

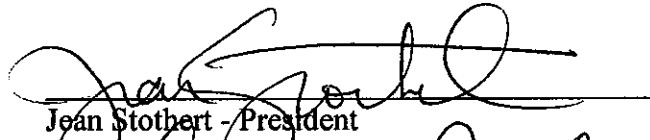
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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

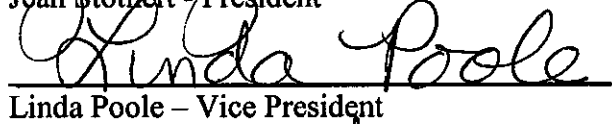
Education and the agenda for such meeting held at 7:00 P.M. on

February 16th 2004, at Don Stroh Administrative Center
5606 South 147th Street

Dated this 16th day of February, 2004.



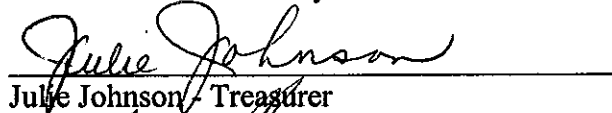
Jean Stothert - President



Linda Poole - Vice President



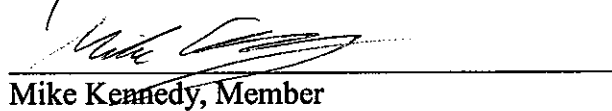
Brad Burwell - Secretary



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 16, 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

2-13-04

**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

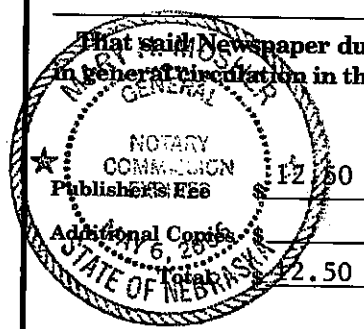
being duly sworn, deposes and says that she is

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 13, 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 13th day of
February 2004

[Signature]
Notary Public in and for Douglas County,
State of Nebraska

NAME:

REPRESENTING:

Young Perry	MEA
Christy Hoover	MED Facilitator
Fatima A. Cuman	WHS science motivator
Kodie Ojima	MSTHS Senior
Sherry Jim	MNHS - MEA
Janet Perone	Cottonwood
Dea Fordell	MNHS science
Lisa Groth	MSTHS science
Susan Anglin	Sandoy
Nancy Johnston	BMS
Dan Range	Civics
Jim Howe	Civics
Bruce Hayden	RMS Science
Huai Penke	Bryan
Alicia Feist	Montclair
Cyndi Baumann	Community
Sherry Hawanell	Ezra
Rhonda Bishop	Cody
Maia Yates	Civics
Paulet Persiano	Civics



BOARD OF EDUCATION
MEETING



FEBRUARY 16, 2004

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
FEBRUARY 16, 2004

AGENDA

Call to Order

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters*
 - 1. *Approval of Board of Education Minutes – February 9, 2004
 - 2. *Approval of Bills
 - 3. *Receive the Treasurer’s Report and Place on File.
- F. Information Items
 - 1. Superintendent’s Report
 - 2. Board Comments/Announcement
- G. Unfinished Business
- H. New Business
 - 1. Approval of Science Framework
 - 2. Approval of Annual Revision of District Safety and Security Procedures
 - 3. Begin Collective Bargaining with Education Paraprofessional Association of Millard (EPAM)
 - 4. Recommendation on Calendar
 - 5. Approval of Personnel Action(s): Resignations, Leaves of Absence, Voluntary Early Separation Program
 - 6. Attorney Evaluation (Executive Session)
 - 7. Land Acquisition (Executive Session)
 - 8. Approval of Attorney Firm
- I. Reports
 - 1. Competitive Grants
 - 2. Legislative Update
 - 3. Annual Revision of District Emergency Management Procedures

Agenda
February 16, 2004
Page 2

J. Future Agenda Items/Board Calendar

1. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.
2. Board of Education Meeting on Monday, March 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Teacher Recognition Day, Tuesday, March 2, 2004 at the Holiday Inn Central, at 7:30 a.m.
4. Committee of the Whole Meeting on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
5. Board of Education Meeting on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Town Hall Meeting on Monday, March 22, 2004 at 7 p.m. at Millard West High School
7. Board of Education Meeting on Monday, April 5, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
8. Committee of the Whole Meeting on Monday, April 12, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
9. Board of Education Meeting on Monday, April 19, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
10. Town Hall Meeting on Monday, April 26, 2004 at Millard North High School at 7 p.m.

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

L. Adjournment

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

7

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
FEBRUARY 16, 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 of Monday, February 9, 2004. (See enclosure.)
- *E.2. Motion by _____, seconded by _____, to approve bills. (See enclosure.)
- *E.3. Motion by _____, seconded by _____, to receive the treasurer's report and place on file. (See enclosure.)
- F.1. Superintendent's Report
- F.2. Board Comments/Announcement
- H.1. Motion by _____, seconded by _____, to approve the Science Framework. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve the annual revision of the District Safety and Security Procedures. (See enclosure.)
- H.3. Motion by _____, seconded by _____, to enter into collective bargaining with EPAM for the 2004-05 school year and appoint Steve Moore and Kirby Eltiste to represent the district in the collective bargaining sessions. (See enclosure.)
- H.4. Motion by _____, seconded by _____, that the current calendar will be revised as follows: February 6 (the fifth snow day) will not be made up. The sixth snow day (if occurring before March 12) will be made up on March 12 with students. If necessary, snow days #7 and #8 would be made up on June 1 and 2, respectively. (See enclosure.)
- H.5. Motion by _____, seconded by _____, to approve Personnel Actions: Resignations, Leaves of Absence, and Voluntary Early Separation. (See enclosure.)

Agenda
February 16, 2004
Page 2

H.6. Attorney Evaluation (Executive Session)

H.7. Land Acquisition (Executive Session)

H.8. Approval of Attorney Firm

I. Reports

1. Competitive Grants
2. Legislative Update
3. Annual Revision of District Emergency Management Procedures

J. Future Agenda Items/Board Calendar.

1. Town Hall Meeting on Monday, February 23, 2004 at Millard South High School at 7 p.m.
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K. Public Comments - This is the proper time for public questions and comments on any topic. Please make sure a request form is given to the Board President before the meeting begins.

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

A meeting 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, February 9, 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 Daily Record on February 6, 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.

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.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Board of Education Minutes for January 12, 2004, to approve the bills, and receive the treasurer's report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Linda Poole provided a summary of the Board Committee of the Whole Meeting on January 19, 2004. The topics on the agenda included summer projects, summer school, and an update on the Master Plan (Strategy 2).

Employees of the Month for February were Stephanie Burdic, media specialist at Millard North High School and Marilyn DeJong, secretary in the Human Resources department at the Don Stroh Administration Center.

Showcase highlighted All State High School Musicians in choir, orchestra, band and jazz band.

Superintendent's Highlights:

1. A calendar with minimum requirements was passed out to each board member. More discussion will continue on the calendar later in the meeting
2. Thursday and Friday, February 12 and 13, 2004, will be parent/teacher conferences. Monday, February 16, 2004 is President's Day. Students will not be in school those days.
3. The new Elementary at 192nd south of Harrison will be funded through the building fund.
4. A Business Advisory meeting will be on Friday, February 13, 2004 at 7:30 a.m. We will be discussing the food service program, and legislation.

5. The first board Town Hall meeting will be held on Monday, February 23, 2004 at Millard South High School at 7 p.m. Slides will be prepared on school finance and growth issues for the board.
6. The deadline for incumbents to file to run for the school board is February 15, 2004. Non-incumbents need to file by March 1, 2004.

COMMENTS FROM THE BOARD:

Mike Kennedy said he received some positive feedback from a communications professor about how well prepared students from the Millard Public Schools are when they come to Creighton University.

Mr. Kennedy reported he has received phone calls on the Montessori and Pre-K program and about snow days and whether or not school would be held after Memorial Day.

Brad Burwell attended the Board of Directors meeting for NASB on January 17, 2004, where they discussed five legislative bills. Discussion also occurred on the financial situation of the Nebraska Association of Schools Boards. They have never been in a better financial position, Mr. Burwell reported. Membership is at a very high rate throughout the state.

Mr. Burwell said he brought up at the meeting about continuing to work with the Nebraska School Athletic Association, which he felt has been lacking. Mr. Burwell and two other members have agreed to meet with Mr. Tenopir within the next six weeks, and he will report back after that meeting.

Linda Poole attended the NASB Board of Directors meeting on January 17, 2004, as well as Mr. Burwell.

Mrs. Poole reported she attended the NSBA Leadership Conference and Federal Relations Network conference last week. The visit to Capitol Hill was cut short because of the Ricin scare in the senate buildings. She said she would be writing letters to the senators in regards to bills that the National School Boards Association supports.

One idea she brought back from the Leadership Conference, which came from one of the media directors from another state, is to showcase the various schools in the district with a presentations by students, lasting 5 minutes, at board meetings. This would give attendees an idea of some of the innovative activities that the students are doing. This would be another positive way to communicate to the community.

Mrs. Poole thanked the staff and community members who came to the strategic planning session last week. The plans, which will be instituted after approved by the board, will take the district to the next level on the way to becoming a world-class school district.

Mike Pate reported on his trip to Washington D.C. for the National School Boards Federal Relations Network Conference. Mr. Pate said he did have an opportunity to talk with the three

Congressional delegation members about 1) full funding for the IDEA program, 2) No Child Left Behind is under funded; and the federal government is proposing a requirement to verify households that are considered free/reduced lunch participants.

He also said, that the school board members gave their perspective as to what school boards face at the state level, as it relates to funding. Because of what is done in Washington, correlates to what happens in the states. If the federal government would fully fund programs they say to implement, this would free up money at the local level to spend on public education.

Mr. Pate said that Senator Chuck Hagel did speak at one of the sessions, and he is a champion for his commitment to fully fund IDEA.

Julie Johnson said she attended a grant writing summit with Congressman Lee Terry, and then was included in another meeting with an under secretary to Secretary Paige. They talked about the impact at the local level by the decisions that are made in Washington.

Mrs. Johnson also thanked the staff, community members, and students who attended the strategic planning session last week.

Julie Johnson said she would be out of town on Monday, February 23, 2004 and will not be able to attend the Town Hall meeting.

Jean Stothert said she, too, attended the strategic planning sessions and wished that every community members could attend or observe what goes on in the strategic planning. Thanks to everyone who attended last week.

The Metropolitan Area Boards of Education will be meeting this week and Millard is the host. Dr. Feldhausen will be presenting on the SIMS Grade Book and the parent access. They will also talk about legislative issues, and teacher grading and report card schedules.

Mrs. Stothert reported she has attended several PTO meetings at various buildings in the district.

Mrs. Stothert said she has received comments about the new food service program from Millard South students. They say the food is wonderful, the quality is very good, but the Ala Carte is kind of pricey.

Julia Beckwith, student representative from Millard North High School, Janet Baack, student representative from Millard West High School, and Stacy Schmidt, student representative from Millard South High School gave their reports on academic and athletic activities that have occurred at their respective high schools.

Motion by Brad Burwell, seconded by Linda Poole, to affirm Policy 1347 – Community – Smoking and Use of Tobacco. Upon roll call vote, all members voted aye. Motion carried

Motion by Mike Kennedy, seconded by Linda Poole, to approve Rule 1347.1 – Community – Smoking and Use of Tobacco. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve the Millard Standards for Science and Social Studies. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Julie Johnson, to approve the Board Appointments as submitted: Director of NASB Region 19 is Brad Burwell, Delegate to NASB Delegate Assembly is Julie Johnson, Americanism Committee is Linda Poole, Brad Burwell, and Mike Kennedy, NASB Legislative Committee representative(s) is Julie Johnson, with Mike Kennedy as alternate, Metropolitan Area Boards of Education is Jean Stothert, Policy 10000 Steering Committee is Mike Kennedy, Millard Public Schools Foundation representative is Mike Pate, the Federal Relations Network representative is Mike Pate, National Federation of Urban Suburban School Districts (NFUSSD) is Linda Poole, with Brad Burwell as the alternate. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, 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. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, 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. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Mike Kennedy, to have students attend school on March 12, 2004. Upon roll call vote, Brad Burwell voted aye. Linda Poole, Jean Stothert, Mike Pate, Julie Johnson and Mike Kennedy voted nay. Motion failed.

Motion by Linda Poole, seconded by Julie Johnson, to give approval for Dr. Rick Kolowski to run for the board of the Natural Resources District. Upon roll call vote, all members voted aye. Motion carried.

Motion by Linda Poole, seconded by Brad Burwell, to approve administrators for hire: Susan Marlatt, assistant principal at Millard North High School, and Kraig Lofquist, Director of Pupil Services. Upon roll call vote, all members voted aye. Motion carried.

Motion by Brad Burwell, seconded by Julie Johnson, to approve Personnel Action(s): Resignations: Tania Renken, Donelle Underwood, Elizabeth Stiles, Susan Nelson, Amy Kelly, Heather Kulus, Shari Owen, Dr. Donna flood, Kelly Sholes, Daniell Pfeiffer; Leaves of Absences: Mary (Kate) Hough, Cheryl Zweedyk, Kristine Heilman, Elizabeth Wallace, Roxanne Wiles, Nicole Deprez, Kimberly Kidder, Karen Beard, Stacey Mielke, Julie Kerkman, Harriot Gilbertson, Kim Baker, Cindy Lundin, Tracy Klein, and Lisa Unger; and Voluntary Early Separation Program: Barbara Lacey, Joanne Stevens, Nancy Anderson, Linda Nickos, Terry Peterson, Sharon Skinner, Vickie Timmons, Richard Pahls, Clara Johnson, Colleen

4.

Spellman, C. Diane Robinson, and Susan Murphy. Upon roll call vote, all members voted aye. Motion carried.

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

Reports given included: An Enrollment Report, a Legislative Update, an Annual Technology Report, Quarterly Investment Report, an Operations & Maintenance Report, and a Preschool Report.

Future Agenda Items/Board Calendar: 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 147th Street. A Town Hall Meeting will be held on Monday, February 23, 2004 at Millard South High School at 7 p.m. A Board of Education Meeting will be held on Monday, March 1, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Committee of the Whole Meeting will be held on Monday, March 8, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, March 15, 2004 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, March 22, 2004 at 7 p.m. at Millard West High School.

At 9:50 p.m. motion by Linda Poole, seconded by Julie Johnson, 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.


SECRETARY

Millard Public Schools
February 16, 2004

Millard Public Schools

Check Register for 2/16/04 - 2/16/04

Date: 2/9/04

Check Number	Date	Vendor No	Vendor Name	Amount
213253	2/16/04	133536	ACTIVE COMMUNITY TREATMENTS INC	1,794.60
213255	2/16/04	010888	ALBERTSONS 2201	50.47
213256	2/16/04	109079	ALLTEL CORPORATION	130.78
213258	2/16/04	012064	AMERICAN MAIL SERVICE INC.	922.42
213259	2/16/04	013496	ASCD	195.00
213260	2/16/04	012507	AT&T	1,127.92
213261	2/16/04	017908	REX J BARKER	66.80
213263	2/16/04	019111	BISHOP BUSINESS EQUIPMENT	100.90
213264	2/16/04	038444	BUROS CENTER FOR TESTING UNL	9,396.00
213265	2/16/04	106983	BUSINESS EQUIPMENT LEASING CO.	378.00
213266	2/16/04	133531	JANE E BYERS	500.00
213267	2/16/04	106851	CHILDREN'S HOME HEALTHCARE	3,080.00
213268	2/16/04	131715	CLARION HOTEL	161.98
213269	2/16/04	022701	SHARON R COMISAR-LANGDON	29.50
213270	2/16/04	027300	CUMMINS GREAT PLAINS DIESEL	262.52
213271	2/16/04	130731	D & D COMMUNICATIONS	390.57
213272	2/16/04	131003	DAILY RECORD	12.50
213273	2/16/04	032240	ANN M DAVIS	131.76
213274	2/16/04	131002	EDWARD D DUELLO	165.62
213275	2/16/04	036520	EASTERN NE HUMAN SERVICES AGENCY	14,742.00
213276	2/16/04	037525	EDUCATIONAL SERVICE UNIT #3	16,875.00
213277	2/16/04	100415	EDUCATIONAL TESTING SERVICE	459.63
213278	2/16/04	038100	ELECTRIC FIXTURE & SUPPLY	2,006.14
213279	2/16/04	131555	FLOORS INC	1,442.00
213280	2/16/04	100307	FOOD SERVICES OF AMERICA	40.65
213281	2/16/04	133539	TIMOTHY C FREDSTROM	1,060.75
213282	2/16/04	043609	GP DIRECT	156.89
213283	2/16/04	047853	HAPPY CAB COMPANY INC	14,594.60
213284	2/16/04	131356	AARON HARPER	350.00
213285	2/16/04	056820	HARRY A KOCH COMPANY	325.00
213286	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	635.11
213287	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	260.79

Millard Public Schools

Check Register for 2/16/04 - 2/16/04

Date: 2/9/04

Check Number	Date	Vendor No	Vendor Name	Amount
213288	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	154.44
213289	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	1,148.28
213290	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	162.88
213291	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	163.86
213293	2/16/04	102451	INTERNATIONAL BACCALAUREATE	540.00
213294	2/16/04	132500	JAMES KROLL	94.64
213296	2/16/04	131498	MOJO RIZIN' INC	37.03
213297	2/16/04	131270	MICHAEL MCKENZIE	140.00
213298	2/16/04	133532	MELANIE MCLEOD	200.00
213300	2/16/04	064833	MIDLANDS BUSINESS JOURNAL	7.50
213301	2/16/04	065844	MOBILITY OPTIONS	542.90
213302	2/16/04	132588	RICHARD L MUFF	250.00
213303	2/16/04	068415	NEBRASKA COUNCIL OF SCHOOL	175.00
213304	2/16/04	068440	NEBRASKA DEPARTMENT OF EDUCATION	18.70
213305	2/16/04	100386	POPULAR WOODWORKING	34.96
213306	2/16/04	073040	PSI GROUP-OMAHA	10,000.00
213307	2/16/04	107539	RUTH & MUELLER LLC	5,809.38
213309	2/16/04	133498	SHARED MOBILITY COACH INC	3,055.50
213310	2/16/04	083221	SHOPNOTES	24.95
213311	2/16/04	133535	LINDY SIMONSEN	100.00
213312	2/16/04	130722	LYON FINANCIAL SERVICES	876.18
213313	2/16/04	132785	JAIME SUAREZ-DELGADO	45.63
213314	2/16/04	133258	CHADWICK A SULLIVAN	47.32
213315	2/16/04	099699	JOYCE SWANSON, CONSULTANT	900.00
213317	2/16/04	108393	NANCY THOMPSON	900.00
213318	2/16/04	132140	TILT GOLF	66.00
213319	2/16/04	131446	TOSHIBA AMERICA INFO SYS INC	96.00
213320	2/16/04	132138	TOYOTA FINANCIAL SERVICES	464.57
213321	2/16/04	133482	DUC TRAN	47.50
213322	2/16/04	090242	UNITED PARCEL SERVICE	215.35
213323	2/16/04	090625	US POSTAL SERVICE	475.00
213324	2/16/04	095674	XEROX CORPORATION (LEASES)	79.00

Millard Public Schools

Check Register for 2/16/04 - 2/16/04

Date: 2/9/04

Check Number	Date	Vendor No	Vendor Name	Amount
213325	2/16/04	108383	ZACHARY ZAISS	70.00
Total for GENERAL FUND				98,788.47
213262	2/16/04	133480	BERINGER CIACCIO DENNELL MABREY	3,690.00
213308	2/16/04	081880	SCHEMMER ASSOCATES INC	4,175.00
Total for SPECIAL BUILDING				7,865.00
213276	2/16/04	037525	EDUCATIONAL SERVICE UNIT #3	45.00
213295	2/16/04	058755	LIDLAW TRANSIT INC	192.92
213316	2/16/04	133491	TESOL 2004	3,820.00
Total for GRANT FUND				4,057.92
213252	2/16/04	133045	A & J CONSTRUCTION	3,150.00
Total for DEPRECIATION				3,150.00
213254	2/16/04	133530	DIMITRI ADLOFF	50.00
213257	2/16/04	133529	SCOTT ALTIC	75.00
213289	2/16/04	049850	HY-VEE FOOD STORE (OAKVIEW DR)	26.76
213292	2/16/04	133397	HY-VEE FOOD STORE (WELCH PLAZA)	30.59
213299	2/16/04	133533	MOLLY L MEYERINK	50.00
Total for ACTIVITY FUND				232.35
213281	2/16/04	133539	TIMOTHY C FREDSTROM	-32.00
Total for				-32.00
Report Total				114,061.74

Millard Public Schools

Check Register for 2/5/04 - 2/5/04

Date: 2/4/04

Check Number	Date	Vendor No	Vendor Name	Amount
213090	2/5/04	133527	AMERICAN CHORAL DIRECTORS ASSOC	160.00
213092	2/5/04	101464	CRETE HIGH SCHOOL	120.00
213093	2/5/04	131352	ELKHORN HIGH SCHOOL	428.00
213094	2/5/04	106773	FIRST NATIONAL BANK VISA	10,274.92
213095	2/5/04	106386	DONNA R HELVERING	1,339.71
213096	2/5/04	133518	MATH/SCIENCE NETWORK	136.00
213097	2/5/04	133517	MONTESSORI OPPORTUNITIES INC	1,400.00
213099	2/5/04	068415	NEBRASKA COUNCIL OF SCHOOL	100.00
213100	2/5/04	068393	NEBRASKA STATE PATROL	20.00
213101	2/5/04	107732	BRIAN L NELSON	340.00
213102	2/5/04	106344	NFL NEBRASKA DISTRICT	265.00
213104	2/5/04	106198	OMAHA CENTRAL HIGH SCHOOL	504.00
213105	2/5/04	106198	OMAHA CENTRAL HIGH SCHOOL	195.00
213107	2/5/04	108487	PHYSICS BOWL AAPT	82.00
213108	2/5/04	090630	US POSTMASTER	148.00
Total for GENERAL FUND				15,512.63
213094	2/5/04	106773	FIRST NATIONAL BANK VISA	540.96
213098	2/5/04	067150	NATIONAL ASSOCIATION OF	155.00
213106	2/5/04	106973	RITA PASKOWITZ	400.00
Total for GRANT FUND				1,095.96
213091	2/5/04	130333	BSI INTERIORS	810.00
213103	2/5/04	131662	JULIA NOYES	800.00
Total for ACTIVITY FUND				1,610.00
Report Total				18,218.59

Hot Lunch Fund		Millard Public Schools		Check Register for 2/16/04 - 2/16/04		Date: 2/9/04
Check Number	Date	Vendor No	Vendor Name	Amount		
18153	2/16/04	108244	FLORENCE ADAMS	32.71		
18154	2/16/04	131267	JUSTIN H. BAINBRIDGE	44.80		
18155	2/16/04	130776	ALAN J. BLUBAUGH	11.20		
18156	2/16/04	133519	BRENDA BRAATEN	32.71		
18157	2/16/04	132022	JOHN RAYMOND BRANDQUIST II	64.00		
18158	2/16/04	133525	EILEEN BULLARD	75.00		
18159	2/16/04	010061	BULLER FIXTURE COMPANY	33.25		
18160	2/16/04	133087	CASH-WA DIST CO INC	96.30		
18161	2/16/04	100346	COCA-COLA BOTTLING OF OMAHA	600.00		
18162	2/16/04	132020	SARAH A DEBUCK	67.20		
18163	2/16/04	010178	LINDA M DOYLE	25.06		
18164	2/16/04	132067	EARTHGRAINS BAKING CO'S INC.	21.85		
18165	2/16/04	133520	ALICE ESCH	32.71		
18166	2/16/04	133179	ROBERT G EVERETT	112.00		
18167	2/16/04	132024	HOLLY ANNE FECH	64.00		
18168	2/16/04	040537	FERGUSON ENTERPRISES INC	4.35		
18169	2/16/04	130964	MINDY L GARGANO	2.24		
18170	2/16/04	010670	GOODWIN TUCKER GROUP	435.30		
18171	2/16/04	133524	ELLEN K. GUDERIAN	32.71		
18172	2/16/04	131761	CAROL HEINZ	9.61		
18173	2/16/04	010280	SAMUEL A PULLEN INC	129.50		
18174	2/16/04	130542	J.M.KOPECKY & CO	86.25		
18175	2/16/04	104010	WILLIAM J. JACKSON	86.40		
18176	2/16/04	010318	BETTY JANECEK	32.71		
18177	2/16/04	130800	ADAM DAVID JOHNSON	32.00		
18178	2/16/04	132029	ANNA KLOSTERMAN	51.20		
18179	2/16/04	132544	KOLPAK	105.00		
18180	2/16/04	010375	DONNA R KOSIBA	44.87		
18181	2/16/04	132032	WILLIAM E LANG	51.20		
18182	2/16/04	132026	TAYLOR EDWARD LOCKETT	25.60		
18183	2/16/04	133521	BEVERLY L. MARINO	32.71		
18184	2/16/04	133180	CHRISTOPHER MCEVOY	51.20		

Hot Lunch Fund		Millard Public Schools		Check Register for 2/16/04 - 2/16/04		Date: 2/9/04
Check Number	Date	Vendor No	Vendor Name	Amount		
18185	2/16/04	133115	JUSTIN D MCWILLIAMS	102.40		
18186	2/16/04	131475	VICENTE MENDOZA	19.20		
18187	2/16/04	133151	TREVOR MULLEN	32.00		
18188	2/16/04	132021	REBECCA NAVIN	120.00		
18189	2/16/04	133522	DIANA NIELSEN	32.71		
18190	2/16/04	100013	OFFICE DEPOT BUS. SVCS. DIV.	29.52		
18191	2/16/04	130771	NICHOLAS JACOB PASCALE	102.40		
18192	2/16/04	133526	LORIE PAUSTIAN	75.00		
18193	2/16/04	102445	EDRIE K PEARCE	65.41		
18194	2/16/04	131348	JUDY P PETERS	32.71		
18195	2/16/04	079365	JUDY A ROGERS	75.00		
18196	2/16/04	131062	JANICE M ROLL	9.90		
18197	2/16/04	130773	AMANDA CATHLINE SCHNEIDER	120.00		
18198	2/16/04	131507	SCHOOL LINK TECHNOLOGIES	9.50		
18199	2/16/04	133122	JERUS SIME	33.60		
18200	2/16/04	133523	KATHLEEN E STORK	32.71		
18201	2/16/04	131503	SUNRISE DONUTS	255.36		
18202	2/16/04	130989	BRAD ANDREW TEPLY	44.80		
18203	2/16/04	130980	BONNIE E TESCH	8.22		
18204	2/16/04	131693	US FOODSERVICE	44.60		
18205	2/16/04	132028	ELIZABETH VANCANTI	51.20		
18206	2/16/04	132019	LINDSEY N WICHITA	188.80		
18207	2/16/04	132739	ANTHONY WEIDEMANN	128.00		
18208	2/16/04	044950	WW GRAINGER INC	567.18		
18209	2/16/04	133117	SHALYNNE M YEAGER	72.00		
				Total for FOOD SERVICE	4,777.86	
				Report Total	4,777.86	

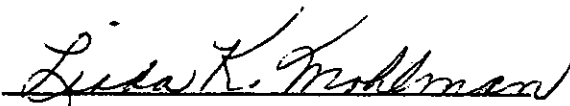
Current Cash Balance Report


ALL Data

Date: 12/01/2003 thru 12/31/2003

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A General Funds					
100 General Fund	83,118.40	0.00	838.25	0.00	82,280.15
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	1,683.77	72.80	94.86	0.00	1,661.71
180 Interest Earned - Checking	5,833.81	38.91	0.00	0.00	5,872.72
190 Interest on Savings	28,093.87	0.00	0.00	0.00	28,093.87
A General Funds Totals:	118,729.85	111.71	933.11	0.00	117,908.45
B Administrative Custody Accts					
200 Staff Development	630.00	0.00	0.00	0.00	630.00
210 Activity Express	61,329.08	3,550.00	1,570.65	0.00	63,308.43
211 Logo Sales	268.50	0.00	0.00	0.00	268.50
215 Hal Field Trips	120.15	0.00	0.00	0.00	120.15
230 Hospitality	0.00	0.00	0.00	0.00	0.00
235 Educational Services Hospitality	71.08	285.00	211.00	0.00	145.08
240 Corporate Cup	-1,023.54	0.00	73.25	0.00	-1,096.79
245 Paybac	737.22	0.00	0.00	0.00	737.22
B Administrative Custody Accts Totals:	62,132.49	3,835.00	1,854.90	0.00	64,112.59
C School Custody Accts					
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	2,558.66	0.00	0.00	0.00	2,558.66
355 CMS Annex Vending	0.00	0.00	0.00	0.00	0.00
360 Facility Use Rental Fee	10,986.90	3,783.75	0.00	0.00	14,770.65
365 Facility Use Building Access	44,720.10	2,576.00	0.00	0.00	47,296.10
366 Facility Use Staffing	3,723.09	2,463.67	0.00	0.00	6,186.76
370 Pre-School Special Education	599.85	0.00	0.00	0.00	599.85
400 Check Collection	0.00	281.88	281.88	0.00	0.00
500 District Wide Coca-Cola	11,086.73	20,795.59	9,048.20	0.00	22,834.12
C School Custody Accts Totals:	133,498.38	29,900.89	9,330.08	0.00	154,069.19
D Investments					
900 Savings	-141,301.38	0.00	0.00	0.00	-141,301.38
D Investments Totals:	-141,301.38	0.00	0.00	0.00	-141,301.38
Report Totals:	173,059.34	33,847.60	12,118.09	0.00	194,788.85


 Linda K. Mohlman, DSAC
 Executive Secretary


 Chris Hughes, DSAC
 Accounting Manager

ALL Data

Current Cash Balance Report

22

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curriculars					
1020 HAL Field Trips	74.00	0.00	51.42	0.00	22.58
A Extra-Curriculars Totals:	74.00	0.00	51.42	0.00	22.58
Report Totals:	74.00	0.00	51.42	0.00	22.58

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by
Group ID and Activity Numbr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,284.98	80.08	0.00	0.00	1,365.06
110 GENERAL FUND	18,719.69	224.22	68.93	0.00	18,874.98
111 INTEREST EARNED CHECKING	637.47	5.70	0.00	0.00	643.17
A ACTIVITY GENERAL FUND Totals:	20,642.14	310.00	68.93	0.00	20,883.21
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	823.64	202.45	0.00	0.00	1,026.09
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	55.64	0.00	0.00	0.00	55.64
D CLUBS AND ORGANIZATIONS Totals:	898.15	202.45	0.00	0.00	1,100.60
E ADMINISTRATIVE CUSTODIAL ACCT					
601 CROSSING GUARD	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	-29.47	0.00	0.00	0.00	-29.47
610 MEDIA	1,644.26	16.00	13.96	0.00	1,646.30
615 FIELD TRIPS	-3,202.74	0.00	165.34	0.00	-3,368.08
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	257.97	0.00	0.00	0.00	257.97
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-1,329.98	16.00	179.30	0.00	-1,493.28
F DISTRICT CUSTODIAL ACCT.					
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 ACCT. Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	20,210.31	528.45	248.23	0.00	20,490.53

Eric Chausse

Crystal Lukem

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

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
1007 Leadership Academy	2,263.75	0.00	0.00	0.00	2,263.75
Totals:	2,263.75	0.00	0.00	0.00	2,263.75
A Extra-Curricular Activities					
1000 Kindergarten Field Trips	630.70	0.00	0.00	0.00	630.70
1001 First Grade Field Trip	571.95	0.00	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	804.50	0.00	0.00	0.00	804.50
1005 Fifth Grade Field Trip	885.86	0.00	0.00	0.00	885.86
1006 Saturday Recreation	354.00	84.00	0.00	0.00	438.00
A Extra-Curricular Activities Totals:	3,887.76	84.00	0.00	0.00	3,971.76
Report Totals:	6,151.51	84.00	0.00	0.00	6,235.51

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	0.00	0.00	0.00	0.00	0.00
110 GENERAL FUND	2,154.96	3.00	33.84	-485.36	1,638.76
115 INTEREST EARNED CHECKING	138.16	2.75	0.00	0.00	140.91
A ACTIVITY GENERAL FUND Totals:	<u>2,293.12</u>	<u>5.75</u>	<u>33.84</u>	<u>-485.36</u>	<u>1,779.67</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,053.97	0.00	30.00	0.00	1,023.97
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
D CLUBS AND ORGANIZATIONS Totals:	<u>1,711.06</u>	<u>0.00</u>	<u>30.00</u>	<u>0.00</u>	<u>1,681.06</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL	1,090.51	15.00	150.00	0.00	955.51
602 HOSPITALITY	957.50	299.75	306.40	485.36	1,436.21
605 D.A.R.E.	224.87	10.00	0.00	0.00	234.87
610 LIBRARY	2,742.71	47.94	0.00	0.00	2,790.65
615 FIELD TRIP	-2,489.65	0.00	408.00	0.00	-2,897.65
620 Art K-5	2,199.09	0.00	78.52	0.00	2,120.57
625 BIRTHDAY BOOK CLUB	417.96	45.00	0.00	0.00	462.96
630 Fundraisèr	195.84	0.00	900.00	0.00	-704.16
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>5,338.83</u>	<u>417.69</u>	<u>1,842.92</u>	<u>485.36</u>	<u>4,398.96</u>
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>9,343.01</u>	<u>423.44</u>	<u>1,906.76</u>	<u>0.00</u>	<u>7,859.69</u>

Michaels Madden
 1/13/04
 Theresa Mueller
 1/27/04

ALL Data

Current Cash Balance Report

26

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg.	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	610.00	0.00	0.00	670.00
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
A Extra-Curricular Activities Totals:	<u>2,869.60</u>	<u>610.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,479.60</u>
Report Totals:	<u>2,869.60</u>	<u>610.00</u>	<u>0.00</u>	<u>0.00</u>	<u>3,479.60</u>

Michael Madsen
 1/13/04
Marta Nielsen
 1/27/04

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	726.38	70.08	103.00	0.00	693.46
110 GENERAL FUND	389.50	0.00	58.32	0.00	331.18
120 INTEREST EARNED CHECKING	239.44	0.54	0.00	0.00	239.98
A ACTIVITY GENERAL FUND Totals:	1,355.32	70.62	161.32	0.00	1,264.62
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	303.57	0.00	250.00	0.00	53.57
D CLUBS AND ORGANIZATIONS Totals:	303.57	0.00	250.00	0.00	53.57
E ADMINISTRATIVE CUSTODIAL ACCT					
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	-1,200.62	0.00	382.15	0.00	-1,582.77
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	45.00	20.00	0.00	0.00	65.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-549.29	20.00	382.15	0.00	-911.44
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	1,109.60	90.62	793.47	0.00	406.75

ALDRICH ELEMENTARY
 DECEMBER RECONCILIATION
 1/7/2004

Angela Albus

ANGELA ALBUS
 SECRETARY

Rich Pahls

RICH PAHLS
 PRINCIPAL

ALL Data

Current Cash Balance Report


28

Date: 12/01/2003 thru 12/31/2003

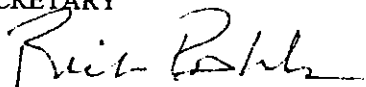
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	0.00	0.00	0.00	0.00
1030 Third Grade	164.50	0.00	0.00	0.00	164.50
1040 Fourth Grade	438.25	0.00	0.00	0.00	438.25
1050 Fifth Grade	318.00	0.00	0.00	0.00	318.00
1060 Kindergarten	265.25	0.00	0.00	0.00	265.25
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	185.00	0.00	0.00	0.00	185.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	1,371.00	0.00	0.00	0.00	1,371.00
Report Totals:	1,371.00	0.00	0.00	0.00	1,371.00

ALDRICH ELEMENTARY
DECEMBER RECONCILIATION
1/7/2004



ANGELA ALBUS
SECRETARY



RICH PAHLS
PRINCIPAL

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL	3,681.80	0.00	58.54	-568.22	3,055.04
110 VENDING	110.66	0.00	82.65	0.00	28.01
125 Interest Earned	16.83	5.62	0.00	0.00	22.45
A ACTIVITY GENERAL FUND Totals:	3,809.29	5.62	141.19	-568.22	3,105.50
B Mini-Classes					
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 Mini-Classes Totals:	0.00	0.00	0.00	0.00	0.00
C SCHOOL CUSTODIAL ACCT.					
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	4,675.73	0.00	0.00	0.00	4,675.73
400 Technology	963.10	0.00	0.00	0.00	963.10
401 "Read a thon" for Winnebago	175.53	0.00	0.00	0.00	175.53
C SCHOOL CUSTODIAL ACCT. Totals:	13,547.91	0.00	0.00	0.00	13,547.91
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,108.96	196.91	329.38	0.00	976.49
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
D CLUBS AND ORGANIZATIONS Totals:	2,108.96	196.91	329.38	0.00	1,976.49
E ADMINISTRATIVE CUSTODIAL					
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	3,168.88	0.00	0.00	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	576.00	568.22	-2,542.69
E ADMINISTRATIVE CUSTODIAL Totals:	1,034.41	0.00	576.00	568.22	1,026.63
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	20,500.57	202.53	1,046.57	0.00	19,656.53

Kevin J. Chalk
Kevin J. Chalk

ALL Data

Current Cash Balance Report

Date: 08/01/2002 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-curricular					
100 Kdg. Field Trip	0.00	628.15	0.00	0.00	628.15
101 First Grade Field Trip	0.00	566.00	0.00	0.00	566.00
201 Second Grade Field Trip	0.00	170.00	0.00	0.00	170.00
210 do not use	0.00	2,520.00	2,520.00	0.00	0.00
301 Third Grade Field Trip	0.00	684.50	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	788.00	0.00	0.00	788.00
616 do not use	0.00	7,421.39	7,419.39	-2.00	0.00
A Extra-curricular Totals:	0.00	12,778.04	9,939.39	-2.00	2,836.65
B Clubs +					
202 Choir/T shirts	0.00	642.00	0.00	0.00	642.00
B Clubs + Totals:	0.00	642.00	0.00	0.00	642.00
C Mini-Classes					
1200 Scrapbooking	0.00	667.00	79.00	0.00	588.00
1300 Crafts K-2	0.00	850.00	170.00	0.00	680.00
1350 Crafts 3-5	0.00	500.00	100.00	0.00	400.00
1400 Knitting	0.00	220.00	0.00	0.00	220.00
1500 Hip-Hop Dance	0.00	580.00	0.00	0.00	580.00
1600 Stamping	0.00	510.00	170.55	0.00	339.45
C Mini-Classes Totals:	0.00	3,327.00	519.55	0.00	2,807.45
Report Totals:	0.00	16,747.04	10,458.94	-2.00	6,286.10

ALL Data

Current Cash Balance Report

31

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	213.93	193.32	119.40	0.00	287.85
110 GENERAL FUND	19,681.16	10.03	338.23	0.00	19,352.96
200 CHECKING INTEREST	97.33	5.14	0.00	0.00	102.47
A ACTIVITY GENERAL FUND Totals:	19,992.42	208.49	457.63	0.00	19,743.28
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,483.02	0.00	0.00	0.00	1,483.02
D CLUBS AND ORGANIZATIONS Totals:	1,483.02	0.00	0.00	0.00	1,483.02
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 EARLY CHILDHOOD	0.00	0.00	0.00	0.00	0.00
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,583.22	40.00	0.00	0.00	2,623.22
615 FIELD TRIPS	-1,213.79	0.00	82.67	0.00	-1,296.46
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,369.43	40.00	82.67	0.00	1,326.76
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	22,844.87	248.49	540.30	0.00	22,553.06

Pat Rhodes

Bryan Elementary School

Jolly Peterson, Sec.

