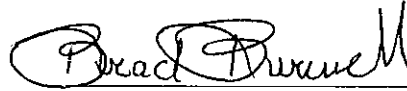


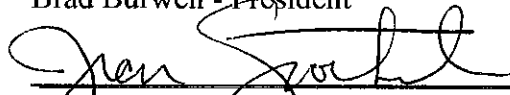
**ACKNOWLEDGMENT OF RECEIPT
OF NOTICE OF MEETING**

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 20, 2006, at Don Stroh Administrative Center 5606 South 147th Street Omaha, NE 68137


Dated this 20th day of February, 2006.



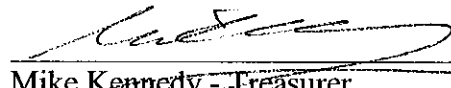
Brad Burwell - President



Jean Stothert - Vice President




Julie Johnson - Secretary



Mike Kennedy - Treasurer

Mike Pate, Member



Linda Poole, Member

Deepa Joshi - Millard North High Schools

Car'Lika Estwick - Millard South High School

Megan Ahlers - Millard West High School

BOARD OF EDUCATION MEETING - FEBRUARY 20, 2006

<u>NAME:</u>	<u>REPRESENTING:</u>
Daved Hendricks	Boy Scout Troop 435
Corbin Blackwell	Boy Scout troop 435
Jacob Hoffmann	Boy scout troop 435
Barb Walter	MEP
Stephanie Deming	MWHS
Kara Daeges	MWHS
Bill CRAMER	THE SCHEMWERL ASSOC.
Ben Miller	Boyscouts 435
THEDESAT KELSER MILLER	ANDERSON MIDDLE SCHOOL
Jen Freeman	MWHS
Lindsay Hageman	MWHS
Clara Hoover	MEP
Jacob Shaw	—
with a mission	
Ashley Boyce	Millard South
Will Allison	millard south
Ellen Peters	Millard South
Mattie Nareff	Boy Scout Troop 435
Antea Nareff	✓
Andrew Wiley	✓
Denise Pletcher	✓
Nathan ✓	✓
Scott Barker	Millard West

BOARD OF EDUCATION MEETING – FEBRUARY 20, 2006

NAME:

REPRESENTING:

Dee Hobza
Mike Kaspar

Sandoz
SSC



BOARD OF EDUCATION
MEETING



FEBRUARY 20, 2006

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147th STREET
FEBRUARY 20, 2006

AGENDA

- A. Call to Order
- B. Pledge of Allegiance
- C. Roll Call
- D. Public Comments on agenda items - This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board President before the meeting begins.
- E. Routine Matters*
 - 1. *Approval of Board of Education Minutes – February 6, 2006
 - 2. *Approval of Bills
 - 3. *Receive the Treasurer’s Report and Place on File
 - 4. Summary of Board Committee of the Whole Meeting – February 13, 2006
- F. Information Items
 - 1. Superintendent’s Report
 - 2. Board Comments/Announcement
- G. Unfinished Business
- H. New Business
 - 1. Approval of Rule 1310.1 – Community - Complaints
 - 2. Approval of Rule 6130.1 – Curriculum, Instruction, and Assessment – Curriculum Frameworks
 - 3. First Reading of Policy 8000 – General Policy Statement
 - 4. First Reading of Policy 10000 – Shared Decision Making
 - 5. Approval of Framework for Family Consumer Science
 - 6. Approval of Framework for World Language
 - 7. Approval of Contract for Buell Stadium Storage Building
 - 8. Appointment of Committee to Name Swimming Facility at MSHS
 - 9. Approval to Enter Into Collective Bargaining with Educational Paraprofessional Association of Millard
 - 10. Approval of Administrators for Hire
 - 11. Approval of Personnel Actions: Resignation, Leave of Absence, Voluntary Early Separation, and New Hires
 - 12. Litigation (Executive Session)
 - 13. Land Acquisition (Executive Session)
 - 14. Collective Bargaining (Executive Session)

Agenda
February 20, 2006
Page 2

I. Reports

1. Legislative Update
2. Construction Report
3. Infinite Campus Staff Development Report
4. Martin Luther King Day Staff Development Report
5. Laptop Computers for Teachers and Administrators Distribution and Training
6. Senior Status on ELO's
7. 2006 Summer School Offerings
8. Employee Benefit Plan Bidding

J. Future Agenda Items/Board Calendar

1. Town Hall Meeting on Monday, February 27, 2006 at 7 p.m. at Millard West High School
2. Board of Education Meeting on Monday, March 6, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Committee of the Whole Meeting on Monday, March 13, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
4. Town Hall Meeting on Tuesday, March 14, 2006 at 7 p.m. at Millard South High School
5. Board of Education Meeting on Monday, March 20, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Town Hall Meeting on Monday, March 27, 2006 at 7 p.m. at Millard North High School

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

L. Adjournment

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

BOARD OF EDUCATION
MILLARD PUBLIC SCHOOLS
OMAHA, NEBRASKA

4

REGULAR MEETING
7:00 P.M.

STROH ADMINISTRATION CENTER
5606 SOUTH 147TH STREET
FEBRUARY 20, 2006

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 – February 6, 2006. (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.)
- E.4. Summary of Board Committee of the Whole Meeting – February 13, 2006
- F.1. Superintendent’s Report
- F.2. Board Comments/Announcement
- H.1. Motion by _____, seconded by _____, Approval of Rule 1310.1 – Community – Complaints. (See enclosure.)
- H.2. Motion by _____, seconded by _____, to approve Rule 6130.1 – Curriculum, Instruction, and Assessment – Curriculum Frameworks. (See enclosure.)
- H.3. First Reading of Policy 8000 – General Policy Statement. (See enclosure.)
- H.4. First Reading of Policy 10000 – Shared Decision Making. (See enclosure.)
- H.5. Motion by _____, seconded by _____, to approve the Framework for Family Consumer Science. (See enclosure.)
- H.6. Motion by _____, seconded by _____, to approve the Framework for World Languages. (See enclosure.)

February 20, 2006

Page 2

- H.7. Motion by _____, seconded by _____, that the contract for the construction of the storage building at Buell Stadium be awarded to CYC/Remcon in the amount of \$195,077 (with such amount including the Base Bid and Alternate No. 1), and, that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project. (See enclosure.)
- H.8. Motion by _____, seconded by _____, to appoint Jean Stothert, Mike Kennedy, and Linda Poole as the committee to consider the request to name the swimming facility at MSHS.
- H.9. Motion by _____, seconded by _____, approval to enter into collective bargaining with EPAM for the 2006-07 school year and appoint Steve Moore, and Kirby Eltiste to represent the district in the collective bargaining sessions. (See enclosure.)
- H.10. Motion by _____, seconded by _____, to approve Administrators for Hire: Lori Jasa as the principal at Kiewit Middle School and Jim Sutfin as the Director of Personnel. (See enclosures.)
- H.11. Motion by _____, seconded by _____, to approve personnel actions: Resignations, Leaves of Absence, Voluntary Early Separations, and New Hires. (See enclosure.)
- H.12. Litigation (Executive Session)
- H.13. Land Acquisition (Executive Session)
- H.14. Collective Bargaining (Executive Session)

I. Reports

1. Legislative Update
2. Construction Report
3. Infinite Campus Report Staff Development Report
4. Martin Luther King Day Staff Development Report
5. Laptop Distribution and Training Status Report
6. Senior Status on ELO's
7. Summer School Report
8. Employee Benefit Plan Bidding

J. Future Agenda Items/Board Calendar

1. Town Hall Meeting on Monday, February 27, 2006 at 7 p.m. at Millard West High School
2. Board of Education Meeting on Monday, March 6, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
3. Committee of the Whole Meeting on Monday, March 13, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street

February 20, 2006

Page 3

4. Town Hall Meeting on Tuesday, March 14, 2006 at 7 p.m. at Millard South High School
5. Board of Education Meeting on Monday, March 20, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street
6. Town Hall Meeting on Monday, March 27, 2006 at 7 p.m. at Millard North High School

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

L. Adjournment

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

MILLARD PUBLIC SCHOOLS
SCHOOL DISTRICT NO 17

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 6, 2006, at the Don Stroh Administration Center, 5606 South 147th Street.

PRESENT: Mike Pate, Brad Burwell, Jeans Stothert, and Julie Johnson

ABSENT: Mike Kennedy, and Linda Poole

Notice of this meeting was given in advance thereof by publication in the Daily Record on, February 3, 2006; 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 7:00 p.m. Brad Burwell called the meeting to order and asked everyone to say the Pledge of Allegiance.

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

Motion by Jean Stothert, seconded by Julie Johnson, to excuse Mike Kennedy and Linda Poole from the meeting. Upon roll call vote, all members voted aye. Motion carried.

Motion by Julie Johnson, seconded by Jean Stothert, to approve the Board of Education Minutes January 16, 2006, to approve the bills, and to receive the Treasurer's Report and place on file. Upon roll call vote, all members voted aye. Motion carried.

Jean Stothert provided a summary of the Board Committee of the Whole meeting on Monday, January 23, 2006. The agenda for the meeting included discussions on advanced placement, graduation requirements, the special education program relocation, and high school calendars and conferences.

The Employees for the Month of February were Karen Martin, physical education teacher at Abbott Elementary and Wilma Weigel, substitute paraprofessional.

Dr. Rick Werkheiser introduced Dominic Berns who received a perfect score on his ACT test.

Showcase recognized All-State musicians, from the three high schools, in choir, band and orchestra.

February 6, 2006

Page 2

Superintendent's Report:

1. Board members were asked if they had any thoughts in regards to any future advertising campaign to please let him know so he could inform the Coalition on Wednesday.
2. In two week there will be parent/teacher conferences.
3. A thank you to board members who spent four long nights in their volunteer position for their dedication and all efforts were appreciated.
4. Meetings are continuing with homeowner organizations, and this week there will be an interview with the Urban League of Nebraska. There was an interview conducted for The Reader newspaper. This newspaper is at a variety of places in the community.
5. On Friday, February 10, 2006 is a Business Advisory meeting at 7:30 a.m. and the Retired Administrator Luncheon will be held at noon at the Don Stroh Administration Center.

Deepa Joshi, student representative from Millard North High School, Car'Lika Estwick, student representative from Millard South High School, and Megan Ahlers, student representative, from Millard West High School, each gave an account of the academic and athletic activities, which have occurred at their respective high schools in the past few weeks.

Mr. Burwell recognized Boy Scout Troop 292 who attended the meeting because they are working on their citizenship in the community badge.

Comments from the Board:

Jean Stothert reported that she attended the retired teacher luncheon last week, and they expressed concern in regards to the OPS situation. She will be attending the retired administrator's luncheon on Friday, also.

Mrs. Stothert attended the Coalition Rally and listened to the Education Committee hearing on the legislative bills relating to the OPS proposal. She did say the hearings are an interesting part of the process, but she still contends that there is a lot of misinformation being given out.

Mrs. Stothert will be attending the three Town Hall Meetings that have been set up at the Millard high schools. She also reported she attended the Strategic Planning sessions a week ago, and has great feelings about the progress Millard is making even with all of the distractions this school year.

Julie Johnson reported she will not be able to attend the retired administrator's luncheon, and she will not be able to attend the board meeting on Monday, March 6, 2006.

Brad Burwell provided the dates of the Town Hall meetings which will be held on Monday, February 27, 2006 at 7 p.m. at Millard West High School, Tuesday, March 14, 2006 at 7 p.m. at

Millard South High School, and Monday, March 27, 2006 at 7 p.m. at Millard North High School. This is a time to allow the community to ask questions and get information.

Mr. Burwell said he testified at the Education Committee hearing in support of LB 1017 and what it could bring forth to all of the districts.

Mr. Burwell attended the retired teacher's luncheon, and on Wednesday he will be reading at Harvey Oaks Elementary school, which is the fun part of this volunteer position, he stated.

Julie Johnson provided the final reading of Policy 6262 – Curriculum, Instruction, and Assessment – Taught Curriculum – Field Trips. Motion by Julie Johnson, seconded by Mike Pate, to approve Policy 6262 – Curriculum, Instruction, and Assessment, Taught Curriculum, Field Trips. Upon roll call vote, all members voted aye.

Motion by Jean Stothert, seconded by Julie Johnson, to approve Board Appointments as submitted. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Jean Stothert, to approve Rule 6262.1 – Curriculum, Instruction, and Assessment – Taught Curriculum – Field Trips. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Mike Pate, to approve Rule 6262.2 – Curriculum, Instruction, and Assessment – Taught Curriculum – Overnight Field Trips – Middle School. Upon roll call vote, all members voted aye. Motion carried.

Motion by Mike Pate, seconded by Julie Johnson, to approve Rule 6262.3 – Curriculum, Instruction, and Assessment – Taught Curriculum – Overnight Field Trips – High School. Upon roll call vote

Motion by Mike Pate, seconded by Jean Stothert, that the District award the contract for the Millard South High School Phase II project to Lueder Construction in the amount of \$6,764,800 with such amount including the base bid and all alternates and, further, that the Associate

Superintendent for general administration be authorized and directed to execute any and all document related to such project. Upon roll call vote, all members voted aye. Motion carried.

Motion by Jean Stothert, seconded by Julie Johnson, to approve Personnel Actions: Resignations: Erin Siebler, Anne Parker, Julie McGee, Theresa Howatt, Jennifer Kolterman, and Trisha Abels; Leaves of Absence: Kathleen McKinney and Robin Breedlove; Local Option Substitutes for Hire: Ronald Wyatt, Jeff Smith, and Jessica Mallory, and Voluntary Early Separation Program: June Anderson, Vicki Nolder, Susan Musselmann, Susan E. Johnson, and Robert Barr II. (See enclosure.)

Litigation, land acquisition, and collective bargaining were delayed to the end of the meeting for Executive Session.

Reports: Enrollment Report, Legislative Update, Construction Update (Non-bond), Quarterly Operation and Maintenance Report, and a Quarterly Food Service Report

Future Agenda Items/Board Calendar: A Retired Administrators' Luncheon will be held on Friday, February 10, 2006 at 12:00 Noon at the Don Stroh Administration Center, 5606 South 147th Street. The Committee of the Whole Meeting will be held on Monday, February 13, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Board of Education Meeting will be held on Monday, February 20, 2006, at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Monday, February 27, 2006 at 7 p.m. at Millard West High School. A Board of Education Meeting will be held on Monday, March 6, 2006 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 13, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. A Town Hall Meeting will be held on Tuesday, March 14, 2006 at 7 p.m. at Millard South High School. A Board of Education Meeting will be held on Monday, March 20, 2006 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The last Town Hall Meeting will be held on Monday, March 27, 2006 at 7 p.m. at Millard North High School.

At 8:16 p.m. a motion by Mike Pate, seconded by Julie Johnson, to go into Executive Session for litigation, land acquisition, and collective bargaining. Upon roll call vote, all members voted aye. Motion carried.

A motion by Mike Pate, seconded by Julie Johnson, to go into Executive Session to come out of Executive Session. Upon roll call vote, all members voted aye. Motion carried.

Brad Burwell adjourned the meeting.


SECRETARY

Millard Public Schools
February 20, 2006

Millard Public Schools

Check Register

12

Prepared for the Board Meeting of February 20, 2006

Check No	Vend No	Vendor Name	Amount
254855	011651	AMERICAN EXPRESS	925.77
254856	107324	HOWELL MOTEL DEVELOPMENT	279.75
254857	101464	CRETE HIGH SCHOOL	222.00
254858	101464	CRETE HIGH SCHOOL	72.00
254859	101464	CRETE HIGH SCHOOL	232.00
254861	135230	HLC FINANCIAL CORP	8,052.50
254862	101484	KEARNEY HIGH SCHOOL	120.00
254863	101484	KEARNEY HIGH SCHOOL	120.00
254864	132668	MIKE KENNEDY	250.00
254866	100058	LINCOLN EAST HIGH SCHOOL	293.00
254867	100204	MARIAN HIGH SCHOOL	226.00
254868	101123	SHIRLEY HANDY	387.00
254869	101123	SHIRLEY HANDY	139.00
254870	068415	NEBRASKA COUNCIL OF SCHOOL	75.00
254871	107732	BRIAN L NELSON	360.00
254872	106198	OMAHA CENTRAL HIGH SCHOOL	225.00
254873	071353	WARFIELD PCI LIMITED	225.39
254875	099976	SKUTT CATHOLIC HIGH SCHOOL	445.00
254876	135229	BENNA TOMASELLO	40.00
254877	107354	STEPHEN W. VENTEICHER	240.00
254878	135202	L LUIGI WAITES	150.00
254880	095674	XEROX CORPORATION (LEASES)	68,893.70
255013	135167	AMERICAN ASSOC OF PHYSICS TEACHERS	58.00
255014	133527	AMERICAN CHORAL DIRECTORS ASSOC	695.00
255015	094249	DURHAM WESTERN HERITAGE MUSEUM	156.00
255016	106773	FIRST NATIONAL BANK VISA	5,934.27
255017	052150	INTERNATIONAL READING ASSOC	260.00
255018	060153	KEITH W LUTZ	300.00
255019	100204	MARIAN HIGH SCHOOL	122.00
255020	065443	MILLARD WEST HIGH SCHOOL	60.00
255021	135241	NORTHEAST AREA JAZZ ENSEMBLE	200.00
255022	102067	NCA COMMISSION ON SCH (SEEVN069785	1,500.00
255023	068340	NEBRASKA ASSOCIATION FOR GIFTED	120.00
255024	107732	BRIAN L NELSON	360.00
255025	069776	NORTH AMERICAN ASSOCIATION	390.00
255026	134423	NORTH PLATTE HIGH SCHOOL	110.00
255027	135238	PC WORLD	12.00
255028	135242	JANE E PETERSEN	1,403.30
255029	135244	SYRACUSE HIGH SCHOOL	188.00
255030	090630	US POSTMASTER	195.00
255031	107354	STEPHEN W. VENTEICHER	240.00
255032	106114	NASSP CONVENTION	755.00
255395	010003	ACT INC	75.00
255396	131952	ALEGENT HEALTH IMMANUEL MED CTR	3,361.91
255400	135183	KAREN ARCHDEKIN	150.00
255403	012507	AT&T	748.31

Date: 2/15/06

Millard Public Schools

Check Register

Prepared for the Board Meeting of February 20, 2006

13

Check No	Vend No	Vendor Name	Amount
255404	010083	ATS MOBILE TELEPHONE CO INC	149.89
255405	134267	B & D DIAMOND PRO INC	987.50
255407	132001	BETH L BALKUS	42.50
255409	019111	BISHOP BUSINESS EQUIPMENT	97.00
255410	135215	ALEXANDRA BRUGLER	40.00
255412	134277	ALISSA CAMPBELL	80.00
255413	132271	ERIK P CHAUSSEE	80.84
255414	131336	CITIZENS BANK	799.74
255415	025197	CITY OF OMAHA	41,031.04
255417	134458	MICHELLE CLEARY	90.00
255418	022701	SHARON R COMISAR-LANGDON	203.70
255419	135082	CONCENTRA MEDICAL CENTERS	42.00
255420	133818	CONNECTIVITY SOLUTIONS	1,250.00
255421	133617	CONOCOPHILLIPS	8,167.28
255422	032061	D & D LASER	91.90
255424	132975	PRIORITY TRAINING & CONSULTING INC	3,000.00
255426	106713	ANDREW S DEFREECE	233.88
255427	133968	DIAMOND MARKETING SOLUTIONS	987.56
255428	033473	DIETZE MUSIC HOUSE INC	151.55
255429	135059	LYNN A DIURBA	22.91
255431	133268	DOCUMENT FINISHING RESOURCES	1,099.00
255432	134911	BRIAN DRENT	49.44
255433	034130	DUNHAM HARDWOOD INC	1,537.96
255434	094249	DURHAM WESTERN HERITAGE MUSEUM	73.50
255436	037525	EDUCATIONAL SERVICE UNIT #3	1,285.00
255437	038140	ELECTRONIC SOUND INC.	714.00
255438	135239	JAMY D ELKER	70.00
255439	131007	ELMAN & CO INC	1,520.30
255440	038468	EVERBIND	1,181.74
255442	134304	FIRST BANK RICHMOND, NA	1,824.10
255444	131710	PARTICK T GEARY	49.44
255445	135235	COURTNEY GILROY	60.00
255446	106660	GLASSMASTERS INC	312.50
255447	134276	BRIAN GOODBRAKE	80.00
255448	056820	HARRY A KOCH COMPANY	10,400.00
255449	049851	HY-VEE FOOD STORE (132ND ST.)	137.65
255450	049850	HY-VEE FOOD STORE (OAKVIEW DR)	575.61
255451	134795	INFINITE CAMPUS INC	26,664.07
255452	102451	INTERNATIONAL BACCALAUREATE	550.00
255453	100928	J.W. PEPPER & SON INC.	17.70
255454	133037	JENSEN TIRE COMPANY	1,008.57
255456	054768	JUDAH CASTER COMPANY	21.36
255457	056724	KINKO'S	1,408.20
255459	135064	BRENT KLINGEMANN	80.00
255460	135171	MICHELLE LEE	140.00
255462	059470	LIEN TERMITE & PEST CONTROL INC	38.00

Date: 2/15/06

Millard Public Schools

Check Register

Prepared for the Board Meeting of February 20, 2006

14

Check No	Vend No	Vendor Name	Amount
255463	133758	KRAIG J LOFQUIST	704.00
255464	135216	ASHLEY M LOUDD	90.00
255465	131397	LOWE'S HOME CENTERS INC	518.54
255467	134256	SAMANTHA MEISTER	40.00
255469	133403	AMERICAN NATIONAL BANK	3,603.78
255470	102466	WYMAN L MARTINEK	1,073.75
255474	065410	MILLARD SCHOOLS ADMINISTRATIVE	50.00
255475	131328	MILLER ELECTRIC COMPANY	765.68
255476	065709	SHARRON A MILLSAP	8.37
255477	066083	KAREN F MONTGOMERY	228.70
255479	068343	NEBRASKA ASSOC OF SCHOOL BOARDS	9,869.00
255480	099374	NEWSWEEK INC	40.00
255481	069945	NUTS & BOLTS INC	59.95
255483	133850	ONE SOURCE	0.00
255484	071240	OXFORD UNIVERSITY PRESS INC	181.00
255486	134377	JENNIFER PASKACH	90.00
255487	106559	DAVID L PATTEN	30.00
255488	099302	PEGLER-SYSCO FOOD SERVICE CO	416.65
255492	073040	PSI GROUP-OMAHA	20,000.00
255493	133585	BECIROVIC RAMIZA	23.88
255494	100642	REALLY GOOD STUFF INC	84.90
255495	135157	CLAY ROBERTS	384.21
255498	134257	CHRISTIE RUSHENBERG	90.00
255499	107539	RUTH MUELLER ROBAK LLC	15,000.00
255500	081630	SAM'S CLUB DIRECT	718.08
255502	135240	JESSICA SHIPLEY	49.44
255504	103077	SKILLS USA-VICA	30.00
255505	101476	SODEXHO MARRIOTT INC	90,673.08
255507	134571	ADAM STEYER	24.74
255508	134443	JOHN M STEYER	49.44
255509	084959	JAMES V SUTFIN	388.70
255510	132459	MARTY SWANSON	49.44
255511	132191	TRINA A SWITZER	16.59
255512	135094	FELICIA SYNOWICKI	30.00
255513	088654	TARGET	26.91
255517	133346	DAN UHING	3,050.00
255519	090242	UNITED PARCEL SERVICE	191.33
255520	090625	US POSTAL SERVICE	500.00
255521	091040	VALENTINOS INC	296.35
255524	134415	MELISSA WIKE	300.00
255525	101525	KATHY M WISCHOW	40.96
Total for GENERAL FUND			357,601.80
19487	135230	HLC FINANCIAL CORP	8,052.50
19488	010144	ABBOTT ELEMENTARY SCHOOL	225.28
19489	135033	ACKERMAN ELEMENTARY	593.11
19490	135034	ALDRICH ELEMENTARY	145.18

Date: 2/15/06

Millard Public Schools

Check Register

Prepared for the Board Meeting of February 20, 2006

15

Check No	Vend No	Vendor Name	Amount
19491	065425	ANDERSEN MIDDLE SCHOOL	3,029.78
19492	130674	BEADLE MIDDLE SCHOOL	1,331.11
19493	135035	BLACK ELK ELEMENTARY	310.40
19494	135036	BRYAN ELEMENTARY	270.01
19495	135037	CATHER ELEMENTARY	190.24
19496	065420	CENTRAL MIDDLE SCHOOL	3,053.20
19497	135038	CODY ELEMENTARY	308.54
19498	133178	COTTONWOOD ELEMENTARY	127.67
19499	135039	DISNEY ELEMENTARY	304.32
19500	132591	EZRA ELEMENTARY	367.97
19501	135040	HARVEY OAKS ELEMENTARY	222.75
19502	135041	HITCHCOCK ELEMENTARY	235.30
19503	131694	HOLLING HEIGHTS ELEMENTARY	468.09
19504	134284	KIEWIT MIDDLE SCHOOL	2,090.00
19505	135050	MILLARD LEARNING CENTER	1,790.90
19506	065438	MILLARD NORTH HIGH SCHOOL	28,068.44
19507	065410	MILLARD SCHOOLS ADMINISTRATIVE	771.93
19508	065440	MILLARD SOUTH HIGH SCHOOL	23,989.33
19509	065443	MILLARD WEST HIGH SCHOOL	22,741.33
19510	135042	MONTCLAIR ELEMENTARY	643.31
19511	133370	MORTON ELEMENTARY	382.97
19512	132398	NEIHARDT ELEMENTARY SCHOOL	483.13
19513	135043	NORRIS ELEMENTARY	357.97
19514	130091	NORTH MIDDLE SCHOOL	1,732.22
19515	135044	REEDER ELEMENTARY	243.48
19516	135045	ROCKWELL ELEMENTARY	285.36
19517	135046	ROHWER ELEMENTARY	202.75
19518	131615	RUSSELL MIDDLE SCHOOL	1,725.33
19519	135047	SANDOZ ELEMENTARY	285.30
19520	135048	WHEELER ELEMENTARY	377.97
19521	135049	WILLOWDALE ELEMENTARY	703.39
19522	134892	JOHN CHARLES ADAIR	32.65
19523	131267	JUSTIN H. BAINBRIDGE	91.42
19524	010047	JANICE K BEUKENHORST	30.66
19525	134895	JESSICA M BLUM	32.65
19526	133617	CONOCOPHILLIPS	54.18
19527	026970	CRESCENT ELECTRIC SUPPLY CO	36.62
19528	134033	LOGAN DAVIS	39.18
19529	132020	SARAH A DEBUCK	68.57
19530	134893	CHRISTOPHER DOUGHERTY	32.65
19531	010178	LINDA M DOYLE	80.21
19532	132024	HOLLY ANNE FECH	6.53
19533	040537	FERGUSON ENTERPRISES INC	13.67
19534	010670	GOODWIN TUCKER GROUP	2,174.92
19535	044950	GRAINGER INDUSTRIAL SUPPLY	75.18
19536	134024	GRACE GREENWOOD	39.18

Date: 2/15/06

Millard Public Schools

Check Register

16

Prepared for the Board Meeting of February 20, 2006

Check No	Vend No	Vendor Name	Amount
19537	135233	DANIEL A GRESHAM	156.72
19538	132025	BENJAMIN M HARTLEY	97.95
19539	102494	HOBART INSTITUTE OF WELDING	1,877.55
19540	010280	SAMUEL A PULLEN INC	23.40
19541	101031	JUDY L HULL	50.35
19542	130542	J.M.KOPECKY & CO	60.50
19543	054630	JOHNSTONE SUPPLY	220.64
19544	132544	KOLPAK	296.79
19545	010375	DONNA R KOSIBA	46.46
19546	102229	ROWAN W LANG	136.55
19547	133180	CHRISTOPHER MCEVOY	26.12
19548	134222	JAKE A MCWAIN-CALLAHAN	19.59
19549	131475	VICENTE MENDOZA	111.01
19550	131369	HEATHER MEYERS	45.71
19551	133151	TREVOR MULLEN	26.12
19552	134890	SAMUEL W MUNZESHEIMER	22.86
19553	134025	RONALD A NEWTON JR	26.12
19554	071040	OMAHA WINNELSON COMPANY	330.00
19555	102445	EDRIE K PEARCE	131.72
19556	134002	JESSE ROBERT PENTON	91.42
19557	134150	DAVID ALEXANDER PETERSON	107.75
19558	132713	PROTEX CENTRAL INC	97.50
19559	099907	ELAINE A RUST	13.04
19560	131474	ANKUR SARAWAGI	111.01
19561	134038	KHYLEEN VICTORIA SCARBROUGH	68.57
19562	130773	AMANDA CATHLINE SCHNEIDER	48.98
19563	135057	KATHERINE L SIX	9.21
19564	135054	MICHELLE E SMITH	117.54
19565	101021	BRENDA L SPETHMAN	34.94
19566	084907	SUNDERLAND BROTHERS COMPANY	166.26
19567	134891	NICHOLAS AJ SWANSON	26.12
19568	130989	BRAD ANDREW TEPLY	57.14
19569	106493	TRITZ PLUMBING, INC.	628.56
19570	132028	ELIZABETH VANCANTI	13.06
19571	133116	BRANDON WARBELTON	19.59
19572	132019	LINDSEY N WICHITA	148.56
19573	134894	SADIE J WOLFE	19.59
Total for FOOD SERVICE			114,403.83
254860	099776	ORVILLE EICH	1,655.00
254874	081880	SCHEMMER ASSOCIATES INC	1,710.00
255397	134736	ALL PURPOSE UTILITIES INC	11,655.69
255401	102729	ARID RESOURCES INC	1,200.00
255402	010070	ASHA DISTRIBUTING INC.	5.86
255406	135245	BAHR VERMEER HAECKER ARCHITECTS	9,025.00
255408	133480	BERINGER CIACCIO DENNELL MABREY	3,768.75
255411	133503	ROBERT E BERRY	1,000.00

Date: 2/15/06

Millard Public Schools

Check Register

17

Prepared for the Board Meeting of February 20, 2006

Check No	Vend No	Vendor Name	Amount
255420	133818	CONNECTIVITY SOLUTIONS	12,833.00
255423	131003	DAILY RECORD	65.30
255424	132975	PRIORITY TRAINING & CONSULTING INC	3,500.00
255441	040537	FERGUSON ENTERPRISES INC	467.49
255465	131397	LOWE'S HOME CENTERS INC	96.00
255468	064413	MENARDS INC	307.11
255471	132332	MIDWEST TILE, MARBLE & GRANITE INC	304.38
255472	065300	MILLARD DRYWALL SERVICES, INC.	106.67
255473	065400	MILLARD LUMBER INC	8.80
255478	134532	MORRISSEY ENGINEERING INC	7,600.00
255490	134366	PRO COPY OMAHA	496.43
255501	081880	SCHEMMER ASSOCIATES INC	8,566.00
255515	108099	THIELE GEOTECH INC	1,592.00
255518	090214	UNITED ELECTRIC SUPPLY CO INC	298.42
Total for SPECIAL BUILDING			66,261.90
255394	010040	A & D TECHNICAL SUPPLY CO INC	39,685.37
255398	102430	AMI GROUP INC	1,865.00
255399	012989	APPLE COMPUTER, INC.	1,096,500.00
255408	133480	BERINGER CIACCIO DENNELL MABREY	8,792.95
255411	133503	ROBERT E BERRY	3,000.00
255416	025197	CITY OF OMAHA	40,959.82
255423	131003	DAILY RECORD	41.10
255430	107232	DLR GROUP INC	56,352.57
255435	133806	E & A CONSULTING GROUP INC	300.00
255443	042000	FUREY SERVICE INC	3,248.00
255466	134668	MAGNUM RESOURCES INC	19,098.53
255491	134877	PROCHASKA & ASSOCIATES INC	74,529.50
255496	079440	ROSENBAUM ELECTRIC INC	1,502.25
255501	081880	SCHEMMER ASSOCIATES INC	49,431.10
255503	131887	SIEMENS BUILDING TECHNOLOGIES INC.	3,200.00
255514	132452	TERRACON INC	4,250.00
Total for CONSTRUCTION			1,402,756.19
254855	011651	AMERICAN EXPRESS	248.01
255016	106773	FIRST NATIONAL BANK VISA	408.20
255399	012989	APPLE COMPUTER, INC.	13,158.00
255425	135234	LAURA M DAVIDSON	14.99
255485	071566	PAPILLION-LAVISTA PUBLIC SCHOOLS	279.76
255489	135237	PATRICIA E PETERSEN	74.32
255497	130747	BARBARA L ROTHENBERG	31.94
255506	135105	CATHERINE A SPEAR	6.00
255516	131711	MARY JO THOMAS	19.30
255522	094650	WESTSIDE COMMUNITY SCHOOLS	11,723.00
255523	094650	WESTSIDE COMMUNITY SCHOOLS	2,618.20
Total for GRANT FUND			28,581.72
254865	135001	JACK KIELTY	24.00

Millard Public Schools

Check Register

Prepared for the Board Meeting of February 20, 2006

18

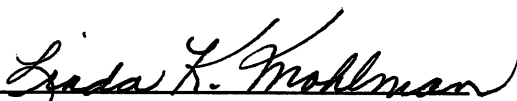
Check No	Vend No	Vendor Name	Amount
255455	135120	JAIA JOHNSON	119.00
255458	131263	ROBERT W. KISLER	191.75
255461	108450	JACEN D LEFHOLTZ	235.00
255482	071023	OMAHA THEATER COMPANY FOR	1,362.25
Total for ACTIVITY FUND			1,932.00
Report Total			1,971,537.44

Current Cash Balance Report

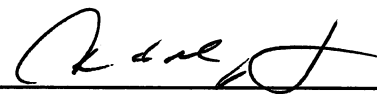
Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 General	80,943.00	0.00	0.00	0.00	80,943.00
150 Petty Cash	0.00	0.00	0.00	0.00	0.00
170 DSAC Vending	663.16	46.00	521.37	0.00	187.79
180 Interest Earned - Checking	8,055.92	120.06	0.00	0.00	8,175.98
190 Interest on Savings	32,523.75	0.00	0.00	0.00	32,523.75
A General Funds Totals:	122,185.83	166.06	521.37	0.00	121,830.52
B Administrative Custody Accts					
200 Staff Development	0.00	0.00	0.00	0.00	0.00
209 MPS Activities Calendar	-1,850.00	5,000.00	0.00	0.00	3,150.00
210 Activity Express	89,987.21	3,435.00	1,830.00	0.00	91,592.21
211 Logo Sales	4,345.39	0.00	0.00	0.00	4,345.39
213 Student Showcase	0.00	0.00	0.00	0.00	0.00
215 HAL Field Trips/Preschool	-529.70	0.00	255.18	0.00	-784.88
220 WF Student Donation	3,920.04	0.00	0.00	0.00	3,920.04
230 Hospitality	4.00	0.00	0.00	0.00	4.00
235 Educational Services Hospitality	270.18	0.00	56.69	0.00	213.49
240 No Longer Used	0.00	0.00	0.00	0.00	0.00
245 Paybac	-69.07	0.00	0.00	0.00	-69.07
B Administrative Custody Accts Totals:	96,078.05	8,435.00	2,141.87	0.00	102,371.18
C School Custody Accts					
300 Instrument Rental	69,163.28	263.50	0.00	0.00	69,426.78
310 South Swim Lessons	5,520.00	0.00	0.00	0.00	5,520.00
320 North Swim Lessons	5,880.00	0.00	0.00	0.00	5,880.00
325 West Swim Lessons	9,420.00	0.00	0.00	0.00	9,420.00
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	3,581.83	0.00	0.00	0.00	3,581.83
355 Tech Vending	600.84	0.00	0.00	0.00	600.84
360 Facility Use Rental Fee	26,709.81	6,085.30	0.00	0.00	32,795.11
365 Facility Use Building Access	5,485.50	10,223.50	0.00	0.00	15,709.00
366 Facility Use Staffing	885.50	1,069.00	0.00	0.00	1,954.50
370 No Longer Used	0.00	0.00	0.00	0.00	0.00
400 Check Collection	13.65	396.60	396.60	0.00	13.65
500 District Wide Coca-Cola	7,926.50	0.00	0.00	0.00	7,926.50
C School Custody Accts Totals:	135,186.91	18,037.90	396.60	0.00	152,828.21
D Investments					
900 Savings	-145,731.26	0.00	0.00	0.00	-145,731.26
D Investments Totals:	-145,731.26	0.00	0.00	0.00	-145,731.26
Q Extra-Curriculars					
1020 HAL Field Trips	0.00	770.00	0.00	0.00	770.00
1030 Parent Pay PreSchool	0.00	0.00	0.00	0.00	0.00
Q Extra-Curriculars Totals:	0.00	770.00	0.00	0.00	770.00
Report Totals:	207,719.53	27,408.96	3,059.84	0.00	232,068.65



Linda K. Mohlman, DSAC
Executive Secretary



Chris Hughes, DSAC
Accounting Manager


Current Cash Balance Report

ALL Data

Date: 09/01/2005 thru 12/31/2005

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,591.70	140.16	102.00	0.00	1,629.86
110 GENERAL FUND	22,876.05	2,828.26	1,291.42	0.00	24,412.89
111 INTEREST EARNED CHECKING	788.98	65.17	0.00	0.00	854.15
A ACTIVITY GENERAL FUND Totals:	25,256.73	3,033.59	1,393.42	0.00	26,896.90
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	547.99	1,377.75	1,774.64	0.00	151.10
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	358.08	2,694.00	582.19	0.00	2,469.89
D CLUBS AND ORGANIZATIONS Totals:	924.94	4,071.75	2,356.83	0.00	2,639.86
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	415.21	2,815.96	1,698.79	0.00	1,532.38
615 FIELD TRIPS	102.48	0.00	1,471.85	0.00	-1,369.37
620 TEACHER PTO	0.00	0.00	0.00	0.00	0.00
625 TEACHER FUND	525.52	0.00	0.00	0.00	525.52
630 R.E.A.D.	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,013.74	2,815.96	3,170.64	0.00	659.06
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
Q Extra Curricular Activities					
1000 Kindergarten field trips	0.00	0.00	0.00	0.00	0.00
1010 1st Grade Field Trips	0.00	65.46	0.00	0.00	65.46
1020 2nd Grade Field Trips	0.00	241.30	0.00	0.00	241.30
1030 3rd Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 4th Grade Field Trips	0.00	319.20	0.00	0.00	319.20
1050 5th Grade Field Trips	0.00	902.22	0.00	0.00	902.22
Q Extra Curricular Activities Totals:	0.00	1,528.18	0.00	0.00	1,528.18
R Other Activities					
2000 Leadership Academy	0.00	0.00	0.00	0.00	0.00
2010 Saturday Recreation	0.00	195.00	0.00	0.00	195.00
R Other Activities Totals:	0.00	195.00	0.00	0.00	195.00
Report Totals:	27,195.41	11,644.48	6,920.89	0.00	31,919.00


 Secretary
 Eric Chausse
 Principal

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
110	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	738.06	0.00	0.00	-301.15	436.91
110 GENERAL FUND	866.54	151.50	85.40	0.00	932.64
115 INTEREST EARNED CHECKING	29.32	8.72	0.00	0.00	38.04
A ACTIVITY GENERAL FUND Totals:	1,633.92	160.22	85.40	-301.15	1,407.59
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	664.89	0.00	0.00	0.00	664.89
515 Art Club	111.78	0.00	0.00	0.00	111.78
520 yearbook	97.87	0.00	0.00	0.00	97.87
525 Landscaping	1,227.14	0.00	0.00	0.00	1,227.14
530 Watch D.O.G.S.	0.00	0.00	0.00	0.00	0.00
535 Choir	0.00	40.25	0.00	0.00	40.25
540 Field Day	639.78	0.00	0.00	0.00	639.78
D CLUBS AND ORGANIZATIONS Totals:	2,741.46	40.25	0.00	0.00	2,781.71
E ADMINISTRATIVE CUSTODIAL ACCT					
601 SOCIAL	1,512.63	0.00	318.58	0.00	1,194.05
602 HOSPITALITY	0.00	0.00	301.15	301.15	0.00
605 D.A.R.E.	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,683.39	77.87	0.00	0.00	4,761.26
615 FIELD TRIP	-1,674.65	0.00	609.00	0.00	-2,283.65
620 Art K-5	3,472.40	0.00	27.51	0.00	3,444.89
625 BIRTHDAY BOOK CLUB	511.47	50.00	0.00	0.00	561.47
630 Fundraiser	788.84	0.00	0.00	0.00	788.84
635 Powers Fund	382.26	0.00	0.00	0.00	382.26
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	9,676.34	127.87	1,256.24	301.15	8,849.12
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
Q FEE FUND					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1001 Kdg. Field Trips	0.00	718.00	0.00	0.00	718.00
1010 First Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1020 Second Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trip	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trip	0.00	283.00	0.00	0.00	283.00
1050 Fifth Grade Field Trip	0.00	729.35	0.00	0.00	729.35
1070 Sped Field Trip	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	0.00	1,730.35	0.00	0.00	1,730.35
Report Totals:	14,051.72	2,058.69	1,341.64	0.00	14,768.77

1/16/06
 1/16/06
 Michael Madsen
 Matt Kelson

ALL Data

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

22
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	663.19	0.00	194.61	0.00	468.58
110 GENERAL FUND	6,697.00	137.46	0.00	0.00	6,834.46
120 INTEREST EARNED CHECKING	61.08	4.45	0.00	0.00	65.53
A ACTIVITY GENERAL FUND Totals:	<u>7,421.27</u>	<u>141.91</u>	<u>194.61</u>	<u>0.00</u>	<u>7,368.57</u>
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	8.19	0.00	0.00	0.00	8.19
D CLUBS AND ORGANIZATIONS Totals:	<u>8.19</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>8.19</u>
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	34.96	0.00	0.00	0.00	34.96
610 LIBRARY	198.92	43.25	0.00	0.00	242.17
615 FIELD TRIPS	-65.86	148.54	246.67	0.00	-163.99
620 BOOKFAIRS	0.00	0.00	0.00	0.00	0.00
630 BIRTHDAY BOOK CLUB	151.73	35.00	132.29	0.00	54.44
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	<u>319.75</u>	<u>226.79</u>	<u>378.96</u>	<u>0.00</u>	<u>167.58</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>
Q Fee Fund					
1000 Kindergarten field trip	0.00	210.00	0.00	0.00	210.00
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	0.00	0.00	0.00	0.00	0.00
1030 3rd grade field trips	0.00	127.10	0.00	0.00	127.10
1040 4th grade field trips	0.00	0.00	0.00	0.00	0.00
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	<u>0.00</u>	<u>337.10</u>	<u>0.00</u>	<u>0.00</u>	<u>337.10</u>
Report Totals:	<u>7,749.21</u>	<u>705.80</u>	<u>573.57</u>	<u>0.00</u>	<u>7,881.44</u>

ALDRICH ELEMENTARY
DECEMBER RECONCILIATION
1/16/06


LORI LIRETTE
SECRETARY


SUSIE MELLIGER
PRINCIPAL

Current Cash Balance Report

Date: 09/01/2005 thru 12/30/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING/ADULT	141.51	204.02	82.25	0.00	263.28
105 VENDING/STUDENT	408.25	118.50	290.88	0.00	235.87
110 GENERAL FUND	9,141.68	4,760.32	5,240.85	0.00	8,661.15
115 BUILDING FUNDRAISER	11,595.38	0.00	828.07	0.00	10,767.31
200 CHECKING INTEREST	265.80	58.89	0.00	0.00	324.69
A ACTIVITY GENERAL FUND Totals:	21,552.62	5,141.73	6,442.05	0.00	20,252.30
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	977.33	609.01	1,111.51	0.00	474.83
D CLUBS AND ORGANIZATIONS Totals:	977.33	609.01	1,111.51	0.00	474.83
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	4,915.84	1,363.39	8.62	0.00	6,270.61
615 FIELD TRIPS	-94.75	70.79	1,798.86	0.00	-1,822.82
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,821.09	1,434.18	1,807.48	0.00	4,447.79
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
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	0.00	485.50	0.00	0.00	485.50
1010 FIRST GRADE FIELD TRIPS	0.00	246.50	0.00	0.00	246.50
1020 SECOND GRADE FIELD TRIPS	0.00	450.44	0.00	0.00	450.44
1030 THIRD GRADE FIELD TRIPS	0.00	200.00	0.00	0.00	200.00
1040 FOURTH GRADE FIELD TRIPS	0.00	406.50	0.00	0.00	406.50
1050 FIFTH GRADE FIELD TRIPS	0.00	108.00	0.00	0.00	108.00
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	1,896.94	0.00	0.00	1,896.94
Report Totals:	27,351.04	9,081.86	9,361.04	0.00	27,071.86

Patricia Rhodes

ALL Data

Current Cash Balance Report

24
Arranged by:

Date: 12/01/2005 thru 12/31/2005

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	13,975.07	116.59	3,511.62	0.00	10,580.04
130 HOSPITALITY	565.73	0.00	42.75	0.00	522.98
140 INTEREST EARNED CHECKING	924.87	17.86	0.00	0.00	942.73
A ACTIVITY GENERAL FUND Totals:	15,465.67	134.45	3,554.37	0.00	12,045.75
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	4,564.93	559.00	499.50	0.00	4,624.43
502 DRUG FREE CLUB	77.23	0.00	0.00	0.00	77.23
D CLUBS AND ORGANIZATIONS Totals:	4,642.16	559.00	499.50	0.00	4,701.66
E ADMINISTRATIVE CUSTODIAL ACCT					
601 FIELD TRIPS	191.99	0.00	0.00	0.00	191.99
605 TECHNOLOGY	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	8,286.70	0.00	4,500.59	0.00	3,786.11
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:	8,909.11	0.00	4,500.59	0.00	4,408.52
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
Q EXTRA -CURRICULAR ACTIVITIES					
1000 KINDERGARTEN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1010 1ST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIPS	202.50	0.00	0.00	0.00	202.50
1050 5TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q EXTRA -CURRICULAR ACTIVITIES Totals:	202.50	0.00	0.00	0.00	202.50
R CLUBS					
2000 CLUBS (MISC)	0.00	0.00	0.00	0.00	0.00
2010 STUDENT COUNCIL	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Z INACTIVE					
1010 DO NOT USE	0.00	0.00	0.00	0.00	0.00
1010 DO NOT USE	3,904.61	0.00	109.35	0.00	3,795.26
Z INACTIVE Totals:	3,904.61	0.00	109.35	0.00	3,795.26
Report Totals:	33,124.05	693.45	8,663.81	0.00	25,153.69

W. Nilsa Nielsen
Cather Elementary

C. Peterson

Current Cash Balance Report

25
Arranged by:
Group ID and Activity Number

ALL Data

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	126.86	0.00	0.00	0.00	126.86
110 GENERAL	5,282.39	0.00	342.50	0.00	4,939.89
120 TECHNOLOGY FUND	606.57	0.00	0.00	0.00	606.57
130 COFFEE	-8.25	0.00	0.00	0.00	-8.25
135 LOUNGE WATER	15.92	0.00	0.00	0.00	15.92
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	952.39	8.86	0.00	0.00	961.25
180 PTA DISCRETIONARY	36.87	500.00	128.07	0.00	408.80
190 ASSIGNMENT NOTEBOOKS	36.86	0.00	0.00	0.00	36.86
A ACTIVITY GENERAL FUND Totals:	7,049.61	508.86	470.57	0.00	7,087.90
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	2,644.49	2,305.35	2,739.33	0.00	2,210.51
502 CODY APPAREL	771.73	118.80	105.00	0.00	785.53
520 STUDENT CLUBS	344.10	0.00	0.00	0.00	344.10
530 LOVE AND LOGIC	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	3,760.32	2,424.15	2,844.33	0.00	3,340.14
E ADMINISTRATIVE CUSTODIAL FUND					
600 AUTHOR	0.00	0.00	0.00	0.00	0.00
602 HOSPITALITY	946.09	0.00	68.20	0.00	877.89
610 MEDIA	1,994.36	2,718.47	2,012.91	0.00	2,699.92
611 MEDIA - DONATIONS	157.71	0.00	0.00	0.00	157.71
615 FIELD TRIP	-308.57	0.00	393.87	0.00	-702.44
620 Instrument Rental	150.00	0.00	0.00	0.00	150.00
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	300.11	19.16	0.00	0.00	319.27
E ADMINISTRATIVE CUSTODIAL FUND Totals:	3,241.45	2,737.63	2,474.98	0.00	3,504.10
F NOT IN USE					
700 NOT IN USE	0.00	0.00	0.00	0.00	0.00
720 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F NOT IN USE Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra-Curricular Activities					
1000 Field Trips	0.00	0.00	0.00	0.00	0.00
1005 Kindergarten Field Trips	0.00	0.00	0.00	0.00	0.00
1010 First Grade Field Trips	291.50	0.00	0.00	0.00	291.50
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	127.75	6.00	0.00	0.00	133.75
1050 Fifth Grade Field Trips	56.00	0.00	0.00	0.00	56.00
Q Extra-Curricular Activities Totals:	475.25	6.00	0.00	0.00	481.25
R Clubs					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir	0.00	189.00	0.00	0.00	189.00
2050 Student Council	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	189.00	0.00	0.00	189.00
Report Totals:	14,526.63	5,865.64	5,789.88	0.00	14,602.39

[Signature] - Secretary
[Signature] - Principal
 14,602.84
 080 .45

Current Cash Balance Report

ALL Data

Arranged by: ²⁶

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	997.32	0.00	60.00	0.00	937.32
110 GENERAL FUND	2,435.13	58.00	177.14	0.00	2,315.99
112 WESTERN BOWL	0.00	0.00	0.00	0.00	0.00
500 MILLARD FOUNDATION REIMB.	6,696.78	0.00	0.00	0.00	6,696.78
600 Interest earned	528.64	7.19	0.00	0.00	535.83
A ACTIVITY GENERAL FUND Totals:	10,657.87	65.19	237.14	0.00	10,485.92
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	317.34	0.00	606.50	0.00	-289.16
D CLUBS AND ORGANIZATIONS Totals:	317.34	0.00	606.50	0.00	-289.16
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	759.19	0.00	0.00	0.00	759.19
615 FIELD TRIPS	341.14	0.00	0.00	0.00	341.14
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	0.00	0.00	0.00	0.00	0.00
645 ART	192.24	0.00	0.00	0.00	192.24
650 GRANT MONEY	-68.84	0.00	0.00	0.00	-68.84
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,414.73	0.00	0.00	0.00	1,414.73
F DISTRICT CUSTODIAL					
700 REINBURSEMENTS	-197.56	0.00	0.00	0.00	-197.56
720 CONVENTION	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	-197.56	0.00	0.00	0.00	-197.56
Q FEE FUNDED ACCTS					
1000 KINDERGARTEN FIELD TRIPS	0.00	688.25	0.00	0.00	688.25
1010 1ST GRADE FIELD TRIPS	0.00	94.00	0.00	0.00	94.00
1020 2ND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 3RD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1050 5TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FEE FUNDED ACCTS Totals:	0.00	782.25	0.00	0.00	782.25
Report Totals:	12,192.38	847.44	843.64	0.00	12,196.18

