to Montclair Montessori, 1 returned to neighborhood school, 2 out of district, 1 private school.

189.

**Montessori Summer Program – Montclair**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<p><b>Program- Parent choice &amp; ability to pay.</b></p> <p>45 day summer program for PreK-5 Montessori students who are not able to get into Kids' Connection.</p> <p>Parents pay \$90/week for 1<sup>st</sup> full time child, \$80/week for 2<sup>nd</sup> full time child, \$50/week for ½ time child</p> <p>Students from Norris Montessori may attend this summer program. Norris does not have a summer program.</p> <p>Summer program functions like district summer program through Fund 50.</p>	<p>46 full time 10 half time</p>	<p>1.2 FTE Teacher 6 FTE Paraprofessionals</p>	<p>Parent tuition \$36,720 full time \$3,000.00 part time</p> <p>\$39,720.00 total through Fund 50</p>	<p>Expenses \$11,250.00 tchr salary \$21,600.00 para sal. \$1,606 supplies \$2,869.00 snack \$1,590.00 swim/trips \$38,915.00 total</p>

190.

**Partners with Provider (PWP) – 2<sup>nd</sup> year**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<p><b>Non-licensed daycare homes, within Title I school attendance areas</b></p> <p><b>Teacher has 1 space at an Echo Hills cottage for materials and office</b></p> <p>Visits homes every 3 weeks during school year</p> <p>Demonstrates literacy strategies with children, instruction home provider, leaves books, games, materials, activities until next visit</p> <p>Parents of children receive information and activities to do at home</p> <p>Daycare providers receive membership to Family Resource Center</p>	103 students 20 providers	1.0 FTE Early Childhood Tchr and Parent As Teacher trained	<p>Flex Funds – below age 5</p> <p>Region 21</p> <p>SW Kiwanis for student books to be taken home</p>	<p>\$47,603</p> <p>\$4,000</p> <p>\$1,500</p>

**\* Dollar amount impacts General Fund - \$0**

**Family Resource Center (FRC) – 2<sup>nd</sup> year**

<b>Program Specifics</b>	<b>Students</b>	<b>Staff</b>	<b>Funding Source</b>	<b>Amount</b>
<p><b>Any Millard family is eligible for membership - \$15/6 months, free/reduced rates available</b></p> <p><b>Social Worker has 1 space at an Echo Hills cottage for materials and office</b></p> <p>Includes: toy lending library, children's books, family activities, parenting books/videos, and make &amp; take activities.</p> <p>Family Specialist assist many families through discussions and problem solving related to pertinent parenting issues and skills.</p> <p>Partnership with Family Services, providing CEU credits for daycare home providers. Partnership with Department of Health and Human Services to connect families in need of services to appropriate agencies.</p> <p>Family Specialist also supports the Early Start Program with home visits and promoting community services to families that support student education.</p> <p>Family Specialist also supports elementary principals, when schedule allows, with families in crisis or student truancy issues.</p>	<p>Millard families with children ages birth to 8-years – 315 members</p> <p>Any Millard home daycare</p> <p>Any Millard family babysitter of young children</p>	<p>1FTE Licensed Clinical Social Worker, LCSW</p>	<p>Flex Funds – school age</p> <p>Region 21</p> <p>Memberships \$2,635</p>	<p>\$45,018</p> <p>\$4,000</p> <p><b>\$2,635*</b></p>

**\* Dollar amount impacts General Fund - \$2,635**