01/19/2004 03:15:00 PM

Page 1

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1001 Kindergarten	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	429.65	0.00	-5.75	423.90
1030 Third Grade	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade	0.00	329.25	0.00	0.00	329.25
1050 Fifth Grade	157.50	0.00	0.00	0.00	157.50
A Extra-Curricular Activities Totals:	<u>593.46</u>	<u>758.90</u>	<u>0.00</u>	<u>-5.75</u>	<u>1,346.61</u>
Report Totals:	593.46	758.90	0.00	-5.75	1,346.61

*Pat Rhodes**Patricia Peterson, Sec*

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,938.59	60.08	0.00	0.00	2,998.67
110 GENERAL	12,190.40	86.63	769.84	0.00	11,507.19
130 HOSPITALITY	550.89	0.00	25.00	0.00	525.89
140 INTEREST EARNED CHECKING	731.60	5.29	0.00	0.00	736.89
A ACTIVITY GENERAL FUND Totals:	16,411.48	152.00	794.84	0.00	15,768.64
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,042.45	414.50	0.00	0.00	3,456.95
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	3,119.68	414.50	0.00	0.00	3,534.18
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	-232.14	0.00	77.92	0.00	-310.06
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,161.14	0.00	68.65	0.00	4,092.49
615 PAYBAC	415.47	0.00	0.00	0.00	415.47
625 BOWLING	14.95	0.00	0.00	0.00	14.95
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,359.42	0.00	146.57	0.00	4,212.85
F DISTRICT CUSTODIAL					
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	23,890.58	566.50	941.41	0.00	23,515.67

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

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

34 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	464.40	78.00	0.00	0.00	542.40
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	165.00	0.00	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
A EXTRA-CURRICULAR ACTIVITIES Totals:	<u>701.40</u>	<u>78.00</u>	<u>0.00</u>	<u>0.00</u>	<u>779.40</u>
Report Totals:	701.40	78.00	0.00	0.00	779.40

Submitted by: *Judy Hansen*
 Approved by: *D. Nielsen*

ALL Data

Current Cash Balance Report

35

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	916.52	117.00	123.92	0.00	909.60
110 GENERAL	5,827.19	10.50	330.61	0.00	5,507.08
120 TECHNOLOGY FUND	595.97	0.00	0.00	0.00	595.97
130 COFFEE	59.45	0.00	8.08	0.00	51.37
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	805.52	5.32	0.00	0.00	810.84
180 PTA DISCRETIONARY	75.72	750.00	0.00	0.00	825.72
190 ASSIGNMENT NOTEBOOKS	61.04	0.00	0.00	0.00	61.04
A ACTIVITY GENERAL FUND Totals:	8,341.41	882.82	462.61	0.00	8,761.62
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,486.36	3,956.64	2,029.91	0.00	4,413.09
502 CODY APPAREL	526.83	110.00	137.15	0.00	499.48
520 STUDENT CLUBS	2,104.17	0.00	928.50	0.00	1,175.67
530 LOVE AND LOGIC	112.00	0.00	0.00	0.00	112.00
D CLUBS AND ORGANIZATIONS Totals:	5,229.16	4,066.64	3,095.56	0.00	6,200.24
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	644.68	0.00	224.73	0.00	419.95
610 MEDIA	2,264.24	50.50	326.46	0.00	1,988.28
611 MEDIA - DONATIONS	4,500.00	0.00	0.00	0.00	4,500.00
615 FIELD TRIP	-549.73	0.00	142.83	0.00	-692.56
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	2,840.18	5.77	350.00	0.00	2,495.95
E ADMINISTRATIVE CUSTODIAL FUND Totals:	9,701.12	56.27	1,044.02	0.00	8,713.37
F DISTRICT CUSTODIAL FUNDS					
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
F DISTRICT CUSTODIAL FUNDS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	23,271.69	5,005.73	4,602.19	0.00	23,675.23

Inna Dethloff,
Secretary
Nick Mayrman,
Principal

23,675.23 +
713.75 +
24,388.98 *

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

36 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	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	160.00	0.00	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
A Extra-Curricular Activities Totals:	713.75	0.00	0.00	0.00	713.75
Report Totals:	713.75	0.00	0.00	0.00	713.75

Lynn Dethloff,
Secretary
Nick Meyerly
Principal

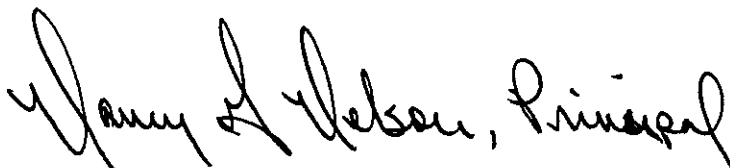
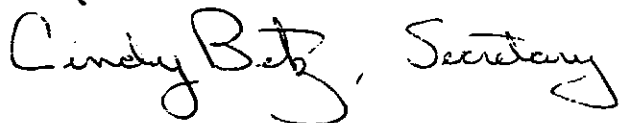
Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,348.76	87.61	0.00	0.00	1,436.37
110 GENERAL FUND	1,829.23	0.00	33.31	0.00	1,795.92
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	3,876.78	0.00	0.00	0.00	3,876.78
600 Interest earned	435.00	2.13	0.00	0.00	437.13
A ACTIVITY GENERAL FUND Totals:	7,489.77	89.74	33.31	0.00	7,546.20
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	439.60	0.00	157.85	0.00	281.75
D CLUBS AND ORGANIZATIONS Totals:	439.60	0.00	157.85	0.00	281.75
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE BASE	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
605 READ	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	541.67	0.00	0.00	0.00	541.67
615 FIELD TRIPS	166.33	82.67	61.50	0.00	187.50
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	609.85	657.25	0.00	-81.21
645 ART	0.00	0.00	0.00	0.00	0.00
650 GRANT MONEY	0.00	700.00	0.00	0.00	700.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	865.19	1,392.52	718.75	0.00	1,538.96
F DISTRICT CUSTODIAL					
700 REIMBURSEMENTS	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	8,794.56	1,482.26	909.91	0.00	9,366.91

ALL Data

Current Cash Balance Report

38

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
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	428.80	0.00	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>748.70</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>748.70</u>
Report Totals:	<u>748.70</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>748.70</u>

Garry A. Nelson, Principal
Cindy Betz, Secretary

ALL Data

Current Cash Balance Report

39

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,329.59	57.06	0.00	0.00	3,386.65
110 GENERAL FUND	3,896.33	900.00	46.19	0.00	4,750.14
200 INTEREST EARNED CHECKING	649.78	2.57	0.00	0.00	652.35
A ACTIVITY GENERAL FUND Totals:	7,875.70	959.63	46.19	0.00	8,789.14
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	354.87	0.00	112.28	0.00	242.59
D CLUBS AND ORGANIZATIONS Totals:	354.87	0.00	112.28	0.00	242.59
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	599.27	525.00	104.26	0.00	1,020.01
610 LIBRARY	1,771.39	17.87	162.00	0.00	1,627.26
615 FIELD TRIPS	-1,724.20	0.00	0.00	0.00	-1,724.20
620 PTO	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	646.46	542.87	266.26	0.00	923.07
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	1,888.72	0.00	0.00	0.00	1,888.72
F DISTRICT CUSTODIAL Totals:	1,888.72	0.00	0.00	0.00	1,888.72
Report Totals:	10,765.75	1,502.50	424.73	0.00	11,843.52

Yvonne Larkin 1/12/04
M. Paul Schaffer 1/12/04

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

40 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA-CURRICULAR ACTIVITIES					
1010 Kdgn Field Trips	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
A EXTRA-CURRICULAR ACTIVITIES Totals:	<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

Date: 12/01/2003 thru 12/31/2003

Arranged by
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	635.45	0.00	49.98	0.00	585.47
110 GENERAL FUND	9,407.96	28.32	118.52	0.00	9,317.76
120 Interest on checking	416.93	3.23	0.00	0.00	420.16
A ACTIVITY GENERAL FUND Totals:	10,460.34	31.55	168.50	0.00	10,323.39
D CLUBS AND ORGANIZATIONS					
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	661.50	23.00	0.00	0.00	684.50
525 Bowling/Pizza	0.00	0.00	0.00	0.00	0.00
550 Pencils	186.75	46.50	0.00	0.00	233.25
590 BOOKS-HELEN LESTER	0.00	0.00	0.00	0.00	0.00
655 Landscaping	71.06	0.00	0.00	0.00	71.06
690 Marquee Fund	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	1,162.89	69.50	0.00	0.00	1,232.39
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	298.57	0.00	30.52	0.00	268.05
606 MAGAZINES	517.50	0.00	0.00	0.00	517.50
610 LIBRARY	2,752.39	16.50	15.49	0.00	2,753.40
615 FIELD TRIPS	-609.68	0.00	0.00	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	-22.92	0.00	7.99	0.00	-30.91
635 Reading Incentive	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,957.54	16.50	54.00	0.00	2,920.04
Report Totals:	14,580.77	117.55	222.50	0.00	14,475.82

Diane Beverly, Sec
Carol Beaty, Principal

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
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
A Extra-Curricular Activities Totals:	628.80	0.00	0.00	0.00	628.80
Report Totals:	628.80	0.00	0.00	0.00	628.80

Jane Beverly, Sec
Carol Beatty, Principal

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	869.84	156.20	244.52	0.00	880.52
110 GENERAL FUND	3,188.24	903.00	1,746.45	0.00	2,344.79
115 Interest Earned Checking	550.35	2.54	0.00	0.00	552.89
A ACTIVITY GENERAL FUND Totals:	4,718.43	1,060.74	1,990.97	0.00	3,788.20
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	1,443.55	0.00	251.00	0.00	1,192.55
D CLUBS AND ORGANIZATIONS Totals:	1,443.55	0.00	251.00	0.00	1,192.55
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	783.73	148.75	757.49	0.00	174.99
615 FIELD TRIPS	2,011.29	0.00	165.34	0.00	1,845.95
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
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,766.64	148.75	922.83	0.00	2,992.56
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	2,740.00	0.00	0.00	0.00	2,740.00
F DISTRICT CUSTODIAL Totals:	2,740.00	0.00	0.00	0.00	2,740.00
Report Totals:	12,868.62	1,209.49	3,164.80	0.00	10,713.31

Pam Shelton 1-15-04
Bob Jahn 1-15-04

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

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
B. J. P. 1-15-04

Current Cash Balance Report

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ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	658.11	57.57	0.00	0.00	715.68
110 General	3,766.34	0.00	648.73	0.00	3,117.61
112 Bank Charges and Interest	18.61	2.11	0.00	0.00	20.72
A ACTIVITY GENERAL FUND Totals:	4,443.06	59.68	648.73	0.00	3,854.01
D CLUBS AND ORGANIZATIONS					
501 Student Council	633.42	0.00	75.14	0.00	558.28
502 YEARBOOK	67.62	0.00	0.00	0.00	67.62
611 Hitchcock Clothing	95.41	709.55	0.00	0.00	804.96
D CLUBS AND ORGANIZATIONS Totals:	796.45	709.55	75.14	0.00	1,430.86
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	317.61	0.00	0.00	0.00	317.61
603 Field Trip	-756.99	0.00	165.34	0.00	-922.33
604 Classroom Supplies	0.00	0.00	0.00	0.00	0.00
605 READ	833.03	257.54	0.00	0.00	1,090.57
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	1,953.61	6.68	0.00	0.00	1,960.29
612 HOSPITALITY	0.00	0.00	0.00	0.00	0.00
613 Art Fund	1,023.36	0.00	0.00	0.00	1,023.36
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.0
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,370.62	264.22	165.34	0.00	3,469.50
F DISTRICT CUSTODIAL					
620 Convention	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	8,610.13	1,033.45	889.21	0.00	8,754.37

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1001 Kindergarten	88.00	103.70	0.00	0.00	191.70
Totals:	88.00	103.70	0.00	0.00	191.70
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	79.75	126.35	0.00	0.00	206.10
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	376.10	0.00	0.00	0.00	376.10
A Extra-Curricular Activities Totals:	603.65	126.35	0.00	0.00	730.00
Report Totals:	691.65	230.05	0.00	0.00	921.70

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Numt

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	2,767.67	220.77	91.93	0.00	2,896.51
110 GENERAL FUND	4,959.91	359.97	1,530.44	0.00	3,789.44
200 INTEREST EARNED CHECKING	525.42	0.00	0.00	0.00	525.42
A ACTIVITY GENERAL FUND Totals:	8,253.00	580.74	1,622.37	0.00	7,211.37
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,029.25	329.82	32.00	0.00	2,327.07
D CLUBS AND ORGANIZATIONS Totals:	2,029.25	329.82	32.00	0.00	2,327.07
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	2,476.99	0.00	0.00	0.00	2,476.99
615 FIELD TRIPS	-148.77	0.00	390.67	0.00	-539.44
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,328.22	0.00	390.67	0.00	1,937.55
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	12,610.47	910.56	2,045.04	0.00	11,475.99

SUBMITTED BY: Mary BobkaPOSITION: SecretaryAPPROVED: 

ALL Data

Current Cash Balance Report

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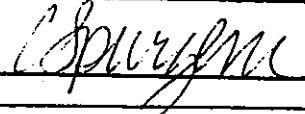
Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade	325.25	0.00	0.00	0.00	325.25
1020 Second Grade	349.25	9.50	0.00	0.00	358.75
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	418.00	0.00	0.00	418.00
1060 Kindergarten	257.00	0.00	0.00	0.00	257.00
A Extra-Curricular Activities Totals:	1,316.00	427.50	0.00	0.00	1,743.50
Report Totals:	1,316.00	427.50	0.00	0.00	1,743.50

SUBMITTED BY: Mary Bobka

POSITION: Secretary

APPROVED: 

Current Cash Balance Report

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ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	659.05	245.32	115.93	0.00	788.44
110 GENERAL	4,079.26	11.00	345.34	0.00	3,744.92
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	92.23	3.73	0.00	0.00	95.96
A ACTIVITY GENERAL FUND Totals:	4,830.54	260.05	461.27	0.00	4,629.32
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	436.95	0.00	107.43	0.00	329.52
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	438.79	0.00	107.43	0.00	331.36
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	1,632.56	253.00	494.88	0.00	1,390.68
604 ART	2,743.55	0.00	7.15	0.00	2,736.40
606 MINI CLASSES	-2,733.00	0.00	0.00	0.00	-2,733.00
607 PE/MUSIC	5,149.05	72.00	479.50	0.00	4,741.55
610 LIBRARY	1,205.04	410.21	0.00	0.00	1,615.25
612 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
615 FIELD TRIPS	-3,703.29	0.00	1,127.69	0.00	-4,830.98
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,293.91	735.21	2,109.22	0.00	2,919.90
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	9,563.24	995.26	2,677.92	0.00	7,880.58

Ann Thomas
Ann Thomas, Secretary – Montclair Elementary

Kara R. Hutton
Kara Hutton, Principal – Montclair Elementary

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1000 Kindergarten	288.20	0.00	0.00	0.00	288.20
1010 First Grade	0.00	0.00	0.00	0.00	0.00
1020 Second Grade	0.00	354.75	0.00	0.00	354.75
1030 Third Grade	255.20	0.00	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	1,588.90	218.00	0.00	0.00	1,806.90
2010 Primary Montessori	617.35	0.00	0.00	0.00	617.35
2020 Intermediate Montessori	886.20	0.00	0.00	0.00	886.20
2030 Preschool	123.00	211.75	0.00	0.00	334.75
3000 Mini Classes	2,733.00	0.00	0.00	0.00	2,733.00
Totals:	<u>6,937.35</u>	<u>784.50</u>	<u>0.00</u>	<u>0.00</u>	<u>7,721.85</u>
Report Totals:	6,937.35	784.50	0.00	0.00	7,721.85

*Ann Thomas*Ann Thomas, Secretary – Montclair Elementary*Kara L. Hutton*Kara Hutton, Principal – Montclair Elementary

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

51 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	431.83	0.00	57.65	0.00	374.18
110 GENERAL FUND	1,566.93	0.00	784.85	0.00	782.08
115 INTEREST EARNED CHECKING	85.82	1.48	0.00	0.00	87.30
A ACTIVITY GENERAL FUND Totals:	2,084.58	1.48	842.50	0.00	1,243.56
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,099.56	0.00	1,180.89	0.00	918.67
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
D CLUBS AND ORGANIZATIONS Totals:	2,140.79	0.00	1,180.89	0.00	959.90
E ADMINISTRATIVE CUSTODIAL ACCT					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
601 SITE BASE	65.26	0.00	0.00	0.00	65.26
602 HOSPITALITY	809.71	0.00	120.82	0.00	688.89
603 FIELD TRIPS	-673.83	0.00	0.00	0.00	-673.83
605 READ	43.64	0.00	0.00	250.00	293.64
610 LIBRARY	1,750.23	0.00	51.14	-250.00	1,449.09
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	860.73	0.00	98.00	0.00	762.73
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,855.74	0.00	269.96	0.00	2,585.78
Report Totals:	7,081.11	1.48	2,293.35	0.00	4,789.24

TINA Nimmo

Tina Nimmo
Suzanne Henman

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

52 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
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
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>955.30</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>955.30</u>
Report Totals:	<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

53

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Numr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUNE					
100 VENDING	2,419.97	140.18	0.00	0.00	2,560.15
110 GENERAL	9,627.52	311.70	1,689.60	0.00	8,249.62
125 INTEREST EARNED	49.39	4.37	0.00	0.00	53.76
A ACTIVITY GENERAL FUNE Totals:	12,096.88	456.25	1,689.60	0.00	10,863.53
D CLUBS AND ORGANIZATIONS					
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	121.62	0.00	36.02
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
D CLUBS AND ORGANIZATIONS Totals:	2,560.26	0.00	121.62	0.00	2,438.64
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SITE-BASE	0.00	0.00	0.00	0.00	0.00
602 STAFF HOSPITALITY	458.34	65.00	142.55	0.00	380.79
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	-2,272.82	0.00	165.34	0.00	-2,438.16
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,780.62	65.00	307.89	0.00	3,537.73
F DISTRICT CUSTODIAL					
802 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	18,437.76	521.25	2,119.11	0.00	16,839.5

1-14-04 *Ann Shearer*

1/14/04 *Ann Shearer*

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra Curriculars					
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	821.20	0.00	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	282.75	0.00	0.00	0.00	282.75
A Extra Curriculars Totals:	<u>2,688.95</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,688.95</u>
Report Totals:	<u>2,688.95</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,688.95</u>

1-14-04 Debbie Shearer
 1-14-04 Bonnie Kolowski

ALL Data

Current Cash Balance Report

55

Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	1,204.29	122.02	139.92	0.00	1,186.39
110 General	3,586.86	343.85	535.13	0.00	3,395.58
120 Interest Earned Checking	76.08	3.77	0.00	0.00	79.83
A ACTIVITY GENERAL FUND Totals:	4,867.21	469.64	675.05	0.00	4,661.80
D CLUBS AND ORGANIZATIONS					
501 Student Council	1,408.52	280.00	272.31	0.00	1,416.21
502 5th Grade Club	60.52	0.00	0.00	0.00	60.52
D CLUBS AND ORGANIZATIONS Totals:	1,469.04	280.00	272.31	0.00	1,476.73
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base Plan Annual Updates	1,190.87	0.00	0.00	0.00	1,190.87
602 Staff Hospitality	1,025.08	25.00	91.00	0.00	959.08
603 Field Trips	-1,906.52	0.00	663.40	0.00	-2,569.92
608 Grants	188.00	0.00	0.00	0.00	188.00
609 Technology	1,357.52	154.70	0.00	0.00	1,512.22
610 Media	2,348.50	31.48	5.00	0.00	2,374.98
611 Cultural Arts	552.38	0.00	0.00	0.00	552.38
612 Safety Patrol	-18.04	0.00	53.13	0.00	-71.17
614 SP MONTESSORI	1,276.78	0.00	0.00	0.00	1,276.78
615 PayBac	1,135.78	0.00	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	540.86	0.00	0.00	0.00	540.86
620 NORRIS SPECIAL PROJECTS	510.00	1,000.00	0.00	0.00	1,510.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	8,201.21	1,211.18	812.53	0.00	8,599.86
G DISTRICT CUST. ACCOUNTS					
800 Reimbursement	0.00	0.00	0.00	0.00	0.00
802 Convention	41.22	0.00	0.00	0.00	41.22
G DISTRICT CUST. ACCOUNTS Totals:	41.22	0.00	0.00	0.00	41.22
Report Totals:	14,578.68	1,960.82	1,759.89	0.00	14,779.61

ALL Data

Current Cash Balance Report

56

Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extra-Curricular Activities					
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	1,223.00	86.00	0.00	0.00	1,309.00
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	328.00	0.00	0.00	328.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
A Extra-Curricular Activities Totals:	<u>2,093.50</u>	<u>414.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,507.50</u>
Report Totals:	<u>2,093.50</u>	<u>414.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,507.50</u>

ALL Data

Current Cash Balance Report

57

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 unused library account	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	4,295.54	117.65	250.20	0.00	4,162.99
110 GENERAL FUND	5,774.48	920.00	250.74	0.00	6,443.74
125 interest earned checking	1,061.78	5.93	0.00	0.00	1,067.71
A ACTIVITY GENERAL FUND Totals:	11,131.80	1,043.58	500.94	0.00	11,674.44
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,703.84	20.33	0.00	0.00	1,724.17
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	1.82	46.00	0.00	0.00	47.82
D CLUBS AND ORGANIZATIONS Totals:	1,705.66	66.33	0.00	0.00	1,771.99
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	1,314.94	0.00	0.00	0.00	1,314.94
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,940.78	616.26	3,203.40	0.00	2,353.64
615 FIELD TRIPS	1,106.23	0.00	0.00	0.00	1,106.23
620 PAYBACK PARTNER	807.21	141.81	0.00	0.00	949.02
625 CORPORATE DONATIONS	1,766.04	85.80	0.00	0.00	1,851.84
630 SPELL-A-THON	1,361.57	0.00	323.26	0.00	1,038.31
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	152.00	0.00	1,029.88
E ADMINISTRATIVE CUSTODIAL Totals:	13,553.22	843.87	3,678.66	0.00	10,718.43
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	686.50	0.00	0.00	0.00	686.50
F DISTRICT CUSTODIAL Totals:	686.50	0.00	0.00	0.00	686.50
Report Totals:	27,077.18	1,953.78	4,179.60	0.00	24,851.36

PRINCIPAL *Jane Wesley*

SECRETARY *Milly Van Roy*

ALL Data

Current Cash Balance Report

58

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
1005 KG FIELD TRIPS	85.75	345.50	0.00	0.00	431.25
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
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>1,186.25</u>	<u>345.50</u>	<u>0.00</u>	<u>0.00</u>	<u>1,531.75</u>
Report Totals:	1,186.25	345.50	0.00	0.00	1,531.75

PRINCIPAL Jeni Wasley

SECRETARY Mary Van Roy

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

59

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	10,663.84	90.65	89.36	0.00	10,665.13
110 VENDING	2,621.27	102.63	0.00	0.00	2,723.90
120 INTEREST EARNED CHECKING	313.25	4.19	0.00	0.00	317.44
A ACTIVITY GENERAL FUND Totals:	13,598.36	197.47	89.36	0.00	13,706.47
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	793.37	732.93	623.12	0.00	903.18
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	818.37	732.93	623.12	0.00	928.18
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	3,013.31	39.00	0.00	0.00	3,052.31
305 FIELD TRIPS	-1,011.80	0.00	781.34	0.00	-1,793.14
310 HOSPITALITY	567.72	95.00	128.53	0.00	534.19
320 BIRTHDAY BOOK CLUB	231.97	60.00	0.00	0.00	291.97
330 GRANTS	0.00	0.00	0.00	0.00	0.00
340 PTA	0.00	0.00	0.00	0.00	0.00
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	2,801.20	194.00	909.87	0.00	2,085.33
Report Totals:	17,217.93	1,124.40	1,622.35	0.00	16,719.98

Handwritten:
 Brad Sullivan
 1-17-04
 1-17-04

ALL Data

Current Cash Balance Report

60

Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Classroom Collections					
1000 Kindergarten	357.75	0.00	0.00	0.00	357.75
1001 1st Grade	0.00	0.00	0.00	0.00	0.00
1002 2nd Grade	175.50	533.25	0.00	0.00	708.75
1003 3rd Grade	0.00	540.00	0.00	0.00	540.00
1004 4th Grade	0.00	0.00	0.00	0.00	0.00
1005 5th Grade	773.35	6.35	0.00	0.00	779.70
1010 Self Contained Room	0.00	0.00	0.00	0.00	0.00
1020 Preschool	56.25	0.00	0.00	0.00	56.25
A Classroom Collections Totals:	<u>1,362.85</u>	<u>1,079.60</u>	<u>0.00</u>	<u>0.00</u>	<u>2,442.45</u>
B Clubs					
2000 Student Council	0.00	0.00	0.00	0.00	0.00
2010 Chorus	0.00	0.00	0.00	0.00	0.00
B Clubs Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>1,362.85</u>	<u>1,079.60</u>	<u>0.00</u>	<u>0.00</u>	<u>2,442.45</u>

Handwritten:
 Brad Sullivan
 1-19-04
 1-21-04

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by
Group ID and Activity No

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	249.20	114.12	97.56	0.00	265.76
110 General Fund	3,890.79	906.25	0.00	0.00	4,797.04
120 PRINCIPAL'S ADMIN. FUND	244.73	0.00	0.00	0.00	244.73
130 Interest Earned Checking	478.05	2.89	0.00	0.00	480.94
140 WEDNESDAY CLASSES/MI	4.25	0.00	0.00	0.00	4.25
A General Fund Totals:	4,867.02	1,023.26	97.56	0.00	5,792.72
B Clubs & Organizations					
501 Student Council	2,322.73	586.30	526.72	0.00	2,382.31
B Clubs & Organizations Totals:	2,322.73	586.30	526.72	0.00	2,382.31
C Administrative Custodial					
600 KG Classroom Activity	0.00	0.00	0.00	0.00	0.00
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Hospitality	0.00	0.00	0.00	0.00	0.00
605 1st Classroom Activity	0.00	0.00	0.00	0.00	0.00
606 Books and Magazines	0.00	0.00	0.00	0.00	0.00
610 Library	2,665.19	110.00	79.42	0.00	2,695.77
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-684.28	0.00	0.00	0.00	-684.28
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	402.92	10.00	0.00	0.00	412.92
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	3,190.00	46.00	2,517.00	0.00	719.00
C Administrative Custodial Totals:	5,626.17	166.00	2,596.42	0.00	3,195.75
D District Custodial					
700 Reimbursement	0.00	0.00	0.00	0.00	0.00
720 Convention	57.81	0.00	0.00	0.00	57.81
D District Custodial Totals:	57.81	0.00	0.00	0.00	57.81
Report Totals:	12,873.73	1,775.56	3,220.70	0.00	11,428.59

Kim Rucio
Susan Anglin

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by
Group ID and Activity Number

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	157.50	0.00	0.00	157.50
10003 3rd Grade Field Trip	235.00	3.00	0.00	0.00	238.00
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>160.50</u>	<u>0.00</u>	<u>0.00</u>	<u>683.25</u>
Report Totals:	522.75	160.50	0.00	0.00	683.25

ALL Data

Current Cash Balance Report

63

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Numb

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	9,020.36	0.00	75.08	0.00	8,945.28
110 VENDING	1,133.53	170.22	0.00	0.00	1,303.75
120 INTEREST EARNED CHECKING	339.74	4.60	0.00	0.00	344.34
A ACTIVITY GENERAL FUND Totals:	10,493.63	174.82	75.08	0.00	10,593.37
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	240.53	0.00	0.00	0.00	240.53
B CLUBS AND ORGANIZATIONS Totals:	240.53	0.00	0.00	0.00	240.53
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	1,041.22	0.00	237.07	0.00	804.15
310 MEDIA	3,834.90	-21.76	113.95	0.00	3,699.19
315 FIELD TRIPS	-1,037.69	0.00	165.34	0.00	-1,203.03
320 BIRTHDAY BOOK CLUB	2,268.70	0.00	0.00	0.00	2,268.70
330 DONATIONS	1,739.63	0.00	0.00	0.00	1,739.63
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	7,846.76	-21.76	516.36	0.00	7,308.64
Report Totals:	18,580.92	153.06	591.44	0.00	18,142.54

Karen Sullivan
1-19-04

Charles J. Sullivan
1-19-04

ALL Data

Current Cash Balance Report

64

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	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	578.00	0.00	0.00	578.00
A EXTRA CURRICULAR ACTIVITIES Totals:	<u>1,491.46</u>	<u>578.00</u>	<u>0.00</u>	<u>0.00</u>	<u>2,069.46</u>
Report Totals:	1,491.46	578.00	0.00	0.00	2,069.46

KS 1-19-04
Andrew A. [Signature]
1-19-04

ALL Data

Current Cash Balance Report

65

Date: 12/01/2003 thru 12/31/2003

Arranged by
Group ID and Activity Nu

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	1,352.48	72.59	30.10	0.00	1,394.97
101 STUDENT VENDING	2,821.57	105.14	0.00	0.00	2,926.71
110 GENERAL FUND	4,164.72	15.00	0.00	0.00	4,179.72
115 INTEREST EARNED CHECKING	311.54	3.13	0.00	0.00	314.67
A ACTIVITY GENERAL FUND Totals:	8,650.31	195.86	30.10	0.00	8,816.07
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	765.11	155.00	26.40	0.00	893.71
901 US WEST VOLUNTEER GRANTS & OTHERS	878.63	75.87	0.00	0.00	954.50
D CLUBS AND ORGANIZATIONS Totals:	1,643.74	230.87	26.40	0.00	1,848.21
E ADMINISTRATIVE CUSTODIAL ACCT					
610 MEDIA	1,830.25	162.37	15.43	0.00	1,977.19
615 FIELD TRIPS	-1,864.70	0.00	0.00	0.00	-1,864.70
701 TECHNOLOGY	982.61	69.00	91.00	0.00	960.61
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT. Totals:	948.16	231.37	106.43	0.00	1,073.10
F DISTRICT CUSTODIAL					
700 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
H OUTDOOR LEARNING ENVIRONMENT (OLE)					
3000 BRICK ORDERS & OTHER	180.43	1,829.00	1,153.65	0.00	855.78
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	180.43	1,829.00	1,153.65	0.00	855.78
Report Totals:	11,422.64	2,487.10	1,316.58	0.00	12,593.16

Cathy [Signature]
Jan Keller

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

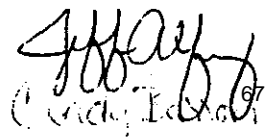
Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
G STUDENT FEES					
1000 CHOIR	0.00	0.00	0.00	0.00	0.00
2000 KINDERGARTEN	246.80	0.00	0.00	0.00	246.80
2001 GRADE 1	85.50	0.00	0.00	0.00	85.50
2002 GRADE 2	370.25	0.00	0.00	0.00	370.25
2003 GRADE 3	436.45	0.00	0.00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

Carolyn Smith
Jane Kelley

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003



Arranged by:

Group ID and Activity Numbr

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:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
A General Funds					
100 VENDING MACHINES	4,365.67	1,012.88	166.05	0.00	5,212.50
110 OTHER GENERAL	9,812.78	6.80	0.00	0.00	9,819.58
112	0.00	0.00	0.00	0.00	0.00
115 FEES AND FINES	3,460.11	10.00	0.00	0.00	3,470.11
120 FUND RAISING ACCOUNT	17,629.31	127.49	0.00	0.00	17,756.80
125 VOLUNTEER COORDINATOR	3,258.47	0.00	349.86	0.00	2,908.61
130 INTEREST EARNED - CHECKING	2,834.53	17.26	0.00	0.00	2,851.79
A General Funds Totals:	<u>41,360.87</u>	<u>1,174.43</u>	<u>515.91</u>	<u>0.00</u>	<u>42,019.39</u>
B Athletics					
205 ATHLETIC DEPARTMENT	5,465.75	0.00	1,056.85	0.00	4,408.90
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	<u>5,465.75</u>	<u>0.00</u>	<u>1,056.85</u>	<u>0.00</u>	<u>4,408.90</u>
C Academic Clubs					
300 SCIENCE CLUB	449.76	0.00	0.00	0.00	449.76
310 YEARBOOK	6,960.04	0.00	125.01	0.00	6,835.00
320 YOUTH TO YOUTH	-447.48	0.00	81.00	0.00	-528.48
330 KIDS HELPING KIDS	1,245.21	392.00	360.71	0.00	1,276.50
340 RENAISSANCE PROGRAM	1,226.35	347.79	242.00	0.00	1,332.14
C Academic Clubs Totals:	<u>9,433.88</u>	<u>739.79</u>	<u>808.72</u>	<u>0.00</u>	<u>9,364.95</u>
D Clubs and Organizations					
400 STUDENT COUNCIL	-84.16	1,180.75	150.00	0.00	946.59
410 VOLLEYBALL CLUB	177.99	238.00	272.00	0.00	143.99
420 LEADERSHIP	72.15	0.00	0.00	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	88.28	0.00	-88.28
450 ARTS & CRAFTS CLUB	-204.40	0.00	53.76	53.76	-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:	<u>1,076.80</u>	<u>1,418.75</u>	<u>564.04</u>	<u>53.76</u>	<u>1,985.27</u>
E School Custodial Accounts					
500 MUSIC	20.40	50.00	203.47	0.00	-133.07
505 ART CLASS	0.00	0.00	7.32	0.00	-7.32
509 8TH GRADE FAREWELL	352.97	0.00	0.00	0.00	352.97
510 FIELD TRIPS	-967.07	0.00	317.67	0.00	-1,284.74
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	681.57	118.63	57.04	0.00	743.16
520 TEACHERS HOSPITALITY FUND	780.93	0.00	0.00	0.00	780.93
525 AMS T-SHIRT SALES	3,962.00	0.00	3,545.50	0.00	416.50
528 A.P.E. T-SHIRTS	290.50	0.00	0.00	0.00	290.50
530 OUTDOOR CLASSROOM	1,764.03	0.00	0.00	0.00	1,764.03

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
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	2,237.21	617.00	9.45	0.00	2,844.76
542 FAMILY CONSUMER SCIENCE	2,887.14	293.25	627.49	0.00	2,552.90
544 PLANES & ROCKETS	-50.89	0.00	0.00	0.00	-50.89
545 LIBRARY	1,143.72	4,479.39	3,303.73	0.00	2,319.38
550 SCIENCE OLYMPIAD	0.00	0.00	0.00	0.00	0.00
555 FITNESS ROOM	125.80	260.00	0.00	0.00	385.80
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	120.12	-53.76	126.12
591 TEAM 6B	240.94	0.00	9.91	0.00	231.03
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	79.31	0.00	210.69
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	80.00	0.00	70.00
E School Custodial Accounts Totals:	17,312.05	5,818.27	8,361.01	-53.76	14,715.55
G Investments					
700 SAVINGS	-8,936.05	0.00	4.57	0.00	-8,940.62
710 INTEREST ON SAVINGS	3,936.05	4.57	0.00	0.00	3,940.62
G Investments Totals:	-5,000.00	4.57	4.57	0.00	-5,000.00
H Athletic Department					
810 ATHLETIC CD	0.00	0.00	0.00	0.00	0.00
820 INTEREST ON ATHLETIC C D	0.00	0.00	0.00	0.00	0.00
H Athletic Department Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	69,649.35	9,155.81	11,311.10	0.00	67,494.06

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Jeffery
Arranged by:
--Group ID and Activity Number--

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
1510 FIELD TRIPS	875.92	0.00	0.00	0.00	875.92
2320 YOUTH TO YOUTH	1,425.00	0.00	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	5,757.90	2,486.00	0.00	0.00	8,243.90
Totals:	<u>8,615.82</u>	<u>2,486.00</u>	<u>0.00</u>	<u>0.00</u>	<u>11,101.82</u>
Report Totals:	8,615.82	2,486.00	0.00	0.00	11,101.82

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

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
430	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A GENERAL FUND					
100 General Fund	2,982.68	2.00	5.25	0.00	2,979.43
110 Student Vending	1,653.62	588.81	98.71	0.00	2,143.72
115 Staff Vending	532.58	186.70	61.16	0.00	658.12
A GENERAL FUND Totals:	5,168.88	777.51	165.12	0.00	5,781.27
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	306.47	0.00	45.85	0.00	260.62
405 FCS - Family Consumer Science	-16.92	232.15	180.20	0.00	35.03
410 Field Trips	-599.14	0.00	330.68	0.00	-929.82
415 Hospitality	1,121.30	100.00	187.19	0.00	1,034.11
420 IT LAB - Industrial Technology	1,886.75	336.50	0.00	0.00	2,223.25
425 Art	-17.59	0.00	0.00	0.00	-17.59
430 Spirit Wear	1,314.54	511.50	1,172.00	0.00	654.04
435 Book Fines	797.77	0.00	29.95	0.00	767.82
D SCHOOL CUSTODIAL ACCOUNTS Totals:	4,793.18	1,180.15	1,945.87	0.00	4,027.46
E INVESTMENTS					
500 Savings	0.00	0.00	0.00	0.00	0.00
505 Checking Interest	17.13	5.66	0.00	0.00	22.79
510 Interest on Savings	0.00	0.00	0.00	0.00	0.00
E INVESTMENTS Totals:	17.13	5.66	0.00	0.00	22.79
F ATHLETICS and ACTIVITIES					
600 Athletics Program	1,111.91	18.00	285.34	0.00	844.57
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	189.13	0.00	96.41	0.00	92.72
615 Youth to Youth	-703.62	0.00	101.93	0.00	-805.55
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	-183.47	0.00	134.99	0.00	-318.46
635 Environmental Club	-182.28	572.00	0.00	0.00	389.72
640 Yearbook	2,883.67	1,600.00	1,296.00	0.00	3,187.67
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	204.80	0.00	0.00	213.95
660 Jazz Band	4.04	22.00	0.00	0.00	26.04
F ATHLETICS and ACTIVITIES Totals:	3,556.64	2,416.80	1,914.67	0.00	4,058.77
Report Totals:	13,535.83	4,380.12	4,025.66	0.00	13,890.29

Nancy Johnston 1-8-04

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

71 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 Field Trips	1,299.50	-6.50	0.00	0.00	1,293.00
2000 Clubs/Activities	0.00	0.00	0.00	0.00	0.00
2610 Student Council	256.50	0.00	0.00	0.00	256.50
2615 Youth-to-Youth	957.50	0.00	0.00	0.00	957.50
2625 FCS Club	260.00	20.00	0.00	0.00	280.00
2630 Swing Choir	75.00	0.00	0.00	0.00	75.00
2635 Environmental Club	158.50	0.00	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	7,489.69	373.50	0.00	0.00	7,863.19
A EXTRACURRICULAR ACTIVITIES Totals:	10,524.69	387.00	0.00	0.00	10,911.69
Report Totals:	10,524.69	387.00	0.00	0.00	10,911.69

Handwritten: 1-8-04
Nancy Johnston 1-8-04

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	9,829.28	969.39	0.00	0.00	10,798.67
105 STAFF VENDING MACHINES	1,876.63	198.73	492.41	0.00	1,582.95
110 GENERAL	-2,071.49	25.00	2,667.92	31.00	-4,683.41
120 PENCIL FUND (SCHOOL IMPROV.)	996.03	293.83	332.00	0.00	957.86
150 INTEREST EARNED CHECKING	4,182.76	0.00	0.00	0.00	4,182.76
170 INTEREST EARNED SAVINGS	15,248.51	0.00	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	243.33	0.00	0.00	485.01
A GENERAL FUNDS Totals:	30,303.40	1,730.28	3,492.33	31.00	28,572.35
B ATHLETICS					
200 ATHLETICS PROGRAM	10,950.17	1,163.00	1,207.75	0.00	10,905.42
B ATHLETICS Totals:	10,950.17	1,163.00	1,207.75	0.00	10,905.42
C ACADEMIC CLUBS					
305 ART CLUB	0.78	0.00	29.90	0.00	-29.12
310 YEARBOOKS	732.81	12.00	89.83	0.00	654.98
315 BOWLING CLUB	-745.50	0.00	342.00	0.00	-1,087.50
320 FAMILY CONSUMER SCIENCE CLUB	0.00	0.00	7.28	0.00	-7.28
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
C ACADEMIC CLUBS Totals:	-7.29	12.00	469.01	0.00	-464.30
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	5,666.64	0.00	100.00	0.00	5,566.64
425 YOUTH TO YOUTH	-297.98	66.29	0.00	0.00	-231.69
D CLUBS AND ORGANIZATIONS Totals:	5,368.66	66.29	100.00	0.00	5,334.95
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	845.16	0.00	176.40	0.00	668.76
501 SITE BASE	24.78	0.00	0.00	0.00	24.78
502 HOSPITALITY	1,499.37	555.00	591.00	0.00	1,463.37
503 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	790.10	0.00	0.00	-31.00	759.10
505 FINES	1,031.82	0.00	0.00	0.00	1,031.82
506 MONTESSORI (6TH)	121.23	0.00	0.00	0.00	121.23
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI (7TH)	3,845.56	0.00	2,867.06	0.00	978.50
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	357.65	0.00	0.00	0.00	357.65
516 6A SUPPORT FUND	422.44	0.00	17.97	0.00	404.47
517 6B SUPPORT FUND	347.22	0.00	46.51	0.00	300.71
518 7A SUPPORT FUND	450.00	0.00	0.00	0.00	450.00
519 7B SUPPORT FUND	381.04	0.00	0.00	0.00	381.04
520 LIBRARY	1,364.59	2,852.45	2,931.10	0.00	1,285.94
521 7C SUPPORT FUND	361.82	0.00	0.00	0.00	361.82
522 8A SUPPORT FUND	402.76	0.00	82.86	0.00	319.90
523 8B SUPPORT FUND	402.75	0.00	82.86	0.00	319.89
525 FUND RAISER 1995-96-97	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number:

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
526 FUNDRAISER '03-'04	12,983.41	0.00	94.08	0.00	12,889.33
530 FUNDRAISER 97-98, COCURRICULAR	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	-201.67	0.00	148.40	0.00	-350.07
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)	219.43	395.81	366.67	0.00	248.57
585 ENVIRONMENTAL EDUCATION	0.00	0.00	0.00	0.00	0.00
590 TECHNOLOGY EDUCATION	1,199.33	348.00	0.00	0.00	1,547.33
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	4,456.54	0.00	0.00	0.00	4,456.54
E SCHOOL CUSTODIAL ACCOUNTS Totals:	40,173.94	4,151.26	7,404.91	-31.00	36,889.29
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONFERENCE ACCOUNT	1,028.93	0.00	0.00	0.00	1,028.93
F DISTRICT CUSTODIAL ACCOUNTS Totals:	1,028.93	0.00	0.00	0.00	1,028.93
G INVESTMENTS					
700 SAVINGS	-58,587.79	0.00	0.00	0.00	-58,587.79
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-58,587.79	0.00	0.00	0.00	-58,587.79
Report Totals:	29,230.02	7,122.83	12,674.00	0.00	23,678.85