Nancy Nelson, Principal

Cindy Betz, Secretary

ALL Data

Current Cash Balance Report

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,527.14	0.00	18.04	0.00	3,509.10
110 GENERAL FUND	4,188.78	0.00	88.19	0.00	4,100.59
200 INTEREST EARNED CHECKING	746.70	6.21	0.00	0.00	752.91
A ACTIVITY GENERAL FUND Totals:	8,462.62	6.21	106.23	0.00	8,362.60
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	546.23	0.00	62.68	0.00	483.55
D CLUBS AND ORGANIZATIONS Totals:	546.23	0.00	62.68	0.00	483.55
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	611.25	74.74	74.19	0.00	611.80
610 LIBRARY	115.00	9.00	15.00	0.00	109.00
615 FIELD TRIPS	-849.52	0.00	0.00	0.00	-849.52
620 PTO	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-123.27	83.74	89.19	0.00	-128.72
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
Q FIELD TRIP FEES					
1010 Kindergarten Field Trips	0.00	126.00	0.00	0.00	126.00
1011 First Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1012 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1013 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1014 Fourth Grade Field Trips	0.00	60.00	0.00	0.00	60.00
1015 Fifth Grade Field Trips	0.00	243.00	0.00	0.00	243.00
1016 K-5 SPED Field Trips	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	0.00	429.00	0.00	0.00	429.00
Report Totals:	10,774.30	518.95	258.10	0.00	11,035.15

Reesa Laprentz 1/24/06

Mark Schupf 1/24/06

Current Cash Balance Report

28

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 VENDING	412.41	0.00	0.00	0.00	412.41
110 GENERAL FUND	9,757.65	7,500.00	123.54	0.00	17,134.11
120 Interest on checking	525.03	9.29	0.00	0.00	534.32
A ACTIVITY GENERAL FUND Totals:	10,695.09	7,509.29	123.54	0.00	18,080.84
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	214.91	0.00	0.00	0.00	214.91
510 Art Projects	0.00	0.00	0.00	0.00	0.00
520 T-shirts	-179.50	68.00	0.00	-355.00	-466.50
550 Pencils	137.25	0.00	0.00	0.00	137.25
590 Books-James Solhiem	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:	243.72	68.00	0.00	-355.00	-43.28
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	579.61	87.50	121.95	0.00	545.16
606 MAGAZINES	252.75	0.00	0.00	0.00	252.75
610 LIBRARY	1,063.62	0.00	53.82	0.00	1,009.80
615 FIELD TRIPS	-316.00	0.00	762.43	0.00	-1,078.43
620 PTO	0.00	0.00	0.00	0.00	0.00
625 MUSIC DEPT.	-406.32	5.00	0.00	355.00	-46.32
630 PICTURES	-26.06	0.00	0.00	0.00	-26.06
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,147.60	92.50	938.20	355.00	656.90
Q					
1000 Kindergarten field trips	365.00	0.00	0.00	0.00	365.00
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	360.15	0.00	0.00	0.00	360.15
1030 3rd grade field trip	0.00	0.00	0.00	0.00	0.00
1040 4th grade field trips	0.00	0.00	0.00	0.00	0.00
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
1060 Sped field trips	0.00	0.00	0.00	0.00	0.00
Q Totals:	725.15	0.00	0.00	0.00	725.15
R					
2020 Echoes	0.00	0.00	0.00	0.00	0.00
R Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	12,811.56	7,669.79	1,061.74	0.00	19,419.61

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-213.85	0.00	32.04	0.00	-245.89
110 GENERAL FUND	4,416.81	0.00	72.40	2,685.00	7,029.41
115 Interest Earned Checking	649.43	6.72	0.00	0.00	656.15
A ACTIVITY GENERAL FUND Totals:	4,852.39	6.72	104.44	2,685.00	7,439.67
D CLUBS AND ORGANIZATIONS					
510 STUDENT COUNCIL	676.45	0.00	0.00	0.00	676.45
D CLUBS AND ORGANIZATIONS Totals:	676.45	0.00	0.00	0.00	676.45
E ADMINISTRATIVE CUSTODIAL ACCT					
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	57.50	81.76	79.84	0.00	59.42
615 FIELD TRIPS	1,726.78	0.00	0.00	0.00	1,726.78
620 HOSPITALITY FUND	-11.34	0.00	0.00	0.00	-11.34
630 FUND RAISER	484.28	0.00	0.00	0.00	484.28
635 SAFETY PATROL	45.29	0.00	0.00	0.00	45.29
640 ART	941.73	0.00	0.00	0.00	941.73
650 5th Grade Art	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,244.24	81.76	79.84	0.00	3,246.16
F DISTRICT CUSTODIAL					
710 RUSWICK GRANT	0.00	0.00	0.00	0.00	0.00
720 CONVENTION	2,685.00	0.00	0.00	-2,685.00	0.00
F DISTRICT CUSTODIAL Totals:	2,685.00	0.00	0.00	-2,685.00	0.00
Q Fee Fund					
1000 Kindergarten Field Trips	0.00	328.50	0.00	0.00	328.50
1010 First Grade Field Trips	0.00	195.00	0.00	0.00	195.00
1020 Second Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1030 Third Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1040 Fourth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth Grade Field Trips	0.00	0.00	0.00	0.00	0.00
Q Fee Fund Totals:	0.00	523.50	0.00	0.00	523.50
Report Totals:	11,458.08	611.98	184.28	0.00	11,885.78

Cheryl Gerace 1-23-06
Roberta Berema 1-23-06

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/30/2005

30
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
0	0.00	0.00	0.00	0.00	0.00
Totals:	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL FUND					
100 Vending	1,271.28	0.00	230.63	0.00	1,040.65
110 General	4,602.17	50.00	15.42	0.00	4,636.75
112 Bank Charges and Interest	102.45	7.75	0.00	0.00	110.20
615 Tile Contingency	150.00	0.00	0.00	0.00	150.00
A ACTIVITY GENERAL FUND Totals:	6,125.90	57.75	246.05	0.00	5,937.60
D CLUBS AND ORGANIZATIONS					
501 Student Council	512.01	0.00	0.00	0.00	512.01
502 YEARBOOK-N/A	0.00	0.00	0.00	0.00	0.00
611 Hitchcock Clothing	45.26	0.00	0.00	0.00	45.26
616 CREATIVE CUBS	0.00	0.00	36.57	0.00	-36.57
2001 WALKING CLUB	0.00	281.00	0.00	0.00	281.00
D CLUBS AND ORGANIZATIONS Totals:	557.27	281.00	36.57	0.00	801.70
E ADMINISTRATIVE CUSTODIAL ACCT					
601 Site Base	0.00	0.00	0.00	0.00	0.00
602 Landscaping	0.00	0.00	0.00	0.00	0.00
603 Field Trip	-818.88	0.00	0.00	0.00	-818.88
604 Classroom Supplies	0.00	0.00	0.00	0.00	0.00
605 READ	1,428.77	40.00	40.00	0.00	1,428.77
606 Classroom Magazines	0.00	0.00	0.00	0.00	0.00
607 NOT USED	0.00	0.00	0.00	0.00	0.00
608 Drug Awareness-N/A	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	812.25	0.00	0.00	0.00	812.25
612 HOSPITALITY	468.16	631.75	894.47	0.00	205.44
613 Art Fund	3,059.47	20.00	0.00	0.00	3,079.47
614 Hitchcock Mini Classes	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	4,949.77	691.75	934.47	0.00	4,707.05
F DISTRICT CUSTODIAL					
620 NOT USED	0.00	0.00	0.00	0.00	0.00
F DISTRICT CUSTODIAL Totals:	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities					
1000 Kindergarten field trips	348.00	0.00	0.00	0.00	348.00
1010 1st grade field trips	0.00	0.00	0.00	0.00	0.00
1020 2nd grade field trips	105.50	0.00	0.00	0.00	105.50
1030 3rd grade field trips	296.30	0.00	0.00	0.00	296.30
1040 4th grade field trips	247.00	0.00	0.00	0.00	247.00
1050 5th grade field trips	0.00	0.00	0.00	0.00	0.00
Q Extra Curricular Activities Totals:	996.80	0.00	0.00	0.00	996.80
R Clubs					
2000 Art Club	324.00	0.00	0.00	0.00	324.00
R Clubs Totals:	324.00	0.00	0.00	0.00	324.00
Report Totals:	12,953.74	1,030.50	1,217.09	0.00	12,767.15

ALL Data

Current Cash Balance Report

31 Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	3,935.53	0.00	261.80	0.00	3,673.73
110 GENERAL FUND	3,876.74	0.00	25.00	0.00	3,851.74
200 INTEREST EARNED CHECKING	635.66	8.35	0.00	0.00	644.01
A ACTIVITY GENERAL FUND Totals:	8,447.93	8.35	286.80	0.00	8,169.48
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	3,143.67	0.00	32.09	0.00	3,111.58
D CLUBS AND ORGANIZATIONS Totals:	3,143.67	0.00	32.09	0.00	3,111.58
E ADMINISTRATIVE CUSTODIAL ACCT					
601 PTA/TEACHER	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	3,130.35	20.00	1,203.49	0.00	1,946.86
615 FIELD TRIPS	227.07	0.00	169.46	0.00	57.61
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	3,357.42	20.00	1,372.95	0.00	2,004.47
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
Q EXTRA-CURRICULAR ACTIVITIES					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	434.65	0.00	0.00	434.65
1020 SECOND GRADE	0.00	123.90	0.00	0.00	123.90
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	229.50	0.00	0.00	229.50
1050 FIFTH GRADE	0.00	257.00	0.00	0.00	257.00
Q EXTRA-CURRICULAR ACTIVITIES Totals:	0.00	1,045.05	0.00	0.00	1,045.05
Report Totals:	14,949.02	1,073.40	1,691.84	0.00	14,330.58

ALL Data

Current Cash Balance Report

32

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	-162.94	0.00	365.24	0.00	-528.18
110 GENERAL	74.34	116.21	161.88	0.00	28.67
120 RETIREMENT	0.00	0.00	0.00	0.00	0.00
125 INTEREST EARNED	77.86	7.42	0.00	0.00	85.28
A ACTIVITY GENERAL FUND Totals:	-10.74	123.63	527.12	0.00	-414.23
C CLUBS AND ORGANIZATIONS					
501 ST. COUNCIL	327.74	101.00	0.00	0.00	428.74
503 SAFE CLUB	1.84	0.00	0.00	0.00	1.84
C CLUBS AND ORGANIZATIONS Totals:	329.58	101.00	0.00	0.00	430.58
E ADMINISTRATIVE CUSTODIAL ACCT					
602 HOSPITALITY	2,020.64	30.00	202.88	0.00	1,847.76
604 ART	3,228.91	0.00	51.85	0.00	3,177.06
606 MINI CLASSES	0.00	0.00	2,272.88	0.00	-2,272.88
607 PE/MUSIC	3,228.14	297.88	263.68	0.00	3,262.34
610 LIBRARY	1,709.89	93.50	42.07	0.00	1,761.32
615 FIELD TRIPS	-3,662.14	344.74	942.74	0.00	-4,260.14
620 MONTESSORI PRESCHOOL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,525.44	766.12	3,776.10	0.00	3,515.46
Q FIELD TRIPS					
1000 KINDERGARTEN	0.00	0.00	0.00	0.00	0.00
1010 FIRST GRADE	0.00	265.00	0.00	0.00	265.00
1020 SECOND GRADE	0.00	257.25	0.00	0.00	257.25
1030 THIRD GRADE	0.00	0.00	0.00	0.00	0.00
1040 FOURTH GRADE	0.00	0.00	0.00	0.00	0.00
1050 FIFTH GRADE	676.00	0.00	0.00	0.00	676.00
1060 PREPRIMARY MONTESSORI	386.00	522.00	0.00	0.00	908.00
1070 PRIMARY MONTESSORI	582.15	0.00	0.00	0.00	582.15
1080 INTERMEDIATE MONTESSORI	1,482.50	0.00	0.00	0.00	1,482.50
1090 PRESCHOOL	281.75	0.00	0.00	0.00	281.75
Q FIELD TRIPS Totals:	3,408.40	1,044.25	0.00	0.00	4,452.65
R CLUBS					
2020 SWING CHOIR	0.00	0.00	0.00	0.00	0.00
R CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES					
3000 MINI-CLASSES	2,469.00	25.00	0.00	0.00	2,494.00
3010 LEADERSHIP CLASSES	0.00	0.00	0.00	0.00	0.00
S MINI-CLASSES Totals:	2,469.00	25.00	0.00	0.00	2,494.00
Report Totals:	12,721.68	2,060.00	4,303.22	0.00	10,478.46



 Matt Rega, Principal

ALL Data

Current Cash Balance Report

Arranged by: ³³

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	1,631.83	20.00	53.90	0.00	1,597.93
110 GENERAL FUND	1,390.39	174.20	465.04	-133.92	965.63
115 INTEREST EARNED CHECKING	155.23	6.93	0.00	0.00	162.16
A ACTIVITY GENERAL FUND Totals:	3,177.45	201.13	518.94	-133.92	2,725.72
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,313.49	0.00	214.75	0.00	1,098.74
510 BOOK CLUB	-71.68	0.00	0.00	0.00	-71.68
511 CONFLICT MANAGERS	-388.25	0.00	0.00	133.92	-254.33
615 SAFETY PATROL	-135.48	0.00	0.00	0.00	-135.48
635 M.A.D.	322.55	0.00	0.00	0.00	322.55
D CLUBS AND ORGANIZATIONS Totals:	1,040.63	0.00	214.75	133.92	959.80
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	895.86	0.00	102.10	0.00	793.76
603 FIELD TRIPS	-1,899.81	0.00	241.22	0.00	-2,141.03
605 READ	227.36	0.00	0.00	0.00	227.36
610 LIBRARY	3,908.87	44.24	17.91	0.00	3,935.20
620 CONVENTION FUND	0.00	0.00	0.00	0.00	0.00
630 PAYBACK	2,270.33	35.36	0.00	0.00	2,305.69
640 SPED GRANT	0.00	0.00	0.00	0.00	0.00
650 PLAYGROUND	1,075.00	0.00	0.00	0.00	1,075.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	6,542.87	79.60	361.23	0.00	6,261.24
Q EXTRA CURRICULAR ACTIVITES					
1005 Kindergarten Field Trips	700.00	0.00	0.00	0.00	700.00
1010 First Grade Field Trips	313.00	0.00	0.00	0.00	313.00
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	229.40	0.00	0.00	0.00	229.40
1050 Fifth Grade Field Trips	590.00	0.00	0.00	0.00	590.00
Q EXTRA CURRICULAR ACTIVITES Totals:	1,832.40	0.00	0.00	0.00	1,832.40
Report Totals:	12,593.35	280.73	1,094.92	0.00	11,779.16

Joyce Snow
Michele Wamman

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

 Arranged by:
 Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 VENDING	743.49	17.00	209.09	0.00	551.40
110 GENERAL	-163.74	210.96	117.18	-400.00	-469.96
125 INTEREST EARNED	52.40	8.16	0.00	0.00	60.56
130 MAGNET ART	5,634.37	0.00	8.20	0.00	5,626.17
A ACTIVITY GENERAL FUND Totals:	6,266.52	236.12	334.47	-400.00	5,768.17
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,756.81	0.00	0.00	0.00	1,756.81
505 CHOIR	0.00	0.00	0.00	0.00	0.00
510 SAFETY PATROL	56.09	0.00	76.40	100.00	79.69
520 ENVIRONMENTAL CLUB	1,874.67	0.00	0.00	0.00	1,874.67
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:	3,913.31	0.00	76.40	100.00	3,936.91
E ADMINISTRATIVE CUSTODIAL ACCT					
602 STAFF HOSPITALITY	-338.80	0.00	30.73	200.00	-169.53
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,769.15	0.00	0.00	0.00	4,769.15
615 FIELD TRIPS	-2,524.37	0.00	0.00	0.00	-2,524.37
620 SITE IMPROVEMENT	0.00	0.00	0.00	0.00	0.00
625 READING INCENTIVE	-46.10	0.00	0.00	100.00	53.90
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	1,859.88	0.00	30.73	300.00	2,129.15
Q FEE FUNDED ACCOUNTS					
1000 Kindergarten Field Trips	0.00	836.40	0.00	0.00	836.40
1010 First Grade Field Trips	0.00	566.00	0.00	0.00	566.00
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	738.70	0.00	0.00	738.70
1050 Fifth Grade Field Trips	0.00	623.40	0.00	0.00	623.40
Q FEE FUNDED ACCOUNTS Totals:	0.00	2,764.50	0.00	0.00	2,764.50
Report Totals:	12,039.71	3,000.62	441.60	0.00	14,598.73

C. Bull
Debbie Sheach
 1-18-06

Current Cash Balance Report

35

Arranged by:

Group ID and Activity Number

ALL Data

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	1,451.56	247.81	19.00	0.00	1,680.37
110 General	1,995.93	943.00	348.29	0.00	2,590.64
120 Interest Earned Checking	237.11	13.21	0.00	0.00	250.32
A ACTIVITY GENERAL FUND Totals:	3,684.60	1,204.02	367.29	0.00	4,521.33
D CLUBS AND ORGANIZATIONS					
501 Student Council	1,965.82	0.00	0.00	0.00	1,965.82
502 5th Grade Club	27.96	0.00	0.00	0.00	27.96
D CLUBS AND ORGANIZATIONS Totals:	1,993.78	0.00	0.00	0.00	1,993.78
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	617.10	85.00	350.88	0.00	351.22
603 Field Trips	-3,266.83	0.00	997.40	0.00	-4,264.23
608 Grants	31.75	0.00	0.00	0.00	31.75
609 Technology	1,337.37	0.00	0.00	0.00	1,337.37
610 Media	1,459.31	3,377.19	3,577.49	0.00	1,259.01
611 Cultural Arts	541.63	82.50	0.00	0.00	624.13
612 Safety Patrol	0.00	0.00	0.00	0.00	0.00
614 SP MONTESSORI	994.52	0.00	0.00	0.00	994.52
615 PayBac	1,991.94	188.88	94.97	0.00	2,085.85
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	469.64	0.00	0.00	0.00	469.64
620 NORRIS SPECIAL PROJECTS	2,829.00	0.00	0.00	0.00	2,829.00
621 Montessori Snack Account	1,690.68	0.00	0.00	0.00	1,690.68
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	9,886.98	3,733.57	5,020.74	0.00	8,599.81
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
Q Fee Fund					
990 Pre-K Field Trips	0.00	0.00	0.00	0.00	0.00
1000 Kindergarten Field Trips	0.00	495.25	0.00	0.00	495.25
1010 First Grade Field Trips	0.00	307.50	0.00	0.00	307.50
1020 Second Grade Field Trips	0.00	115.25	0.00	0.00	115.25
1030 Third Grade Field Trips	0.00	368.75	0.00	0.00	368.75
1040 Fourth Grade Field Trips	0.00	416.75	0.00	0.00	416.75
1050 Fifth Grade Field Trips	0.00	216.00	0.00	0.00	216.00
1060 Montessori Field Trips	0.00	2,387.05	0.00	0.00	2,387.05
1070 Special Education Field Trips	0.00	183.00	0.00	0.00	183.00
Q Fee Fund Totals:	0.00	4,489.55	0.00	0.00	4,489.55
R Clubs					
2000 Clubs	0.00	0.00	0.00	0.00	0.00
2010 Choir Club	0.00	0.00	0.00	0.00	0.00
2050 Student Council Club	0.00	0.00	0.00	0.00	0.00
R Clubs Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	15,606.58	9,427.14	5,388.03	0.00	19,645.69

ALL Data

Current Cash Balance Report

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL					
100 GENERAL	434.91	116.50	0.00	0.00	551.41
110 VENDING	88.91	0.00	0.00	0.00	88.91
115 INTEREST EARNED CHECKING	0.00	0.00	0.00	0.00	0.00
A ACTIVITY GENERAL Totals:	523.82	116.50	0.00	0.00	640.32
D CLUBS AND ORGANIZATION					
501 STUDENT COUNCIL	105.58	1,238.25	0.00	0.00	1,343.83
D CLUBS AND ORGANIZATION Totals:	105.58	1,238.25	0.00	0.00	1,343.83
E ADMINISTRATIVE CUSTODIAL ACCT					
600 SOCIAL	940.54	0.00	93.87	0.00	846.67
601 FIELD TRIPS	-2,203.27	0.00	212.38	0.00	-2,415.65
602 READ	0.00	0.00	0.00	0.00	0.00
603 LIBRARY	1,109.65	10.00	31.60	0.00	1,088.05
604 PAYBAC	148.35	280.26	0.00	0.00	428.61
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	-4.73	290.26	337.85	0.00	-52.32
Q FEE FUND					
1005 KINDERGARTEN	861.50	0.00	0.00	0.00	861.50
1010 FIRST GRADE	819.40	0.00	0.00	0.00	819.40
1020 SECOND GRADE	0.00	0.00	0.00	0.00	0.00
1030 THIRD GRADE	0.00	212.30	0.00	0.00	212.30
1040 FOURTH GRADE	382.50	0.00	0.00	0.00	382.50
1050 FIFTH GRADE	247.50	0.00	0.00	0.00	247.50
1060 MUSIC	0.00	0.00	0.00	0.00	0.00
1070 PE	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	2,310.90	212.30	0.00	0.00	2,523.20
Report Totals:	2,935.57	1,857.31	337.85	0.00	4,455.03

David Stein
Suzanne Hume

ALL Data

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

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	3,417.35	0.00	117.64	0.00	3,299.71
110 GENERAL FUND	8,734.50	0.00	23.65	0.00	8,710.85
125 interest earned checking	1,297.97	18.28	0.00	0.00	1,316.25
A ACTIVITY GENERAL FUND Totals:	13,449.82	18.28	141.29	0.00	13,326.81
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	1,923.91	230.50	977.50	0.00	1,176.91
505 GRADE 5 ACTIVITY	0.00	0.00	0.00	0.00	0.00
510 STANDD CLUB	37.96	0.00	0.00	0.00	37.96
515 K-KIDS CLUB	0.00	81.01	0.00	0.00	81.01
D CLUBS AND ORGANIZATIONS Totals:	1,961.87	311.51	977.50	0.00	1,295.88
E ADMINISTRATIVE CUSTODIAL					
602 HOSPITALITY	1,245.13	0.00	278.07	0.00	967.06
606 MAGAZINES	0.00	0.00	0.00	0.00	0.00
610 LIBRARY	4,919.12	55.18	2,272.15	0.00	2,702.15
615 FIELD TRIPS	1,243.79	0.00	703.22	0.00	540.57
620 PAYBACK PARTNER	1,239.55	81.94	55.35	0.00	1,266.14
625 CORPORATE DONATIONS	4,689.40	63.25	0.00	0.00	4,752.65
630 SPELL-A-THON	1,600.15	0.00	146.56	0.00	1,453.59
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	862.82	0.00	72.60	0.00	790.22
E ADMINISTRATIVE CUSTODIAL Totals:	16,874.53	200.37	3,527.95	0.00	13,546.95
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
Q EXTRA CURRICULAR ACTIVITIES					
1005 KG FIELD TRIPS	0.00	498.00	0.00	0.00	498.00
1010 1ST GR. FIELD TRIPS	0.00	120.00	0.00	0.00	120.00
1020 2ND GR. FIELD TRIPS	0.00	670.25	0.00	0.00	670.25
1030 3RD GR. FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 4TH GR. FIELD TRIPS	0.00	565.30	0.00	0.00	565.30
1050 5TH GR. FIELD TRIPS	0.00	172.50	0.00	0.00	172.50
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	2,026.05	0.00	0.00	2,026.05
Report Totals:	32,972.72	2,556.21	4,646.74	0.00	30,882.19

PRINCIPAL

SECRETARY

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 GENERAL FUND	4,198.55	0.00	116.42	0.00	4,082.13
110 VENDING	1,742.15	0.00	86.00	0.00	1,656.15
120 INTEREST EARNED CHECKING	451.19	9.53	0.00	0.00	460.72
A ACTIVITY GENERAL FUND Totals:	6,391.89	9.53	202.42	0.00	6,199.00
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	124.75	300.00	0.00	0.00	424.75
211 SAFETY PATROL	25.00	0.00	0.00	0.00	25.00
B CLUBS AND ORGANIZATIONS Totals:	149.75	300.00	0.00	0.00	449.75
C ADMINISTRATIVE CUSTODIAL ACCT					
301 MEDIA	5,702.79	70.81	0.00	0.00	5,773.60
305 FIELD TRIPS	-1,424.66	0.00	760.51	0.00	-2,185.17
310 HOSPITALITY	1,612.92	592.00	68.75	0.00	2,136.17
320 BIRTHDAY BOOK CLUB	411.51	60.00	0.00	0.00	471.51
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:	6,302.56	722.81	829.26	0.00	6,196.11
Q FEE FUND					
1000 Kindergarten	659.00	0.00	0.00	0.00	659.00
1001 1st Grade	0.00	469.75	0.00	0.00	469.75
1002 2nd Grade	420.00	0.00	0.00	0.00	420.00
1003 3rd Grade	516.00	484.50	0.00	0.00	1,000.50
1004 4th Grade	106.00	0.00	0.00	0.00	106.00
1005 5th Grade	528.00	0.00	0.00	0.00	528.00
1010 Self-Contained	0.00	0.00	0.00	0.00	0.00
Q FEE FUND Totals:	2,229.00	954.25	0.00	0.00	3,183.25
R CLUB--FEE FUND					
2000 Student Council Fee Fund	0.00	0.00	0.00	0.00	0.00
2010 Chorus Fee Fund	0.00	0.00	0.00	0.00	0.00
R CLUB--FEE FUND Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	15,073.20	1,986.59	1,031.68	0.00	16,028.11

*Mad Sullivan
2-3-06*

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Fund					
100 Vending	46.82	0.00	0.00	0.00	46.82
110 General Fund	2,925.57	770.00	192.86	0.00	3,502.71
120 PRINCIPAL'S ADMIN. FUND	0.00	0.00	0.00	0.00	0.00
130 Interest Earned Checking	52.08	4.96	0.00	0.00	57.04
140 WEDNESDAY CLASSES/MI	0.00	0.00	0.00	0.00	0.00
A General Fund Totals:	3,024.47	774.96	192.86	0.00	3,606.57
B Clubs & Organizations					
501 Student Council	619.56	567.50	586.06	0.00	601.00
B Clubs & Organizations Totals:	619.56	567.50	586.06	0.00	601.00
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	2,664.51	119.99	91.29	0.00	2,693.21
611 2nd Classroom Activity	0.00	0.00	0.00	0.00	0.00
615 Field Trips	-966.69	3.00	192.25	0.00	-1,155.94
616 3rd Classroom Activity	0.00	0.00	0.00	0.00	0.00
620 Ceiling Tiles	672.92	0.00	0.00	0.00	672.92
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	3,166.25	0.00	2,355.50	0.00	810.75
C Administrative Custodial Totals:	5,589.31	122.99	2,639.04	0.00	3,073.26
D 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
D District Custodial Totals:	0.00	0.00	0.00	0.00	0.00
Q Fee Funded Account					
1000 Kindergarten field trips	180.00	0.00	0.00	0.00	180.00
1010 First grade field trips	0.00	303.25	0.00	0.00	303.25
1020 Second grade field trips	357.00	0.00	0.00	0.00	357.00
1030 Third grade field trips	0.00	264.00	0.00	0.00	264.00
1040 Forth grade field trips	0.00	0.00	0.00	0.00	0.00
1050 Fifth grade field trips	78.00	0.00	0.00	0.00	78.00
Q Fee Funded Account Totals:	615.00	567.25	0.00	0.00	1,182.25
Report Totals:	9,848.34	2,032.70	3,417.96	0.00	8,463.08

Kyri Perrone
Susan Anglin

ALL Data

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

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	14,877.84	810.50	446.33	0.00	15,242.01
110 VENDING	1,062.37	0.00	70.26	0.00	992.11
120 INTEREST EARNED CHECKING	565.14	18.17	0.00	0.00	583.31
A ACTIVITY GENERAL FUND Totals:	16,505.35	828.67	516.59	0.00	16,817.43
B CLUBS AND ORGANIZATIONS					
201 STUDENT COUNCIL	345.03	172.80	204.48	0.00	313.35
B CLUBS AND ORGANIZATIONS Totals:	345.03	172.80	204.48	0.00	313.35
C ADMINISTRATIVE CUSTODIAL ACCT					
301 Hospitality	1,114.14	0.00	440.00	0.00	674.14
310 MEDIA	5,970.50	0.00	31.82	0.00	5,938.68
315 FIELD TRIPS	-1,037.60	0.00	0.00	0.00	-1,037.60
320 BIRTHDAY BOOK CLUB	2,031.45	0.00	0.00	0.00	2,031.45
330 DONATIONS	5,488.17	0.00	0.00	0.00	5,488.17
C ADMINISTRATIVE CUSTODIAL ACCT Totals:	13,566.66	0.00	471.82	0.00	13,094.84
Q EXTRA CURRICULAR ACTIVITIES					
1000 KINDGARTEN FIELD TRIPS	0.00	914.00	0.00	0.00	914.00
1001 FIRST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1002 SECOND GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1003 THIRD GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1004 FOURTH GRADE FIELD TRIPS	0.00	460.85	0.00	0.00	460.85
1005 FIFTH GRADE FIELD TRIPS	0.00	378.30	0.00	0.00	378.30
Q EXTRA CURRICULAR ACTIVITIES Totals:	0.00	1,753.15	0.00	0.00	1,753.15
Report Totals:	30,417.04	2,754.62	1,192.89	0.00	31,978.77

Kerol Sullivan

1-31-06

Carol A. Allen

1-31-06

ALL Data

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

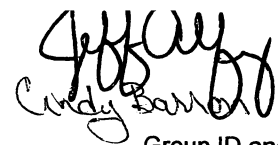
Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 STAFF VENDING	1,671.34	0.00	0.00	0.00	1,671.34
101 STUDENT VENDING	1,481.58	0.00	62.81	0.00	1,418.77
110 GENERAL FUND	3,423.58	741.75	294.20	0.00	3,871.13
115 INTEREST EARNED CHECKING	72.34	6.96	0.00	0.00	79.30
815 ENRICHMENT DAY	304.08	0.00	0.00	0.00	304.08
5000 FIELD IMPROVEMENT	249.00	0.00	0.00	0.00	249.00
A ACTIVITY GENERAL FUND Totals:	7,201.92	748.71	357.01	0.00	7,593.62
C FAMILY NIGHTS					
400 KINDERGARTEN HOST FAMILY NIGHTS	-15.75	0.00	0.00	0.00	-15.75
401 GR. 1 HOST FAMILY NIGHT	108.96	0.00	0.00	0.00	108.96
403 GR. 3 HOST FAMILY NIGHT	-0.79	0.00	0.00	0.00	-0.79
404 GR. 4 HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
405 GR. 5 HOST FAMILY NIGHT	718.69	0.00	0.00	0.00	718.69
410 CHOIR HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
411 CHESS CLUB HOST FAMILY NIGHT	180.44	0.00	0.00	0.00	180.44
412 SAFETY PATROL HOST FAMILY NIGHT	74.10	0.00	0.00	0.00	74.10
413 PLAYGROUND COM. HOST FAMILY NIGHT	0.00	0.00	0.00	0.00	0.00
C FAMILY NIGHTS Totals:	1,065.65	0.00	0.00	0.00	1,065.65
D CLUBS AND ORGANIZATIONS					
501 STUDENT COUNCIL	836.36	108.00	0.00	0.00	944.36
901 US WEST VOLUNTEER GRANTS & OTHERS	500.00	0.00	0.00	0.00	500.00
D CLUBS AND ORGANIZATIONS Totals:	1,336.36	108.00	0.00	0.00	1,444.36
E ADMINISTRATIVE CUSTODIAL ACCT					
610 MEDIA	1,037.14	85.00	7.51	0.00	1,114.63
615 FIELD TRIPS	-1,673.61	0.00	675.77	0.00	-2,349.38
701 TECHNOLOGY	881.18	40.00	96.28	0.00	824.90
801 GIFTED/HAL	0.00	0.00	0.00	0.00	0.00
E ADMINISTRATIVE CUSTODIAL ACCT Totals:	244.71	125.00	779.56	0.00	-409.85
F DISTRICT CUSTODIAL					
700 NOT USED	0.00	0.00	0.00	0.00	0.00
720 NOT USED	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	215.91	0.00	0.00	0.00	215.91
H OUTDOOR LEARNING ENVIRONMENT (OLE) Totals:	215.91	0.00	0.00	0.00	215.91
Q FEE FUND FIELD TRIPS					
1000 KINDERGARTEN FIELD TRIPS	0.00	470.60	0.00	0.00	470.60
1010 1ST GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 2ND GRADE FIELD TRIPS	0.00	536.00	0.00	0.00	536.00
1030 3RD GRADE FIELD TRIPS	0.00	663.00	0.00	0.00	663.00
1040 4TH GRADE FIELD TRIPS	0.00	365.00	0.00	0.00	365.00
1050 5TH GRADE FIELD TRIPS	0.00	354.75	0.00	0.00	354.75
Q FEE FUND FIELD TRIPS Totals:	0.00	2,389.35	0.00	0.00	2,389.35
R FEE FUND CLUBS					
2020 CHORUS CLUB	0.00	0.00	0.00	0.00	0.00
R FEE FUND CLUBS Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	10,064.55	3,371.06	1,136.57	0.00	12,299.04

Cathy Lee
Ann Kelley

ALL Data

Current Cash Balance Report



42 Arranged by:
Group ID and Activity Number

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A General Funds					
100 VENDING MACHINES	9,576.66	0.00	169.16	0.00	9,407.50
110 OTHER GENERAL	9,634.33	-32.00	0.00	0.00	9,602.33
112	0.00	0.00	0.00	0.00	0.00
115 FINES	6,331.12	9.50	0.00	0.00	6,340.62
120 FUND RAISING ACCOUNT	19,852.05	373.68	0.00	0.00	20,225.73
125 VOLUNTEER	390.00	0.00	65.00	0.00	325.00
130 INTEREST EARNED - CHECKING	2,061.26	53.05	0.00	0.00	2,114.31
A General Funds Totals:	47,845.42	404.23	234.16	0.00	48,015.49
B Athletics					
205 ATHLETIC DEPARTMENT	2,963.50	0.00	535.24	0.00	2,428.26
210 ATHLETIC FUND	0.00	0.00	0.00	0.00	0.00
B Athletics Totals:	2,963.50	0.00	535.24	0.00	2,428.26
C Academic Clubs					
300 SCIENCE CLUB	376.12	0.00	0.00	0.00	376.12
310 YEARBOOK	9,965.52	38.66	553.96	0.00	9,450.22
320 YOUTH TO YOUTH	-2,586.25	123.95	154.00	0.00	-2,616.30
330 KIDS HELPING KIDS	2,218.09	711.00	815.01	0.00	2,114.08
340 RENAISSANCE PROGRAM	3,292.08	30.33	0.00	0.00	3,322.41
350 HAL	-436.50	0.00	0.00	0.00	-436.50
C Academic Clubs Totals:	12,829.06	903.94	1,522.97	0.00	12,210.03
D Clubs and Organizations					
400 STUDENT COUNCIL	992.45	826.50	794.46	0.00	1,024.49
410 VOLLEYBALL CLUB	685.33	0.00	0.00	0.00	685.33
420 LEADERSHIP	184.55	0.00	0.00	0.00	184.55
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	0.85	0.00	0.00	0.00	0.85
450 ARTS & CRAFTS CLUB	39.09	0.00	0.00	0.00	39.09
460 PHOTOGRAPHY CLUB	99.54	0.00	0.00	0.00	99.54
470 SPIRIT CLUB	0.00	0.00	0.00	0.00	0.00
480 DRAMA CLUB	138.32	0.00	0.00	0.00	138.32
D Clubs and Organizations Totals:	2,707.57	826.50	794.46	0.00	2,739.61
E School Custodial Accounts					
500 MUSIC	-971.65	0.00	0.00	0.00	-971.65
501 BAND	18.62	0.00	434.65	0.00	-416.03
505 ART CLASS	0.00	0.00	0.00	0.00	0.00
509 8TH GRADE FAREWELL	101.70	0.00	0.00	0.00	101.70
510 TRANSPORTATION	919.31	0.00	0.00	0.00	919.31
511 SPECIAL EVENTS	1,788.29	0.00	0.00	0.00	1,788.29
512 HELP FUND	407.90	0.00	175.00	0.00	232.90
515 FACULTY VENDING FUND	1,806.68	0.00	100.43	0.00	1,706.25
520 TEACHERS HOSPITALITY FUND	185.15	892.00	88.22	0.00	988.93
525 AMS T-SHIRT SALES	4,913.00	0.00	4,214.50	0.00	698.50
528 A.P.E. T-SHIRTS	193.50	63.00	0.00	0.00	256.50
530 OUTDOOR CLASSROOM	1,050.64	0.00	0.00	0.00	1,050.64
535 SCIENCE BREAKAGE	133.19	0.00	0.00	0.00	133.19
540 INDUSTRIAL ARTS	1,219.87	560.00	0.00	0.00	1,779.87
542 FAMILY CONSUMER SCIENCE	1,995.20	224.00	741.56	0.00	1,477.64
544	0.00	0.00	0.00	0.00	0.00
545 LIBRARY	1,443.24	5,470.58	3,940.54	0.00	2,973.28
550	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
555 FITNESS ROOM	950.33	0.00	0.00	0.00	950.33
570 FIELD TRIPS-SPECIAL AREA	-54.00	0.00	0.00	0.00	-54.00
576 FIELD TRIPS-6 GR.	-1,574.05	0.00	0.00	0.00	-1,574.05
577 FIELD TRIPS-7 GR.	-4,068.55	0.00	480.05	0.00	-4,548.60
578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
580 OTHER SCHOOL CUSTODIAL	140.22	0.00	0.00	0.00	140.22
582	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	239.69	0.00	126.82	0.00	112.87
591 TEAM 6B	300.00	0.00	62.85	0.00	237.15
592 TEAM 6C	162.23	0.00	0.00	0.00	162.23
593 TEAM 7A	227.34	0.00	99.27	0.00	128.07
594 TEAM 7B	259.43	778.18	0.00	0.00	1,037.61
595	0.00	0.00	0.00	0.00	0.00
596 TEAM 8A	300.00	0.00	29.17	0.00	270.83
597 TEAM 8B	257.06	0.00	0.00	0.00	257.06
598	0.00	0.00	0.00	0.00	0.00
E School Custodial Accounts Totals:	12,344.34	7,987.76	10,493.06	0.00	9,839.04
G Investments					
700 SAVINGS	-9,160.51	0.00	0.00	0.00	-9,160.51
710 INTEREST ON SAVINGS	4,160.51	0.00	0.00	0.00	4,160.51
G Investments Totals:	-5,000.00	0.00	0.00	0.00	-5,000.00
H Athletic Department					
820	0.00	0.00	0.00	0.00	0.00
H Athletic Department Totals:	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES					
1350 HAL FIELD TRIPS	428.00	0.00	0.00	0.00	428.00
1570 FIELD TRIPS-SPECIAL AREA	42.00	0.00	0.00	0.00	42.00
1576 FIELD TRIPS-6 GR.	1,131.65	106.50	0.00	0.00	1,238.15
1577 FIELD TRIPS-7 GR.	540.00	2,270.00	0.00	0.00	2,810.00
1578 FIELD TRIPS-8 GR.	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	2,141.65	2,376.50	0.00	0.00	4,518.15
R CLUB FEES					
2300 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
2320 YOUTH TO YOUTH	3,052.00	0.00	0.00	0.00	3,052.00
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
2430 BOOK 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	0.00	0.00	0.00	0.00	0.00
2460 PHOTOGRAPHY CLUB	0.00	0.00	0.00	0.00	0.00
2470 SPIRIT CLUB	0.00	0.00	0.00	0.00	0.00
2500 MUSIC CLUB	798.50	0.00	0.00	0.00	798.50
2501 BAND CLUB	581.00	166.00	0.00	0.00	747.00
R CLUB FEES Totals:	4,578.50	166.00	0.00	0.00	4,744.50
S ATHLETIC FEES					
3205 ATHLETICS	4,328.00	1,807.00	0.00	0.00	6,135.00
S ATHLETIC FEES Totals:	4,328.00	1,807.00	0.00	0.00	6,135.00
Report Totals:	84,738.04	14,471.93	13,579.89	0.00	85,630.08

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUND					
100 General Fund	5,119.07	8.00	0.00	0.00	5,127.07
110 Student Vending	134.64	0.00	183.02	0.00	-48.38
115 Staff Vending	1,385.05	0.00	105.72	0.00	1,279.33
A GENERAL FUND Totals:	6,638.76	8.00	288.74	0.00	6,358.02
D SCHOOL CUSTODIAL ACCOUNTS					
400 Library	845.31	0.00	434.71	0.00	410.60
405 FCS - Family Consumer Science	260.57	30.00	0.00	0.00	290.57
410 Field Trips	-276.55	0.00	791.00	0.00	-1,067.55
415 Hospitality	1,413.05	20.00	33.00	0.00	1,400.05
420 IT LAB - Industrial Technology	2,186.80	354.50	0.00	0.00	2,541.30
425 Art	0.00	5.00	0.00	0.00	5.00
430 Spirit Wear	2,150.44	0.00	0.00	0.00	2,150.44
435 Book Fines	2,662.53	0.00	0.00	0.00	2,662.53
440 Bleacher Fund	2,388.44	0.00	0.00	0.00	2,388.44
445 Book Store	0.00	0.00	0.00	0.00	0.00
450 PE Shirts	-25.00	0.00	0.00	0.00	-25.00
D SCHOOL CUSTODIAL ACCOUNTS Totals:	11,605.59	409.50	1,258.71	0.00	10,756.38
E INVESTMENTS					
500 Savings	0.00	0.00	0.00	0.00	0.00
505 Checking Interest	244.04	22.11	0.00	0.00	266.15
510 Interest on Savings	0.00	0.00	0.00	0.00	0.00
E INVESTMENTS Totals:	244.04	22.11	0.00	0.00	266.15
F ATHLETICS and ACTIVITIES					
600 Athletics Program	1,900.39	0.00	2,456.59	0.00	-556.20
605 Clubs and Activities	22.20	0.00	0.00	0.00	22.20
610 Student Council	1,205.10	0.00	0.00	0.00	1,205.10
615 Youth to Youth	-486.83	0.00	343.98	0.00	-830.81
620 Emissary / Peer Mediation / Tutor	9.13	0.00	0.00	0.00	9.13
625 FCS Club	12.49	0.00	72.05	0.00	-59.56
630 Swing Choir Club	1,872.35	0.00	1,963.04	0.00	-90.69
635 Environmental Club	450.91	0.00	0.00	0.00	450.91
640 Yearbook	7,581.90	0.00	0.00	0.00	7,581.90
645 Art Club	1.97	0.00	0.00	0.00	1.97
650 HAL	-425.50	0.00	111.00	0.00	-536.50
655 Dance Club	3.83	0.00	0.00	0.00	3.83
660 Jazz Band	74.87	0.00	0.00	0.00	74.87
665 Drama Club	-167.86	0.00	0.00	0.00	-167.86
670 Cross Country Club	3.73	0.00	0.00	0.00	3.73
675 Solo and Ensemble Contest	394.13	0.00	0.00	0.00	394.13
680 Future Educators Club	47.69	0.00	0.00	0.00	47.69
F ATHLETICS and ACTIVITIES Totals:	12,500.50	0.00	4,946.66	0.00	7,553.84
Q FIELD TRIP FEES					
1000 Field Trips	446.00	0.00	0.00	0.00	446.00
Q FIELD TRIP FEES Totals:	446.00	0.00	0.00	0.00	446.00
R CLUB FEES					
2610 Student Council	0.00	0.00	0.00	0.00	0.00
2615 Youth-to-Youth	553.00	42.00	0.00	0.00	595.00
2625 FCS Club	330.00	0.00	0.00	0.00	330.00
2630 Swing Choir	0.00	0.00	0.00	0.00	0.00
2635 Environmental Club	93.31	0.00	0.00	0.00	93.31
2645 Art Club	0.00	0.00	0.00	0.00	0.00

Nancy Johnston 1-16-06
Randy Anderson 1/12/06

ALL Data

Current Cash Balance Report

45 Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2650 HAL	557.96	83.50	0.00	0.00	641.46
2655 Dance Club	0.00	0.00	0.00	0.00	0.00
2665 Drama Club	140.00	0.00	0.00	0.00	140.00
2670 Cross Country Club	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	<u>1,674.27</u>	<u>125.50</u>	<u>0.00</u>	<u>0.00</u>	<u>1,799.77</u>
S ATHLETIC FEES					
3000 Athletics	8,237.75	0.00	0.00	0.00	8,237.75
S ATHLETIC FEES Totals:	<u>8,237.75</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>8,237.75</u>
Report Totals:	<u>41,346.91</u>	<u>565.11</u>	<u>6,494.11</u>	<u>0.00</u>	<u>35,417.91</u>

Current Cash Balance Report

ALL Data

46
Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING MACHINES	7,812.68	2,765.35	0.00	0.00	10,578.03
105 STAFF VENDING MACHINES	597.73	0.00	215.37	0.00	382.36
110 GENERAL	-3,632.84	100.00	1,386.80	-37.00	-4,956.64
120 PENCIL FUND (SCHOOL IMPROV.)	574.08	160.15	0.00	0.00	734.23
150 INTEREST EARNED CHECKING	3,058.26	0.00	0.00	0.00	3,058.26
170 INTEREST EARNED SAVINGS	11,212.68	0.00	0.00	0.00	11,212.68
180 BUILDING IMPROVEMENTS FUND	-29.89	0.00	0.00	0.00	-29.89
190 PAYBAC FUND	467.14	0.00	0.00	0.00	467.14
A GENERAL FUNDS Totals:	20,059.84	3,025.50	1,602.17	-37.00	21,446.17
B ATHLETICS					
200 ATHLETICS PROGRAM	-870.47	1,629.00	1,829.47	22.00	-1,048.94
B ATHLETICS Totals:	-870.47	1,629.00	1,829.47	22.00	-1,048.94
C ACADEMIC CLUBS					
305 ART CLUB	-184.48	0.00	88.48	0.00	-272.96
310 YEARBOOKS	3,241.04	15.00	0.00	0.00	3,256.04
315 BOWLING CLUB	-917.54	0.00	0.00	0.00	-917.54
320 FAMILY CONSUMER SCIENCE CLUB	-150.72	0.00	29.36	0.00	-180.08
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	0.00	0.00	0.00	0.00	0.00
350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	2,080.13	15.00	117.84	0.00	1,977.29
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	2,520.58	25.00	167.60	0.00	2,377.98
425 YOUTH TO YOUTH	-1,339.33	79.70	202.25	0.00	-1,461.88
D CLUBS AND ORGANIZATIONS Totals:	1,181.25	104.70	369.85	0.00	916.10
E SCHOOL CUSTODIAL ACCOUNTS					
500 BAND	895.56	0.00	48.00	0.00	847.56
501 SITE BASE	0.00	0.00	0.00	0.00	0.00
502 HOSPITALITY	894.44	0.00	107.25	0.00	787.19
503 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
504 ROTARY ACTIVITY FUND	215.65	0.00	0.00	0.00	215.65
505 FINES	2,531.31	40.52	0.00	0.00	2,571.83
506 MONTESSORI (6TH)	42.38	0.00	0.00	0.00	42.38
507 TEAMMATES	0.00	0.00	0.00	0.00	0.00
508 MONTESSORI 7/8	-1,784.20	0.00	560.00	0.00	-2,344.20
509 FUNDRAISER '02-'03 (SCHOLARSHIPS,	0.00	0.00	0.00	0.00	0.00
510 FIELD TRIPS	-2,516.39	0.00	0.00	0.00	-2,516.39
511 NEW TEACHER FUND	291.68	0.00	0.00	0.00	291.68
512 KIDS HELPING KIDS FUND	88.40	0.00	0.00	0.00	88.40
513 MONTESSORI SUPPORT FUND	0.00	0.00	0.00	0.00	0.00
514 LACEY LEGACY FUND	191.44	0.00	0.00	0.00	191.44
515 ASSIGNMENT NOTEBOOKS	687.65	0.00	0.00	0.00	687.65
516 6A SUPPORT FUND	860.07	0.00	0.00	0.00	860.07
517 6B SUPPORT FUND	698.59	0.00	109.37	0.00	589.22
518 7A SUPPORT FUND	959.04	0.00	0.00	0.00	959.04
519 7B SUPPORT FUND	833.51	0.00	0.00	0.00	833.51
520 LIBRARY	854.49	28.01	0.00	0.00	882.50
521 7C SUPPORT FUND	187.75	0.00	0.00	0.00	187.75
522 8A SUPPORT FUND	1,097.08	0.00	0.00	0.00	1,097.08
523 8B SUPPORT FUND	1,200.37	0.00	0.00	0.00	1,200.37

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
524 FUNDRAISER '04-'05	0.00	0.00	0.00	0.00	0.00
525 M.S. ALTERNATIVE PROGRAM	-154.00	70.00	261.24	0.00	-345.24
526 FUNDRAISER '03-'04 (SCHOLARSHIPS,	1,852.46	0.00	0.00	0.00	1,852.46
527 FUNDRAISER '05-'06	943.70	25.00	78.16	0.00	890.54
528 H.A.L. TRIPS	-498.50	0.00	0.00	0.00	-498.50
530 FUNDRAISER 97-98,COCURRICULAR	0.00	0.00	0.00	0.00	0.00
535 VOCAL MUSIC	154.81	0.00	111.00	0.00	43.81
540 FUNDRAISER 98-99, LIBRARY	39.12	0.00	0.00	0.00	39.12
545 ORCHESTRA	15.86	0.00	0.00	0.00	15.86
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,	0.00	0.00	0.00	0.00	0.00
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)	188.16	165.75	160.95	0.00	192.96
585 ENVIRONMENTAL EDUCATION	16.45	12.25	0.00	0.00	28.70
590 TECHNOLOGY EDUCATION	1,331.86	244.50	0.00	15.00	1,591.36
595 FUNDRAISER '01-'02 (COMMONS, CAMPUS, SIGN,	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	12,656.26	586.03	1,435.97	15.00	11,821.32
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	-36,173.96	0.00	0.00	0.00	-36,173.96
710 INTEREST ON SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-36,173.96	0.00	0.00	0.00	-36,173.96
Q FIELD TRIP FEES					
1005 6A FIELD TRIPS	1,299.50	0.00	0.00	0.00	1,299.50
1010 6B FIELD TRIPS	997.00	0.00	0.00	0.00	997.00
1015 6C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1020 6TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1030 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1035 7B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1040 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1045 7TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1050 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1055 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1060 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1065 8TH GRADE FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1075 FRENCH FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1080 GERMAN FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1506 MONTESSORI (6) FIELD TRIPS	325.00	0.00	0.00	0.00	325.00
1508 MONTESSORI (7,8) FIELD TRIPS	1,860.00	2,098.00	0.00	0.00	3,958.00
1525 MSAP FIELD TRIPS	220.00	0.00	0.00	0.00	220.00
1528 H.A.L. FIELD TRIPS	490.50	0.00	0.00	0.00	490.50
Q FIELD TRIP FEES Totals:	5,192.00	2,098.00	0.00	0.00	7,290.00
R CLUB FEES					
2305 ART CLUB	400.00	10.00	0.00	0.00	410.00
2315 BOWLING CLUB	1,630.00	20.00	0.00	0.00	1,650.00
2320 FAMILY CONSUMER SCIENCE CLUB	250.00	10.00	0.00	0.00	260.00
2330 DRAMA CLUB	0.00	0.00	0.00	0.00	0.00