Submitted by [Signature]

Approved by [Signature] Date 1/12/04

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1005 7A FIELD TRIP	872.00	0.00	0.00	0.00	872.00
1010 7B FIELD TRIP	892.50	10.50	0.00	0.00	903.00
1015 7C FIELD TRIP	934.50	0.00	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	1,837.50	0.00	0.00	1,837.50
1065 H. A. L. FIELD TRIP	193.50	18.00	0.00	0.00	211.50
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	1,584.00	0.00	0.00	4,151.21
A EXTRACURRICULAR Totals:	7,903.71	3,450.00	0.00	0.00	11,353.71
A EXTRACURRICULAR					
2305 ART CLUB	335.00	0.00	0.00	0.00	335.00
A EXTRACURRICULAR Totals:	335.00	0.00	0.00	0.00	335.00
A EXTRACURRICULAR					
2315 BOWLING CLUB	2,435.00	2.50	0.00	0.00	2,437.50
A EXTRACURRICULAR Totals:	2,435.00	2.50	0.00	0.00	2,437.50
A EXTRACURRICULAR					
2320 FAMILY CONSUMER SCIENCE CLUB	170.75	15.00	0.00	0.00	185.75
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	127.20	0.00	0.00	127.20
2535 VOCAL MUSIC	410.50	169.10	0.00	0.00	579.60
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
A EXTRACURRICULAR Totals:	2,380.25	311.30	0.00	0.00	2,691.55
A EXTRACURRICULAR					
3200 ATHLETICS	7,832.00	396.00	0.00	0.00	8,228.00
A EXTRACURRICULAR Totals:	7,832.00	396.00	0.00	0.00	8,228.00
Report Totals:	20,885.96	4,159.80	0.00	0.00	25,045.76

Submitted by [Signature]

Approved by [Signature] Date 11/12/04

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A GENERAL FUNDS					
100 VENDING	11,147.75	0.00	75.69	0.00	11,072.06
105 STAFF VENDING	1,605.68	0.00	80.00	0.00	1,525.68
110 GENERAL FUND	8,314.18	1.50	119.70	0.00	8,195.98
112 PAYBAC	348.69	3.23	0.00	0.00	351.92
115 KIEWIT T-SHIRT-SALES/PROJECTS	8,493.15	0.00	0.00	0.00	8,493.15
116 CLASS/ACTIVITY T-SHIRTS	203.00	0.00	0.00	0.00	203.00
117 BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
119 SITE IMPROVEMENT	15,875.42	0.00	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	11,629.85	0.00	404.03	0.00	11,225.82
140 RETIREMENT	714.89	0.00	0.00	0.00	714.89
150 PARENT/TEACHER RESOURCE LIB	775.93	0.00	370.37	0.00	405.56
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	2,844.41	0.00	0.00	0.00	2,844.41
185 LEARNING CENTER	500.00	0.00	0.00	0.00	500.00
190 STAFF DEVELOPMENT	4,435.92	0.00	0.00	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	0.00	0.00	0.00	0.00
A GENERAL FUNDS Totals:	89,629.28	4.73	1,049.79	0.00	88,584.22
B ATHLETICS					
200 ATHLETICS	18,816.79	0.00	1,640.01	0.00	17,176.78
210 MULTI-PURPOSE PROJECT	71.12	0.00	0.00	0.00	71.12
B ATHLETICS Totals:	18,887.91	0.00	1,640.01	0.00	17,247.90
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	464.89	0.00	246.67	0.00	218.22
310 YEARBOOK	13,368.00	0.00	98.78	0.00	13,269.22
315 DRAMA CLUB	983.84	0.00	168.68	0.00	815.16
320 YOUTH-TO-YOUTH	901.36	0.00	0.00	0.00	901.36
325 STUDENT COUNCIL	5,396.06	1,327.14	1,874.85	0.00	4,848.35
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
C ACADEMIC CLUBS Totals:	21,083.95	1,327.14	2,388.98	0.00	20,022.11
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	51.36	0.00	0.00	0.00	51.36
D CLUBS AND ORGANIZATIONS Totals:	51.36	0.00	0.00	0.00	51.36
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	1,476.03	51.00	300.00	0.00	1,227.03
530 PE/LOCK	1,879.52	44.00	0.00	0.00	1,923.52
540 HOME ARTS	178.00	0.00	0.00	0.00	178.00
550 INDUSTRIAL ARTS	498.18	222.00	304.88	0.00	415.30
560 ART CLASS	32.68	0.00	0.00	0.00	32.68
580 LIBRARY	4,433.47	0.00	856.58	0.00	3,576.89

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

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	0.00	0.00	0.00	0.00
587 8A FIELD TRIP	-1,149.92	0.00	0.00	0.00	-1,149.92
588 8B FIELD TRIP	-1,191.66	0.00	0.00	0.00	-1,191.66
589 8C FIELD TRIP	-1,129.92	200.00	200.00	0.00	-1,129.92
590 FRENCH FIELD TRIP	0.00	0.00	0.00	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	766.00	0.00	-86.07
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
596 BAND FIELD TRIPS	0.53	0.00	0.00	0.00	0.53
597 BAND ACTIVITIES	0.20	0.00	0.00	0.00	0.20
E SCHOOL CUSTODIAL ACCOUNTS Totals:	1,397.58	517.00	2,427.46	0.00	-512.88
F DISTRICT CUSTODIAL ACCOUNTS					
620 CONVENTION	214.96	0.00	0.00	0.00	214.96
F DISTRICT CUSTODIAL ACCOUNTS Totals:	214.96	0.00	0.00	0.00	214.96
G INVESTMENTS					
700 SAVINGS	-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
G INVESTMENTS Totals:	-24,402.00	0.00	0.00	0.00	-24,402.00
Report Totals:	106,863.04	1,848.87	7,506.24	0.00	101,205.67

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Num

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
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	660.50	0.00	0.00	0.00	660.50
1588 8B FIELD TRIPS	594.00	0.00	0.00	0.00	594.00
1589 8C FIELD TRIPS	654.00	0.00	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	5,411.00	1,220.00	0.00	0.00	6,631.00
A EXTRACURRICULAR Totals:	11,457.50	1,220.00	0.00	0.00	12,677.50
C AFTER SCHOOL/SUMMER SCHOOL					
6594 AFTER SCHOOL PROGRAM	9,135.00	2,035.00	0.00	0.00	11,170.00
6595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
C AFTER SCHOOL/SUMMER SCHOOL Totals:	9,135.00	2,035.00	0.00	0.00	11,170.00
Report Totals:	20,592.50	3,255.00	0.00	0.00	23,847.50

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	-201.94	0.00	0.00	0.00	-201.94
101 PENS & PENCILS	98.31	109.25	0.00	0.00	207.56
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	11,792.81	43.01	519.48	0.00	11,316.34
115 BUNNELL BOOK ORDERS	82.85	0.00	76.70	0.00	6.15
120 BIERMAN BOOK ORDERS	36.50	0.00	0.00	0.00	36.50
125 MAUST BOOK ORDER	101.05	0.00	100.95	0.00	0.10
126 BRABLEC BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
130 MEF SCHOLARSHIP	2,000.00	0.00	0.00	0.00	2,000.00
135 INTEREST EARNED SAVINGS	0.00	0.00	0.00	0.00	0.00
140 CHARVAT BOOK ORDERS	0.00	41.65	41.65	0.00	0.00
145 BUILDING USE FEE	0.00	0.00	0.00	0.00	0.00
150 HOSPITALITY FUND	431.50	0.00	0.00	0.00	431.50
A GENERAL FUNDS Totals:	14,341.08	193.91	738.78	0.00	13,796.21
B ATHLETICS					
200 ATHLETICS	-1,144.00	0.00	3,526.85	0.00	-4,670.85
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
250 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	-1,144.00	0.00	3,526.85	0.00	-4,670.85
C ACADEMIC CLUBS					
300 ANNUAL	2,378.03	0.00	0.00	0.00	2,378.03
305 ART CLUB	378.61	0.00	6.86	0.00	371.75
306 CHESS	0.00	0.00	0.00	0.00	0.00
310 DRAMA CLUB	480.12	0.00	0.00	0.00	480.12
315 YOUTH TO YOUTH	199.08	91.65	0.00	0.00	290.73
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
C ACADEMIC CLUBS Totals:	3,627.21	91.65	6.86	0.00	3,712.00
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	946.22	1,190.45	1,353.17	0.00	783.50
D CLUBS AND ORGANIZATIONS Totals:	946.22	1,190.45	1,353.17	0.00	783.50
E SCHOOL CUSTODIAL ACCOUNTS					
500 ART PROJECTS	1,227.36	72.00	0.00	0.00	1,299.36
501 BAND CONTEST/CLINIC	698.98	0.00	0.00	0.00	698.98
502 SWING CHOIR	55.65	0.00	0.00	0.00	55.65
503 HONOR CHOIR	0.00	0.00	0.00	0.00	0.00
505 COURTESY COMMITTEE	1,108.50	228.00	402.47	0.00	934.03
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

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
508 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
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	28,076.58	105.68	69.95	0.00	28,112.31
520 GYM SUITS	16.55	0.00	0.00	0.00	16.55
525 HOME EC PROJECTS	266.20	197.10	684.56	0.00	-221.26
526 HONORS BAND	0.00	0.00	0.00	0.00	0.00
527 HAL TRIPS	-42.00	0.00	0.00	0.00	-42.00
530 INDUSTRIAL ARTS PROJECTS	3,653.72	281.00	0.00	0.00	3,934.72
535 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	1,432.00	0.00	0.00	0.00	1,432.00
550 LOCK	40.00	0.00	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
E SCHOOL CUSTODIAL ACCOUNTS Totals:	32,379.31	883.78	1,156.98	0.00	32,106.11
F DISTRICT CUSTODIAL ACCOUNTS					
600 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
620 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS					
700 INVESTMENTS	-28,762.77	0.00	14.71	0.00	-28,777.48
710 INTEREST FROM SAVINGS	4,618.18	14.71	0.00	0.00	4,632.89
G INVESTMENTS Totals:	-24,144.59	14.71	14.71	0.00	-24,144.59
R REIMBURSEMENT					
800 REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
R REIMBURSEMENT Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	26,005.23	2,374.50	6,797.35	0.00	21,582.38

Ray J. Bart
Julie Bartholomew
Bookkeeper

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1310 DRAMA CLUB TRIP	19.00	0.00	0.00	0.00	19.00
1315 YOUTH TO YOUTH TRIP	342.75	0.00	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	35.00	0.00	0.00	0.00	35.00
1555 OUTDOOR ED	4,232.50	0.00	0.00	0.00	4,232.50
2305 ART CLUB	158.00	8.00	0.00	0.00	166.00
2306 CHESS	0.00	0.00	0.00	0.00	0.00
2310 DRAMA CLUB	162.50	0.00	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	4,691.75	0.00	0.00	0.00	4,691.75
3010 FOOTBALL	0.00	0.00	0.00	0.00	0.00
3020 BASKETBALL	0.00	0.00	0.00	0.00	0.00
3030 VOLLEYBALL	0.00	0.00	0.00	0.00	0.00
3040 WRESTLING	0.00	133.00	0.00	0.00	133.00
3050 CROSS COUNTRY	0.00	0.00	0.00	0.00	0.00
A EXTRACURRICULAR Totals:	<u>10,073.50</u>	<u>141.00</u>	<u>0.00</u>	<u>0.00</u>	<u>10,214.50</u>
Report Totals:	<u>10,073.50</u>	<u>141.00</u>	<u>0.00</u>	<u>0.00</u>	<u>10,214.50</u>

Sas O RB

*Julie Bartholomew
Bookkeeper*

Current Cash Balance Report

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ALL Data

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending Machines	9,347.63	80.20	0.00	0.00	9,427.83
101 Coffee & Water Machines	312.60	6.00	127.45	0.00	191.15
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	183.69	10.08	0.00	0.00	193.77
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
110 General	2,317.94	0.00	151.30	0.00	2,166.64
149 Discretionary Spending	-18.35	0.00	0.00	0.00	-18.35
150 Sweatshirt Sales	65.24	0.00	278.17	0.00	-212.93
A ACTIVITY GENERAL FUND Totals:	14,665.97	96.28	556.92	0.00	14,205.33
B ATHLETICS					
201 Athletics	-10,839.00	0.00	1,548.69	0.00	-12,387.69
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
B ATHLETICS Totals:	-10,260.50	0.00	1,548.69	0.00	-11,809.19
C ACADEMIC CLUBS					
301 Yearbook	1,774.75	310.00	69.07	0.00	2,015.68
302 Swing/Girls' Choir	0.00	0.00	0.00	0.00	0.00
303 Band	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	1,774.75	310.00	69.07	0.00	2,015.68
D CLUBS AND ORGANIZATIONS					
401 Art Club	-5.50	0.00	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	2,683.09	2,241.35	3,304.72	0.00	1,619.72
411 Youth to Youth	2,321.89	0.00	56.24	0.00	2,265.65
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	43.38	0.00	0.00	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
D CLUBS AND ORGANIZATIONS Totals:	6,067.93	2,241.35	3,360.96	0.00	4,948.32
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	1,353.13	0.00	15.80	0.00	1,337.33
603 Gym Fees	685.74	0.00	23.51	0.00	662.23
604 Art	2,632.06	0.00	25.00	0.00	2,607.06
605 Book Fines	4,838.84	6.00	0.00	0.00	4,844.84
606 Library	3,254.21	34.00	0.00	0.00	3,288.21
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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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

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	466.11	0.00	0.00	0.00	466.11
E ADMIN CUSTODIAL ACCOUNTS Totals:	<u>14,887.97</u>	<u>40.00</u>	<u>64.31</u>	<u>0.00</u>	<u>14,863.66</u>
F ACADEMIC CUSTODIAL ACCOUNTS					
702 Industrial Technology	1,465.50	0.00	8.36	0.00	1,457.14
703 Home Economics	425.88	469.93	463.93	0.00	431.88
704 TEAM 6A	130.75	0.00	0.00	0.00	130.75
705 TEAM 6B	226.45	0.00	0.00	0.00	226.45
706 TEAM 7A	214.96	0.00	0.00	0.00	214.96
707 TEAM 7B	264.75	0.00	0.00	0.00	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	0.00	0.00	76.32
711 Packtime	0.00	0.00	0.00	0.00	0.00
711 TEAM 6C	219.67	0.00	180.00	0.00	39.67
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	0.00	0.00	0.00
716 8th grade field trips	-261.82	0.00	562.00	0.00	-823.82
717 Exploratory Teams	-2,856.77	0.00	0.00	0.00	-2,856.77
719 Music	86.93	0.00	0.00	0.00	86.93
720 Orchestra	52.14	0.00	7.60	0.00	44.54
721 Band	6.20	0.00	0.00	0.00	6.20
722 Music field trips	-77.67	0.00	0.00	0.00	-77.67
723 Orchestra field trips	0.00	0.00	484.79	0.00	-484.79
724 Band field trips	-294.73	0.00	286.62	0.00	-581.35
	0.00	0.00	0.00	0.00	0.00
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	<u>1,723.85</u>	<u>469.93</u>	<u>1,993.30</u>	<u>0.00</u>	<u>200.48</u>
G DISTRICT CUSTODIAL ACCOUNTS					
800 Reimbursement account	0.00	0.00	0.00	0.00	0.00
801 Convention	0.00	0.00	0.00	0.00	0.00
802 Other District Custodial	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
H INVESTMENTS					
900 Savings	0.00	0.00	0.00	0.00	0.00
901 Interest on Savings	0.00	0.00	0.00	0.00	0.00
905 Interest on checking	2,468.12	17.75	0.00	0.00	2,485.87
910 Certificate of Deposit	0.00	0.00	0.00	0.00	0.00
911 Interest on CD	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS Totals:	<u>2,468.12</u>	<u>17.75</u>	<u>0.00</u>	<u>0.00</u>	<u>2,485.87</u>
I FUNDRAISERS					
1001 Auction	0.00	0.00	0.00	0.00	0.00
1002 MAGAZINE SALES	7,363.85	1,054.10	131.33	0.00	8,286.62
1003 Entertainment Books	14,155.18	40.00	0.00	0.00	14,195.18
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	752.19	10.77	0.00	0.00	762.96
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
I FUNDRAISERS Totals:	<u>25,452.67</u>	<u>1,104.87</u>	<u>131.33</u>	<u>0.00</u>	<u>26,426.21</u>

ALL Data

Current Cash Balance Report

83

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Numbr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
J PACKTIME ACCOUNTS					
1100 PACKTime 6th grade	756.32	0.00	0.00	0.00	756.32
1102 PACKTime 7th grade	143.72	0.00	31.90	0.00	111.82
1103 PACKTime 8th grade	116.81	0.00	0.00	0.00	116.81
J PACKTIME ACCOUNTS Totals:	<u>1,016.85</u>	<u>0.00</u>	<u>31.90</u>	<u>0.00</u>	<u>984.95</u>
R REIMBURSABLES					
1901 Reimbursement Account	0.00	0.00	0.00	0.00	0.00
R REIMBURSABLES Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>57,797.61</u>	<u>4,280.18</u>	<u>7,756.48</u>	<u>0.00</u>	<u>54,321.31</u>

Principal signature *Tracy Welch*

Administrative Assistant signature *Bherry Seidel*

Date 1-7-04

ALL Data

Current Cash Balance Report

84

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Field Trips					
1005 6A Field trips/team days	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
1011 6C field trips	0.00	239.90	0.00	0.00	239.90
1015 7A field trips	721.00	0.00	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	215.00	0.00	0.00	215.00
1055 Orchestra field trips	260.00	0.00	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
A Field Trips Totals:	<u>2,939.61</u>	<u>454.90</u>	<u>0.00</u>	<u>0.00</u>	<u>3,394.51</u>
B Clubs/Activities					
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 Clubs/Activities Totals:	<u>231.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>231.00</u>
C Athletics					
3201 Athletics	5,435.50	352.00	0.00	0.00	5,787.50
C Athletics Totals:	<u>5,435.50</u>	<u>352.00</u>	<u>0.00</u>	<u>0.00</u>	<u>5,787.50</u>
Report Totals:	<u>8,606.11</u>	<u>806.90</u>	<u>0.00</u>	<u>0.00</u>	<u>9,413.01</u>

Principal signature Margaret Wick

Administrative Assistant signature Sherry Seid

Date 1-7-04

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

85 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Bal...
A ACTIVITY GENERAL FUND					
100 VENDING/C STORE REVENUES/OLD YEAR	48,756.61	0.00	4,527.10	0.00	44,229.51
101 NOT IN USE	0.00	0.00	0.00	0.00	0.00
102 CANDY MACHINES	-2,238.26	1,262.30	3,029.60	32.10	-3,973.46
103 MNHS C-STORE (HOLE IN WALL)	12,419.95	4,085.12	0.00	0.00	16,505.07
105 NOT IN USE	0.00	0.00	0.00	0.00	0.00
110 GENERAL	14,171.54	-103.50	140.26	0.00	13,927.78
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	17,923.02	0.00	0.00	0.00	17,923.02
170 INTEREST OF CD'S	44,594.83	195.40	0.00	0.00	44,790.23
180 INTEREST ON NOW ACCOUNT	10,781.32	38.02	0.00	0.00	10,819.34
185 INTEREST ON EAGLE FUND	19,471.01	12.41	0.00	0.00	19,483.42
190 MN SITE IMPROVEMENTS	4,113.91	2.97	4,000.00	0.00	116.88
A ACTIVITY GENERAL FUND Totals:	206,993.93	5,492.72	11,696.96	32.10	200,821.79
B ATHLETICS/ACTIVITIES					
200 ACTIVITIES TRANSPORTATION	-14,773.06	0.00	2,777.77	0.00	-17,550.83
201 CONCESSIONS	11,402.89	86.45	3,466.31	0.00	8,023.03
202 ATHLETICS	72,156.42	1,778.00	2,249.33	0.00	71,685.09
203 SPORT FEES**	3,768.64	0.00	0.00	0.00	3,768.64
204 ACTIVITY TICKETS	19,021.00	595.00	0.00	0.00	19,616.00
205 ATHLETIC CLOTHING	8,368.43	6,047.00	0.00	0.00	14,415.43
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	-1,830.00	0.00	310.00	0.00	-2,140.00
230 OFFICIAL	-11,076.82	0.00	922.98	0.00	-11,999.80
235 DEBATE TRANSPORTATION**	-961.87	0.00	349.88	0.00	-1,311.75
240 FORENSIC TRANSPORTATION**	-957.84	0.00	453.35	0.00	-1,411.19
250 BAND/ORCHESTRA TACT **	-7,670.95	0.00	358.28	0.00	-8,029.23
260 CHORAL TRANSPORTATION**	-82.67	0.00	248.01	0.00	-330.68
B ATHLETICS/ACTIVITIES Totals:	78,076.17	8,506.45	11,135.91	0.00	75,446.71
C ACADEMIC CLUBS					
301 DECA**	-12,413.90	0.00	777.53	0.00	-13,191.43
302 FRENCH CLUB	2,252.00	0.00	0.00	0.00	2,252.00
303 LATIN CLUB	1,379.79	0.00	1,514.55	0.00	-134.76
304 AP BIOLOGY WORKBOOKS	1.98	0.00	0.00	0.00	1.98
305 SPANISH CLUB	792.00	240.07	224.04	0.00	808.03
307 GERMAN CLUB	-330.26	548.05	0.00	0.00	217.79
308 YEARBOOK	26,127.07	36.00	192.19	0.00	25,970.88
309 NEWSPAPER	4,355.59	623.00	24.09	0.00	4,954.50
311 NOT IN USE	0.00	0.00	0.00	0.00	0.00
312 DECA COOKIE ACCOUNT	1,325.73	150.00	675.50	0.00	800.23
314 HISTORY CLUB**	-3,605.66	142.80	0.00	-32.10	-3,494.96
315 SPIRIT SHOP	6,060.67	3,129.80	14.00	0.00	9,176.47
316 FCCLA**	7,316.22	0.00	0.00	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	686.68	0.00	379.01	0.00	307.67
524 MULTI-CAT	1,843.00	0.00	0.00	0.00	1,843.00
614 BROADCAST CLUB	833.69	105.00	0.00	0.00	938.69
615 VICA**	2,114.29	25.00	0.00	0.00	2,139.29
C ACADEMIC CLUBS Totals:	38,793.68	4,999.72	3,800.91	-32.10	39,960.39

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

86 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
D CLUBS AND ORGANIZATIONS					
401 NOT IN USE	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	-536.48	0.00	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	26.99	0.00	2,784.94
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	10.00	0.00	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	73.20	0.00	0.00	0.00	73.20
420 SWIM FR	982.18	0.00	0.00	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	70.99	0.00	793.47
425 LITERARY MAGAZINE	136.90	560.49	1,199.00	0.00	-501.61
426 BAND**	13,598.88	1,009.05	4,028.77	0.00	10,579.16
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**	5,024.41	1,015.85	1,816.09	0.00	4,224.17
431 ORCHESTRA**	2,282.18	0.00	345.80	0.00	1,936.38
432 STUDENT COUNCIL	11,535.68	0.00	396.68	0.00	11,139.00
433 JCB CONTINGENCY FUND	1,192.90	0.00	0.00	0.00	1,192.90
434 JUNIOR CLASS	2,237.94	0.00	0.00	0.00	2,237.94
435 SENIOR CLASS	2,467.74	2,000.00	0.00	0.00	4,467.74
436 UNITI	224.31	0.00	0.00	0.00	224.31
437 NATIONAL HONOR SOCIETY**	8,339.64	0.00	574.26	0.00	7,765.38
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	1,334.52	1,756.00	1,179.00	0.00	1,911.52
458 OPPORTUNITIES GROUP	0.00	0.00	0.00	0.00	0.00
459 BOYS BASKETBALL CAMP	129.25	0.00	99.97	0.00	29.28
460 NOT IN USE	0.00	0.00	0.00	0.00	0.00
466 WRESTLING FUNDRAISER	687.00	0.00	50.00	0.00	637.00
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	6,257.96	329.50	3,347.60	0.00	3,239.86
505 FROEMMING/MEMORIAL	659.01	0.00	0.00	0.00	659.01
510 HANDICAP SWIM	250.00	0.00	0.00	0.00	250.00
515 JAPANESE CLUB	262.78	0.00	0.00	0.00	262.78

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

87 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	630.00	270.00	0.00	3,049.88
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
D CLUBS AND ORGANIZATIONS Totals:	75,466.74	7,300.89	13,405.15	0.00	69,362.48
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	2,056.96	0.00	211.78	0.00	1,845.18
602 CAREER DEVELOPMENT	2,825.93	0.00	6.00	0.00	2,819.93
603 PARKING STICKERS	50,205.83	240.00	2,277.13	0.00	48,168.70
604 PARKING FINES	10.00	0.00	0.00	0.00	10.00
605 FIELDTRIPS**	-1,606.84	0.00	1,011.34	0.00	-2,618.18
606 AFTER PROM	0.01	0.00	0.00	0.00	0.01
607 ART/KELLEY	42.06	0.00	11.98	0.00	30.08
608 GYM FEES	17,033.81	35.00	0.00	0.00	17,068.81
609 ART/SCHIMENTI	663.67	0.00	0.00	0.00	663.67
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	6,518.40	5.00	0.00	0.00	6,523.40
611 INDUSTRIAL TECH	2,351.79	287.00	904.49	0.00	1,734.30
612 STAFF LOUNGE	-2,277.55	76.15	0.00	0.00	-2,201.40
613 LIBRARY	880.05	0.00	49.95	0.00	830.10
616 TRANSCRIPT FEES	3,626.64	95.00	143.77	0.00	3,577.87
617 POOL	5,888.47	0.00	162.51	0.00	5,725.96
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	320.08	0.00	139.75	0.00	180.33
621 PE FIELDTRIPS	-725.74	0.00	44.09	0.00	-769.83
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	250.00	680.00	0.00	591.29
626 ART/STEVENS	685.47	0.00	435.28	0.00	250.19
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**	-12,653.00	0.00	0.00	0.00	-12,653.00
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
E ADMIN CUSTODIAL ACCOUNTS Totals:	77,681.56	988.15	6,078.07	0.00	72,591.64
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	-2,390.64	0.00	485.00	0.00	-2,875.64
321 DRAMA	7,914.73	0.00	101.59	0.00	7,813.14
622 SPEECH	-643.55	0.00	930.00	0.00	-1,573.55
701 NOT IN USE	0.00	0.00	0.00	0.00	0.00
750 FCS	0.00	0.00	0.00	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
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	9,458.60	0.00	1,516.59	0.00	7,942.01
G DISTRICT CUSTODIAL ACCOUNTS					
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	-492.98	0.00	0.00	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
G DISTRICT CUSTODIAL ACCOUNTS Totals:	-133.26	0.00	0.00	0.00	-133.26

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

88 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
S BANKING					
999 STARTING CASH	-600.00	0.00	0.00	0.00	-600.00
S BANKING Totals:	-600.00	0.00	0.00	0.00	-600.00
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-389,714.00	0.00	0.00	0.00	-389,714.00
905 MM EAGLE FUND	-19,471.01	0.00	12.41	0.00	-19,483.42
Z INVESTMENTS Totals:	-409,185.01	0.00	12.41	0.00	-409,197.42
Report Totals:	76,552.41	27,287.93	47,646.00	0.00	56,194.34

Karla Heermann Asst Clerk 1/7/04
Rick Heikheiser
Principal
1-7-04

002
 103,883.61
 56,194.34
 160,077.95

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

89 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR					
1000 FIELDTRIPS	2,836.25	0.00	0.00	0.00	2,836.25
1002 PE FIELDTRIPS	711.00	464.25	0.00	0.00	1,175.25
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	1,200.00	570.00	0.00	0.00	1,770.00
1013 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1015 FIELDTRIP/OTT	1,294.00	0.00	0.00	0.00	1,294.00
1020 FIELDTRIP/SALBERG	2,046.00	0.00	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	16,358.11	247.50	0.00	0.00	16,605.61
2025 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
2030 FCCLA	1,427.50	0.00	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	340.00	0.00	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	39,880.00	840.00	0.00	0.00	40,720.00
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	2,020.00	65.00	0.00	0.00	2,085.00
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
A EXTRA CURRICULAR Totals:	88,520.86	2,186.75	0.00	0.00	90,707.61
B POST SECONDARY EDUCATION					
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 POST SECONDARY EDUCATION Totals:	13,176.00	0.00	0.00	0.00	13,176.00
Report Totals:	101,696.86	2,186.75	0.00	0.00	103,883.61

0.00

Rick Kerkhuser
Principal
1-7-04

103,883.61
56,194.34
160,077.95

Karla J. Freeman 1/7/04
Cust. Clerk

ALL Data

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

90 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND EXPENSES					
103 Candy & Pop Refund	-200.00	0.00	0.00	0.00	-200.00
109 Public Relations	-4,686.10	0.00	47.85	0.00	-4,733.95
115 General Supplies (Internal)	-467.64	0.00	0.00	0.00	-467.64
117 Damage and Loss Property	8.56	0.00	0.00	0.00	8.56
120 Extracurr Transportation	-7,209.86	0.00	1,817.13	0.00	-9,026.99
121 Athletic Transportation	-7,507.59	0.00	2,056.03	0.00	-9,563.62
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	-327.11	0.00	40.00	0.00	-367.11
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	-2,705.51	0.00	2,054.47	0.00	-4,759.98
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	-2,408.93	0.00	0.00	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 Stategic Plan (Wellness)	1,061.00	15.00	0.00	0.00	1,076.00
199 Bus Checking Bank Charges	0.00	0.00	0.00	0.00	0.00
A GENERAL FUND EXPENSES Totals:	-24,333.85	15.00	6,015.48	0.00	-30,334.33
B GENERAL FUND REVENUE					
100 Vending Machines-Coca-Cola	9,354.14	5,623.58	0.00	0.00	14,977.72
101 Vending Machines-Candy	3,657.41	2,154.11	982.44	0.00	4,829.08
102 Bank Charge Revenue	2.00	0.00	0.00	0.00	2.00
104 Staff Coke Fund	-587.19	189.14	278.36	0.00	-676.41
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	6,303.88	300.00	0.00	0.00	6,603.88
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	34,032.57	0.00	0.00	0.00	34,032.57
180 Building Revenue	0.00	0.00	0.00	0.00	0.00
185 C Store Revenue (Convenience store)	12,689.92	4,222.33	0.00	0.00	16,912.25
189 American Flag Donations	260.00	0.00	94.50	0.00	165.50
901 Interest on Savings	367.66	87.15	0.00	0.00	454.81
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 GENERAL FUND REVENUE Totals:	66,680.39	12,576.31	1,355.30	0.00	77,901.40
C ATHLETICS					
201 Concessions	7,370.32	4,556.28	2,243.79	88.07	9,770.88
202 Athletics	-3,583.39	0.00	372.84	0.00	-3,956.23
204 Athletic Clothing	-495.00	0.00	0.00	0.00	-495.00
205 Letter Jackets	1,710.90	0.00	0.00	0.00	1,710.90
206 Activity Tickets	15,759.25	50.00	0.00	0.00	15,809.25
207 Athletic/Activity Fee	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	148,048.20	0.00	0.00	0.00	148,048.20
211 Activities	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

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
214 Basketball Shoes/Shirts	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	3,884.08	5,592.76	320.69	0.00	9,156.15
221 Volleyball	-722.98	0.00	0.00	0.00	-722.98
222 Softball	-1,566.71	0.00	0.00	0.00	-1,566.71
223 Tennis (Boys)	-867.81	0.00	0.00	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	-1,770.10	0.00	435.54	0.00	-2,205.64
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	-2,170.64	0.00	-33.00	0.00	-2,137.64
231 Cross Country (B&G)	-475.22	0.00	0.00	0.00	-475.22
232 Basketball (B&G)	-3,100.63	3,838.84	5,094.89	0.00	-4,356.68
233 Track (B&G)	-7,048.19	0.00	0.00	0.00	-7,048.19
234 Swimming (B&G)	-1,033.22	184.00	3,356.80	0.00	-4,206.02
235 Gymnastics (B&G)	0.00	0.00	0.00	0.00	0.00
240 Athletic Training	-2,979.64	0.00	0.00	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	367.64	87.14	0.00	0.00	454.78
917 Interest on Athletic Checking	0.00	0.00	0.00	0.00	0.00
2200 Summer Football	396.95	0.00	156.20	0.00	240.75
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	1,130.85	1,092.00	0.00	0.00	2,222.85
C ATHLETICS Totals:	155,862.07	15,401.02	11,947.75	88.07	159,403.41
D ORGANIZATIONS AND CLUBS					
301 DECA	-18,183.66	556.61	5,138.75	0.00	-22,765.80
302 French Club	4,387.41	181.75	1,627.28	0.00	2,941.88
305 Spanish Club	1,011.95	41.00	173.67	0.00	879.28
307 German Club	715.64	651.35	0.00	0.00	1,366.99
310 National Forensics League	13,513.88	1,981.00	8,171.78	-338.07	6,985.03
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	-954.85	0.00	-130.50	250.00	-574.35
314 Journalism Club	7,453.76	165.00	0.00	0.00	7,618.76
315 Debate Club	223.08	90.00	0.00	0.00	313.08
317 Play Production	3,174.12	0.00	75.00	0.00	3,099.12
318 Thespians	5,073.50	0.00	0.00	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	-2,379.00	0.00	732.00	0.00	-3,111.00

Current Cash Balance Report

ALL Data

Date: 12/01/2003 thru 12/31/2003

92 Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
409 Band Dept Trips	0.00	0.00	0.00	0.00	0.00
410 Band	445.63	2,932.50	2,127.89	0.00	1,250.24
411 Choir	2,197.76	0.00	0.00	0.00	2,197.76
412 Orchestra	443.91	0.00	0.00	0.00	443.91
413 Entertainment 2000	17,090.98	20.00	0.00	0.00	17,110.98
414 Band Fundraising	0.00	0.00	0.00	0.00	0.00
415 Choir Fundraising	9,425.65	639.50	621.54	0.00	9,443.61
416 Orchestra Fundraising	581.00	1,958.50	0.00	0.00	2,539.50
417 Music Trip (NY)	0.00	0.00	25,500.00	0.00	-25,500.00
481 Senior Class	0.00	0.00	0.00	0.00	0.00
482 Junior Class	7,441.00	82.25	0.00	0.00	7,523.25
484 Post Prom Security	0.00	0.00	0.00	0.00	0.00
499 VICA	420.72	936.15	172.86	0.00	1,184.01
501 Student Council	5,133.81	0.00	100.01	0.00	5,033.80
502 National Honor Society	1,990.07	157.54	0.00	0.00	2,147.61
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	478.00	0.00	0.00	519.51
516 Cheerleading-Varsity 2003-04	646.92	432.00	323.60	0.00	755.32
517 Cheerleading-JV 2003-04	221.21	0.00	0.00	0.00	221.21
518 Cheerleading-Freshman 2003-04	297.20	150.00	146.85	0.00	300.35
519 Cheerleading Uniforms/Summer Camp	-271.09	50.00	0.00	0.00	-221.09
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	4,116.57	0.00	0.00	0.00	4,116.57
525 Yearbook 03-04	1,428.61	2,615.00	37.48	0.00	4,006.13
555 FCCLA	82.69	0.00	0.00	0.00	82.69
556 Future Educators of America	976.89	870.00	658.00	0.00	1,188.89
560 Patriot Post	12,997.91	4,819.17	3,050.03	0.00	14,767.05
561 Patriot Post Start Up	349.08	0.00	0.00	0.00	349.08
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	89,194.30	19,807.32	48,526.24	-88.07	60,387.31
E ADMINISTRATIVE CUSTODIAL					
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	587.58	0.00	139.50	0.00	448.08
602 Parking	19,090.72	840.00	97.54	0.00	19,833.18
603 Field Trips	-968.66	0.00	330.68	0.00	-1,299.34
604 Physical Education Fund	11.38	0.00	0.00	0.00	11.38
605 Pool Maintenance	7,709.23	0.00	180.55	0.00	7,528.68
606 Art Fees	371.18	0.00	25.00	0.00	346.18
607 Book Fines	10,089.47	0.00	0.00	0.00	10,089.47
610 Information Center	220.07	0.00	26.94	0.00	193.13
611 Advanced Placement	3,075.50	0.00	0.00	0.00	3,075.50
614 Transcript and Test Fees	2,227.56	105.00	111.00	0.00	2,221.56
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	926.76	361.80	0.00	0.00	1,288.56

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Numr -

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
623 Manufacturing Tech	167.34	39.60	0.00	0.00	206.94
624 Power Tech	156.82	0.00	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	-4.70	31.90	0.00	0.00	27.20
640 Student ID Card Fee	870.41	10.00	0.00	0.00	880.41
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	60.00	0.00	1,513.42
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	-185.11	0.00	0.00	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	1,817.8
687 Next Frontier	-56.80	0.00	75.80	0.00	-132.60
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
E ADMINISTRATIVE CUSTODIAL Totals:	54,173.39	1,388.30	1,047.01	0.00	54,514.68
F DISTRICT CUSTODIAL					
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
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
G INACTIVE ACCOUNTS					
0 No Name acct	0.00	0.00	0.00	0.00	0.00
104 Candy Machine Refund	0.00	0.00	0.00	0.00	0.00
153 MetroCommunity College Rebate	0.00	0.00	0.00	0.00	0.00
157 Jostens	0.00	0.00	0.00	0.00	0.00
175 Mascot Fund	0.00	0.00	0.00	0.00	0.00
203 Cookie Fundraiser	0.00	0.00	0.00	0.00	0.00
208 Summer Camp Clinics	0.00	0.00	0.00	0.00	0.00
209 Summer Camps 2001	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

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

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
G INACTIVE ACCOUNTS Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
S Banking					
999 Starting Cash	-1,502.00	5,800.00	6,000.00	0.00	-1,702.00
S Banking Totals:	<u>-1,502.00</u>	<u>5,800.00</u>	<u>6,000.00</u>	<u>0.00</u>	<u>-1,702.00</u>
Z INVESTMENTS					
900 Preferred Bus Money Market	-102,563.81	0.00	87.15	0.00	-102,650.96
914 Athletic Bus Money Market	-102,557.03	0.00	87.14	0.00	-102,644.17
Z INVESTMENTS Totals:	<u>-205,120.84</u>	<u>0.00</u>	<u>174.29</u>	<u>0.00</u>	<u>-205,295.13</u>
Report Totals:	<u>134,953.46</u>	<u>54,987.95</u>	<u>75,066.07</u>	<u>0.00</u>	<u>114,875.34</u>

ALL Data

Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Numbr

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities					
1000 Field Trips	948.90	128.00	0.00	0.00	1,076.90
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	22,602.90	2,222.00	0.00	0.00	24,824.90
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	2,505.00	0.00	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	14,785.00	0.00	0.00	0.00	14,785.00
2412 Orchestra Trip	0.00	10,490.00	0.00	0.00	10,490.00
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	170.00	10.00	0.00	0.00	180.00
2556 FEA	0.00	150.00	0.00	0.00	150.00
2560 Patriot Post Trip	525.00	0.00	0.00	0.00	525.00
2599 Intramurals	0.00	827.00	0.00	0.00	827.00
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	29,390.00	1,715.00	0.00	0.00	31,105.00
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
A Extracurricular Activities Totals:	76,034.80	15,542.00	0.00	0.00	91,576.80
B Post Secondary Education					
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 Post Secondary Education Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	76,034.80	15,542.00	0.00	0.00	91,576.80

ALL Data

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	8,199.55	4.02	50.00	0.00	8,153.57
105 PRINCIPALS ADMIN	-130.50	3,930.00	46.08	0.00	3,753.42
110 BUILDING MAINTENANCE	1,022.00	0.00	101.00	0.00	921.00
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	1,067.28	5.00	129.24	0.00	943.04
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	909.26	27.00	91.53	0.00	844.73
150 INFORMATION CENTER	127.67	0.00	99.99	0.00	27.68
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	-1,905.15	3,048.00	2,493.19	0.00	-1,350.34
160 PARKING	26,452.63	848.00	166.77	0.00	27,133.86
165 STAFF WELLNESS	197.50	0.00	0.00	0.00	197.50
170 STAFF CLOTHING	40.58	840.58	0.00	0.00	881.16
172 STAFF VENDING	-601.56	0.00	1,433.63	0.00	-2,035.19
174 TECHNOLOGY REBATES	1,828.80	36.00	0.00	0.00	1,864.80
180 VISITATION	365.38	0.00	0.00	0.00	365.38
181 VENDING - CAT'S DEN	6,785.60	14,067.68	0.00	0.00	20,853.28
182 VENDING-COKE	2,484.38	2,057.96	0.00	0.00	4,542.34
183 VENDING - DAHL	670.06	575.98	0.00	0.00	1,246.04
184 VENDING - GUMBALL	500.00	0.00	0.00	0.00	500.00
189 WATER FUND	-179.90	0.00	179.90	0.00	-359.80
A ADMINISTRATIVE Totals:	54,074.25	25,440.22	4,791.33	0.00	74,723.14
B ATHLETIC ADMIN					
200 ATHLETIC ADMIN	76,601.17	17,064.02	9,686.74	0.00	83,978.45
201 AD'S OFFICE	5,026.60	1,030.00	1,030.00	0.00	5,026.60
202 Athletic Event Admissions	2,883.28	0.00	0.00	0.00	2,883.28
203 ATHLETIC PROJECT FUND	5,868.77	0.00	1,100.00	0.00	4,768.77
205 ATHLETIC TRAINING	955.86	0.00	0.00	0.00	955.86
208 BASEBALL FUNDRAISING	4,712.89	0.00	2,925.64	0.00	1,787.25
210 BOYS BB FUNDRAISING	799.17	3,310.00	1,264.84	0.00	2,844.33
212 BOYS GOLF FUNDRAISING	3,011.58	0.00	100.00	0.00	2,911.58
214 BOYS SOCCER FUNDR	0.00	0.00	0.00	0.00	0.00
217 COACHES CLINICS	2,171.59	0.00	416.50	0.00	1,755.09
219 CONCESSIONS	8,230.89	4,200.94	1,593.04	0.00	10,838.79
220 INTRAMURALS	815.06	0.00	0.00	0.00	815.06
222 FIT CNTR/EQUIPMENT	2,245.59	0.00	279.00	0.00	1,966.59
223 FIT CNTR/MAINTENANCE	730.51	0.00	0.00	0.00	730.51
225 FOOTBALL CAMPS	4,118.52	1,150.00	982.85	0.00	4,285.67
226 FOOTBALL LIFT-A-THON	749.80	0.00	0.00	0.00	749.80
230 GIRLS BASKETBALL FR	1,868.02	3,242.00	1,319.28	0.00	3,790.74
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

Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
260 POOL MAINTENANCE	5,848.62	451.00	242.03	0.00	6,057.59
265 VB FUNDRAISING	3,254.75	0.00	0.00	0.00	3,254.75
270 WRESTLING FUNDRAISER	378.53	3,978.06	312.00	0.00	4,044.59
272 WRESTLING MAT FUND	3,045.00	0.00	3,440.00	0.00	-395.00
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	2,837.84	500.00	287.05	0.00	3,050.79
299 CORPORATE ADVERTISING	2,105.16	0.00	0.00	0.00	2,105.16
B ATHLETIC ADMIN Totals:	144,617.01	34,926.02	24,978.97	0.00	154,564.06
C ACADEMIC COURSES					
300 AP EUROPEAN TEXT	290.00	55.00	0.00	0.00	345.00
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	12,042.98	140.00	25.00	0.00	12,157.98
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	492.86	0.00	0.00	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	1,354.61	0.00	0.00	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	1,149.10	0.00	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	52.13	0.00	239.82
376 VOC WOODS	1,349.96	1,670.73	644.82	0.00	2,375.87
C ACADEMIC COURSES Totals:	20,973.49	1,865.73	721.95	0.00	22,117.27
D CLUBS/ORGANIZATIONS					
400 ART CLUB	0.00	0.00	0.00	0.00	0.00
401 AMNESTY INTERNATIONAL	0.00	107.00	0.00	0.00	107.00
402 BOOKSTORE (Scratchin Post)	4,248.58	2,051.00	318.50	0.00	5,981.08
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	-100.00	38.00	560.00	0.00	-622.00
410 DECA	-18,991.47	1,601.41	2,543.93	0.00	-19,933.99
411 DRAMA - INTL THESPIANS	351.44	0.00	680.00	0.00	-328.56
412 DRAMA PRODUCTION	2,254.05	596.77	1,405.06	0.00	1,445.76
413 FCCLA FAMILY CARREER	5,239.55	0.00	3,101.50	0.00	2,138.05
414 FORENSICS TEAM	305.94	3,290.63	1,255.50	0.00	2,341.07
415 FRENCH CLUB	288.96	0.00	0.00	0.00	288.96
416 NOT IN USE	0.00	0.00	0.00	0.00	0.00
418 FUTURE EDUCATORS	1,010.52	3,120.55	0.00	0.00	4,131.07
420 GERMAN CLUB	1,024.49	0.00	49.44	0.00	975.05
425 JUNIOR CLASS	11,027.91	0.00	1,000.00	0.00	10,027.91
430 LITERARY MAGAZINE	453.00	16.00	0.00	0.00	469.00
433 MATH CLUB	-58.50	0.00	0.00	0.00	-58.50
435 M CLUB - CRAZIES	2,861.92	0.00	0.00	0.00	2,861.92

Current Cash Balance Report

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
440 MULTI CULTURAL CLUB	0.00	0.00	0.00	0.00	0.00
445 NATL HONOR SOCIETY	5,637.87	0.00	982.36	0.00	4,655.51
450 NEWSPR (CAT'S EYE VIEW)	133.60	0.00	491.20	0.00	-357.60
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	971.60	0.00	114.00	0.00	857.60
465 SPED BUTTON FUND	215.81	0.00	0.00	0.00	215.81
470 STUDENT COUNCIL	9,622.46	12.00	185.03	0.00	9,449.43
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.	609.73	45.00	0.00	0.00	654.73
480 YEARBOOK (PROWLER)	18,516.54	4,260.00	0.00	5,805.00	28,581.54
485 YEARBOOK TRIP	689.39	350.00	0.00	0.00	1,039.39
495 YOUTH MAKING A DIFF	1,395.68	108.00	618.67	0.00	885.01
D CLUBS/ORGANIZATIONS Totals:	54,189.96	15,596.36	13,305.19	5,805.00	62,286.13
E ATHLETIC TEAMS					
500 BASEBALL CONTESTS	-277.45	0.00	0.00	0.00	-277.45
501 BASEBALL EQUIPMENT	4,959.80	0.00	2,724.39	0.00	2,235.41
505 BASKETBALL CON BOYS	466.12	0.00	1,401.36	0.00	-935.24
506 BASKETBALL EQUIP - B	906.79	0.00	335.00	0.00	571.79
510 BASKETBALL CON GIRLS	572.50	0.00	829.45	0.00	-256.95
511 BASKETBALL EQUIP G	282.65	0.00	203.29	0.00	79.36
515 CROSS COUNTRY CON	-1,397.53	0.00	100.00	0.00	-1,497.53
516 CROSS COUNTRY EQUIP	1,614.66	0.00	0.00	0.00	1,614.66
520 FOOTBALL CONTESTS	-3,910.60	0.00	30.00	0.00	-3,940.60
521 FOOTBALL EQUIPMENT	-7,209.61	2,128.00	0.00	0.00	-5,081.61
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	2,458.68	0.00	0.00	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 CONTEST 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 CONTEST 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	-1,542.78	0.00	0.00	0.00	-1,542.78
561 SOFTBALL EQUIPMENT	1,928.88	0.00	447.00	0.00	1,481.88
565 SWIM TEAM CONTESTS	151.48	0.00	390.00	0.00	-238.52
566 SWIM TEAM EQUIPMENT	3,005.90	0.00	466.00	0.00	2,539.90
570 TENNIS CONTESTS - BOYS	340.20	0.00	0.00	0.00	340.20
571 TENNIS EQUIPMENT BOYS	1,859.05	0.00	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	-5,805.00	395.31
581 TRACK EQUIP - GIRLS	2,825.43	0.00	0.00	0.00	2,825.43
585 VOLLEYBALL CONTESTS	-2,685.46	0.00	-9.00	0.00	-2,676.46
586 VOLLEYBALL EQUIPMENT	682.44	0.00	0.00	0.00	682.44
590 WRESTLING CONTESTS	-100.00	20.00	1,185.00	0.00	-1,265.00
591 WRESTLING EQUIPMENT	4,012.38	0.00	797.56	0.00	3,214.82

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Arranged by:

ALL Data

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Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
E ATHLETIC TEAMS Totals:	21,689.91	2,148.00	8,900.05	-5,805.00	9,132.86
F CHEERLEADERS					
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	-280.81	0.00	0.00	0.00	-280.81
630 VARSITY CHEERLEADERS	2,232.17	21.94	1,654.75	0.00	599.36
635 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F CHEERLEADERS Totals:	3,475.97	21.94	1,654.75	0.00	1,843.16
G MUSIC					
700 BAND	4,468.16	186.00	172.60	0.00	4,481.56
701 BAND UNIFORMS	660.31	0.00	11.00	0.00	649.31
710 CHORAL MUSIC	6,865.93	19,223.45	4,897.34	0.00	21,192.04
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	2,000.00	0.00	0.00	0.00	2,000.00
730 ORCHESTRA	127.41	465.00	75.00	1,043.00	1,560.41
733 ORCHESTRA TRIP CHI	1,043.00	0.00	0.00	-1,043.00	0.00
735 SCULPTURE	0.00	0.00	0.00	0.00	0.00
750 SPOTLIGHT	-204.00	0.00	0.00	0.00	-204.00
760 BAND TRIP	0.00	0.00	0.00	0.00	0.00
770 CHOIR TRIP	-2,300.41	0.00	6,000.00	0.00	-8,300.41
775 Tri-M Music Honor Society	308.54	0.00	41.21	0.00	267.33
790 MUSIC DONATIONS	1,043.29	0.00	55.54	0.00	987.75
G MUSIC Totals:	14,951.32	19,874.45	11,252.69	0.00	23,573.08
H TRANSPORTATION					
800 TRANSPORTATION MISC	-96.09	301.96	508.92	0.00	-303.05
810 TRANS FALL SPORTS	-8,682.88	0.00	1,478.62	0.00	-10,161.50
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	-5,783.00	0.00	757.86	0.00	-6,540.86
845 TRANSPORTATION BAND	-7,520.16	0.00	0.00	0.00	-7,520.16
848 TRANSPORTATION CHOIR	-1,546.12	0.00	278.85	0.00	-1,824.97
850 TR DEBATE/FOR/DRAMA	-450.60	0.00	1,856.60	0.00	-2,307.20
H TRANSPORTATION Totals:	-24,193.82	301.96	4,880.85	0.00	-28,772.71
I ACADEMIC COURSE FINES					
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
I ACADEMIC COURSE FINES Totals:	4,383.07	0.00	0.00	0.00	4,383.07
Y BANKING					
910 STARTING CASH	-7,511.35	4,100.00	5,850.00	0.00	-9,261.35
915 UNASSIGNED DEPOSITS	929.27	0.00	0.00	0.00	929.27
920 CHECKING ACCCOUNT	-908.27	350.77	60.76	0.00	-618.26
930 MONEY MKT INTEREST	789.62	0.00	0.00	0.00	789.62
940 CD INTEREST	579.14	0.00	0.00	0.00	579.14
Y BANKING Totals:	-6,121.59	4,450.77	5,910.76	0.00	-7,581.58

ALL Data

Current Cash Balance Report

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Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-115,331.68	0.00	0.00	0.00	-115,331.68
960 OSB - JUMBO CD	0.00	0.00	0.00	0.00	0.00
Z INVESTMENTS Totals:	<u>-115,331.68</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>-115,331.68</u>
Report Totals:	<u>172,707.89</u>	<u>104,625.45</u>	<u>76,396.54</u>	<u>0.00</u>	<u>200,936.80</u>

Cynthia M. Hansen 10-23-04
Accounting Clerk

Richard Z. Kolowski 1-23-04
Principal

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Current Cash Balance Report

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Arranged by:

Date: 12/01/2003 thru 12/31/2003

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 FIELD TRIPS	5,955.25	209.00	0.00	0.00	6,164.25
1355 PE//LIFETIME FIT FT	0.00	0.00	0.00	0.00	0.00
2220 INTRAMURAL FEE FUND	270.00	3,020.00	0.00	0.00	3,290.00
2407 DEBATE FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	10,278.00	3,988.00	0.00	0.00	14,266.00
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	3,805.00	50.00	0.00	0.00	3,855.00
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	2,269.00	5,333.40	0.00	0.00	7,602.40
5010 PARTICIPATION FEE	33,713.00	460.00	0.00	0.00	34,173.00
A EXTRACURRICULAR ACTIVITIES Totals:	60,078.25	13,060.40	0.00	0.00	73,138.65
B POST SECONDARY EDUCATION					
7120 AP TEST FEES	0.00	0.00	0.00	0.00	0.00
B POST SECONDARY EDUCATION Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	60,078.25	13,060.40	0.00	0.00	73,138.65

Cynthia Hunter 1-23-04
Accounting Clerk

Richard L. Kolowski 1-23-04
Principal

ALL Data

Current Cash Balance Report

Date: 11/26/2003 thru 12/25/2003

Arranged by:
Group ID and Activity Number
102

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
100 GENERAL FUND	221.94	921.39	1,268.18	0.00	-124.85
100	1,096.33	0.00	0.00	0.00	1,096.33
Totals:	<u>1,318.27</u>	<u>921.39</u>	<u>1,268.18</u>	<u>0.00</u>	<u>971.48</u>
Report Totals:	1,318.27	921.39	1,268.18	0.00	971.48

Angie Beckman

ALL Data

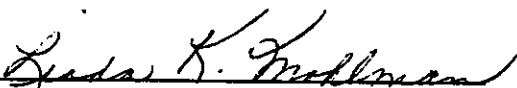
Current Cash Balance Report

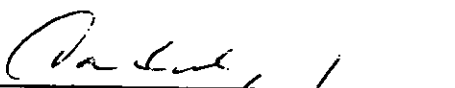
103

Date: 12/01/2003 thru 12/31/2003

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	0.00	0.00	0.00	0.00	0.00
120 Middle School Summer School	70.00	0.00	70.00	0.00	0.00
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	62.37	0.08	0.00	0.00	62.45
160 Food Service Refunds	0.00	173.85	173.85	0.00	0.00
A SUMMER SCHOOL ACCOUNTS Totals:	<u>132.37</u>	<u>173.93</u>	<u>243.85</u>	<u>0.00</u>	<u>62.45</u>
Report Totals:	132.37	173.93	243.85	0.00	62.45


Linda K. Mohlman, DSAC
Executive Secretary


Chris Hughes, DSAC
Accounting Manager

AGENDA SUMMARY SHEET

AGENDA ITEM: Science Framework

MEETING DATE: February 16, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Secondary Science Framework

Course frameworks include course outcomes, enablers (skills and content), and recommended assessment methodologies for each course. Resource selection will begin after approval of the framework.

ACTION DESIRED: APPROVAL X

BACKGROUND: The Science Framework has been in the MEP process for a year and a half. All courses take into consideration district direction, Millard Standards and State and National Standards.

RECOMMENDATIONS: Recommend approval of the Science Framework.

TIMELINE: Implementation was scheduled to allow for adequate resource selection and staff development. Acquisition of texts and other resources will begin after approval of the framework.

RESPONSIBLE PERSON: Dr. Judy Porter and Clara Hoover

ASSOCIATE SUPERINTENDENT APPROVAL: Martha Bruckner

SUPERINTENDENT APPROVAL: [Signature]

BOARD ACTION:

SECONDARY SCIENCE FRAMEWORK

February 2004



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10.

Participants

The following people participated in developing the Secondary Science Framework.

Core Committee

Pat Ashbacher (NMS)
Tom Boldt (NHS)
Diana Butler (KMS)
Terry Butler (AMS)
Pat Crum (WHS)
Tina Elyea (KMS)
Lori Gerardi (CMS)
Lisa Groth (SHS)
Sue Halvorson (Parent)
Glenn Irwin (RMS)
Nancy Johnston (BMS)
Jon Lopez (SHS)
Sheryl McGlamery (UNO)
Dave Noodell (NHS)
Jerry Olson (BMS)
Tyler Renken (SHS)
Carol Rogers (CMS)
Sue Schnack (Parent)
CeCe Schwensen (SHS)
Nancy Thornblad (Elem MEP)
Earlene Uhrig (WHS)

Literature Review

Deb Beaudoin (NHS)
Pat Crum (WHS)
Kent Speer (BMS)

Scope and Sequence Committee

Peg Bay (BMS)
Erica Bodzek (SHS)
Merry Ann Coe (RMS)
Pat Crum (WHS)
Julie Culler (NHS)
Lisa Groth (SHS)
Jim Johnston (WHS)
Jason Krska (WHS)
Don Kucera (KMS)
Walt Mertz (NHS)
Trent Monzingo (NHS)
Dan Murphy (AMS)
Cindy Orso (CMS)
Carol Rogers (CMS)
Ann Schmidt (NMS)

Middle Level Writing Teams

Linda Nichols (BMS)
Paulette Fries (KMS)

Sixth Grade

Erin Shirmang-Ward (AMS)
Peg Bay (BMS)
Carol Clark (CMS)
Brett Rhodes (KMS)
Dan Guinan (NMS)
Glenn Irwin (RMS)
Merry Ann Coe (RMS)

Seventh Grade

Dan Murphy (AMS)
Melanie Olson (BMS)
Jeri List (CMS)
Diana Butler (KMS)
Pat Ashbacher (NMS)
Dave Hemphill (RMS)

Eighth Grade

Nancy Starr (AMS)
Kent Speer (BMS)
Maureen Ord (CMS)
Tammy Davis (KMS)
Diane Kinney (NMS)
Kelly Ostronic (RMS)

High School Writing Teams

Physical Science in Action Basic Physical Science in Action

Mike Edmundson (SHS)
Jason Larson (WHS)
Tyler Berzina (WHS)
Erica Bodzek (SHS)
Tom Boldt (NHS)
Viann Zabawa (NHS)

Biology

Basic Biology
Tom Bodzek (SHS)
Lisa Groth (SHS)
Deb Beaudoin (NHS)
Christina Preuss (NHS)
Earlene Uhrig (WHS)
Kristen Holzer (WHS)

Zoology

Bob Barr (SHS)
Megan Hylok (WHS)

Chemistry

Jason Krska (WHS)
Pat Crum (WHS)
Dave Noodell (NHS)
David Brandt (NHS)
Ron Kaspar (SHS)

Astronomy

Dana Keepers (WHS)
Mike Edmundson (SHS)
Phil Manley (NHS)
Sheila Catton (NHS)

Environmental Science

Bob Yakus (NHS)
Megan Hylok (WHS)
Tom Bodzek (SHS)

Physics

Tyler Berzina (WHS)
Tom Neumann (SHS)
Walt Mertz (NHS)

Human Physiology

Jim Johnston (WHS)
Bob Yakus (NHS)
Lisa Groth (SHS)

AP Chemistry

Suellen Kador (WHS)
Daryl Jahn (NHS)
Ron Kaspar (SHS)

AP Biology

Jay Carlson (WHS)
Dave Buckley (NHS)
Harlan Groff (SHS)

AP Physics

Tyler Berzina (WHS)
Tom Neumann (SHS)
Walt Mertz (NHS)

MEP Facilitator

Clara Hoover

Secondary Science Education Philosophy

The purpose of science education is to prepare all students to be scientifically literate members of society. A scientifically literate person uses science knowledge and processes for meeting the challenges of a dynamic society.

Beliefs

We believe that all students, as life-long learners, should:

1. actively experience science through inquiry while acquiring a common core of scientific knowledge by:
 - utilizing higher levels of thinking, problem solving, scientific processes and principles;
 - investigating interdisciplinary connections, those bridging diverse scientific fields as well as those linking science to other academic and artistic endeavors;
 - interpreting and communicating information; and
 - applying science to real-life situations.
2. understand the relationship between science and technology and their effects on society by:
 - using appropriate technological resources;
 - developing an ability to access, evaluate and apply scientific information;
 - recognizing scientific principles in technological applications;
 - realizing that science and technology impact the quality of life; and
 - recognizing science and technology's impact on the environment.
3. develop and maintain a curiosity about themselves and the universe in which they live.

12.

Differentiation

All students have the potential to become scientifically literate members of society. Regardless of their readiness, interest and learning styles, all students need to be able to apply science knowledge and skills in their daily lives. Science teachers utilize a wide range of instructional strategies and provide students with a variety of experiences, strategies and techniques that can help them develop an understanding of science.

Differentiated science instruction includes:

- Understanding students' preconceptions about science
- Experiencing science through inquiry
- Encouraging students to develop their own questions
- Utilizing thinking, problem solving and scientific processes
- Presenting science content utilizing a variety of delivery methods
- Providing multi-sensory experiences
- Investigating interdisciplinary connections
- Using appropriate technological resources
- Experiencing science in real-life situations
- Applying science to real-life situations
- Engaging students in thoughtful reflection on their learning
- Allowing students to demonstrate their learning in different ways

Science teachers will make conscious use of differentiation strategies by continuing to pursue and apply information related to readiness, interest, learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will provide all students the opportunity to become scientifically literate.

References

- Heacox, Diane. (2002) *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing.
- Krueger, Alice, and Sutton, John, eds. (2001) *EDThoughts: What We Know about Science Teaching and Learning*. Aurora, CO: Mid-continent Research for Education and Learning.
- Tomlinson, Carol Ann. (1999) *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Safety in Science Education

Providing students with opportunities to learn science through inquiry means that students will participate in a variety of hands-on learning activities. Because of this emphasis, it is imperative that science teachers are knowledgeable about science safety. *Science and Safety: Making the Connections* and Millard's *Science Safety Procedures* manual both describe the three legal responsibilities schools have regarding science safety:

- Instruction
- Supervision
- Maintenance

Millard science teachers should be familiar with the *Science Safety Procedures* manual distributed to all secondary principals and science teachers in August 2000 (reviewed 2003), and to all science teachers new to the district thereafter. All science teachers should model and follow the recommendations and procedures described in this manual.

Science teachers must provide adequate instruction prior to each laboratory experience. Safety instruction will be noted in lesson plans. In addition, science teachers must understand:

- How to keep science areas safe
- What to do in the event of an accident
- How to handle equipment
- How to label and store chemicals
- Those issues unique to biological safety
- Those issues unique to chemical safety
- Those issues unique to physical science safety

The *NSTA Guide to School Science Facilities* describes how schools should maintain appropriate class size, provide adequate classroom space, and provide and maintain adequate furnishings and functional equipment. It is important that Millard maintain appropriate class size and provide adequate classroom space and equipment to ensure that students have a safe environment in which they can participate in hands-on science activities.

References

- Biehle, James T., LaMoine L. Motz, and Sandra S. West. (1999) *NSTA Guide to School Science Facilities*. Arlington, VA: National Science Teachers Association.
- Flinn Scientific: Safety.
- The Laboratory Safety Institute.
- Science and Safety: Making the Connections*. (n.d.) Council of State Science Supervisors.
- Science Safety Procedures*. (1999) Omaha, NE: Millard Public Schools

14.

Animal Dissection

Millard secondary science teachers believe all students should actively experience science through inquiry. Direct, hands-on experiences are among the best ways for students to be actively involved in scientific inquiry. Dissection provides students the opportunity to feel textures, observe and compare physical characteristics of real specimens, and understand the positions and roles of individual organs and tissues within entire systems. Life science educators believe animal dissection provides a better understanding of biological systems and functions than do alternative learning experiences.

In required courses, students who choose not to participate in dissection should be provided alternative learning experiences that may include, but are not limited to, virtual dissection via Internet or CD-ROM; other appropriate Internet, CD-ROM or video activities; working with models; and recording, interpreting and discussing data gathered by other students performing dissection.

References

- Institute of Laboratory Animal Research. (2001) *Principles and Guidelines for the Use of Animals in Precollege Education*.
- National Association of Biology Teachers. (1995) *The Use of Animals in Biology Education*.
- National Science Teachers Association. (1991) *Guidelines for Responsible Use of Animals in the Classroom*.
- Riechard, Donald E. (1993). Teaching science: The dissection dilemma. *The Clearing House*, 67(1), pp. 4-5.

15.

**Millard Standards: Science
Middle School**

Millard Outcome # 9: Students will use scientific processes to understand the unifying concepts of the natural world.

- 8.9.1 Students will recognize and apply the unifying concepts and processes of the natural world.
- 8.9.2 Students will apply the knowledge and skills needed for scientific inquiry.

Millard Outcome #10: Students will demonstrate understanding of life, physical, earth and space sciences.

- 8.10.1 Students will explore and explain physical science concepts, theories and models.
- 8.10.2 Students will explore and explain life science concepts, theories and models.
- 8.10.3 Students will explore and explain earth and space science concepts, theories and models.
- 8.10.4 Students will examine the connections between science and technology.
- 8.10.5 Students will relate science to personal and social issues.
- 8.10.6 Students will evaluate the interrelationships among science, human endeavor and various cultures.

16.

**Millard Standards: Science
High School**

Millard Outcome # 9: Students will use scientific processes to understand the unifying concepts of the natural world.

- 11.9.1 Students will relate and apply the unifying concepts and processes to the natural world.
- 11.9.2 Students will apply the knowledge and process skills needed for scientific inquiry.

Millard Outcome #10: Students will demonstrate understanding of life, physical, earth and space sciences.

- 11.10.1 Students will analyze and apply physical science concepts, principles, theories and models.
- 11.10.2 Students will analyze and apply life science concepts, principles, theories and models.
- 11.10.3 Students will analyze and apply earth and space science concepts, principles, theories and models.
- 11.10.4 Students will analyze the connections between science and technology.
- 11.10.5 Students will relate science to personal and social issues.
- 11.10.6 Students will evaluate the interrelationships among science, human endeavor and various cultures.

MILLARD ESSENTIAL LEARNER OUTCOMES

- CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS
• LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG
LEARNING
• SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS

Students will demonstrate proficiency on these twelve indicators by meeting established standards on district-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

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

LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

LIFE SKILLS AND PERFORMANCES

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

READINESS FOR WORK

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

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

Revised: Strategic Planning
December 5, 1996

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

Rule Adopted: May 3, 1999

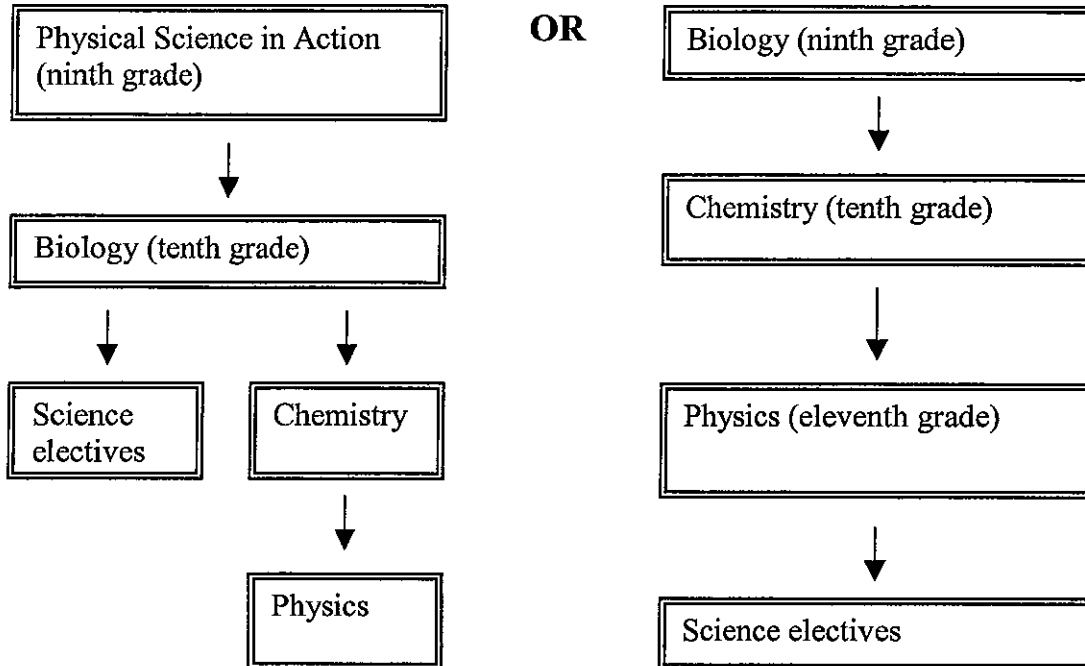
Revised: June 18, 2001; July 21, 2003

Millard Public Schools
Omaha, NE

Primary Resources

Course	Text
Sixth Grade Science	Holt Science & Technology Short-Course Series (2005), Holt <ul style="list-style-type: none"> • Microorganisms, Fungi and Plants • Animals • Earth's Changing Surface • Sound and Light
Seventh Grade Science	Holt Science & Technology Short-Course Series (2005), Holt <ul style="list-style-type: none"> • Cells, Heredity and Classification • Human Body Systems and Health • Inside the Restless Earth • Forces, Motion and Energy
Eighth Grade Science	Holt Science & Technology Short-Course Series (2005), Holt <ul style="list-style-type: none"> • Environmental Science • Astronomy • Introduction to Matter • Interactions of Matter • Electricity and Magnetism
Physical Science in Action	
Basic Physical Science in Action	
Biology	
Basic Biology	
Zoology	
Chemistry	
Astronomy	
Environmental Science	
Physics	
Human Physiology	
Advanced Placement [®] Chemistry	
Advanced Placement [®] Biology	
Advanced Placement [®] Physics	

Recommendations for Sequence of High School Science Courses



Most students should take Physical Science in Action in ninth grade, followed by Biology in tenth grade. Other physical science (including Chemistry and Physics) and life science courses are available as electives to round out the student's understanding of life, physical, earth and space science.

Students wanting to accelerate their science curriculum may take Biology in ninth grade. It is recommended that they take Chemistry in tenth grade, followed by Physics in eleventh grade. The purpose of starting with Biology in ninth grade is to provide students who have a strong interest in science the opportunity to take more than two and a half years of science in high school, including Advanced Placement[®] science courses.

Success as an eighth grader is the criteria for placement in Biology in ninth grade. In order to take Biology as a ninth grader, students should be recommended by their eighth grade team with that recommendation based on:

- Strong math ability and skills
- Strong reading ability and skills
- Strong science ability, skills and interest
- Interest in taking more than the required high school science courses.

SIXTH GRADE SCIENCE

Sixth Grade Science

6

Year

Course Description: Students will use scientific inquiry to investigate the natural world and understand the connections among physical, life and earth sciences. Students will also explore the role of science in society. Concepts included in sixth grade science are light and sound, the structure of earth, diversity and adaptation of organisms, and the structure and function of living systems including plants.

Outcome 1

Students will use scientific inquiry and technology to recognize and apply the unifying concepts and processes of the natural world.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Recognize and apply the unifying concepts and processes of the natural world.
- Apply the knowledge and skills needed for scientific inquiry.

Enablers:

- Recognize and describe key parts and functions of any system.
- Analyze and predict the interactions within a system and between systems.
- Create and use classification schemes.
- Interpret cause and effect relationships within and between systems.
- Collect, manipulate and analyze data from an experiment.
- Observe and develop models (physical, mathematical, mental and computer simulations).
- Interpret and explain results of experimentation.
- Select and use appropriate measurement units.
- Demonstrate how the design of an object makes it possible for that object to perform a specialized task.
- Identify questions and form hypotheses that can be examined through scientific investigations.
- Conduct a scientific investigation.
- Use appropriate tools and techniques to gather, analyze and interpret data. (Introduce and

use computer software and presentations, electronic data collection devices, microscopes, balances and metric rulers.)

- Given evidence, develop descriptions, explanations and models.
- Communicate scientific procedures and explanations.
- Use mathematics in scientific inquiry.

Assessment: Performance: Demonstrate acquisition of process skills (checklist).

Outcome 2

Students will explore and explain the concepts, theories and models of physical, life and earth sciences.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Explore and explain physical science concepts, theories and models.
- Explore and explain life science concepts, theories and models.
- Explore and explain earth and space science concepts, theories and models.

Enablers:

- Compare and contrast reflection and refraction.
- Investigate and describe the properties of the visible light spectrum.
- Investigate and describe sound waves and the properties of sound (wave length, frequency, pitch, resonance and Doppler effect).
- Describe the characteristics of life.
- Investigate and describe population and ecosystems
- Describe an organism by the function it serves in an ecosystem (producers, consumers and decomposers).
- Explore plant and animal behavior.
- Investigate and describe characteristics of the six kingdoms.
- Explain plant reproduction.
- Investigate and describe the crust, mantle and core of the earth.
- Explain how erosion and weathering have impacted land forms.
- Investigate and describe the water cycle.

Assessment: Selected response test

Outcome 3

Students will evaluate the interrelationships among science, human endeavor and various cultures; relate science to personal and social issues; and examine the connections between science and technology.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Examine the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Interpret the effects of population on local and global environmental resources.
- Interpret the effects of natural hazards on the environment.
- Analyze a type of hazard (natural, chemical or biological) to evaluate the options for reducing or eliminating human risk.
- Explain that the effect of science on society is neither entirely beneficial nor entirely detrimental.
- Explain how people of various social and ethnic backgrounds engage in the activities of science, engineering and related fields.
- Explore the process of technological design.

Assessment: Personal communication or essay

Primary Text:

- Holt Science & Technology Short-Course Series (2005), Holt
- Microorganisms, Fungi and Plants
 - Animals
 - Earth's Changing Surface
 - Sound and Light

SEVENTH GRADE SCIENCE

Seventh Grade Science

7

Year

Course Description: Students will use scientific inquiry and technology to demonstrate an understanding of the unifying concepts and processes of the natural world. Students will identify the relationships among the personal, social and historical aspects of science. Concepts included in seventh grade science are motion and forces, energy and energy transfer, geological processes, and the structure and function of living systems with emphasis on cells and human body systems.

Outcome 1

Students will use scientific inquiry and technology to recognize and apply the unifying concepts and processes of the natural world.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Recognize and apply the unifying concepts and processes of the natural world.
- Apply the knowledge and skills needed for scientific inquiry.

Enablers:

- Recognize and describe key parts and functions of any system.
- Analyze and predict the interactions within a system and between systems.
- Create and use classification schemes.
- Interpret cause and effect relationships within and between systems.
- Collect, manipulate and analyze data from an experiment.
- Observe and develop models (physical, mathematical, mental and computer simulations).
- Interpret and explain results of experimentation.
- Select and use appropriate measurement units.
- Demonstrate how the design of an object makes it possible for that object to perform a specialized task.
- Identify questions and form hypotheses that can be examined through scientific investigations.
- Conduct a scientific investigation.
- Use appropriate tools and techniques to gather, analyze and interpret data.

24.

(Review and use computer software and presentations, electronic data collection, microscopes, balances and metric rulers.)

- Given evidence, develop descriptions, explanations and models.
- Show the relationship between evidence and explanations.
- Communicate scientific procedures and explanations.
- Use mathematics in scientific inquiry.

Assessment: Performance: Demonstrate acquisition of process skills (checklist).

Outcome 2

Students will explore and explain the concepts, theories and models of physical, life and earth sciences.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Explore and explain physical science concepts, theories and models.
- Explore and explain life science concepts, theories and models.
- Explore and explain earth and space science concepts, theories and models.

Enablers:

- Investigate and apply Newton's laws.
- Describe forces.
- Identify simple machines and explain how they work.
- Compare and contrast compression and transverse waves.
- Compare and contrast conduction, convection and radiation.
- Describe basic plant and animal cell structure.
- Explain the relationship between cell structure and function.
- Describe levels of organization of living things.
- Investigate and describe human body systems and how they interact (reproductive, respiratory, circulatory, nervous, digestive and endocrine).
- Investigate the impact of disease on human body systems at an introductory level.
- Compare and contrast mitosis and meiosis.
- Explain the relationships between chromosomes and genes.
- Investigate and describe hereditary traits.

25.

- Investigate and describe how earth processes that occur today are similar to those that occurred in the past.
- Illustrate and explain geological processes (plate tectonics, earthquakes and volcanoes).

Assessment: Selected response test

Outcome 3

Students will evaluate the interrelationships among science, human endeavor and various cultures; relate science to personal and social issues; and examine the connections between science and technology.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Examine the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain the effects of natural hazards on the environment.
- Explain the effects of human activities and interventions on the environment.
- Analyze a type of hazard (natural, chemical or biological) to evaluate the options for reducing or eliminating human risk.
- Explain that the effect of science on society is neither entirely beneficial nor entirely detrimental.
- Explain how people of various social and ethnic backgrounds engage in the activities of science, engineering and related fields.
- Explain the need for ethical codes followed by scientists.
- Evaluate completed technological designs or products.

Assessment: Essay

Primary Text:

Holt Science & Technology Short-Course Series (2005), Holt

- Cells, Heredity and Classification

26.

- Human Body Systems and Health
- Inside the Restless Earth
- Forces, Motion, and Energy

EIGHTH GRADE SCIENCE

Eighth Grade Science

8

Year

Course Description: Eighth grade science explains the connections among physical, earth and space sciences. Students will explore the concepts of electricity and magnetism, the solar system, and properties and changes in properties of matter. Students will demonstrate their understanding of these concepts through scientific inquiry and the use of technology.

Outcome 1

Students will use scientific inquiry and technology to recognize and apply the unifying concepts and processes of the natural world.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Recognize and apply the unifying concepts and processes of the natural world.
- Apply the knowledge and skills needed for scientific inquiry.

Enablers:

- Recognize and describe key parts and functions of any system.
- Analyze and predict the interactions within a system and between systems.
- Create and use classification schemes.
- Interpret cause and effect relationships within and between systems.
- Collect, manipulate and analyze data from an experiment.
- Observe and develop models (physical, mathematical, mental and computer simulations).
- Interpret and explain results of experimentation.
- Select and use appropriate measurement units.
- Demonstrate how the design of an object makes it possible for that object to perform a specialized task.
- Identify questions and form hypotheses that can be examined through scientific investigations.
- Conduct a scientific investigation.
- Use appropriate tools and techniques to gather, analyze and interpret data.
(Review and use computer software and presentations, electronic data collection,

28.

microscopes, balances and metric rulers.)

- Given evidence, develop descriptions, explanations and models.
- Show the relationship between evidence and explanations.
- Communicate scientific procedures and explanations.
- Use mathematics in scientific inquiry.

Assessment: Performance: Demonstrate acquisition of process skills (checklist or rubric).

Outcome 2

Students will explore and explain the concepts, theories and models of physical, life, earth and space sciences.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Explore and explain physical science concepts, theories and models.
- Explore and explain life science concepts, theories and models.
- Explore and explain earth and space science concepts, theories and models.

Enablers:

- Investigate and describe properties and changes in properties of matter (phase change, density and solubility).
- Compare chemical reactions by identifying their products and reactants.
- Summarize the conservation of matter.
- Compare and contrast chemical energy (endothermic and exothermic).
- Show relationships among atoms, molecules, elements and compounds.
- Investigate and use the Periodic Table at an introductory level.
- Identify forms of energy and explain how energy is transferred.
- Investigate static electricity.
- Explain the relationship among current, voltage and resistance (ohm).
- Compare and contrast conductors and insulators.
- Explain and construct circuits.
- Investigate and describe magnetic domains.
- Compare and contrast temporary and permanent magnets.

29.

- Identify and categorize components of the solar system.
- Compare and contrast the effects of rotation and revolution.
- Investigate and explain moon phases and eclipses.
- Investigate and describe the influence of gravity on objects in the solar system.

Assessment: Selected response test

Outcome 3

Students will evaluate the interrelationships among science, human endeavor and various cultures; relate science to personal and social issues; and examine the connections between science and technology.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Use a variety of technological resources to solve problems.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop the ability to work with others to accomplish tasks/goals.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Examine the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Analyze a type of hazard (natural, chemical or biological) to evaluate the options for reducing or eliminating human risk.
- Explain that the effect of science on society is neither entirely beneficial nor entirely detrimental.
- Explain how people of various social and ethnic backgrounds engage in the activities of science, engineering and related fields.
- Identify and describe the difficulties experienced by past scientists who overcame commonly held beliefs of their era.
- Describe how science and technology are reciprocal.

Assessment: Performance/product

Primary Text:

- Holt Science & Technology Short-Course Series (2005), Holt
 - Environmental Science

30.

- Astronomy
- Introduction to Matter
- Interactions of Matter
- Electricity and Magnetism

31.

PHYSICAL SCIENCE IN ACTION

Physical Science in Action **9** **Year** **10 Credits**

Course Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them.

Outcome 1

Students will use scientific inquiry and technology to show the relationships among the unifying concepts and processes of the physical world.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Demonstrate competencies in writing in a variety of modes.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Convey information using technology.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze the connections between science and technology.

Enablers:

- Summarize the relationships between systems and order.
 - 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.
- Interpret evidence and create models to develop an explanation.
 - 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.

32.

- Explain the cause/effect relationship between two or more variables in an experiment.
- Use scientific measurement to explore change and constancy.
 - Select and use appropriate measurement units.
 - Use averages and ranges of values to compare data from groups.
 - Describe how measurement errors may affect results of calculations.
 - Describe rate of change by comparing one measured quantity to another measured quantity.
 - Describe how physical phenomena occur in predictable ways.
- Explain how the structure of a system impacts how that system works.
- Explain how a system is affected by change.
- Use inquiry skills to explore science.
 - Formulate questions and identify concepts that guide scientific investigations.
 - Design and conduct scientific investigations.
 - Use technology and mathematics to design and conduct investigations.
 - Use technology to communicate problems, solutions and results of investigations.
 - Formulate and revise scientific explanations and models using logic and evidence.
 - Recognize alternative explanations and models.
- Recognize science as one way of answering questions and explaining the natural world.
- 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.
- Explain how science and technology both create and help solve local, national and global challenges.

Assessment: Develop, apply, evaluate and draw conclusions from a scientific experiment.

Outcome 2

Students will apply the fundamental concepts and theories of physics.

Academic ELOs

- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrates the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Treat others in a considerate and non-demeaning manner.