ALL Data

Current Cash Balance Report

48
Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2340 TENNIS CLUB	0.00	0.00	0.00	0.00	0.00
2350 SKI CLUB	0.00	0.00	0.00	0.00	0.00
2425 YOUTH TO YOUTH CLUB	1,001.00	55.00	0.00	0.00	1,056.00
2500 BAND	0.00	48.00	0.00	0.00	48.00
2535 VOCAL MUSIC	75.00	114.00	0.00	0.00	189.00
2545 ORCHESTRA	0.00	0.00	0.00	0.00	0.00
2600 MUSIC SHIRTS	1,687.40	0.00	0.00	0.00	1,687.40
R CLUB FEES Totals:	5,043.40	257.00	0.00	0.00	5,300.40
S ATHLETICS FEES					
3200 ATHLETICS	6,836.50	374.00	0.00	0.00	7,210.50
S ATHLETICS FEES Totals:	6,836.50	374.00	0.00	0.00	7,210.50
Report Totals:	17,033.88	8,089.23	5,355.30	0.00	19,767.81

Submitted by Julie M. Christman Bookkeeper

Approved by JM Date 1/12/06

Current Cash Balance Report

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING	9,164.49	2,449.78	122.11	0.00	11,492.16
105 STAFF VENDING	1,226.50	0.00	0.00	0.00	1,226.50
110 GENERAL FUND	2,732.82	759.00	191.62	0.00	3,300.20
112 PAYBAC	2,882.96	0.00	0.00	0.00	2,882.96
115 KIEWIT T-SHIRT-SALES/PROJECTS	10,300.90	25.00	0.00	0.00	10,325.90
116 CLASS/ACTIVITY T-SHIRTS	-1.00	0.00	0.00	0.00	-1.00
117 BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
119 SITE IMPROVEMENT	21,243.98	0.00	0.00	0.00	21,243.98
120 SCHOOL IMPROVEMENT TEAM	2,826.82	0.00	0.00	0.00	2,826.82
130 BUS	6,450.87	0.00	680.96	0.00	5,769.91
140 RETIREMENT	741.02	0.00	0.00	0.00	741.02
150 PARENT/TEACHER RESOURCE LIB	817.78	0.00	0.00	0.00	817.78
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	3,936.06	0.00	0.00	0.00	3,936.06
180 SPECIAL PROJECTS	2,256.30	0.00	426.00	0.00	1,830.30
185 LEARNING CENTER	930.13	0.00	0.00	0.00	930.13
190 STAFF DEVELOPMENT	4,219.30	0.00	165.18	0.00	4,054.12
195 STUDENT ACTIVITIES	5,579.74	0.00	1,881.02	0.00	3,698.72
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
198 KETV GRANT/LAURA THOREEN	700.00	0.00	0.00	0.00	700.00
199 RITONYA-ANNE PAGE	250.00	0.00	0.00	0.00	250.00
A GENERAL FUNDS Totals:	76,880.58	3,233.78	3,466.89	0.00	76,647.47
B ATHLETICS					
200 ATHLETICS	7,096.54	266.50	924.17	0.00	6,438.87
210 MULTI-PURPOSE PROJECT	0.00	0.00	0.00	0.00	0.00
B ATHLETICS Totals:	7,096.54	266.50	924.17	0.00	6,438.87
C ACADEMIC CLUBS					
300 INTERNATIONAL CLUB	0.00	0.00	0.00	0.00	0.00
305 VOLUNTEER CLUB	2,467.06	325.00	332.57	0.00	2,459.49
310 YEARBOOK	25,903.92	25.00	117.72	0.00	25,811.20
315 DRAMA CLUB	2,001.07	0.00	100.00	0.00	1,901.07
320 YOUTH-TO-YOUTH	1,647.70	0.00	0.00	0.00	1,647.70
325 STUDENT COUNCIL	2,739.10	475.00	627.50	0.00	2,586.60
330 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
335 ART CLUB	-19.69	0.00	0.00	0.00	-19.69
355 SPEECH CLUB	0.00	0.00	0.00	0.00	0.00
360 DESTINATION IMAGINATION CLUB	-175.00	0.00	0.00	0.00	-175.00
C ACADEMIC CLUBS Totals:	34,564.16	825.00	1,177.79	0.00	34,211.37
D CLUBS AND ORGANIZATIONS					
420 SNACK AND STITCH	100.55	0.00	0.00	0.00	100.55
D CLUBS AND ORGANIZATIONS Totals:	100.55	0.00	0.00	0.00	100.55
E SCHOOL CUSTODIAL ACCOUNTS					
520 SOCIAL/HOSPITALITY	2,298.47	0.00	0.00	0.00	2,298.47
530 PE/LOCK	2,448.52	28.00	0.00	0.00	2,476.52
540 HOME ARTS	201.41	44.05	0.00	0.00	245.46
550 INDUSTRIAL ARTS	5,708.77	195.00	547.75	0.00	5,356.02
560 ART CLASS	0.00	0.00	0.00	0.00	0.00
580 LIBRARY	4,753.44	85.95	113.68	0.00	4,725.71
581 6A FIELD TRIP	-455.89	0.00	0.00	0.00	-455.89

ALL Data

Current Cash Balance Report

50

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
582 6B FIELD TRIP	-669.95	0.00	0.00	0.00	-669.95
583 6C FIELD TRIP	-540.84	0.00	266.32	0.00	-807.16
584 7A FIELD TRIP	-482.00	0.00	0.00	0.00	-482.00
585 7B FIELD TRIP	0.00	0.00	0.00	0.00	0.00
586 7C FIELD TRIP	-188.98	0.00	0.00	0.00	-188.98
587 8A FIELD TRIP	-850.00	0.00	27.00	0.00	-877.00
588 8B FIELD TRIP	-821.25	0.00	66.75	0.00	-888.00
589 8C FIELD TRIP	-385.00	0.00	0.00	0.00	-385.00
590 FRENCH FIELD TRIP	0.00	0.00	153.00	0.00	-153.00
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	-933.69	0.00	132.54	0.00	-1,066.23
594 AFTER SCHOOL PROGRAM	-496.47	0.00	131.97	0.00	-628.44
595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
597 BAND ACTIVITIES	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	9,586.54	353.00	1,439.01	0.00	8,500.53
F DISTRICT CUSTODIAL ACCOUNTS					
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 SAVINGS	-71,756.62	0.00	0.00	0.00	-71,756.62
710 INTEREST ON SAVINGS	47,354.62	0.00	0.00	0.00	47,354.62
G INVESTMENTS Totals:	-24,402.00	0.00	0.00	0.00	-24,402.00
Q FIELD TRIP FEES					
1581 6A FIELD TRIP	769.00	0.00	0.00	0.00	769.00
1582 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1583 6C FIELD TRIPS	912.00	0.00	0.00	0.00	912.00
1584 7A FIELD TRIPS	4.00	0.00	0.00	0.00	4.00
1585 7B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1586 7C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1587 8A FIELD TRIPS	877.00	0.00	0.00	0.00	877.00
1588 8B FIELD TRIPS	888.00	0.00	0.00	0.00	888.00
1589 8C FIELD TRIPS	385.00	0.00	0.00	0.00	385.00
1590 FRENCH FIELD TRIPS	0.00	153.00	0.00	0.00	153.00
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	771.50	315.50	0.00	0.00	1,087.00
1596 BAND FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
Q FIELD TRIP FEES Totals:	4,606.50	468.50	0.00	0.00	5,075.00
R CLUB FEES					
2320 YOUTH TO YOUTH CLUB	0.00	0.00	0.00	0.00	0.00
2335 ART CLUB	105.00	0.00	0.00	0.00	105.00
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	12.00	0.00	0.00	0.00	12.00
R CLUB FEES Totals:	117.00	0.00	0.00	0.00	117.00
S ATHLETIC FEES					
3200 ATHLETICS	2,777.00	812.00	0.00	0.00	3,589.00
S ATHLETIC FEES Totals:	2,777.00	812.00	0.00	0.00	3,589.00

ALL Data

Current Cash Balance Report

51
Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
T AFTER SCHOOL PROGRAM FEES					
6594 AFTER SCHOOL PROGRAM	7,915.00	3,592.00	0.00	0.00	11,507.00
6595 AFTER SCHOOL/SUMMER SCHOOL	0.00	0.00	0.00	0.00	0.00
T AFTER SCHOOL PROGRAM FEES Totals:	<u>7,915.00</u>	<u>3,592.00</u>	<u>0.00</u>	<u>0.00</u>	<u>11,507.00</u>
Report Totals:	<u>119,241.87</u>	<u>9,550.78</u>	<u>7,007.86</u>	<u>0.00</u>	<u>121,784.79</u>

Jessica Schuetz 1/11/06

[Signature] 1/11/06

ALL Data

Current Cash Balance Report

52
Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR					
1581 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1582 6B FIELD TRIPS	744.00	0.00	0.00	0.00	744.00
1583 6C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1584 7A FIELD TRIPS	478.00	0.00	0.00	0.00	478.00
1585 7B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1586 7C FIELD TRIPS	188.00	0.00	0.00	0.00	188.00
1587 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1588 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
1589 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
3200 ATHLETICS	6,140.00	0.00	0.00	0.00	6,140.00
A EXTRACURRICULAR Totals:	7,550.00	0.00	0.00	0.00	7,550.00
C AFTER SCHOOL/SUMMER SCHOOL					
6594 AFTER SCHOOL PROGRAM	2,062.00	0.00	0.00	0.00	2,062.00
6595 SUMMER SCHOOL PROGRAM	0.00	0.00	0.00	0.00	0.00
C AFTER SCHOOL/SUMMER SCHOOL Totals:	2,062.00	0.00	0.00	0.00	2,062.00
Report Totals:	9,612.00	0.00	0.00	0.00	9,612.00

Jessie Schuetz 11/11/06
John Koe 11/11/06

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by: 53

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL FUNDS					
100 VENDING (POP)	4,726.39	1,374.44	0.00	0.00	6,100.83
101 VENDING (PENS & PENCILS)	508.56	0.00	0.00	0.00	508.56
102 VENDING (CANDY)	0.00	0.00	0.00	0.00	0.00
103 VENDING (ICE CREAM)	0.00	0.00	0.00	0.00	0.00
104 VENDING (STAFF)	1,157.29	0.00	0.00	0.00	1,157.29
110 GENERAL	1,857.25	337.02	547.83	0.00	1,646.44
115 LINK BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
120 CHARVAT BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
125 MAUST BOOK ORDER	0.00	0.00	0.00	0.00	0.00
126 BRABLEC BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
130 MEF SCHOLARSHIP	0.00	0.00	0.00	0.00	0.00
135 HOSPITALITY FUND	1,029.91	0.00	190.74	0.00	839.17
140 CHARVAT BOOK ORDERS	0.00	0.00	0.00	0.00	0.00
145 NOT USED	0.00	0.00	0.00	0.00	0.00
150 NOT USED	0.00	0.00	0.00	0.00	0.00
A GENERAL FUNDS Totals:	9,279.40	1,711.46	738.57	0.00	10,252.29
B ATHLETICS					
200 ATHLETICS	0.00	0.00	0.00	0.00	0.00
210 FOOTBALL	-4,717.32	0.00	0.00	0.00	-4,717.32
220 BASKETBALL	-2,474.06	0.00	279.76	0.00	-2,753.82
230 VOLLEYBALL	-4,336.83	0.00	0.00	0.00	-4,336.83
240 WRESTLING	-1,560.29	0.00	0.00	0.00	-1,560.29
250 CROSS COUNTRY	-252.25	0.00	0.00	0.00	-252.25
260 TRACK & FIELD	-192.33	0.00	0.00	0.00	-192.33
B ATHLETICS Totals:	-13,533.08	0.00	279.76	0.00	-13,812.84
C ACADEMIC CLUBS					
300 ANNUAL	912.43	0.00	0.00	0.00	912.43
305 ART CLUB	390.91	10.00	0.00	0.00	400.91
306 CHESS	0.00	0.00	0.00	0.00	0.00
310 DRAMA CLUB	347.76	0.00	0.00	0.00	347.76
313 WALKING CLUB	0.00	0.00	0.00	0.00	0.00
315 YOUTH TO YOUTH	-61.83	160.00	257.89	0.00	-159.72
317 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
318 MUSTANG MENTORS	0.00	0.00	0.00	0.00	0.00
320 SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
321 SCRAPBOOK CLUB	-96.79	0.00	0.00	0.00	-96.79
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 NOT USED	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:	1,599.74	170.00	257.89	0.00	1,511.85
D CLUBS AND ORGANIZATIONS					
400 STUDENT COUNCIL	620.07	1,198.39	1,380.00	0.00	438.46
D CLUBS AND ORGANIZATIONS Totals:	620.07	1,198.39	1,380.00	0.00	438.46
E SCHOOL CUSTODIAL ACCOUNTS					
500 ART PROJECTS	1,276.67	27.00	0.00	0.00	1,303.67
501 BAND CONTEST/CLINIC	0.00	0.00	0.00	0.00	0.00
502 SWING CHOIR	-85.65	25.00	0.00	0.00	-60.65
503 HONOR CHOIR	-46.50	0.00	0.00	0.00	-46.50

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
504 JAZZ BAND	-74.80	0.00	0.00	0.00	-74.80
505 NOT USED	0.00	0.00	0.00	0.00	0.00
506 6A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
507 6B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
508 7A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
509 7B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
510 8A FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
511 8B FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
512 8C FIELD TRIPS	0.00	0.00	0.00	0.00	0.00
515 FUND RAISING	32,846.80	0.00	0.00	0.00	32,846.80
520 GYM SUITS	29.30	0.00	0.00	0.00	29.30
525 HOME EC PROJECTS	122.84	26.55	0.00	0.00	149.39
526 HONORS BAND	-55.00	0.00	0.00	0.00	-55.00
527 HAL TRIPS	-291.48	12.00	24.00	0.00	-303.48
530 INDUSTRIAL ARTS PROJECTS	5,275.66	75.50	0.00	0.00	5,351.16
535 INSTRUMENT RENTAL	35.00	0.00	0.00	0.00	35.00
545 LIBRARY	2,414.79	51.60	241.18	0.00	2,225.21
550 LOCK	45.00	0.00	0.00	0.00	45.00
552 MATH/SCI SAT SCHOOL	0.00	0.00	0.00	0.00	0.00
555 OUTDOOR EDUCATION	-8,139.98	0.00	0.00	0.00	-8,139.98
560 SITE BASE PLAN	0.00	0.00	0.00	0.00	0.00
E SCHOOL CUSTODIAL ACCOUNTS Totals:	33,352.65	217.65	265.18	0.00	33,305.12
F DISTRICT CUSTODIAL ACCOUNTS					
600 NOT USED	0.00	0.00	0.00	0.00	0.00
620 NOT USED	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	-28,807.26	0.00	0.00	0.00	-28,807.26
710 INTEREST FROM SAVINGS	0.00	0.00	0.00	0.00	0.00
G INVESTMENTS Totals:	-28,807.26	0.00	0.00	0.00	-28,807.26
Q FIELD TRIP FEES					
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	0.00	0.00	0.00	0.00	0.00
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 FIELD TRIP	234.00	0.00	0.00	0.00	234.00
1555 OUTDOOR ED	7,695.00	0.00	0.00	0.00	7,695.00
Q FIELD TRIP FEES Totals:	7,929.00	0.00	0.00	0.00	7,929.00
R CLUB FEES					
2305 ART CLUB	350.00	0.00	0.00	0.00	350.00
2306 CHESS CLUB	0.00	0.00	0.00	0.00	0.00
2310 DRAMA CLUB	266.00	0.00	0.00	0.00	266.00
2313 WALKING CLUB	40.00	0.00	0.00	0.00	40.00
2315 YOUTH TO YOUTH	335.00	0.00	0.00	0.00	335.00
2321 SCRAPBOOK CLUB	160.00	5.00	0.00	0.00	165.00
2330 CROSS COUNTRY CLUB	0.00	0.00	0.00	0.00	0.00
2350 FORENSICS	0.00	0.00	0.00	0.00	0.00
2504 JAZZ BAND	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
2513 FIDDLE FEST	0.00	0.00	0.00	0.00	0.00
2526 HONORS BAND	55.00	0.00	0.00	0.00	55.00
2535 INSTRUMENT RENTAL	0.00	0.00	0.00	0.00	0.00
R CLUB FEES Totals:	1,206.00	5.00	0.00	0.00	1,211.00
S ATHLETIC FEES					
3010 FOOTBALL	2,102.00	0.00	0.00	0.00	2,102.00
3020 BASKETBALL	2,068.00	88.00	0.00	0.00	2,156.00
3030 VOLLEYBALL	1,562.00	0.00	0.00	0.00	1,562.00
3040 WRESTLING	0.00	242.00	0.00	0.00	242.00
3060 TRACK & FIELD	0.00	0.00	0.00	0.00	0.00
S ATHLETIC FEES Totals:	5,732.00	330.00	0.00	0.00	6,062.00
Report Totals:	17,378.52	3,632.50	2,921.40	0.00	18,089.62

Des A Pitt

*Julie Bartholomew
Bookkeeper*

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
100 Vending	3,433.81	1,865.35	299.69	-75.00	4,924.47
101 Coffee & Water Machines	107.90	0.00	149.95	0.00	-42.05
102 Building Beautification	2,457.22	0.00	0.00	0.00	2,457.22
103 Vending machines-staff	63.69	0.00	0.00	0.00	63.69
104 Freedom Shrine Donations	0.00	0.00	0.00	0.00	0.00
105 Dummy Account	0.00	0.00	0.00	0.00	0.00
110 General	767.64	0.00	59.79	0.00	707.85
149 Discretionary Spending	0.00	0.00	0.00	0.00	0.00
150 Sweatshirt Sales	363.45	0.00	0.00	0.00	363.45
A ACTIVITY GENERAL FUND Totals:	7,193.71	1,865.35	509.43	-75.00	8,474.63
B ATHLETICS/ACTIVITIES					
201 Athletics	-6,218.17	10.00	2,652.21	0.00	-8,860.38
202 Athletics Assistance from Rotary	578.50	0.00	0.00	0.00	578.50
203 Concert Supervision	0.00	0.00	0.00	0.00	0.00
B ATHLETICS/ACTIVITIES Totals:	-5,639.67	10.00	2,652.21	0.00	-8,281.88
C ACADEMIC CLUBS					
301 Yearbook	8,921.91	275.00	0.00	0.00	9,196.91
302 Swing/Girls' Choir	-5.00	0.00	0.00	0.00	-5.00
303 Jazz Band	0.00	0.00	0.00	0.00	0.00
C ACADEMIC CLUBS Totals:	8,916.91	275.00	0.00	0.00	9,191.91
D CLUBS AND ORGANIZATIONS					
401 Art Club	-527.37	0.00	0.00	390.24	-137.13
402 Chess Club	0.00	0.00	0.00	0.00	0.00
403 Computer Club	0.00	0.00	0.00	0.00	0.00
404 Drama Club	0.00	0.00	0.00	0.00	0.00
405 Environmental Club	0.00	0.00	0.00	0.00	0.00
406 Golf Club	0.00	0.00	0.00	0.00	0.00
407 Student Newspaper	0.00	0.00	0.00	0.00	0.00
408 Science Club	0.00	0.00	0.00	0.00	0.00
409 Home Ec Club	0.00	0.00	0.00	0.00	0.00
410 Student Council	1,221.76	1,733.05	1,903.31	0.00	1,051.50
411 Youth to Youth	1,676.14	0.00	0.00	0.00	1,676.14
413 Wits Clash/Knowledge Masters	114.00	0.00	5.98	0.00	108.02
414 Ski Club	0.00	0.00	0.00	0.00	0.00
415 Photography Club	0.00	0.00	0.00	0.00	0.00
416 Literary Club	0.00	0.00	0.00	0.00	0.00
417 Summer Opportunities	0.00	0.00	0.00	0.00	0.00
418 Spirit Club	0.00	0.00	0.00	0.00	0.00
419 Engineering Club	0.00	0.00	0.00	0.00	0.00
420 Japanese Club	20.34	0.00	22.12	0.00	-1.78
421 Dulcimer Club	0.00	0.00	0.00	0.00	0.00
D CLUBS AND ORGANIZATIONS Totals:	2,504.87	1,733.05	1,931.41	390.24	2,696.75
E ADMIN CUSTODIAL ACCOUNTS					
601 Employee Hospitality	553.98	822.50	907.20	0.00	469.28
603 Gym Fees	311.36	6.00	0.00	0.00	317.36
604 Art	523.70	0.00	0.00	-390.24	133.46
605 Book Fines	7,381.08	50.00	0.00	0.00	7,431.08
606 Library	1,329.62	0.00	93.25	0.00	1,236.37
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

ALL Data

Current Cash Balance Report

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
610 8th Grade Farewell	1,629.99	0.00	0.00	0.00	1,629.99
611 Directory Advertisements	0.00	0.00	0.00	0.00	0.00
612 Peer Tutor/Learning Center	0.00	0.00	0.00	0.00	0.00
618 Counseling	274.81	0.00	0.00	0.00	274.81
E ADMIN CUSTODIAL ACCOUNTS Totals:	12,004.54	878.50	1,000.45	-390.24	11,492.35
F ACADEMIC CUSTODIAL ACCOUNTS					
701 HAL	325.13	11.00	0.00	0.00	336.13
702 Industrial Technology	1,020.85	368.50	0.00	0.00	1,389.35
703 Home Economics	440.91	380.00	533.96	0.00	286.95
704 TEAM 6A	254.14	0.00	0.00	0.00	254.14
705 TEAM 6B	389.33	0.00	0.00	0.00	389.33
706 TEAM 7A	470.52	33.00	0.00	0.00	503.52
707 TEAM 7B	257.04	54.00	0.00	0.00	311.04
708 TEAM 8A	334.58	0.00	0.00	0.00	334.58
709 TEAM 8B	347.09	0.00	0.00	0.00	347.09
710 TEAM 7C	0.00	0.00	0.00	0.00	0.00
711 TEAM 6C	254.72	0.00	0.00	0.00	254.72
712 TEAM 8C	153.30	0.00	0.00	0.00	153.30
713 Field Trips - balance from prior years	1,457.73	0.00	0.00	0.00	1,457.73
714 6th grade field trips	-51.47	0.00	403.12	0.00	-454.59
715 7th grade field trips	198.70	0.00	15.27	0.00	183.43
716 8th grade field trips	-4,798.59	0.00	0.00	0.00	-4,798.59
717 Exploratory Teams	90.96	0.00	35.65	0.00	55.31
718 Packtime	0.00	0.00	0.00	0.00	0.00
719 Music	-139.48	0.00	24.13	0.00	-163.61
720 Orchestra	51.70	0.00	10.35	0.00	41.35
721 Band	0.00	0.00	0.00	0.00	0.00
722 Music field trips	0.00	195.00	484.74	0.00	-289.74
723 Orchestra field trips	0.00	0.00	0.00	0.00	0.00
724 Band field trips	0.00	0.00	0.00	0.00	0.00
725 HAL Field trips	-655.00	42.00	66.00	75.00	-604.00
726 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
727 Youth to Youth Field Trips	-2,259.00	0.00	0.00	0.00	-2,259.00
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	-1,856.84	1,083.50	1,573.22	75.00	-2,271.56
G DISTRICT CUSTODIAL ACCOUNTS					
800 Reimbursement account	0.00	0.00	0.00	0.00	0.00
801 Convention	0.00	0.00	0.00	0.00	0.00
802 Other District Custodial	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
H INVESTMENTS					
905 Interest on checking	460.04	35.59	0.00	0.00	495.63
H INVESTMENTS Totals:	460.04	35.59	0.00	0.00	495.63
I FUNDRAISERS					
1001 Auction	0.00	0.00	0.00	0.00	0.00
1002 MAGAZINE SALES	11,585.02	0.00	1,736.22	0.00	9,848.80
1003 Entertainment Books	6,679.67	50.00	0.00	0.00	6,729.67
1004 J.C. Penney	426.08	0.00	0.00	0.00	426.08
1005 Target donation	3,153.36	0.00	0.00	0.00	3,153.36
1006 Donations	4,629.42	20.84	0.00	0.00	4,650.26
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
1009 Russell Night at Moe's	146.49	0.00	0.00	0.00	146.49

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
I FUNDRAISERS Totals:	27,770.04	70.84	1,736.22	0.00	26,104.66
J PACKTIME ACCOUNTS					
1100 PACKTime 6th grade	0.00	0.00	0.00	0.00	0.00
1102 PACKTime 7th grade	0.00	0.00	0.00	0.00	0.00
1103 PACKTime 8th grade	0.00	0.00	0.00	0.00	0.00
J PACKTIME ACCOUNTS Totals:	0.00	0.00	0.00	0.00	0.00
Q Field Trip Fees					
1205 6A field trips/team days	0.00	215.00	0.00	0.00	215.00
1210 6B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1211 6C field trips	0.00	204.00	7.51	0.00	196.49
1215 7A Field trips/team day	0.00	0.00	9.73	0.00	-9.73
1220 7B Field trips/team day	0.00	0.00	0.00	0.00	0.00
1225 7C Field trips/team days	0.00	0.00	0.00	0.00	0.00
1230 8A Field trips/team days	1,770.00	0.00	0.00	0.00	1,770.00
1235 8B Field trip/team days	1,680.00	0.00	0.00	0.00	1,680.00
1240 8C Field trips/team days	662.00	0.00	0.00	0.00	662.00
1245 Foreign Language Field Trips	0.00	0.00	0.00	0.00	0.00
1250 Vocal Music Field Trips	0.00	0.00	0.00	0.00	0.00
1255 Orchestra Field Trips	0.00	0.00	0.00	0.00	0.00
1260 HAL Field Trips	578.00	24.00	0.00	0.00	602.00
1265 Band Field Trips	0.00	0.00	0.00	0.00	0.00
1270 Journalism Field Trips	0.00	0.00	0.00	0.00	0.00
1275 Student Council Field Trips	0.00	0.00	0.00	0.00	0.00
Q Field Trip Fees Totals:	4,690.00	443.00	17.24	0.00	5,115.76
R Clubs/Activities					
2401 Art Club	207.00	0.00	0.00	0.00	207.00
2402 Chess Club	0.00	0.00	0.00	0.00	0.00
2411 Youth to Youth	1,436.50	0.00	0.00	0.00	1,436.50
2420 Japanese Club	0.00	0.00	0.00	0.00	0.00
R Clubs/Activities Totals:	1,643.50	0.00	0.00	0.00	1,643.50
S Athletic Fees					
3201 Athletics	6,000.00	0.00	0.00	0.00	6,000.00
S Athletic Fees Totals:	6,000.00	0.00	0.00	0.00	6,000.00
Report Totals:	63,687.10	6,394.83	9,420.18	0.00	60,661.75

Principal signature Brian Begley Date 01-16-06
 Administrative Assistant signature Sherry K. Seidl

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ACTIVITY GENERAL FUND					
1 NOT IN USE	0.00	0.00	0.00	0.00	0.00
100 VENDING/C STORE REVENUES/OLD YEAR	77,313.12	0.00	774.95	0.00	76,538.17
101 FRESHMAN STAMPEDE	0.00	0.00	0.00	0.00	0.00
102 CANDY MACHINES	0.00	0.00	0.00	0.00	0.00
103 NOT IN USE 9/05	0.00	0.00	0.00	0.00	0.00
105 MUSTANG MANIA GRANTS	3,344.51	0.00	0.00	0.00	3,344.51
110 GENERAL	9,657.26	6.30	0.00	-36.00	9,627.56
115 PLC	780.72	0.00	0.00	0.00	780.72
120 ACTIVITIES SUPPORT	45,000.00	0.00	0.00	0.00	45,000.00
146 COKE/FOOD SERVICE	22,741.33	33,395.55	0.00	-2,911.00	53,225.88
150 NOT IN USE 9/5	0.00	0.00	0.00	0.00	0.00
170 INTEREST OF CD'S	61,490.32	1,800.66	0.00	0.00	63,290.98
180 INTEREST ON NOW ACCOUNT	12,330.54	113.53	0.00	0.00	12,444.07
185 INTEREST ON EAGLE FUND	19,876.19	38.47	0.00	0.00	19,914.66
190 MN SITE IMPROVEMENTS	7,877.53	0.00	5,915.00	0.00	1,962.53
A ACTIVITY GENERAL FUND Totals:	260,411.52	35,354.51	6,689.95	-2,947.00	286,129.08
B ATHLETICS/ACTIVITIES					
200 ACTIVITIES TRANSPORTATION	-12,652.92	0.00	5,313.11	0.00	-17,966.03
201 CONCESSIONS	18,512.74	3,068.81	5,155.72	0.00	16,425.83
202 ATHLETICS	189,698.61	12,281.04	10,906.30	0.00	191,073.35
203 SPORT FEES**	-36,280.09	0.00	12,843.60	0.00	-49,123.69
204 ACTIVITY TICKETS	19,952.00	335.00	0.00	0.00	20,287.00
205 ATHLETIC CLOTHING	10,685.87	0.00	0.00	-1,680.00	9,005.87
210 NHS PHYSICAL SCREENING	1,297.80	0.00	0.00	0.00	1,297.80
215 TEMPORARY HELP/ACT/ATHLETICS	130.00	0.00	0.00	0.00	130.00
220 ENTRY FEES	-2,584.00	0.00	861.00	0.00	-3,445.00
230 OFFICIALS	-14,012.31	0.00	2,630.44	0.00	-16,642.75
235 DEBATE TRANSPORTATION**	-1,095.19	0.00	673.24	0.00	-1,768.43
240 FORENSIC TRANSPORTATION**	-234.20	0.00	1,356.90	0.00	-1,591.10
250 BAND/ORCHESTRA TACT **	-2,637.65	0.00	102.71	0.00	-2,740.36
260 CHORAL TRANSPORTATION**	663.72	0.00	513.55	0.00	150.17
B ATHLETICS/ACTIVITIES Totals:	171,444.38	15,684.85	40,356.57	-1,680.00	145,092.66
C ACADEMIC CLUBS					
301 DECA**	-4,828.17	1,410.00	0.00	0.00	-3,418.17
302 FRENCH CLUB	1,352.00	1,284.00	1,305.79	0.00	1,330.21
303 LATIN CLUB	261.28	0.00	22.00	0.00	239.28
304 AP BIOLOGY	0.00	0.00	0.00	0.00	0.00
305 SPANISH CLUB	-1,888.95	1,397.68	1,203.08	0.00	-1,694.35
307 GERMAN CLUB	-351.58	380.00	397.79	0.00	-369.37
308 YEARBOOK/STAMPEDE	13,299.59	80.00	0.00	0.00	13,379.59
309 NEWSPAPER/HOOFBEAT	5,301.87	360.00	0.00	0.00	5,661.87
311 ASTRONOMY CLUB	15.00	0.00	0.00	0.00	15.00
312 DECA COOKIE ACCOUNT	605.60	0.00	0.00	0.00	605.60
314 HISTORY CLUB**	-2,698.22	200.49	0.00	0.00	-2,497.73
315 SPIRIT SHOP	17,693.85	1,432.25	0.00	0.00	19,126.10
316 FCCLA**	6,615.13	672.68	691.35	0.00	6,596.46
317 FEA	86.10	0.00	0.00	0.00	86.10
320 WRITER'S CLUB	0.00	0.00	0.00	0.00	0.00
325 VIA	343.16	0.00	0.00	0.00	343.16
524 MULTI-CAT	725.00	0.00	0.00	55.00	780.00
614 BROADCAST CLUB	485.50	31.67	0.00	-55.00	462.17

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
615 VICA**	1,460.45	948.15	436.21	0.00	1,972.39
C ACADEMIC CLUBS Totals:	38,477.61	8,196.92	4,056.22	0.00	42,618.31
D CLUBS AND ORGANIZATIONS					
310 VARSITY CHEER FUNDRAISER	0.00	0.00	0.00	0.00	0.00
400 JV CHEER FUNDRAISER	100.00	0.00	0.00	0.00	100.00
401 CANCER FUND	0.00	0.00	0.00	0.00	0.00
402 CHEER-UNIFORMS**	-2,886.04	428.70	379.15	0.00	-2,836.49
403 DAIRY COUNCIL OF NE	0.00	0.00	0.00	0.00	0.00
404 CHEER-FUNDRAISER	44.00	0.00	0.00	0.00	44.00
405 DANCE UNIFORMS**	139.92	0.00	0.00	0.00	139.92
406 DANCE TEAM FUNDRAISER	-3.67	0.00	0.00	0.00	-3.67
407 BASEBALL	590.39	0.00	168.10	0.00	422.29
408 THESPIAN/DRAMA CLUB	586.03	1,355.10	987.21	-180.00	773.92
409 CHESS CLUB	178.66	260.31	126.39	0.00	312.58
410 CROSS COUNTRY FR	38.31	0.00	0.00	0.00	38.31
411 FOOTBALL FR	943.77	0.00	744.26	0.00	199.51
412 BOYS TRACK FR	697.97	0.00	0.00	0.00	697.97
413 HOSA	0.00	0.00	0.00	0.00	0.00
414 GIRLS GOLF F/R	1,321.56	0.00	0.00	0.00	1,321.56
415 COLORGUARD UNIFORMS	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	1,667.02	0.00	670.50	0.00	996.52
419 SOFTBALL FR	259.40	0.00	0.00	0.00	259.40
420 SWIM FR	396.34	0.00	0.00	0.00	396.34
421 TENNIS FR	-0.50	0.00	0.00	0.00	-0.50
422 GIRLS TRACK FR	7,793.31	1,835.00	6,856.33	1,680.00	4,451.98
423 VOLLEYBALL FUNDRAISER	1,161.46	0.00	302.41	0.00	859.05
425 LITERARY MAGAZINE	1,230.89	0.00	0.00	0.00	1,230.89
426 BAND**	4,203.05	0.00	421.16	0.00	3,781.89
427 FLAGS	2,474.48	0.00	856.65	0.00	1,617.83
428 ENVIRONMENTAL	0.00	0.00	0.00	0.00	0.00
429 AMNESTY INTERNATIONAL	57.64	0.00	0.00	0.00	57.64
430 CHORAL**	2,301.33	998.50	1,082.91	0.00	2,216.92
431 ORCHESTRA**	1,015.42	50.00	103.80	0.00	961.62
432 STUDENT COUNCIL	21,093.10	1,485.00	6,783.75	0.00	15,794.35
433 JCB CONTINGENCY FUND	2,000.00	0.00	0.00	0.00	2,000.00
434 JUNIOR CLASS	8,162.97	0.00	13.89	0.00	8,149.08
435 SENIOR CLASS	3,743.95	0.00	0.00	0.00	3,743.95
436 UNITI	100.00	0.00	0.00	0.00	100.00
437 NATIONAL HONOR SOCIETY**	2,766.23	3,348.00	167.97	0.00	5,946.26
438 MUSTANGS MAKING A DIFFERENCE	0.00	0.00	0.00	0.00	0.00
441 NOT IN USE 10/03	0.00	0.00	0.00	0.00	0.00
445 NOT IN USE 3/04	0.00	0.00	0.00	0.00	0.00
450 INTRAMURALS**	669.45	0.00	100.00	0.00	569.45
456 BOYS GOLF F/R	821.47	0.00	0.00	0.00	821.47
458 NOT IN USE 8/03	0.00	0.00	0.00	0.00	0.00
459 BOYS BASKETBALL CAMP	1,145.73	0.00	916.83	0.00	228.90
460 MN/RITZ BB BOOSTER	191.37	0.00	0.00	0.00	191.37
466 WRESTLING FUNDRAISER	1,665.84	1,720.00	1,877.88	0.00	1,507.96
470 MN/BAHE BB BOOSTERS	0.29	0.00	0.00	0.00	0.29
477 MILLARD BASKETBALL/OC	5.89	0.00	0.00	0.00	5.89
480 BAND TRIP/FR	-105,749.45	12,176.00	0.00	0.00	-93,573.45

Current Cash Balance Report

61

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
500 NFL ACCOUNT	10,103.04	405.59	4,281.94	0.00	6,226.69
505 FROEMMING/MEMORIAL	184.68	0.00	0.00	0.00	184.68
510 HANDICAP SWIM	250.00	0.00	0.00	0.00	250.00
515 JAPANESE CLUB	747.35	674.00	85.20	0.00	1,336.15
520 GIRLS BASKETBALL CAMP	2,566.06	0.00	232.00	0.00	2,334.06
525 MN GIRLS JV BASKETBALL LEAGUE	356.94	0.00	0.00	0.00	356.94
526 DISASTER RELIEF	323.34	0.00	323.34	0.00	0.00
600 GIRLS SOCCER CAMP	90.00	0.00	0.00	0.00	90.00
D CLUBS AND ORGANIZATIONS Totals:	-22,120.94	24,736.20	27,481.67	1,500.00	-23,366.41
E ADMIN CUSTODIAL ACCOUNTS					
601 COURTESY	1,431.26	0.00	40.00	0.00	1,391.26
602 CAREER DEVELOPMENT	2,954.09	0.00	0.00	0.00	2,954.09
603 PARKING STICKERS	56,936.90	65.00	0.00	0.00	57,001.90
604 PARKING FINES	0.00	0.00	0.00	0.00	0.00
605 FIELDTRIPS**	-770.14	0.00	506.09	0.00	-1,276.23
606 AFTER PROM	0.00	0.00	0.00	0.00	0.00
607 ART	1,649.83	0.00	163.54	0.00	1,486.29
608 GYM FEES	12,511.94	7.00	0.00	0.00	12,518.94
609 ART/SCHIMENTI	298.50	0.00	86.00	0.00	212.50
610 BOOK FINES & OTHER UNPAID OBLIGATIONS	14,504.39	12.60	0.00	0.00	14,516.99
611 INDUSTRIAL TECH	2,697.37	347.18	655.99	0.00	2,388.56
612 STAFF LOUNGE	676.71	0.00	842.00	2,911.00	2,745.71
613 LIBRARY	509.48	65.94	142.55	0.00	432.87
616 TRANSCRIPT FEES	5,482.19	0.00	61.28	0.00	5,420.91
617 POOL	7,173.06	0.00	292.50	0.00	6,880.56
618 EUROPEAN BOOKS	170.16	0.00	0.00	0.00	170.16
619 AP FRENCH WORKBOOKS	14.00	0.00	0.00	0.00	14.00
620 NOT IN USE 9/1/04	0.00	0.00	0.00	0.00	0.00
621 PE FIELDTRIPS	-172.34	0.00	349.98	0.00	-522.32
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**	4,329.78	0.00	0.00	0.00	4,329.78
626 NOT IN USE 9/1/04	0.00	0.00	0.00	0.00	0.00
627 NOT IN USE 9/1/04	0.00	0.00	0.00	0.00	0.00
628 ENGLISH/MISCELLANEOUS	112.00	0.00	0.00	0.00	112.00
629 IB **	-13,512.00	0.00	0.00	0.00	-13,512.00
670 MARQUEE	391.98	0.00	0.00	0.00	391.98
675 SALBERG FIELDTRIPS	-462.69	0.00	537.65	0.00	-1,000.34
680 OTT FIELDTRIPS	-334.48	0.00	356.34	0.00	-690.82
E ADMIN CUSTODIAL ACCOUNTS Totals:	96,729.00	497.72	4,033.92	2,911.00	96,103.80
F ACADEMIC CUSTODIAL ACCOUNTS					
300 DEBATE	-1,921.54	2,273.00	1,543.80	0.00	-1,192.34
321 DRAMA	-1,540.58	770.81	469.43	180.00	-1,059.20
622 SPEECH	6,052.42	347.20	851.50	0.00	5,548.12
701 MANTARO/GRANT	0.00	0.00	0.00	0.00	0.00
750 FCS	552.31	0.00	0.00	0.00	552.31
755 SENIOR CLASS ACTIVITIES	8,739.86	0.00	0.00	0.00	8,739.86
760 NOT IN USE	0.00	0.00	0.00	0.00	0.00
770 ADVERTISING	8,777.04	0.00	0.00	0.00	8,777.04
F ACADEMIC CUSTODIAL ACCOUNTS Totals:	20,659.51	3,391.01	2,864.73	180.00	21,365.79

ALL Data

Current Cash Balance Report

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
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	153.97	9.00	162.97	36.00	36.00
827 PHYSICS	20.53	0.00	0.00	0.00	20.53
872 NOT IN USE 9/02	0.00	0.00	0.00	0.00	0.00
G DISTRICT CUSTODIAL ACCOUNTS Totals:	<u>174.50</u>	<u>9.00</u>	<u>162.97</u>	<u>36.00</u>	<u>56.53</u>
S BANKING					
999 STARTING CASH	-500.00	1,800.00	3,100.00	0.00	-1,800.00
S BANKING Totals:	<u>-500.00</u>	<u>1,800.00</u>	<u>3,100.00</u>	<u>0.00</u>	<u>-1,800.00</u>
Z INVESTMENTS					
900 CERTIFICATES OF DEPOSITS	-400,418.16	0.00	1,443.76	0.00	-401,861.92
905 MM EAGLE FUND	-19,876.19	0.00	38.47	0.00	-19,914.66
Z INVESTMENTS Totals:	<u>-420,294.35</u>	<u>0.00</u>	<u>1,482.23</u>	<u>0.00</u>	<u>-421,776.58</u>
Report Totals:	<u>144,981.23</u>	<u>89,670.21</u>	<u>90,228.26</u>	<u>0.00</u>	<u>144,423.18</u>

1/11/06 *John J. Neumann AC*
 1-12-06 *Reck Stukheiser*

0.*

144,423.18+

204,007.30+

002

348,430.48*+

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRA CURRICULAR					
1000 FIELDTRIPS	2,287.75	0.00	0.00	0.00	2,287.75
1002 PE FIELDTRIPS	463.75	139.00	0.00	0.00	602.75
1005 BAND TRIP	118,180.00	2,350.00	0.00	0.00	120,530.00
1010 DC TRIP	4,984.00	0.00	0.00	0.00	4,984.00
1012 HISTORY CLUB TRIP	1,120.00	0.00	0.00	0.00	1,120.00
1013 ORCHESTRA TRIP	0.00	0.00	0.00	0.00	0.00
1015 FIELDTRIP/OTT	950.00	0.00	0.00	-362.74	587.26
1020 FIELDTRIP/SALBERG	1,806.00	0.00	0.00	-805.00	1,001.00
2000 MUSIC ALLSTATE FEES	1,340.00	0.00	0.00	0.00	1,340.00
2005 CHEER/DANCE CAMP	0.00	0.00	0.00	0.00	0.00
2010 CHORAL TRIP	0.00	0.00	0.00	0.00	0.00
2015 NOT IN USE 04-05	0.00	0.00	0.00	0.00	0.00
2020 DECA	1,550.00	0.00	0.00	0.00	1,550.00
2025 FRENCH CLUB	0.00	0.00	0.00	0.00	0.00
2030 FCCLA	1,947.00	0.00	0.00	0.00	1,947.00
2035 DEBATE NATIONALS	0.00	0.00	0.00	0.00	0.00
2040 FORENSIC NATIONALS	0.00	0.00	0.00	0.00	0.00
2050 INTRAMURALS	0.00	354.00	0.00	0.00	354.00
2060 NATIONAL HONOR SOCIETY	0.00	0.00	0.00	0.00	0.00
2070 VICA	0.00	0.00	0.00	0.00	0.00
2307 GERMAN CLUB	462.00	0.00	0.00	0.00	462.00
3030 LATIN CLUB FEES	0.00	0.00	0.00	0.00	0.00
3050 SPANISH CLUB	2,822.80	0.00	0.00	0.00	2,822.80
4080 THESPIAN/DRAMA CLUB	0.00	659.00	0.00	0.00	659.00
4230 SUBS FOR FIELDTRIPS	555.00	0.00	0.00	1,167.74	1,722.74
5000 ATHLETIC SPORT FEE	42,215.00	230.00	0.00	0.00	42,445.00
5001 NFL NATIONALS	0.00	0.00	0.00	0.00	0.00
5150 JAPANESE	0.00	0.00	0.00	0.00	0.00
5230 ONE ACT PLAY	220.00	0.00	0.00	0.00	220.00
5235 DEBATE PARTICIPATION	700.00	0.00	0.00	0.00	700.00
5240 FORENSIC PARTICIPATION	3,200.00	230.00	0.00	0.00	3,430.00
5250 NOT IN USE 04-05	0.00	0.00	0.00	0.00	0.00
5260 CHORAL PARTICIPATION	1,615.00	0.00	0.00	0.00	1,615.00
A EXTRA CURRICULAR Totals:	186,418.30	3,962.00	0.00	0.00	190,380.30
B POST SECONDARY EDUCATION					
6625 AP EXAM FEES	0.00	0.00	0.00	0.00	0.00
6629 IB EXAM FEES	13,627.00	0.00	0.00	0.00	13,627.00
B POST SECONDARY EDUCATION Totals:	13,627.00	0.00	0.00	0.00	13,627.00
Report Totals:	200,045.30	3,962.00	0.00	0.00	204,007.30

11/11/06
1-12-06
Rick Steinhilber A.C.

0**

204,007.30+

144,423.18+

002

348,430.48**+

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A GENERAL ACCOUNT EXPENSES					
103 Candy & Pop Refund	-200.00	0.00	0.00	0.00	-200.00
109 Public Relations	-5,499.55	0.00	358.90	0.00	-5,858.45
115 General Supplies (Internal)	-66.09	0.00	0.00	0.00	-66.09
117 Damage and Loss Property	0.00	0.00	0.00	0.00	0.00
120 Extracurr Transportation	-6,814.40	0.00	4,479.48	59.78	-11,234.10
121 Athletic Transportation	-8,432.43	0.00	4,229.73	0.00	-12,662.16
140 Technology	0.00	0.00	0.00	0.00	0.00
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	-222.77	0.00	45.00	0.00	-267.77
144 Pride Time	-513.98	0.00	34.95	0.00	-548.93
145 Community Counselor Support	0.00	0.00	0.00	0.00	0.00
146 Academic Awards	139.68	0.00	0.00	0.00	139.68
147 Activity Support/Projects	-6,686.94	0.00	2,062.64	0.00	-8,749.58
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	-720.48	0.00	487.18	0.00	-1,207.66
154 National Competition	0.00	0.00	0.00	0.00	0.00
160 Replacement Account	0.00	0.00	0.00	0.00	0.00
162 Activity/Sped	0.00	0.00	0.00	0.00	0.00
166 Statagic Plan (Wellness)	956.85	470.00	296.97	0.00	1,129.88
199 Miscellaneous Bank Charges	0.00	0.00	0.00	0.00	0.00
A GENERAL ACCOUNT EXPENSES Totals:	-28,060.11	470.00	11,994.85	59.78	-39,525.18
B GENERAL ACCOUNT REVENUE					
100 Vending Machines-Coca-Cola	47,804.80	19,910.24	0.00	0.00	67,715.04
101 Vending Machines-Candy	0.00	0.00	0.00	0.00	0.00
102 Bank Charge Revenue	0.00	0.00	0.00	0.00	0.00
104 Staff Coke Fund	-7,666.94	0.00	255.28	0.00	-7,922.22
105 Sanitary Machines	15.50	0.00	0.00	0.00	15.50
110 Replacement Fund	0.00	0.00	0.00	0.00	0.00
152 Other Revenue	-3,241.89	0.00	0.00	0.00	-3,241.89
153 Graduation Revenue	0.00	0.00	0.00	0.00	0.00
155 PAYBAC Partners	876.69	0.00	0.00	0.00	876.69
156 Scholarships	0.00	0.00	0.00	0.00	0.00
158 Capital Outlay	4,593.10	0.00	0.00	0.00	4,593.10
159 Patriot Pride	320.00	0.00	0.00	0.00	320.00
180 Building Revenue	0.00	0.00	0.00	0.00	0.00
185 C Store Revenue (Convenience store)	0.00	0.00	0.00	0.00	0.00
189 American Flag Donations	0.00	0.00	183.04	0.00	-183.04
190 Misc. Bank Credit Adjusments	100.00	0.00	0.00	0.00	100.00
901 Interest on Bus MM	366.71	71.72	0.00	0.00	438.43
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 ACCOUNT REVENUE Totals:	43,167.97	19,981.96	438.32	0.00	62,711.61
C ATHLETICS					
201 Concessions	24,737.15	2,799.50	4,015.08	0.00	23,521.57
202 Athletics	5,637.97	653.67	1,365.73	0.00	4,925.91
204 Athletic Clothing	0.00	0.00	0.00	0.00	0.00
205 Letter Jackets	160.00	0.00	0.00	0.00	160.00
206 Athletic Tickets	13,625.00	0.00	0.00	0.00	13,625.00

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
207 Participation Fee	0.00	0.00	0.00	0.00	0.00
210 Athletic Capital Outlay	154,413.08	0.00	18,350.99	0.00	136,062.09
211 Activities	-470.00	0.00	0.00	0.00	-470.00
212 Athletic Fundraisers	0.00	0.00	0.00	0.00	0.00
213 Summer Clinics	0.00	0.00	0.00	0.00	0.00
214 Little Dribblers	0.00	0.00	0.00	0.00	0.00
220 Football	10,018.57	0.00	826.70	0.00	9,191.87
221 Volleyball	-811.86	0.00	0.00	0.00	-811.86
222 Softball	-3,133.57	0.00	0.00	0.00	-3,133.57
223 Tennis (Boys)	-1,636.09	0.00	193.70	0.00	-1,829.79
224 Tennis (Girls)	0.00	0.00	0.00	0.00	0.00
225 Golf (Boys)	-559.40	0.00	0.00	0.00	-559.40
226 Golf (Girls)	-1,160.75	0.00	0.00	0.00	-1,160.75
227 Wrestling	-2,159.28	735.00	1,705.91	0.00	-3,130.19
228 Soccer (Boys)	-1,380.30	0.00	0.00	0.00	-1,380.30
229 Soccer (Girls)	-224.09	0.00	0.00	0.00	-224.09
230 Baseball	-2,214.97	0.00	210.00	0.00	-2,424.97
231 Cross Country (B&G)	-647.84	0.00	0.00	0.00	-647.84
232 Basketball (B&G)	-3,452.73	2,414.00	2,852.09	0.00	-3,890.82
233 Track (B&G)	-2,334.42	0.00	0.00	0.00	-2,334.42
234 Swimming (B&G)	-3,119.77	350.00	499.06	0.00	-3,268.83
240 Athletic Training	-1,125.25	0.00	0.00	0.00	-1,125.25
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
915 Interest-Athletic Activity MM	366.69	71.72	0.00	0.00	438.41
2200 Summer Football	2,822.16	0.00	107.35	0.00	2,714.81
2221 Summer Volleyball	4,310.43	0.00	0.00	0.00	4,310.43
2222 Summer Softball	1,761.15	0.00	0.00	0.00	1,761.15
2228 Summer Boys Soccer	43.87	0.00	0.00	0.00	43.87
2229 Summer Girls Soccer	196.98	0.00	0.00	0.00	196.98
2230 Summer Baseball	0.00	0.00	0.00	0.00	0.00
2231 Summer Girls Basketball	4,022.25	0.00	0.00	0.00	4,022.25
2232 Summer Boys Basketball	1,225.67	0.00	1,015.95	0.00	209.72
C ATHLETICS Totals:	198,910.65	7,023.89	31,142.56	0.00	174,791.98
D ORGANIZATIONS AND CLUBS					
301 DECA	-11,144.45	3,506.99	4,405.94	0.00	-12,043.40
302 French Club	2,961.79	573.60	285.00	0.00	3,250.39
305 Spanish Club	117.41	119.00	0.00	0.00	236.41
307 German Club	1,563.26	742.00	21.83	0.00	2,283.43
310 National Forensics League	4,273.96	2,530.00	2,276.60	0.00	4,527.36
311 Environmental Club	380.56	0.00	0.00	0.00	380.56
312 Forensics Club	160.96	15.00	0.00	0.00	175.96
314 Newspaper	7,634.88	418.86	56.91	0.00	7,996.83
315 Debate Club	155.18	0.00	0.00	0.00	155.18
316 Art Club	163.54	0.00	0.00	0.00	163.54
317 Play Production	9,657.37	0.00	323.43	0.00	9,333.94
318 Thespians	-10.00	0.00	0.00	0.00	-10.00
319 Athletic Trainers	1,489.06	0.00	2,159.65	0.00	-670.59
385 Culinary Competition	143.23	0.00	0.00	0.00	143.23
395 Fashion Merchandising	5.08	0.00	0.00	0.00	5.08
399 Auditorium Manager	-2,764.69	0.00	1,890.69	0.00	-4,655.38
409 Band Dept Trips	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
410 Band	7,991.07	0.00	2,699.63	0.00	5,291.44
411 Choir	5,385.02	805.00	0.00	0.00	6,190.02
412 Orchestra	-10,128.11	630.00	750.00	0.00	-10,248.11
413 Entertainment 2000	11,752.50	0.00	0.00	0.00	11,752.50
414 Band Fundraising	14,796.00	0.00	0.00	0.00	14,796.00
415 Choir Fundraising	11,426.58	0.00	0.00	0.00	11,426.58
416 Orchestra Fundraising	142.28	0.00	0.00	0.00	142.28
417 Music Trip (NY)	0.00	0.00	0.00	0.00	0.00
481 Senior Class	728.17	0.00	0.00	0.00	728.17
482 Junior Class	4,171.94	0.00	0.00	0.00	4,171.94
484 Post Prom Security	0.00	0.00	0.00	0.00	0.00
499 VICA-Skills USA	937.56	0.00	0.00	0.00	937.56
500 STARS	0.00	0.00	0.00	0.00	0.00
501 Student Council	9,449.93	1,130.00	348.93	0.00	10,231.00
502 National Honor Society	5,702.33	0.00	0.00	0.00	5,702.33
503 Drama Club	404.37	0.00	0.00	0.00	404.37
504 Literary Magazine	533.61	0.00	0.00	0.00	533.61
505 GoMadd	336.92	0.00	0.00	0.00	336.92
506 Chess Club	287.84	0.00	0.00	0.00	287.84
515 Dance Team	1,075.90	2,600.00	0.00	0.00	3,675.90
516 Cheerleading-Varsity	105.10	2,110.60	2,110.60	0.00	105.10
517 Cheerleading-JV	-17.01	0.00	42.80	0.00	-59.81
518 Cheerleading-Freshman	-2.04	0.00	0.00	0.00	-2.04
519 Cheerleading Uniforms/Summer Camp	882.37	65.00	0.00	0.00	947.37
525 Prior Yrs Yearbook	6,661.14	0.00	0.00	0.00	6,661.14
526 Yearbook 04-05	6,142.61	0.00	0.00	0.00	6,142.61
527 Yearbook 05-06	4,093.00	0.00	0.00	0.00	4,093.00
555 FCCLA	188.06	317.00	144.80	-59.78	300.48
556 Future Educators of America	0.00	0.00	0.00	0.00	0.00
560 Patriot Post	21,563.70	4,730.46	6,180.20	0.00	20,113.96
590 Diversity Club	0.00	0.00	0.00	0.00	0.00
D ORGANIZATIONS AND CLUBS Totals:	119,397.98	20,293.51	23,697.01	-59.78	115,934.70
E ADMINISTRATIVE CUSTODIAL					
599 Intramurals	11.10	0.00	0.00	0.00	11.10
601 Staff Courtesy Fund	1,572.50	0.00	60.00	0.00	1,512.50
602 Parking	20,539.61	680.00	8,503.70	0.00	12,715.91
603 Field Trips	-950.05	0.00	237.56	0.00	-1,187.61
604 Physical Education Fund	0.00	0.00	0.00	0.00	0.00
605 Pool Maintenance	2,795.02	0.00	0.00	0.00	2,795.02
606 Art Fees	30.12	0.00	0.00	0.00	30.12
607 Book Fines	13,745.55	161.00	0.00	0.00	13,906.55
610 Information Center	152.19	0.00	0.00	0.00	152.19
611 Advanced Placement	1,537.00	0.00	0.00	0.00	1,537.00
614 Transcript and Test Fees	2,214.02	132.00	0.00	0.00	2,346.02
616 Clearing Account	0.00	5.00	5.00	0.00	0.00
617 Shop Fees	0.00	0.00	0.00	0.00	0.00
618 Musical Production	0.00	0.00	0.00	0.00	0.00
621 Graphics Tech	5.00	0.00	0.00	0.00	5.00
622 Construction Tech	2,983.11	0.00	0.00	0.00	2,983.11
623 Manufacturing Tech	404.54	137.90	0.00	0.00	542.44
624 Foundation Tech	164.82	0.00	0.00	0.00	164.82
625 Science Replacements	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Arranged by:

Group ID and Activity Number

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
627 English Replacements	0.00	0.00	0.00	0.00	0.00
628 Athletic Trainers Class	0.25	0.00	0.00	0.00	0.25
630 Social Studies Texts	1,852.24	0.00	0.00	0.00	1,852.24
632 Lock Replacement	236.38	35.00	0.00	0.00	271.38
635 Library Book Fines	307.48	73.32	166.06	0.00	214.74
636 Freshman Transition Day	0.00	0.00	0.00	0.00	0.00
640 Student ID Card Fee	2,502.50	671.00	0.00	0.00	3,173.50
642 Parenting Support	0.00	0.00	0.00	0.00	0.00
645 Family Consumer Science	-81.47	0.00	72.67	0.00	-154.14
648 MOBA Playhouse	1,308.00	0.00	0.00	0.00	1,308.00
650 Fast Forward	0.00	0.00	0.00	0.00	0.00
656 Technology Magnet	7.64	0.00	0.00	0.00	7.64
658 Display Cases	0.00	0.00	0.00	0.00	0.00
660 PAEMST-Science National Award	354.97	0.00	0.00	0.00	354.97
680 New Frontier (Grants/Donations)	12.03	0.00	0.00	0.00	12.03
681 New Frontier Chuck Wagon	2.71	0.00	0.00	0.00	2.71
682 New Frontier Activity	-123.66	28.60	147.00	0.00	-242.06
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	686.87	0.00	0.00	0.00	686.87
687 Next Frontier	0.00	0.00	0.00	0.00	0.00
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:	52,270.47	1,923.82	9,191.99	0.00	45,002.30
F DISTRICT CUSTODIAL					
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
215 Athletic Bank Charges	0.00	0.00	0.00	0.00	0.00
216 Athletic Booster Club	0.00	0.00	0.00	0.00	0.00
218 Candy Revenue	0.00	0.00	0.00	0.00	0.00
235 Gymnastics (B&G)	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
400 (D) Music	0.00	0.00	0.00	0.00	0.00
401 (D) Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00
402 (D) Cheerleading - Jr Varsity	0.00	0.00	0.00	0.00	0.00
403 (D) Cheerleading - Freshman	0.00	0.00	0.00	0.00	0.00
404 Cheerleading - Wrestling	0.00	0.00	0.00	0.00	0.00
405 (D) Dance Team	0.00	0.00	0.00	0.00	0.00
508 Yearbook 1996-97	0.00	0.00	0.00	0.00	0.00
509 Yearbook 1997-98	0.00	0.00	0.00	0.00	0.00
510 Yearbook 1998-99	0.00	0.00	0.00	0.00	0.00
511 Cheerleading - Varsity	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

ALL Data

Affanged by:

Date: 12/01/2005 thru 12/31/2005

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
521 Yearbook 1999-00	0.00	0.00	0.00	0.00	0.00
522 Yearbook 2000-01	0.00	0.00	0.00	0.00	0.00
523 Yearbooks 01-02	0.00	0.00	0.00	0.00	0.00
524 Yearbook 02-03	0.00	0.00	0.00	0.00	0.00
561 Patriot Post Start Up	0.00	0.00	0.00	0.00	0.00
600 Intramurals Fundraising	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
615 Close-Up	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
629 Book Club	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
638 ESL Grant	0.00	0.00	0.00	0.00	0.00
655 MSAAS	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
801 Drivers Education	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
917 Interest on Athletic Checking	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	-2,700.00	3,600.00	1,800.00	0.00	-900.00
S Banking Totals:	<u>-2,700.00</u>	<u>3,600.00</u>	<u>1,800.00</u>	<u>0.00</u>	<u>-900.00</u>
Z INVESTMENTS					
900 Preferred Bus Money Market	-104,226.01	0.00	71.72	0.00	-104,297.73
914 Athletic Bus Money Market	-104,219.13	0.00	71.72	0.00	-104,290.85
Z INVESTMENTS Totals:	<u>-208,445.14</u>	<u>0.00</u>	<u>143.44</u>	<u>0.00</u>	<u>-208,588.58</u>
Report Totals:	<u>174,541.82</u>	<u>53,293.18</u>	<u>78,408.17</u>	<u>0.00</u>	<u>149,426.83</u>

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A Extracurricular Activities					
1000 Field Trips	982.00	144.00	0.00	0.00	1,126.00
2000 Band Cleaning Fee	0.00	0.00	0.00	0.00	0.00
2005 Choir Cleaning Fee	0.00	0.00	0.00	0.00	0.00
2301 DECA	10,869.90	1,020.00	0.00	0.00	11,889.90
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
2310 National Forensics League	0.00	0.00	0.00	0.00	0.00
2312 Forensics	0.00	0.00	0.00	0.00	0.00
2314 Newspaper Trip	1,400.00	0.00	0.00	0.00	1,400.00
2315 Debate Membership	0.00	0.00	0.00	0.00	0.00
2317 Play Fees	735.00	0.00	0.00	0.00	735.00
2318 Thespian club	0.00	0.00	0.00	0.00	0.00
2319 Athletic Trainers Trip	0.00	1,300.00	0.00	0.00	1,300.00
2395 Fashion Merchandising	0.00	0.00	0.00	0.00	0.00
2409 Band Trip	0.00	0.00	0.00	0.00	0.00
2411 Choir Trip	0.00	0.00	0.00	0.00	0.00
2412 Orchestra Trip	12,400.00	2,100.00	0.00	0.00	14,500.00
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	0.00	290.00	0.00	0.00	290.00
2556 FEA	0.00	0.00	0.00	0.00	0.00
2560 Patriot Post Trip	0.00	1,040.00	0.00	0.00	1,040.00
2599 Intramurals	0.00	910.00	0.00	0.00	910.00
3000 Summer Athletic Camps	0.00	0.00	0.00	0.00	0.00
4000 Advanced Placement Tests	0.00	0.00	0.00	0.00	0.00
4050 Peru Early Entry	0.00	0.00	0.00	0.00	0.00
5000 Sport Participating Fee	28,620.00	305.00	0.00	0.00	28,925.00
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	375.00	0.00	0.00	375.00
5060 Show Choir Participating Fee	0.00	0.00	0.00	0.00	0.00
A Extracurricular Activities Totals:	55,006.90	7,484.00	0.00	0.00	62,490.90
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
G Inactive					
5050 Forensics Participating Fee	0.00	0.00	0.00	0.00	0.00
G Inactive Totals:	0.00	0.00	0.00	0.00	0.00
Report Totals:	55,006.90	7,484.00	0.00	0.00	62,490.90

Current Cash Balance Report

ALL Data

Date: 12/01/2005 thru 12/31/2005

70
Arranged by:

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A ADMINISTRATIVE					
100 GENERAL ACTIVITY FUND	206.27	0.00	827.49	0.00	-621.22
105 PRINCIPALS ADMIN	12,498.01	125.00	1,322.85	-1,150.00	10,150.16
110 BUILDING MAINTENANCE	1,042.18	1,346.75	85.92	0.00	2,303.01
120 AP EXAMS	6,935.96	0.00	0.00	0.00	6,935.96
122 BIKE FOR BEN	0.00	0.00	0.00	0.00	0.00
125 ADMIN SPECIAL PROJECTS	0.00	0.00	0.00	0.00	0.00
130 COURTESY FUND	266.11	0.00	0.00	0.00	266.11
135 DONATIONS - SR CLASS	4,201.70	0.00	0.00	0.00	4,201.70
138 ELECTRONIC MSG BOARD	0.00	0.00	0.00	0.00	0.00
142 GIFTED	1,472.34	0.00	0.00	0.00	1,472.34
145 GUIDANCE	1,728.67	185.00	505.61	0.00	1,408.06
150 INFORMATION CENTER	166.44	36.00	57.18	0.00	145.26
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	1,006.71	165.00	0.00	0.00	1,171.71
160 PARKING	23,435.85	935.00	2,288.64	0.00	22,082.21
165 STAFF WELLNESS	145.87	0.00	0.00	0.00	145.87
170 STAFF CLOTHING	2.71	0.00	0.00	0.00	2.71
172 STAFF VENDING	-1,446.72	0.00	111.55	0.00	-1,558.27
174 TECHNOLOGY REBATES	1,020.05	0.00	0.00	0.00	1,020.05
180 VISITATION	191.40	0.00	0.00	0.00	191.40
181 VENDING - CAT'S DEN	2,316.16	0.00	0.00	0.00	2,316.16
182 VENDING-COKE/FOOD SERVICE	54,741.50	21,493.31	0.00	0.00	76,234.81
183 VENDING - DAHL	0.00	0.00	0.00	0.00	0.00
184 VENDING - GUMBALL	0.00	0.00	0.00	0.00	0.00
189 WATER FUND	0.00	0.00	831.21	0.00	-831.21
A ADMINISTRATIVE Totals:	109,931.21	24,286.06	6,030.45	-1,150.00	127,036.82
B ATHLETIC ADMIN					
200 ATHLETIC ADMIN	102,642.82	5,977.97	609.51	0.00	108,011.28
201 AD'S OFFICE	4,294.68	0.00	127.00	0.00	4,167.68
202 Athletic Event Admissions	2,191.54	0.00	0.00	0.00	2,191.54
203 ATHLETIC PROJECT FUND	20,749.35	1,500.00	534.64	0.00	21,714.71
205 ATHLETIC TRAINING	4,141.64	110.79	805.30	0.00	3,447.13
208 BASEBALL FUNDRAISING	1,337.03	6,453.35	0.00	-1,134.48	6,655.90
210 BOYS BB FUNDRAISING	2,720.20	560.00	2,977.00	1,000.00	1,303.20
212 BOYS GOLF FUNDRAISING	3,531.63	0.00	100.00	0.00	3,431.63
214 BOYS SOCCER FUNDR	0.00	0.00	0.00	0.00	0.00
215 CROSS COUNTRY FUNDRAISING	300.23	852.00	852.00	0.00	300.23
217 COACHES CLINICS	2,293.59	0.00	215.00	0.00	2,078.59
219 CONCESSIONS	15,363.11	4,541.49	9,051.79	-1,000.00	9,852.81
220 INTRAMURALS	886.64	0.00	0.00	0.00	886.64
222 FIT CNTR/EQUIPMENT	1,777.76	0.00	0.00	0.00	1,777.76
223 FIT CNTR/MAINTENANCE	1,379.50	0.00	0.00	0.00	1,379.50
225 FOOTBALL CAMPS	4,444.37	3,098.75	3,916.80	0.00	3,626.32
226 FOOTBALL LIFT-A-THON	2,643.70	0.00	171.80	0.00	2,471.90
230 GIRLS BASKETBALL FR	2,888.89	3,148.50	1,862.53	0.00	4,174.86
233 GIRLS SOCCER FUNDR	4,401.41	0.00	0.00	0.00	4,401.41
240 SOCCER BLEACHERS	100.00	0.00	0.00	0.00	100.00
245 SOFTBALL FUND RAISING	4,752.04	0.00	0.00	0.00	4,752.04
250 ST TRAINERS (HOSA)	1,072.02	420.00	717.54	0.00	774.48
255 SPORTS MEDIA GUIDES	0.00	0.00	0.00	0.00	0.00

Current Cash Balance Report

71
Arranged by:

ALL Data

Group ID and Activity Number

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
258 TRACK FUNDRAISING	-3,077.06	0.00	0.00	0.00	-3,077.06
260 POOL MAINTENANCE	7,987.16	362.00	257.63	0.00	8,091.53
265 VB FUNDRAISING	7,408.64	0.00	0.00	0.00	7,408.64
270 WRESTLING MAT FUND	988.50	2,355.00	0.00	0.00	3,343.50
271 WRESTLING FNDRSR VAR	2,208.67	0.00	120.50	0.00	2,088.17
272 WRESTLING FNDRSR JV	2,317.23	0.00	841.73	0.00	1,475.50
273 WRESTLING FNDRSR FR	-152.00	0.00	0.00	0.00	-152.00
275 WRESTLING SCHOLARSHIP	1,500.00	0.00	1,000.00	0.00	500.00
285 NSAA COMPETITIONS	-77.52	0.00	0.00	0.00	-77.52
290 METRO	0.00	0.00	0.00	0.00	0.00
295 TOURNAMENTS	1,952.65	300.00	289.30	0.00	1,963.35
299 CORPORATE ADVERTISING	5,820.08	0.00	0.00	0.00	5,820.08
B ATHLETIC ADMIN Totals:	210,788.50	29,679.85	24,450.07	-1,134.48	214,883.80
C ACADEMIC COURSES					
300 AP EUROPEAN TEXT	425.00	68.00	0.00	0.00	493.00
303 AP ECONOMICS TEXT	656.00	0.00	0.00	0.00	656.00
310 AP AMERICAN TEXTBOOKS	1,185.00	105.00	0.00	0.00	1,290.00
312 AP PSYCHOLOGY TEXT	1,048.47	0.00	0.00	0.00	1,048.47
320 ART CLASS FEES	1,586.33	115.00	30.00	0.00	1,671.33
325 NOT IN USE	0.00	0.00	0.00	0.00	0.00
330 BUSINESS	45.06	0.00	34.13	0.00	10.93
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	-147.70	0.00	0.00	0.00	-147.70
340 MATH - general	62.22	0.00	0.00	0.00	62.22
345 MATH AP	26.00	0.00	0.00	0.00	26.00
355 PHYSICAL EDUCATION	-282.90	0.00	0.00	0.00	-282.90
360 PHYSICS	149.30	0.00	0.00	0.00	149.30
365 NOT I N USE	0.00	0.00	0.00	0.00	0.00
370 VOC DRAFTING	1,849.10	0.00	36.20	0.00	1,812.90
371 VOC ELECTRICITY BAKER	4,594.28	940.00	1,990.48	0.00	3,543.80
372 VOC ELECTRIC BOHLKEN	0.00	0.00	0.00	0.00	0.00
373 VOC FOUNDATIONS	0.90	0.00	0.00	0.00	0.90
374 VOC METALS	676.35	0.00	13.63	0.00	662.72
376 VOC WOODS	-2,578.40	1,735.68	1,600.93	0.00	-2,443.65
C ACADEMIC COURSES Totals:	9,295.01	2,963.68	3,705.37	0.00	8,553.32
D CLUBS/ORGANIZATIONS					
400 ART CLUB	141.00	0.00	0.00	0.00	141.00
401 AMNESTY INTERNATIONAL	0.00	71.51	0.00	0.00	71.51
402 BOOKSTORE (Scratchin Post)	2,967.39	5,071.00	4,812.60	0.00	3,225.79
403 CLASSICS CLUB	10.76	0.00	0.00	0.00	10.76
405 CULINARY COMPEITION-PRO START	197.51	0.00	0.00	0.00	197.51
407 DEBATE TEAM	4,765.86	90.00	2,637.28	0.00	2,218.58
410 DECA	-12,563.21	2,287.75	2,783.50	0.00	-13,058.96
411 DRAMA - INTL THESPIANS	806.30	872.00	840.00	0.00	838.30
412 DRAMA PRODUCTION	2,530.57	227.80	0.00	0.00	2,758.37
413 FCCLA FAMILY CARREER	7,720.44	0.00	2,925.30	0.00	4,795.14
414 FORENSICS TEAM	3,148.00	1,563.00	2,091.29	0.00	2,619.71
415 FRENCH CLUB	110.54	253.00	244.00	0.00	119.54
416 FCCLA - DISTRICT 3	2,243.04	0.00	0.00	0.00	2,243.04
418 FUTURE EDUCATORS	4,909.29	1,393.10	875.00	0.00	5,427.39
420 GERMAN CLUB	2,064.50	549.75	678.67	0.00	1,935.58

Current Cash Balance Report

72
Arranged by:

ALL Data

Group ID and Activity Number

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
425 JUNIOR CLASS	7,676.13	0.00	0.00	0.00	7,676.13
430 LITERARY MAGAZINE	243.31	0.00	0.00	0.00	243.31
433 MATH CLUB	0.00	0.00	0.00	0.00	0.00
435 M CLUB - CRAZIES	557.02	0.00	55.10	0.00	501.92
440 MULTI CULTURAL CLUB	0.00	0.00	0.00	0.00	0.00
445 NATL HONOR SOCIETY	2,743.80	1,125.00	51.69	0.00	3,817.11
450 NEWSPR (CAT'S EYE VIEW)	1,221.48	650.00	1,198.03	0.00	673.45
452 SCIENCE CLUB	35.02	0.00	138.00	0.00	-102.98
455 SENIOR CLASS	1,055.44	1,095.00	879.50	0.00	1,270.94
460 SPANISH CLUB	2,178.46	0.00	0.00	0.00	2,178.46
465 SPED BUTTON FUND	242.28	0.00	0.00	0.00	242.28
470 STUDENT COUNCIL	8,666.73	0.00	567.51	0.00	8,099.22
471 STUCO WORKSHOPS	800.50	0.00	0.00	0.00	800.50
473 VOC ENGINEERING CLUB	3.28	0.00	0.00	0.00	3.28
475 V.I.C.A.	1,821.66	0.00	0.00	0.00	1,821.66
480 YEARBOOK (PROWLER)	74,599.87	4,673.00	22,018.36	0.00	57,254.51
485 YEARBOOK TRIP	-305.61	0.00	0.00	0.00	-305.61
490 ENVIRONMENTAL CLUB	2,493.10	0.00	0.00	0.00	2,493.10
495 YOUTH MAKING A DIFF	428.81	600.00	363.83	0.00	664.98
D CLUBS/ORGANIZATIONS Totals:	123,513.27	20,521.91	43,159.66	0.00	100,875.52
E ATHLETIC TEAMS					
500 BASEBALL CONTESTS	5,330.00	0.00	0.00	-5,400.00	-70.00
501 BASEBALL EQUIPMENT	214.94	0.00	0.00	6,534.48	6,749.42
505 BASKETBALL CON BOYS	-150.00	70.00	1,495.00	0.00	-1,575.00
506 BASKETBALL EQUIP - B	6,880.49	0.00	555.60	0.00	6,324.89
510 BASKETBALL CON GIRLS	-885.00	0.00	735.00	0.00	-1,620.00
511 BASKETBALL EQUIP G	5,425.26	0.00	540.60	0.00	4,884.66
515 CROSS COUNTRY CON	-1,271.13	0.00	0.00	0.00	-1,271.13
516 CROSS COUNTRY EQUIP	1,381.03	0.00	0.00	0.00	1,381.03
520 FOOTBALL CONTESTS	-3,896.71	0.00	806.27	0.00	-4,702.98
521 FOOTBALL EQUIPMENT	-6,433.73	235.00	16.95	0.00	-6,215.68
525 GOLF CONTESTS - BOYS	0.00	0.00	0.00	0.00	0.00
526 GOLF EQUIPMENT - BOYS	1,955.74	0.00	0.00	0.00	1,955.74
530 GOLF CONTESTS - GIRLS	-758.56	0.00	-40.00	0.00	-718.56
531 GOLF EQUIPMENT - GIRLS	-994.21	0.00	0.00	0.00	-994.21
535 NOT IN USE	0.00	0.00	0.00	0.00	0.00
536 NOT IN USE	0.00	0.00	0.00	0.00	0.00
550 SOCCER CONTST BOYS	0.00	0.00	0.00	0.00	0.00
551 SOCCER EQUIP BOYS	3,647.68	0.00	0.00	0.00	3,647.68
555 SOCCER CONTST GIRLS	138.00	0.00	0.00	0.00	138.00
556 SOCCER EQUIP GIRLS	3,797.87	0.00	0.00	0.00	3,797.87
560 SOFTBALL CONTESTS	-1,446.63	0.00	0.00	0.00	-1,446.63
561 SOFTBALL EQUIPMENT	224.24	0.00	0.00	0.00	224.24
565 SWIM TEAM CONTESTS	2,917.04	0.00	815.00	0.00	2,102.04
566 SWIM TEAM EQUIPMENT	2,369.40	0.00	0.00	0.00	2,369.40
570 TENNIS CONTESTS - BOYS	2,099.83	0.00	90.00	0.00	2,009.83
571 TENNIS EQUIPMENT BOYS	1,862.44	0.00	312.90	0.00	1,549.54
573 TENNIS CONTESTS - GIRLS	903.12	0.00	0.00	0.00	903.12
574 TENNIS EQUIP GIRLS	1,806.95	40.00	0.00	0.00	1,846.95
575 TRACK CONTESTS - BOYS	607.01	0.00	0.00	0.00	607.01
576 TRACK EQUIPMENT - BOYS	5,007.54	77.00	138.99	0.00	4,945.55
580 TRACK CONTESTS - GIRLS	100.12	0.00	0.00	0.00	100.12

Current Cash Balance Report

73
Arranged by:

ALL Data

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
581 TRACK EQUIP - GIRLS	4,564.77	0.00	0.00	0.00	4,564.77
585 VOLLEYBALL CONTESTS	-3,163.82	0.00	0.00	0.00	-3,163.82
586 VOLLEYBALL EQUIPMENT	5,629.59	0.00	0.00	0.00	5,629.59
590 WRESTLING CONTESTS	-1,295.00	62.00	1,242.00	0.00	-2,475.00
591 WRESTLING EQUIPMENT	4,931.14	0.00	1,260.00	0.00	3,671.14
E ATHLETIC TEAMS Totals:	41,499.41	484.00	7,968.31	1,134.48	35,149.58
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	50.00	0.00	0.00	0.00	50.00
620 FRESHMAN CHEER	865.39	0.00	0.00	0.00	865.39
625 JV CHEERLEADERS	145.39	0.00	0.00	0.00	145.39
630 VARSITY CHEERLEADERS	530.66	350.00	437.50	0.00	443.16
635 NOT IN USE	0.00	0.00	0.00	0.00	0.00
F CHEERLEADERS Totals:	1,591.44	350.00	437.50	0.00	1,503.94
G MUSIC					
700 BAND	16,396.84	998.30	1,544.32	-1,987.63	13,863.19
701 BAND UNIFORMS	609.94	306.85	934.80	0.00	-18.01
710 CHORAL MUSIC	-992.99	-22.00	802.67	0.00	-1,817.66
715 COLORGUARD	0.00	0.00	0.00	0.00	0.00
720 MUSICAL	-210.37	0.00	1,780.00	0.00	-1,990.37
725 MUSIC TECH/AUDITORIUM	3,332.00	0.00	0.00	0.00	3,332.00
730 ORCHESTRA	1,576.21	227.80	577.92	0.00	1,226.09
733 ORCHESTRA TRIP CHI	571.44	0.00	0.00	0.00	571.44
735 SCULPTURE	-16.28	0.00	0.00	0.00	-16.28
750 SHOW CHOIR	11,490.49	8,741.61	6,936.69	0.00	13,295.41
760 BAND TRIP	-92,657.52	3,107.70	126,561.63	3,137.63	-212,973.82
770 CHOIR TRIP	-48.00	0.00	0.00	0.00	-48.00
775 Tri-M Music Honor Society	286.58	227.80	0.00	0.00	514.38
790 MUSIC DONATIONS	1,223.18	0.00	0.00	0.00	1,223.18
G MUSIC Totals:	-58,438.48	13,588.06	139,138.03	1,150.00	-182,838.45
H TRANSPORTATION					
800 TRANSPORTATION MISC	-555.07	0.00	217.26	0.00	-772.33
810 TRANS FALL SPORTS	-11,950.43	0.00	1,524.31	0.00	-13,474.74
820 TRANS SPRING SPORTS	239.57	0.00	0.00	0.00	239.57
830 TRANS WINTER SPORTS	20.00	0.00	3,436.39	0.00	-3,416.39
840 TRANS FIELD TRIPS	-5,131.89	0.00	3,660.35	1,293.00	-7,499.24
845 TRANSPORTATION BAND	-13,507.28	0.00	149.51	0.00	-13,656.79
848 TRANSPORTATION CHOIR	0.00	0.00	596.00	0.00	-596.00
850 TR DEBATE/FOR/DRAMA	-585.87	0.00	2,467.62	-1,293.00	-4,346.49
H TRANSPORTATION Totals:	-31,470.97	0.00	12,051.44	0.00	-43,522.41
I ACADEMIC COURSE FINES					
900 FINES	477.22	0.00	0.00	0.00	477.22
901 FOREIGN LANG FINES	708.94	60.00	0.00	0.00	768.94
902 ENGLISH FINES	1,372.55	43.00	0.00	0.00	1,415.55
903 MATH FINES	2,257.68	101.00	0.00	0.00	2,358.68
904 SCIENCE FINES	254.27	106.50	0.00	0.00	360.77
906 SOCIAL STUDIES FINES	656.56	67.50	0.00	0.00	724.06
907 BUSINESS FINES	-4.99	0.00	0.00	0.00	-4.99
I ACADEMIC COURSE FINES Totals:	5,722.23	378.00	0.00	0.00	6,100.23

Current Cash Balance Report

74

Arranged by:

Group ID and Activity Number

ALL Data

Date: 12/01/2005 thru 12/31/2005

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Y BANKING					
910 STARTING CASH	832.63	3,100.00	4,200.00	0.00	-267.37
915 UNASSIGNED DEPOSITS	0.00	0.00	0.00	0.00	0.00
920 CHECKING ACCCOUNT	941.49	234.02	0.00	0.00	1,175.51
930 MONEY MKT INTEREST	4,940.49	896.82	0.00	0.00	5,837.31
940 CD INTEREST	579.14	0.00	0.00	0.00	579.14
Y BANKING Totals:	7,293.75	4,230.84	4,200.00	0.00	7,324.59
Z INVESTMENTS					
950 OSB-MONEY MKT PLUS	-341,758.75	0.00	1,020.71	0.00	-342,779.46
960 OSB - JUMBO CD	0.00	0.00	0.00	0.00	0.00
Z INVESTMENTS Totals:	-341,758.75	0.00	1,020.71	0.00	-342,779.46
Report Totals:	77,966.62	96,482.40	242,161.54	0.00	-67,712.52

Cynthia M. Humick 1-13-06
Accounting Clerk

Richard L. Kolowinski 1-13-06
Principal

ALL Data

Current Cash Balance Report

75
Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A EXTRACURRICULAR ACTIVITIES					
1000 FIELD TRIPS	4,912.25	1,040.00	0.00	0.00	5,952.25
1355 PE//LIFETIME FIT FT	0.00	0.00	0.00	0.00	0.00
2220 INTRAMURAL FEE FUND	230.00	4,063.00	0.00	0.00	4,293.00
2407 DEBATE FEE FUND	0.00	0.00	0.00	0.00	0.00
2410 DECA FEE FUND	1,863.00	898.00	0.00	0.00	2,761.00
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	936.50	0.00	0.00	0.00	936.50
2701 BAND UNIFORM FEE	0.00	0.00	0.00	0.00	0.00
2710 CHOIR FEES	0.00	1,018.50	0.00	0.00	1,018.50
2730 ORCHESTRA FEE FUND	641.50	0.00	0.00	0.00	641.50
2733 ORCHESTRA TRIP FF	0.00	0.00	0.00	0.00	0.00
2760 BAND TRIP FEE FUND	171,978.23	37,326.95	0.00	0.00	209,305.18
2770 CHOIR TRIP FEE FUND	0.00	0.00	0.00	0.00	0.00
5010 PARTICIPATION FEE	20,175.00	0.00	0.00	0.00	20,175.00
A EXTRACURRICULAR ACTIVITIES Totals:	200,735.48	44,346.45	0.00	0.00	245,081.93
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:	200,735.48	44,346.45	0.00	0.00	245,081.93

Cynthia M. Hunter Account Clerk
1-13-06

Richard L. Kolowski - 1-13-06
Principal

Current Cash Balance Report

ALL Data

Date: 11/27/2005 thru 12/27/2005

Arranged by:
Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Regular Activity Fund					
100 General Account	1,862.41	793.00	612.14	0.00	2,043.27
200 Store	0.00	0.00	0.00	0.00	0.00
A Regular Activity Fund Totals:	<u>1,862.41</u>	<u>793.00</u>	<u>612.14</u>	<u>0.00</u>	<u>2,043.27</u>
B Fee Fund Activity					
400 Field Trip	0.00	0.00	0.00	0.00	0.00
B Fee Fund Activity Totals:	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
Report Totals:	<u>1,862.41</u>	<u>793.00</u>	<u>612.14</u>	<u>0.00</u>	<u>2,043.27</u>

Angie Mercier

ALL Data

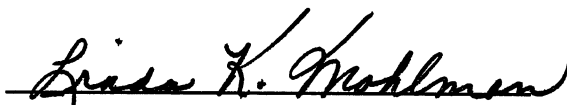
Current Cash Balance Report

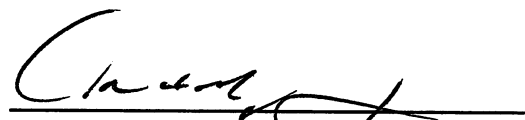
77 Arranged by:

Date: 12/01/2005 thru 12/31/2005

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
A SUMMER SCHOOL ACCOUNTS					
100 Elementary Summer School	13.50	2,984.14	2,648.19	-335.95	13.50
120 Middle School Summer School	0.00	0.00	0.00	0.00	0.00
130 Senior High Summer School	2.50	0.00	0.00	0.00	2.50
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	297.64	0.85	0.00	0.00	298.49
160 Food Service Refunds	156.45	0.00	335.95	335.95	156.45
A SUMMER SCHOOL ACCOUNTS Totals:	<u>470.09</u>	<u>2,984.99</u>	<u>2,984.14</u>	<u>0.00</u>	<u>470.94</u>
Report Totals:	<u>470.09</u>	<u>2,984.99</u>	<u>2,984.14</u>	<u>0.00</u>	<u>470.94</u>


 Linda K. Mohlman, DSAC
 Executive Secretary


 Chris Hughes, DSAC
 Accounting Manager

**Enclosure E.4.
February 20, 2006**

Minutes
Committee of the Whole
February 13, 2006

The members of the Board of Education met for a Committee Meeting on Monday, February 13, 2006 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The agenda items included Rule 1310.1 – Community – Complaints and Policy 10000 – Shared Decision Making.

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

Others in attendance were Keith Lutz, Kirby Eltiste, Duncan Young, Angelo Passarelli, and other administrators.

Kirby Eltiste and Duncan Young discussed Rule 1310.1 with the board of education. It was stated that in reviewing Rule 1310.1 the intent was to have a procedure which would keep a concern/complaint, and the remedy handled at the building level to everyone's agreement. And, only if the concern/complaint couldn't be agreed upon by all of those involved the parents would be notified they do have the opportunity to make a formal written complaint to the next level.

Additional language will be inserted at the informal level, which allows the administrator of the building to become involved at anytime to resolve a concern or complaint in their building.

Rule 1310.1 will be brought back to the board for their approval with the changes suggested.

Angelo Passarelli led the review of Policy 10000 – Shared Decision Making and Rule 10000.1 – Site Based Planning. Modifications were made to make the policy and rule consistent with current practices. Most of the changes in the policy and rule reflect new descriptions for the makeup of school improvement teams and site-based planning teams. The policy and rule still require that major site-based decisions be discussed with the school improvement teams. As in the past, the consensus method will be used by the teams with an appeal process in place when consensus can not be achieved.

The policy will be on the next board agenda for the first reading with approval of the policy and rule concluded at the first board meeting in March.


CHAIRMAN

AGENDA SUMMARY SHEET

Agenda Item: Board Rule 1310.1 Community Complaints

Meeting Date: February 20, 2006

Department Human Resources

Title and Brief Description: Community Rule 1310.1.

Action Desired: Approval

Background: This rule was revised on January 16, 2006. It was reviewed again at the Board Meeting on February 13, 2006. Attached is a copy of Rule 1310.1 as amended.

Options/Alternatives Considered: N/A

Recommendations: Approval

Strategic Plan Reference: N/A

Implications of Adoption/Rejection: N/A

Timeline: February 2006

Responsible Persons: Dr. Kirby Eltiste

Superintendent's Signature: _____

Community

Complaints

1310.1

The following procedures have been established to provide a system for receiving, considering and acting upon complaints regarding school personnel.

I. INFORMAL RESOLUTION

- A. Reasonable efforts shall be made to address the concerns and issues raised in any complaint regarding school personnel at the earliest stage, and to reach an acceptable resolution through the informal process.
- B. In an effort to resolve all issues/complaints at the earliest stage and through informal methods and procedures, any complaint regarding a certificated staff member shall be first referred to the certificated staff member. Complaints regarding any classified staff shall be presented to the supervising certificated staff member, if any, or to the building principal.
- C. When a certificated staff member receives a complaint, he/she will immediately address the concerns and/or issues by initiating an informal conference with the complainant, thereby providing an opportunity for a discussion and informal resolution of the concerns or issues raised in the complaint. Nothing in this rule shall be construed to limit the involvement of the Administration in addressing and resolving any concerns or complaints through the informal process.
- D. When a complaint concerning school personnel is made directly to the Board as a whole, the complaint shall be referred to the Superintendent.
- E. When a complaint concerning school personnel is made to an individual Board member, the Board member may explain the process for complaints regarding school personnel as provided herein, or refer the complaint to the Superintendent.

II. FORMAL RESOLUTION

- A. In the event that the initial informal handling of the complaint or concern conference is unsuccessful in satisfactorily addressing and resolving the concerns and/or issues of the complainant, the building principal shall advise the complainant that the complainant may pursue formal complaint procedures by submitting the complaint in writing to the building principal requesting that the matter be processed as a formal complaint. Failure to submit the complaint in writing within seven (7) days shall constitute an abandonment of the complaint.

- B. When a building principal receives a written complaint, ~~the building principal will promptly schedule a formal conference with the certificated staff member and complainant at which time the complainant's concerns and/or issues shall be discussed and addressed. Failure of the complainant to participate in a formal conference will result in the abandonment of the complaint procedure.~~
- ~~8.~~ If the complainant's concerns and/or issues are not resolved at the formal conference, the building principal will notify the building principal's supervisor, and will forward the written complaint and a written ~~report of the formal conference.~~ response to the complaint. The building principal's supervisor shall address the concerns and/or issues raised in the complaint and may schedule a meeting with the complainant, if advisable. If the complainant's concerns and/or issues are not resolved by the building principals' supervisor, the supervisor will notify the Associate Superintendent of Human Resources and will forward the written complaint, the response of the building principal, and a written summary of the issues and proposed resolutions.
- C. Upon receipt of a written complaint and the building principal's and building principal's supervisor's summary, the Associate Superintendent of Human Resources may schedule a formal conference with all or any of the following: the certificated staff member, the building principal, the building principal's supervisor, and the complainant, at which time the complainant's concerns and/or issues shall be discussed. The Associate Superintendent of Human Resources may undertake any needed investigation relating to the complaint and will thereafter render a written final disposition of the complaint within ten (10) school days of the formal conference.
- D. If the complainant desires to have the disposition of the Associate Superintendent of Human Resources reviewed by the Superintendent, then the complainant must submit a written request for review within five (5) school days of receipt of the disposition by the Associate Superintendent of Human Resources. The written request for review shall be submitted to the Associate Superintendent of Human Resources who will forward to the Superintendent the complaint, the building principal's report, his/her written disposition, and the request for review.
- E. Upon receipt of a request for review, the Superintendent will review the complaint, the building principal's report and the written disposition of the Associate Superintendent of Human Resources, and the Superintendent may undertake any such investigation deemed appropriate. Thereafter, the Superintendent will render a written disposition of the complaint within ten (10) school days of his/her receipt of the request for review. The decision and disposition by the superintendent shall be final and binding.
- F. Complaints regarding instructional materials shall follow the procedures of District Rule 1310.2. Complaints regarding inappropriate conduct by school personnel or regarding child abuse or neglect as a result of the conduct of school

personnel, shall follow the procedures of District Rule 4163.3.

Related Policies & Rules: 1310P, 1310R2, 1125P, 4163R3

Rules Approved: February 17, 1975
Revised: March 3, 2003; January 16, 2006

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Approval of Rule 6130.1: Curriculum Frameworks

MEETING DATE: February 20, 2006

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Curriculum, Instruction, and Assessment:
Curriculum Frameworks

ACTION DESIRED: Approval of Rule

BACKGROUND: This rule outlines the items that will be included in Curriculum Frameworks. It is revised from its adoption in 1999.

OPTIONS AND ALTERNATIVES CONSIDERED: Make suggestions for revisions.

RECOMMENDATIONS: Approve the rule as recommended.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION: Board policy will assist staff in developing curriculum frameworks.

TIMELINE: N/A

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

SUPERINTENDENT'S APPROVAL: _____

BOARD ACTION:

Curriculum, Instruction, and Assessment

Curriculum Frameworks

6130.1

Curriculum frameworks shall be developed for each curricular area and provide the vision of the essential content of that curricular area. Frameworks shall be approved by the Board of Education. Curriculum frameworks will be comprised of the following:

1. Participants in Framework Development
2. Philosophy/mission/purpose/beliefs of the content area
3. Relationship of Framework to Millard Public Schools Academic & Life Skills
Essential Learning Outcomes
4. Content standards
5. Articulation chart (K-12 if applicable)
6. Instructional approaches
7. Level/course outcomes, and objectives. Terminology may vary.
8. Outcome assessment(s)
9. Primary source materials
- ~~7. Instructional approaches~~
10. Tentative timeline for curriculum cycle.

Rule Adopted: May 3, 1999
Revised: February 20, 2006

Millard Public Schools
Omaha NE

AGENDA ITEM: Policy 8000 – General Policy Statement

MEETING DATE: February 20, 2006

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: First reading of policy 8000 – General Policy Statement

ACTION DESIRED: First Reading

BACKGROUND:

We are moving to a new server for the board policies. We will also be using a new program to upload those policies to the internet. This move will make the formatting of all polices more consistent and allow for some enhanced search features.

The language we added to this policy will allow us to change the formatting on policies that have previously been approved. We will be adjusting all policies that are not currently in standard outline format.

OPTIONS AND ALTERNATIVES CONSIDERED:

RECOMMENDATION: Approval after the second reading

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIMELINE:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT’S APPROVAL: _____
(Signature)

BOARD ACTION:

General Policy Statement

8000

The Millard School Board facilitates the performance of its statutory responsibilities by establishing District policies. Establishing District policies is a legislative function of the Board. The policies adopted by the Millard School Board establish and publish the guidelines and goals for the Millard School District community, its residents, students, staff, and administration.

The Board shall establish all general policies for implementation by the Superintendent. The policies shall be written and, after adoption by the Board, shall be used in the management and operation of the District. All policies will be adjusted to follow the standard outline format.

Policies that are appropriate to the educational responsibility to provide education to students and staff, and that prescribe the rules and regulations for the conduct and management of the operations of the District shall be established with the advice of the Superintendent.

After development and adoption of Board policies, the Board shall continue to perform its legislative functions by reviewing reports on the policies and other matters concerning those policies that come before the Board. The policies should be reviewed from time to time to determine the effectiveness of the policies and the need for amendment, repeal, or other disposition of the policy.

All proposals for a policy or policies shall be submitted to the Board in writing after being first submitted in writing to the Superintendent who will consult with and advise the president of the Board as to the proposal. The Superintendent and the Board president shall place on the agenda for a future meeting the proposed policy or other communications concerning policies for discussion concerning such a policy or proposed policy. Proposals may be submitted by any resident of the Millard Public School District by submitting the proposal or proposals, in writing, to the Superintendent.

Policies enacted by the Board are the legislative actions by the Board, which are implemented by the Superintendent in accordance with professional educational and administrative standards. The policies shall be implemented by regulations and directives by the office of the Superintendent and other administrators as directed by the Superintendent.

The Superintendent shall have the responsibility for providing the Board with information as to necessary policies and changes in existing policies.

Policy Adopted:
Revised: December 3, 1990; December 2, 2002,
March 6, 2006

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM:

MEETING DATE: February 20, 2006

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Policy 10,000 and Rule 10,000.1

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

BACKGROUND:

A large committee of teachers, administrators, a community representative, and a board representative met to discuss necessary changes to update Policy 10,000 and related rule 10,000.1. Modifications were made to make the policy and rule consistent with our current practices. Most of the changes in the policy and rule reflect new descriptions for the makeup of school improvement teams and site-based planning teams. The policy and rule still require that major site-based decisions be discussed with school improvement teams. Examples of those issues include calendars, scheduling, staffing, and Career Compensation Model plans.

STRATEGIC PLAN:

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT'S APPROVAL: _____
(Signature)

BOARD ACTION:

Shared Decision-Making**10000**

The Board of Education of the Millard Public Schools No. 17, supports the philosophy of shared decision-making as called for in the District Strategic Plan. Shared decision-making shall support increased student achievement and improvement in the education process. The philosophy of shared decision-making shall be evident in the Millard School District through the opportunity for personnel, parents, community members, and students, when appropriate, to collaborate in the design and implementation of (1) mission statements, (2) objectives, (3) strategies and action plans, ~~(4) other areas selected from the Scope of Decision Areas,~~ (5) 4 evaluation methods, (6) 5 responses to results of evaluation, and (7) 6 reporting activities.

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

This policy and related Rule will be reviewed by the Board of Education on an annual basis.

Related Rule 10,000 R1

Policy Adopted: December 7, 1992

Revised: January 13, 1997

Reviewed: August 3, 1998; August 23, 1999

Reviewed: February 6, 2006

Millard Public Schools
Omaha, NE

Millard Public Schools Shared Decision Making

DRAFT

Site-Based Planning and Shared Decision-Making

10000.1

Introduction

The Millard Board of Education recognizes that strategic planning, site-based planning, and school improvement decision-making provide the opportunity for school personnel, parents, community members, and students to collaborate in the development and success of the school district. This involvement will promote increased school achievement and improve the educational process.

I. Shared Decision-Making

Millard Public Schools (MPS) uses a blend of centralized and decentralized decision making. The following chart illustrates decisions that are made at the district and building level and are provided as examples only. All decisions must be consistent with district policies and regulations, collective bargaining agreements, and state and federal mandates and laws.