33.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Investigate the motion and forces of the physical world.
 - Investigate and explain the effect of forces on the motion of objects.
 - Investigate and explain gravity as an attractive force that each mass exerts on any other mass.
 - Investigate and explain electrical force as a force that exists between any two charged objects.
- Explain the conservation of energy in the physical world.
 - Explain that the total energy in the universe is constant and can never be destroyed.
 - Investigate and distinguish between kinetic energy and potential energy.
 - Investigate and describe heat transfer in terms of conduction, convection and radiation.
- Investigate basic interactions of energy and matter.
 - Investigate and understand that all waves possess and transfer energy.
 - Investigate and illustrate how wavelength and frequency of waves are inversely related.
 - Investigate and explain 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.

Assessment: Selected response test

Outcome 3

Students will evaluate the fundamental concepts, theories and models of chemistry.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Demonstrate practical knowledge of history, economics and geography.
- Convey information using technology.

Life Skills ELOs

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

34.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Explore the structure and properties of matter.
 - Investigate and explain 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.
- Explain the structure of the atom.
 - Investigate and describe the structure of atoms, focusing on properties of subatomic particles.
 - Investigate and explain the types of nuclear reactions.
 - Investigate and describe the effect of electrical and nuclear forces that hold atoms together.
- Explain basic chemical reactions and recognize that matter is conserved.
 - Investigate and describe common chemical reactions.
 - Investigate and describe how electrons are involved in bond formation during chemical reactions.
- Explain that changes in atomic structure theory evolve over time and almost always build on earlier knowledge.

Assessment: Multiple objects density lab.

Outcome 4

Students will explore the fundamental concepts, theories, and models of earth systems.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Demonstrate practical knowledge of history, economics and geography.
- Obtain information electronically and organize it successfully.

35.

- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrates the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Treat others in a considerate and non-demeaning manner.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Relate science to personal and social issues.

Enablers:

- Investigate energy in the earth system.
 - Investigate and distinguish between internal sources of energy (radioactive decay and gravitational energy) and external sources of energy (the sun) and explain how both provide energy to the earth systems.
 - 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.
 - 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).
- 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.
- Develop a scientific understanding of the origin of the earth system and the universe.
 - Contrast the early earth with the planet we live on today.
 - Investigate and relate how the interactions among the solid earth, oceans, atmosphere, and organisms affect the ongoing evolution of the earth.
 - Investigate the scientific theory of the origin of the universe.
- Investigate and explain that the earth has renewable and finite resources.

Assessment: Selected response test

Primary Text:

36.

BASIC PHYSICAL SCIENCE IN ACTION

Basic Physical Science in Action 9 Year 10 Credits

Course Description: Students will use a hands-on, problem-solving approach to explore the interconnections among the physical sciences. Students will develop scientific reasoning skills and utilize technology in order to draw conclusions about the world around them. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of physical and earth sciences.

Outcome 1

Students will use scientific inquiry and technology to show the relationships among the unifying concepts and processes of the physical world.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Demonstrate competencies in writing in a variety of modes.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Convey information using technology.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze the connections between science and technology.

Enablers:

- Summarize the relationships between systems and order, and the way parts of a system interconnect and interact.
- Interpret evidence and create models to develop an explanation.
 - 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.

37.

- Evaluate whether or not results are reasonable.
- Explain the cause/effect relationship between two or more variables in an experiment.
- Use scientific measurement to explore change and constancy.
 - Select and use appropriate measurement units.
 - Use averages and ranges of values to compare data from groups.
 - Describe how measurement errors may affect results of calculations.
- Explain how the structure of a system impacts how that system works.
- Explain how a system is affected by change.
- Use inquiry skills to explore science.
 - Formulate questions and identify concepts that guide scientific investigations.
 - Design and conduct scientific investigations that utilize technology.
 - Use technology to communicate results of investigations.
 - Analyze results of, and draw conclusions from, scientific investigations.
- Explain how science and technology both create and help solve local, national and global challenges.

Assessment: Design and conduct a scientific experiment and communicate the results of that experiment.

Outcome 2

Students will apply the fundamental concepts and theories of physics.

Academic ELOs

- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrates the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Treat others in a considerate and non-demeaning manner.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

38.

Enablers:

- Investigate the motion and forces of the physical world.
 - Investigate and explain the effect of forces on the motion of objects.
 - Investigate and explain gravity as an attractive force that each mass exerts on any other mass.
 - Investigate and explain electrical force as a force that exists between any two charged objects.
- Explain the conservation of energy in the physical world.
 - Explain that the total energy in the universe is constant and can never be destroyed.
 - Investigate and distinguish between kinetic energy and potential energy.
 - Investigate and describe heat transfer in terms of conduction, convection and radiation.
- Investigate basic interactions of energy and matter.
 - Investigate and explain that all waves possess and transfer energy.
 - Investigate and illustrate how wavelength and frequency of waves are inversely related.
 - Investigate and explain 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.

Assessment: Create a model of a selected physics concept.

Outcome 3

Students will evaluate the fundamental concepts, theories and models of chemistry.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Demonstrate practical knowledge of history, economics and geography.
- Convey information using technology.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

39.

Enablers:

- Explore the structure and properties of matter.
 - Investigate and explain 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 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.
- Investigate and describe the structure of atoms, focusing on properties of subatomic particles.
- Explain basic chemical reactions and recognize that matter is conserved.
- Explain that changes in atomic structure theory evolve over time and almost always build on earlier knowledge.

Assessment: Multiple objects density lab.

Outcome 4

Students will explore the fundamental concepts, theories, and models of earth systems.

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Demonstrate practical knowledge of history, economics and geography.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrates the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Treat others in a considerate and non-demeaning manner.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Relate science to personal and social issues.

40.

Enablers:

- Investigate energy in the earth system.
 - Compare and contrast internal sources of energy with external sources of energy, including how they provide energy to the earth system.
 - Investigate and explain the theory of plate tectonics.
 - Investigate and explain factors that affect global climate.
- Investigate and diagram geologic processes (water cycle, erosion, weathering, mountain formation).
- Develop a scientific understanding of the origin of the earth system and the universe.
 - Contrast the early earth with the planet we live on today.
 - Investigate and relate how the interactions among the solid earth, oceans, atmosphere, and organisms affect the ongoing evolution of the earth.
 - Investigate the scientific theory of the origin of the universe.
- Investigate and explain that the earth has renewable and finite resources.

Assessment: Selected response test

Primary Text:

41.

BIOLOGY

Biology **9/10** **Year** **10 Credits**

Course Description: Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and interdependence of organisms, and their relevance to human body systems. Students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills.

Outcome 1

Students will identify, compare and analyze relationships and adaptations of organisms to various environments.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Analyze and apply life science concepts, principles, theories and models.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- **Classification:** 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, etc.).
- Relate an energy pyramid to food chains and energy flow.
- Relate how the abiotic factors of biomes affect living organisms and their adaptations.
- Analyze food chains and food webs.
- Identify and relate an organism's niche as a heterotroph, autotroph, predator, prey, etc.
- Compare and contrast symbiotic relationships between organisms.
- Explain how limiting factors affect population growth and carrying capacity.
- Recognize man's impact on the environment.
- Research pathogens as to their type and effects on living organisms and the environment (including viruses and organisms associated with the six kingdoms).

42.

Assessment: Selected response exam

Outcome 2

Students will identify, discuss and apply the fundamentals of molecular biology and genetics as they relate to history, current research, evolutionary theory and human ethics.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand ethnic and cultural differences.
- Understand human differences.
- Understand human growth and development.
- Evaluate the impact of addictive substances and behaviors.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.
- Acknowledge diversity of others.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Draw Punnett squares and use them to predict genetic probability.
- Examine possible causes and effects of mutations.
- Recognize molecular differences, processes and the importance of DNA and RNA.
- Explore the connection between natural selection and adaptation.
- 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.
- Study the inheritance patterns of genetic disorders.
- Debate the ethics of current issues in genetics.
- Examine the accomplishments of biologists, including Gregor Mendel and Charles Darwin.

Assessment: Selected response exam

4/3.

Outcome 3

Students will identify and analyze form and function, cell differentiation, biochemistry and cellular processes.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Use a variety of technological resources to solve problems.
- Identify the values of good nutrition and physical activity.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain the hierarchy and interrelationships of levels of cellular organization, including cell, tissue and organ.
- Use models to analyze cycles of nature (nitrogen, carbon and water).
- Identify and relate form to function of eukaryotic cell organelles, specifically the nucleus, mitochondria, cytoplasm, chloroplast, ribosome, vacuole, plasma membrane and cell wall.
- 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.
- Explain how the Law of Conservation of Matter is exhibited in chemical reactions.
- Explain the importance and results of the following cellular processes: photosynthesis, respiration, transport, mitosis/meiosis and cell cycle.
- Summarize the relationship of inquiry to advancements in biological technology.

Assessment: Selected response exam

Outcome 4

Students will use scientific inquiry and technology to recognize and apply the unifying concepts and processes of the natural world.

44.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Use appropriate laboratory equipment to collect and graph data.
- Differentiate between observation and inference.
- Identify and utilize components of scientific inquiry.
 - Develop hypothesis based on an identified problem.
 - Conduct controlled experiment with independent and dependent variables.
 - Organize and analyze data.
 - Form conclusions based upon evidence.
 - Identify sources of error.

Assessment: Conduct a controlled experiment

Primary Text:

BASIC BIOLOGY

Basic Biology **10** **Year** **10 Credits**

Course Description: Basic Biology offers an opportunity to explore diversity and interdependence in our living world. This course provides a general overview of major biological topics including the cell, genetics, biochemistry and ecology, and their relevance to human body systems. Utilizing technology, students will develop a conceptual understanding of biology as they acquire important information and refine their laboratory skills. Emphasis will be placed on reading and writing strategies to help students gain a better understanding of life science.

Outcome 1

Students will identify, compare and analyze relationships and adaptations of organisms to various environments.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Analyze and apply life science concepts, principles, theories and models.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- **Classification:** 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, etc.).
- Relate an energy pyramid to food chains and energy flow.
- Relate how the abiotic factors of biomes affect living organisms and their adaptations.
- Analyze food chains and food webs.
- Identify and relate an organism's niche as a heterotroph, autotroph, predator, prey, etc.
- Compare and contrast relationships between organisms.
- Explain how limiting factors affect population growth and carrying capacity.
- Recognize man's impact on the environment.

46.

Assessment: Selected response exam

Outcome 2

Students will identify, discuss and apply the fundamentals of molecular biology and genetics as they relate to history, current research, evolutionary theory and human ethics.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand ethnic and cultural differences.
- Understand human differences.
- Understand human growth and development.
- Evaluate the impact of addictive substances and behaviors.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.
- Acknowledge diversity of others.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Draw Punnett squares and use them to predict genetic probability.
- Examine possible causes and effects of mutations.
- Recognize molecular differences, processes and the importance of DNA and RNA.
- Explore the connection between natural selection and adaptation.
- Describe several types of scientific evidence used to support the theory of biological evolution.
- Develop an awareness of the ethics of current genetics issues.
- Examine the accomplishments of biologists, including Gregor Mendel and Charles Darwin.

Assessment: Selected response exam

Outcome 3

Students will identify and analyze form and function, cell differentiation, biochemistry and cellular processes.

47.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Use a variety of technological resources to solve problems.
- Identify the values of good nutrition and physical activity.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain the hierarchy and interrelationships of levels of cellular organization, including cell, tissue and organ.
- Use models to analyze cycles of nature (nitrogen, carbon and water).
- Identify and relate form to function of eukaryotic cell organelles, specifically the nucleus, mitochondria, cytoplasm, chloroplast, ribosome, vacuole, plasma membrane and cell wall.
- Differentiate the properties of acids, bases and water and relate them to living systems.
- Identify the structure of organic and inorganic compounds and relate their importance to the human body.
- Explain how the Law of Conservation of Matter is exhibited in chemical reactions.
- Explain the importance and results of the following cellular processes: photosynthesis, respiration, transport, mitosis/meiosis and cell cycle.
- Summarize the relationship of inquiry to advancements in biological technology.

Assessment: Create a model showing cellular structure, function and processes.

Outcome 4

Students will use scientific inquiry and technology to recognize and apply the unifying concepts and processes of the natural world.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

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Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.]
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Use appropriate laboratory equipment to collect and graph data.
- Differentiate between observation and inference.
- Identify and utilize components of scientific inquiry.
 - Develop hypothesis based on an identified problem.
 - Conduct controlled experiment with independent and dependent variables.
 - Organize and analyze data.
 - Form conclusions based upon evidence.
 - Identify sources of error.
- Use technology to conduct and/or simulate a scientific investigation.

Assessment: Conduct a controlled experiment

Primary Text:

49.

ZOOLOGY

Zoology**10/12****Semester****5 Credits**

Course Description: This course offers an in-depth exploration of animal life. In a laboratory setting, students investigate the physical structure of animals in order to understand its function based on the morphological, physiological and behavioral characteristics. Students also examine the relationship of animals to their environment and to each other. Emphasis is placed on the understanding and use of biological classification.

Outcome 1

Students will identify and explain how individuals or groups of animals adapt to and interact with their environments.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.

Life Skills ELOs

- Demonstrate the ability to follow directions.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Discuss and examine various body systems, which may include:
 - Respiration
 - Skeletal/support
 - Muscular
 - Digestion/nutrition
 - Reproduction
 - Excretion
 - Circulation
- Compare and contrast structural and behavioral variations among animal groups.
- Examine and discuss interactions among various animal groups regarding:
 - Abiotic environment
 - Biotic environment
 - Life cycle/history
 - Communications

Assessment: Multiple choice exam.

50.

Outcome 2

Students will identify and compare selected animal groups based on morphological, physiological and behavioral characteristics.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.

Life Skills ELOs

- Demonstrate the ability to follow directions.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Explore and examine the following animal phyla:
 - Porifera
 - Structure/function
 - Cell specialization
 - Cnidarians
 - Structure/function
 - Germ layers
 - Simple worms
 - Acoelomate
 - Pseudocoelomate
 - Symbiosis
 - Mollusks
 - Coelomate
 - Adaptive radiation
 - Annelids
 - Segmentation
 - Arthropods
 - Metamorphosis
 - Echinodermata
 - Deuterostome
 - Protostome
 - Chordates:
 - Vertebrates
 - Fish and amphibians
 - Reptiles and birds
 - Mammals

51.

The enablers (concepts) listed under outcome 1 are taught simultaneously with the enablers (phyla) listed under outcome 2.

Assessment: Exam consisting of diagrams to be labeled and explained

Primary Text:

52.

CHEMISTRY

Chemistry **10/12** **Year** **10 Credits**

Course Description: This course emphasizes the impact of chemistry on a global society. The course is designed to stimulate and challenge students by presenting a broad view of chemistry. Students will develop a strong conceptual understanding of chemical principles and enhance problems-solving skills through laboratory experience and the application of acquired information.

Outcome 1

Based on their understanding of chemistry, students will make informed decisions about issues involving science and the applications of technology.

Academic ELOs

- Use scientific process to understand the unifying concepts of the natural world
- Demonstrate understanding of life, physical, earth, and space science
- Select, organize, display and analyze data.
- Use a variety of technological resources to solve problems

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Utilize knowledge of chemistry and apply critical thinking skills to biochemistry, environmental chemistry, industrial chemistry, and nuclear radiation and energy.
- Relate the unifying concepts and processes inherent in chemistry.
- Integrate the history and nature of science with ethical, personal, cultural and societal issues.
- Use current technology to investigate and communicate chemistry concepts.

Assessment:

Exam consisting of multiple choice and short response items

Outcome 2

Students will explain the composition, structure, organization and interactions of matter.

53.

Academic ELOs

- Use scientific process to understand the unifying concepts of the natural world
- Demonstrate understanding of life, physical, earth, and space science
- Select, organize, display and analyze data.
- Use a variety of technological resources to solve problems

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain and apply 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 geochemical cycles.
- Explain and apply atomic structure and periodicity.
- Classify matter, including elements, compounds and mixtures.
- Explain and apply chemical bonding and resulting properties. Relate chemical changes to local, national and global challenges.

Assessment:

Exam consisting of multiple choice and short response items

Outcome 3

Students will explain the role of energy in physical, chemical and nuclear reactions.

Academic ELOs

- Use scientific process to understand the unifying concepts of the natural world
- Demonstrate understanding of life, physical, earth, and space science
- Select, organize, display and analyze data.
- Use a variety of technological resources to solve problems

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.

54.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.

Enablers:

- Explore energy changes as they relate to physical processes such as nuclear radiation, states of matter, gas laws, kinetic molecular theory and geochemical cycles.
- Explore energy changes as they relate to chemical processes such as combustion of organic and inorganic compounds.

Assessment:

Exam consisting of multiple choice and short response items

Outcome 4

Students will design and conduct scientific investigations, analyze data and explain related scientific concepts.

Academic ELOs

- Use scientific process to understand the unifying concepts of the natural world
- Demonstrate understanding of life, physical, earth, and space science
- Select, organize, display and analyze data.
- Use a variety of technological resources to solve problems

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Incorporate accurate and precise metric measurements in all scientific investigations.
- Use chemical concepts and processes to identify unknown ionic compounds.
- Conduct experiments to synthesize various compounds.
- Use scientific processes to effectively communicate an understanding of scientific concepts.

Assessment: Qualitative analysis lab

Primary Text:

55.

ASTRONOMY

Astronomy **10/12** **Semester** **5 Credits**

Course Description: This course offers an opportunity to explore various topics in astronomy. Students examine the development of the universe, galaxies, moons and the earth. Emphasis is placed on the exploration of the universe and its development through time.

Outcome 1

Students will examine astronomy concepts and explain how scientific perceptions of the universe evolve.

Academic ELOs

- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Compare and contrast different celestial models and their origins.
- Explain the evolution of stellar bodies.
- Identify man's role in exploring the Universe.

Assessment: Exam in which students will write short-answer responses to questions about astronomy theories and models.

56.

Outcome 2

Students will examine the components of the universe and the Earth's place in space.

Academic ELOs

- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Categorize stellar bodies.
- Identify relationships between the Earth and other celestial bodies.
- Explain the structure and make-up of the solar system.

Assessment: Multiple choice exam on celestial systems.

Primary Text:

57.

ENVIRONMENTAL SCIENCE

Environmental Science 10/12 Semester 5 Credits

Course Description: This course is designed to help students gain a better awareness of how they fit into the delicate balance of their environment. The interaction of living things as well as their impact on the non-living will be explored.

Outcome 1

Students will identify, explain and apply the principles underlying the support and maintenance of all ecosystems.

Academic ELOs

- Select, organize, display and analyze data.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand human differences.
- Obtain information electronically and organize it successfully.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Identify and explain the components of an ecosystem and how species interact and adapt to their changing environment.
- Describe and differentiate the cycles and energy flow in ecosystems and the changes they create.
- Define, compare and describe the different ecosystems and biomes.

Assessment: Multiple choice exam on interactions within ecosystems.

58.

Outcome 2

Students will explain, examine and predict how human beings interact with and impact their ecosystem as well as other natural ecosystems.

Academic ELOs

- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand global interdependence.
- Understand human differences.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Define and describe water resources and the sources and effects of pollution.
- Identify, explain and predict the causes and effects of air pollution on human beings.
- Describe how the atmosphere and climate affect life on Earth.
- Discuss the use of land and predict the effect of land use on human population.
- Explain how human beings affect biodiversity.
- Compare and contrast renewable and nonrenewable resources.
- Define waste and explain its implications in today's society.
- Explain and predict population patterns in different ecosystems.

Assessment: Inquiry based, group activity to develop solutions for human-induced threats on the ecosystem.

Primary Text:

59.

PHYSICS

Physics **10/12** **Year** **10 Credits**

Course Description: Physics is a strong college preparatory class that develops critical thinking skills and problem solving techniques. This class would be beneficial for all students going to college, not just students planning to major in science. Students use technology-based laboratory equipment to explore and verify the way the physical world works. Traditional concepts of motion, forces, energy, heat, sound, light, electricity, magnetism, and nuclear physics are emphasized.

In the development of the physics curriculum, we recognize that there are overlying aspects in science education: unifying concepts and processes, knowledge and skills needed for scientific inquiry, human aspects of science and technology, and social perspectives. Although not specifically stated as independent enablers, these aspects will be integrated into the following two physics outcomes.

Outcome 1

Students will explain and apply concepts and theories of mechanics.

Academic ELOs

- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Analyze the connections between science and technology.

- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

Measurement

- Measure motion and forces.
- Use sensors connected to a computer to gather reliable data and/or be able to manipulate images to collect data.
- Use collected data to make a proper graph including:
 - Labels on each axis.
 - Units for each label on each axis.
 - Convenient choice of scale on each axis.
 - Best fit line of the data points.
 - A correctly formatted title placed at the top of the graph.
- Know the difference between accuracy and precision and use each correctly in context.
- Know how and when to use significant figures when computing.
- Calculate the percent error for the result of an experiment.
- Use computer software to graph data and write about your conclusions to experiments.
- Use computer software to find the mathematical relationships for a set of data.

Vectors, Scalars, Equilibrium and Torque, Motion and Forces

- Explain the difference between vectors and scalars and give examples of each
- Add vectors graphically and mathematically.
- Use the Pythagorean theorem to find the resultant vector when vectors are added at right angles.
- Calculate the components of any vector given an angle and magnitude.
- Use computer simulation software to solve vector problems.
- Give the conditions required for an object to be in static equilibrium.
- Draw free body force diagrams for objects in static equilibrium.
- Determine the forces on any object in static equilibrium.
- Calculate the torque exerted on an object, and determine the direction of the torque vector.
- Locate an object's center of mass.
- Calculate whether or not forces applied to an object will cause the object to rotate.
- Solve number problems involving the coefficient of friction.

Kinematics

- Investigate and describe motion.
- Relate energies in the earth system.
- Define the difference between speed and velocity.
- Collect displacement vs. time for any moving object and from this data calculate average and instantaneous speed.
- Define acceleration in terms of velocity and time.
- Construct and calculate the instantaneous value of the slope on any motion-related graph.
- Use a velocity vs. time graph to construct a distance vs. time graph or an acceleration vs. time graph.
- Measure the value of g , the acceleration due to gravity.
- Solve simple story problems involving distance velocity, acceleration and time.
- Sketch vector diagrams for the vertical and horizontal velocity during projectile motion.

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- Solve simple story problems involving the range, maximum height and velocity for projectile motion.

Dynamics

- Study and relate motion and forces.
- Describe interactions of energy and matter.
- Relate energy and force in the earth system.
- Investigate the Law of Inertia
- Explain when the Law of Inertia is valid.
- Investigate Newton's Second Law.
- Investigate Newton's Third Law.
- Work story problems involving kinematics equations and Newton's Second Law.
- Investigate circular motion.
- Apply the Law of Universal Gravitation and solve problems.

Momentum and Impulse

- Calculate the momentum involved with motion and forces.
- Describe interactions of energy and matter.
- Give examples of elastic and inelastic collisions.
- Define momentum verbally and mathematically.
- Define impulse verbally and mathematically.
- Explain the circumstances under which momentum is conserved.
- Describe what is required to change the momentum of any object.
- Solve number problems related to collisions.

Assessment: Performance assessment on forces.

Outcome 2

Students will explain and apply of concepts and theories of energy.

Academic ELOs

- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

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

- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze and apply earth and space science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

Work, Power, and Energy

- Relate motion and forces to work, power and energy.
- Investigate conservation of energy and increase in disorder
- Discuss interactions of energy and matter related to work, power and energy.
- Energy in the earth system
- Define kinetic energy mathematically.
- Define gravitational potential energy mathematically.
- Write a mathematical definition for work.
- Calculate, in joules, the work done on an object.
- Define power mathematically and explain how power is different than work.
- Solve number problems involving work and power.
- 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.
- Calculate the area under a curve and apply the concept to other situations.
- Use Hooke's Law to calculate the energy stored in a spring.

Heat, Calorimetry and Phase Changes

- Relate structure and properties of matter.
- Describe conservation of energy and increase in disorder.
- Investigate the interactions of energy and matter.
- Discuss energies in the earth system.
- Define energy units in terms of heating a specific amount of water.
- Explain the difference between heat and temperature without resorting to memorized definitions.
- Experimentally calculate the heat capacity of an object.
- Calculate the specific heat capacity of an object and use its specific heat to help identify the material.
- Solve number problems involving heat loss and gain.
- On a temperature vs. time phase change graph, identify the following specific points: heat of fusion, heat of crystallization, heat of vaporization and heat of condensation.
- Solve number problems associated with phase changes.

Nuclear Physics

- Investigate the structure and components of the atom.
- Describe the structure and properties of matter.

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- Discuss the role of science and technology in local, national and global challenges.
- Investigate interactions of energy and matter.
- Discuss nuclear energies in the earth system.
- Relate radioisotopes to the origin of the earth system.
- Rank types of radiation according to their penetration ability.
- Calculate the half-life of a radioisotope.
- Calculate how the dose rate varies with distance from a radioactive source.

Electricity and Magnetism

- Describe electrical structure and properties of matter.
- Describe motion and forces.
- Demonstrate how to give a neutral object either a positive or negative charge, using conduction or induction.
- Draw pictures of neutral and charged objects, showing the relative amount of charge as well as where the charges are concentrated.
- Calculate the charge on an object in coulombs.
- Use Coulomb's Law to solve simple number problems.
- Explain the concept of an electric field.
- Define electrical resistance in terms of voltage and current.
- Create an analogy to clarify the voltage, current and resistance in an electric circuit.
- Use volt-ohm meter to measure voltage, current and resistance in operating electrical circuits.
- Calculate the value of resistor networks.
- Calculate the theoretical voltage drop across any two points in a simple resistor circuit.
- Calculate the power consumed by an electrical device, given the operating voltage and the current.

Wave Behavior

- Describe the interactions of energy and matter.
- Investigate the Law of Reflection for light.
- Experimentally investigate the Law of Refraction for light.
- Perform experiments on light optics.
- Use the behavior of light to investigate the particulate and wave theory of light.
- Identify the amplitude, wavelength, frequency and period of a wave pattern.
- Calculate the velocity of any wave given its wavelength and its frequency.
- Explain the difference between a transverse wave and a longitudinal wave and give an example of each.
- Measure the speed of sound experimentally at normal atmospheric conditions and compare the experimental value to the accepted value.
- Calculate the speed of sound at any temperature within the normal range of temperatures on earth.
- Calculate the wavelength of any wave given its frequency or calculate any frequency given its wavelength.
- Use the superposition principle to add any two wave patterns.
- Draw the harmonics of a fundamental pitch given the wavelength of the fundamental pitch.
- Solve number problems involving the Doppler effect.
- Define resonance and give common examples.
- Relate energy content and amplitude in a wave.
- Define a decibel mathematically and solve number problems involving decibels.

Assessment: Performance assessment on energy.

Primary Text:

HUMAN PHYSIOLOGY

Human Physiology **10/12** **Year** **10 Credits**

Course Description: This course is an in-depth study of the structure and function of human body systems. It is recommended for students interested in learning about the structure and function of the human body, exploring current health topics such as causation and prevention of disease, acquiring health occupational skills and gaining insight into various health and medical careers.

Outcome 1

Students will understand that the human body is a dynamic entity controlled by homeostatic mechanisms.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand human differences.
- Use a variety of technological resources to solve problems.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behavior.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.

Enablers:

- Identify the basic anatomy of body systems and explain the role of homeostasis in regulating body function.
 - Integumentary system
 - Skeletal system
 - Muscular system
 - Nervous system
 - Endocrine system
 - Circulatory system

- Lymphatic system
- Respiratory system
- Digestive system
- Nutrition and metabolism
- Urinary system
- Reproductive system
- Illustrate how the mechanisms of disease disrupt homeostasis.
- Apply the basic chemical processes of physiology, such as nutrition, metabolism, pH and fluid balance.

Assessment: Multiple choice exam on human body systems and homeostasis

Outcome 2

Students will analyze the relationship between form and function of anatomical structures.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Relate science to personal and social issues.

Enablers:

- Identify how structures and functions of major organs of the body systems are related.
 - Integumentary system
 - Skeletal system
 - Muscular system
 - Nervous system
 - Endocrine system
 - Circulatory system
 - Lymphatic system
 - Respiratory system
 - Digestive system
 - Nutrition and metabolism

- Urinary system
- Reproductive system

Assessment: Students will write an analysis of the relationship between form and function of a given anatomical part.

Outcome 3

Students will demonstrate how individual body systems are interrelated.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand human differences.
- Use a variety of technological resources to solve problems.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behavior.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.

Enablers:

- Examine basic functions of each body system.
- Compare and contrast these basic functions.
- Explain how functions in one system are dependent on functions in other systems.
 - Integumentary system
 - Skeletal system
 - Muscular system
 - Nervous system
 - Endocrine system
 - Circulatory system
 - Lymphatic system
 - Respiratory system
 - Digestive system
 - Nutrition and metabolism
 - Urinary system
 - Reproductive system

Assessment: Students complete a concept map showing the interrelationships between one system and the others.

Outcome 4

Students will demonstrate basic health occupational skills and explore health and medical careers.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Understand human differences.
- Use a variety of technological resources to solve problems.
- Understand human growth and development.
- Identify the values of good nutrition and physical activity.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.

Millard Standards

- Analyze the connections between science and technology.
- Relate science to personal and social issues.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Perform basic health occupational skills.
 - Dissection
 - Vital signs
 - Self-exams
 - Universal precautions
 - Spirometer
 - Blood labs
 - First Aid
 - ECG *
 - Urinalysis *
 - CPR * * Optional skills
- Apply common Greek and Latin root terms to medical terminology.
- Explore health and medical careers through videotapes, speakers, research and presentations.

Assessment: Portfolio containing laboratory assessments of health occupational skills.
Written test on root terms

Primary Text:

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ADVANCED PLACEMENT[®] CHEMISTRY

Advanced Placement[®] Chemistry 11/12 Year 10 Credits

Course Description: This course provides a rigorous, in-depth study of the structure of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry), states of matter (gases, liquids, solids, solutions), and reactions (reaction types, stoichiometry, equilibrium, kinetics, thermodynamics). AP[®] Chemistry is designed to be equivalent to college-level introductory general chemistry courses; therefore, student expectations and outcomes will be similar. In addition to the traditional classroom format, students participate in an intensive laboratory experience and become familiar with current scientific literature. Completion of this course will prepare students to take the College Board AP[®] Chemistry exam.

Because this course is aligned with the College Board AP[®] Chemistry curriculum, course content is subject to changes made by the College Board and will be adjusted accordingly.

Outcome 1

Students will examine, compare and categorize matter according to atomic structure and chemical bonding.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Analyze and describe concepts of atomic theory, atomic structure and periodic relationships.
- Analyze and describe concepts of intra- and inter-molecular bonding and molecular structure.

Assessment: Multiple choice questions from released AP[®] Chemistry exam: atomic theory and structure, binding forces and molecular models, and the geometry of molecules.

Outcome 2

Students will differentiate between the properties and characteristics of the states of matter as related to the kinetic molecular theory.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Obtain, organize and evaluate information successfully.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain and apply concepts of gas laws and applications of kinetic molecular theory.
- Utilize and explain properties of liquids, solids and solutions.

Assessments: Multiple choice questions from released AP[®] Chemistry exam: laws of ideal gases, kinetic-molecular energy, liquids and solids, and solutions.

Outcome 3

Students will analyze the dynamic interactions of chemical reactions and explore the mathematical relationships of these reactions.

Academic ELOs

- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.

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Enablers:

- Describe the concepts of and solve problems using gas laws, solutions, stoichiometry, equilibrium, kinetics, thermodynamics and electrochemistry.
- Describe the concepts of and solve problems involving the following reaction types: acid/base, precipitation, oxidation/reduction and nuclear.

Assessments: Multiple choice questions from released AP[®] Chemistry exam: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

Outcome 4

Students will identify, explain, participate and use technology in activities that demonstrate key principles and concepts of chemistry.

Academic ELOs

- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Describe the concepts of and solve problems utilizing gas laws, solutions, stoichiometry, equilibrium, kinetics, thermodynamics and electrochemistry.
- Describe the concepts of and solve problems involving the following reaction types: acid/base, precipitation, oxidation/reduction and nuclear.
- Describe chemical interactions based on lab experiences.
- Manipulate and use a variety of technologically advanced laboratory equipment.

Assessments: Multiple choice questions from released AP[®] Chemistry exam: chemical reactivity and the products of chemical reactions, relationships in the periodic table.

Primary Text:

ADVANCED PLACEMENT® BIOLOGY

Advanced Placement® Biology 11/12 Year 10 Credits

Course Description: AP® Biology provides an in-depth study of the rigorous components of the life sciences. Emphasis is placed on traditional concepts as well as current topics in biology and related subjects. This course is designed to be the equivalent to a college-level introductory biology course with the intent of providing a strong preparation for post-high school science. Completion of this course will prepare students to take the College Board AP® Biology exam. An AP® Biology student should possess strong writing, reading and analytical skills.

Because this course is aligned with the College Board AP® Biology curriculum, course content is subject to changes made by the College Board and will be adjusted accordingly.

Outcome 1

Students will examine and discuss the inter-relationships between biomolecules, the cell and the cyclic nature of energy and its transformations.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain the chemistry that supports cellular activity.
 - Elements essentials to biological life
 - Molecular bonding
 - Properties of water and its importance to life

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- Organic molecules essential to life
- Identify energy changes that support cellular metabolic activities.
 - Endergonic and exergonic reactions
 - Metabolic pathways
 - Enzymatic activity and influence
 - Coupled reactions
- Compare and contrast structure and function of eukaryotic and prokaryotic cells.
 - Cell organelles
 - Organelle structure and function
 - Reproduction
 - Cellular metabolism
- Explain the anatomy and physiology the plasma membrane.
 - Transport processes
 - Structure of membrane
 - Electrochemical gradients
 - Tonicity
 - Turgor pressure
 - Cell recognition and communication
- Describe the oxidation of glucose to produce cellular energy.
 - Glycolysis
 - Krebs Cycle
 - Electron transport
 - Aerobic and anaerobic respiration
 - Fermentative processes
 - Chemiosmosis
- Explain the importance of the cell cycle and list the events that complete the process.
 - Mitosis
 - DNA replication
 - Interphase
 - Cytokinesis
- Describe the process of autotrophic metabolism and the synthesis of carbohydrates. This includes topics on:
 - Photosynthetic light reactions
 - Photosynthetic carbon-fixing reactions
 - Leaf anatomy
 - Chloroplasts

Assessments: Selected response exam

Outcome 2

Students will apply fundamentals of genetics as they relate to inheritance, gene expression, biotechnology and evolutionary theory.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Explain the importance of meiosis and identify those events that determine the proper formation of sex cells.
 - Reduction of chromosome of number
 - Gametogenesis,
 - Various life cycles
- Identify historical research that establishes genetic theory and apply it to explaining human genetics.
 - Mendelian genetics
 - Sex-linked traits
 - Gene linkage
- Compare and contrast the structure and function DNA and RNA and identify their importance in cell function.
 - Replication
 - Transcription
 - Translation
 - Protein synthesis
- List the various components involved in molecular genetics and relate advancements in gene regulation and biotechnology
 - Biotechnology- genetic engineering
 - Recombinant DNA technology
- Sequence events that established the theory of biological evolution and analyze current evidence that supports it.
 - Evidence of evolutionary theory

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- Mechanism of evolution
- Micro- and macro-evolution
- Patterns of evolution

Assessments: Selected response exam

Outcome 3

Students will examine relationships of structure to function of organisms and how those organisms interact with their environment.

Academic ELOs

- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

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

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply life science concepts, principles, theories and models.
- Analyze the connections between science and technology.
- Evaluate the interrelationships among science, human endeavor and various cultures.

Enablers:

- Identify the taxonomy system used to classify organisms and the criteria used to create the classification of the six kingdom system
 - Eubacteria
 - Archaeobacteria
 - Protista
 - Fungi
 - Plantae
 - Animalia
- Identify those systems within the animal kingdom that create homeostatic physiology for the organism.
 - Digestion
 - Circulation

- Respiration
- Nervous
- Excretion
- Immune
- Reproduction
- Compare and contrast plant tissue systems that drive normal homeostatic physiology for plants.
 - Dermal System
 - Ground System
 - Vascular System
 - Reproduction
- Identify components of various ecosystems and describe how interactions within those ecosystems influences balance of them.
 - Populations
 - Communities
 - Ecosystems
 - Cycling of nutrients

Assessments: Selected response exam

Primary Text:

ADVANCED PLACEMENT[®] PHYSICS B

Advanced Placement Physics B 11/12 Year 10 Credits

Course Description: This course is for students with a very strong interest in science and mathematics. A college physics textbook will be the basis for covering both traditional and modern topics in physics with emphasis on mechanics, thermodynamics, electricity, magnetism, light, optics, quantum physics and atomic/nuclear physics. The rigor of this course will prepare students for the AP[®] Physics B exam. Previously released AP[®] Physics B exam questions will be utilized for assessment throughout the course.

The AP[®] Physics B curriculum, developed by The College Board, is a dynamic document and subject to change periodically.

Within the AP[®] Physics B, curriculum there are overlying aspects in science education: unifying concepts and processes, knowledge and skills needed for scientific inquiry, human aspects of science and technology, and social perspectives. Although not specifically stated as independent enablers, these aspects will be integrated into the following outcomes.

Outcome 1

Students will analyze and verify principles of Newtonian mechanics.

Academic ELOs

- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.

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- Analyze the connections between science and technology.

Enablers:

- Kinematics: Mathematically analyze and describe motion.
- Newton's laws of motion: Relate forces and motion.
- Work, energy and power: Mathematically relate through the Law of Conservation of Energy.
- Systems of particles, linear momentum: Describe and analyze collisions through conservation of momentum.
- Circular motion and rotation: Mathematically describe and analyze rotational motion and equilibrium.
- Oscillations and gravitation: Describe simple harmonic motion in pendulum, spring, and circular systems.

Assessment: Previously released AP[®] Physics B exam questions Assessment:

Outcome 2

Students will analyze and verify principles of fluid mechanics and thermal physics.

Academic ELOs

- Represent numbers and relationships between numbers, computer fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Temperature and heat: Analyze and describe mechanical equivalence, calorimetry, and heat transfer.
- Kinetic Theory: Qualitatively and quantitatively describe an ideal gas and its relationship to energy.
- Thermodynamics: Apply the laws of thermodynamics to conservation of energy and heat transfer.

Assessment: Previously released AP[®] Physics B exam questions

Outcome 3

Students will analyze and verify principles of electricity and magnetism.

Academic ELOs

- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Electrostatics: Describe electric fields and electric potential.
- Conductors and capacitors: Describe characteristics of conductors and capacitors.
- Electric circuits: Relate voltage, current, resistance, and capacitance in an electric circuit.
- Magnetostatics: Describe forces in a magnetic field.

- Electromagnetism: Relate Faraday's Law and Lenz's Law

Assessment: Previously released AP[®] Physics B exam questions

Outcome 4

Students will analyze and verify principles of waves and optics.

Academic ELOs

- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Wave motion (including sound): Describe and analyze wave properties.
- Physical optics: Analyze and calculate interference and diffraction of waves.
- Geometrical optics: Analyze and apply principles of reflection and refraction of light.

Assessment: Previously released AP[®] Physics B exam questions

Outcome 5

Students will analyze and verify principles of modern physics.

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Academic ELOs

- Represent numbers and relationships between numbers, computer fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Demonstrate knowledge of and use coordinate systems and algebraic concepts.
- Select, organize, display and analyze data.
- Apply appropriate mathematical strategies to solve problems.
- Use scientific processes to understand the unifying concepts of the natural world.
- Demonstrate understanding of life, physical, earth and space sciences.
- Obtain information electronically and organize it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

Life Skills ELOs

- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.
- Obtain, organize and evaluate information successfully.
- Respect the rights of others.

Millard Standards

- Relate and apply the unifying concepts and processes to the natural world.
- Apply the knowledge and process skills needed for scientific inquiry.
- Analyze and apply physical science concepts, principles, theories and models.
- Analyze the connections between science and technology.

Enablers:

- Atomic physics and quantum effects: Describe properties and behaviors of photons.
- Nuclear physics: Relate mass number, energy, and charge in nuclear phenomena.

Assessment: Previously released AP[®] Physics B exam questions

Primary Text:

AGENDA SUMMARY SHEET

AGENDA ITEM: Annual revision of District Safety and Security Procedures.

MEETING DATE: February 16, 2004

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Annual review of emergency procedures is required under Rule 10.

ACTION DESIRED: Information Only _____ Approval X

BACKGROUND: District Safety and Security Procedures are distributed to principals, assistant principals, and appropriate personnel in every building. This document spells out all of the basic safety procedures in the District. Buildings have also developed Building Safety and Security Procedures which are generated from a template based on the District procedures. The building procedures adhere to all of the District procedures, but they define procedures specific to that building. They are reviewed annually and recommendations made by the District Safety and Security Committee.

OPTIONS AND ALTERNATIVE CONSIDERED: N/A

RECOMMENDATIONS: Approval.

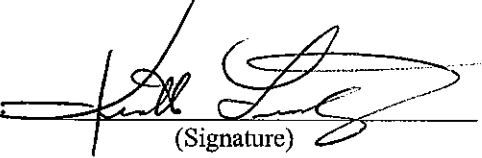
STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: Adoption will keep us compliant with Rule 10 but more importantly, they will help keep staff and students safe in the District.

TIMELINE:

RESPONSIBLE PERSON(S): Dr. Roger Farr

SUPERINTENDENT APPROVAL:


(Signature)

BOARD ACTION:



Safety and Security Procedures



Approved 5/5/033/15/04

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I. GENERAL SAFETY PROCEDURES

A. Introduction.

1. The District will provide students with a safe, secure, healthful, and orderly school environment that is supportive of quality learning for all students. The District, and its schools, will implement procedures in a safety and security plan that addresses the safety and security of students, staff, and visitors; provides for the uniqueness of individual sites; and is evaluated at least annually by a District safety and security committee. The schools' safety and security plans will be reviewed annually by one (1) or more persons who are not employees of the District. The Superintendent or designee will be responsible for safety and security procedures in the District.
2. All schools and buildings that house staff members or students within the District will implement ~~district~~ District safety and security procedures.

B. Access Control. Principals or ~~the~~ designated administrator(s) are responsible for implementing access control procedures to control entrance to and exit from schools and buildings that house staff members or students.

1. Establish a key control system that limits access to both internal and external building doors and provides documentation on which personnel have access to combination door locks and/or have been assigned keys.
 - a. Keys will be issued to staff only for doors that they must access on a regular basis as part of their assigned duties.
 - b. Keys will be checked in at the end of the school year for staff members not hired during the summer and reissued only for individuals who must access the building during the summer.
 - c. All personnel will be required to check in keys when terminating employment.
2. Designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.
 - a. Monitor all unlocked outside doors at all times.
 - b. Lock all other outside doors at all times.
 - c. Inform staff, students, and visitors of the appropriate outside doors to use.
3. Equip all locked outside doors with panic bars that secure the doors from the outside but that facilitate exiting from inside the building in the event of an emergency, such as a fire.

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4. Obtain key locks or pushbutton combination door locks for “limited use” outside doors that are generally kept locked. This includes doors that are only used for exit and entry by special classes or groups at particular times, such as physical education classes or elementary classes at recess time.
5. Lock all classrooms or interior rooms with doors when they are not occupied.
6. Periodically review access control operations to determine the need for modifications.

C. **Identification Systems: Visitors at School.** To help ensure safe and secure schools, visitor screening and identification procedures are to be followed by administrators at all schools. Principals are to inform students, parents/guardians, and vendors of these procedures. Identification procedures are to be communicated at least annually to students and parents/guardians in such formats as newsletters, enrollment packets, student handbooks and meetings.

1. Designate a minimum number of entrances for visitors to use during the school day and enforce this policy at all other entrances.
2. Post signs that let visitors know that they must register with the office and how to locate the office.
3. Greet all visitors in a friendly manner to relax the ~~visitor~~-visitor and to make it easier to ask questions later.
4. Question all visitors in a friendly manner to find their purpose for visiting the school.
5. ~~Explain~~ If questioned, explain to visitors that, to help ensure school safety, visitor screening and identification procedures must be followed.
6. If the visitor requests to visit a teacher, the secretary or principal should contact the teacher to see if the visitor has an appointment before escorting them to the classroom (See Rule 5740.1 for parent visits to schools).
 - a. Only visitors who have appointments should be allowed to visit classrooms.
 - b. Visits to classrooms, during the school day when students are present, will be granted by the principal by appointment only.
7. If a visitor is unknown to school personnel, they will be asked for identification. Any visitor announcing himself or herself as a federal agent, law enforcement officer, or employee of the District is to be asked for identification. Government and law enforcement agents and District employees should have photo ID's.

8. Contact the principal, administrator, or SRO immediately if the visitor seems nervous, hostile, is sweating or pacing, looks unkempt, distraught, disoriented, or if there are other visible indicators that the visitor is a security risk.
9. When registering visitors at the office, request visitors who do not have a valid reason for being in the building to leave the campus. If necessary, call for law enforcement assistance.
 - a. Instruct staff members who encounter an individual in the building without a valid District identification badge to escort the individual to the principal's office. If the individual refuses to comply, they are to be reported to the principal immediately.
 - b. Train staff members on how to question people not in possession of a valid identification badge and what to do if an unauthorized individual is encountered in the building.
10. Request that the visitor ~~to~~ records the following information in the visitor logbook: signature, printed name, date, arrival time, name of department being visited, name of employee or student being visited, and the departure time.
11. District employees with valid identification badges are also required to register in the logbook.
 - a. Workers or vendors ~~who~~ entering through the rear of the building, who are supervised or observed by a building staff member during their visit, and have the proper identification need not sign the logbook unless the duration of the visit extends beyond one hour.
 - b. It is not necessary for District employees with the official identification badge to sign the logbook if it is after 4:00 p.m. and classes have been dismissed, or if there are no students in attendance.
 - c. Volunteers need to sign the logbook when entering the building and sign out when leaving the building.
12. Provide the visitor with a valid District visitor identification badge and explain that it is to be worn at all times while the visitor is on campus.
Please note: Vendors who routinely enter the building and who are well known by the principal will be issued a long-term vendor badge after they sign in the visitor logbook. Vendors who deliver to docking areas need not obtain a visitor badge if they are under the direct supervision of a District employee.
13. Request that the visitor ~~to~~ returns to the office and signs out of the visitor logbook and returns the visitor badge upon departure from the campus. Report all uncollected and/or lost badges to the principal.

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14. Escort the visitor to their destination, if ~~deemed necessary~~ they do not possess a District identification badge.
15. Periodically review the visitor logbook to identify potential problems.
- ~~16. Instruct staff members who encounter an individual without a valid identification badge to escort the individual to the principal's office. Refusals are to be reported to the principal immediately.~~
- 17-16. Elementary school administrators will designate a waiting area in the lobby or other area(s) near the front entrance for parents who come into the school at the end of the day to pick up their children during inclement weather. This area should be located where ~~it can~~ visitors and parents can be contained visitors and parents with a minimum of supervision. This area should be as near as possible to exits so that visitors entering and exiting the building will pose minimal exposure to the rest of the building. Barriers or ropes are not recommended to cordon off this area. Having a designated area will avoid the need to issue visitor badges to parents and will help avoid confusion in the hallways.

D. **Identification Systems: Visitors at District Buildings.** To help ensure safe and secure buildings, visitor screening and identification procedures are to be followed by administrators at all District buildings with offices. The building administrator is to inform students, parents/guardians, visitors, and vendors of these procedures.

1. Designate a minimum number of entrances for visitors to use during the school day and enforce this policy at all other entrances.
2. Post signs that let visitors know that they must register with the office and how to locate the office.
3. Inform visitors with a ~~Millard Public Schools~~ District Identification identification Badge badge that they will not be required to sign in at buildings that do not house students.
4. Greet all visitors in a friendly manner to relax the visitor and to make it easier to ask questions later.
5. Question all visitors in a friendly manner to find their purpose for visiting the building.
6. Contact the staff member to see if the visitor has an appointment or is able to see the visitor before granting them access to the area.
7. Ask for identification if a visitor is unknown to the receptionist. Any visitor announcing himself or herself as a federal agent, law enforcement officer, or employee of the District is to be asked for identification. Government and law enforcement agents and District employees should have photo ID's.

8. Contact a building administrator immediately, if the visitor seems nervous, hostile, is sweating or pacing, looks unkempt, distraught, disoriented, or if there are other visible indicators that the visitor is a security risk.

E. **Identification Badge Systems: School Employees.**

1. To help ensure safe and secure schools, identification procedures for school employees are to be followed by administrators at all work sites in the District. Administrators are responsible for informing building staff of these procedures.
2. Instruct all non-student employees of the District (including student teachers) to obtain a valid District photo identification badge from the Personnel Department. (See Rule 4410.1)
 - a. Each employee must wear the identification badge in a clearly visible location on the employee's clothing while on duty and on District property.
 - b. Identification badges are District property and must not be altered in any way.
 - c. The District will provide free replacement for damaged badges or change of name.
 - d. In the event the identification badge is lost or stolen, the loss or theft shall be reported to the employee's principal or supervisor immediately.
 - e. The employee will be issued an identification -badge to replace ~~the~~ one-lost or stolen badges and the employee shall pay the cost of the replacement badge at the time it is issued.
 - f. The badge shall be used only by the person whose name and photo appears on the badge.
 - g. In the event the employee ceases employment with the District, any and all identification badges in the possession of the employee will be surrendered to the employee's immediate supervisor on the last day the employee performs duties on District premises. The supervisor will forward the badge to the Personnel Department.
3. Identification badges should be secured in a way that poses no safety hazard to the person wearing them or the people around them.
4. Photo identification badges are standardized throughout the District and ~~do~~will not vary from site to site. The badges will have the following information:
 - a. First Name (Required).
 - b. Last Name (Required).
 - c. Title (Optional). Choices include: Mr., Mrs., Miss, Ms., or Dr.

- d. Picture (Required).
 - e. Job Title (Required). Examples include: Secretary, Counselor, School Psychologist, Teacher or Principal.
 - f. Location (Required).
 - (1) More than one building, use home school.
 - (2) Substitute teachers, use Don Stroh Administration Center.
 - g. Position Type (Required). Choices include: Administrator, Teacher or Support Staff.
5. Inform all employees that refusal to wear a valid District identification badge or repeated failures to do so may result in disciplinary action.
 6. Direct any staff member who fails to wear a valid District identification badge to report to the office to obtain a valid visitor identification badge for use for that day. The visitor badge is to be returned to the office at the end of the day.
 7. Inform employees who have a valid District identification badge and regularly work in different schools in the District or at central office that they need to sign the visitor logbooks at all schools.

F. **Identification Systems: Construction Workers and Contractors.**

1. Identification procedures for construction workers and contractors are to be followed at all work sites in the District.
2. The construction superintendent for the job site is responsible for implementing the procedures.
3. Future contracts for construction will include requirements that contractors adhere to identification procedures.
4. Request that all contractors and subcontractors have their employees wear identification badges supplied by the District while on District property.
5. Follow up to determine if workers are wearing identification badges.
6. Request contractors and subcontractors to remedy situations where the identification badges are not being displayed.
7. Collect badges from contractors and subcontractors upon completion of work.

II. STUDENT/VISITOR SUPERVISION

A. Supervision of Students.

1. Adequate supervision of students is a key element to ensure safe schools. In addition to security issues, unsupervised students present a liability risk for the District. It is important that all educators, whether supervising students or not, be familiar with the Standards for Student Conduct and intervene whenever they see students misbehaving.
2. ~~Supervisory duties are to~~will be assigned by building administrators, as needed, so that: Areas outside or inside the school building where students congregate will be supervised by teachers or other designated staff before school starts, during the school day, and after school ends. Areas of supervision should overlap so that at least two staff members are in proximity of each other should violent behavior occur. Hours of supervision will be communicated to parents and students.
 - a. ~~Areas outside of the school building where students congregate are supervised before school starts, during the school day, and after school ends. Hours of supervision will be communicated to parents and students.~~
 - b. ~~Areas inside the school facility where students are present are supervised before school starts, during the school day, and after school ends.~~
3. All areas of the building where students are present will be supervised between class periods including restrooms.

B. Guidelines for Managing Violent Student Behavior.

1. Students will be monitored for violent behavior.
 - a. Students should be supervised in all school situations to preempt any violent or potentially violent behavior. The direct monitoring of students is discussed in Part A of "Supervision of Students."
 - b. Any staff member seeing violent behavior will intervene immediately to stop the behavior by:
 - (1) Yelling in an authoritative voice to demand the student(s) stop the behavior.
 - (2) Sending a student for the assistance of other staff members and/or administration and telling spectator students to leave the area.
 - (3) Intervening physically if a student(s) is/are in danger of injury or death. It is preferable to intervene with the assistance of two or more staff members if possible.

- (4) Do not try to disarm a student if they are threatening with or using a weapon. Assist students in the area in taking cover if it is a firearm and wait for police assistance.
- (5) Inform administration. Administration will take the necessary disciplinary action.
- (6) Write a detailed description of the situation including, time, location, student(s) involved, witnesses, and other evidence that may be required at a later date.

b.c. Violent or potentially violent behavior will be tracked and disaggregated from discipline records related to the Standards for Student Conduct to determine which students have repeated infractions or previous infractions which indicate a tendency towards violence. This information will be communicated to the student's next ~~Millard District School~~ school if they are transferring or progressing to middle school or high school.

e.d. Student data should be monitored continuously to insure that all potentially violent students receive counseling or other forms of intervention.

d.e. Students should be encouraged to report violent behavior by reporting directly to teachers or administrators or by using the District Safe Schools Hotline.

2. Managing violent student behavior.

- a. Students who are violent should receive appropriate disciplinary action based on the Standards for Student Conduct.
- b. Students who are persistently violent or potentially violent should be referred for counseling or to the Millard Intervention Team (MIT) to receive intervention.
- c. Students who are persistently violent should be referred to outside agencies to receive intervention when appropriate or parents advised to seek outside counseling.
- d. A behavior plan will be developed to assist persistently violent or potentially violent students in changing behavior. The plan should include, but is not limited to, such interventions as: anger management classes, counseling, behavior modification, and discipline consequences.

C. **Guidelines for Managing Angry or Aggressive Visitors.**

- 1. When communicating with angry or aggressive visitors, District employees will demonstrate professionalism. District employees will avoid disruptive, loud, volatile, hostile, threatening, or aggressive communication or actions that could escalate the issue. District

- employees will treat parents and other members of the public with courtesy and respect.
2. Secretaries and/or teachers should refer angry or aggressive visitors to the principal or the principal's designee. The principal or designee should invite angry or aggressive, non-combative persons to their office or another private area to discuss concerns.
 3. The following behaviors will be considered unacceptable or disruptive behavior:
 - a. Disruptive behavior that includes, but is not limited to, behavior which interferes with or threatens to interfere with the operation of a classroom, a District employee's duties, the functions of a school facility, District activities, or substantially interferes with the educational process.
 - b. Using loud and/or offensive language, yelling, swearing, cursing, using profane language, or the display of anger.
 - c. Threatening to do bodily or physical harm to students, District employees or other visitors on District property whether or not the behavior constitutes or may constitute a criminal violation.
 - d. Damaging or destroying District property.
 - e. Any other behavior that disrupts the orderly operation of a school, a school classroom, or any other District facility.
 - f. Refusing to follow District safety instructions.
 - g. Defaming District employees.
 - h. Abusive, threatening, or obscene E-mail or voice mail messages.
 4. If visitors demonstrate the behaviors in C3 above, the staff member should call for the assistance of the principal or other staff members for support.
 - a. If administrators are present, they should take control of the situation in an effort to de-escalate.
 - b. Staff members who witness another staff member encountering the behavior above should come to their aid by standing within proximity but not entering into the discussion. They should intervene only when safety is endangered.
 5. Any individual who exhibits the following behaviors may be directed to leave District property by a principal, principal's designee or District level administrator:
 - a. Disrupts or threatens to disrupt school or District activities or operations.
 - b. Threatens to or attempts to do or does physical harm to students, District employees, or other visitors.

- c. Threatens the health or safety of students, District employees, or others visitors.
 - d. Intentionally causes damage to a school, District property, or property of other visitors.
 - e. Uses loud or offensive language.
 - f. Defames District employees.
 - g. Who without authorization comes onto District property.
6. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall call 911 for law enforcement assistance.
 7. Implement emergency management procedures should the person display a weapon, commit or attempt to commit an assault, or when there is an imminent threat of safety violations that could endanger staff members or students.
 8. If a visitor uses obscenities or speaks in a demanding, loud, insulting, and/or a demeaning manner, the District employee to whom the remarks are directed will follow these procedures:
 - a. Shall calmly and politely warn the speaker to communicate civilly.
 - b. If such conduct continues, the District employee to whom the remarks are directed may, after giving appropriate notice to the speaker, terminate the meeting, conference, or telephone conversation.
 - c. If the meeting or conference is on District property, any District employee may request that an administrator or other authorized personnel direct the speaker to promptly leave the premises.
 - d. If the person refuses to leave the premises as directed, the principal or designee or a District level administrator may call 911 for law enforcement assistance.
 - e. If the District employee is threatened with personal harm, the District employee may call 911 for law enforcement assistance.
 9. If any District employee receives an E-mail or voice mail message that is abusive, threatening, or obscene, the District employee is not obligated to respond to the E-mail or return the telephone call.
 - a. The District employee should save the message and contact their supervisor.
 - b. If the message threatens personal harm, the District employee may contact law enforcement.

III. HOTLINE

- A. **Safe Schools Hotline Background.** The Safe Schools Hotline will be maintained by the District as a means to solicit information from students and patrons that may help protect the lives of students and keep schools safe. The District will make available to students, staff and parents a 24-hour, seven days a week hotline so that students or parents may anonymously report threats, drug use, gangs, suicide, violence, bullying, vandalism, theft or other safety issues of concern.
- B. **Safe Schools Hotline Procedures.** Through an agreement with the National Institute for School and Workplace Safety in Florida, the "Help a Friend Hotline" in Orlando, Florida will provide hotline services. The hotline is manned by trained counselors 24 hours a day to take calls.
1. The Director of Pupil Services will monitor the Safe Schools Hotline.
 2. The caller will phone 1-888-426-5432.
 3. The Director of Pupil Services will direct the necessary emergency and/or response services to help the caller.
 4. If a call is received, the hotline staff will page the Director of Pupil Services or the Associate Superintendent of Personnel if the call is an emergency or fax the information to Pupil Services if it is not an emergency.
 5. The National Institute for School and Workplace Safety will hold any information received on the Hotline in strict confidence, including the identity of the caller, if known, and will not divulge such information to anyone other than the Director of Pupil Services or designee unless the National Institute for School and Workplace Safety is required to divulge such information by a strict legal process.
 6. The District and buildings will publicize, with the assistance of the Director of Communications, the existence of the Hotline through student handbooks, posters throughout the schools, parent and community newsletters, and the media.
 7. The District will prepare summary reports on Hotline utilization, including, but not limited to, the number of calls, the nature of calls, and whether or not follow-through resolved any safety concerns.

IV. EMERGENCY PROCEDURES

- A. **Uniform Emergency Procedures.** Uniform emergency procedures will be adopted District-wide. These procedures will be distributed in a document called the Millard Public Schools Emergency Management Procedures.
1. Emergency Management Procedures will be distributed to all principals and designated personnel who are responsible for managing students in emergency situations.
 2. Emergency Management Procedures will be reviewed at least annually by the District Safety and Security Committee.
- B. **Alert Codes.** Uniform District-wide alert codes will be implemented in all schools during emergency situations.
1. Alert codes will be practiced at least once each semester in every school.
 2. Practice drills will be unannounced.
- C. **Code Yellow Procedures for Administrators.** Administrators will implement the following District-wide procedures for Code Yellow:
1. Call 911 if the situation requires emergency assistance.
 2. Turn off two-way radios and cellular phones if bomb threat.
 - ~~2.3.~~ Shut down bell system (not the fire alarm).
 - ~~3.4.~~ Lock doors and secure perimeter.
 - ~~4.5.~~ Notify and direct teachers with classes outside or without communication.
 - ~~5.6.~~ SAFE Team members report to front office.
 - ~~6.7.~~ Sweep campus of students; move students to designated areas.
 - ~~7.8.~~ Notify Director of Pupil Services (895-8309). (Pupil Services will broadcast Code Yellow on the Emergency Channel.)
 - ~~8.9.~~ Have campus maps available at ~~gates and the~~ front office that include power, gas, and water shut-off locations.
 - ~~9.10.~~ Contact/isolate victim's family members who are on campus.
 - ~~10.11.~~ Prepare written statements for callers/media in conjunction with police and the Director of Communications (895-8209).
 - ~~11.12.~~ Prepare letters for students/parents to take home in conjunction with the Director of Communications.
 - ~~12.13.~~ Prepare for faculty meeting at the end of the day or situation.
 - ~~13.14.~~ Prepare for debriefing and assessment of response with administrative staff.
 - ~~14.15.~~ Provide for guidance counseling or crisis team as needed.

- D. **Code Red Procedures for Administrators.** Administrators will implement the following District-wide procedures for Code Red:
1. Call 911 if the situation requires emergency assistance.
 - ~~1.2.~~ Shut down bell system (not the fire alarm).
 - ~~2.3.~~ Lock doors; secure campus perimeter and designate person to monitor and direct emergency vehicles.
 - ~~3.4.~~ Do not cover windows.
 - ~~4.5.~~ Notify and direct teachers with classes outside or without communication.
 - ~~5.6.~~ SAFE Team members report to designated areas.
 - ~~6.7.~~ Assign roles for staff members.
 - ~~7.8.~~ Designate teams of three to sweep Sweep campus of students; move students to designated areas.
 - ~~8.9.~~ Radio use is permitted; however, limit use.
 - ~~9.10.~~ Notify the Director of Pupil Services (895-8309). (Pupil Services will broadcast Code Red on the Emergency Channel.)
 - ~~10.11.~~ Have campus maps available at ~~gates and~~the front office that include power, gas, and water shut-off locations.
 - ~~11.12.~~ Contact/isolate victim's family members who are on campus.
 - ~~12.13.~~ Prepare written statements for callers/media in conjunction with police and the Director of Communications.
 - ~~13.14.~~ Prepare letters for students/parents to take home in conjunction with the Director of Communications.
 - ~~14.15.~~ Prepare for faculty meeting at the end of the day or situation.
 - ~~15.16.~~ Prepare for debriefing and assessment of response with administrative staff.
 - ~~16.17.~~ Provide for guidance counseling or crisis team as needed.
- E. **Code Yellow Procedures for Teachers.** Teachers will implement the following District-wide procedures for Code Yellow:
1. Turn off two-way radios and cellular phones if bomb threat.
 2. Lock doors but admit students assigned to that class.
 3. If outside, remain outside and gather students until directed to do otherwise.
 4. Do not leave the classroom or allow students to leave. Continue instruction.
 5. Create a list of names of students not in the classroom. Note late arrivals.

6. Call office only in an emergency.
7. Do not make any phone calls or allow students to use cellular phones.
8. Emergency team members report to designated area.
9. Plan for faculty meeting at the end of the day or situation.

F. **Code Red Procedures for Teachers.** Teachers will implement the following District-wide procedures for Code Red:

1. Lock doors. Do not admit students.
2. If outside, remain outside and gather students until directed to do otherwise.
3. Keep all students quiet. Turn off the lights.
4. Instruct students to get on the floor in a sitting or crouching position. Get away from windows and doors.
5. Create a list of names of students not in the classroom. Note late arrivals.
6. Do not call the office.
7. Do not make any phone calls or allow students to use cellular phones.
8. Do not leave the classroom or allow students to leave.
9. Emergency team members report to designated area.
10. All adults who do not have supervisory responsibility for students at the time, proceed with caution to designated area.
11. Limited radio use is permitted.
12. Plan for faculty meeting at the end of the day or situation.

G. **Bio-terrorism/Chemical Attack Response Procedures.** If a dangerous chemical or biological substance ~~were~~ was released in the community and posed a threat to students during the school day, affected schools will follow these procedures:

1. **Suspicious Materials.** Should a suspicious material be delivered or found in the school setting that could potentially house a hazardous biochemical agent or is threatened to be an act of bio-terrorism, the following procedures should be used as a guideline:
 - a. Call the Director of Pupil Services and confer on the nature of the discovery and surrounding circumstances.
 - b. After conferencing, call 911 or a non-emergency police number depending on the circumstances.
 - c. Announce a Code Yellow. No one is to leave or enter the building except emergency personnel.

- d. Quarantine the room or area where the substance or suspicious material was found.
 - (1) Evacuate people in the room to a nearby empty room so that the spread of materials or virus is limited and inhalation of the material is minimized. Avoid bringing potentially contaminated people in contact with people who are less likely to have been exposed.
 - (2) Turn off local fans or ventilation units in the area and if there is no local or area control consider turning off fans and ventilation to the entire building.
 - (3) At the direction of the police, prepare for the possibility of decontamination including a change of clothing.
 - (4) Track the route of the substance since entering the building if possible, and quarantine those areas of the building.
- e. Contain the suspected material with as little handling as possible.
 - (1) Do not shake or empty the contents of any suspicious envelope or package.
 - (2) Do not try to clean up any spilled powder. Cover the spilled contents with anything such as paper or plastic bags.
 - (3) Leave the room and close the door, or section off the area to prevent others from entering.
 - (4) Consult with safety officials for body decontamination. Avoid spreading any powder or chemical to your face until properly decontaminated.
- f. Evacuation, if deemed necessary, will be at the direction of the police.
 - (1) People in areas of the building not near the contamination will be evacuated away from suspected contaminated areas.
 - (2) Account for all personnel and their locations at the time of the discovery of the contamination.
 - (3) Make a separate list of people who were exposed to the contaminated material for release to police and health officials.
 - (4) Do not release students to parents until police and health officials have given permission to do so.
- g. In consultation with the Director of Communications and the Director of Pupil Services prepare communication with staff, parents, and the media.

2. Airborne Chemical or Biological Hazards. If a dangerous chemical or biological substance ~~were~~ was released in the community and posed a threat to students during the school day, affected schools will follow these procedures:

a. Sheltering-In-Place

- (1) Bring all students and staff members indoors including those in portable classrooms.
- (2) Close all exterior doors and windows.
- (3) Shut down all heating, ventilation, and air conditioning systems.
- (4) Prohibit anyone from entering or leaving the building until instructed to do so by civil defense officials, law enforcement, or fire department personnel.
- (5) Move all students to interior rooms. It is preferable that:
 - (a) Rooms can be closed off. All windows, doors, and other openings will be shut. (Rooms used for tornado shelters may be appropriate.)
 - (b) Rooms have restroom facilities.
 - (c) Rooms can access food and water already available in the building.
- (6) If the conditions for interior rooms cannot be met in (5) above, approximate as closely as possible.
- (7) During a shelter-in-place incident, public safety officials will secure the affected school building(s), and no people will be allowed in or out of the building(s) until an "all-clear" signal is given. While students are protected in the school building, parents will be sheltered in their own homes or place of work. The ~~school division~~ District will make every effort to communicate the status of students to parents and the community. All emergency-messaging systems will be used.

b. Advantages of Sheltering-In-Place.

- (1) The neutral atmospheric pressure created by these actions would create a barrier and help keep chemical agents from leaking into the building.
- (2) This approach has proven to be safe-much safer than evacuating students into a contaminated outdoor environment. In fact, no person protected by a shelter-in-place procedure has died as a result of any of the 35 major chemical accidents in this country over the last 20 years.

- (3) Shelter-in-place is the safest possible way to separate students and staff members from an outdoor hazardous environment. It is a temporary solution to a temporary problem. Shelter-in-place will be used when needed, not to keep students from parents, but to keep them safe until their parents can safely reach them.
- (4) Once the contaminated air has passed, public safety officials would evaluate the situation. At that time, they will either give the school clearance to resume safe and normal operation or request that the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to a designated ~~parent~~parent-student reunification center.
- (5) Shelter-in-place is a short-term measure (minutes or hours, not days) designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. The alternative would be to evacuate into a hazardous situation thereby causing harm to all involved. Stockpiling of water and food stuffs are not needed. Shelter-in-place is ended as soon as the outdoor air is safe for students and parents to breathe.

c. Decontamination.

- (1) If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand would conduct basic decontamination.
- (2) The affected individuals will be separated and washed with soap and water.
- (3) If possible, they will shower and be given alternative clothing.
- (4) The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.

H. **Nuclear and Radiological Attack**. Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

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1. Dirty Bombs. Terrorist use of a radiological dispersion device (RDD)-often called "dirty nuke" or "dirty bomb"-is considered far more likely than use of a nuclear device. If the District is threatened with radiological contamination, the following procedures will be employed.
 - a. Bring all students and staff members indoors including those in portable classrooms. Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are shielding, distance, and time.
 - (1) Close all exterior doors and windows.
 - (2) Shut down all heating, ventilation, and air conditioning systems.
 - (3) Prohibit anyone from entering or leaving the building until instructed to do so by civil defense officials, law enforcement, or fire department personnel.
 - (4) Move all students to interior rooms. It is preferable that:
 - (a) Rooms can be closed off. All windows, doors, and other openings will be shut. (Rooms used for tornado shelters may be appropriate.)
 - (b) Rooms have restroom facilities.
 - (c) Rooms can access food and water already available in the building.
 - (5) If the conditions for interior rooms cannot be met in (4) above, approximate as closely as possible.
 - (6) During a shelter-in-place incident, public safety officials will secure the affected school building(s), and no people will be allowed in or out of the building(s) until an "all-clear" signal is given. While students are protected in the school building, parents will be sheltered in their own homes or place of work. The ~~school-division~~District will make every effort to communicate the status of students to parents and the community. All emergency_-messaging systems will be used.
 - b. There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility so staff needs to be ready to react immediately.

2. **Nuclear Blast.** If there were threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.
 - a. Taking shelter during a nuclear attack is absolutely necessary. Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.
 - (1) Schools will follow the same procedures as for radioactive fallout outlined in IV H 1 above. However, if adequate notice is given, schools will follow civil defense instructions for evacuation from the area or sheltering in blast shelters.
 - (2) Remember that any protection, however temporary, is better than none at all, and the more shielding, distance and time you can take advantage of, the better.

I. **Building SAFE Team.**

1. Each school will develop a SAFE Team to assist with the development and implementation of school emergency management plans and to help manage crisis situations. Team leadership responsibility is to be clarified, including times when various team members are absent. Specific roles are to be assigned to SAFE Team members as follows:
 - a. Scene Contact: Administrator or designee will monitor and report from crisis scene and/or serve as liaison with law enforcement and fire department personnel. Consults with the Director of Pupil Services on scene management not under the control of law enforcement and fire department personnel.
 - b. Perimeter Contact: Directs Emergency Vehicles. Keeps unnecessary traffic off campus.
 - c. Parent Contact: Meets and shares information with parents.
 - d. Staff Resource Contact: Meets with staff members who do not have supervisory duties to assign duties.
 - e. Media/Information Contact: Consults with the Director of Communications to write statements for release to media, callers, etc.

J. **Post-Intervention Procedures for Assisting Staff after an Emergency.**

1. After an emergency situation, the Director of Pupil Services will request the Crisis Response Team.

2. The Crisis Response Team in conjunction with the Director of Pupil Services and the building administrator will be responsible for implementing the post emergency response plan and coordinating support.
3. The Crisis Response Team will have procedures for response to a student or staff member's death, postvention for student suicide, response following a major accident or disaster and postvention after violence or threats. Each crisis incident will be dealt with on an individual basis.
4. In the event of a major disaster or violent incident, additional assistance may be procured through NOVA - National Organization for Victims Assistance, Red Cross, and other agencies.
5. After a severe traumatic event, students and staff members who were directly affected will be provided sessions for defusing and debriefing.

V. NATIONAL SECURITY ALERT PROCEDURES
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- A. **Homeland Security Advisory System Risk Levels**. The Office of Homeland Security has developed security levels to indicate the level of readiness that needs to be implemented in response to national threats. Millard Public Schools will implement the following levels of security in response to Nation Security Alert Levels:
1. Normal. Millard Public Schools Safety and Security Procedures will be followed.*
 2. Low (Green). Millard Public Schools Safety and Security Procedures will be followed.*
 3. Guarded (Blue). Millard Public Schools Safety and Security Procedures will be followed.*
 4. Elevated (Yellow). Millard Public Schools Safety and Security Procedures will be followed. Staff will be vigilant to any out of the ordinary activities in or around school.
 5. High (Orange). Millard Public Schools Safety and Security Procedures will be followed. Staff will supervise unlocked doors and assure that all visitors sign in. Parking lots and playgrounds will be observed before and after school. Video cameras will be monitored ~~at all times~~. Teachers and other staff will be assigned watch areas when students are present.
 6. Severe (Red). Includes all of the previous steps. Access will be limited to only individuals who have a need to be in the school. Elementary children will remain inside for recess. Extracurricular activities will continue as planned but supervisory staff will be increased. Teachers or other available staff will be assigned to security or supervisory activities.

* Millard Public Schools Safety and Security Procedures provide a constant level of preparedness equivalent to the "Guarded (Blue)" risk level recommended by Homeland Security Advisory Systems.

VI. EVACUATION PLANS AND PROCEDURES
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A. Evacuation of School Buildings.

1. In a number of situations, it may be necessary to evacuate a school building. These situations may include fire and bomb threats (see the Emergency Management Procedures for details on specific situations). The following steps must be followed:
 - a. Maps are to be posted in all classrooms indicating the primary and secondary egress routes and holding areas/assembly points.
 - b. Teachers are to bring their class record books and emergency kits with them when evacuating their classrooms/building.
 - c. Teachers are to ensure that all students are out of their classrooms and adjoining restrooms.
 - d. Teachers are to turn off the lights and close the door prior to following their students out of the building.
 - e. The principal will designate a responsible person to hold open the outside exit door until all persons in the class have evacuated. (Continue this procedure until the building is clear.)
 - f. Classes proceed to the pre-designated holding areas/assembly points. Once there, teachers should make note of students who are not present and maintain order.
 - g. Teachers are to remain with their classes until an "all-clear" signal is sounded or an administrator gives other instructions.

B. Evacuation of Campus.

1. Situations may arise which require off-campus evacuation to ensure the safety of students and staff. These situations include a chemical spill, airplane crash, explosive device located on campus, or a major fire. Pre-planning procedures for the emergency evacuation of a campus consist of the following minimum requirements when evacuation is required:
 - a. Identify at least four assembly points (North, South, East, and West) or as many as possible, a minimum of one quarter of a mile away from the school location. Assign staff supervision as necessary to assure all students are supervised.
 - b. Establish the desired evacuation routes to the evacuation sites/assembly points on an evacuation plan.
 - c. Provide for the special evacuation needs of the disabled.
 - d. Maintain a copy of the evacuation plan readily available in the principal's emergency kit.

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- e. Orient staff, faculty, and students on their specific duties, requirements, and responsibilities should an off-campus evacuation be necessary.
- f. Provide for the use of the public address system as the primary means of notifying building occupants, when possible. (Reference Code Yellow and Code Red procedures.) Determine an alternate means of announcing an evacuation in the event of public address system failure.

C. **Off-Campus Evacuation.**

- 1. Teachers and/or staff are to:
 - a. Bring class record books and emergency kits when evacuating their classrooms/building.
 - b. Ensure that all students are out of the classroom and adjoining restrooms.
 - c. Turn off the lights and close the door prior to escorting their students out of the building.
 - d. Proceed to the pre-designated assembly points. Once there, teachers should take attendance, maintain order, and remain with their class. Principal and designee will be responsible to make sure the building is clear.
- 2. School-based administrators or designees are to:
 - a. Notify the Director of Pupil Services.
 - b. Obtain the principal's emergency kit.
 - c. Activate the District's Crisis Response Team for assistance.
 - d. Establish and assign designated supervisory staff to a management post at the off-site evacuation point.
 - e. Gather lists of unaccounted-for students from staff members.
 - f. Identify the location of classes at assembly points and offsite locations to facilitate parents in an orderly pick up of their children.
 - g. Direct parents from the school to the management post to pickup students.
 - h. Maintain contact with police/fire departments to keep informed about conditions at the school site.

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- D. **Early Dismissal of Students.** In the event of dismissal during the school day due to some emergency situation, the procedures in Rule 5900.4 shall be followed:
1. Accounting for students and contacting parents.
 - a. Students living within walking distance of the attendance center shall be allowed to proceed home if in the determination of the building administration conditions are conducive to safe travel by foot. Parents or guardians shall be contacted before the student leaves the building.
 - b. Students who normally use school-provided or contracted transportation services shall remain at the attendance center until such vehicles arrive or until their parents or guardians provide alternative transportation.
 - c. Students shall be allowed to leave school with adults other than their parents or guardians only when permission is granted by the parents or guardians of the respective student.
 2. If parents cannot be contacted.
 - a. The student should remain under supervision at school or at the alternative site until the parents or emergency contact person can be reached.
 - b. If the parent has previously specified in writing, that the student can be released to a designated agency or individual, the student may be released.

VII. DISTRICT SAFE TEAM

A. **Safe Team Responsibilities.**

1. A District Safe Team assists school personnel in implementing school emergency management procedures and helps manage crisis situations during an emergency. Traveling staff should not be assigned Safe Team Responsibilities. Specific roles are to be assigned to Safe Team members as follows:
 - a. **Administrator in Charge:** In an emergency situation, the Superintendent or designee will assume overall responsibility for site management. The Superintendent or designee will direct resources and make decisions that deviate from the District Emergency Management Procedures when it is deemed necessary.
 - b. **Scene Contact:** The Director of Pupil Services will consult with the principal or designee on scene management, assist in monitoring and reporting from the crisis scene, serve as liaison with law enforcement and fire department personnel, and assume those duties as assigned by the Superintendent.
 - c. **Facility Manager:** The Associate Superintendent of Administration will direct support staff if transportation or temporary facilities are needed and assist the principal, police, fire department, and public utilities personnel with exterior and interior access to utilities shut-off and traffic control. Assigns staff as necessary to direct emergency vehicles.
 - d. **Technology Manager:** The Assistant Superintendent of Technology will provide support on computer network communications, video surveillance equipment, and other technological communication systems.
 - e. **Media/Information Contact:** The Director of Communications will assist building administrators in preparing statements to the media, callers, parents and other appropriate people and will be the liaison between the school and the media.

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VIII. BUILDING SAFETY AND SECURITY PLANS

A. Building Safety and Security Plan Contents.

1. Building safety and security plans are school-specific comprehensive procedures for coping with safety and security. The entire school staff must know these procedures. The roles and responsibilities of personnel during and after the crisis are detailed, as are the relationships and roles of central office staff. A three-deep line of succession to building leadership is identified and will provide continuity should the principal be unavailable during an emergency.
2. Building level safety and security procedures must:
 - a. Be approved by the Superintendent or designee.
 - b. Be a self-contained document that is separate from the Safety and Security Procedures or the Emergency Management Procedures distributed by the District.
 - c. Be formatted to follow the District outline established by the District Safety and Security Committee.
 - d. Identify those procedures specific to the building that are not identified or detailed in the District Safety and Security Procedures.
 - e. Specify who, what, where, and how District Safety and Security Procedures will be carried out in the building.
 - f. Be in accordance with District policy, rules, and procedures.
 - g. Be evaluated annually and revised according to areas of identified need by building administration and be evaluated by one or more persons who are not on the District's Safety and Security Committee and who are not employees of the District.
 - h. Be reviewed and updated annually by the principal or designee.
 - i. Be reviewed annually by the District Safety and Security Committee.
 - j. Be disseminated to all staff in the building.
3. Building safety and security plans shall include the District recommended contents:
 - a. Contain a violence prevention and intervention program.
 - b. Provide a description of the continuity of leadership if the principal is incapacitated or unavailable.
 - c. Provide a plan for reducing repeat infractions of the Standards for Student Conduct dealing with violence.

///.

- d. Define the roles and responsibilities of personnel during and after a crisis.
4. Building safety and security plans must identify those procedures specific to the building which are not identified or detailed in the District Emergency Management Procedures. They should contain the following areas:
- a. The Building SAFE Team members and their roles and responsibilities.
 - b. Methods of communication used to notify the principal's office. Identify alternate methods in case primary communication methods are out.
 - c. Methods of communication used to notify the District office. Identify alternate methods in case primary communication methods are out.
 - d. Staff member calling tree to communicate with staff members at their homes.
 - e. Communication mediums and/or signals within the school to alert staff and students (including deaf and/or blind) and to indicate that law enforcement personnel are to be called immediately.
 - f. Personnel assignments for implementing specific aspects or responsibilities.
 - g. Persons and locations of school personnel trained in CPR and first aid.
 - h. Location and contents of the teacher's and principal's emergency kits.
 - i. Sites for relocating students.
 - j. Evacuation routes and procedures with situational alternatives (including those for disabled).
 - k. Personnel accounting means for both students and staff.
 - l. Procedures to identify injured students.
 - m. Location and procedures for administering first aid.
 - n. Emergency agencies and phone numbers.
 - o. Alternative communications center if the school office is incapacitated.
 - p. A plan for carrying out the provisions of Rule 5900.4, Emergency Dismissal. This plan should include:
 - (1) Parent notification and student transportation means.
 - (2) Places for parents to pick up and sign out students.

- (3) Traffic management.
 - q. Policy and procedures for dealing with the media.
 - r. Record-keeping responsibilities during the event.
5. Building safety and security plans shall include details for unsafe scenarios that are specific to a building and are not covered in or that compliment the District Emergency Management Procedures.

Some suggestions for consideration are listed below:

- a. _____ Assaults with injury
 - b. _____ Bombs – threats & devices
 - c. _____ Chemical spills
 - d. _____ Deaths – students, staff
 - e. _____ Fires—/~~explosions~~Explosions
 - f. _____ Gas leak
 - g. _____ Hostage situations
 - h. _____ Intruders/~~trespass~~Trespass
 - i. _____ Kidnapping
 - j. _____ Major student disruption
 - k. _____ Medical emergencies
 - l. _____ Natural disasters
 - m. _____ Robberies
 - n. _____ Sex offenses
 - o. _____ Shootings/Stabbings
 - p. _____ Suicide or suicide attempts
 - q. _____ Toxic fumes
 - r. _____ Traffic/bus emergency (maintain a list of students and adults on the bus).
 - s. _____ Vandalism
 - t. _____ Weapons
6. Building safety and security plans should also include building level details which will add to or compliment the District Emergency Management Procedures:
- a. Emergency procedures for co-curricular and away-from-school site activities.