Educational Services

District	Building
<ul style="list-style-type: none"> • Oversee compliance of NDE Rule 10 • Provide and direct system-wide planning for curriculum instruction, assessment, and staff development (6005) • Provide comparable curriculum resources, instructional resources and assessment resources (6010) • Develop and maintain the written curriculum using Academic Skills & Applications and Life Skills & Performances (6110), through curriculum phases (6120, 6610) • Develop curriculum frameworks and guides (6130) • Develop and revise Indicators of Effective Teaching (6200) • Ensure principals monitor curriculum and evaluate staff (6201) • Develop and support the instructional program (6220), SPED Procedures (6635), ELL, Media Centers (6625), Summer School (6655), Night School, Homebound (6670), Choice Programs (10,001), Federal Programs, Early Childhood Programs, Alternative Programs, and High Ability Learner Programs • Establish accountabilities for guidance in relation to curriculum issues • Develop guidelines for controversial issues (6240) • Provide guidelines and staff development on copyright procedures (6265) • Implement textbook loan (6295) • Assist in the development and implementation of comprehensive district student assessment system (6300) • Develop District Assessment Procedures Manual (6301) • Identify credit requirements for graduation (6320) • Develop grading guidelines (6330) and district report cards • Identify, implement, and monitor district staff development initiative (6400) 	<ul style="list-style-type: none"> • Encourage staff to participate in development of written curriculum and assessment • Supervise teachers according to Indicators of Effective Teaching (6200) • Monitor taught curriculum according to written curriculum (6201) • Monitor lesson plans (6203) • Administer instructional program and support programs (6220), including building schedules, grouping practices, and class size within district parameters, identify and approve supplemental materials that align with the written curriculum • Develop and monitor homework and make up homework guidelines (6230 & 6235) • Implement and monitor guidelines for controversial issues (6240) • Identify and approve appropriate field trips (6262) • Enforce and monitor copyright procedures (6265) • Monitor student production of services and materials (6270) • Develop and implement classroom assessments (6300) • Implement ELO assessments according to District Assessment Procedures (6301) • Identify awards, recognition programs and graduation exercises (6320), credit for transfer students, and grade level placement • Implement grading procedures (6330), including communicating student progress to parents (6340) • Ensure staff participation in district staff development initiatives (6400) • Oversee building student organizations • Facilitate building level professional development

<ul style="list-style-type: none"> Identify and apply for appropriate grants to support district programs and initiatives 	
--	--

PUPIL SERVICES

District	Building
<ul style="list-style-type: none"> Establish policies for safety and security Supervise student record keeping Establish student attendance procedures Establish policies for student conduct Establish accountabilities for guidance in relation to response services (6628) Facilitate health service delivery strategies (6615) Supervise option enrollment/intra-district transfer requests and student placement 	<ul style="list-style-type: none"> Implement safety procedures, drills, and building security Supervise students Maintain student discipline and records related to student discipline Facilitate student referrals to community agencies Implement student social activities Implement guidance services delivery system Decide grade level placement Decide credit for transfer students Conduct safety procedures, drills and building security

HUMAN RESOURCES

District	Building
<ul style="list-style-type: none"> Develop and implement new teacher induction plan (6440) Direct staffing allocation procedures Implement building assignments and transfers Direct advertising/recruiting/selecting/hiring Direct the development of job descriptions Support district professional development programs Ensure the use of the performance appraisal process Direct employee discipline practices Monitor policies for safety and security Direct employee services Direct administrative hiring procedures 	<ul style="list-style-type: none"> Monitor new teacher induction (6440), identify and recommend mentors, match peer coaches, and communication expectations Direct intra-school staff assignments and transfers Conduct interviews/review recommendations Conduct performance appraisal Develop staffing recommendations

GENERAL ADMINISTRATION

District	Building
<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to district-level (or multi-building level) grants Conduct collective bargaining with all employee unions/associations Schedule and administer district-wide contracted transportation services Provide custodial, maintenance, and grounds services to all facilities in the District Conduct all construction and renovation projects in the District Provide food service programs throughout the District Provide intra-district mail delivery services Provide district-wide large volume printing services (including providing one high-volume copier for each school) Provide all budgeting, accounting, and finance services (including payroll) related to all funds except the building activity fund 	<ul style="list-style-type: none"> Research, write, administer, and conduct the financial accounting and reporting related to building-level grants (subject to district approval related to accounting and reporting) Schedule and administer building activity transportation services and conduct student disciplinary activities related for both building and district-wide transportation Communicate custodial, maintenance, and grounds needs and deficiencies to the appropriate supervisor Recommend building renovation projects (subject to review, approval, and supervision by the District) Schedule serving times for breakfast and lunch programs Supervise the distribution of mail within the building Provide any small copiers desired by the buildings and provide all personnel for copying conducted in the buildings Manage all aspects of the building's activity fund

	(subject to the District’s procedures), manage the building’s general fund line items, and participate in the District’s budgeting process
--	--

GOVERNANCE

District	Building
<ul style="list-style-type: none"> • Develop and implement the strategic plan • Develop the academic calendar • Schedule and approve community use of school facilities and conduct the related accounting • Develop and implement policies, procedures and rules • Oversee assessment of student achievement • Develop yearly and long-range budgets • Determine emergency closing procedures 	<ul style="list-style-type: none"> • Develop and implement the school site plan • Develop the school activities calendar including parent/teacher conference schedules • Develop and implement school procedures and rules • Develop the school schedule • Oversee assessment schedules, retakes, security and remediation • Allocate the budget • Schedule and approve school activity use of school facilities

TECHNOLOGY

District	Building
<ul style="list-style-type: none"> • Provide network operations (7000) • Provide email (4157.1) • Establish hardware and software standards • Provide Helpdesk & desktop support • Facilitate donations approval • Provide platform decisions • Establish web page guidelines (7305) • Develop technology standards for students and staff • Provide Internet filtering (7310) • Evaluate curriculum software (7000) 	<ul style="list-style-type: none"> • Provide for integrating technology into instruction • Provide technology staff development • Develop and maintain building web pages • Budget for hardware purchases with approval • Budget for curriculum software with approval • Assign technology initiator • Develop building technology action plans

II. District Strategic Planning Team

The Superintendent or designee will appoint a team consisting of administrators, teachers, board members, and community members to serve as the District strategic planning team. The strategic planning team will

- Review the existing plan and initiate changes.
- Rewrite the plan to address critical issues.
- Recommend an implementation schedule for action plans.
- Determine which plans are operational.

III. Site-Based Planning Team

Each school in the Millard Public School District shall have a site-based planning team that meets every other year to write or update the school site plan as needed. The team will be responsible for long-range site planning including the development of the school mission, objectives, and strategies. The team will also approve action plans and make a recommendation for implementation of action plans. Each principal’s supervisor will assist the principal and team in the development of the site plan, the implementation of strategies, the collection and analysis of data to evaluate action plans, the relationship of the site-plan to the District’s plan, and compliance with district policies. The team will also meet as needed to comply with the NCA process of school improvement. The team will follow the district guidelines and established process for site planning and include administrators, teachers, staff, parents, and/or community members. High schools and middle schools may choose to involve students. Staff members on the team are volunteers and will serve at will. The team will be approved by the Superintendent or designee.

IV. School Improvement Team (SIT)

Each school in the Millard Public School District shall have a School Improvement Team that meets once each quarter (minimum). The SIT will monitor progress on the school site plan and make recommendations on pertinent issues including calendar, schedules, CCM I & II, re-teaching plans, and staffing. It may be necessary for ad hoc teams to form and meet to develop programs or further develop action plans for implementation. The ad hoc team will then report to the SIT for consideration. The SIT will also meet as needed to comply with the NCA process of school improvement. The SIT will include administrators, teachers, staff, parents, and/or community members.

High school and middle schools may choose to involve students. Each site will develop a process to ensure genuine participation and develop the rules for determining who will serve on these teams including the term of office. Meetings will be open to all. Agendas, attendees and minutes of the meetings will be communicated and made available. In most cases the SIT members will also serve on the site-based planning team. Staff members on the team are volunteers and will serve at will. The SIT members will be approved by the Superintendent or designee. A report on activities of the SIT will be completed by June 1st each year and copies will be sent to the staff, building supervisor and the Director of Administrative Affairs.

Consensus Method for School Improvement Teams

Strategic Planning Teams, Site-based Planning Teams and School Improvement Teams will seek consensus in an affirming environment marked by mutual support and respect. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation. If consensus cannot be achieved on a specific issue the administrator may make the necessary interim decisions as they continue to work for sufficient consensus.

Appeals

In the event the SIT is unable to function effectively the principal (or any three team members) shall report the situation to the building supervisor. The building supervisor will attempt to resolve the situation. In the event the situation is not resolved a written report shall be presented to the Superintendent. If the issues cannot be resolved, by the Superintendent, the dispute shall be submitted in writing to the Board of Education through the Superintendent.

Rule Adopted: December 7, 1992

Revised: January 3, 1994; December 19, 1994; January 13, 1997;

August 3, 1998; August 23, 1999; June 19, 2000, February 2006

Millard Public Schools
Omaha, NE

AGENDA SUMMARY SHEET

AGENDA ITEM: Family Consumer Science Framework

MEETING DATE: February 20, 2006

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Secondary Family Consumer Science Framework

ACTION DESIRED: APPROVAL X

BACKGROUND: Family Consumer Science has been in the MEP process for 2 years. Program adjustments have been made based on district direction and best practices. The framework has been reviewed by teachers, Educational Services Cabinet, and Superintendent's Cabinet.

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Recommend approval of the Family Consumer Science Framework.

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE: Implementation was scheduled to allow for adequate resource selection and staff development. Resource selection will be finalized after approval of the framework.

PERSONS RESPONSIBLE: Dr. Judy Porter and Barbara Waller

SUPERINTENDENT'S APPROVAL: _____

BOARD ACTION:

FAMILY & CONSUMER SCIENCE FRAMEWORK

February 2006



TABLE OF CONTENTS

FRAMEWORK PARTICIPANTS	1
MISSION	2
ESSENTIAL QUESTIONS	3
RELATIONSHIP OF FRAMEWORK TO ACADEMIC AND LIFE SKILLS ESSENTIAL LEARNER OUTCOMES	4
NATIONAL STANDARDS FOR FAMILY & CONSUMER SCIENCE	6
INSTRUCTIONAL APPROACHES	11
ARTICULATION CHART	13
MIDDLE LEVEL COURSES.....	15
FOODS, NUTRITION & FAMILY LIVING.....	15
TEXTILES, CLOTHING & DESIGN	17
FOODS FOR TEENS.....	19
DESIGNING SPACES	21
SUPER SEWING.....	23
CAREER PLANNING	25
MONEY MANAGEMENT	27
HIGH SCHOOL COURSES.....	28
CLOTHING, TEXTILES & DESIGN	28
CREATIVE TEXTILES	30
INTERIOR DESIGN	32
FOODS FOR TODAY	34
INTERNATIONAL FOODS	36
CULINARY SKILLS	38
CHILD DEVELOPMENT.....	40
ADULT LIVING	42
PROJECTED TIMELINE FOR MILLARD EDUCATION PROGRAM.....	44

FRAMEWORK PARTICIPANTS

Core Committee

Diane Araujo, BMS
 Kelly Buscher, WHS
 Anita Corbitt, KMS
 Brenda Hess, SHS
 Julia Hobbs, CMS
 Jacque Jacox, WHS
 Eunice Kokrda, NHS
 Nichole Larson, SHS
 Sheryl Moeller, BMS
 Robin Nelson, NHS
 Carla Robinson, SHS
 Sue Hamilton, Parent
 Susan Mehl, Parent
 Janet Ambrosek, Metropolitan
 Community College
 Penny Gildea, Metropolitan
 Community College
 Tina Powers, Metropolitan
 Community College
 Jennifer Sall, Nebraska Beef
 Jim McKain, Juhl Brokerage

MEP Facilitator

Barb Waller

6th & 7th Grade

Diane Araujo, BMS
 Jeanne Backlund, CMS
 Liz Dostal, AMS
 Connie Kozak, RMS
 Linda Miller, KMS
 Chris Zinneker, NMS

8th Grade Electives

Anita Corbitt, KMS
 Julia Hobbs, CMS
 Jeanne Backlund, CMS
 Sheryl Moeller, BMS
 Nancy Wilson, AMS
 Chris Zinneker, NMS
 Connie Kozak, RMS

Adult Living

Eunice Kokrda, NHS
 Jacque Jacox, WHS
 Nichole Larson, SHS
 Cheryl Saker, SHS

Apparel Design

Dian Hansler, WHS
 Karen Timm, NHS
 Cheryl Saker, SHS

Child Development

Linda Ferguson, NHS
 Diane Hansler, WHS
 Robin Nelson, NHS
 Carla Robinson, SHS

Creative Textiles

Jacque Jacox, WHS
 Cheryl Saker, SHS
 Karen Timm, NHS

Culinary Skills

Kate Beiting, WHS
 Brenda Hess, SHS
 Eunice Kokrda, NHS

Foods for Today

Kelly Buscher, WHS
 Andrea Feltz, NHS
 Judy Glesne, NHS
 Jacque Jacox, WHS
 Nichole Larson, SHS

International Foods

Linda Ferguson, NHS
 Diane Hansler, NHS
 Carmen Pleskac, WHS
 Donna Slosson, SHS

Interior Design

Kelly Buscher, WHS
 Robin Nelson, NHS
 Donna Slosson, SHS

MISSION

The mission of Family & Consumer Sciences in the Millard Public Schools is to empower individuals and families throughout their lifespan to manage the challenges of living and working in society. Interrelationships between personal choices, work and family are the unique focus. The curriculum is designed to enable the student to:

Develop knowledge and skills that support strong, healthy individuals, families and communities.

Assume leadership in promoting the well being of individuals, families and societies in a changing world.

Integrate work and family responsibilities and effectively manage human, natural, and personal resources.

Apply critical and creative thinking skills in problem solving related to change, the individual, family, and community and work environments.

Develop knowledge, skills, integrity and ethical behaviors for success in employment.

ESSENTIAL QUESTIONS

The Family & Consumer Science Framework is based on the unique focus on the family and the preparation of individuals for independent living. Staff members have aligned the framework with the national position paper of the Family & Consumer Science Division of the Association for Career & Technical Education (ACTE), National Standards for Family & Consumer Science, and the Nebraska Framework for Family & Consumer Science Education. In this alignment, the staff has linked all curriculum outcomes to three essential questions. These questions are:

- What knowledge, skills and actions are needed to develop nurturing, caring and responsible individuals and families?
- What knowledge, skills and actions are needed to acquire, allocate, and utilize personal, family and community resources?
- What knowledge, skills and actions are needed related to employment, family, and community?

The framework identifies the outcomes and enabling objectives that are necessary to address these essential questions as they are developmentally and conceptually appropriate for students. The middle school framework provides exploration in the concepts related to the three essential questions. The focus for the high school courses is investigation in focus areas of study.

Family & Consumer Science National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family & Consumer Sciences Education.

Nebraska Framework for Family & Consumer Sciences Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education

RELATIONSHIP OF FRAMEWORK TO ACADEMIC AND LIFE SKILLS ESSENTIAL LEARNER OUTCOMES

The courses in the framework emphasize the following Essential Learner Outcomes:

Academic ELOs

- Demonstrate competencies in reading to understand and evaluate a variety of texts.
- Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
- Understand and use attributes of geometric figures and systems of measurement.
- Apply appropriate mathematical strategies to solve problems.
- Demonstrate appropriate speaking and listening skills for a variety of settings.
- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.
- Understand ethnic and cultural differences.
- 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 Skill 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.
- Demonstrate ability to set and pursue short-term and long-term goals
- Obtain, organize and evaluate information successfully.

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

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

HUMAN RELATIONS

16. Understand ethnic and cultural differences.
17. Understand human differences.

TECHNOLOGY

18. Obtain information electronically and organizes it successfully.
19. Convey information using technology.
20. Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

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

WELLNESS

22. Understand human growth and development.
23. Identify the values of good nutrition and physical activity.
24. 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

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

READINESS FOR LIFE-LONG LEARNING

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

CITIZENSHIP

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

NATIONAL STANDARDS FOR FAMILY & CONSUMER SCIENCE

The Family and Consumer Science Framework identifies essential questions and outcomes to achieve two goals. One goal is to prepare students to function successfully in personal and career roles in their lives. The other is to prepare students for Family & Consumer Science related careers. The framework is aligned with National Standards for Family & Consumer Science and the State of Nebraska Family & Consumer Science Framework. Family and Consumer Science courses prepare students to manage resources in their personal and professional lives. Embedded in each course is the application of life skills necessary to succeed in the workforce. The courses proposed in this framework relate to the following areas:

- Human Growth and Development
- Foods and Nutrition, Hospitality
- Textiles, Clothing and Design
- Workforce preparation

In addition to outcomes and enabling objectives that are specific to each clustered area of study, each course includes an outcome related to an understanding of careers associated with that cluster.

National Standards for Family & Consumer Science

1. Career, Community and Family Connections

1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.

1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.

1.2 Demonstrate transferable and employability skills in community and workplace settings.

1.3 Analyze the reciprocal impact of individual and family participation in community activities.

2. Consumer and Family Resources

2.0 Evaluate management practices related to the human, economic, and environmental resources.

2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.

2.2 Analyze the relationship of the environment to family and consumer resources.

2.3 Analyze policies that support consumer rights and responsibilities.

2.4 Evaluate the impact of technology on individual and family resources.

2.5 Analyze interrelationship between the economic system and consumer actions.

2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

3. Consumer Services

3.0 Integrate knowledge, skills, and practices required for careers in consumer services.

3.1 Analyze career paths within consumer service industries.

3.2 Analyze factors that impact consumer advocacy.

3.3 Analyze factors in developing a long-term financial management plan.

3.4 Analyze resource consumption for conservation and waste management practices.

3.5 Demonstrate skills need for product development, testing, and presentation.

4. Early Childhood, Education and Services

4.0 Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

4.1 Analyze career paths within early childhood, education and services.

4.2 Utilize developmentally appropriate practices and other child development theories when planning for early childhood, education, and services.

4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.

4.4 Demonstrate a safe and healthy learning environment for children.

4.5 Demonstrate techniques for positive collaborative relationships with children.

4.6 Demonstrate professional practices and standards related to working with children.

5. Facilities Management and Maintenance

5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

5.1 Analyze career paths within facilities management and maintenance areas.

5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation.

5.3 Demonstrate sanitation procedures for a clean and safe environment.

5.4 Apply hazardous materials and waste management procedures.

5.5 Demonstrate a work environment that provides safety and security.

5.6 Demonstrate appropriate laundering processes.

5.7 Demonstrate facilities management functions.

6. Family

6.0 Evaluate the significance of family and its impact on the well-being of individuals and society.

6.1 Analyze the impact of family as a system on individuals and society.

6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.

7. Family and Community Services

7.0 Integrate knowledge, skills, and practices required for careers in family and community services.

7.1 Analyze career paths within family and community services.

7.2 Analyze factors related to providing family and community services.

7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services.

7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.

7.5 Identify services for individuals and families with a variety of disadvantaging conditions.

8. Food Production and Services

8.0 Integrate knowledge, skills, and practices required for careers in food production and services.

8.1 Analyze career paths within the food production and food services industries.

8.2 Demonstrate food safety and sanitation procedures.

8.3 Demonstrate selecting, using, and maintaining food production equipment.

8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.

8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.

8.6 Demonstrate implementation of food service management functions.

8.7 Demonstrate the concept of internal and external customer service.

9. Food Science, Dietetics and Nutrition

9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

- 9.1 Analyze career paths within the food science, dietetics, and nutrition industries.
- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.4 Demonstrate basic concepts of nutritional therapy.
- 9.5 Demonstrate use of current technology in food product development and marketing.
- 9.6 Demonstrate food science, dietetic, and nutrition management principles and practices.

10. Hospitality, Tourism, and Recreation

- 10.0 Integrate knowledge, skills, and practices required for careers in hospitality, tourism, and recreation.
 - 10.1 Analyze career paths within the hospitality, tourism, and recreation industries.
 - 10.2 Demonstrate procedures applied to safety, security, and environmental issues.
 - 10.3 Apply concepts of service to meet customer expectations.
 - 10.4 Demonstrate practices and skills involved in lodging occupations.
 - 10.5 Demonstrate practices and skills for travel related services.
 - 10.6 Demonstrate management of recreation, leisure, and other programs and events.

11. Housing, Interiors and Furnishings

- 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.
 - 11.1 Analyze career paths within the housing, interiors, and furnishings industry.
 - 11.2 Evaluate housing decisions in relation to available resources and options.
 - 11.3 Evaluate the use of housing and interior furnishing and products in meeting specific design needs.
 - 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
 - 11.5 Analyze influences on architectural and furniture design and development.
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
 - 11.7 Demonstrate design ideas through visual presentation.
 - 11.8 Demonstrate general procedures for business profitability and career success.

12. Human Development

- 12.0 Analyze factors that impact human growth and development.
 - 12.1 Analyze principles of human growth and development across the life span.
 - 12.2 Analyze conditions that influence human growth and development
 - 12.3 Analyze strategies that promote growth and development across the life span.

13. Interpersonal Relationships

- 13.0 Demonstrate respectful and caring relationships in the family, workplace, and community.
 - 13.1 Analyze functions and expectations of various types of relationships.
 - 13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.

- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships.

14. Nutrition and Wellness

- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety, from production through consumption.
- 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

15. Parenting

- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.

16. Textiles and Apparel

- 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.
- 16.1 Analyze career paths within the textiles and apparel design industry.
- 16.2 Evaluate fiber and textiles materials.
- 16.3 Demonstrate apparel and textiles design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textiles products and apparel.
- 16.5 Evaluate elements of textiles and apparel merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

Family & Consumer Science National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family & Consumer Sciences Education.

Nebraska Framework for Family & Consumer Science Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education.

INSTRUCTIONAL APPROACHES

Instruction in Family & Consumer Science uses the problem solving, practical reasoning process to analyze issues related to concepts within the strands of study. The approach ensures rigor and relevance in instructional practices and connects students to real life problems that relate to all backgrounds and abilities. This also makes authentic assessment an integral part of instruction.

Students enroll in Family & Consumer Science courses to learn life skills. The use of differentiation allows each student to learn at an optimal level. It is necessary to recognize and meet individual needs to allow for maximum learning.

Differentiation for instruction is a natural part of Family & Consumer Science instruction. Students in Family & Consumer Science classes have traditionally experienced instruction that facilitates learning through a variety of learning styles. Given any one concept, students may read and/or write about it, observe a teacher or student demonstration, and participate in discussion and experiments. This type of instruction creates an environment in which learning occurs and is reinforced for students of all abilities and backgrounds.

The capabilities that humans possess are grouped into eight comprehensive categories or intelligences. Family & Consumer Science classrooms create opportunities that address student strengths in each area of intelligence. Examples of the application of each intelligence include:

Logical/Mathematical	Measure, figure cost of food, clothing, housing
Body/Kinesthetic	Manipulate food, clothing, interiors
Spatial	Create food, textile projects, living environments
Interpersonal	Cooperative work in all areas
Intrapersonal	Set goals, decision making process
Linguistic	Journals, written work, technical reading
Musical	Music and lyrics related to human relationships and development
Naturalist	Conservation of resources

Although differentiated instruction has traditionally been incorporated in Family & Consumer Science classrooms, teachers can make a conscious use of these strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

Suggested resources:

Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom. Alexandria, VA: Association for Supervision and Curriculum Development.

Family and Consumer Sciences National Standards. (1998) Decatur, GA: Vocational Technical Education Consortium of States, Southern Association of Colleges and Schools, for the National Association of State Administrators for Family and Consumer Sciences Education.

Heacox, Diane. Differentiating Instruction in the Regular Classroom. (2002) Minneapolis, MN. Free Spirit Publishing

Instructional Strategies, How to Teach for Rigor and Relevance. (2000) International Center for Leadership in Education. Rexford, NY.

Nebraska Framework for Family & Consumer Sciences Education Curriculum Development. (1995) Lincoln, NE: Nebraska Department of Education.

Tomlinson, Carol Ann. (1999) The Differentiated Classroom. Alexandria, VA. Association for Supervision and Curriculum Development

ARTICULATION CHART

All 6th & 7th Grade Students will complete:	8th Grade Electives: (Students may choose any or all of the following)
Foods, Nutrition & Family Living Textiles, Clothing & Design	5810 Foods for Teens 5840 Super Sewing 5830 Designing Spaces 5820 Career Planning 5850 Money Management

Interest	9th	10th	11th	12th
Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles	520 Interior Design 521 Apparel Design & Production 522 Creative Textile Design Independent Study Textiles
Foods & Nutrition	523 Foods for Today 524 International Foods	523 Foods for Today 524 International Foods	523 Foods for Today 524 International Foods 525 Culinary Skills Independent Study Foods	523 Foods for Today 524 International Foods 525 Culinary Skills Independent Study Foods
Human Development & Family			527 Child Development 528 Adult Living	527 Child Development 528 Adult Living Independent Study Child Development

Please refer to the Special Programs section of the curriculum handbook for information on Independent Study opportunities.

Metropolitan Community College Opportunities

The following courses are articulated with Metropolitan Community College (MCC):

- Culinary Skills
- Child Development

Students who meet the following conditions are eligible to enter MCC with advanced standing in a given sequence of courses:

- Obtain a grade of “B” or better in the course to be considered for advanced standing
- Complete the Advanced Standing Application and enroll at MCC within two years of high school graduation.

Family & Consumer Science Specialty Diploma Path

(All students must take a human resource course to graduate.
The following courses are over and above this requirement)

Specialty Commended Diploma:

To earn a Specialty Commended Diploma, a student must meet the GPA criteria and complete **30** credits in a career field. These **30** credits must include a sequence of 3 courses in one of the focus areas (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 30 credits.

Specialty Distinguished Diploma:

To earn a Specialty Distinguished Diploma, a student must meet the GPA criteria and complete **50** credits in a career field. These **50** credits must include a sequence of 3 courses in one of the focus areas (see chart below). If either Child Development or Adult Living is taken to fulfill the human resource graduation requirement, it may not be included in the 50 credits.

<u>FOCUS AREAS</u>	
Textiles, Clothing & Design Sequence	Foods & Nutrition Sequence
Interior Design (5) Apparel Design & Production (5) Creative Textile Design (5) Textiles Independent Study (5)	Foods for Today (5) International Foods (5) Culinary Skills (5) Foods & Nutrition Independent Study (5)
To complete the requirement for 30/50 credits students may take any of the courses above not already taken.	

The following courses may be completed to earn 30/50 credits if not taken for the human resource graduation requirement.

- Child Development (5)
- Adult Living (5)

MIDDLE LEVEL COURSES
FOODS, NUTRITION & FAMILY LIVING

Foods, Nutrition & Family Living **6/7th grade** **6 weeks**

Description: Students will learn food preparation skills to prepare snacks and simple meals. Students will use consumer skills and nutrition information to select snacks and meals for busy teens. Students will learn safe practices to be alone or to care for younger children.

Prerequisite: None

Enduring Understanding Students learn to create strong relationships through family and friends.

Outcome 1:

Students will develop characteristics to build positive peer and family relationships.

Enabling Objectives: Students will:

- Recognize qualities of friendship
- Identify roles within families

Assessment:

Given a case situation, identify the characteristics that strengthen a relationship.

Enduring Understanding Food choices and physical activity affect lifelong health and well-being.

Outcome 2

Students will identify the relationship of food and nutrition to developing nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Demonstrate the ability to function effectively in a group
- Identify influences that affect nutrition and wellness.
- Recognize individual nutritional needs to support a healthy life style.

Assessment

Lab evaluation.

Enduring Understanding Safe living practices enable one to function independently and to be responsible for others.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately. Apply safe practices when responsible for self and others.

Enabling Objectives Student will:

- Use safe and sanitary food preparation techniques.
- Recognize the importance of safety in childcare settings.
- Apply personal safety measures when alone.

Assessment

Written response identifying safety and sanitation practices.

Lab evaluation.

Enduring Understanding One can use food preparation and decision making skills to function independently and to be responsible for others.

Outcome 4

Students will apply management techniques and appropriate food preparation skills necessary for acquisition, allocation, and utilization of resources.

Academic ELOs

Enabling Objectives Student will:

- Use appropriate techniques to measure solid, liquid and dry ingredients to prepare a variety of foods.
- Identify and use basic food preparation tools and equipment to prepare a variety of foods.
- Read and follow directions for a variety of recipes.
- Use appropriate table etiquette.
- Use consumer skills to effectively manage resources of energy, time and money.

Assessment

Demonstrate food preparation skills and procedures by completion of labs.

Primary Resource:

Kowatluk. (2005) Discovering Foods. Colmbia, Ohio. Glencoe.

TEXTILES, CLOTHING & DESIGN

Textiles, Clothing & Design

6/7th grade

6 weeks

Description: Learn skills to care for clothing and home environments. Learn to operate sewing equipment to complete a project.

Prerequisite: None

Enduring Understanding One can apply safe living practices to function independently and to contribute to the work of the family.

Outcome 1

Students will identify and create a safe working environment using textile equipment and technology appropriately.

Enabling Objectives Student will:

- Apply safe practices in the textiles lab.
- Use laundry equipment appropriately

Assessment

Written response identifying safety practices in the textiles lab.
Lab evaluation.

Enduring Understanding People who have knowledge of clothing selection, maintenance and repair have more choices to manage resources effectively.

Outcome 2

Students will apply consumer skills necessary for acquisition, allocation, and utilization of resources.

Enabling Objectives Student will:

- Use appropriate techniques to care for and operate textiles equipment and tools.
- Read and follow directions to construct a project.
- Identify and use appropriate textile related measuring instruments.
- Identify and use appropriate hand stitching techniques.
- Practice effective time management.
- Demonstrate basic laundry techniques.
- Demonstrate simple mending techniques.

Assessment

Demonstrate textiles, clothing and design skills by completion of a project.
Lab evaluation.

Enduring Understanding Clothing can enhance one's success in work. Career exploration is an ongoing process.

Outcome 3:

Students will recognize the relationship between appearance and work. Student will identify personal strengths and interests related to careers.

Enabling Objectives:

- Identify clothing concepts to support work.
- Identify personal interests and priorities related to textile, clothing and design career.

Assessment:

Given a case situation, students will recognize the positive and negative qualities of a worker's appearance.

Identify and support personal career choices.

Primary Resource:

Kelly-Plate and Eubanks. (2004) Today's Teen. Columbia, Ohio. Glencoe.

FOODS FOR TEENS

Food for Teens

8TH Grade

6 weeks

Description: Use new food preparation techniques and equipment to prepare a variety of foods. Students will explore nutrition, food decision-making and cooking skills.

Prerequisite: None

Enduring Understanding Food is a basic need that helps develop strong bodies and contributes to social and emotional well-being.

Outcome 1

Students will understand the relationship of foods and nutrition, to developing nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Practice cooperation and communication skills.
- Apply problem-solving skills and teamwork in a cooperative setting.
- Recognize food choices that support a healthy life style.

Assessment

Demonstrate communication, cooperation and social skills within a lab setting.
Given a dietary problem evaluate a meal plan.

Enduring Understanding Individuals who have food preparation skills have more choices related to managing resources.

Outcome 2

Students will apply management techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

Enabling Objectives Student will:

- Apply basic food preparation skills to prepare a variety of foods.
- Apply time and money management skills to prepare meals.
- Interpret sources of nutrition information.

Assessment

Demonstrate food preparation skills and procedures by successful completion of projects and labs.
Complete nutrition analysis.

Enduring Understanding Safe and sanitary food handling practices are a critical component of a healthy diet.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately.

Enabling Objectives Student will:

- Use appropriate food preparation techniques.
- Apply safe and sanitary food preparation and handling techniques.

Assessment

Written response to identify appropriate safety and sanitation practices.

Lab assessments.

Enduring Understanding There are many career opportunities related to food and nutrition.

Outcome 4

Students will examine opportunities in food and nutrition, careers and use of leisure time.

Enabling Objectives Student will:

- Identify and describe career opportunities.
- Identify relationship of food handling, preparation and consumer skills to success on personal and career goals.
- Recognize affective rewards of food decisions.

Assessment

Consumer comparison project.

Case situation.

Primary Resource:

Byrd-Bredbenner, Carol.(2006) Adventures in Foods. Tinley Park, IL. Goodheart-Wilcox.

DESIGNING SPACES

Designing Spaces

8th grade

6 weeks

Description: Use elements and principles of design to create a bedroom floor plan. Create crafts and accessories to decorate a room. Explore textile, design and housing related careers.

Prerequisite: None

Enduring Understanding Housing is a basic need that contributes to social and emotional well-being.

Outcome 1

Students will understand the relationship of textiles, housing and design to developing nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Apply problem-solving skills in a cooperative setting.
- Recognize the impact of environment on personal satisfaction and self-expression.

Assessment

Evaluate room design project for design principles, personal satisfaction and self-expression.

Enduring Understanding Individuals who have an understanding of home design have more choices related to managing resources.

Outcome 2

Students will apply management techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

Enabling Objectives Student will:

- Create and evaluate a room plan using the elements and principles of design.
- Use textile techniques and emerging technology to create interior accessories.
- Apply organizational principles to room plan design.

Assessment

Room plan design

Accessory project for room plan

Enduring Understanding Physical safety is an important factor in the use of textile equipment and in home design.

Outcome 3

Students will identify and create a safe working environment using textile equipment and technology appropriately.

Enabling Objectives Student will:

- Apply safe work habits in the textiles lab.

Assessment

Written response to identify safe textiles lab practices.

Lab as

Enduring Understanding There are many career opportunities related to textiles, clothing and design.

Outcome 4

Students will examine opportunities in textiles, clothing and design careers and use of leisure time.

Enabling Objectives Student will:

- Identify relationship of textiles, clothing and design skills to success on personal and career goals.
- Recognize affective rewards of housing decisions.

Assessment

Reflection on a design product and/or process.

Primary Resources

To be determined

SUPER SEWING

Super Sewing

8th grade

6 weeks

Description: Learn to use a pattern and the latest technology in sewing machines and sergers to make simple apparel. Learn to make consumer decisions related to clothing.

Prerequisite: None

Enduring Understanding Clothing is a basic need that contributes to physical, social and emotional well-being.

Outcome 1

Students will understand the relationship of textiles, clothing and design to developing nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Apply problem-solving skills in a cooperative setting.
- Recognize the impact of clothing choices on image and creative expression.

Assessment

Given a case situation, identify appropriate clothing choices.

Enduring Understanding Individuals who have an understanding of clothing maintenance and construction have more choices related to managing resources.

Outcome 2

Students will apply textile, clothing and design techniques and consumer skills necessary for acquisition, allocation and utilization of personal, family and community resources.

Enabling Objectives Student will:

- Use a pattern to construct apparel
- Understand resource management skills to purchase and maintain clothing.
- Use emerging technology to create and personalize apparel

Assessment

Demonstrate textiles skills and procedures by successful completion of projects and labs.

Enduring Understanding Physical safety is an important factor in the use of textile equipment.

Outcome 3

Students will identify and create a safe working environment using equipment and technology appropriately.

Enabling Objectives Student will:

- Apply safe work habits in the textiles lab.

Assessment

Written response to identify safe textiles lab practices.
Lab assessments.

Enduring Understanding There are many career opportunities related to textiles, clothing and design.

Outcome 4

Students will examine opportunities in textiles, clothing and design careers and use of leisure time.

Enabling Objectives Student will:

- Identify and describe career opportunities.
- Identify relationship of textile, clothing and skills to success on personal and career goals.
- Recognize affective rewards of textile decisions.

Assessment

Consumer comparison project.
Case situation.

Primary Resource:

To be determine

CAREER PLANNING

Career Planning

8th Grade

6 weeks

Description: It's never too early to think about future career goals. This course will assist students in making decisions regarding educational career choices that will prepare them for their future. Students will identify interest areas, explore clusters of occupations, practice interviewing, learn positive job skills, and interview members of the community about their careers. Exploring a variety of career options will assist students as they develop their educational plans for high school and beyond.

Prerequisite: None

Enduring Understanding Individuals define employment, work and career differently.

Outcome 1

Students will explore the personal meaning of work.

Enabling Objectives Student will:

- Create personal SMART goals related to the world of work.
- Use a Personal Learning Plan as a tool to clarify values related to the world of work.
- Determine how the world of work influences family, community and career relationships.
- Recognize that some changes in the world of work can be controlled and some cannot.
- Recognize how current educational choices enhance personal goals.

Assessment

Personal Learning Plans identify career goals and ways to achieve the goals.

Enduring Understanding Individuals who are aware of the variety of career options related to personal strengths are better able to make satisfying career choices.

Outcome 2

Students will explore career interests, skills and aptitudes.

Enabling Objectives Student will:

- Assess personal work interests using a variety of inventories.
- Identify academic strengths that relate to work interests.
- Recognize how having appropriate life skills facilitate success in the world of work.

Assessment

Reflection on personal strengths and alignment with specific career options.

Enduring Understanding Education prepares one for and enhances success in a career.

Outcome 3

Students will examine types of academic preparation necessary for career success.

Enabling Objectives Student will:

Identify high school courses and activities that prepare future career needs.

Identify education and training opportunities for career preparation.

Assessment

Create an education plan to support given careers.

Enduring Understanding One needs job seeking skills to seek satisfying employment.

Outcome 4

Students will develop skills to locate, evaluate and interpret career information,

Enabling Objectives Student will:

- Understand the ways in which jobs are identified and classified.
- Research job classifications that relate to personal strengths and interests.
- Discover and evaluate careers that related to personal strengths and interests.

Assessment

Mock job search

Enduring Understanding One needs to know how to obtain a job.

Outcome 5

Students will demonstrate an understanding of career attainment skills.

Enabling Objectives Student will:

- Compare and contrast sources for finding a job.
- Identify information needed to build a resume.
- Complete a job application
- Participate in an interview and follow-up correspondence

Assessment

Resume and mock interview

Primary Resource:

To be determine

MONEY MANAGEMENT

Managing Money

8th Grade

6 weeks

Description: Prepare for life's financial realities. Students will explore the relationship between earning money and spending it. Smart consumer behavior will be discussed. Student will be introduced to managing a checkbook, creating a budget and planning for large expenditures. Students will apply math skills through the calculation of discounts, taxes, interest income and more.

Prerequisite: None

Enduring Understanding Goals are directly related to managing economic resources.

Outcome 1

Students will understand the relationship between personal goals and managing economic resources.

Enabling Objectives Student will:

- Investigate interests and strengths as they relate to career fields
- Create short and long term career and financial plans

Assessment

Career and budget planning portfolio

Enduring Understanding Individuals who are aware of financial decision-making strategies are better able to make satisfying spending decisions.

Outcome 2

Students will demonstrate the ability to utilize resources and develop decision-making skills to accomplish money management goals.

Enabling Objectives Student will:

- Prepare a budget to achieve financial goals.
- Practice electronic and manual banking.
- Identify types of investments.
- Plan for interest income.
- Understand the impact of credit.
- Recognize the impact of types of taxes.
- Create spending plans for major purchases.

Assessment

Consumer Analysis project

Career and budget planning portfolio

Primary Resource:

To be determine

Enduring Understanding:

Clothing makes a personal statement that is related to a situation.

Outcome 3

Students will evaluate the relationship between clothing choices for work and for leisure.

Enabling Objectives Student will:

- Create a wardrobe plan.
- Plan and select clothing for work and leisure.
- Explore careers in the clothing and textile industry.

Assessment

Given various situations, demonstrate appropriate clothing decisions.

Primary Resource:

To be determine

CREATIVE TEXTILES

Creative Textiles **9-12** **S** **5 Credits**

Description:

Explore creative design and sewing techniques in this project-oriented class. Create projects of your choice by applying a variety of techniques to redesign clothing and create interior accessories.

Prerequisite: None

Enduring Understanding:

Textile choices impact attitudes of self and others.

Outcome 1

Students will explore the impact of textile choices on attitudes of self and others.

Enabling Objectives Student will:

- Relate the elements and principles of design to textile choices.
- Evaluate the psychological impact of textile choices.

Assessment

Given a topic, students will create a portfolio that shows the relationship between textiles choices and psychological attitudes.

Enduring Understanding: Individuals who acquire textile development, care and maintenance skills have more choices related to managing resources.

Outcome 2

Students will examine the relationship of textiles and design to the acquisition, allocation and utilization of personal, family and community resources.

- Recognize fabric treatments.
- Demonstrate safe and appropriate use of lab equipment.
- Apply techniques to create, manipulate and/or embellish textiles.
- Analyze textile techniques for time, technology and money management.
- Apply sewing skills and construction techniques for a wide variety of fabrics/applications in a lab setting.

Assessment

Equipment and safety quiz.

Given a specific goal, create textile project(s).

Enduring Understanding:

Skills related to textiles and design can be applied to career paths and to personal fulfillment of leisure time.

Outcome 3

Students will explore textile and design opportunities for career and leisure time fulfillment.

Enabling Objectives Student will:

- Explore careers in the clothing and textile career cluster.
- Identify the impact of creativity on personal fulfillment.

Assessment

Given a specific project, complete reflection on the relationship between creativity and personal fulfillment.

Primary Resource:

To be determine

INTERIOR DESIGN

Interior Design 9/12 S 5 **Credits**

Description:

Learn to decorate interior spaces. Students will evaluate and create floor plans and customize decorating through the selection of flooring, wall covering, window treatments, furniture and accessories. This project-oriented class will use computers, field trips and speakers to explore interior design.

Prerequisite: None

Enduring Understanding

There is a direct correlation between housing and the physical, emotional, and social needs of human beings.

Outcome 1

Students will analyze how housing meets the needs of individuals and families.

Enabling Objectives Student will:

- Identify how human needs influence housing choices.
- Recognize the psychological impact of the elements and principles of design.

Assessment

Given a situation, support decisions made when creating a design plan.

Enduring Understanding:

Knowledge of the elements and principles of design is essential to making decorating choices that impact physical, emotional and social well-being.

Outcome 2

Students will apply design knowledge and skills to make appropriate decorating decisions.

Enabling Objectives Student will:

- Apply elements and principles of design.
- Evaluate and create scale drawings.
- Analyze and select interior components (furniture, appliances, windows, wall & floor covering, lighting, accessories)
- Analyze and create design plans for efficiency.
- Utilize technology to enhance design plans.

Assessment

Given a situation, create a housing design plan and support the decisions made to create the plan.

Enduring Understanding:

There are many careers impacted by the elements and principles of design.

Outcome 3

Students will explore housing or design related careers and how housing choices affect quality of life.

Enabling Objectives Student will:

- Identify careers supported by design skills.
- Recognize the relationship between housing, career and well-being.

Assessment

Paper or presentation on housing or design related careers.

or

Paper or presentation on the relationship between housing situations, career and well-being.

Primary Resource:

To be determine

FOODS FOR TODAY

Foods for Today

9/12

S

5 Credits

Description:

Explore food preparation, nutrition and meal planning for today's busy lifestyle. Students will participate in lab experiences and use the Internet, cookbooks and textbooks to learn about food.

Prerequisite: None

Enduring Understanding Food choices and related activities affect lifelong health and well being.

Outcome 1

Students will evaluate the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Plan breakfast, lunch and dinner according to the USDA recommended dietary guidelines.
- Practice safety and sanitation of food handling.
- Explain the importance of personal hygiene related to food preparation.
- Apply basic table manners and etiquette.
- Know etiquette for public dining.
- Understand nutrition related to healthy lifestyle, meal planning and the life cycle.
- Analyze fad diets for dangers to the body.
- Identify special diet needs for health conditions and stages of the life cycle.
- Recognize food marketing practices and influences of food choices.

Assessment

Demonstrate teamwork in a lab setting.

Meal plan analysis.

Enduring Understanding Food related decisions are based on budget, food preparation skills and available resources.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family and community resources.

Enabling Objectives Student will:

- Apply safe food storage practices
- Apply safe and sanitary kitchen management strategies (knife use and storage, fire prevention, accident prevention, equipment maintenance and storage)
- Identify the causes and effects of food borne illnesses.
- Use accurate measuring techniques.
- Understand food equivalents, abbreviations, parts of a recipe, and altering a recipe.
- Identify appropriate uses for small and large appliances.
- Prepare recipes using moist and dry heat cooking methods (sauté, boil, steam, bake, broil, fry, stir-fry).
- Apply problem-solving skills to create meal plans under a variety of conditions.
- Practice time management techniques.
- Plan and conduct a social gathering or event.

Assessment

Safety and sanitation quiz

Evaluation of lab practices.

Evaluation of social function lab.

Enduring Understanding Food decisions impact employment.

Outcome 3

Students will understand the relationship between food decisions and employment.

Enabling Objectives Student will:

- Evaluate the impact of food decisions on employment.
- Explore food related careers.

Assessment

Presentation on food related career

Given a case situation, identify the impact of food decisions on employment.

Primary Resource:

Kowtaluk, Kopan. (2006) Foods for Today. Colmbia, Ohio. Glencoe.

INTERNATIONAL FOODS

International Foods **9/12** **S** **5** **Credits**

Description:

Travel the world without leaving home. Students will apply cooking techniques in the preparation of foods from many countries/cultures. Students will understand the influences on American food heritage and explore how foods reflect customs and traditions.

Prerequisite: None

Enduring Understanding:

Cultures view the relationship between food and health customs differently.

Outcome 1

Students will compare the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Recognize customs, traditions, natural resources, and social and cultural aspects of countries.
- Practice cooperative skills to participate in lab.
- Prepare and sample foods from countries and cultures that are studied.

Assessment

Presentation of research related to food and specific culture.

Enduring Understanding:

Food preparation techniques and resources vary with different cultures and must be considered in meal planning.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family and community resources relevant to a variety of cultures.

Enabling Objectives Student will:

- Demonstrate safe and sanitary food handling techniques.
- Demonstrate accurate measuring techniques.
- Use culinary knife skills.
- Work as a team in lab setting.
- Prepare and sample foods from a variety of cultures.
- Use a variety of cooking utensils and equipment that reflect international cooking techniques.

Assessment

Safety and sanitation quiz.

Evaluation of lab participation

Enduring Understanding:

Our society is changing and embracing a variety of cultures.

Outcome 3

Students will explore how food customs impact personal and professional life.

Enabling Objectives Student will:

- Identify customs related to food choices.
- Explain the impact of food customs of various cultures on personal and professional relationships.

Assessment

Presentation of research project related to food and a specific culture.

Primary Resource:

Largen, Velda. Bence, Deborah.. (2006) Guide to Good Food..Tinley Park, IL. Goodheart-Wilcox.

CULINARY SKILLS

Culinary Skills **10-12** **S** **5** **Credits**

Description:

Learn the fundamentals of the culinary arts by applying the principles of food preparation and presentation. Participate in labs and related classroom studies, discuss the how and why of cooking, and gain confidence in skills and techniques. This course is articulated with Metropolitan Community College.

Prerequisite: none

Enduring Understanding Food choices and physical activities affect lifelong health and well-being.

Outcome 1

Students will evaluate the relationship between food and nutrition and the development of nurturing, caring, responsible individuals and families.

Enabling Objectives Student will:

- Use professional culinary vocabulary.
- Understand and set up banquet and table service.
- Demonstrate and serve food using portion control guidelines.
- Calculate food cost and pricing.
- Design, plan and prepare a menu
- Have a working knowledge of principles of nutrition

Assessment

Culinary lab experiences

Enduring Understanding Individuals who have food preparation skills have more food choices.

Outcome 2

Students will apply and analyze management techniques and food preparation skills necessary for the acquisition and utilization of personal, family, and community resources

Enabling Objectives Student will:

- Practice food preparation skills
- Know and demonstrate safety and sanitation regulations
- Identify and use culinary tools and equipment

Assessment

Culinary lab experience
Safety and sanitation test

Enduring Understanding Food choices impact success in a career. There are a range of careers in the food, nutrition and hospitality field.

Outcome 3

Students will recognize opportunities in food/nutrition related careers.

Enabling Objectives Student will:

- Explore career opportunities in food service/hospitality

Assessment

Catering lab

Career presentation

Primary Resource:

Johnson and Wales University. (2006) Culinary Essentials. Columbia, Ohio. Glencoe.

CHILD DEVELOPMENT

Child Development **11-12** **S** **5** **Credits**

Description:

Learn what it takes to create a positive environment for children! Explore the impact of childcare and parenting on the first years of development through interaction with babies, toddlers, preschoolers, guest speakers and possible field trips. This course is a good choice for anyone interested in a professional or technical career, or for personal growth and practical experience. This course will help prepare for careers in education, coaching, medicine, childcare, and counseling as well as future parenting. Child Development fulfills the Human Resource graduation requirement. This course is articulated with Metropolitan Community College.

Prerequisite: None

Enduring Understanding Caregivers have an impact on the development of a child.

Outcome 1

Students will integrate knowledge of child development and parenting skills to create a positive environment for children.

Enabling Objectives Student Will:

- Demonstrate an understanding of developmentally appropriate strategies to provide a safe and nurturing environment for children
- Examine the theories of child development.
- Understand how the characteristics and stages of prenatal and child development impact the social, emotional, physical, and intellectual well-being of children.

Assessment

Given a specific situation, the student will identify appropriate strategies for enhancing the development of the child.

Enduring Understanding Time, energy, money and people are involved in the development of children.

Outcome 2

Students will examine the impact of personal, family and community resources on the development of the child.

Enabling Objective

- The student will analyze a variety of resources and their impact on the development of a child.

Assessment

Given an opportunity to interact with children, the student will demonstrate the appropriate use of resources.

Enduring Understanding An understanding of child development is critical for both parenting and career choices.

Outcome 3

Students will explore careers related to work and the effect of parental work on children.

Enabling Objectives

- Student will understand options related to working with and caring for children.

Assessment

Analysis of the effect of work on children.

Evaluation of a career related to children.

Primary Resource:

To be determine

ADULT LIVING

Adult Living 11/12 S 5 **Credits**

Description:

You're moving on and getting ready to be on your own. Learn skills to prepare for real life situations. Topics include money management, relationships through the life cycle, health through the life cycle and a career and life plans. This course fulfills the Human Resource graduation requirement.

Prerequisite: None

Enduring Understanding Relationships impact one's physical, social and emotional well-being.

Outcome 1

Students will analyze the relationship of the qualities of families to the development of nurturing, caring, responsible individuals, and families.

Enabling Objectives Student will:

- Understand self and others
- Identify lifestyle choices
- Identify characteristics of relationships and their influence on emotional well-being
- Recognize sexual harassment and relationship violence
- Expand knowledge of human sexuality, family planning, and health through the life cycle.
- Understand how parenthood and family transitions impact life plans.
- Analyze life changes and trends and how they impact individuals and families

Assessment

Presentation/paper of research findings on how trends impact individuals and families.
Present an interpretation of the impact of transitions on the well being of individuals and families.

Enduring Understanding Decisions related to resources enhances the quality of life.

Outcome 2

Students will utilize the decision-making process related to the acquisition, allocation, and utilization of personal, family, and community resources.

Enabling Objectives Student will:

- Apply home management through technology
- Develop a budget for independent living
- Examine income/expense, insurance, credit, investments, retirement throughout the life cycle.
- Understand the influence of time management on the quality of life
- Assess the impact of continuous goal setting throughout the life cycle
- Examine consumer rights and consumer protection laws

Assessment

Given a situation, create a budget that integrates all aspects of financial matters and family living.

Enduring Understanding There is a relationship between personal life and work.

Outcome 3

Students will evaluate how family, employment and community work are integrated.

Enabling Objectives Student will:

- Explore careers clusters and their impact on quality of life
- Analyze the impact of career on life plans
- Explore the benefits of community involvement
- Develop a self-analysis and life plan portfolio

Assessment

Life plan portfolio and analysis of the impact of employment on the community, individual, and family life.

Primary Resource:

Couch, Felstehausen, Clark. (2006) Creative Living Skills. Columbia, Ohio. Glencoe.

**PROJECTED TIMELINE FOR MILLARD EDUCATION PROGRAM
Family & Consumer Science**

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2004-2005
Phase II	<ul style="list-style-type: none"> • Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides 	February 2006
Phase III	<ul style="list-style-type: none"> • Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources 	Fall 2006
Phase IV	<ul style="list-style-type: none"> • Monitor, collect student & program assessment data 	2007-2008 2008-2009 2009-2010 2010-2011
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2011

AGENDA SUMMARY SHEET

AGENDA ITEM: World Languages Framework

MEETING DATE: February 20, 2006

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Secondary World Languages Framework

ACTION DESIRED: APPROVAL X

BACKGROUND: Middle Level World Languages have been in the MEP process for 2 years. Program adjustments have been made based on district direction, Millard Standards and State and National Standards. The Framework has been reviewed by teachers, Educational Services Cabinet, and Superintendent's Cabinet.

OPTIONS/ALTERNATIVE CONSIDERATIONS:

RECOMMENDATIONS: Recommend approval of the World Languages Framework

STRATEGIC PLAN REFERENCE:

IMPLICATIONS OF ADOPTION OR REJECTION:

TIME LINE: Implementation was scheduled to allow for adequate resource selection and staff development. Resource selection will be finalized after approval of the framework.