- b. Incorporating the services of the District Crisis Response Team, which functions both as a pre-crisis advisory group and a crisis response team.
- c. Posting of plans and procedures at suitable locations throughout the facility.
- d. Training requirements for specified staff.
- e. Drills of various procedures (evacuation, Code Red, Code Yellow, etc.). Building emergency drills shall:
 - (1) Be implemented at a variety of times from the beginning to the end of the school day;
 - (2) Be implemented when students are in diverse locations (i.e., the cafeteria) and in a variety of activities throughout the building;
 - (3) Not endanger students or staff; and
 - (4) Provide that adequate orientation and instruction be provided early in the school year.

B. Emergency Kits.

- 1. Teachers' Emergency Kits. Teachers are to be provided the following to include in emergency kits and the kits should be replenished annually or as needed:
 - a. A current list of students for each class period, as well as known student/staff medical conditions.
 - b. Stick-on name tags (for identification and for those who may be injured).
 - c. A whistle (to request adult assistance).
 - d. Pad of paper, pens, and markers.
 - e. Flashlight/batteries -- Check the condition of the batteries at the beginning of each school year.
 - f. Vinyl gloves and bandages.
 - g. Signal cards for attendance (Green, Red).
 - (1) When students have congregated outside and if all of the students are accounted for, the teacher or supervisor of the group holds up a green card signifying that all students are present and accounted for.
 - (2) If the students have congregated outside and the teacher or supervisor has students missing, a red card is held up signifying that one or more students are missing.

2. Principal's Emergency Management Kit. Each principal is to assemble two Emergency Management Kits. One is to be kept in the principal's office at all times. The back-up kit is to be kept in a location known to all members of the SAFE Team. The contents include the following:
 - a. The school's Emergency Management Plan (including evacuation plans).
 - b. School floor plans that show the location of all the exits (exterior doors numbered); power, water, and gas shut off locations; fire alarm shut off locations; telephone and wall jacks; computer locations; and all other devices that may be useful in an emergency.
 - c. A current master list of all students and staff and known medical conditions.
 - d. Building security codes.
 - e. A copy of the Millard Public Schools Emergency Communication Reference Card.
 - f. A copy of the District Emergency Management Procedures.
 - g. Flashlights and batteries -- Check the condition of the batteries at the beginning of each school year.
 - h. Pad of paper, pens, and markers.
 - i. Stick-on name tags (used to identify injured students or adults at the emergency site).
 - j. A first aid kit that is well stocked.
 - k. The absence list for the current day (preferably, for the current period) and student emergency cards are to be included in the kits whenever the building is evacuated.

IX. SECURITY PERSONNEL

A. School Resource Officers (SROs)/Off-Duty Police Officers.

1. SROs or off-duty police officers will serve in selected District secondary schools.
 - a. SROs will be placed in the high schools and selected middle schools in agreement with local law enforcement agencies.
 - b. SROs or off-duty police officers will be uniformed police officers with full law enforcement powers. SROs or off-duty police officers will wear the uniform worn by other departmental officers in that local police agency.
2. In fulfilling their duties and responsibilities, SROs or off-duty police officers will:
 - a. Work with school administration to help provide students education on tobacco, drugs and alcohol, violence diffusion and violence prevention, law enforcement and safety.
 - b. Work in concert with school principals and the Director of Pupil Services.
 - c. Provide programs to parents on issues related to tobacco, alcohol, and other drugs, violence prevention and safety.
 - d. Act as a communication liaison with law enforcement agencies, and provide basic information concerning students on the campus served by the officer.
 - e. Provide informational in-services for staff members.
 - f. Gather information regarding potential problems such as criminal activity, gang activity and student unrest, and attempt to identify particular individuals who may be a disruptive influence to the school environment and/or students.
3. SROs or off-duty police officers will not act as school disciplinarians. However, if the principal believes that an incident is a violation of the law, the principal may contact the SRO and the SRO will determine whether law enforcement action is appropriate.

B. **School Security Staff.** School security staff will be placed in the high schools as hall monitors.

1. School security staff will:
 - a. Monitor hallways, restrooms, door entrances and immediate walkway areas throughout the building, especially during arrival and dismissal times.
 - b. Supervise special assignment areas which may be designated by the administration.
 - c. Notify administration of all violations of student rules.
 - d. Escort student rule violators to the office without physically moving or hitting the student.
 - e. Provide affidavits and testimony, as necessary, regarding observations of student misconduct.
 - f. Assist visitors in reporting to the office. Request unauthorized personnel to leave the building. Notify administration of unauthorized personnel.
 - g. Monitor students specifically for: substance use, possession and distribution, vandalism, and interpersonal confrontations.
 - h. Provide emergency first aid and CPR as necessary. Notify nurse and administration of students and staff requiring such assistance.
 - i. Report all problem situations to administration.
 - j. Not search students or lockers nor physically or verbally abuse students. Assist administrators with locker searches as requested.
 - k. Follow District and building policies and rules as provided by the principal.
 - l. Perform other duties as requested by the principal.
 - m. Attend District meetings for security staff as designated by the Director of Pupil Services.

X. SAFETY TRAINING AND STAFF DEVELOPMENT

- A. **School Security Training Requirements.** School security staff will meet established training requirements and qualifications.
- B. **Staff Development Guidelines.** The following guidelines will be followed for staff development of security staff in the District:
1. Security staff will receive a minimum of four hours training annually on any of the following:
 - a. Self defense (CPI Training).
 - b. How to defuse dangerous situations.
 - c. How to communicate with aggressive students and parents.
 - d. The Standards for Student Conduct.
 - e. Bullying and harassment.
 - f. How to conduct an investigation.
 - g. Student rights and due process.
 - h. School safety and emergency management procedures.
 - i. How to intervene in a fight.
 - j. Recognizing security risks and safety violations.
 - k. Other areas deemed necessary by the Director of Pupil Services or building principal.
 2. Security staff will be included in safety drills for emergency procedures in the following areas:
 - a. Code Red and Code Yellow.
 - b. Scenarios listed in the District Emergency Management Procedures such as:
 - (1) Bomb threats.
 - (2) Gun or weapon on campus.
 - (3) Hostage.
 - (4) Shooting/stabbing.
 - (5) Evacuation Plans.
 - (6) Fire/Explosion/Gas Leak.

- C. **Administrator Training Requirements.** Administrators will receive at least two hours training or staff development in safety annually.
- D. **Teacher Training Requirements.** Veteran teachers will receive at least two hours training or staff development in safety annually. New teachers will receive four hours training or staff development in safety their first year.

XI. MAINTENANCE OF BUILDINGS AND GROUNDS FOR SAFETY
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A. Maintenance of Buildings for Safety and Security.

1. Buildings are free of debris, trash, and other hazards which could result in injury and contribute to a "climate conducive to crime."
2. Buildings are free of graffiti.
3. Lighting is in good working order and burned-out bulbs are replaced.
4. Security equipment, when it is present, such as cameras, radios, intrusion systems and other such devices, is in good working order and operationalized according to District policy and procedures.
5. Vandalized equipment or building materials have been replaced, repaired, or removed.
6. Exit signs are lit and in working order.
7. All exterior locks on doors and panic bars on doors which require egress are in working order.
8. Restrooms are clean and free of trash.
9. Access to electrical panels/rooms is restricted.
10. A secure area is provided for student/school records.

B. Maintenance of School Grounds for Security and Safety.

1. Drug-free zone signs are posted.
2. Grounds are free of trash/debris.
3. Shrubs/foilage are trimmed to provide a good line of sight.
4. Vehicular access to play area is restricted.
5. Bus loading zones have restricted access.
6. Bus loading/drop off areas are clearly marked.
7. Adequate lighting in parking lots.

XII. DISTRICT SAFETY AND SECURITY COMMITTEE
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- A. **District Safety and Security Committee.** The District will develop and implement a standing District Safety and Security Committee. The Director of Pupil Services will chair a standing District Safety and Security Committee which will be composed of:
1. District administrators;
 2. District certificated staff;
 3. Secondary students;
 4. Parents; and
 5. Community members.
- B. **District Safety and Security Committee Meetings.** The District Safety and Security Committee will meet at least quarterly to review safety and security plans and procedures, including emergency management plans and procedures, and to make recommendations for changes in existing procedures or recommendations for new procedures which address the changing security needs of the District.

XIII. EVALUATION AND REVIEW OF DISTRICT SAFETY AND SECURITY

- A. **Evaluation and Review.** District safety and security plans and procedures will be evaluated annually and revised according to areas of identified need.
- B. **Committee Review.** The District Safety and Security Committee and the Director of Pupil Services or designee will review the safety and security plans and/or facilities of the District's buildings at least annually.
- C. **Outside Review.** The District's safety and security plans will be reviewed annually by one or more persons who are not on the District's Safety and Security Committee and who are not an employee of the District. This review will include visits to school buildings to analyze plans, policies, procedures, practices, and provide recommendations. Any recommendations made as a result of the analysis will be forwarded to the Director of Pupil Services and to the District's Safety and Security Committee to be considered in making revisions to the District's safety and security plan.

AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining with Education Paraprofessional Association of Millard

Meeting Date: February 16, 2004

Department: Human Resources

Title & Brief Description: The Educational Paraprofessional Association of Millard has written to request to enter into collective bargaining for the 2004-05 school year. The current bargaining agreement expires July 31, 2004.

Action Desired: Approval to enter into collective bargaining with EPAM for the 2004-05 school year and appoint Steve Moore, and Kirby Eltiste to represent the district in the collective bargaining sessions.


Background: Under Nebraska statutes, school employees have the right to organize and engage in collective bargaining with the school district on certain matters related to their employment. EPAM represents educational paraprofessionals of the district.

Collective bargaining formally commences when either the union or the school district submits written notice to the other party. A copy of the written notice from EPAM is attached for your information.

Last year, Steve Moore and Kirby Eltiste represented the district in collective bargaining with EPAM.

Options And Alternatives:

Responsible Person: Steve Moore

Superintendent's Approval: 

AGENDA SUMMARY SHEET

Enclosure H.4.
February 16, 2004 222

AGENDA ITEM: Calendar for 2003-2004

MEETING DATE: February 16, 2004

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION:

Approve a calendar change regarding makeup days for inclement weather.

ACTION DESIRED: APPROVAL XX DISCUSSION _____ INFORMATION ONLY

BACKGROUND:

We have used the four days that were built into our calendar for inclement weather. We are proposing the following plan to deal with any additional days that school may be cancelled due to inclement weather.

OPTIONS AND ALTERNATIVES CONSIDERED:

We have considered options including making up days during Spring Break and adding days at the end of the school year in June.

RECOMMENDATION:

The current calendar will be revised as follows: February 6 (the fifth snow day) will not be made up. The sixth snow day (if occurring before March 12) will be made up on March 12 with students. If necessary, snow days #7 and #8 would be made up on June 1 and 2, respectively.

STRATEGIC PLAN REFERENCE:

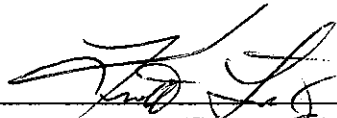
IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

Immediate

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>.*

AUGUST					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	

SEPTEMBER					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				

OCTOBER					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	

NOVEMBER					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	

DECEMBER					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			

JANUARY					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

FEBRUARY					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	

MARCH					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			

APRIL					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	

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

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

JULY					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	

This 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.**

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

No School for Students



2004-05 School Calendar - *Elementary & Middle School

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

AUGUST 12				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Aug. 16 First Day for Students
 Sept. 6 No School - Labor Day
 Oct. 14 End of First Quarter
 Oct. 15 No School - Teacher Work Day

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

SEPTEMBER 21				
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	

Oct. 21-22 No School - Conferences
 Nov. 25-26 No School - Thanksgiving Break
 Dec. 22 First Semester Ends
 Jan. 4 No School - Teacher Work Day

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

OCTOBER 18				
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

Jan. 5 Second Semester Begins
 Jan. 17 No School - Martin Luther King, Jr. Day
 Feb. 17-18 No School - Conferences
 Feb. 21 No School - Presidents' Day

APRIL 21				
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

NOVEMBER 20				
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			

Mar. 11 End of Third Quarter
 Mar. 14-18 No School - Spring Break
 May 6 Half-Day for Middle Schools (5th Grade Orientation)
 May 30 No School - Memorial Day

MAY 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
30	31			

DECEMBER 16				
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

May 31 Last Day of school - Half Day

This 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.**

JUNE 0				
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	

JANUARY 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
31				

Quarter Dates/Student Days	
Oct. 14	43 days
Dec. 22	44 days
Mar. 11	44 days
May 31	47 days
Total	178 days

▨ No School for Students

JULY 0				
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

AGENDA SUMMARY SHEET

MEETING DATE: February 16, 2004

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

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

OPTIONS & ALTERNATIVES: NA

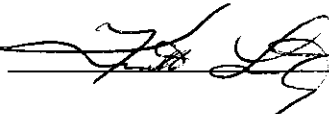
RECOMMENDATION: Approval

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION
OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON: Dr. Kirby Eltiste

SUPERINTENDENT APPROVAL:  _____

February 16, 2004

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

1. Susan Hertzler -- Currently on a leave of absence (Grade 4/5 teacher at Abbott Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.
2. Kael Sagheer -- Currently on a leave of absence (Core teacher at Cather Elementary School). She is requesting that her leave be extended for the 2004/05 school year for family reasons.

February 16, 2004

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

1. Michelle Connaghan – Currently on a leave of absence (2nd grade teacher at Holling Heights Elementary School). She is resigning for personal reasons. Resignation is effective at the end of the 2003/04 school year.
2. Dan McLaughlin – Currently on a leave of absence (Social Studies teacher at West High School). He is resigning to pursue another job opportunity. Resignation is effective at the end of the 2003/04 school year.
3. Sarah Schau – Business/History teacher at West High School. She is resigning to relocate with her husband. Resignation is effective at the end of the 2003/04 school year.

February 16, 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>
Edmund Kazmierski	Instrumental Music	Neihardt Elem	28
Kathleen Englert	Kindergarten	Black Elk Elem	30
Judy Citta	School Nurse	Andersen Mid Sch	21
David McElroy '	Instrumental Music	Ackerman Elem	20
Ila Elaine Hill	ELL Teacher	Holling Heights	15
Dan Troshynski	Industrial Tech Teacher	South High	30

The Board previously approved 14 other VESP applications for 2004.

AGENDA SUMMARY SHEET

AGENDA ITEM: Competitive Grants

MEETING DATE: February 16, 2004

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: This year Millard was awarded two competitive cash grants and one competitive equipment (non-cash) grant. The \$149,960 cash grant from the U.S. Department of Education Office of Safe and Drug Free Schools will purchase physical education software, computer hardware, and physical fitness equipment for all elementary, middle, and high schools. The \$28,834 cash grant from the U.S. Department of Education Office of Vocational and Adult Education will help South High develop a plan to improve student advisement and create a transition program for incoming freshmen. The \$100,000 equipment grant was awarded jointly to the City of Omaha and Millard Public Schools to help design and implement a wireless instructional network for selected District schools.

ACTION DESIRED: APPROVAL ___ DISCUSSION ___ INFORMATION ONLY X

BACKGROUND: Not Applicable

RECOMMENDATIONS: The board is receiving this for informational purposes.

STRATEGIC PLAN REFERENCE:

IMPLICATINS OF ADOPTION OR REJECTION: Not Applicable

TIMELINE: Not Applicable

RESPONSIBLE PERSON (S): Judy Porter, Mark Feldhausen, Jon Lopez, Rosemary Barta,
Susan McAdam

ASSOCIATE SUPERINTENDENT APPROVAL: Martha Bruckner

SUPERINTENDENT'S APPROVAL: [Signature]

BOARD ACTION: None

Competitive Grants

3Com Corporation's Urban Challenge Grant

In this competitive grant program, 3Com Corporation, in partnership with the U.S. Conference of Mayors, awards five technology grants to cities with innovative projects designed to improve residents' lives. Grant recipients receive \$100,000 worth of 3Com equipment and services.

Millard Public Schools worked with the City of Omaha on an application for this year's competition. The application was one of the five selected to receive this year's grant, which was announced in late January at the U.S. Conference of Mayor's meeting in Washington, D.C.

3Com equipment and services will be used to help design and implement a wireless instructional network for selected District schools that will provide both students and teachers with faster, more productive access to technology-based instructional resources.

Carol M. White Physical Education Program

This competitive federal grant program is designed to initiate, expand, and improve physical education programs for K—12 students by providing equipment and staff training to public schools and community-based organizations.

Millard Public Schools was awarded \$149,960. Grant funds will be used to purchase fitness software, computer hardware, heart rate monitors, and pedometers and for physical education staff training.

Smaller Learning Communities

The purpose of this competitive federal grant program is to support the planning and implementation or expansion of smaller learning environments in large public high schools. Large public high schools are defined as those with 1,000 or more students and include grades 11 and 12. Millard South High School applied for and received a \$28,834 planning grant to improve student advisement and create a freshman transition program.

AGENDA SUMMARY SHEET

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February 16, 2004 231

AGENDA ITEM: Legislative Update

MEETING DATE: February 16, 2004

DEPARTMENT: Office of the Superintendent

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

ACTION DESIRED: APPROVAL ___ DISCUSSION ___ INFORMATION ONLY XX

BACKGROUND:

The Education Committee met in executive session to discuss LB 1048 on reorganization and LB 1093 that makes the \$1.05 levy limit permanent. They took no final action on those two bills.

The committee merged the kindergarten enrollment bill (LB 934) into LB 868 (prioritized by Senator Redfield) that deals with students who drop out of school and advanced that bill on an 8-0 vote.

We are tracking the following bills very closely:

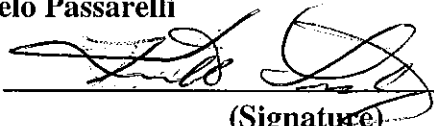
- LB 32 (authorize storm water management programs with fees required)
- LB 172 (eliminate a requirement for school districts to provide abortion information)
- LB 335 (change annexation provisions for certain Class III school districts)
- LB 544 (change the employee contribution rate under the School 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:

The following represent bills and constitutional amendments introduced during the 2004 Second Session of the 98^h 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.



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
<u>/ /</u>	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)

NO POSITION

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)

NO POSITION

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)

NO POSITION

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)

NO POSITION

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)

NO POSITION

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) 236

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)

NO POSITION

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)

OPPOSE

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) (GF 2/6/04)

NO POSITION

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)

OPPOSE

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)

NO POSITION

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

238

NO POSITION

LB 1079 (*Schrock*) Change provisions relating to state aid to schools (Hearing Date 1/27/04)

NO POSITION

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)

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NO POSITION

LB 1124 (*Price*) Change provisions relating to tuition for wards of the state or a court
(Hearing Date 2/23/04)

NO POSITION

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)

NO POSITION

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)

NO POSITION

LB 1161 (*Raikes*) Provide for adjustment of state aid to reflect property transfers (Hearing Date 2/2/04)

NO POSITION

LB 1165 (*Price*) Adopt the Education Facilities Review Commission Act and provide for school bond state aid
(Hearing Date 2/2/04)

NO POSITION

LB 1206 (*Brashear*) Provide levy and budget lid exclusion for full-day kindergarten (2/2/04)

OPPOSE

LB 1220 (*Raikes*) Change provisions relating to wards' educational expenses and provide for interim
program schools (Hearing Date 2/23/04)

NO POSITION

LB 1221 (*Raikes*) Change Allocation of the Education Innovation Fund (Hearing Date 2/23/04)

NO POSITION

LB 1248 (*Maxwell*) Provide for a system of funding elementary and secondary education as prescribed
(Hearing Date 2/2/04)

NO POSITION

LB 1250 (Bourne) Prohibit the licensure of certain substance abuse treatment centers
NO POSITION

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Prepared by:
Angelo D. Passarelli
Director of Administrative Affairs

Approved by:
Keith W. Lutz
Superintendent of Schools

AGENDA SUMMARY SHEET

AGENDA ITEM: Annual revision of District Emergency Management Procedures.

MEETING DATE: February 16, 2004

DEPARTMENT: Pupil Services

TITLE AND BRIEF DESCRIPTION: Annual review of emergency procedures is required under Rule 5900.1.

ACTION DESIRED: Information Only X Approval _____

BACKGROUND: District Emergency Management Procedures are distributed to principals, assistant principals, and Safe Team personnel in every building. These scenario based emergency procedures provide step-by-step guidelines for administrators to follow when emergencies occur. They are reviewed annually and recommendations made by the District Safety and Security Committee.

OPTIONS AND ALTERNATIVE CONSIDERED: N/A

RECOMMENDATIONS: Information only.

STRATEGIC PLAN REFERENCE: N/A

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE:

RESPONSIBLE PERSON(S): Dr. Roger Farr

SUPERINTENDENT APPROVAL:


(Signature)

BOARD ACTION:

Emergency Management Procedures



Dr. Keith Lutz, Superintendent

Dr. Roger Farr, Director of Pupil Services

OVERVIEW / INFORMATION

Use this manual for a quick reference guide in an emergency. The manual includes procedures designed to manage a number of events that could occur in the district. These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Use it in conjunction with your building emergency plans and district policies.

STANDARD PROCEDURES FOR ALL EMERGENCY SITUATIONS

1. Verify information about the situation.
2. Call **911** for emergency services, as called for by emergency procedures.
3. Call the Director of Pupil Services, ~~Dr. Roger Farr~~, (W) **895-8309**, (H) ~~891-0853~~ _____, (MPS Cell) **510-5567** if not available, call the Associate Superintendent for General Administration, Dr. Ken Fossen: (W) **895-8401**, (H) **691-1637**, (MPS Cell) **510-5872**, or, if not available, call the Superintendent, Dr. Keith Lutz (W) **895-8204**, (H) **334-1126**, (MPS Cell) **510-5908**.
4. The central office administrator contacted in #3, above, will alert the Director of Communications, Amy Friedman (W) **895-8209**, (H) **397-5460**, (MPS Cell) **510-5564**, Assistant Superintendent of Technology, Dr. Mark Feldhausen (W) **894-6285**, (H) **331-0856**, (MPS Cell) **540-8026**, and, as needed, the Facilities General Manager (**691-1400**).

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5. Activate the district's Crisis Response Team, through the Director of Pupil Services: Beeper # **978-0508**.

Ambulance or Rescue Squad. When an ambulance or rescue squad takes anyone from school to a hospital and the injuries are life threatening, designate a staff member to go to the hospital to serve as a liaison and communication link.

ADMINISTRATORS

CODE YELLOW

<ol style="list-style-type: none"> 1. <u>Call 911 if the situation requires emergency assistance.</u> 2. Turn off two-way radios and cellular phones if bomb threat. 3. Shut down bell system (not the fire alarm). 4. Lock doors and secure perimeter. 5. Notify and direct teachers with classes outside or without communication. <u>5.6. SAFE Team members report to front office.</u> <u>6.7. Sweep campus; move students to designated areas.</u> <u>7.8. Notify Director of Pupil Services (895-8309). (Pupil Service will broadcast Code Yellow on the Emergency Channel.)</u> 	<ol style="list-style-type: none"> <u>8.9. Have campus maps available at the front office that include power, gas and water shut-off locations.</u> 10. Contact/isolate victim's family members who are on campus. 11. Prepare written statements for callers/media in conjunction with police and Director of Communications. 12. Prepare letters for students/parents to take home in conjunction with the Director of Communications. 13. Prepare for faculty meeting at the end of the day or situation. 14. Prepare for debriefing and assessment of response with administrative staff. 15. Provide for guidance counseling or crisis team as needed.
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ADMINISTRATORS

CODE RED

<p><u>1.</u> Call 911 if the situation requires emergency assistance.</p> <p>1.2. Shut down bell system (not the fire alarm).</p> <p><u>2</u>.3. Lock doors; secure campus perimeter and designate person to monitor and direct emergency vehicles.</p> <p>3.4. Notify teachers with classes outside or without communication.</p> <p><u>4</u>.5. SAFE Team members report to <u>the</u> designated area.</p> <p>5.6. Assign roles for staff members.</p> <p><u>6</u>.7. Designate teams of three to sweep campus of students; move students to designated areas.</p> <p>7.8. Radio use is permitted; however, limit use.</p>	<p>9. Notify the Director of Pupil Services (895-8309). (<i>Pupil Service will broadcast Code Red on the Emergency Channel.</i>)</p> <p>10. Have campus maps available at gates and<u>the</u> front office that include power, gas, and water shut-off locations.</p> <p>10.11. Contact/isolate victim's family members who are on campus.</p> <p>11.12. Prepare written statements for callers/media in conjunction with police and Director of Communications.</p> <p>12.13. Prepare letters for students/parents to take home in conjunction with the Director of Communications.</p> <p>13.14. Prepare for faculty meeting at the end of the day or situation.</p> <p>14.15. Prepare for debriefing and assessment of response with administrative staff.</p> <p>15.16. Provide for guidance counseling or crisis team as needed.</p>
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February 16, 2004

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TEACHERS

CODE YELLOW

1. Turn off two-way radios and cellular phones if bomb threat.
2. Lock doors but admit students assigned to that class.
3. If outside, remain outside and gather students until directed to do otherwise.
4. Do not leave the classroom or allow students to leave. Continue instruction.
5. Create a list of names of students not in classroom. Note late arrivals.
6. Call office only in an emergency.
7. Do not make any phone calls.
8. Emergency team members report to the designated area.
9. Plan for faculty meeting at the end of the day or situation.

CODE RED

1. Lock doors. Do not admit students.
2. If outside, remain outside and gather students until directed to do otherwise.
3. Keep all students quiet. Turn off the lights.
4. Instruct students to get on the floor in a sitting or crouching position. Get away from windows and doors.
5. Create a list of names of students not in classroom. Note late arrivals.
6. Do not call the office.
7. Do not make any phone calls.
8. Do not leave the classroom or allow students to leave.
9. Emergency team members report to the designated area.
10. All adults who do not have supervisory responsibility for students at the time, proceed with caution to the designated area.
11. Limited radio use is permitted.
12. Plan for faculty meeting at the end of the day or situation.

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CODE RED AND CODE YELLOW SITUATIONS

Code Red and **Code Yellow** can be used at the principal's discretion and in a variety of situations where that particular procedure is best fitted. There are some situations in the manual which recommend **Code Red** or **Code Yellow** be used and these situations are listed below:

CODE YELLOW SITUATIONS

- Bomb Threat Page A—~~11D-1~~
- Medical Emergency Page B—~~7—1-1~~
- Shooting or Stabbing (could also go **Code Red**) Page C—~~6 & 7O-1~~
- Major Disruption or Demonstration Page C—~~8P-1~~

CODE RED SITUATIONS

- Immediate threat with Gun or Weapon Page B—~~13J-6~~
- Hostage Page B—~~14K-1~~
- Shooting or Stabbing Page C—~~7O-1~~
- Escalation of Major Disruption Page C—~~8P-1~~

ABDUCTION/ATTEMPTED ABDUCTION/MISSING/RUNAWAY STUDENT

I. Administrator's Responsibilities

A. Abduction/Attempted Abduction

1. Verify the facts and investigate the situation.
2. Call **911** and advise of the abduction or attempted abduction in progress and report any related information (i.e., a description of the abductor, including physical appearance, type and color of clothing, and make, model, color, and license number of any vehicle used in the abduction). Ask the police if the school should inform the parent or whether they will inform the parent.
3. If it is not an emergency situation where an actual abduction has been witnessed or where there is an attempt in progress, confer with the Director of Pupil Services before calling **911**.
4. Consult with the Director of Pupil Services and Director of Communications for assistance (895-8309).
5. Unless instructed otherwise by the police, notify the custodial parent or, if the parent cannot be reached, the person designated by the parent on the emergency card as the one to be called in an emergency.
6. Provide support services as needed (counselor, nurse, psychologist).
7. If other students witnessed an actual abduction, notify their parents if the police give permission to do so.

8. In case of an actual abduction, activate the district's Crisis Response Team.
9. In consultation with the Director of Communications and Director of Pupil Services, determine the appropriate way to provide information to students, parents, other schools, and the community. It is better to err on the side of safety by increasing the awareness of parents and by reinforcing safety information regarding stranger danger with students. If approved by the Director of Communication, develop a letter to communicate with parents. If a letter is sent to parents, e-mail a copy of the letter to all principals so that they can decide whether to issue their own warning to parents.
10. Consult with the Director of Communications to respond to the media.
11. Follow up with the complainant or law enforcement personnel to determine if the situation has been resolved or if the threat has been eliminated.
12. Update the Director of Pupil Services and Director of Communications.

B. Missing /Runaway Student

1. Conduct an immediate search of the school and the school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. If the student is in the building or on school grounds, maintain visual contact with the student and attempt to resolve the problem and get the student to return to the class/building. It is usually not appropriate or helpful to chase students off school grounds.
3. If the student ~~is not in school or on~~ has left the building or school grounds and is out-of-control or poses a danger to self or others, call 911 to report the student missing and related information (i.e. a detailed description of the clothing, and the time and location when the child was last seen).
4. Consult with the Director of Pupil Services (895-8309) for assistance.
5. Call the parents of the missing student. If the parents cannot be reached, call the person designated by the parent on the emergency card as the one to call in an emergency.
6. Check the student's locker and desk for any indication of why the incident occurred.
7. Interview student's friends for information.

8. Consult with the Director of Communications regarding communicating with students, parents, other schools, and the community (see above) and responding to the media.
9. Follow up with law enforcement personnel to determine if the situation has been resolved.
10. Update the Director of Pupil Services and Director of Communications.

II. **Teacher's/Staff Responsibilities**

A. Abduction/Attempted Abduction

1. If an abduction occurs or is attempted while class is in session, ask the abductor not to commit the act and to leave. If the abductor is carrying a weapon or is threatening, do not argue, or confront.
2. If unsuccessful in persuading the abductor not to carry out the abduction, do not place yourself or other students in harm's way.
3. Upon learning that a student has been abducted or that there has been an attempted abduction, immediately notify the principal.

4. Report to the principal any known information about the situation, i.e., a detailed description of the abductor, including physical appearance, type and color of clothing, and make, model, color, and license number of any vehicle used in the abduction.
5. Maintain control of other students.

B. Missing/Runaway Student

1. Immediately notify the principal when advised that a student is missing.
2. Report to the principal a detailed description of the clothing, and the time and location when the child was last seen.
3. Assist the administrator with questioning of friends and fellow classmates as to why the student is missing.
4. Maintain control of remaining students.

BOMB THREAT PROCEDURES

I. Person Receiving the Call

- A. Do not hang up the telephone after the call.
- B. Complete the Bomb Threat Checklist. (See page A-14.D-5)
- C. The person receiving the threat will immediately notify the principal or the principal's designee in a manner that will not cause panic or chaos to those in the office areas. Do not use radios or cellular phones.
- D. Do not share information regarding the call with other employees unless directed by the principal or the principal's designee to do so.
- E. If a written threat is received, protect the original message to preserve fingerprints and other identifying marks and transcribe the contents onto another paper.
- F. If Caller ID is available, document the name and number of the individual calling.

II. Administration Action

- A. Assess the situation.
- B. Notify the police by calling **911**.
- C. Immediately place the school on a **Code Yellow** alert. **TWO-WAY RADIO AND CELLULAR PHONE COMMUNICATIONS ARE CEASED.**
- D. Ask staff to make a visual observation of their classrooms/work areas and instruct them **NOT** to open cabinets, doors, or lockers or move objects. **DO NOT TOUCH ANY SUSPICIOUS OBJECT.** Notify the principal immediately of any suspicious objects. The principal will decide if the classroom is to be evacuated.
 - 1. A bomb can be almost anything from a bundle of dynamite to concealed or ordinary objects (briefcase, toolbox, plastic bottle, pieces of pipe, etc.). Search for something that doesn't belong in the classroom/work area.
- E. Notify and consult with the Director of Pupil Services (895-8309).
- F. Brief the **SAFE Team** on information received during the initial call.

- G. If a suspected device is discovered, evacuate the building away from the device in consultation with or under the supervision of the police.
 - 1. If the police have not arrived, evacuate the building away from the device. (See Evacuation Procedures in Section III.)
- H. Maintain control of the facility at all times, unless an actual device is located or an explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the fire department will assume the lead role. If structural damage indicates the need, gas and electricity should be turned off at the main valve or switch to minimize the possibility of fire. Administrators should know the location of these valves and the method for turning them off.
- I. Note: The evacuation of a school immediately upon receipt of a bomb threat can be extremely dangerous if an actual explosive device exists, and, unknowingly, students are evacuated past or in the immediate vicinity of its location. Therefore, an employee receiving a bomb threat should obtain as much information as possible.

III. **Bomb Threat Evacuation**

- A. The evacuation is to commence upon the decision and directive of the principal or designee in consultation with the police.
- B. Precautions must be taken to avoid danger of evacuating students past the location or in the immediate vicinity of a bomb or suspected device by having administrators notify those classes of alternate routes prior to use during the evacuation.
 - 1. Evacuate the building as quickly as possible in a safe and orderly manner. It may be necessary to evacuate some classrooms individually under administrative supervision in order to avoid being in the proximity of the suspected device.
- C. Students and staff are to take only those personal belongings in their immediate possession when an evacuation is ordered.
- D. Once students are clear of the building, they should be kept as far away from the affected building(s) as possible until the danger has passed. Visually check the area being evacuated to, or if time permits and personnel are available, sweep the area to insure that the bomb threat was not a false emergency designed to expose students in an outside location with the intent to put them in harm's way.
- E. Use alternate evacuation sites if needed.

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BOMB THREAT CHECKLIST

Time: _____ Date: _____ Number on Caller ID: _____

Questions To Ask:

- 1. When is the bomb going to explode?
- 2. Where is it right now?
- 3. What does it look like?
- 4. What will cause it to explode?
- 5. What kind of bomb is it?
- 6. Did you place the bomb?
- 7. Why?
- 8. What is your address?
- 9. What is your name?

Exact Wording of Threat: _____

The Caller: Gender of Caller: _____ Race: _____ Age: _____ Length of Call: _____

The Caller's Voice: If voice is familiar, who did it sound like? _____

- | | | | | | |
|--------------|--------------|---------------------|--------------|------------|--------------------|
| ___ Calm | ___ Angry | ___ Excited | ___ Slow | ___ Rapid | ___ Raspy |
| ___ Soft | ___ Loud | ___ Laughter | ___ Crying | ___ Normal | ___ Deep breathing |
| ___ Distinct | ___ Slurred | ___ Nasal | ___ Stutter | ___ Lisp | ___ Ragged |
| ___ Deep | ___ Cracking | ___ Clearing throat | ___ Familiar | ___ Accent | ___ Disguised |

Background Sounds:

- | | | | | |
|-------------------|-----------------------|----------------------|---------------|------------|
| ___ Street noises | ___ Factory machinery | ___ Motor | ___ Music | ___ Static |
| ___ Crockery | ___ Animal noises | ___ House noises | ___ Clear | ___ Local |
| ___ Voices | ___ Long distance | ___ Office machinery | ___ PA System | ___ Boot |
| ___ Other _____ | | | | |

Threat Language: ___ Well spoken (educated) ___ Incoherent ___ Foul ___ Taped ___ Irrational ___ Message read

BUS/VAN ACCIDENT

I. Bus Accident

- A. The contracted bus company will call the police and, if needed, request emergency medical assistance and notify the district's ~~Director of Transportation~~ Transportation Manager (895-8474) of any bus accident.
- B. The Transportation Manager ~~Director of Transportation~~ will notify the principal of the accident. If the principal learns about the accident first, he/she is to notify the Transportation Manager (895-8474) ~~Director of Transportation at 691-1435~~.
- C. The Transportation Manager ~~Director of Transportation~~ or the contracted bus company will provide the principal with available information about the accident (i.e., which bus is involved, whether or not students are injured).
 1. This will also keep the principal updated on the situation, including information about which students are injured and to which hospitals they have been taken.
 2. The principal will notify parents of the student's injury status, location of the hospital if taken, and if not injured approximately when they will arrive at school. Parents are not to go to the accident scene.
- D. The Transportation Manager ~~Director of Transportation~~ will notify the Director of Pupil Services (895-8309) and the Director of Communications (895-8209) of the accident.

- E. If the accident is serious, the Transportation Manager ~~Director of Transportation~~ (or designee) will go to the accident scene, after designating a staff member to monitor the communications radio.
- F. A bus company representative will go to the accident scene.
- G. The bus company will send another bus to transport students not injured. Students will be transported to the school. Parents may pick their child up at school if a medical checkup is needed or they wish to take their child home.

II. **District Van Accident**

- A. The van driver is to determine if anyone is injured and then call (radio) the district's ~~van Dispatcher~~ Transportation Manager (895-8474) to report the accident. The driver will inform the Dispatcher of the van number, the nature of the accident, the location of the accident, and whether or not a rescue squad is required.
- B. The Dispatcher will immediately:
 - 1. Call **911** to request a rescue squad, if needed, and to request law enforcement assistance.
 - 2. Notify the Transportation Manager ~~Director of Transportation~~ (~~691-1435~~895-8474), the Director of Special Education (**895-8219**) or the appropriate Coordinator of Special Education.
 - 3. Dispatch a van to replace the one involved in the accident, if needed.

4. Notify the school(s) that student passengers attend and keep the principal updated on the situation. Inform the principal of which students are injured and to which hospital they have been taken.
- C. The principal will notify parents of the student's injury status, location of the hospital if taken, and if not injured approximately when they will arrive at school. Advise parents they are not to go to the accident scene.
- D. The van driver is to keep all students on the van unless there is reason to evacuate and account for all students.
- E. If the accident is serious, the Transportation Manager ~~Director of Transportation~~ or his designee will go to the accident scene, after assigning a staff member to monitor the communications radio.
- F. The Transportation Manager ~~Director of Transportation~~ will inform the Director of Communications and, if the accident is serious, the Director of Pupil Services of the accident.
- G. The Transportation Manager ~~Director of Transportation~~ or the Dispatcher will send another van to transport students not injured. Students will be transported to the school and parents may pick their child up at school if a medical checkup is needed or they wish to take the child home.

III. **Principal's Responsibilities – Bus/Van Accident**

- A. Maintain a current list of students on each bus or van.
- B. Remain at school to handle communications.
- C. Activate the district's Crisis Response Team, if needed.
- D. Call parents of injured students and explain the situation.
- E. Notify parents of students not injured.
- F. Ask the school nurse to check any student who has returned to school from the accident.
- G. Respond to media requests for information or refer reporters to the Director of Communications - **895-8209**.
- H. If any students are hospitalized, send a staff member to the hospital to serve as a liaison and communication link between the hospital and the school.

TRAFFIC EMERGENCIES

- I. **Traffic Emergencies** (School crossings, school parking, or within immediate boundaries of the school building)
 - A. Call **911**.
 - B. Keep students away from the area of the emergency.
 - C. Assign available personnel to isolate the emergency, if needed.
 - D. **ELEMENTARY**: Delay dismissals if necessary.
 - E. Notify the Director of Pupil Services if the accident is serious.

UTILIZING THE CRISIS RESPONSE TEAM

The District Crisis Response Team is a supportive service that can help schools assess, plan, and intervene in crises affecting staff and students. A pre-planned, organized approach has been shown to be effective in reducing the emotional and social impact of a crisis. The Millard Public School's Crisis Response Team has had specialized training to assist building administrators in directing crisis resolution activities.

District Crisis Response Team Services

1. Allow school to proceed as normally as possible for those not affected by the crisis.
2. Meet with building administrators and key staff to formulate an action plan.
3. Assist in handling media coverage.
4. Facilitate staff meeting to provide information related to the crisis.
5. Support school staff.
6. Help teachers process information with students.
7. Work with students individually or in groups.
8. Contact and work with parents.
9. Provide helpful, factual information to parents, staff, and students.

EARTHQUAKE

I. In the Advent of an Earthquake:

- A. Stay in the building.
- B. Issue instructions to DROP to the floor and assume sitting position with head down on knees and hands covering head.
- C. If possible, take shelter under desks, tables or furniture. Hold onto a leg of the furniture.
- D. Keep away from windows, electrical equipment, and cabinets.
- E. If outdoors, stay clear of buildings, trees, and power lines. Do not re-enter building.

TORNADO

I. Preparation

- A. Tornado warnings will be issued by the National Weather Service and sounded by Civil Defense.
- B. This will be relayed to all schools over the Emergency Radio System.
- C. All students and staff will take cover in designed area(s) according to Building plan:
 1. Utilize lower floors and interior areas.

2. Do not use gyms and other areas with wide roof spans unless they have been especially constructed as a tornado shelter.
- D. All students and staff will stay under cover in the designated area until given the “All Clear” by the District Office or the National Weather Service. Students will not be dismissed during a tornado warning unless released to the parent(s) or guardian.

II. Tornado Watch:

- A. A Tornado ~~MAY~~may develop.
- B. Continue normal operations.

III. Tornado Warning

- A. A Tornado ~~HAS BEEN~~has been detected.
- B. Take cover.
- C. Put safety plan into operation.

IV. If A Tornado Warning Is Sounded

A. During the school day:

1. Students will be taken to the point of greatest safety, according to the school safety plan.

B. Near the end of the school day:

1. If there is not sufficient time for students to reach home, students are to be held at school in the place of greatest safety.
2. Students will not be released for dismissal until the "All Clear" signal is given. **STUDENTS ARE NOT TO BOARD VEHICLES.**

"All Clear" signals will be given by Civil Defense and the Director of Pupil Services will notify the buildings when it is all-clear to dismiss students. Even after notification, the bBuilding administrator will determine when it is safe to dismiss for students to leave based on local conditions.