PERSONS RESPONSIBLE: Dr. Judy Porter and Dr. Clara Hoover

SUPERINTENDENT'S APPROVAL: _____

BOARD ACTION:

WORLD LANGUAGE FRAMEWORK

February 2006



Table of Contents

Participants	1
Philosophical Foundations	2
Mission.....	2
Beliefs	2
Essential Question.....	2
Enduring Understandings.....	2
Vision.....	3
Relationship of Framework to Content Standards	4
Nebraska K-12 Foreign Language Frameworks	4
Relationship of Framework to Essential Learner Outcomes	5
Millard Essential Learner Outcomes	6
Instructional Strategies.....	7
Use of Target Language.....	7
Differentiation.....	8
Recommendations for Sequence of World Language Courses.....	9
World Language Courses and Diploma Paths	10
Future Considerations.....	10
Course Frameworks	11
WORLD LANGUAGE SURVEY	11
FRENCH I-A	12
FRENCH I-B	14
FRENCH I (8).....	16
FRENCH I (9-12)	18
FRENCH II	20
HONORS FRENCH II.....	22
FRENCH III.....	24
HONORS FRENCH III	26
FRENCH IV.....	28
HONORS FRENCH IV	30
ADVANCED PLACEMENT® FRENCH LANGUAGE	32
GERMAN I-A.....	34
GERMAN I-B.....	36
GERMAN I (8).....	38
GERMAN I (9-12)	40
GERMAN II.....	42
HONORS GERMAN II	44
GERMAN III	46
HONORS GERMAN III.....	48
GERMAN IV	50
HONORS GERMAN IV.....	52
ADVANCED PLACEMENT® GERMAN LANGUAGE	54
JAPANESE I.....	56
JAPANESE II	58
JAPANESE III.....	60

JAPANESE IV	62
LATIN I	64
LATIN II.....	66
LATIN III.....	68
ADVANCED PLACEMENT® LATIN LITERATURE	70
SPANISH I-A	72
SPANISH I-B.....	74
SPANISH I (8).....	76
SPANISH I (9-12).....	78
SPANISH II	80
HONORS SPANISH II.....	82
SPANISH III.....	84
HONORS SPANISH III	86
SPANISH IV.....	88
HONORS SPANISH IV	90
ADVANCED PLACEMENT® SPANISH LANGUAGE	92
Projected Timeline for Millard Education Program: World Language	94

Participants

The following people participated in developing the World Language Framework.

Core Committee

Susan Anglemeyer (Sandoz)
 Wendy Brennan (CMS/NMS)
 Jane Couture (WHS)
 Bill Cunningham (NHS)
 Chris Drummond (Parent)
 Stephanie Fatemi (BMS/NMS)
 Carolyn Gascoigne (UNO)
 Pam Hoover (SHS)
 Theresa Jensen (NHS)
 Nancy Johnston (BMS)
 Wendy Langer (WHS)
 Natasha Ludwig-Page (RMS/WHS)
 Suzanne Melliger (Aldrich)
 Dorothy Pflug (Parent)
 Joan Rogert (AMS)
 Betty Sample (WHS)
 JoAnn Shannon (KMS)
 Chuck Story (NHS)
 Marge Welch (RMS)
 Nancy Wolf (SHS)

Course Frameworks Review Committee

Wendy Brennan (CMS/NMS)
 Jane Couture (WHS)
 Bill Cunningham (NHS)
 Stephanie Fatemi
(BMS/NMS)
 Betty Hansen (NMS)
 Kathy Hardenbergh (SHS)
 Pam Hoover (SHS)
 Julia Kolander (NHS)
 Volker Langeheine (NHS)
 Christine Nyffeler (NHS)
 Brooke Sahlstrom (AMS)
 JoAnn Shannon (KMS)
 Chuve Slotter (SHS)
 Pam Sorrell (WHS)
 Jacques Tetrault (NHS)

Focus Group

Paul Jensen (Southwest Airlines)
 Marisa Ring (Omaha Chamber of
 Commerce)
 Bridget Rolenc (Methodist Health System)
 Suzie Steube (Wells Fargo Bank)
 Maria Valentin (ConAgra Foods)
 Wendy Brennan (CMS/NMS)
 Bill Cunningham (NHS)
 Kathy Hardenbergh (SHS)
 Volker Langeheine (NHS)
 Therese Terschuren (WHS)
 Clara Hoover
 Judy Porter

Text Selection Committees:

French

Kathy Hardenbergh (SHS)
 Anne Johnson (WHS)
 Natasha Ludwig-Page (RMS/WHS)
 Kaye Nyffeler (SHS)
 Randy Srb (CMS)
 JoAnn Shannon (KMS)
 Jacques Tetrault (NHS)
 Nancy Wolf (SHS)

German

Ron Beernink (WHS)
 Wendy Brennan (CMS/NMS)
 Pam Hoover (SHS)
 Judy Kerkhoff (RMS)
 Volker Langeheine (NHS)
 Wendy Langer (WHS)
 Tim Seeger (SHS)
 Brenda Stewart (NHS)

Spanish

Carol Ariza (AMS)
 Glenda Bahr (CMS)
 Jane Couture (WHS)
 Bill Cunningham (NHS)
 Ginny Dickes (NHS)
 Sheryl Forehead (SHS)
 Shelly Gauthier (SHS)
 Paul Grant (SHS)
 Theresa Jensen (NHS)
 Candida Kraska (NHS)
 Rosie Lenz (WHS)
 Chuve Slotter (SHS)
 Peg Whitmore (WHS)

Japanese

Bill Cunningham (NHS)

Latin

Ben Graham (NHS)
 Julia Kolander (NHS)
 Therese Terschuren (WHS)

MEP Facilitator

Clara Hoover

Philosophical Foundations

Mission

The study of world languages:

- prepares students to communicate and live in a global society
- develops proficiency in multiple languages
- increases awareness and understanding of diverse cultures.

Beliefs

- A K-12 articulated world language program should be available to all students.
- All students can succeed in learning world languages.
- Multilingual competency and the ability to function in multiple cultures are necessary to be an effective global citizen.
- World language education teaches real life communication.
- World language study should be a component of each student's education.
- World language education develops critical thinking skills.
- World language education reinforces and enhances the study of many other disciplines.
- Multilingual people are more marketable in local and global communities.

Essential Question

The World Language Framework is based on this mission and these beliefs. Teachers and other persons involved in developing this framework aligned all courses with the *Nebraska K-12 Foreign Language Frameworks* and the *Standards for Foreign Language Learning in the 21st Century*. The essential question for world language study is:

How does the study of world languages prepare students to live and work in an ever-flattening, global society?

Enduring Understandings

The answers to the essential question can be found in three enduring understandings.

1. Communicating in a language other than English for a variety of purposes is necessary for living in an ever-flattening, global society.
2. Understanding other cultures and their relationship to one's own culture prepares students for living in an ever-flattening, global society.
3. Connecting language and/or cultural knowledge to situations both within and beyond the school setting prepares students to use language and cultural knowledge as adults.

Vision

In keeping with Millard Public Schools' mission for world-class educational opportunities, this district's vision of a world language program is aligned with the vision of the *Nebraska K-12 Foreign Language Frameworks*.

The *Nebraska K-12 Foreign Language Frameworks* provides a map for guiding Nebraska schools into the twenty-first century. It outlines important skills that students in our state will need to survive and prosper socially and economically.

The Frameworks presents a departure from the traditional grammar-based approach to instruction. It advocates that the opportunity for language learning be available to all with an emphasis on culture and communication. This reinforcement of cultural knowledge affirms the many cultures existing within the community and promotes awareness of the international connections that exist locally. It calls for students to be able to gain knowledge and understanding of other cultures, to develop insight into their own language and culture, to communicate in the language and to use authentic materials so that students can see the "real" connections to what they are learning in school and to their future career choices.

The implications of the concepts in the Frameworks are important since students will live most of their adult lives in a world that will be dramatically different from that of their parents and grandparents. They will live with the challenges and rewards of living in a technological society that presupposes immediate communication, diverse social settings and interactions, resolving conflict at the national and international level, ecological problem-solving, and competitive job markets. Effective communication based on a knowledge of language and cultures will be their key to surviving and prospering.

The Frameworks emphasizes that learning a foreign language is a skills that must be developed over time. "Come early, stay late" is the rallying cry—the challenge to provide a K-12 foreign language learning opportunity for all Nebraska students.

Nebraska K-12 Foreign Language Frameworks. (1996). Lincoln, NE: Nebraska Department of Education.

Relationship of Framework to Content Standards

The World Language Framework is aligned with all standards listed in the *Nebraska K-12 Foreign Language Frameworks*, which are the same as the national standards identified in *Standards for Foreign Language Learning in the 21st Century*.

Nebraska K-12 Foreign Language Frameworks Overview of the Goals and Standards

Goal One: Communicate in Languages Other than English

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3 Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.

Goal Two: Gain Knowledge and Understanding of Other Cultures

- Standard 2.1 Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.
- Standard 2.2 Students demonstrate an understanding of the relationship between the perspectives and products/contributions of the cultures studied.

Goal Three: Connect with Other Disciplines and Acquire Information

- Standard 3.1 Students reinforce and further knowledge of other disciplines through foreign languages.
- Standard 3.2 Students acquire information and perspectives through authentic materials in the foreign languages and within the culture.

Goal Four: Develop Insight into the Nature of Language and Culture

- Standard 4.1 Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.
- Standard 4.2 Students recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture.

Goal Five: Participate in Multilingual Communities at Home and Around the World

- Standard 5.1 Students use the language both within and beyond the school setting for a variety of purposes.

Nebraska K-12 Foreign Language Frameworks. (1996). Lincoln, NE: Nebraska Department of Education.

Standards for Foreign Language Learning in the 21st Century. (1999). Lawrence, KS: National Standards in Foreign Language Education Project.

Relationship of Framework to Essential Learner Outcomes

The World Language Framework supports the following Millard Essential Learner Outcomes:

ACADEMIC SKILLS AND APPLICATIONS

LITERACY AND COMMUNICATION

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

SOCIAL STUDIES

4. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments
5. Demonstrates practical knowledge of history, economics and geography
6. Understand global independence.

LITERACY AND COMMUNICATION

7. Demonstrates appropriate speaking and listening skills for a variety of settings.

HUMAN RELATIONS

- Understands ethnic and cultural differences.
- Understands human differences.

TECHNOLOGY

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

FINE AND PERFORMING ARTS

- Experiences and evaluates a variety of music, art, or drama.

LIFE SKILLS AND PERFORMANCES

READINESS FOR WORK

- Demonstrate the ability to manage time
- Demonstrate the ability to follow directions
- 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

(The complete ELO T-chart appears on the following page.)

Millard Essential Learner Outcomes

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

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
<p>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:</p> <p>LITERACY AND COMMUNICATION</p> <ol style="list-style-type: none"> 3. Demonstrates competencies in reading to understand and evaluate a variety of texts. 4. Demonstrate competencies in writing in a variety of modes. <p>MATHEMATICS</p> <ol style="list-style-type: none"> 8. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates. 9. Understand and use attributes of geometric figures and systems of measurement. 10. Demonstrate knowledge of and use coordinate systems and algebraic concepts. 11. Select, organize, display and analyze data. 12. Apply appropriate mathematical strategies to solve problems. <p>SCIENCE</p> <ol style="list-style-type: none"> 13. Use scientific processes to understand the unifying concepts of the natural world. 14. Demonstrates understanding of life, physical, earth and space sciences. <p>SOCIAL STUDIES</p> <ol style="list-style-type: none"> 15. Demonstrates understanding of structure, operations and relationships between local, state, national and international governments 16. Demonstrates practical knowledge of history, economics and geography 17. Understand global independence. <p>-----</p> <p>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.</p> <p>LITERACY AND COMMUNICATION</p> <ol style="list-style-type: none"> 3. Demonstrates appropriate speaking and listening skills for a variety of settings. <p>CONSUMER ECONOMICS</p> <ul style="list-style-type: none"> • Demonstrates skills in managing money. • Makes sound financial choices by using appropriate resources. <p>HUMAN RELATIONS</p> <ul style="list-style-type: none"> • Understands ethnic and cultural differences. • Understands human differences. <p>TECHNOLOGY</p> <ul style="list-style-type: none"> • Obtains information electronically and organizes it successfully • Conveys information using technology • Uses a variety of technological resources to solve problems. <p>FINE AND PERFORMING ARTS</p> <ul style="list-style-type: none"> • Experiences and evaluates a variety of music, art, or drama. <p>WELLNESS</p> <ul style="list-style-type: none"> • Understands human growth and development • Identifies the values of good nutrition and physical activity • Evaluates the impact of addictive substances and behaviors 	<p>Within the school setting, students in the Millard Public Schools will:</p> <p>READINESS FOR WORK</p> <ul style="list-style-type: none"> • 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 <p>READINESS FOR LIFE-LONG LEARNING</p> <ul style="list-style-type: none"> • Demonstrate ability to set and pursue short term and long term goals • Obtain, organize and evaluate information successfully • Develop the attributes of: <ul style="list-style-type: none"> integrity, self-discipline, positive attitude perseverance <p>CITIZENSHIP</p> <ul style="list-style-type: none"> • 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 <p style="margin-top: 20px;">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</p>



Instructional Strategies

Use of Target Language

Students acquire language skills best when they “are provided opportunities to use the target language to communicate in a wide range of activities. The more learners use the target language in meaningful situations, the more rapidly they achieve competency” (Standards, 1999, p. 41).

In addition, good teaching “recognizes that students learn by hearing the foreign language spoken well and by reading authentic texts as well as communicating with others in the foreign language, both orally and in writing. Practice in using productive and receptive skills should be an integral part of every course taught in a foreign language, including those that focus on literature or culture” (ADFL, 2001, online).

Developing communication proficiency is the primary goal of world language instruction; therefore, teachers should provide learning environments in which they and students communicate in the target language. The degree to which classes are conducted and students expected to speak in the target language will increase as students acquire language skills. Upper level honors courses and Advanced Placement[®] language courses should be conducted mostly, if not entirely, in the target language.

ADFL Statement of Good Practice: Teaching, Evaluation, and Scholarship. (2001). New York: Modern Language Association, Association of Departments of Foreign Language Executive Committee.

Standards for Foreign Language Learning in the 21st Century. (1999). Lawrence, KS: National Standards in Foreign Language Education Project.

Differentiation

Students enroll in world language courses to acquire reading, writing, speaking and listening skills. Differentiated instruction allows each student to perform at an optimal level while developing an understanding of diverse cultures.

World language teachers 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 develop and demonstrate language proficiency and cultural awareness in different ways.

Heacox, D. (2002). *Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12*. Minneapolis, MN: Free Spirit Publishing.

Theisen, T. (2002). "Differentiated instruction in the foreign language classroom: Meeting the diverse needs of all learners." *LOTE CED Communique*, 6.

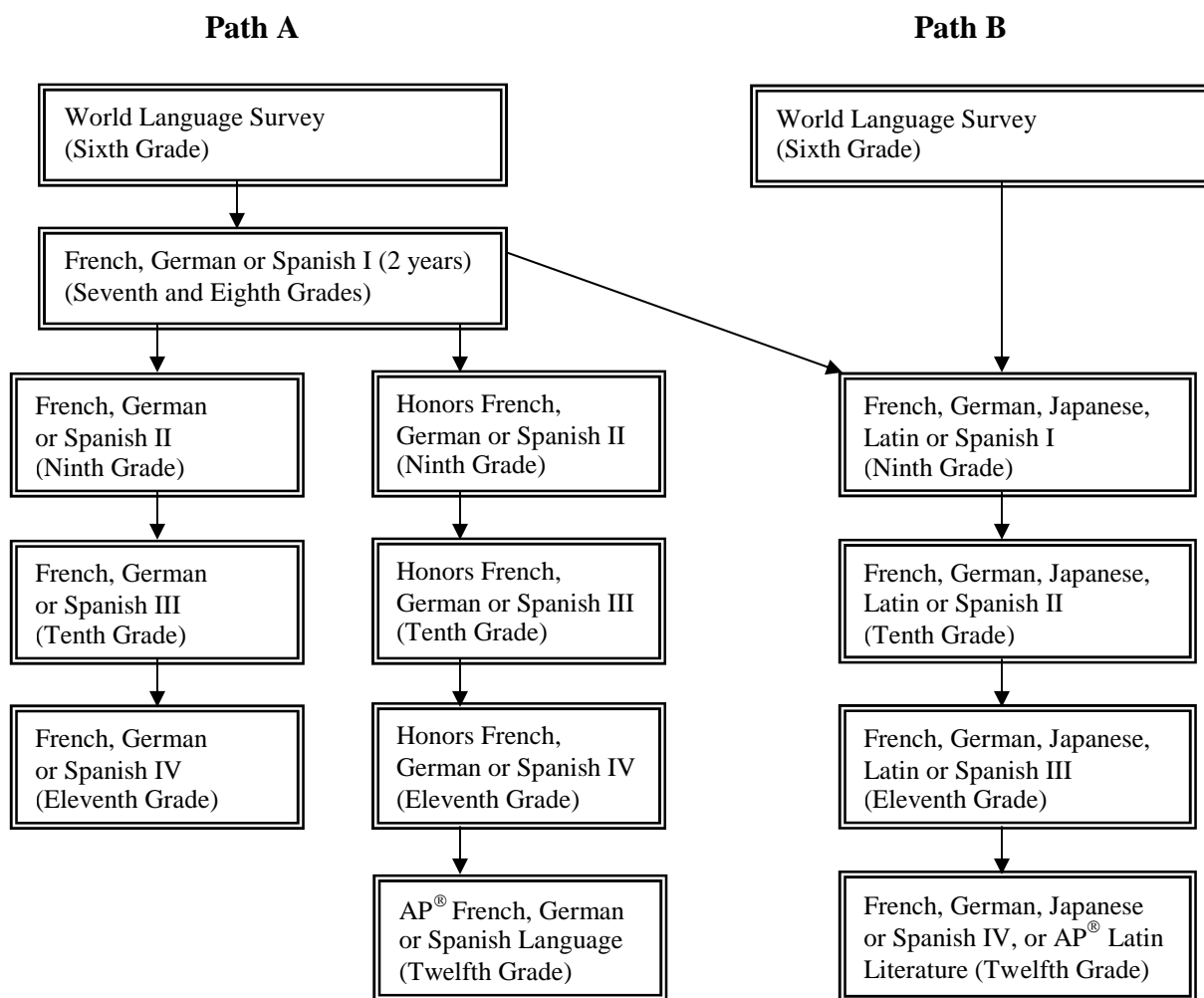
Tomlinson, C. A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 9-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A., Stronge, J. H., & Eidson, C. C. (2003). *Differentiation in Practice: A Resource Guide for Differentiating Curriculum, Grades 5-9*. Alexandria, VA: Association for Supervision and Curriculum Development.

Recommendations for Sequence of World Language Courses

All students learn about French, German and Spanish language and culture in the sixth grade World Language Survey course. All students are encouraged to begin studying a language in seventh grade. In middle school, French, German and Spanish I are taught over two years. At the end of eighth grade, a recommendation will be made regarding each student’s placement in a ninth grade world language course.



Students are advised to take consecutive years of the same language. UNL, UNO and UNK admissions requirements include two years of the same language.

Students who demonstrate language proficiency may choose to learn a second language in high school while continuing the first language.

Although students normally follow one of the above paths, based on a student’s proficiency, a recommendation may be made that a student take a different path.

World Language Courses and Diploma Paths

All students, regardless of diploma path, are encouraged to take world language courses.

- Although world language is not required of students who choose the regular, specialty commended and specialty distinguished diploma paths, world language credits may be used as elective credits.
- Students who choose the liberal arts commended diploma path are required to take 20 credits of world language. Additional world language credits may be used as elective credits.
- Students in the liberal arts distinguished path are required to take 20 credits of world language. In addition, they are required to take 40 additional core credits. World language credits may be used as core credits.

Future Considerations

At the time this Framework is being developed, initial plans are underway to offer a world language in at least one elementary school. These plans may expand to other elementary schools and perhaps include more than one language. How this initiative, along with providing students the opportunity to begin studying a language in seventh grade, will impact the secondary world language program remains to be seen. The district will monitor these changes, enrollment trends, and student interest and needs, and may consider developing additional courses before world language enters Phase I of the next MEP cycle.

Course Frameworks

WORLD LANGUAGE SURVEY

World Language Survey

6

One Year

Course Description: World Language Survey gives students a brief, unique opportunity to learn about three languages: French, German and Spanish. This class, consisting of three 12-week segments, meets on alternate days and provides a basic introduction to each language. Students participate in activities related to the language and customs of each culture. As with any language course, some memorization is necessary. Students will demonstrate learning through various activities and projects.

Outcome 1

Demonstrate an awareness of the target language.

Outcome 2

Demonstrate an awareness of the target culture.

Outcome 3

Demonstrate an awareness of the significance of studying foreign languages.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

Students will recognize and recall basic written and spoken vocabulary in the target language.

Students will recognize basic geography and facts of the target country or countries.

Students will explore aspects of the target culture.

Students will make comparisons between languages.

Students will recognize the significance of studying foreign languages.

Vocabulary/Topics
Alphabet
Cognates
Conversational Phrases
Numbers (1-100)
Family members
Colors
Geography
Culture

Assessments

Oral and written response to direct questions (Outcomes 1, 2, 3)

FRENCH I-A

French I-A

7

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. This course begins in seventh grade, meeting on alternate days, and will continue every day in French I-B in eighth grade. French I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take French I in middle school must begin in seventh grade.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Alphabet	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Numbers, time, date	Articles and contractions	• Education
Cognates for passive knowledge	Agreement and placement of adjectives	• Currency
Idioms	Word order (negation, questions, adverbs, etc)	• Holidays
Weather	Pronunciation and intonation	• Cafés
Meeting and greeting people	Irregular verbs (être, faire)	• Geography of France
Likes and dislikes		• Francophone geography
Describing self, family and friends		• Music
School		
Food		
Colors		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I-B

French I-B

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. This course meets daily and is a continuation of the French I-A course begun in seventh grade. French I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take French I in middle school must begin in seventh grade.

Prerequisites: French I-A

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Cognates for passive knowledge	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Idioms	Articles and contractions	• Currency
Describing self, family and friends	Agreement and placement of adjectives	• Holidays
Sports and leisure activities	Possessive and demonstrative adjectives	• Geography of France
Following and giving directions	Pronunciation and intonation	• Francophone geography
Food	Irregular verbs (avoir, aller, venir)	• Music
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I

French I

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries. The outcomes of this course are the same as the two-year French I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Alphabet	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Numbers, time, date	Articles and contractions	• Education
Cognates for passive knowledge	Agreement and placement of adjectives	• Currency
Idioms	Possessive and demonstrative adjectives	• Holidays
Weather	Word order (negation, questions, adverbs, etc)	• Cafés
Meeting and greeting people	Pronunciation and intonation	• Geography of France
Likes and dislikes	Irregular verbs (être, avoir, aller, faire, venir)	• Francophone geography
Describing self, family and friends		• Music
School		
Sports and leisure activities		
Following and giving directions		
Food		
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH I

French I

9-12

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the French-speaking countries.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Alphabet	Present tense verb conjugation and subject pronouns	“The French Way of Life”
Numbers, time, date	Articles and contractions	• Education
Cognates for passive knowledge	Agreement and placement of adjectives	• Currency
Idioms	Possessive and demonstrative adjectives	• Holidays
Weather	Word order (negation, questions, adverbs, etc)	• Cafés
Meeting and greeting people	Pronunciation and intonation	• Geography of France
Likes and dislikes	Irregular verbs (être, avoir, aller, faire, venir)	• Francophone geography
Describing self, family and friends		• Music
School		
Sports and leisure activities		
Following and giving directions		
Food		
Clothing		
Colors		
Basic possessions		
Places in a town		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Bleu (2004), McDougal Littell

FRENCH II

French II

9-12

Year

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French.

Prerequisites: French I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School courses	Present tense of regular and irregular verbs	Holidays and celebrations
Body and health	Passé composé of regular and irregular verbs	Provinces of France
Clothing	Direct and indirect object pronouns	Leisure activities
Shopping for food and clothing	Comparative and superlative	Francophone cultures
Personal information	Stress pronouns	Music
Sports and leisure activities	Relative pronouns (qui and que)	
Food	Expressions of quantity	
House/furniture	Reflexive verbs (present)	
Professions		
Farm related		
City related		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Blanc (2004), McDougal Littell

HONORS FRENCH II

Honors French II

9-12

Year

Course Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in French. Additional grammar, readings, writings and enhancement activities differentiate this course from French II. Students will be expected to use higher level thinking skills.

Prerequisites: French I or the equivalent.

Outcome 1

Comprehend and respond with an appropriate level of spontaneity to spoken and written language within familiar contexts.

Outcome 2

Using extended vocabulary and fundamental grammatical skills, demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Model and interpret cultural perspectives and practices of the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate. Transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
School courses	Present tense of regular and irregular verbs	Contrast French and American education
Daily routines	Passé composé of regular and irregular verbs	Holidays and celebrations
Clothing	Imperfect tense	Provinces of France
Shopping for food and clothing	Passé compose vs. imperfect tenses	Leisure activities
Personal information	Reflexive verbs	Francophone cultures
Sports and leisure activities	Direct and indirect object pronouns (y, en)	
Food	Comparative and superlative	Music
House/furniture	Stress pronouns	
Professions	Relative pronouns (qui, que and dont)	
Farm related	Expressions of quantity	
City related		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Discovering French Nouveau Blanc (2004), McDougal Littell

FRENCH III

French III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.

Prerequisites: French II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the Francophone cultures.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Daily routines	Future Conditional Imparfait	Geography
Descriptions of people and personalities	Passé simple for recognition	Food and cooking
Survival situations:	Present subjunctive (introduction)	Short stories and poetry
• Following instructions	Passé composé vs. imperfect tenses	Historical glimpses, including World War II
• Restaurant	Reflexive verbs (present, past)	Technology
• Hotel	Review direct and indirect object pronouns; Teach y, en	Francophone cultures
• Shopping	Double object pronoun usage	Art (Impressionism, Post-impressionism, Surrealism)
• Medical	Relative pronouns (qui, que and dont)	Music
• Manners and social skills	Negation	
• Travel and transportation	Possessive pronouns	
• Requesting information	Demonstrative pronouns	
	Comparative and superlative adjectives and adverbs	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Discovering French Nouveau Rouge (2004), McDougal Littell

HONORS FRENCH III

Honors French III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Francophone countries. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from French III. Students will be expected to use higher level thinking skills.

Prerequisites: Honors French II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length, complexity and spontaneity, integrating various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations, applying appropriate social conventions with an appropriate degree of fluency.

Outcome 3

With minimal teacher guidance, interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in array of everyday situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Daily routines	Future Conditional Imparfait	Geography
Descriptions of people and personalities	Passé simple	Food and cooking
Survival situations:	Subjunctive (present)	Short stories and poetry
• Following instructions	Review passé composé vs. imperfect tenses	Historical glimpses, including World War II
• Restaurant	Review reflexive verbs	Technology
• Hotel	Review direct and indirect object pronouns (y, en)	Francophone cultures
• Shopping	Double object pronoun usage	Art (Impressionism, Post-Impressionism, Surrealism)
• Medical	Possessive and demonstrative pronouns	Music
• Manners and social skills	Review relative pronouns (qui, que and dont)	
• Travel and transportation	Negation	
• Requesting information	Verbs requiring prepositions	
	Review comparative and superlative adjectives and adverbs	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Discovering French Nouveau Rouge (2004), McDougal Littell

FRENCH IV

French IV

11-12

Year

Course Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.

Prerequisites: French III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of Francophone cultures.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to native speakers (other than teachers) in person and via electronic media.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in an array of everyday situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
History of France (four selected periods from prehistoric to Napoleonic)	Review of all previously learned verb tenses	Art (selections from prehistoric to Napoleonic)
Managing the art of conversation	Future perfect	Literature (selections from Middle Ages to Napoleonic)
Short stories	Present subjunctive	Music (selections at teacher's discretion)
	Faire causative (glimpse)	Museums/ local cultural events at teacher's discretion
	Relative pronouns	Francophone cultures
	Pluperfect Past conditional Review conditional sentences	
	Review of comparative and superlative forms of adverbs and adjectives	

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)
Oral response to a given prompt (Outcome 1)

Primary Text

Personnages (2003), Houghton Mifflin
Tresors du Temps (1997), Glencoe

HONORS FRENCH IV

Honors French IV

11-12

Year

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from French IV. Students will be expected to use higher level thinking skills.

Prerequisites: Honors French III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
History of France (six to eight periods from prehistoric to Napoleonic)	Review of all previously learned verb tenses	Art (selections from prehistoric to Napoleonic)
Managing the art of conversation	Subjunctive past and review of present	Literature (selections from Middle Ages to Napoleonic)
Short stories and a novel	Faire causative (glimpse)	Music (selections at teacher's discretion)
	Relative pronouns	Museums/ local cultural events at teacher's discretion
	Advanced interrogative pronouns	Francophone cultures
	Review conditional sentences (si clauses)	
	Present and perfect participles	
	Comparative and superlative noun forms	
	Negative expressions	
	Review verbs requiring prepositions (à/de)	
	Compound tenses (pluperfect, past conditional, future perfect)	

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Personnages (2003), Houghton Mifflin

Tresors du Temps (1997), Glencoe

ADVANCED PLACEMENT® FRENCH LANGUAGE

Advanced Placement® French Language **12** **Year**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in French, and students are expected to speak in French at all times. Completion of this course will prepare students to take the national Advanced Placement® French Language exam.

Prerequisites: Honors French IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.

- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Vocabulary determined by teacher-selected texts	Review of grammar taught in Honors Level IV	Cultural videos
• One novel	Indirect discourse	French movies
• Various short readings	Passive voice (glimpse)	Authentic materials
• Listening selections	Indefinite adjectives and pronouns	Music
• Speaking selections	Advanced negatives	Culture inherent in any materials, media or technology used
• Authentic materials		

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)

Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Quant à Moi: Témoignages de Français et des Francophones; Manuel de Classe (2005), Thomsen/Heinle

GERMAN I-A

German I-A

7

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course begins in seventh grade, meeting on alternate days, and will continue every day in German I-B in eighth grade. German I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take German I in middle school must begin in seventh grade.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	German names
Numbers	Pronunciation	Formal vs. informal forms of address, including titles
Family	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Descriptors		
Likes and dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I-B

German I-B

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. This course meets daily and is a continuation of the German I-A course begun in seventh grade. German I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take German I in middle school must begin in seventh grade.

Prerequisites: German I-A

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
School	Articles	Geography
Time	Plurals	School system
Weather	Cases (nominative and accusative)	Formal vs. informal forms of address, including titles
Food	Pronunciation	Everyday culture
Clothing	Present tense verbs/modal verbs	German influence on English and America
Colors	Basic word order	
Descriptors		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I

German I

8

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States. The outcomes of this course are the same as the two-year German I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	School system
Numbers	Cases (nominative and accusative)	German names
Family	Pronunciation	Formal vs. informal forms of address, including titles
School	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Weather		
Food		
Clothing		
Colors		
Descriptors		
Likes and Dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN I

German I

9-12

Year

Course Description: Students will acquire the vocabulary and structures needed for listening, speaking, reading and writing at an introductory level. Students will learn about and experience cultural practices relating to the German-speaking countries and explore the rich German heritage within the United States.

Prerequisites: None

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Greetings, farewells, courtesies	Articles	Geography
Alphabet	Plurals	School system
Numbers	Cases (nominative and accusative)	German names
Family	Pronunciation	Formal vs. informal forms of address, including titles
School	Present tense verbs/modal verbs	Everyday culture
Time	Basic word order	German influence on English and America
Leisure time		
Calendar		
Weather		
Food		
Clothing		
Colors		
Descriptors		
Likes and Dislikes		
Interrogatives		

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

GERMAN II

German II

9-12

Year

Course Description: Students will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German.

Prerequisites: German I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
Time expressions	Verbs (present perfect, future)	Geography
Food	Commands	Housing
Leisure time	Dative case	Everyday culture
Descriptors	Comparative and superlative	Customs and holidays
Direction and location	Prepositions (accusative and dative)	Travel and transportation
Shopping	Word order	
Body parts		
Rooms of the house		
Furniture		
Animals		
Ordinal numbers		
Means of transportation		
Travel		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

HONORS GERMAN II

Honors German II

9-12

Year

Course Description: Student will continue learning vocabulary and developing skills to express themselves. Students will explore the culture through a variety of topics. Using listening, speaking, reading and writing skills, students will communicate in German. Additional grammar, readings, writings and enhancement activities differentiate this course from German II. Students will be expected to use higher level thinking skills.

Prerequisites: German I or the equivalent.

Outcome 1

Comprehend and respond with an appropriate level of spontaneity to spoken and written language within familiar contexts.

Outcome 2

Using extended vocabulary, demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Model and interpret cultural perspectives and practices of the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate. Transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
Time expressions	Verbs (present perfect, future)	Geography
Food	Commands	Housing
Leisure time	Dative case	Everyday culture
Descriptors	Prepositions (accusative, dative, two-way)	Customs and holidays
Direction and location	Comparative and superlative	Travel and transportation
Shopping	Word order (main and dependent clauses)	
Body parts	Adjective endings (recognition)	
Rooms of the house	Reflexives	
Furniture		
Animals		
Ordinal numbers		
Means of transportation		
Travel		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Deutsch Aktuell 1 (2005), EMC/Paradigm

Deutsch Aktuell 2 (2005), EMC/Paradigm

GERMAN III

German III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences.

Prerequisites: German II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Leisure activities and places to go	Reflexive verbs	Geography (cities and sites)
Occupations and careers	Dative verbs	Music
Restaurant	Word order (main and dependent clauses)	Youth culture
Giving directions	Coordinating conjunctions	Everyday culture
Nationalities, countries and languages	Subordinating conjunctions (weil/dass)	Customs and holidays
	Past tense (narrative)	German businesses
		Restaurant etiquette
		Travel

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

HONORS GERMAN III

Honors German III

10-12

Year

Course Description: Students will further develop the reading, writing, listening and speaking skills needed to function in the language and in practical situations by exploring travel in Germany. Students will connect with the target culture through the use of technology, media and other sources. Students will also learn to express opinions about their present, past and future experiences. Additional grammar, readings, writings and enhancement activities differentiate this course from German III. Students will be expected to use higher level thinking skills.

Prerequisites: Honors German II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length, complexity and spontaneity, integrating various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations, applying appropriate social conventions with an appropriate degree of fluency.

Outcome 3

With minimal teacher guidance, interpret the main idea and significant details from authentic sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Leisure activities and places to go	Past tense (narrative past)	Geography (cities and sites)
Occupations and careers	Reflexive verbs	Music
Restaurant	Dative verbs	Youth culture
Giving directions	Adjective endings	Everyday culture
Nationalities, countries and languages	Word order (main and dependent clauses)	Customs and holidays
Daily routines	Prepositions (two-way)	German businesses
Illnesses	Subjunctive (würde, hätte, wäre)	Restaurant etiquette
	Coordinating conjunctions	Travel
	Subordinating conjunctions (weil/dass)	
	Past tense with modals	
	Genitive case	
	Demonstrative pronouns	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

GERMAN IV

German IV

11-12

Year

Course Description: Students will continue developing reading, writing, speaking and listening skills. Students will be able to communicate with greater fluency and spontaneity. A variety of cultural themes will be explored.

Prerequisites: German III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not accustomed to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Family in the culture	Infinitive constructions	Geography
Leisure time	Subjunctive for wishes and requests	Everyday culture
Music	Adjective endings	University system
Fairy tales	Subordinating conjunctions (complete list)	Music
Media	Prepositions (two-way)	
Environment		
Social situations		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Deutsch Aktuell 2 (2005), EMC/Paradigm

HONORS GERMAN IV

Honors German IV

11-12

Year

Course Description: Students will go beyond the functional level practiced in previous courses and will develop more abstract communication skills. Students will be able to communicate with greater proficiency. A variety of cultural themes will be explored. Additional grammar, readings, writings and enhancement activities differentiate this course from German IV. Students will be expected to use higher level thinking skills.

Prerequisites: Honors German III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Multicultural society	Relative pronouns	Geography
History	Indefinite pronouns	Everyday culture
Family in the culture	Infinitive constructions	University system
Leisure time	Subjunctive for wishes and requests, including modals	Biographies
Music	Subordinating conjunctions	Music
Fairy tales		Art
Media		
Environment		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Deutsch Aktuell 3 (2005), EMC/Paradigm

ADVANCED PLACEMENT[®] GERMAN LANGUAGE

Advanced Placement[®] German Language **12** **Year**

Course Description: Students will improve in all skill areas. Emphasis will be placed on using authentic materials to increase reading and listening skills. Higher level communication skills will be attained through a variety of oral and written activities and assignments. This course will be conducted in German, and students are expected to speak in German at all times. Completion of this course will prepare students to take the national Advanced Placement[®] German Language exam.

Prerequisites: Honors German IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.

- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Germany in today's world (current events, politics, business, society)	Passive	Famous German speaking people (authors, artists, composers, inventors)
German contributions throughout history	Subjunctive II for conditional clauses	Youth culture
History and culture through literature	Subjunctive I (recognition only)	Cultural events
		Politics
		Business

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)
Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Anders gedacht (2005), Houghton Mifflin

JAPANESE I

Japanese I

9-12

Year

Course Description: This course will be a thorough introduction to Japanese. Students will be introduced to the polite or formal speech patterns. The students will also learn the basics of reading and writing in hiragana, cursive alphabet, and katakana, printed alphabet. There will be a balanced emphasis on speaking, listening to, and writing Japanese. Topics covered will include daily situations, describing yourself and others, likes and dislikes, weather, time, days of the week and month, things that people do, and making requests. There will be presentations about the unique aspects of Japanese culture, geography, and perspectives on everyday life.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting people	Polite forms of verbs	Bowing
Family life and heritage	Express likes and dislikes	Levels of politeness
Colors	Express needs and wants	Humble versus honorific words
Numbers	Ask and answer questions	Entertainment
Dates, days of week, months and year	Communicate about school life and activities	Daily personal and family routines
Foods	Communicate about leisure activities	Holidays and celebrations
Money	Tell time	Arts and drama
	Classroom instruction	
	Describe weather, seasons and climates	
	Make and respond to invitations	
	Follow directions	
	Write and read hiragana and katakana	
	Use possessive and demonstrative adjectives	
	Prepositions	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Adventures in Japanese, Level 1 (2004), Cheng & Tsui

JAPANESE II

Japanese II

10-12

Year

Course Description: Japanese II is a continuation of the language skills acquisition process begun in Japanese I. New grammar concepts and active vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through oral exercises and small group practice. Writing skills are improved through written exercises and directed compositions. Students will learn to write using Kanji. Several short passages provide reading practice. The study of the unique aspects of the Japanese culture that was begun in Japanese I will be continued.

Prerequisites: Japanese I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School life, subjects and schedules	Plain form verbs, past and non-past verbs	Traditional Japanese hobbies and leisure activities
Extracurricular activities	Pronouns	Traditional Japanese clothing
Daily routines	Comparisons and superlatives	Family relationships
The body and health	Quoting and stating opinion	Celebrations
Clothing, kinds of stores	Verb stems	Japanese arts
Health and ailments	-Te form verb uses	Traditional Japanese cuisine
Hobbies and leisure time activities	Interrogatives	
	Write and read 100 Kanji	
	Describe abilities using the potential form of verbs	
	Nominalizing verbs	
	Particles	

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Adventures in Japanese, Level 2 (2004), Cheng & Tsui

JAPANESE III

Japanese III

11-12

Year

Course Description: This course will focus on developing the student's proficiency in speaking, reading, and writing Japanese in the context of Japan's culture, history, and people. In order to enhance their understanding of Japanese, students must be able to read and write hiragana and katakana. There will be a balance with speaking and listening. Students will expand their use of kanji.

Prerequisites: Japanese II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Personality traits	Condition verbs	Martial arts
Friendships and relationships	Temporal clauses	Japanese arts
Extracurricular activities	Present and past progressive	Poetry
Home	Adjective inflections	Japanese cuisine
Travel	Making verbal clauses	Past and present civilizations
Cars and traffic	Commands	Media
	Creating adverbs	Rural and urban lifestyle
	Giving and receiving	
	240 Kanji	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Adventures in Japanese, Level 3 (2004), Cheng & Tsui

JAPANESE IV

Japanese IV

12

Year

Course Description: This course focuses on proficiency in speaking, reading, listening, and writing Japanese in the context of Japan's culture, history, and people. Students will refine their kanji reading and writing skills. Speaking and listening are emphasized. Readings will include short news articles and simple stories. Students will have an extended opportunity to strengthen individual areas of their language abilities with independent projects.

Prerequisites: Japanese III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not used to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Japanese religious practices	Transitive and intransitive verbs	Japanese rites of passage
Survival vocabulary	400 Kanji	Japanese lifestyles
Careers and vocations	Imperatives and prohibitives	Japanese traditional and evolving gender roles
Geography	Honorific speech	Japanese art forms
Current events and issues		
Historical figures		

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)
 Oral response to a given prompt (Outcome 1)

Primary Text

Adventures in Japanese, Level 4 (2004), Cheng & Tsui

LATIN I

Latin I

9-12

Year

Course Description: Latin I provides an introduction to the Latin language with emphasis on acquiring a vocabulary foundation, strengthening basic grammatical skills and learning Classical Latin reading skills. Students will begin a literature study focusing on Roman and/or Greek epic poetry. Roman history and culture and Roman and Greek mythology will provide an understanding of the historical and contemporary influences of the Ancient Roman world.

Prerequisites: None.

Outcome 1

Comprehend the Latin language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental Roman cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Latin in use	Adjectives: Declensions I – III	Ancient world geography
Specialty vocabulary designed to further speaking skills and communications	Adverbs: Positive form and specialties vocabulary	Ancient Roman world history (fundamental terminology associated with founding to fall, including Trojan War story)
	Conjunctions	Ancient Greek and Roman mythology
	Nouns: Declensions I – III	Ancient Roman culture (fundamental to basic life and contributions to modern world)
	All case usage and specialty prepositional vocabulary and forms	
	Pronouns: Personal and interrogatives	
	Verb Forms: Conjunctions I-IV, all six tenses of the indicative, active voice,	
	Imperative, infinitives, and the irregular verb forms of <i>sum</i> et al.	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani I (2005), Pearson/Prentice Hall

LATIN II

Latin II

10-12

Year

Course Description: Latin II is a continuation of the language acquisition process begun in the preceding Latin course. New grammar concepts and active and passive vocabulary advance the students' ability to comprehend Latin manuscripts and further communication skills using Latin. Students will continue literature studies emphasizing primary historical sources in translation. Roman historical and cultural studies will focus primarily upon the legacy of Julius Caesar and the Roman Republic.

Prerequisites: Latin I.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process. (Program Outcomes 1, 3)

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
Latin in use	Adjectives: Declensions I – III; positive, comparative, superlative forms, et al.	Ancient Roman world geography
Conversational and dialogue vocabulary	Adverbs: Formation from Declensions I – III; positive, comparative, superlative forms.	Prominent ancient Roman historical figures and events
	Nouns: Declensions I – V; irregular forms; specialty case markers and structures;	Roman law, government, military and culture
	Pronouns: Relative, interrogative, personal, reflexive, demonstratives, and agreement	Ancient Greek and Roman mythology focusing on the demigods and mortals
	Verbs: Conjugations I – IV; six tenses indicative and subjunctive moods, active and passive voices, positive and negative command forms, all infinitive forms; irregular verb forms.	Ancient Greek and Roman theater

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani II (2005), Pearson/Prentice Hall

LATIN III

Latin III

11-12

Year

Course Description: Latin III explores the development of both prose and poetry, emphasizing the authors Cicero, Caesar and Catullus, with authentic reading selections chosen for their diversity, entertainment and appropriateness. Students will become entrenched historically and culturally in the worlds reflected through these authors. Latin composition provides students the opportunity to practice advanced grammatical structures. The enrichment materials focus on the progression of classical philosophy and the development of Ancient Greek and Roman art.

Prerequisites: Latin II.

Outcome 1

Comprehend and produce written communications of greater length and complexity that integrate various linguistic patterns of the Latin language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

Interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure

Vocabulary	Structures	Culture
Latin in use	Adverbs: Positive, comparative, superlative forms of irregular forms	Ancient Roman prominent historical figures and events isolating the Republic and Early Empire
Expansive specialty vocabulary featured in literary pieces	Nouns: Progression into specialty case forms and anomalies	Ancient Greek and Roman philosophers and philosophies, including logical and analytical reasoning terminology
Written composition specialty vocabulary	Pronouns: All	Ancient Roman lifestyles and relationships to world affairs, historical and modern
	Verbs: All forms indicative, subjunctive moods, voices, and imperatives plus irregular forms	
	Irregular syntax forms and conditions	
Literary Forms and Devices		
Prose and poetry devices		
Prose and poetry literary models in Latin as well as in English		
Comparisons and contrasts in literary structures and styles: Ancient and modern		

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Ecce Romani III (2005), Pearson/Prentice Hall

The Student's Catullus, 3rd ed. (2004), University of Oklahoma Press

ADVANCED PLACEMENT® LATIN LITERATURE

Advanced Placement® Latin Literature

12

Year

Course Description: The final level of the Latin sequence involves intense study, analysis and translation of ancient documents of four major authors: Catullus, Horace, Ovid and Vergil. Since mythology is a common thematic ground for several of these authors, exploration into the progression of the myths, religion and heroes will be essential. A high degree of reading proficiency and vocabulary assimilation at this level allows for a myriad of topographical, historical and cultural studies. Completion of this course will prepare students to take the national Advanced Placement® Latin Literature exam.

Prerequisites: Latin III.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

Interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain and conclude conversations on a wide variety of topics.
- Students will describe orally and/or in writing using complex, detailed paragraphs.
- Students will integrate culturally embedded words, phrases and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Latin in use	Grammatical forms and syntax peculiar to each ancient author's literary works.	Mythological studies appropriate to the content of individual ancient authors' literary works, Latin and English
Specialty vocabulary appropriate to each ancient author's literary work	Word placement and syntax variations between ancient author's literary works	Historical references as appropriate to the content of individual ancient authors' literary works, Latin and English
	Constant review of previous forms and structure	Prominent historical figures and events as appropriate to the content of individual ancient authors' literary works, Latin and English
Literary Forms and Devices		
Metrical scanning		
Literary devices and variations as appropriate to each ancient author's style		
Comparative literature: Ancient to all world: Latin and English		
Primary and secondary research and applications		
Analytical composition forms and development of argument: Essay and composition form and structure		

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)
Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Love and Transformation: An Ovid Reader (1999), Longman
The Student's Catullus, 3rd ed. (2004), University of Oklahoma Press
Vergil's Aeneid (2000), Bolchazy-Carducci

SPANISH I-A

Spanish I-A

7

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course begins in seventh grade, meeting on alternate days, and will continue every day in Spanish I-B in eighth grade. Spanish I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take Spanish I in middle school must begin in seventh grade.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Education
Expressing likes and dislikes	Possessions	Holidays
Asking and answering questions	Articles (definite and indefinite)	Geography
School life and activities	Pronunciation and intonation	Friendships
Leisure activities	Adjective agreement and placement	
Expressing needs	Word order	
Numbers	Cognates and false cognates	
Telling time and date	Subject pronouns	
Classroom instructions	Negation	
Making plans	Plurality	
Alphabet	Present tense verbs	
Weather and seasons	Commands	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I-B

Spanish I-B

8

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. This course meets daily and is a continuation of the Spanish I-A course begun in seventh grade. Spanish I-A/I-B is a two-year course. Beginning with students who are seventh graders in 2006-2007, students who want to take Spanish I in middle school must begin in seventh grade.

Prerequisites: Spanish I-A.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Asking and answering questions	Substitute future	Family life and heritage
Family	Possessions	Entertainment
Vacation activities	Introduction to preterite verbs	Money
Clothing	Object pronouns	Holidays
Expressing needs	Personal “a”	Meals
Food	Comparisons and superlatives	Shopping, gift giving
Making plans	Commands	Travel
	Stem changers	Volunteer work
	Progressive tense	Technology
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I (8)

Spanish I

8

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required. The outcomes of this course are the same as the two-year Spanish I-A/I-B course that begins in seventh grade; however, because this eighth grade course is taught in just one school year, some content will be condensed. This stand-alone eighth grade course will not be offered after the 2006-2007 school year.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Family life and heritage
Expressing likes and dislikes	Possessions	Entertainment
Asking and answering questions	Demonstrative adjectives	Education
Family	Introduction to preterite verbs	Money
School life and activities	Articles (definite and indefinite)	Holidays
Leisure activities	Pronunciation and intonation	Geography
Vacation activities	Adjective agreement and placement	Meals
Clothing and colors	Word order	Friendships
Expressing needs	Cognates and false cognates	Shopping, gift giving
Numbers	Subject and object pronouns	Travel
Telling time and date	Personal “a”	Volunteer work
Classroom instructions	Negation	Technology
Food	Plurality	
Making plans	Present tense verbs	
Alphabet	Comparisons and superlatives	
Weather and seasons	Commands	
	Stem changers	
	Progressive tense	
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH I

Spanish I

9-12

Year

Course Description: In Spanish I, students will express basic needs, courtesies, descriptions, likes and dislikes, agreement and disagreement. Also, they will make and respond to simple requests, questions, and instructions. They will read and respond to developmentally appropriate material. Students will identify and react to cultural perspectives and practices in the culture studied. Additional practice and review will be required.

Prerequisites: None.

Outcome 1

Comprehend the target language within familiar contexts and at an introductory level.

Outcome 2

Express, orally and in writing, ideas and information within familiar contexts at a beginning level.

Outcome 3

Recognize and model fundamental cultural practices and perspectives.

Outcome 4

Recognize that languages use patterns to communicate. Apply this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will express basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will make and respond to simple requests, questions, and instructions.
- Students will identify main ideas and aural, visual, and context clues.
- Students will read and respond to developmentally appropriate material.
- Students will identify and react to cultural perspectives and practices in the culture studied.

Vocabulary	Structures	Culture
Meeting and greeting	Substitute future	Family life and heritage
Expressing likes and dislikes	Possessions	Entertainment
Asking and answering questions	Demonstrative adjectives	Education
Family	Introduction to preterite verbs	Money
School life and activities	Articles (definite and indefinite)	Holidays
Leisure activities	Pronunciation and intonation	Geography
Vacation activities	Adjective agreement and placement	Meals
Clothing and colors	Word order	Friendships
Expressing needs	Cognates and false cognates	Shopping, gift giving
Numbers	Subject and object pronouns	Travel
Telling time and date	Personal “a”	Volunteer work
Classroom instructions	Negation	Technology
Food	Plurality	
Making plans	Present tense verbs	
Alphabet	Comparisons and superlatives	
Weather and seasons	Commands	
	Stem changers	
	Progressive tense	
	Saber and conocer	
	Ser and estar	

Assessments

Written communication relating to oneself (Outcomes 1, 2, 4)

Oral response to direct questions (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 1 (2004), Pearson/Prentice Hall

SPANISH II

Spanish II

9-12

Year

Course Description: Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and vocabulary are introduced to broaden the student's ability to communicate. Listening and speaking skills are developed through guided oral conversation and in-class activities. Writing skills are improved through written exercises and directed compositions. Cultural topics and reading practice will also be integrated. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement.
- Students will narrate a sequence of events using appropriate structures.
- Students will respond appropriately to oral and/or written prompts.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.

Vocabulary	Structures	Culture
School life	Present tense verbs	Holidays and celebrations
Daily routines	Preterite tense verbs	Geography
Clothing and shopping	Imperfect tense verbs	Food
Childhood activities	Compare and contrast preterite and imperfect tenses	Childhood rhymes and songs
Family relationships	Reflexive structures	
Giving and asking directions	Direct and indirect object pronouns	
Body and health	Demonstrative adjectives and pronouns	
Food and cooking	Comparative and superlative forms	
Chores and errands	Present progressive	
Places in a city or town	Affirmative and negative words	
Driving, travel and transportation	Suffixes (ito, isimo)	
Emergencies and health	Ser and estar	
Injuries and accidents	Stem changing verbs	
Television and movies	Commands	
Food, cooking, camping	Imperfect progressive	
Professions	Present perfect	
Environment and ecology	Verbs that use indirect object pronouns	
	Impersonal se	
	Por	
	Subjunctive	
	Indicative and subjunctive	

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 2 (2004), Pearson/Prentice Hall

HONORS SPANISH II

Honors Spanish II

9-12

Year

Course Description: Honors Spanish II is a continuation of the language acquisition process begun in Spanish I. New grammatical concepts and active vocabulary are introduced. Listening and speaking skills are developed through oral exercises and group discussion. Writing skills are improved through written exercises and directed composition. Cultural concepts and reading practice are integrated through short literary works. Creative thinking and higher level thinking skill activities are emphasized throughout the course. Additional practice and review will be required.

Prerequisites: Spanish I or the equivalent.

Outcome 1

Comprehend and respond appropriately to spoken and written language within familiar contexts.

Outcome 2

Demonstrate an appropriate level of fluency in oral and written communication regarding everyday situations.

Outcome 3

Identify and model cultural perspectives and practices in the target culture.

Outcome 4

Recognize that languages use specific patterns to communicate and transfer this knowledge to the language acquisition process.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will elaborate on basic needs, basic courtesies, descriptions, likes and dislikes, agreement and disagreement with a developing level of spontaneity and fluency.
- Students will narrate a sequence of events using appropriate structures with relative ease.
- Students will respond appropriately to oral and/or written prompts with a developing level of spontaneity and fluency.
- Students will describe and analyze cultural characteristics and behaviors of everyday life.
- Students will initiate conversation using extended vocabulary.
- Students will begin to use circumlocution as needed in communication.

Vocabulary	Structures	Culture
School life	Present tense verbs	Holidays and celebrations
Daily routines	Preterite tense verbs	Geography
Extracurricular activities	Imperfect tense	Food
Clothing and shopping	Compare and contrast preterite and imperfect tenses	Childhood rhymes and songs
Childhood activities	Reflexive structures	Short stories and novels
Leisure time activities	Direct and indirect object pronouns	
Family relationships	Demonstrative adjectives and pronouns	
Giving and asking directions	Comparative and superlative forms	
Body and health	Prepositions with verbs	
Restaurants	Ser vs. estar	
House		

Assessments

Written communication based on personal experience (Outcomes 1, 2, 3, 4)

Oral response to a given situation (Outcomes 1, 2, 3, 4)

Primary Text

Realidades 2 (2004), Pearson/Prentice Hall

SPANISH III

Spanish III

10-12

Year

Course Description: Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Conversations will be initiated and/or narrated by the student using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Cultural concepts and reading practice are integrated through literary works. Listening, speaking and writing activities emphasize real communication. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Spanish II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will derive meaning from selected authentic materials.
- Students will interact in basic survival situations.
- Students will support opinions orally and in writing.
- Students will respond appropriately to more complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of tenses to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will initiate conversation and/or narrate using appropriate vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations	Present tense	Short stories
Extracurricular activities	Preterite vs. imperfect tenses	Novels
Travel	Reflexives	Geography
Professions	Direct and indirect object pronouns	Art
Art, music, drama	Demonstrative adjectives and pronouns	
Community work, volunteerism	Comparatives and superlatives	
	Prepositions	
	Present and past progressive	
	Present and past participles	
	Relative pronouns	
	Present perfect	
	Past perfect	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

HONORS SPANISH III

Honors Spanish III

10-12

Year

Course Description: Honors Spanish III is a continuation of the language acquisition process begun in the preceding Spanish courses. Students will initiate conversation and/or narrate using appropriate vocabulary and structure. Students will use a variety of tenses to communicate with growing fluency. Listening, speaking and writing activities emphasize real communication. Emphasis is placed on improvement of skills in a variety of higher level learning activities and projects. Students in this course will begin preparation for the national College Board Advanced Placement[®] exam. The majority of the class will be taught in Spanish. Additional practice and review will be required.

Prerequisites: Honors Spanish II or the equivalent.

Outcome 1

Comprehend and produce oral and written communications of greater length and complexity that integrate various linguistic patterns of the target language.

Outcome 2

Interact in everyday situations demonstrating an understanding of cultural and social conventions.

Outcome 3

With teacher guidance, interpret the main idea and significant details from various sources and literary samples.

Outcome 4

Connect with the target culture and language through the use of technology, media and/or other sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will interpret and react to selected authentic materials.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will support opinions orally and in writing with fewer prompts and increasing proficiency.
- Students will respond appropriately to complex oral and/or written prompts.
- Students will use circumlocution as needed in communication.
- Students will use a variety of structures to communicate with growing fluency.
- Students will describe and analyze some commonly held generalizations and behaviors of everyday life of the culture.
- Students will discuss social and geographic factors that affect cultural practices.
- Students will practice narration skills prompted by visual cues.

Vocabulary	Structures	Culture
Survival situations	Present tense	Poetry
Extracurricular activities	Preterite vs. imperfect tenses	Short stories
Travel	Reflexives	Novels
Professions	Direct and indirect object pronouns	Geography
Art, music, drama	Demonstrative adjectives and pronouns	Art
Community work, volunteerism	Comparatives and superlatives	
	Prepositions	
	Present progressive tense	
	Past progressive tense	
	Present and past participles	
	Relative pronouns	
	Present perfect	
	Past perfect	
	Future	
	Commands	
	Subjunctive and present perfect subjunctive	
	Ser and estar	
	Por and para	
	Conditional	

Assessments

Written communication based on authentic sources (Outcomes 3, 4)

Oral response to a given prompt (Outcomes 1, 2)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

SPANISH IV

Spanish IV

11-12

Year

Course Description: Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Additional practice and review will be required.

Prerequisites: Spanish III or the equivalent.

Outcome 1

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts.

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With appropriate guidance, interpret and analyze the main idea and significant details from a variety of sources and literary samples.

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will describe a problem and request clarification with prompts.
- Students will practice using a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will respond to speech of native speakers who are not used to communicating with non-native speakers.
- Students will express individual perspectives and defend opinions.
- Students will initiate, sustain, and conclude conversations on a limited range of topics.
- Students will give a description orally and/or in writing in paragraph form.
- Students will present prepared material to an audience.
- Students will interact in survival situations with greater fluency and spontaneity.
- Students will recognize the contributions of the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a growing command of vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations:	Indicative tenses	Visual and performing arts
• Health	Subjunctive	History
• Travel	Commands	Literature
• Restaurant	Pronouns	Holidays
• Shopping	Adjectives	Customs
• Social situations	Prepositions	Current events in Hispanic countries
		Geography

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Enfoques (2004), Blanco Garcia/Vista Higher Learning

HONORS SPANISH IV

Honors Spanish IV

11-12

Year

Course Description: Honors Spanish IV involves the application of the language skills learned in the previous Spanish courses. Varied topics of the customs and culture of the Hispanic people are presented through literary works and short stories. There is a greater emphasis in oral communication through discussions and presentations. Major grammatical concepts are reviewed from prior levels. Classes are conducted in Spanish. Students in this course will continue preparation for the College Board Advanced Placement[®] exam. Classes are conducted in Spanish. Additional practice and review will be required.

Prerequisites: Honors Spanish III or the equivalent.

Outcome 1

With an appropriate level of spontaneity, integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations..

Outcome 2

Identify and react in the target language to significant contributions of the culture.

Outcome 3

With an appropriate level of independence, interpret and analyze the main idea and significant details from a variety of sources and literary samples. (Program Outcomes 1, 2, 3)

Outcome 4

Maintain connections with the target culture through the use of technology, media and/or authentic sources.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will use a variety of language strategies to convey meaning, such as short, responsive comments, pause fillers, and circumlocution.
- Students will begin to interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will express individual perspectives and defend opinions with expanded vocabulary and more complex grammatical structures.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.
- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interact in survival situations with greater proficiency.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.

- Students will investigate the contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Survival situations:	Indicative tenses	Visual and performing arts
• Health	Subjunctive	History
• Travel	Commands	• Pre-Colombian cultures
• Restaurant	Pronouns	• History of Spain and Mexico
• Shopping	Adjectives	Literature
• Social situations	Prepositions	Holidays
		Customs
		Current events in Hispanic countries
		Geography

Assessments

Written communication focusing on culture (Outcomes 2, 3, 4)

Oral response to a given prompt (Outcome 1)

Primary Text

Realidades 3 (2004), Pearson/Prentice Hall

ADVANCED PLACEMENT[®] SPANISH LANGUAGE

Advanced Placement[®] Spanish Language **12** **Year**

Course Description: Advanced Placement[®] Spanish Language emphasizes listening, reading, writing, and speaking skills in preparation for the Advanced Placement[®] exam. Readings include current periodicals, short stories, and novels. Grammatical concepts are reviewed. Creative and higher level thinking skills activities are expected. This course will be conducted in Spanish, and students are expected to speak in Spanish at all times. Completion of this course will prepare students to take the national Advanced Placement[®] Spanish Language exam.

Prerequisites: Honors Spanish IV or the equivalent.

Outcome 1

Using appropriate cultural practices and language structure, initiate, sustain and conclude conversations on a wide variety of topics.

Outcome 2

Express and defend personal feelings, ideas and opinions with an appropriate level of spontaneity.

Outcome 3

Interpret and analyze the main idea and significant details from authentic sources and literary samples.

Outcome 4

Using evidence from authentic sources, analyze the similarities and differences between the target culture and the student's own culture.

Outcome 5

Integrate expanded vocabulary with previously learned and new linguistic and cultural concepts in complex situations.

Enabling Objectives

These enabling objectives are an integral part of all the interconnected course outcomes.

- Students will respond appropriately to mood and implied meaning (e.g., sarcasm, humor, irony) of written communication.
- Students will analyze information based on complex oral and/or written descriptors with accuracy and fluency.
- Students will create an analysis of authentic media or literary samples and present it to an audience.
- Students will interpret and analyze the main idea and significant details from authentic materials and literary samples.
- Students will initiate, sustain, and conclude conversations on a wide variety of topics.

- Students will give a description orally and/or in writing using complex, detailed paragraphs.
- Students will integrate culturally embedded words, phrases, and idioms into everyday communication.
- Students will analyze contributions of diverse groups within the target culture, as well as social and geographic factors that affect cultural practices.
- Students will demonstrate a strong command of vocabulary and structure.

Vocabulary	Structures	Culture
Current events	Indicative tenses	Current events
History	Subjunctive tenses	History
Reaction papers	Imperatives	Geography
Story-telling	Adjectives	
Survival situations	Pronouns	
	Prepositions	

Assessments

Oral conversation or presentation focusing on culture (Outcomes 1, 4, 5)

Previously released AP exam (Outcomes 2, 3, 5)

Primary Text

Rumbos (2006), Thomsen/Heinle

Perspectivas (2002), Thomsen/Heinle

Projected Timeline for Millard Education Program: World Language

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Core committee met. • Staff researched world language trends and issues. • Mission, beliefs and vision statements developed. • Scope and sequence for curriculum alignment created. • Course descriptions, outcomes and enabling objectives developed. • Assessment systems identified. 	2004-2005
Phase II	<ul style="list-style-type: none"> • Instructional resources selected. • Focus group met. • Core committee met. • Essential question and enduring understandings developed. • Framework approved. • Assessments developed. 	2005-2006
Phase II	<ul style="list-style-type: none"> • Curriculum guides created. 	2006-2007
Phase III	<ul style="list-style-type: none"> • Purchase new resources and implement new curriculum. • Provide staff development on instructional strategies and use of new resources. 	2006-2007
Phase IV	<ul style="list-style-type: none"> • Monitor curriculum and collect student and program assessment data. 	2007-2008 2008-2009 2009-2010 2010-2011
Phase I	<ul style="list-style-type: none"> • Core committee meets. • Staff researches world language trends and issues. • Develop mission, beliefs and vision statements. 	2011-2012

AGENDA SUMMARY SHEET

AGENDA ITEM: Award of Contract for Buell Stadium Storage Building (Updated)

MEETING DATE: February 20, 2006

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Award of Contract for Buell Stadium Storage Building – The presentation of bids and the awarding of the contract for the storage building located at Buell Stadium.

ACTION DESIRED: Approval Discussion Information Only

BACKGROUND: One of the summer projects for 2006 is the storage building at Buell Stadium. Drawings of the building floor plan and site plan are attached.

Bids for the project were received on February 15th at 2:00 p.m. Eight contractors bid on the project. A copy of the bid tab is attached.

The Alternate referred to in the bids relates to the sidewalk/driveway between the storage building and the east side of the stadium. This sidewalk/driveway would provide a pathway for vehicles to get from the storage building to the east side of the stadium without driving on the field, track, or grass. The administration is recommending the acceptance of this alternate.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: It is recommended that the contract for the construction of the storage building at Buell Stadium be awarded to CYC/Remcon in the amount of \$195,077 (with such amount including the Base Bid and Alternate No. 1), and, that the Associate Superintendent for General Administration be authorized and directed to execute any and all documents related to such project.

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: Immediate.

RESPONSIBLE PERSON: Ed Rockwell (Gen. Mgr. Support Services), Kim Thompson (Project Manager), Ken Fossen (Assoc. Supt.), and Jim Torres (Project Architect)

SUPERINTENDENT'S APPROVAL: _____

February 17, 2006

Dr. Kenneth Fossen
 Associate Superintendent
 Millard Public Schools
 Don Stroh Administration Center (DSAC)
 5606 South 147th Street
 Omaha, NE 68137

400 Essex Court, Regency Park
 Omaha, NE 68114-3778

tel 402/393-4100
 fax 402/393-8747
 omaha@dlrgroup.com
 www.dlrgroup.com

Re: Buell Stadium Storage Building
 DLR Group Project No. 10-06106-00

Dear Dr. Fossen:

We have reviewed the bids submitted on February 15, 2006 for Buell Stadium Storage Building. Eight bids were received. The Summary of the Bids is as follows:

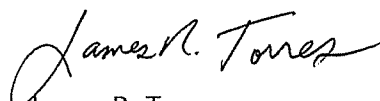
<u>Contractor</u>	<u>Base Bid</u>	<u>Base + Alt. No. 1</u>
CYC/Remcon	\$187,677.00	\$195,077.00
Elkhorn West Construction	\$191,900.00	\$200,900.00
JFK Construction	\$245,121.00	\$251,721.00
Overland Constructors	\$214,800.00	\$224,700.00
Paul White Construction	\$203,900.00	\$220,500.00
Prairie Construction	\$198,500.00	\$207,370.00
Rife Construction	\$194,798.00	\$203,179.00
Upland Construction Co.	\$189,000.00	\$197,200.00

The available construction budget is \$237,014.00.

CYC/Remcon is also the apparent low contractor when evaluating Base Bid and Base Bid plus Alternate No. 1. CYC/Remcon's bid form and bid bond were enclosed with the bid and seem complete and in order. We have reviewed the Contractor's Qualification Statement. CYC/Remcon is currently licensed in their respective discipline of work.

Based on our review of the information available, and pursuant to our interview of CYC/Remcon on February 17, we see no reason for the District not to award the contract to the apparent low bidder, CYC/Remcon, for the Base Bid and Alternate No. 1 for a total Contract Award of \$195,077.00.

Sincerely,
DLR Group



James R. Torres
 Senior Associate in the Firm

cc: Pat Phelan, DLR Group
 Chad Beeson, DLR Group
 Ed Rockwell, Millard Public Schools
 Kim Thompson, Millard Public Schools

COMBINED CONTRACT	CYC/Remcon Omaha, NE	Elkhorn West Construction Elkhorn, NE	JFK Construction Omaha, NE	Overland Constructors Omaha, NE
LUMP SUM BASE BID:	\$187,677.00	\$191,900.00	\$245,121.00	\$214,800.00
ALTERNATES:				
<u>ALTERNATE NO. CC-1.</u> Add 8'-0" wide sidewalk.	\$7,400.00	\$9,000.00	\$6,600.00	\$9,900.00
TOTAL:	\$195,077.00	\$200,900.00	\$251,721.00	\$224,700.00

BID TABULATION



Architecture Engineering Planning Interiors

400 Essex Court, Regency Park
Omaha, NE 68114-3778
tel 402/393-4100
fax 402/393-8747

Buell Stadium Storage Building
Millard Public Schools
Omaha, Nebraska
DLR Group Project No. 10-06106-00

February 15, 2006
2:00 p.m. (CST)

COMBINED CONTRACT	Paul White Construcion Omaha, NE	Prairie Construcion Omaha, NE	Rife Construction Omaha, NE	Upland Construction Co. Omaha, NE
LUMP SUM BASE BID:	\$203,900.00	\$198,500.00	\$194,798.00	\$189,000.00
ALTERNATES:				
ALTERNATE NO. CC-1. Add 8'-0" wide sidewalk.	\$16,600.00	\$8,870.00	\$8,381.00	\$8,200.00
TOTAL:	\$220,500.00	\$207,370.00	\$203,179.00	\$197,200.00

BID TABULATION

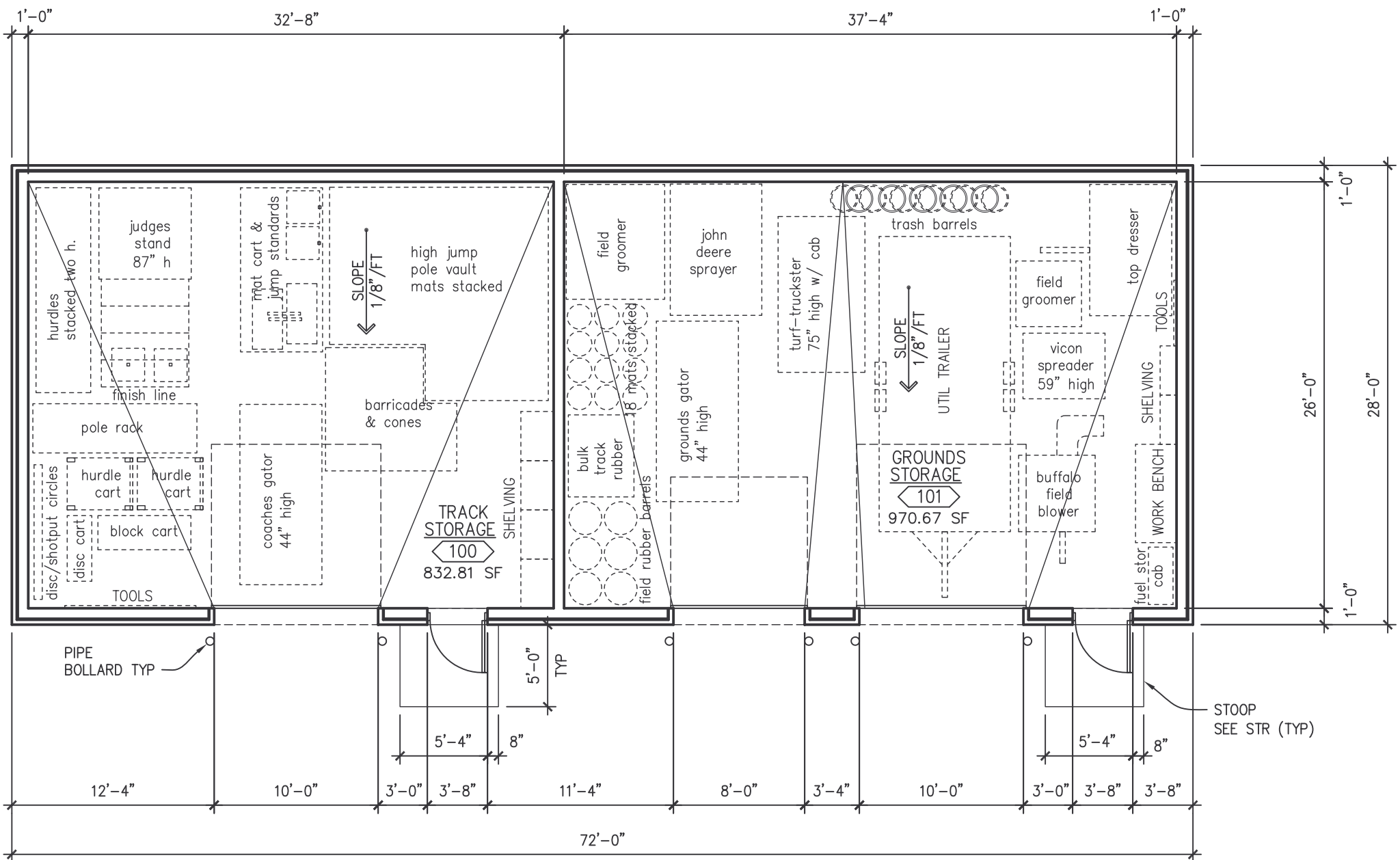


Architecture Engineering Planning Interiors

400 Essex Court, Regency Park
Omaha, NE 68114-3778
tel 402/393-4100
fax 402/393-8747

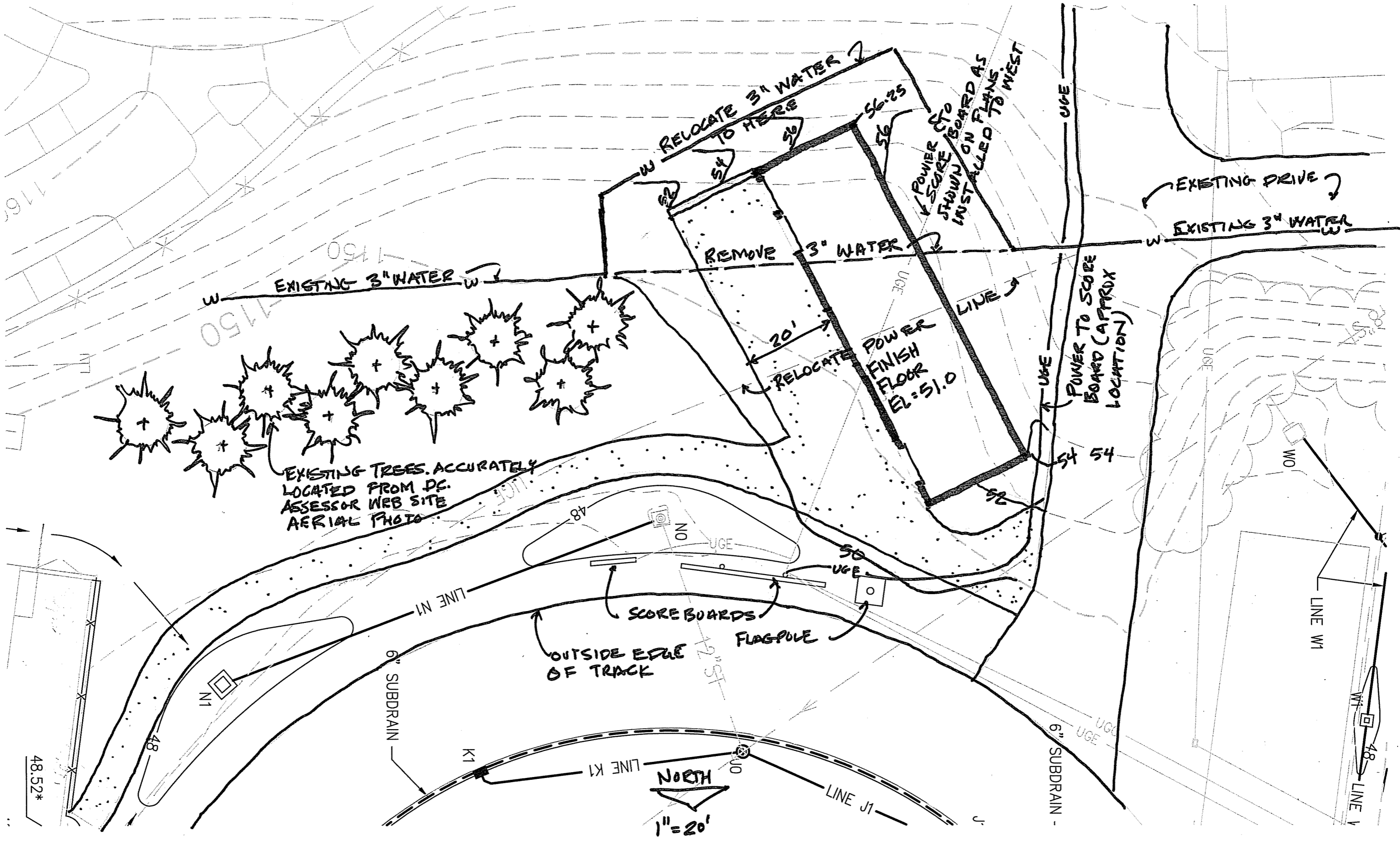
Buell Stadium Storage Building
Millard Public Schools
Omaha, Nebraska
DLR Group Project No. 10-06106-00

February 15, 2006
2:00 p.m. (CST)



FLOOR PLAN
 NORTH SCALE: 1/8" = 1'-0"

DLR GROUP
 PROJECT NO. 10-06106-00
 JANUARY 4, 2006
 REV. JANUARY 6, 2006



AGENDA SUMMARY SHEET

Agenda Item: Collective Bargaining with Educational Paraprofessional Association of Millard

Meeting Date: February 20, 2006

Department: Human Resources

Title & Brief Description: The Educational Paraprofessional Association of Millard has written to request to enter into collective bargaining for the 2006-07 school year. The current bargaining agreement expires July 31, 2006.

Action Desired: Approval to enter into collective bargaining with EPAM for the 2006-07 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 ITEM: Administrator Recommended for Hire

MEETING DATE: February 20, 2006

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Director of Personnel, Don Stroh Administration Center

ACTION DESIRED: Approval

BACKGROUND: The position was advertised in Millard's job postings, Omaha World Herald, and Careerlink. Ten applications were received (three from within the district and seven from outside the district.) The applications were reviewed by Dr. Eltiste. Four applicants were selected to interview for the position (three inside the district and one from outside the district). The interview teams included Dr. Kirby Eltiste, Jeanine Beaudin, Steve Moore, Diane Moore, Roberta Heiden, Dr. Judy Porter, Melissa Byington, Jon Lopez, and Bob Snowden. I am recommending the following individual for the position.

Jim Sutfin Recommended for Director of Personnel at DSAC. Jim is currently the Principal at Central Middle School. He has been in this position since August 2001. He has also been Assistant Principal at Russell Middle School (1998-2001), teacher at West High School (1995-1998), and teacher at Mission Middle School (1989-1995).

Education: Bachelor's Degree from the University of Nebraska at Lincoln in 1989. Masters Degree from the University of Nebraska at Omaha in 1993 and a Doctorate from the University of Nebraska at Omaha in 2002.

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kirby Eltiste

SUPERINTENDENT APPROVAL:

AGENDA ITEM: Administrator Recommended for Hire

MEETING DATE: February 20, 2006

DEPARTMENT: Human Resources

TITLE & DESCRIPTION: Principal, Kiewit Middle School

ACTION DESIRED: Approval

BACKGROUND: The position was advertised in Millard's job postings, Omaha World Herald, and Careerlink. Fourteen applications were received (four from within the district and ten from outside the district.) The applications were reviewed by Dr. Eltiste. Four applicants from within the district were selected to interview for the position. The interview teams included Dr. Kirby Eltiste, Dr. Gary Barta, Susie Melliger, Dr. Judy Porter, Charlene Snyder, Dr. Kim Saum-Mills, Kraig Lofquist, Dr. George Conrad, David Hemphill, Jennifer Finken, Rose Bernstein, Tami Fierstein, Heather Daubert, Sandra Davidson (parent), and Mitzi Bruneteau (parent). I am recommending the following individual for the position.

Lori Jasa Recommended for Kiewit Middle School Principal position. Lori is currently an Assistant Principal at Kiewit Middle School. She has been in this position since 1988. She was also a teacher at Millard North Junior High (1983-88), and at Waterloo Public Schools (1976-1983).

Education: Bachelor's Degree from Dana in 1976. Master's Degree from the University of Nebraska at Omaha in 1980. Specialist in Education Degree from the University of Nebraska at Omaha in 1985.

OPTIONS & ALTERNATIVES: N/A

RECOMMENDATION: Approval

PERSON RECOMMENDING: Kirby Eltiste

SUPERINTENDENT APPROVAL:

AGENDA SUMMARY SHEET

MEETING DATE: February 20, 2006

DEPARTMENT: Human Resources

ACTION DESIRED: Approval

BACKGROUND: Personnel items: (1) Hires, (2) Resignations, (3) Leave of Absence, and (4) VESP.

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 20, 2006

LEAVE OF ABSENCE REQUESTS

Recommend: the following extended leave without pay requests be approved:

1. Annette Markin – Currently on a Leave of Absence (Grade 1 teacher at Black Elk Elementary School). She is requesting that her leave be extended for the 2006/07 school year for health reasons.
2. Kelly Buscher – Currently on a Leave of absence (Family Consumer Science teacher at West High School). She is requesting that her leave be extended for the 2006/07 school year for family reasons.

February 20, 2006

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

1. Stacey Mielke – Currently on Leave of Absence (Foreign Language teacher at West High School). She is resigning due to family reasons. Resignation is effective at the end of the 2005/06 school year.
2. Marlo Chandler – Currently on Leave of Absence (Grade 1 teacher at Rohwer Elementary School). She is resigning due to family reasons. Resignation is effective at the end of the 2005/06 school year.
3. Gloria Benscoter – Currently on Leave of Absence (Grade 5 teacher at Hitchcock Elementary School). She is resigning due to health reasons. Resignation is effective at the end of the 2005/06 school year.
4. Amanda Larsen – Currently on Leave of Absence (Kindergarten teacher at Rockwell Elementary School). She is resigning due to family reasons. Resignation is effective at the end of the 2005/06 school year.
5. Tracy Weiss – Currently on Leave of Absence (ELI teacher at Neihardt). She is resigning for personal reasons. Resignation is effective at the end of the 2005/06 school year.
6. Kimberly Kidder – Currently on Leave of Absence (Grade 6 teacher at Andersen Middle School). She is resigning for family reasons. Resignation is effective at the end of the 2005/06 school year.
7. Cheryl Glasford – Currently on Leave of Absence (Grade 3 teacher at Norris Elementary School). She is resigning for personal reasons. Resignation is effective at the end of the 2005/06 school year.
8. Elizabeth Braun – Currently on Leave of Absence (Grade 2 teacher at Wheeler Elementary School). She is resigning for family reasons. Resignation is effective at the end of the 2005/06 school year.
9. Angela Lanoha – Currently on Leave of Absence (Grade 1 teacher at Willowdale Elementary School). She is resigning for family reasons. Resignation is effective at the end of the 2005/06 school year.
10. Kathy Stockham – Language Arts teacher at West High School. She is retiring. Resignation is effective at the end of the 2005/06 school year.
11. Rebecca Mooss – High School Counselor at South High School. She is resigning for personal reasons. Resignation is effective at the end of the 2005/06 school year.
12. George Conrad – Director of Personnel at Don Stroh Administration Center. He is resigning to take another education position. Resignation is effective at the end of the 2005/06 school year.

February 20, 2006

TEACHERS RECOMMENDED FOR HIRE

Recommend: the following teachers be hired:

1. Sabine Fleshner – BA – Germany. Foreign Language teacher at Central Middle School for the 2006/07 school year.
2. Stacey Noble – BA – University of Nebraska at Kearney. Foreign Language teacher at Beadle Middle School for the 2006/07 school year.
3. Casey Hoffman – BA +18 hours – Grade 2 teacher with building to be determined for the 2006/07 school year.

February 20, 2006

Voluntary Early Separation

Recommend: The following qualified candidates be approved to participate in the District's Voluntary Early Separation Program (The Board previously approved 17 applications for 2006):

<u>Name</u>	<u>Position</u>	<u>School</u>	<u>Years of Credited Service</u>
Curtis Anderson	Instructional Technology	CSMI	36
Marguerite Bay	Grade 6 Teacher	Beadle Mid Sch	15
Pamela Berki	Infant Teacher SPED	Harvey Oaks	12
Billy Butler	Grade 6 Teacher	North Mid Sch	18
Linda Elliott	Vocal Music Teacher	Holling Heights	26
Nonnie Frenzer	READ Teacher	Cottonwood	19
Richard Glesman	Physical Educ Teacher	South High	28
Beverly Johnson	Counselor	North High	16
Linda Jones	Grade 3 Teacher	Cottonwood	21
Jean Koerten	Language Arts Teacher	North High	26
Margaret Kubat	Media Specialist	Andersen Mid Sch	32
Roseanne Lenz	Foreign Lang Teacher	West High	12
Janice Lorenzen	Speech Pathologist	CMS-Annex	13
Earl Mahan	Math Teacher	South High	33
Thomas Mosser	Physical Educ Teacher	Morton	22
Shirley Rooker	Grade 2 Teacher	Ezra Millard	29
Paul Sanders	Math Teacher	West High	34
Elizabeth Sample	Media Specialist	West High	27
Linda Shirck	MEP Facilitator	CSMI	29
Eugene Starmer	Math Teacher	South High	33

AGENDA ITEM: Legislative Update

MEETING DATE: February 6, 2006

DEPARTMENT: Office of the Superintendent

TITLE AND BRIEF DESCRIPTION: Legislative Update for the 99th Legislature.

ACTION DESIRED: APPROVAL ____ DISCUSSION ____ INFORMATION ONLY XX

BACKGROUND:

Issues and Happening

- Hearings continue until the end of February. We testified in opposition to LB 1204 (Dw. Pedersen) which called for an education match certificate (voucher) for special education services.

Dates and Reminders

- The Legislature will be in recess on March 3, 6, 17, 20 and 31.

New Legislation we are tracking:

- LB 803 – Define and require reporting of total per pupil cost by school districts.
- LB 998 – Provide for the extension of school district boundaries. This is Senator Cornett’s bill to resolve the Bellevue and Papillion-LaVista boundary issue.
- LB 1006 – This was introduced by Senator Bourne at the request of the Governor to reduce the property tax levy to \$1 per \$100 of valuation for the 2006-2007 school year.
- LB 1017 – This is the bill sponsored by Senator Kopplin that incorporates the Coalition proposals protecting our boundaries, providing transportation for children on free and reduced meals and allowing inter-local agreements to create magnet schools. Senators Pahls, Pedersen, Jensen, Brown and Stuhr have signed on as well.
- LB 1024 – This is Senator Raikes bill on learning communities. It is a massive document and will require time to review. It appears to have all of the elements we expected in that it applies to Douglas and Sarpy school districts, forms a new board called Learning Community Boards, sets a common levy, a capital fund levy, focus schools and programs, and reorganization criteria in the future.

Carryover Legislation we are tracking:

- LB 129 – is a comprehensive school finance bill. Senator Raikes has indicated that this bill is a priority. He has strong feelings that this legislation needs to be considered. This bill is currently held in committee.
- LB 579 – is a technical clean-up bill that repeals the 1981 law and has language that changes items such as transportation, option enrollment, and items dealing with early childhood.
- LB 627 – is a bill that will require school districts to adopt a policy on bullying. This bill is not yet out of committee.

STRATEGIC PLAN: Implemented Strategies and Board Goals

RESPONSIBLE PERSON: Angelo Passarelli

SUPERINTENDENT’S APPROVAL: _____
(Signature)

BOARD ACTION:

The following represent bills and constitutional amendments introduced during the 2006 Second Session of the 99th Legislature that may affect **Millard Public Schools** or education in general (it also includes carryover bills from the 2005 First Session). (“New” information will be in **boldface**.) “Hot bills” are shown with a border. Bills that have been passed, indefinitely postponed or withdrawn are listed last.

“Hot” bills will be in a “hot box.”

Abbreviations Used for Status of Bills

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

CARRYOVER BILLS FROM FIRST SESSION

- **LR 1CA** (*Schrock*) Constitutional amendment to permit the Legislature to authorize spending part of the principal of the perpetual funds for the common schools (HD: 2/28) (HC)
MONITOR
- **LR 3CA** (*Beutler*) Constitutional amendment to terminate term limit provisions for members of the Legislature (Executive Board) (HD: 2/9) (HC)
- **LR 4CA** (*Beutler*) Constitutional amendment to create the Ethics and Compensation Review Commission, change and eliminate compensation provisions for employees/members of the Legislative, provide for a legislative code of ethics (Executive Board) (HD: 2/17) (HC)
- **LR 5CA** (*Beutler*) Constitutional amendment to provide for recall of members of the Legislature and repeal term limits for such members (Executive Board) (HD: 2/9) (HC)

- ****LR 14CA** (*Schimek*) (Executive Board Priority Bill) Constitutional amendment to²⁵⁴ repeal term limit provisions for members of the Legislature (Executive Board) (HD: 2/9) (HC)
- **LR 16CA** (*Schrock*) Constitutional amendment to change term limit provisions for members of the Legislature (Executive Board) (HC)
- **LR 22CA** (*Brashear*) Constitutional amendment to change distribution of certain forfeited or seized money (Judiciary Committee) (HC)
- **LB 5** (*Thompson*) Change qualifications for membership on the State Board of Education (HD: 2/7) (HC)
- **LB 43** (*Redfield*) Provide immunity for employers for disclosure of certain employment information (Judiciary Committee) (HD: 2/23) (HC)
MONITOR
- **LB 75** (*Beutler*) Authorize certain cities to make public improvements and assess the cost (Urban Affairs Committee) (2/2 Com AM22 adopted) (2/2 – AM2042 adopted) (SF: 2/6 – AM7151)
- **LB 77** (*Baker*) Change motor vehicle registration fee distribution (HD: 1/18) (GF 2/25)
- **LB 87** (*Byars*) Change provisions relating to deaf and hard of hearing persons (Health Committee) (HD: 1/19) (GF: 1/27)) (1/18 – AM1812) (SF: 2/1 – AM7147)
MONITOR
- **LB 95** (*Janssen*) Change school reorganization provisions (HD: 2/28) (HC)
MONITOR
- *****LB 101** (*Byars, Connealy*) (*Speaker Priority Bill – 3/15*) Provide for early intervention services for children with autism spectrum disorder (HD: 2/10) (GF: 3/1)
- **LB 102** (*Natural Resources Committee*) Relating to storm water drainage, sewer system charges and fees (HD: 1/19) (HC)
OPPOSE
- **LB 127** (*Cunningham, Burling, Combs, et al.*) Authorize the reporting of school bus safety violations as prescribed (Transportation Committee) (HD: 2/1) (HC)
MONITOR
- ****LB 129** (*Education Committee*) (Education Committee Priority Bill) Comprehensive school finance bill similar to LB 698 (2004) (HD: 1/25) (HC)
SUPPORT
- **LB 145** (*Price*) Provide for school bond state aid (HD: 2/15) (HC)
MONITOR

- **LB 197** (*Raikes*) Include funds received due to annexation or replatting in formula resources in the state aid formula (HD: 1/24) (HC)
MONITOR
- **LB 204** (*Thompson*) Provide a rate of payment for certain medical services and emergency protective custody situations (Health Committee) (HD: 1/26) (HC)
MONITOR
- **LB 228** (*Howard*) Provide tax levy and state aid increases for full-day kindergarten expenses as prescribed (HD: 2/1) (HC)
SUPPORT
- **LB 230** (*Redfield*) Require a nonunion employee to reimburse a union for legal services requested by such employee (Business and Labor Committee) (HD: 2/28) (GF: 3/8)
MONITOR
- **LB 231** (*Heidemann*) Change the maximum school levy as prescribed (Revenue Committee) (HD: 2/25) (HC)
MONITOR
- ***LB 239** (*Schimek, Aguilar, Combs, et al.*) (*Schimek Priority Bill*) Permit certain students who attended Nebraska high schools to establish residency (HD: 3/15) (GF: 6/3)
MONITOR
- **LB 248** (*Baker*) Change motor vehicle tax calculations (Revenue Committee) (HD: 1/27) (GF: 1/31 – AM147) (1/18 – AM1820) (SF: 2/6 – AM7153)
MONITOR
- **LB 269** (*Erdman*) Provide a procedure for judicial emancipation for minors (Judiciary Committee) (HD 2/24) (GF: 4/25)
MONITOR
- **LB 281** (*Cornett*) Change limitation of action provisions under the Political Subdivisions Tort Claims Act (Judiciary Committee) (HD: 2/10) (HC)
MONITOR
- **LB 289** (*Mines*) Change annexation provisions of cities of the first class (Urban Affairs Committee) (HD: 2/22) (GF: 3/2)
MONITOR

- **LB 304** (*Schrock*) Adopt the Education Buildings Review Commission Act (HD: 2/15) (HC)
MONITOR
- **LB 305** (*Byars*) Prohibit use of tobacco products on public and private educational property (Health Committee) (HD: 2/3) (GF: 2/17 – AM374)
MONITOR
- **LB 314** (*Howard, Aguilar, Byars, et al.*) Create a Nebraska Heritage Week (HD: 3/1) (HC)
- **LB 326** (*Raikes*) Change average daily membership requirements for freeholders' petitions (HD: 2/28) (GF 3/9)
MONITOR
- **LB 354** (*Preister*) Provide a service fee for employees who are not members of certain labor unions (Business & Labor Committee) (HD: 2/28) (HC)
MONITOR
- **LB 358** (*Raikes*) Change tax levy provisions relating to judgments against unified school systems (Revenue Committee) (HD: 2/25) (HC)
MONITOR
- **LB 363** (*Bourne*) Change penalty provisions for criminal attempt (Judiciary Committee) (HD: 1/26) (GF: 2/3) (SF: 3/9)
MONITOR
- **LB 393** (*Smith*) Prohibit acts relating to electronic mail (Judiciary Committee) (HD: 3/11) (HC)
- **LB 495** (*Stuhr*) Provide a medical cost-of-living adjustment for school employees (Retirement Committee) (HD: 3/2) (HC)
- *****LB 505** (*Erdman*) (Speaker Priority Bill – 3/15) Change the age of majority in certain instances (Judiciary Committee) (HD: 2/24) (HC)
- **LB 510** (*Combs*) Provide for immunity relating to employment references (Judiciary Committee) (HD: 2/23) (HC)
- **LB 554** (*Beutler*) Change minimum wage and training wage provisions (Business & Labor Committee) (HD: 2/14) (GF: 3/10)
- **LB 556** (*Beutler*) Change provisions relating to financial aid for purchase of required textbooks and supplies (HD: 3/14) (HC)

- **LB 560** (*Wehrbein*) Change funding provisions relating to the Information Technology Infrastructure Fund (Appropriations Committee) (HD: 3/16) (HC)
MONITOR
- **LB 561** (*Kopplin*) Provide free school meals for children of deployed military personnel (HD: 2/14) (HC)
- **LB 565** (*Wehrbein*) Adopt the Land Information System Program Act and provide funding (Government Committee) (HD 2/16) (HC)
- **LB 579** (*Raikes*) Change provisions relating to schools (HD: 2/7) (GF: 3/9 – AM525)
MONITOR
- **LB 627** (*Howard*) Require school boards to adopt a bullying policy (HD: 2/14) (HC)
OPPOSE
- **LB 634** (*Raikes*) Change and eliminate certain school transportation provisions (HD: 1/31) (GF: 2/1)
- **LB 637** (*Raikes*) Create and provide duties for the Educational Service Unit Coordinating Council (HD: 2/7) (HC)
- **LB 661** (*Price*) Change employment provisions and adopt the Advocacy Leave Act (Business & Labor Committee) (HD: 3/14)(HC)
- **LB 670** (*Landis*) Prohibit acts relating to computers and electronic mail (Judiciary Committee) (HD: 3/11) (HC)
- **LB 671** (*Landis*) Provide county personnel policies for transferring employees from the state or other political subdivisions to a county at county request (Government Committee) (HD: 2/17) (GF: 2/23)
- **LB 690** (*Stuhr, Combs, Heidemann, et al*) Adopt the Career Education Partnership Act (HD: 3/1) (GF: 3/10)
- **LB 704** (*McDonald, Burling, Kremer*) Change provisions relating to equalization aid to schools (HD: 1/31) (HC)
- **LB 717** (*Raikes*) Adopt the Reorganization Building Aid Act (HD: 2/15) (HC)
- **LB 732** (*Bourne*) Change state deposits for school retirement (Retirement Committee) (HD: 2/22) (HC)
- **LB 740** (*Schimek*) Change provisions relating to the limitation of actions for certain political subdivisions (Judiciary Committee) (HD: 3/17) (HC)
- ***LB 759** (*Chambers*) (*Chambers Priority Bill*) Prohibit employment discrimination based on sexual orientation (Judiciary Committee) (HD: 2/23) (HC)

- **LR 253CA** (*Hudkins, Fischer*) Constitutional amendment to provide for a vote prior to dissolution, affiliation, and merger of school districts (HD: 2/27)

MONITOR

- **LB 795** (*Cunningham, Raikes*) Change provisions relating to the repayment of incentive payments by school districts (HD: 1/17) (GF: 1/18 – AM1877)

- **LB 803** (*Kopplin*) Define and require reporting of total per pupil cost by school districts (HD: 2/6)

SUPPORT

- **LB 806** (*Landis*) Adopt the Car Tax Reduction Act (Revenue Committee) (HD: 2/2)

- **LB 821** (*Erdman*) Provide for participation and part-time enrollment in public schools by exempt students (HD: 1/24)

- **LB 825** (*Bourne*) Change infectious disease testing provisions when the state is guardian of the patient (Judiciary Committee) (HD: 1/20)

- **LB 839** (*Hudkins*) Provide for reversing orders merging certain school districts contingent upon the outcome of an election (HD: 2/27)

- **LB 860** (*Raikes*) Provide an alternative to bonding for educational service unit treasurers (HD: 1/17) (GF: 1/18)

- **LB 865** (*Howard*) Change certain requirements involving early childhood education endorsements (HD: 1/23)

- **LB 881** (*Stuhr*) Provide for transportation of high-needs special education students (HD: 1/17)

- **LB 890** (*Janssen*) Allow school districts to exceed the applicable allowable growth rate for increases in energy and health insurance costs (HD: 2/6)

- **LB 898** (*Preister*) Change provisions relating to the Open Meetings Act (Government Committee) (HD: 1/25)

- **LB 946** (*Wehrbein*) Recognize American Sign Language as a distinct language and authorize schools to offer it as a foreign language (HD: 1/17)

- **LB 969** (*Byars*) Provide limitations on school boards establishing alternating secondary course offerings (HD: 1/24)

- **LB 976** (*Synowiecki*) Exempt certain public retirement benefits from income taxation²⁵⁹ (Revenue Committee) (HD: 2/22)
- **LB 984** (*Howard*) Prohibit employer mandated employee participation in certain religious or political matters (Judiciary Committee) (HD: 2/23)
- **LB 987** (*Preister, Dw. Pedersen*) Create the Education Trust Fund and provide for state funding for increased teacher salaries (HD: 2/14)
- **LB 989** (*Smith, Erdman, Fischer, et al.*) Suspend the implementation of statutory provisions subject to the referendum process (Government Committee) (HD: 2/9)
- **LB 998** (*Cornett, Preister*) Provide for extension of certain school district boundaries (HD: 1/31)

OPPOSE

- **LB 1006** (*Bourne, Baker, Combs, et al. at the request of the Governor*) Change provisions relating to school levies and state aid certifications (HD: 2/6)

MONITOR

- **LB 1017** (*Kopplin, Brown, Jensen, Pahls, et al.*) Change provisions relating to schools concerning tax levy limitations, transportation, and district boundaries (HD: 1/30)

SUPPORT

- ****LB 1024** (*Raikes*) (Education Committee Priority Bill) Provide for learning communities (HD: 1/30) (2/6 – Smith motion to postpone pending)

OPPOSE

- **LB 1050** (*Wehrbein*) Create a study committee relating to countywide school districts
- **LB 1059** (*Schimek*) Provide emergency expenditure procedures for school districts (Government Committee) (HD: 2/16)
- **LB 1073** (*Raikes*) Eliminate property tax on tangible personal property and certain sales tax exemptions and increase state aid and tax levy authority (Revenue Committee) (HD: 2/8)

- **LB 1074** (*Raikes*) Change high school graduation requirements and require development of individual academic plans (HD: 1/24) (GF: - 2/9 – Com AM2202)

OPPOSE

- **LB 1089** (*Janssen*) Exempt a portion of school site and building fund levy from levy²⁶⁰ limits (Revenue Committee) (HD: 1/26)
- **LB 1090** (*Howard*) Provide for extended contract days for teachers (HD: 2/14)
- **LB 1093** (*Thompson*) Modify a duty of the State Board of Education to establish a core curriculum standard (HD: 2/13)
- **LB 1107** (*Thompson*) Permit students to self-manage diabetes at schools and related activities (Health Committee) (HD: 2/15)
- **LB 1119** (*Heidemann, Fischer, Flood, et al.*) Defer certain school reorganization requirements by one year (HD: 2/27)
- **LB 1142** (*Stuhr*) Redefine terms relating to retirement of school employees (Retirement Committee) (HD: 2/22)
- **LB 1148** (*Cornett, Aguilar, Baker, et al.*) Provide for student self-administration of asthma or anaphylaxis medication at school or related activities (Health Committee) (HD: 2/15)
- **LB 1165** (*Janssen*) Provide an exemption for insurance, drug enforcement, and retirement costs for tax levy and budget purposes (Revenue Committee) (HD: 1/25)

- | |
|---|
| <ul style="list-style-type: none"> • LB 1167 (<i>Redfield</i>) Provide for creation of new Class III school districts in certain areas (HD: 1/30) |
|---|

OPPOSE

- **LB 1182** (*Thompson*) Authorize public employers to include elected officials in certain employer benefit plans (Government Committee) (HD: 2/15)
- **LB 1194** (*Raikes*) Change provisions relating to schools (HD: 2/14)
- **LB 1203** (*Stuhr, Byars, Kopplin, et al.*) Adopt the Civics Nebraska Partnership Council (HD: 2/13)
- **LB 1204** (*Dw. Pedersen*) Provide for education match certificates and special education (HD: 2/14)

OPPOSE

- **LB 1208** (*Raikes, Baker, D. Pederson, et al.*) Change education provisions and provide for distance education services (HD: 2/13)
- **LB 1211** (*Cornett*) Change provisions relating to Americanism instruction (HD: 2/13)
- **LB 1243** (*Kremer, Baker, Burling, et al.*) Require arbitration for disputes involving certain school districts over certain annexed territory (HD: 1/31)
- **LB 1247** (*Schimek, Stuhr*) Provide authority to the State Board of Education relating to instruction in American citizenship (HD: 2/13)
- **LB 1256** (*Brashear, Baker, Dw. Pedersen, et al.*) Create the Nebraska Early Childhood Endowment and authorize a board of trustees (HD: 2/21)

- **LB 1262** (*Brashear*) Provide for school district interdistrict academy of excellence plans (HD: 1/30)

MONITOR

APPROVED BILLS

- ~~LR 23 (Howard) Urge Congress to fully fund the No Child Left Behind Act (HD: 1/31) (IPP: 2/9)~~
SUPPORT
- ~~LR 24CA (Raikes) Constitutional amendment to permit the Legislature to direct fines, penalties, and license fees to the perpetual fund for common school purposes (HD: 2/28) (IPP: 2/9)~~
MONITOR
- ~~LB 141 (Price) Eliminate school budget restrictions relating to allowable reserves (HD: 1/25) (IPP: 2/8)~~
SUPPORT
- ~~LB 223 (Fischer) Create the School Finance Review Committee (HD: 1/25) (IPP: 2/9)~~
MONITOR
- ~~LB 229 (Howard) Change requirements for school district fall membership reports (HD: 1/25) (IPP: 2/9)~~
MONITOR
- ~~LB 285 (Stuthman) Adopt the Nutrition in Schools Act (HD: 2/14) (IPP: 2/9)~~
MONITOR
- ~~LB 327 (Raikes) Change school district average daily membership requirements for freeholder petitions (HD: 2/28) (IPP: 2/8)~~
MONITOR
- ~~LB 347 (Bourne) Provide for socioeconomic integration plans relating to the enrollment option program (HD: 2/1) (IPP: 2/8)~~
MONITOR
- ~~LB 350 (Bourne) Provide for inclusion of prekindergarten programs in the state aid formula as prescribed (HD: 2/1) (IPP: 2/8)~~
MONITOR
- ~~LB 357 (Raikes) Change withdrawal and dissolution provisions for unified school systems (HD: 2/28) (IPP: 2/8)~~
MONITOR

- ~~LB 378 (Howard) Create the Commission on School Finance and require a study (HD: 1/25) (IPP: 2/8)~~
MONITOR
- ~~LB 416 (Howard, Beutler, Combs, et al) Change age limitations for state wards (Referred to Health Committee) (HD: 2/2) (IPP: 1/9)~~
- ~~LB 467 (Byars) Creating Essential Educational Opportunities for All Students Act (HD: 2/7) (IPP: 2/9)~~
MONITOR
- ~~LB 502 (Stuhr) Change provisions relating to average formula cost per student (HD: 1/31) (IPP: 2/8)~~
MONITOR
- ~~LB 574 (Kremer) Change sibling provisions under the enrollment option program (HD: 2/1) (IPP: 2/8)~~
MONITOR
- ~~LB 578 (Raikes) Change provisions relating to payment of property tax refunds (Revenue Committee) (HD: 2/17) (IPP: 2/6)~~
- ~~LB 595 (Kruse) Change weighting of schools demographic factors within the state aid formula (HD: 1/31) (IPP: 2/9)~~
OPPOSE
- ~~LB 616 (Howard) Change reimbursement provisions under the Special Education Act (HD: 1/31) (IPP: 2/9)~~
MONITOR
- ~~LB 635 (Raikes) Change tax levy provisions relating to schools (Revenue Committee) (HD: 2/3) (IPP: 2/6)~~
MONITOR
- ~~LB 636 (Raikes) Change cost calculations for wards' education and special education (HD: 2/14) (IPP: 2/9)~~
- ~~LB 681 (Schimek, Combs, Stuthman) Adopt the Physical Education in Schools Act (HD: 3/1) (IPP: 2/9)~~
OPPOSE
- ~~LB 718 (Raikes) Change educational service unit board provisions (HD: 2/7) (IPP: 2/8)~~
MONITOR

- ~~LB 769 (Friend) Provide an income tax credit for certain educational expenses (Revenue Committee) (HD: 1/25) (IPP: 1/30)~~

- ~~LB 804 (Kopplin) Change a tax levy limitation relating to schools (Revenue Committee) (HD: 1/26) (IPP: 2/8)~~

SUPPORT

- ~~LB 880 (Flood) Provide for reimbursement for special education costs for certain students in residential placements (HD: 1/17) (IPP: 2/9)~~
- ~~LB 893 (Kremer, Aguilar, Johnson, et al.) (Revenue Committee) Change the definition of allowable growth for political subdivisions (HD: 1/26) (IPP: 2/6)~~ **LB 899 (Preister) Provide powers and duties to the Public Council (IPP: 2/7)**
- ~~LB 900 (Preister) Redefine public body for purposes of the Open Meetings Act (Government Committee) (1/11: AM1856) (HD: 1/25) (IPP: 2/7)~~
- ~~LB 961 (Louden, Burling, Combs, et al.) Redefine a term relating to the Tax Equity and Educational Opportunities Support Act (HD: 2/6) (IPP: 2/8)~~
- ~~LB 988 (Preister) Provide an income tax credit for teachers (Revenue Committee) (HD: 1/25) (IPP: 1/30)~~
- ~~LB 993 (Byars) Provide kindergarten programs meet standards adopted by the State Board of Education (HD: 1/23) (IPP: 2/9)~~
- ~~LB 999 (Brown, Baker, Howard) Change provisions relating to training requirements for providers of child care and program licensure (IPP: 1/30)~~
- ~~LB 1118 (Heidemann) Change education financing provisions by adding alternative criteria for sparse cost grouping (HD: 2/6) (IPP: 2/8)~~

OPPOSE

- ~~LB 1138 (Heidemann) Provide for additional state aid to education (HD: 2/6) (IPP: 2/8)~~

Prepared by:

Angelo D. Passarelli
Director of Administrative Affairs

Approved by:

Keith W. Lutz
Superintendent of Schools

AGENDA SUMMARY SHEET

AGENDA ITEM: Construction Report

MEETING DATE: February 20, 2006

DEPARTMENT: General Administration

TITLE & BRIEF DESCRIPTION: Construction Report – A report from the District’s construction management firm with regard to the progress on projects related to the 2005 bond issue.