EVACUATION PLANS AND PROCEDURES

I. Evacuation of School Buildings

- A. In a number of situations, it may be necessary to evacuate a school building. These situations may include fire or if a suspected explosive device is found. While the fire alarm may be used for fires and other situations, it probably will not be appropriate if a suspected explosive device is found due to evacuating away from the device. The following steps must be followed when evacuation occurs:
1. Maps are to be posted in all classrooms indicating the primary and secondary egress routes and holding areas/assembly points and teachers should follow those routes unless directed to do otherwise by the administrator or designee.
 2. Teachers are to bring their class record books and emergency kits with them when evacuating their classrooms/building.
 3. Teachers are to ensure that all students are out of their classrooms and adjoining restrooms.
 4. Teachers are to turn off the lights and close the door prior to following their students out of the building.
 5. Instruct a staff member to hold open the exit door until all persons in the class have evacuated. (Continue this procedure until the building is clear.)

6. Classes proceed to the pre-designated holding areas/assembly points. Once there, teachers should make note of students who are not present and maintain order ~~(See page A—6 for a tip to save time when taking attendance)~~.
7. Teachers are to remain with their classes until an “All Clear” signal is sounded or an administrator gives other instructions.

II. Evacuation of Whole Campus

- A. Situations may arise which require off-campus evacuation to ensure the safety of students and staff. These situations include a chemical spill, airplane crash, explosive device located on campus, or a major fire. Pre-planning procedures for the emergency evacuation of a campus consist of the following minimum requirements when evacuation is required:
 1. Identify four assembly points (North, South, East, West) or as many as possible, a minimum of one quarter of a mile away from the school location (or the greatest distance up to one quarter of a mile) in the event it becomes necessary to evacuate a school campus. Assign staff supervision as necessary to assure all students are supervised. The assembly points indicated for this building are: _____

 2. Establish the desired evacuation routes to the designated areas/assembly points on an evacuation plan.
 3. Provide for the special evacuation needs of the disabled.

4. Maintain a copy of the evacuation plan readily available in the Principal's Emergency Kit.
5. Orient staff, faculty, and students on their specific duties, requirements, and responsibilities should an off-campus evacuation be necessary.
6. Provide for the use of the public address system as the primary means of notifying building occupants, when possible. (Reference **Code Yellow** and **Code Red** procedures. See first page.) Determine an alternate means of announcing an evacuation in the event of public address system failure.
7. Have a plan for transportation assistance should off campus evacuation require moving to another site during inclement weather or when unforeseen obstacles prevent walking to the evacuation site.

III. **Off-Campus Evacuation (If students are at a building off-campus)**

A. Teachers are to:

1. Bring class record books and emergency kits when evacuating their classrooms/building.
2. Ensure that all students are out of the classroom and adjoining restrooms.
3. Turn off the lights and close the door prior to following their students out of the building.
4. Instruct a staff member to hold open the exit door until all persons in the class have evacuated. (Continue this procedure until the building is clear.)

5. Proceed to the pre-designated holding areas/assembly points. Once there, teachers should make note of students who are not present and maintain order.
 6. Remain with their classes until an "All Clear" signal is sounded or an administrator gives instructions.
- B. School-based Administrators or Designee are to:
1. Notify the Director of Pupil Services (895-8309).
 2. Obtain the Principal's Emergency Kit.
 3. Activate the district's Crisis Response Team for assistance.
 4. Establish and assign designated supervisory staff to a management post at the off-site evacuation point.
 5. Gather lists of unaccounted for students from staff members and follow up on them.
 6. Identify the location of classes in holding areas/assembly points to facilitate the orderly location of students for parents who want to pick up their children.
 7. Direct parents from the school to the management post for pickup of students.
 8. Maintain contact with police/fire departments to keep informed about conditions at the school site.

TIP:

Provide teacher with two 8 1/2 x 11 cards; one red and one green. Instruct them to take the cards with them when there is an evacuation. They are to hold up the green card if all students in their class are accounted for, and the red card if they are not. This will alert the administrator that students are missing.

FIRE/EXPLOSION

I. Administrative Action

A. Fire Alarm Sounds Automatically

1. Evacuate the building(s).
2. Immediately assess the situation.
3. Call **911** for the fire department.
4. Call the Director of Pupil Services – **895-8309**.
5. If a fire is located, turn off power and gas to the building.
6. Provide first aid to victim(s).
7. Upon arrival of the fire department, notify them of the location of the fire and provide a map of the campus. Provide master key(s) to the fire crew.
8. Maintain students in designated areas until “All Clear” is advised or other instructions are given.

~~II. Fire/Explosion Discovered by Personnel in the Building~~

~~A. If a fire is discovered in a specific area or an explosion occurs, inform occupants and evacuate the area.~~

II. Fire/Explosion Discovered by Personnel in the Building

- A. If a fire is discovered in a specific area or an explosion occurs, inform occupants and evacuate the area.
- B. Activate the nearest fire alarm pull station.
- C. Evacuate the building.
- D. Call 911.
- E. Turn off the power and gas to the building.
- F. Call the Director of Pupil Services – 895-8309.
- G. Provide first aid to those injured by the fire/explosion; help them evacuate the building.
- H. Employees should only attempt to extinguish a small fire using fire suppression equipment available.
- I. WARNING:
 - 1. Do not use water on electrical fires.
 - 2. Do not attempt to fight fires involving explosives.
 - 3. Do not attempt to fight fires involving toxic chemicals or strong oxidizers.
- J. Upon arrival of the Fire Department personnel, notify them of the location of the fire and provide them a map of the campus and master key(s).
- K. Keep students away from the building until it is determined to be safe or until other instructions are given by the fire department.

III. Person on Fire

- A. Inform other occupants to leave the immediate area.
- B. Put the fire out by:
 - 1. Smothering the fire by rolling the victim on the ground.
 - 2. Deluging the fire with water.
 - 3. (As a last resort.) Spraying with dry chemical fire extinguisher.
- C. Perform necessary immediate first aid on the victim.
- D. If another person is nearby, have that person call **911** and request medical aid. If no one is immediately available, the discoverer must make the call at the first opportunity after putting the fire out and performing first aid.
- E. At the earliest opportunity, report the situation to the Director of Pupil Services at **895-8309**.
- F. **NOTE:** In all cases where the cause of the fire is unknown, investigators will conduct an investigation to determine if arson was the cause of the fire. The names of the staff and students who were present in an area where a fire occurred are to be given to the fire investigators.

GAS/CHEMICAL LEAK

I. If Spill/Fumes Occur Outside the Building

- A. Keep students inside.
- B. Close windows.
- C. Avoid contact with toxic materials.
- D. Call 911.
- E. Contact Facilities General Manager, 691-1400.
- F. Contact Director of Pupil Services, 895-8309.
 - 1. Be prepared to evacuate the building.
 - 2. If students are outside, move upwind.

II. If Spill/Fumes Occur Inside the School Building

- A. Evacuate students and staff.
- B. Call 911.
- C. Call Facilities General Manager, 691-1400. In his absence, call ~~Director of Transportation~~ Transportation Manager at 691-1435.

- D. Contact Director of Pupil Services, **895-8309**.
- E. If the decision is made to dismiss students, Facilities General Manager will notify ~~Director of Transportation~~ Transportation Manager if buses are needed and the Director of Communications, **895-8209** for radio announcements.
- F. Contact daycare centers that provide transportation.
- G. Release children according to parents' instructions on the emergency cards.

FIRST AID PROCEDURES FOR MEDICAL EMERGENCIES

- I. **Life Threatening Illness Or Injury**
- A. In a serious emergency for which medical care is needed at once, call the rescue squad. Dial **911**.
 - B. Notify the school nurse or, if not immediately available, a member of the Medical Emergency Response Team. (Designated individuals trained in CPR/AED, asthma, and severe allergic reaction.)
 - C. Activate **Code Yellow** and the **SAFE Team** if needed to clear hallways or keep students and unneeded personnel away from the student during the emergency. (Students may become traumatized at witnessing the distress of a friend.)
 - D. Notify the parents, guardian, or designated adult of the emergency as soon as possible. Inform them that the Rescue Squad has been called and of the hospital to which the student has been taken.
 - E. The Rescue Squad will transport the student to the closest hospital.
 - F. If the Rescue Squad personnel determine that the situation does not warrant the use of this service, notify the parents.
 - G. If the situation is life threatening, send along a copy of the student data card.
 - H. Send a staff member to the hospital.

II. In Case Of Illness Or Injuries

- A. Administer first aid in accordance with standard practices. Make the student as comfortable as possible.
- B. Promptly notify the parents. Responsibility for arranging for or providing medical care rests with the parents, not with the school. If unable to notify parents, contact designated person on the student's emergency card.
- C. No ill or injured student may be dismissed from school until the parent or the designated adult has been contacted.
- D. Call Child Protective Services if parents refuse to provide medical care.

III. Basic First Aid Priorities

- A. Survey the scene to make sure it is safe. You cannot help others if you are also a victim.
- B. Initiate first aid procedures. Contact nurse and, if the injury is severe, call **911**.
- C. Do not move victim if you suspect a neck or back injury.
- D. Make certain the person is breathing.
- E. Make certain the person's heart is beating.
- F. Control severe bleeding.
- G. Do CPR as necessary.
- H. Treat all body fluids as potentially infectious.

IV. Adults

A. Follow similar procedures (do steps above).

B. Names of building staff trained in First Aid/CPR: _____

BODILY FLUIDS HEALTH PRECAUTIONS

- Consider bodily fluids of all persons to potentially contain infectious agents.
- Direct contact with bodily fluids should be avoided. Disposable gloves are available for emergency use as necessary.
- Vigorous hand washing is a first priority whenever one comes in contact with any bodily fluids.
- Disposable gloves, plastic bags, and 1:10 solution of bleach or proper disinfectant needs to be used for protection and clean-up in all situations.
- Materials contaminated by bodily fluids, such as bloody bandages or disposable diapers, must always be placed in a plastic bag and tied securely prior to disposal.

GUN/WEAPON ON CAMPUS

I. Teacher/Student Notification

- A. If ~~you~~ a teacher or another student becomes aware of the possibility *of* a gun or weapon on campus, they should contact the front office immediately without alerting student(s) and/or suspect(s), if at all possible.
- B. Suggested methods of notification include:
1. If a sStudent observes~~d~~ or hears of a someone possessing a gun/weapon:
 - a. The student should immediately ~~Send-reporting student~~ to the office if possible.
 - b. If the reporting student is unable/unwilling to report, ~~another student should be sent to the office to report. follow the steps below. The student may remain anonymous.~~
 2. ~~Teacher~~ If a teacher ~~observed~~ observes or suspects someone possesses a weapon (use one or more of the following procedures):
 - a. The teacher should ~~d~~Discreetly call the office if the suspect is not present.

**IN ALL CASES, USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.
If a suspect threatens you with a weapon, follow the suspect's directions. Don't be a hero.**

- b. If calling the office will alert the student suspect, send a sealed message with a trusted student to the office that includes:
 - (1) ~~Your~~ Teacher's name and location,
 - (2) The name/description of the suspect, and
 - (3) Any information regarding the weapon's location or type.
- c. Seek assistance from another teacher in reporting the incident.
- d. Contain the students in the area away from harm using Code Red Procedures in appropriate.
- d.e. Wait for administrative response.

II. **Administrative Action: Gun/Weapon Possessed by a Student and is Not Readily Available (~~Reported, Concealed,~~**

A. Prior to Identification of the ~~Suspect~~student suspect:

- 1. Call **911** for law enforcement officers.
- 2. Notify the Director of Pupil Services.
- 3. If a student reported the weapon remove the reporting student him/her from the area of the weapon.
- 4. Wait for police backup before proceeding. The police will assume command of the situation. Follow police direction. Consider the following factors in isolating the student suspect:
 - a. Do nothing to alert the student suspect or to cause a reaction that might result in the student suspect drawing the weapon until the police initiate their procedures.
 - b. If it is possible to be out of the vision of the student suspect, quietly proceed to each classroom or areas where students or staff congregate in the surrounding area and quietly tell the teacher or supervisor they are in Code Red. (It is up to the police if and when they would be evacuated from the area).

- c. If the student suspect is between classes or during lunch when the student suspect is among a large group of other students, wait until the student suspect goes to class or is in a more confined area before attempting to call them to the office.
- d. Police officers will secure the hallway or any building structure ~~which~~ that would confine the area when the students are out of the classroom.
- e. Send the student suspect a note asking them to come to the counselor's office, delivered in a normal manner, or if standard procedure is to call the student suspect out via intercom, do so.
- f. Administrators and other staff should take cover outside of the containment area specified by police until the student suspect is apprehended.
- g. The police will take custody of the individual when they enter the hallway.
- h. If the student breaks police containment go into a building-wide Ceode Red.

B. If the Reported Gun/Weapon is Not Readily Accessible (locker, vehicle, backpack):

1. The student suspect should be thoroughly searched by the officer, with a reliable adult witness present.
2. Belongings, including but not limited to book bags, purses, lockers, autos, should be searched by an administrator or the police. If a gun/weapon is found, the officer takes control of the search.
3. Police will take possession of and secure the weapon.

III. **Administrative Action: Concealed Gun/Weapon Not Readily Available is Possessed by a Visitor (~~Reported, Concealed~~).**

A. Prior to Identification of the visitor sSuspect

1. Call **911** for law enforcement officers.
2. Notify the Director of Pupil Services (895-8309).
3. If you have knowledge of a visitor having a weapon before they enter the building announce Code Red and if a student reported the weapon, remove him/her from the area.
4. Wait for backup before proceeding. The police will assume command of the situation. Follow police direction. Consider the following factors in isolating the ~~student~~ visitor suspect:
 - a. Do nothing to alert the visitor suspect or to cause a reaction that might result in the ~~student~~ visitor drawing the weapon until the police initiate their procedures.

- b. If it is possible to be out of the vision of the visitor suspect, quietly proceed to each classroom or areas where students or staff congregate in the surrounding area and quietly tell the teacher or supervisor they are in Code Red. (It is up to the police if and when they would be evacuated from the area).
- c. Send a note or administrator to all areas of the building informing them they are in a Code Red. Do not use the intercom or other notification procedures that will alert the visitor suspect.
- e.d. If the visitor suspect is between classes or during lunch when the student-visitor suspect is among a large group of other students, wait until the student-visitor suspect goes to class or is in a more confined area before attempting to call them to the office.
- d.e. Police officers will secure the hallway or any building structure which would confine the area when the students are out of the classroom. Remain in Code Red even if the police have the suspect in custody until police have indicated it is clear to assume normal operations.
- e. ~~Send the visitor suspect a note asking them to come to the counselor's office delivered in a normal manner or if standard procedure is to call the student out via intercom, do so.~~
- f. Administrators and other staff should take cover outside of containment area specified by police until the student suspect is apprehended.
- g. ~~The police will take custody of the individual when they enter the hallway.~~
- h. ~~If the suspect breaks police containment go into a building wide code red.~~

B. If the Gun/Weapon is Not Readily Accessible to a Student

1. The student should be thoroughly searched by the officer, with a reliable adult witness present.
2. Belongings, including but not limited to book bags, purses, lockers, autos, should be searched by an administrator or the police. If a gun/weapon is found, the officer takes control of the search.
3. Police will take possession of and secure the weapon.

IV. Administrative Action: Immediate Threat with Gun/Weapon

- A. Once the Weapon is Presented or Used to Threaten:
1. Call **911** for law enforcement officers and alert the SRO (if one is assigned to the building).
 2. Announce a building-wide **Code Red**.
 3. Notify the Director of Pupil Services (895-8309).
 4. Secure the area.
 5. **Keep a safe, non-intimidating distance and avoid abrupt, sporadic movement.**
 6. Wait for, cooperate with, and assist the police.

HOSTAGE

I. Administrative Action

- A. Call **911**.
- B. Announce **Code Red**. Follow procedures.
- C. **SAFE Team** reports.
- D. Notify the Director of Pupil Services (895-8309).
- E. Prior to police arrival, do not approach the suspect or do anything that might force the suspect to injure the hostage.
- F. Without exposing anyone unnecessarily to the hostage situation, gather as much information as possible and when the police arrive, be prepared to provide:
 - 1. The number of hostage-takers,
 - 2. A description of hostage-takers,
 - 3. The type of weapons hostage-takers have,
 - 4. The number and names of hostages,
 - 5. The demands and instructions hostage-takers have given,
 - 6. A description of area under siege and detailed plans of the building. (Law enforcement personnel should be given maps of the buildings in advance.)
- G. When the police arrive, cooperate with and assist them. They are in charge.
- H. **NOTE:** Remember that the job of terminating the siege belongs to police personnel. The administrator's job is to facilitate their efforts.

MEDIA PROCEDURES

- I. **The Primary Goal of Talking to the Media are-is to Accurately Inform the Public about the Crisis and to Reassure the Community that Proper Action is Being Taken.**

- II. **After Calling Appropriate Emergency Personnel and Following Safety Procedures:**
 - A. Notify the Director of Pupil Services, **895-8309** and the Director of Communications, **895-8209**.
 - B. ~~Let~~ Write down the basic facts. News media will want to know who, what, when, where, why, and how.
 - C. Determine who the building media contact person will be until the Director of Communications or designee arrives.
 - D. Clear all communications with the media through the Director of Communications, or designee.
 - E. During emergencies, direct media to one area, away from students and staff (off school grounds if appropriate).
 - F. Inform them that a statement will be given as soon as possible.
 - G. Do not release confidential information without consent of parents or guardian.
 - H. Inform office staff of the situation and provide them with a statement for consistent responses to phone inquiries.
 - I. Share the same statement with all media and school staff.
 1. Keep a media log listing contacts and information provided.
 2. Do not allow reporters to interfere with the instructional process. The principal or designee must guide media activities while on school property.

3. Designate your own staff/student spokespersons when appropriate.

III. **Tips For Interviews With Media Personnel**

- A. Be prepared. Be honest. Be brief. Stress concern for student safety and positive actions being taken by the school.
- B. If you don't know the answer, say so. Tell the reporter you will get back to him/her with the answer as soon as you can. If you make a mistake in an interview, say so.
- C. There is no such thing as "off the record."
- D. Stick to the statement. Just give FACTS. You don't have to go into detail.
- E. Do not release confidential information without consent of parents or guardian.
- F. If you are in a room with a microphone or camera, always assume they are turned on.
- G. Think before you speak. Be careful. Maintain composure, don't become defensive.
- H. Anticipate the "worst question" you may have to answer and plan for that in advance.
- I. Never say "no comment." It makes it sound like you have something to hide.
- J. Don't use jargon. Speak in terms everyone can understand.
- K. In cases involving police action, information to be released must be cleared through the police.

IV. **Student Interviews with the Media**

- A. The ~~Principal~~ principal should identify two or more articulate student leaders.
- B. The principal or designee should call parents for permission.
- C. The principal should conduct interviews with student(s) and reporters in a private room.
- D. The ~~Principal~~ principal, Director of Communications, or other designated personnel should remain with students and reporters until the interview is completed.

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POWER OUTAGE

- I. If the power outage occurs before and/or during the school day:
- A. Contact the Associate Superintendent, Dr. Fossen (895-8401) and the Superintendent, Dr. Lutz (895-8204) immediately.
 - B. Contact the Director of Pupil Services to assure security during the outage (895-8309).
 - C. Contact Sedexho who would contact OPPD regarding predictions about duration.
- II. If OPPD determines the duration of the outage will be several hours or more:
- A. Dr. Lutz will decide whether or not school will be cancelled.
 - B. If school is cancelled, the Director of Communications, Amy Friedman, will contact radio, television, and website updates.
 - 1. The principal in consultation with Dr. Lutz will develop a transportation plan for Kids Network, parent pay busing, and parent pick-up of students.
 - 2. The principal will notify staff, substitute teachers, food service, etc.
 - 3. Each building engineer and principal will follow the direction of the district's chief engineer necessary to utility shut downs, boiler room safety, and consult with the service technical support to assure safety and that HAVAC or other equipment are not damaged when power returns.

4. The principal and/or designee will assure that all computers, televisions, microwaves, and other equipment are unplugged to decrease the possibility of damage to the equipment during power surges. They should not turn off or unplug District Network equipment (e.g., switches, servers, routers, or other data closet equipment) unless directed to do so by District Technology personnel. The principal and/or designee will call the MPS Helpdesk, 894-6275, to report the power outage to the Technology Division.
5. The principal will designate personnel to communicate to parents as they attempt to drop students off in the parking lot, the designation of specific areas in the building where students should be housed until further notice, etc.
6. If students are in the building, designate lighted locations that students/staff should be moved to, restroom procedures/supervision, food service procedures, building engineer procedures, technical procedures, etc.
7. If school is in full session when the outage occurs and school is dismissed, designate personnel to assist pick-up by parents, keeping track of students who leave, and transportation issues.

SEXUAL BATTERY

I. Sexual Battery Procedures:

- A. Assess the situation.
- B. Determine if medical attention is necessary and provide first aid if needed.
- C. Call 911 for law enforcement and, if needed, medical assistance.
- D. Do not allow the victim to wash, clean up, or use the restroom, if possible.
- E. Ensure that a school nurse, counselor, or psychologist remains with the victim until the police arrive and accompanies the victim, police, and parents to the hospital.
- F. Assign an administrator to protect the crime scene by not allowing others in the room or area where the alleged sexual battery occurred.
- G. **SAFE Team** reports.
- H. Notify the Director of Pupil Services – **895-8309**.
- I. Isolate the alleged perpetrator if he/she is at school.
- J. Notify the family of the victim.
- K. Isolate any family members who are on campus.

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- L. Prior to police arrival, secure from students only the basic information needed to find out what happened but do not question any of the students in-depth or make statements which might contaminate the police investigation. School authorities should cooperate with police when completing the school disciplinary investigation. Investigate the incident in-depth and obtain witness statements if the police are not taking action.
- M. Take appropriate disciplinary action.
- N. Debrief staff, but maintain the privacy of the individual.
- O. Expect and prepare for questions from the media.
- P. Reassure concerned parents regarding the safety precautions being taken at school. A community or parent meeting may need to be scheduled if concern is widespread and cannot be resolved in individual exchanges.
- Q. Meet with the parents and teachers of the victim to plan for his or her return to school. A transfer to another school may be in the best interest of the victim.
- R. Provide additional support or counseling as needed.
- S. Log all activities and decisions.
- T. Analyze the security of the area/event to determine the need for any additional security measures.
- U. Debrief the **SAFE Team**.

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SHOOTING/STABBING

I. Notification of Incident

- A. Take cover, if necessary. Use Caution.
- B. Assess the situation; provide for your own safety.
- C. If there are witnesses or others present, direct one of those individuals to the office to summon immediate assistance.
- D. If no one is available, personally notify the office immediately, request medical assistance if necessary, and return to the victim.
- E. If a vehicle is involved, attempt to identify:
 1. Color of vehicle
 2. Year
 3. Make
 4. Body (two door, type of vehicle)
 5. License number
 - ~~5.6.~~ Anything else of importance (direction of travel, etc.)
 7. Attempt to identify the individuals in vehicle and/or area.
 - a. Indicate the location of incident.
 - b. Do not disturb the crime scene.

II. Administrative Action: Shooting (Drive-By) – No Injuries

- A. Assess the situation.
- B. Call **911** for law enforcement officers.
- C. If necessary, announce **Code Yellow** (~~See Appendix A~~) and follow procedures. **SAFE Team** reports.
- D. Notify the Director of Pupil Services.
- E. Isolate the witness with an administrator. Gather information.
- F. Secure the crime scene.
- G. Activate the district's Crisis Response Team.
- H. Reroute traffic from affected areas.
- I. Prepare written statements with the Director of Communications for callers/media, in cooperation with officers. Provide updates as available.
- J. When the area is clear and the emergency is over, announce "All Clear."
- K. Prepare a written statement for students to take home. Let law enforcement officers respond to questions regarding the criminal investigation. Focus on what the school is doing and what is going to happen tomorrow.
- L. Designate a place for parents who arrive on campus. Have an administrator available to answer questions.
- M. Hold a faculty meeting at the end of the day to inform and update the staff.
- N. Hold an administrative meeting to debrief and assess responses.

III. **Administrative Action: Shooting/Stabbing – With Injuries**

- A. Call 911 for police and medical assistance if needed.
- B. If necessary, announce **Code Yellow** or **Code Red**. Follow procedures.
- C. Notify the Director of Pupil Services.
- D. Be prepared to describe the situation.
- E. Indicate whether the perpetrator has been identified/and or isolated.
- F. Describe the medical injuries.
- G. **SAFE Team** reports.
- H. Give medical assistance until help arrives.
- I. Isolate the witness with an administrator and gather information.
- J. Secure the crime scene.
- K. Activate the district's Crisis Response Team.
- L. Reroute traffic from affected areas.
- M. Notify building and grounds department if emergency repairs are needed.
- N. When the area is clear and the emergency is over, announce "All Clear."

STUDENT - MAJOR DISRUPTION / DEMONSTRATION

I. Administrative Action to Prevent Disruption

- A. Alert the security staff, and other administrators.
- B. Attempt to defuse tensions by:
 - 1. Identifying key players and concerns,
 - 2. Isolating key players in a neutral area,
 - 3. Conferencing with players, and
 - 4. Alerting parents (recommended).
- C. If the situation cannot be diffused, separate and detain students, and solicit support of parents.
- D. NOTE: A video camera can be very effective in deterring disruptive acts. In disruptive situations, attempt to obtain footage of event(s).

II. Administrative Action Once Disruption Occurs

- A. Call the police at 911.
- B. Notify the Director of Pupil Services (895-8309).
- C. Clearly communicate to all students (via announcements or bullhorn) in the presence of an adult witness, that students should either attend classes or move to a safe, designated area. Inform students that they will be suspended or possibly arrested if they do not comply.

- D. Do not release students from classes. Announce **Code Yellow**. Follow procedures.
- E. If student(s) persists, after a second warning and after a reasonable period of time (not to exceed two or three minutes), notify student(s) of his/her suspension and direct him/her to report to the office. If student(s) refuses to go to the office, direct the police officer to arrest the student(s).
- F. If a disruption escalates further, announce **Code Red**. Follow procedures.

III. **Administrative Action After Disruption**

- A. Announce "All Clear".
- B. Notify the parent(s) or guardian(s) of involved students.
- C. Secure detailed written statement(s) from student(s) and any other witnesses, including involved staff members.
- D. Take appropriate disciplinary action as determined by the Student Conduct and Discipline Code Standards for Student Conduct.

STUDENT/STAFF DEATH

- I. **Immediate Action to be Taken by Building Administrator(s)**
 - A. Obtain facts concerning the death.
 - B. Notify Director of Pupil Services - 895-8309.
 - C. The Director of Pupil Services will notify the Crisis Response Team.
 - D. Decide on time/place for a staff meeting.
 - E. Activate building calling tree as to time and place of staff meeting.

STUDENT/STAFF DEATH

FOLLOW THROUGH ACTIONS TO BE TAKEN BY BUILDING ADMINISTRATOR(S) IN CONJUNCTION WITH THE DISTRICT CRISIS RESPONSE TEAM

The District Crisis Response Team, in coordination with the building administration, will establish a plan and coordinate the provision of services and resources at the school or schools involved. Each crisis will be dealt with on an individual basis.

- Update information concerning the death(s).
- Develop a plan for the day.
- Meet with all building staff.
- Make announcement to students.
- Plan for substitute staff, if needed.
- Notify other schools and departments in district affected by crisis (i.e., transportation, sibling schools, last school attended).
- Identify students/staff most affected.

Parent/Guardian Death - Principal Checklist

Suggestions:

- _____ Verification of death (spouse, parents, hospital, police, mortuary).
- _____ Coordinate with other principals/buildings that may be involved.
- _____ Inform the child's teacher(s)/counselor.
- _____ Inform the child's ~~peers~~ (classmates).
- _____ Appropriate school personnel (teacher, counselor, principal) visit family.
- _____ Arrange for a remembrance from the school (food, card, and flowers).
- _____ Arrange for appropriate staff to attend services.
- _____ Identify people available to help the teacher talk with the student's classmates about the death and how to welcome the student back.
- _____ Assess private counseling needs for the child/children when he/she returns to school (counselor/family specialist).
- _____ Arrange for school counselor/school psychologist to assess counseling needs of student upon return to school.

SUICIDE / ATTEMPTED SUICIDE

I. Immediate Suicidal Threat

- A. Student ~~is~~ has ~~already hurt~~.
 - 1. Student ~~has ingested harmful substance~~ injured self in suicide attempt.
 - 2. Student ~~has placed~~ self in life-threatening situation.
 - 3. Student ~~has means~~ to hurt self.
- B. Do not leave student alone.
- C. Immediately call **911**.
- D. Contact the school nurse or the health paraprofessional and if they are not available contact staff trained in first aid.
- E. Contact the building principal.
- F. Building principal contacts the counselor, psychologist, and nurse.
- G. Immediate Response Team member will contact parent/guardian to inform them of the student's actions and seek permission for treatment. In life-threatening situations, the student will receive treatment without prior permission. In non-threatening life situations, the parent will be advised to seek emergency medical treatment or emergency mental health treatment at parental expense.
- H. Student will be released only to parent, emergency medical personnel, or law enforcement personnel.
- I. Parents must sign a form indicating that they were notified of the risk and advised of referral to medical and/or mental health professionals.

****Please note that in the event of a suicide, special consideration regarding the media should be taken: A District Crisis Response Team member, who has a thorough understanding of dynamics of youth suicide, will be designated to communicate with the media. Prevention and intervention efforts must be emphasized. Sources of assistance must be publicized.**

II. Potential Suicide/Suicide Threats

- A. Any note, verbalization, or signs of serious distress should be taken seriously.
- B. Intervention should be immediate.
- ~~C. If a situation is potentially life-threatening, students and staff need to recognize that the issue of confidentiality does not apply.~~
- C. Staff will immediately report any potential threat or suicidal student to a member of the Building Immediate Response Team ~~which~~ that includes principals, nurse, counselors, school psychologists, and the Director of Pupil Services. Do not leave a suicidal student alone. Make sure that a staff member is with the student at all times.
- D. If a situation is potentially life-threatening, students and staff need to recognize that the issue of confidentiality does not apply.

III. Immediate Response Team ~~will~~

- A. Assess the severity level of the suicidal student.
- B. Notify the parents of the suicidal student.
- C. Work with the parents to secure the needed supervision and services for the student.
- D. Monitor the student and provide on-going assistance.
- E. Parents must sign a form indicating that they were notified of the risk and advised of referral to medical and/or mental health professionals.
- F. Provide continued follow-up or counseling.

IV. **Suicidal Death of a Student**

- A. Contact the building principal.
- B. Principal to notify Director of Pupil Services, **895-8309**. If Director of Pupil Services is not available, ~~someone in Educational Services, 895-8300~~ is to be notified notify the Director of Communications, 895-8209.
- C. The Director of Pupil Services will notify the District Crisis Response Team.
- D. District Crisis Response Team will provide postvention services to students and staff.

February 16, 2004

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National Security Alert Procedures

- I. Homeland Security Advisory System Risk Levels. The Office of Homeland Security has developed security levels to indicate the level of readiness that needs to be implemented in response to national threats. Millard Public Schools will implement the following levels of security in response to National Security Alert Levels:
- A. Normal Millard Public Schools Safety and Security Procedures will be followed.*
 - B. Low (Green) Millard Public Schools Safety and Security Procedures will be followed.*
 - C. Guarded (Blue) Millard Public Schools Safety and Security Procedures will be followed.*
 - D. Elevated (Yellow) Millard Public Schools Safety and Security Procedures will be followed. Staff will be vigilant to any out of the ordinary activities in or around school.
 - E. High (Orange) Millard Public Schools Safety and Security Procedures will be followed. Staff will supervise unlocked doors and assure that all visitors sign in. Parking lots and playgrounds will be observed before and after school. Video cameras will be monitored ~~at all times.~~ Teachers and other staff will be assigned watch areas when students are present.
 - F. Severe (Red) Includes all of the previous steps. Access will be limited to only individuals who have a need to be in the school. Elementary children will remain inside for recess. Extracurricular activities will continue as planned but supervisory staff will be increased. Teachers or other available staff will be assigned to security or supervisory activities.
- G.* Millard Public Schools Safety and Security Procedures provide a constant level of preparedness equivalent to the “Guarded (Blue)” risk level recommended by Homeland Security Advisory Systems.

Biological and Chemical Hazards

- I. **Bio-terrorism/Chemical Attack Response Procedures.** If a dangerous chemical or biological substance were released in the community and posed a threat to students during the school day, affected schools will follow these procedures:
- A. **Suspicious Materials.** Should a suspicious material be delivered or found in the school setting that could potentially house a hazardous biochemical agent or is threatened to be an act of bio-terrorism, the following procedures should be used as a guideline:
1. Call the Director of Pupil Services and confer on the nature of the discovery and surrounding circumstances.
 2. After conferencing, call 911 or a non-emergency police number depending on the circumstances.
 3. Announce a Code Yellow. No one is to leave or enter the building except emergency personnel.
 4. Quarantine the room or area where the substance or suspicious material was found.
 - a. Evacuate people in the room to a nearby empty room so that the spread of materials or virus is limited and inhalation of the material is minimized. Avoid bringing potentially contaminated people in contact with people who are less likely to have been exposed.
 - b. Turn off local fans or ventilation units in the area and if there is no local or area control consider turning off fans and ventilation to the entire building.
 - c. At the direction of the police, prepare for the possibility of decontamination including a change of clothing.
 - d. Track the route of the substance since entering the building if possible, and quarantine those areas of the building.
 - e. Contain the suspected material with as little handling as possible.

- f. Do not shake or empty the contents of any suspicious envelope or package.
 - g. Do not try to clean up any spilled powder. Cover the spilled contents with anything such as paper or plastic bags.
 - h. Leave the room and close the door, or section off the area to prevent others from entering.
 - i. Consult with safety officials for body decontamination. Avoid spreading any powder or chemical to your face until properly decontaminated.
 - j. Evacuation, if deemed necessary, will be at the direction of the police.
 - (1) People in areas of the building not near the contamination will be evacuated away from suspected contaminated areas.
 - (2) Account for all personnel and their locations at the time of the discovery of the contamination.
 - (3) Make a separate list of people who were exposed to the contaminated material for release to police and health officials.
 - (4) Do not release students to parents until police and health officials have given permission to do so.
 - k. In consultation with the Director of Communications and the Director of Pupil Services, prepare communication with staff, parents, and the media.
- B. Airborne Chemical or Biological Hazards. If a dangerous chemical or biological substance were released in the community and posed a threat to students during the school day, affected schools will follow these procedures:
- 1. Sheltering-In-Place
 - a. Bring all students and staff members indoors including those in portable classrooms.
 - b. Close all exterior doors and windows.

- c. Shut down all heating, ventilation, and air conditioning systems.
- d. Prohibit anyone from entering or leaving the building until instructed to do so by civil defense officials, law enforcement, or fire department personnel.
- e. Move all students to interior rooms. It is preferable that:
 - (1) Rooms can be closed off. All windows, doors, and other openings will be shut. (Rooms used for tornado shelters may be appropriate.)
 - (2) Rooms have restroom facilities.
 - (3) Rooms can access food and water already available in the building.
- ~~(4)~~f. If the conditions for interior rooms can not be met in ~~(5)~~"e" above, approximate as closely as possible.
- ~~f~~.g. During a shelter-in-place incident, public safety officials will secure the affected school building(s), and no people will be allowed in or out of the building(s) until an all-clear signal is given. While students are protected in the school building, parents will be sheltered in their own homes or place of work. The school division will make every effort to communicate the status of students to parents and the community. All emergency messaging systems will be used.
- ~~g~~.h. Once the contaminated air has passed, public safety officials will evaluate the situation. At that time, they will either give the school clearance to resume safe and normal operation or request that the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to a designated parent-student reunification center.
- ~~h~~.i. Shelter-in-place is a short-term measure (minutes or hours, not days) designed to use a facility and its indoor atmosphere to temporarily separate people from a hazardous outdoor environment. The alternative would be to evacuate into a hazardous situation thereby causing harm to all involved. Stockpiling of water and food stuffs are not needed. Shelter-in-place is ended as soon as the outdoor air is safe for students and parents to breathe.

2/D.

2. Decontamination.
3. If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand will perform basic decontamination procedures.
 - a. The affected individuals will be separated and washed with soap and water.
 - b. If possible, they will shower and be given alternative clothing.
 - c. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.

Nuclear and Radiological Attack

- I. **Nuclear and Radiological Attack.** Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.
- A. **Dirty Bombs.** Terrorist use of a radiological dispersion device (RDD)—often called "dirty nuke" or "dirty bomb"—is considered far more likely than use of a nuclear device. If the District is threatened with radiological contamination, the following procedures will be employed.
1. Bring all students and staff members indoors including those in portable classrooms. Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are shielding, distance, and time.
 - a. Close all exterior doors and windows.
 - b. Shut down all heating, ventilation, and air conditioning systems.
 - c. Prohibit anyone from entering or leaving the building until instructed to do so by civil defense officials, law enforcement, or fire department personnel.
 - d. Move all students to interior rooms. It is preferable that:
 - (1) Rooms can be closed off. All windows, doors, and other openings will be shut. (Rooms used for tornado shelters may be appropriate.)
 - (2) Rooms have restroom facilities.
 - (3) Rooms can access food and water already available in the building.
 - ~~(4)~~e. If the conditions for interior rooms can not be met in ~~(5''d'')~~ above, approximate as closely as possible.

- e.f. During a shelter-in-place incident, public safety officials will secure the affected school building(s), and no people will be allowed in or out of the building(s) until an "All-Clear" signal is given. While students are protected in the school building, parents will be sheltered in their own homes or place of work. The school ~~division~~ district will make every effort to communicate the status of students to parents and the community. All emergency messaging systems will be used.
- f.g. There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility so staff needs to be ready to react immediately.

Nuclear Blast

- I. **Nuclear Blast**. If there were threat of an attack from a hostile nation, people living near potential targets ~~could~~may be advised to evacuate or they ~~could~~may decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.
- A. Taking shelter during a nuclear attack is absolutely necessary. Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.
1. Schools will follow the same procedures as for radioactive fallout outlined above. However, if adequate notice is given, schools will follow civil defense instructions for evacuation from the area or sheltering in blast shelters.
 2. Remember that any protection, however temporary, is better than none at all, and the more shielding, distance and time you can take advantage of, the better.

Emergency Numbers

Abduction/Attempted Abduction of Student:	Civil Defense:	Poison/Ingestion of Toxic Substance:
En route to or on school grounds 1. Police - #911 2. Pupil Services - 895-8300 3. Parent/Guardian	1. Follow building emergency plan	1. Notify School Nurse 2. Poison Control Center - 390-5555
Accident: Personal injury to staff or student 1. School Nurse 2. Appropriate medical personnel - #911 3. Spouse, parent/guardian, or family 4. Pupil Services - 895-8300	Electrical (power failure): 1. O.P.P.D. - 554-6773	Suicide: Threat 1. School Counselor/School Psychologist (895-8337) 2. Pupil Services - 895-8300
	Explosions: 1. Police & Rescue - #911 2. Director Maintenance & Operations - 691-1400 3. Pupil Services - 895-8300	Attempt 1. Police & Rescue - #911 2. School Nurse 3. Pupil Services - 895-8300 4. Parent/Family
Assault: Against student (by intruder or en route to school) 1. Police & medical personnel #911 2. Parent/Guardian 3. Pupil Services - 895-8300 Against staff member (by intruder, parent, or student) 1. Police & medical personnel - #911 2. Pupil Services - 895-8300 3. Spouse or family	Fire: 1. Fire Department - #911 2. Director Maintenance & Operations - 691-1400 3. Pupil Services - 895-8300	Telephone Difficulties: Use emergency telephone to notify Coordinator of Warehouse Distribution - 895-8211
	Gas (leak): 1. M.U.D. - 554-7777 2. Fire Department - #911 3. Facilities General Manager - 691-1400 4. Pupil Services - 895-8300	Water Difficulties: 1. M.U.D. - 554-7777 2. Facilities General Manager - 691-1400
Bomb Threat: 1. Police - #911 2. Pupil Services - 895-8300	Hostage Situation (at school): of student(s)/staff member(s) 1. Police - #911 2. Pupil Services - 895-8300 3. Family	Weather: 1. Follow building emergency plan 2. Monitor emergency radio
	Bus Emergency: 1. Transportation Manager- 691-1435895-8474 2. Pupil Services - 895-8300 3. Police - #911, if necessary	Intruder in Building: 1. Police - #911 2. Pupil Services - 895-8300
Child Abuse: 1. Report to Principal, Counselor, or Nurse 2. Pupil Services - 895-8300 3. Douglas County CPS - 595-3330 4. Sarpy County CPS - 595-2600 (Report 595-3331) 5. Douglas County Sheriff - 1-800-652-1999 6. Sarpy County Sheriff - 593-2310 7. Omaha Police Dept. (Youth Services) -444-5636	Missing Student: 1. Police - #911 2. Parent/Guardian 3. Pupil Services - 895-8300	Other Emergency Numbers (write in)
	Missing Teacher: 1. Spouse/Family 2. Police - #911 3. Pupil Services - 895-8300	