ACTION DESIRED: Approval Discussion Information Only .

BACKGROUND: The District has engaged the services of Magnum Resources, Inc. (RMI) to act as the construction manager for the District’s construction/renovation projects related to the 2005 bond issue.

Don Mohlman (RMI) will be present at the meeting to present the construction update (see attached) and to answer questions.

OPTIONS AND ALTERNATIVES: n/a

RECOMMENDATION: n/a

STRATEGIC PLAN REFERENCE: n/a

IMPLICATIONS OF ADOPTION/REJECTION: n/a

TIMELINE: n/a

RESPONSIBLE PERSON: Don Mohlman (RMI) and Ken Fossen, Associate Superintendent (General Administration)

SUPERINTENDENT’S APPROVAL: _____



MILLARD PUBLIC SCHOOLS



CONSTRUCTION PROGRESS REPORT

February 2006

Vol. 8





***Millard Public Schools
Construction Progress Report No. 8
February 2006***

Index

I.	Executive Summary	Page 1 - 2
	<ul style="list-style-type: none">• Administrative Overview• Project(s) Overview• Budget Overview	
II.	Project Status Report	Page 3 - 4
	<ul style="list-style-type: none">• Buell Stadium• South High School• North High School• West High School• Alternative High School• Beadle Middle School• Elementary #24• Elementary #25• Ackerman Elementary	
III.	Master Control Budget	Page 5 - 6
	<ul style="list-style-type: none">• Control Budget Summary• Detailed Project Summary	
IV.	Master Control Schedule	
	<ul style="list-style-type: none">• Project Milestone Schedule	Page 7



*Millard Public Schools
Construction Progress Report No. 8
February 2006*

Executive Summary

Administrative Overview

- Continuation of weekly meetings with the Bond Committee consisting of Ken Fossen, Mark Feldhausen, Ed Rockwell, Kim Thompson, Bob Snowden, Don Mohlman, Randy Schroeder, and Ron Hager.
- South High School has been contracted with Lueder Construction.
- Bids have been favorably received for North High School. A contract award is anticipated to Boyd Jones Construction on March 6, 2006.
- West High School is presently out for bid.
- Approval of Contract Documents for Ackerman is scheduled for March. Pre-purchase of long lead time items (mechanical units, doors & hardware, casework) are presently out for bid.
- Approval of Design Development for Beadle is scheduled for March.
- There has been no on-site construction progress the last month; pending spring weather and upcoming projects currently scheduled for bid and contract award.

Project(s) Overview

- **Buell Stadium** – Pending spring completion for the Track Timing System and a potential separate project for practice field grading to comply with state meet requirements for discuss and shot-put.

- **South High School: Phase 1** – Complete
- **South High School: Phase 2** – Contracted with Lueder Construction
- **North High School** – Apparent low bidder is Boyd Jones
- **West High School** – Anticipated bid date of February 21st.
- **Alternative High School** – Site selection is in progress by the District.
- **Beadle Middle School** – Design Development is in progress.
- **Elementary #24** – Final plat has been approved. General Construction has been awarded to ConStruct Inc. with a spring start anticipated.
- **Elementary #25** – Design Contract Document approval scheduled for March. Bidding will be deferred until the fall of 2007; or sooner if requested by the District.
- **Ackerman Elementary** – Contract Document approval in March. Bids anticipated to be received in April or May.

Budget Overview

- Under Budget with approximately \$2.9 million remaining in all-projects contingency



***Millard Public Schools
Construction Progress Report No. 8
February 2006***

Project Status Report

HIGH SCHOOLS

- ***Buell Stadium – DLR Group / Nemaha Landscaping / Dactronics***
 - Track timing system is scheduled for completion on/or before March 1st (first track meet is April 4th)
- ***South High School – DLR Group / Lueder Construction***
 - Awarded General Contract to Lueder Construction Company
 - Completed Pre-construction meeting on February 13, 2006
 - Anticipated start date of April 1, 2006
- ***North High School – Schemmer Associates***
 - Completed receipt of bid's for General Contract
 - Conducted interview with Boyd Jones Construction
 - Anticipated award date of March 06, 2006
- ***West High School – Prochaska Associates***
 - Projected bid date February 21, 2006
 - Anticipated award date of March 06, 2006
- ***Alternative High School - BCDM***
 - Tentative schedule for project implementation is 4th quarter 2006
 - Site selection is in progress by District

MIDDLE SCHOOL

- ***Beadle Middle School - BCDM***
 - Anticipated approval for Design Development is March 20, 2006
 - Anticipated occupancy in fall of 2007

ELEMENTARY SCHOOLS

- ***Elementary #24 – Schemmer Associates / Heimes Excavating / ConStruct, Inc.***
 - Pre-grading work completed by Heimes.
 - Verification survey completed for Pre-grading
 - Final Plat approved by City Council January 31, 2006
 - Contract for Public Improvements awarded to Heimes
 - Contract for General Construction awarded to ConStruct Inc.
 - Preconstruction conference scheduled for February 23, 2006.
 - Anticipated construction start up of March 13, 2006.

- ***Elementary #25 – DLR Group***
 - Pre-grading has been completed by the Developer
 - Completed pre-grading compliance survey with DLR Group
 - Site utilities and street paving anticipated to be completed by Developer in early Summer of 2006
 - Board presentation for approval of Construction Documents scheduled for March 20, 2006

- ***Ackerman Elementary – Schemmer Associates***
 - Completed bidding documents for Long Lead Materials (LLM).
 - Anticipated bid date of February 28, 2006 for LLM.
 - Board presentation for approval of Construction Documents scheduled for March 6, 2006.



Millard Public Schools
02.20.06

	Original Budget	With Addit'l Funding	Current Budget	Total Variance
2005 Bond Issue Funding				
Land				
Land Cost	3,750,270	3,750,270	3,750,270	-
Feasibility Study	25,500	25,500	25,500	-
Technology	20,000,000	20,000,000	20,000,000	-
Construction				
Contractor				
General	42,707,291	44,357,291	43,846,533	510,758
Hazardous Material	472,500	472,500	442,500	30,000
District Procured				
SHS mtl drs & frms			3,198	(3,198)
Buell Timing System			73,180	(73,180)
			-	-
Consultant				
Project Mgr	854,146	886,646	973,600	(86,954)
Architect	3,278,173	3,398,477	3,130,416	268,061
Environmental	-	-	30,000	(30,000)
Survey	300,333	300,333	300,333	-
Soils				
Testing				
Spcl Insp				
Conductivity				
Commissioning				
HVAC	107,396	107,396	107,396	-
Roofing				
Support Costs				
Builders Risk	-	-	-	-
Printing	125,534	125,534	125,534	-
Software Platform	-	-	85,000	(85,000)
Reimbursable	-	-	-	-
Constructware			10,000	(10,000)
Advertising for bids	-	-	-	-
Buell Stadium Equip	-	-	25,000	(25,000)
Contingency	2,328,588	2,328,588	2,328,588	-
PM Award				(86,954)
Addit'l Services				-
AE Award				268,061
Addit'l Services				-
Constructware				(85,000)
Reimbursable				(10,000)
Buell				
Award				253,899
Addit'l Funding		74,471		74,471
Equipment				(25,000)
Timing System				(73,180)
Prev Change Orders				(72,920)
Credit to repaint pads				500
South HS: Ph1				
Prev Change Orders				(168)
South HS: Ph2				
Award				213,002
Elem 24				
Award				113,247
Furniture / Fixture / Equipment				
Moveable Furnishings	1,311,307	1,311,307	1,311,307	-
Moveable Equipment	219,291	219,291	219,291	-
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	2,192,015	-
Regulatory Fees / Assessments	327,656	327,656	327,656	-
	78,000,000	79,877,275	79,877,275	495,487

Additional Funding

Buell Stadium Grants 74,471 (Contg'y)
 HVAC at South High School 1,802,804 (Constr - 1,650,000 + PM - 32,500 + Arch - 102,304)

79,877,275

**Millard Public Schools
02.20.06**

	Original Budget	With Addit'l Funding	Ackerman 07.150.05.01	Elementary 24 07.162.05.01	Elementary 25 07.163.05.01	Beadle MS 07.250.05.01	North HS 07.342.05.01	South HS Phase 2 07.340.05.02	South HS Phase 1 07.340.05.01	West HS 07.344.05.01	Alt HS 07.333.05.01	Buell Stadium 07.300.05.01	Future HS 07.346.05.01	Current Budget	Total Variance
2005 Bond Issue Funding															
Land															
Land Cost	3,750,270	3,750,270		441,300	441,300						661,770		2,205,900	3,750,270	-
Feasibility Study	25,500	25,500		4,500	4,500						6,500		10,000	25,500	-
Technology	20,000,000	20,000,000												20,000,000	-
Construction															
Contractor															
General	42,707,291	44,357,291	2,423,635	6,470,500	6,474,000	2,521,365	5,600,195	6,764,800	80,168	5,474,075	6,900,000	1,137,795	-	43,846,533	510,758
Hazardous Material	472,500	472,500	35,000				25,000	289,284	93,216					442,500	30,000
District Procured SHS mtl drs & frms Buell Timing System									3,198				73,180	3,198	(3,198)
													73,180	73,180	(73,180)
														-	-
Consultant															
Project Mgr	854,146	886,646	89,000	90,000	108,700	107,800	128,200	160,700		128,200	123,000	38,000	-	973,600	(86,954)
Architect	3,278,173	3,398,477	201,889	290,343	380,000	187,000	466,497	595,304		425,883	518,000	65,500	-	3,130,416	268,061
Environmental	-	-							30,000				-	30,000	(30,000)
Survey	300,333	300,333	19,416	50,350	49,202	19,162	35,000	35,000		39,763	52,440		-	300,333	-
Soils	-	-												-	-
Testing	-	-												-	-
Spcl Insp	-	-												-	-
Conductivity	-	-												-	-
Commissioning															
HVAC	107,396	107,396	7,766	20,140	20,069	7,816	8,548	4,697		16,970	21,390	-	-	107,396	-
Roofing	-	-												-	-
Support Costs															
Builders Risk	-	-												-	-
Printing	125,534	125,534	15,000	15,000	17,000	12,000	15,000	15,000		16,500	17,000	3,034	-	125,534	-
Software Platform	-	-												85,000	(85,000)
Reimbursable	-	-												-	-
Constructware	-	-												10,000	(10,000)
Advertising for bids	-	-												-	-
Buell Stadium Equip	-	-											25,000	25,000	(25,000)
Contingency	2,328,588	2,328,588												2,328,588	-
PM Award														(86,954)	-
Addit'l Services														-	-
AE Award														268,061	-
Addit'l Services														-	-
Constructware														(85,000)	-
Reimbursable														(10,000)	-
Buell															
Award														253,899	-
Addit'l Funding		74,471											74,471	74,471	-
Equipment														(25,000)	-
Timing System														(73,180)	-
Prev Change Orders														(72,920)	-
Repaint concrete														500	-
South HS: Ph1															
Prev Change Orders														(168)	-
South HS: Ph2															
Award														213,002	-
Elem 24															
Award														113,247	-
Furniture / Fixture / Equipment															
Moveable Furnishings	1,311,307	1,311,307		269,933	265,434	103,376	113,037	62,115		214,512	282,900	-	-	1,311,307	-
Moveable Equipment	219,291	219,291	14,621	37,917	37,549	14,624	15,991	26,819		31,750	40,020	-	-	219,291	-
Comp; Phones; Copiers; Fax	2,192,015	2,192,015	85,020	384,000	375,492	199,188	193,025	106,050		366,240	483,000	-	-	2,192,015	-
Regulatory Fees / Assessments	327,656	327,656	24,033	62,324	61,503	23,953	26,196	14,393		49,704	65,550	-	-	327,656	-
	78,000,000	79,877,275	2,915,380	8,136,307	8,234,749	3,196,284	6,626,689	8,074,162	206,582	6,763,597	9,171,570	1,416,980	2,215,900	79,877,275	495,487

Additional Funding

Buell Stadium Grants 74,471 (Contg'y)
HVAC at South High School 1,802,804 (Constr - 1,650,000 + PM - 32,500 + Arch - 102,304)

79,877,275



		Feb			March					
Bond Committee Meetings		2, 9, 16, 23			2, 9, 16, 23, 30					
Board Committee of the Whole Meetings		13			13					
Board Meetings		20			6, 20					
Project	Project Commencement	Program / Schematic Design Bond Committee	Design Development		Contract Documents		Receive Bids	Contract Award		Project Completion
			Bond Committee	School Board	Bond Committee	School Board		Bond Committee	School Board	
Elem Schools										
Ackerman Elementary #24	3-Aug-05	16-Nov-05	12-Jan-06	16-Jan-06	23-Feb-06	06-Mar-06	18-Apr-06	20-Apr-06	01-May-06	01-Aug-07
Overlot Grading					08-Sep-05	12-Sep-05	14-Sep-05	15-Sep-05	19-Sep-05	15-Feb-06
Public Improv. Building					08-Sep-05	12-Sep-05	25-Oct-05	27-Oct-05	07-Nov-05	01-Jun-06
Elementary #25	19-Aug-05	17-Nov-05	15-Dec-05	16-Jan-06	09-Mar-06	20-Mar-06				01-Jun-08
Middle Schools										
Beadle MS	12-Dec-05		09-Mar-06	20-Mar-06						01-Jun-07
High Schools										
Buell Stadium										28-Aug-05
North HS		21-Jul-05	01-Sep-05	12-Sep-05	01-Dec-05	19-Dec-05	07-Feb-06	09-Feb-05	06-Mar-06	01-Jul-07
South HS										
Phase I 2005					26-May-05	06-Jun-05	07-Jun-05	09-Jun-05	14-Jun-05	05-Aug-05
Phase II - 2006		14-Jul-05	11-Aug-05	15-Aug-05	20-Oct-05	21-Nov-05	24-Jan-06	26-Jan-06	13-Feb-06	01-Jul-07
West HS		11-Aug-05	06-Oct-05	17-Oct-05	29-Dec-05	16-Jan-06	21-Feb-06	23-Feb-06	06-Mar-06	01-Jul-07
Alternative HS	1-Jul-06									01-Jun-08

NOTE: Dates shown in light blue/italics are tentative projections to be confirmed; dates shown in dark blue/italics are Board action dates

AGENDA SUMMARY SHEET**AGENDA ITEM:** Staff Development Report: Infinite Campus Training Report**MEETING DATE:** 20 February 2006**DEPARTMENT:** Educational Services

TITLE AND BRIEF DESCRIPTION: **Infinite Campus Training Report** - Certified and classified staff participated in numerous Infinite Campus training sessions since September 2005 and will continue to participate in training throughout this school year. Building and district secretaries and administrators who used our previous student management system (SIMS) participated in Infinite Campus staff development during first semester in preparation for the transition to Infinite Campus during second semester. All 1573 teachers participated in Infinite Campus staff development on January 4 and the Special Education K-12 staff participated in follow up Infinite Campus training on January 16, 2006.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: A tremendous amount of collaboration occurred between several district departments (Planning & Evaluation, Technology, Special Education and Staff Development) in preparation for the *GO LIVE* date of January 4. During first semester, over thirty school days were devoted to scheduled Infinite Campus training in preparation for the January 4 training of 1573 teachers. (See the attached training spreadsheet.) Infinite Campus Teacher Coaches and building administration should be acknowledged for their outstanding contributions to the January 4 training. A Teacher Coach job description has also been attached to this report to clarify this role. A select group of teachers were chosen to serve as coaches. These Teacher Coaches were trained initially in November to prepare them to train the teachers in their buildings on January 4. Teacher Coaches were given a \$225 stipend for their support to their schools. Teacher Coaches were also offered three hours of off contract pay to work on January 3 to practice and prepare for their January 4 training. After the January 4 staff development, follow up teacher coach training also occurred on January 11 (secondary teacher coaches); January 13 (K-12 special education teacher coaches) and February 6 (elementary teacher coaches). A list of the names of all Teacher Coaches is attached.

Follow up training will be offered during the spring for staff who need additional support. *Better & Better* will serve as the vehicle for advertisement and registration of these follow up classes. We will create a plan for new staff to participate in Infinite Campus training during the fall new teacher workshop days. Additional training will be offered in the future for more advanced functions of the system to meet the spirit of Strategy 4.

RECOMMENDATIONS: Continue to support District Staff Development.

STRATEGIC PLAN REFERENCE: *Strategy 4* of the new district strategic plan states: We will develop and implement plans to effectively analyze student performance data and use that data to drive instruction to improve student performance.

IMPLICATIONS OF ADOPTION OR REJECTION: NA**TIMELINE:** September 2005 – August 2006**PERSON(S) RESPONSIBLE:** Dr. John Crawford, Dr. Mark Feldhausen and Dr. Kim Saum-Mills**ASSOCIATE SUPERINTENDENT'S APPROVAL:** _____**SUPERINTENDENT'S APPROVAL:** _____**BOARD ACTION:**

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
Core Team / P&P Workshop	Sept. 14-16	8:00-4:00	Kandy Mitchell IC trainer
Custom Reporting	Sept. 20 & 21	8:00-4:00	Jack, CJ & Sharon scheduled to train with Jason from IC
Campus Admin.	Sept. 22	8:00-4:00	Jason will be IC trainer
Elementary Office Coach	Oct. 17 & 18	8:00-4:00	Office coach must be a secretary
Secondary Office Coach	Oct. 19 & 20	8:00-4:00	Training was reduced from 2.5 days to 2 days
Counseling Module	Nov. 4	2:00-4:00	Web-Ex
Elementary Building Admin.	Nov. 14	8:00-11:00	
Elementary Building Admin.	Nov. 14	1:00-4:00	
Secondary Building Admin.	Nov. 15	8:00-11:00	
Secondary Building Admin.	Nov. 15	1:00-4:00	
Elementary Secretary (Office Paras)	Nov. 16	7:30-11:30	Elementary Office Paras ONLY
Elementary Secretary (Office Paras)	Nov. 16	12:30-4:30	Elementary Office Paras ONLY
Elementary Secretary / Refresher	Nov. 17	7:30-11:30	Elem Secretaries
Elementary Secretary / Refresher	Nov. 17	12:30-4:30	Elem Secretaries
Special Ed Web-Ex	Nov. 21	8:00-11:00	Special Education Overview Information & to determine agenda for Dec 15
Secondary Teacher Coach	Nov. 28	8:00-4:00	H.S. = 3 coaches / M.S. = 2 coaches & 1 coach MUST be Special Ed teacher
Elementary Teacher Coach	Nov. 29	8:00-4:00	Elem = 1 coach

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
Secondary Secretary	Nov. 30	7:30-11:30	Overview
SELECT GROUP Special Ed Overview	Nov. 30	1:00-4:00	Group to receive overview of IC
Secondary Secretary	Dec. 1	7:30-11:30	Overview with emphasis on Attendance & Behavior
Secondary Secretary	Dec. 1	12:30-4:30	Overview with emphasis on Census
Special Ed Web-Ex #2	Dec. 5	8:30-12:00	Information to determine Dec 15 agenda
Second Census Session for Select Secondary Secretaries	Dec. 6	10:30-4:00	Follow up Session
H.S. Registrars & Registrar Secretaries	Dec. 7	8:00-11:30	Specific Scheduling Information
M.S. Registrars & Registrar Secretaries	Dec. 7	12:30-4:00	Specific Scheduling Information
MS Counselors	Dec. 8	8:00-11:00	Registrars attend too
HS Counselors	Dec. 8	12:00-4:00	Registrars attend too
Elementary Counselors	Dec. 9	8:00-10:00	Read Only
Curriculum Team - READ ONLY	Dec. 9	10:30-12:30	Read Only
Second Census Session for Elementary Secretaries	Dec. 12	1:00-4:00	CENSUS INFO ONLY
Secondary Course Set Up Overview	Dec. 13	8:00-1:00	Audience: Cheryl, Patti, Ann, Judy & Jac or Sharon
Elementary Course Set Up Overview	Dec. 13	1:30-4:00	Audience: Carol, Sue, Elaine & Deb & Mary, Jac? or Sharon?
Health (Health Paras)	Dec. 14	8:00-10:00	
Health (Health Paras)	Dec. 14	10:30-12:30	

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
Health (Nurses)	Dec. 14	1:30-3:30	
Special Ed Training for Special Ed Coaches	Dec. 15	8:00-4:00	Training increased from 1/2 day to full day training
Psychologists	Dec. 16	8:00-10:00	General overview prior to January 4th special ed training
District Staff	Dec. 16	10:30-12:30	Overview for food service, transportation and other DSAC secretaries
DSAC Secretaries	Dec. 16	1:30-3:30	Review & Ad Hoc Refresher for DSAC Secretaries
Select Secondary Building Secretary Review Sessions	Dec. 19	8:00-4:15	Bldg Admin Registers 3 per h.s. and 1 per m.s.
Elementary Building Secretary Review Sessions	Dec. 20	8:00-4:00	All elementary secretaries invited
Secondary Behavior Web Ex	Dec. 27	9:00-10:30	Q & A for SHS secretary and finalize Jan 3 agenda
Select Secondary Building Secretary Review Sessions	Jan. 3	8:00-12:00	Bldg Admin Registers 3 per h.s. and 1 per m.s.
Elementary Building Secretary Review Sessions	Jan. 3	1:00-4:15	All elementary secretaries invited
Selected Special Ed Training	Jan. 3	AM	Jetti from IC will train Charlene's select team.
ALL Certified Staff Training	Jan. 4	8:00-4:00	Coaches teach their staff
Follow Up with Nurses	Jan. 4	AM	Kraig Lofquist plans to meet with his nurses to review.
Follow Up IC Training	Jan. 5	PM	New hires will be afforded one-on-one training from IC trainers
Follow Up Ad Hoc Reporting Training	Jan. 6	AM & PM	AM = secretaries and PM = administrators
Secondary IC Teacher Coach Follow Up Web Ex Training	Jan. 11	7:45-3:45	Web Ex in AM and MPS training in PM
Special Ed K-12 IC Teacher Coach Follow Up Web Ex Training	Jan. 13	7:45-3:45	Web Ex in AM and MPS training in PM (Charlene)

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
West High Special Web Ex	Jan. 13	10:30-12:30	
Voluntary - Follow Up Review Secondary Secretaries	Jan. 16	1:00-2:30	Must register via Better & Better (M.B & CJ = Instructors)
Voluntary - Follow Up Review Elementary Secretaries	Jan. 16	3:00-4:30	Must register via Better & Better (M.B & CJ = Instructors)
K-12 Special Ed Follow Up IC Training	Jan. 16	8:00-11:00	Charlene Snyder
Special Web Ex for District Registrars (old SIMS group)	Jan. 20	8:00-10:00	Dr. Feldhausen
HS Schedule Prep	Jan. 23	8:00-11:30AM	MLC reps AND Jac or Sharon
HS Schedule Prep	Jan. 23	12:30-4:00PM	NHS Registrar, secretary, guidance dept. chair AND Jac or Sharon
HS Schedule Prep	Jan. 24	8:00-11:30AM	SHS with Registrar, secretary, guidance dept. chair AND Jac or Sharon
HS Schedule Prep	Jan. 24	12:30-4:00PM	WHS with Registrar, secretary, guidance dept. chair AND Jac or Sharon
MS Schedule Prep	Jan. 25	8:00-11:30AM	AMS, BMS, CMS - Registrar, secretary AND Jac or Sharon
MS Schedule Prep	Jan. 25	12:30-4:00PM	KMS, NMS, RMS - Registrar, secretary AND Jac or Sharon
Special Secondary Web Ex for Registrars	Feb. 3	1:30-3:30	Secretaries included
Secondary Secretary CENSUS Web Ex	Feb. 6	3:30-5:00	Registration must be done via Better & Better
Elementary Secretary CENSUS Web Ex	Feb. 8	3:30-5:00	Registration must be done via Better & Better

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
Intro to Attendance for Office Paras	Feb. 13	1:30-4:00	CJ Shirley is teaching
Administrator Ad Hoc Reporting Web Ex	Feb. 20	1:00-4:00PM	Registration must be done via Better & Better
Advanced Ad Hoc Reporting Web Ex Classified or Certified Staff	Feb. 21	1:00-4:00PM	Registration must be done via Better & Better
Elementary Schedule Prep	Feb. 23	8:00-11:30AM	Elem Principals from Abbott through Hitchcock (Deb & Mary)
Elementary Schedule Prep	Feb. 23	12:30-4:00PM	Elem Principals from Holling through Willowdale (Deb & Mary)
M.S. Schedule Work Session Meeting	Mar. 6	8:00-12:00	Jac Thiessen will be available to assist M.S. registrars as they prepare for Schedule Wizard
Advanced Ad Hoc Reporting Web Ex Classified or Certified Staff	Mar. 17	8:00-10:00	CJ Shirley will be available during this web ex
Infinite Campus Q & A Web Ex	Mar. 17	10:30-12:00	Jac Thiessen will be available during this web ex to answer any district questions related to IC
HS Schedule Wizard	10-Apr	8:00-12:00	North Schedule @ CSMI

Infinite Campus Training Schedule
Location: CSMI Unless Noted Otherwise

Workshop	Date	Time	Notes
HS Schedule Wizard	10-Apr	1:00-5:00	South Schedule @ CSMI
HS Schedule Wizard	11-Apr	8:00-12:00	West Schedule @ CSMI
MLC Schedule Wizard	11-Apr	1:00-5:00	MLC Schedule @ CSMI
MS Schedule Wizard	12-Apr	8:00-12:00	AMS, BMS, & CMS Schedules @ CSMI
MS Schedule Wizard	12-Apr	1:00-5:00	KMS, NMS, & RMS Schedules @ CSMI

Job Description Infinite Campus Building "Teacher Coach"

General Summary: Serves as a building trainer and contact person for the implementation of Infinite Campus in 2005-06

Requirements:

Actively participate in fall 2005 training held at CSMI.

Serve as a staff trainer on January 4 for building implementation.

Field questions from building staff members as they relate to the implementation of Infinite Campus during the 2005-06 school year.

Assist building administration with any required follow up staff development.

Receive annual remuneration of extra duty contract as stipulated by negotiated agreement. (\$225)

Qualifications:

Tenured MPS Teacher (Minimum of 3 years of successful teaching experience.)

Interest and experience using technology.

Good rapport with staff.

Good oral communication skills and presentation skills.

Recommendation from Building Principal.

Infinite Campus Coach List

PreK-12 Special Ed Coaches	Elementary Coaches	Secondary Coaches
Marshall Smith	Abbott-Ashford, Paula	AMS-Jason Weber
Nancy Haith	Ackerman-Kevin Greve	BMS-James (Skip) Hanlon
Christi Calder	Aldrich-Marilyn Scahill	CMS & MSAP - Cindy Orso
Kaye Schweigert	Black Elk-Nicole Chudomelka	KMS-Tyler Pearson
Lisa Koehn	Bryan-Sara Walker	NMS-Steve Hanks
Nicole Gillis	Cather-Darlene Czaja	RMS-JR Goodenough
Judy Elledge	Cody-Tim Stednitz	
Michelle Johnson	Cottonwood-Sheila Bolmeier	YAP-Rene McQuinn
Becky Torrens	Disney-Paul Schulte	MLC-Bruce Steinke
Jamie London	Ezra Millard-Sue Fees	
Shelley Schmitz	Harvey Oaks-Sue Hillman	NHS-Walt Mertz
Lori Bartels	Hitchcock-Jon Thompson	SHS-Sandy Drummond
Marlo Olson	Holling Heights-Doty Addison	WHS-Jay Dostal
Pam Brennan	Montclair-Linda Ward	NHS-Jay Hutfles
Jenelle Rock	Morton-Diane Cowley	SHS-Tom Neumann
Deb Peterson	Neihardt-Susan Passarelli	WHS-Chris Ingram
Becky Ehrhorn	Norris-Kristi McKamy	NHS-Janis Mullins
Anne Oeth	Reeder-Angela Griggs	
Chris Janovec	Rockwell-Lisa Keech	
Bethany Ray	Rohwer-Jacen Lefholtz	
	Sandoz-Jean Noel	
	Wheeler-Maureen Strain	
	Willowdale-Martha Anderson	

AGENDA SUMMARY SHEET**AGENDA ITEM:** Staff Development Report: Martin Luther King, Jr. Day Activities**MEETING DATE:** 20 February 2006**DEPARTMENT:** Educational Services**TITLE AND BRIEF DESCRIPTION:** **January 16 District Staff Development** - Certified and classified staff were involved in a variety of professional growth opportunities today on Martin Luther King, Jr. Staff Development Day, January 16, 2006. Generally for most staff, half of the day was devoted to district staff development and half of the day was devoted to building staff development.**ACTION DESIRED:** APPROVAL DISCUSSION INFORMATION ONLY **BACKGROUND:** June 2005 Differentiation II participants met in their June 2005 Home Base Teams from 8:00-9:00AM today. (See the attached questionnaire that teachers completed and brought to their discussion groups.) The other two-thirds of the certified staff spent the hour independently practicing their skills in Infinite Campus.

Based on feedback from building administrators, the content for MLK Day staff development was differentiated to meet their needs. The focus for the majority of the elementary staff was an introduction to the Harcourt On-Line Assessment. Secondary buildings met in their own building's Professional Learning Communities with the exception of a few groups. (See the attached spreadsheet for a listing of specific activities.) Special Education K-12 staff had a change of plans due to some technical difficulties on January 4 and their morning focused on Infinite Campus follow up training. Several building and district staff members were integral in planning for these sessions.

Several offerings were also available for classified staff, and like certified staff members' January 16 activities, were advertised in the December Staff Development newsletter and listed through the on-line staff development catalogue called *Better and Better*.

RECOMMENDATIONS: Continue to support District Staff Development.**STRATEGIC PLAN REFERENCE:** Strategy (Implemented 1990) – We will develop and implement plans to ensure the highest quality of staff.**IMPLICATIONS OF ADOPTION OR REJECTION:** NA**TIMELINE:** NA**PERSON(S) RESPONSIBLE:** Dr. Kim Saum-Mills**ASSOCIATE SUPERINTENDENT'S APPROVAL:** _____**SUPERINTENDENT'S APPROVAL:** _____**BOARD ACTION:**

TO: Differentiation II June 05 Participants
FR: Kim Saum-Mills, Director of Staff Development
RE: Follow Up on January 16, 2006
DT: December, 2005
CC: Building Administrators

Part of the staff development morning on January 16 will be spent on Differentiation 2005 follow up. To make those 60 minutes of discussion as productive as possible, I am asking that you spend some time reflecting on the discussion questions prior to January 16. Please complete the following questions and bring this paper with you on January 16 when you meet with your home base teams. Your team leaders will collect these from you on January 16, and my office will disseminate them to your building principal for further follow up after January 16. PLEASE BE SPECIFIC WHEN ANSWERING THE FOLLOWING QUESTIONS.

1. Please write down what classes you teach this year. What is the title of the lesson you completed in June 2005? Briefly explain your lesson/unit developed in June 2005. Please be specific with your answer.

2. Have you had an opportunity to implement the lesson/unit? If not, when do you plan to do so?

3. Which elements of differentiation were most represented in your lesson/unit? (Please be specific...i.e. student readiness, student interest, student learning profile, content, process, product, etc.)

4. What parts of this lesson/unit were instructionally challenging? What could be changed when implemented in the future?

5. What was most beneficial when you visited with your evaluator about the differentiation unit you created?

6. How did you know that ALL students learned the stated objective of your created lesson/unit?

7. How have you actively promoted differentiated instructional strategies in your daily teaching routines this year?

8. How do you discover the learning styles of your students?

9. How do you manage student activities when they are working on different activities at the same time? (i.e. NOT whole group learning)

10. How do you grade differentiated lessons? How do you communicate this to your students / parents?

January 16, 2006 - MLK Day Certified Staff Activities

AM - District / PM - Building

8:00-9:00 AM

GRADE LEVEL
PreK-12 (June 05 Diff Group)
PreK-12

TOPIC
Differentiation II Follow Up
Infinite Campus Independent Practice

FACILITATOR(S)
Home Base Team Leaders
Principals/IC Coaches

9:30-11:30 AM

GRADE LEVEL
PreK-5
6-8
9-12

TOPIC
Harcourt On-Line Assessment
PLCs
PLCs

FACILITATOR(S)
Principal
Principal
Principal

There will be some staff who are not involved in the above selected topics. Please see the spreadsheet below for details.

HOME BASE TEAMS 2005

Date	Time	Audience	Workshop	Contact Person	Facilitator	Location
1/16/06	8:00-9:00	Elem. Lang. Arts (Specialists)	Home Base Team 105a	Kim Saum-Mills	Susie Wooster	MNHS, Rm. 321
1/16/06	8:00-9:00	Elem. Lang. Arts (Kdg.)	Home Base Team 105a	Kim Saum-Mills	Susie Wooster	MNHS, Rm. 322
1/16/06	8:00-9:00	Elem. Lang. Arts (Grds. 1 & 2)	Home Base Team 105b	Kim Saum-Mills	Susie Wooster	MNHS, Rm. 323
1/16/06	8:00-9:00	Elem. Lang. Arts (Grds. 3-5)	Home Base Team 105c	Kim Saum-Mills	Susie Wooster	MNHS, Rm. 324
1/16/06	8:00-9:00	Elem. Math	Home Base Team 205	Kim Saum-Mills	Tammy Gebhart	Cottonwood, Information Ctr.
1/16/06	8:00-9:00	Elem. SS/Science/Early Lit.	Home Base Team 305	Kim Saum-Mills	Nancy Thornblad	Cottonwood, Information Ctr.
1/16/06	8:00-9:00	6th Grade	Home Base team 805	Kim Saum-Mills	Lori Umstead Beth Balkus	CMS, Information Ctr.
1/16/06	8:00-9:00	History Alive (MS & HS)	Home Base Team 1705	Kim Saum-Mills	Rose Barta	NMS, Rm, Maison 5, Rm. 6
1/16/06	8:00-9:00	Lang. Arts & Resource & Reading (MS)	Home Base Team 905	Kim Saum-Mills	Heather Phipps Liz Olson	CMS, Rm. 412
1/16/06	8:00-9:00	Lang. Arts & Resource (HS)	Home Base Team 1305	Kim Saum-Mills	Susan Kvasnicka Deb Adv. Liz Olson	CMS, Rm. 114
1/16/06	8:00-9:00	Math & Science (MS)	Home Base Team 1005b	Kim Saum-Mills	Diana Butler Len Sagenbrecht	RMS, Rm. 105
1/16/06	8:00-9:00	Math (HS)	Home Base Team 1005a	Kim Saum-Mills	Brad Millard Karen Kneiff	RMS, Information Ctr.
1/16/06	8:00-9:00	Physical Education (MS & HS)	Home Base Team 1805	Kim Saum-Mills	Phyllis Schroeder Jay Dostal	NMS, Maison 1, Rm. 2
1/16/06	8:00-9:00	Secondary Electives	Home Base Team 1905	Kim Saum-Mills	Jenna Lichter Heidi Weaver	MSHS, Admin.Conf. Rm.
1/16/06	8:00-9:00	Social Studies & Resource (MS & HS)	Home Base Team 1205	Kim Saum-Mills	Stacy Kastanek John Southworth	NMS, Maison 5, Rm. 2

CERTIFIED

Date	Time	Audience	Workshop	Contact Person	Facilitator	Location
1/16/06	9:30-11:30	Art (6-8)	Curriculum Development	Linda Shirck	Linda Shirck	SHS-Art Room #256
1/16/06	9:30-11:30	Computers (6-8)	Course Content Revision-Integration Model	Barb Waller	Barb Waller	AMS Info Center & Rm. 602
1/16/06	8:00-12:00	Counselors & Psychologists (K-12)	Take A Second, Make A Difference: A Detailed Break Down of the 40 Assets	Kraig Lofquist	Scott Butler	West Aud. AND Rooms 114/125; 110/121; 240/251; 244/255
1/16/06	9:30-11:30	Early Childhood Special Ed	Creative Curriculum & Assessment	Jean Ubbelohde	Anne Oeth	Sandoz, Information Center

Date	Time	Audience	Workshop	Contact Person	Facilitator	Location
1/16/06	9:30-11:30	ELI (K-5)	Harcourt On-Line Assessment	Building Principal	Bldg. Principal	Building
1/16/06	9:30-11:30	ELL (K-5)	Harcourt On-Line Assessment	Building Principal	Bldg. Principal	Building
1/16/06	9:30-11:30	ELL (6-12)	Higher Level Thinking & Reading Strategies in ELL	Rose Barta	Doreen Nelson, Amy Hines, Lorene Larsen & Sharon Cooley	NMS, Maison 5, Rm. 1
1/16/06	9:30-11:30	Family & Consumer Science (6-8)	Course Content Revisions	Barb Waller	Barb Waller	AMS Information Ctr. & Rm. 702
1/16/06	9:30-11:30	Foreign Language (6-8)	Select Survey primary Text	Clara Hoover	Clara Hoover	RMS, Rm. 105
1/16/06	9:30-11:30	HAL (6-8)	Brainstorm "Suggested Activities" for HAL Facilitators	Deb Ady	Deb Ady	CMS, Rm. 114
1/16/06	9:30-11:30	Health & Know Yourself (6-8)	Course Content Revisions	Barb Waller	Barb Waller	AMS Information Ctr. & Rm. 401
1/16/06	9:30-11:30	Information Specialists (K-5)	Harcourt On-Line Assessment	Building Principal	Bldg. Principal	Building
1/16/06	9:30-11:30	Information Specialists (6-12)	Curriculum Related Activities (assessments)	Donna Helvering	Donna Helvering	CSMI, Conf. Rm. B
1/16/06	9:30-11:30	Industrial Technology (6-8)	6th Grade Missions Problem Solving	Rose Barta	George Sefzik	NMS I.T. Room
1/16/06	9:30-11:30	Kdg. Teachers from Abbott Ezra, Cather, Harvey Oaks, Montclair, Reeder, Rohwer, & Willowdale	Strategies and activities to facilitate writing	Susie Wooster Shelley McCabe	Julie Elvers	Aldrich, Kdg. Rm.
1/16/06	9:30-11:30	Kdg. Teachers from Ackerman, Aldrich, Black Elk, Cottonwood, Disney, Hitchcock, & Wheeler	Strategies and activities to facilitate writing	Susie Wooster Shelley McCabe	Glenda Bachmann	Neihardt, Kdg. Rm.
1/16/06	9:30-11:30	Kdg. Teachers from Bryan, Cody, Holling Hts., Morton, Neihardt, Norris, Rockwell, & Sandoz	Strategies and activities to facilitate writing	Susie Wooster Shelley McCabe	Kim Miller	Reeder, Kdg. Rm.
1/16/06	1:00-4:00 PM	Mentally Handicapped (K-12)	Curriculum Related Activities	Linda Horton	Anne Oeth	NMS, Maison 4, Rm. 1
1/16/06	1:00-4:00 PM	Multicat (6-12)	Curriculum Related Activities	Linda Horton	Anne Oeth	NMS, Maison 4, Rm. 1
1/16/06	8:00-11:30	Music - Instrumental (4-12)	Analysis of Assessment Data	Linda Shirck	Rex Barker	SHS-Band Room
1/16/06	9:30-11:30	Music - Vocal (K-5)	PLCs - Common Assessments	Susie Wooster	Nancy Robson	Black Elk Music RM
1/16/06	8:00-11:30	Music - Vocal (6-12)	Technology in Music Instruction	Linda Shirck	Denny Hanley	SHS - Band Room
1/16/06	8:00-12:00	Nurses	FEMA Training - First Response	Nancy Nielsen	Nancy Nielsen	RMS Info Center
1/16/06	9:30-11:30	Physical Education (K-5)	K-2 Motor Learning 3-5 PE Assessment	Rose Barta	Liz Smith & Jan Nemecek	NMS - Gym
1/16/06	9:30-11:30	Physical Education (6-8)	Course Assessment, Fitnessgram Assessment, 8-9 Transition Issues	Rose Barta	Diane Mynster & Mike Daubert	NMS - Maison 4, Rm. 4
1/16/06	9:30-11:30	READ (K-5)	Harcourt On-Line Assessment	Building Principal	Bldg. Principal	Building
1/16/06	9:30-11:30	Title I Preschool	Creative Curriculum	Carol Newton	Carol Newton	Sandoz, Rm. 501
1/16/06	9:30-11:30	Title I (K-5)	Harcourt On-Line Assessment	Building Principal	Bldg. Principal	Building
Infinite Campus Special Ed Schedule		IC Special Ed Coach	Audience	Training #s	Location	
8:00-11:00AM		Marshall Smith	AMS	8	AMS	
		Nancy Haith	BMS	5	BMS	
		Christi Calder	CMS & MSAP	14	CMS	
		Kaye Schweigert	KMS	5	KMS	

		Lisa Koehn	NMS	9	NMS	
		Nicole Gillis	RMS	5	RMS	289
		Judy Elledge & Ted Esser	NHS & MLC	17	NHS Room 327	

Infinite Campus Special Ed Schedule						
8:00-11:00AM		IC Special Ed Coach	Audience	Training #s	Location	290
		Michelle Johnson & Linda Horton	SHS	18	SHS	
		Becky Torrens & Rene McQuinn	WHS, YAP, & Nurse	16	WHS	
		Lori Bartels & Beth Pfeiffer	Group 1	15	NHS Room 315	
		Shelley Schmitz & Jamie London	Group 2	18	NHS Room 314	
		Marlo Olson & Becky Hendrix-Wegner	Group 3	19	SHS Eng. Lab	
		Jenelle Rock & Pam Brennan	Group 4	19	SHS Eng. Lab	
		Deb Peterson & Becky Ehrhorn	Group 5	16	NHS Info Ctr.	
		Anne Oeth, Jean Savage & Jean Ubbelohde	ECSE	22	NHS Room 312	
		Chris Janovec & Claudia Schulte	K-12 Psychologists	16	CSMI	
		Bethany Ray & Claudia Schulte	K-12 Itinerant Staff	15	CSMT	
		Elementary Groups:				
		Group 1:	Bryan, Holling Heights, Rockwell, Sandoz			
		Group 2:	Disney, Harvey Oaks, Hitchcock, Neihardt, Norris			
		Group 3:	Black Elk, Cody, Morton, Willowdale			
		Group 4:	Ackerman, Reeder, Rohwer, Wheeler			
		Group 5:	Abbott, Aldrich, Cather, Cottonwood, Ezra, Montclair			
		Classified Staff Development				
Date	Time	Audience	Workshop	Contact Person	Facilitator	Location
1/16/06	8:00-12:00					Safety Council
1/16/06	8:30-10:30	Classified Staff	CPR	Midge Alfieri	Safety Council	MSHS, Cafeteria
1/16/06	8:30-10:30	Paraeducators (Elem.)	6-Trait Training	Linda Kolbusz	Sharron Millsap	MSHS, Auditorium
1/16/06	8:00-10:00	Paraeducators (Sec.)	6-Trait Training	Linda Kolbusz	Suzanne Mueller	Rm C, DSAC
1/16/06	9:00-10:00	Security Staff	Security Staff-Drug Overview	Linda Kolbusz Kraig Lofquist	Sgt. Ted Green	Rm B, DSAC
1/16/06	1:00-2:30	Office Paras and/or Sec.	Popcorn-Dealing w/Irate Cust.	Midge Alfieri	Marilyn DeJong	CSMI, Labs 1 & 2
1/16/06	3:00-4:30	Secretaries (Sec.)	IC Ad-hoc Reporting and Follow-up	Michelle Baldwin	Michelle/CJ	CSMI, Labs 1 & 2
1/16/06	8:00-10:00	Secretaries (Elem.)	IC Ad-hoc Reporting and Follow-up	Michelle Baldwin	Michelle/CJ	MSHS, Info Center
1/16/06	10:15-12:15	Health Paras	Drug, Alcohol and Community Services	Linda Kolbusz	Susie Dugan	Rm. B, DSAC
1/16/06	8:00-10:00	Secretaries who operate Subfinder Webconnect	SubFinder WebConnectpro Training	Linda Kolbusz	George Conrad Diane Moore	MNHS, Auditorium
1/16/06	8:00-12:00	Office Paras and/or Sec.	Dealing w/Difficult People	Linda Kolbusz	Mary Osterloh	Sandoz, Rm. 501
1/16/06	8:00-12:00	Title I Preschool Paras	Creative Curriculum	Carol Newton	Carol Newton	NMS, Maison 4, Rm. 1
1/16/06	8:00-12:00	MC/MH Paraeducators	MC/MH Para Inservice	Linda Horton	Anne Oeth	NMS

AGENDA ITEM: Laptop Computers for Teachers and Administrators:
Distribution & Training

MEETING DATE: February 20, 2006

DEPARTMENT: Technology Division

TITLE AND BRIEF DESCRIPTION: Laptop Computers for Teachers and Administrators:
Distribution & Training

ACTION DESIRED: Information

EXECUTIVE SUMMARY: On August 1, 2005, the Board of Education approved the recommendation that “. . . a District designated laptop computer be provided each certificated teacher and administrator to be used in the fulfillment of job requirements.”

The approved proposal called for Apple iBooks for elementary teachers and PC laptops for secondary teachers and administrators. Exceptions, including Elementary SPED, and secondary art and music have been identified. Generally, specified laptops best match that equipment and software that provides curriculum and instructional support and/or the requirements as defined for administrative purposes. The proposal included all full/part time regular education classroom teachers, special education teachers, itinerant teachers, counselors, school psychologists, OT's/PT's, nurses, and building/district administrators.

The following outlines preparation activities, the distribution calendar and training topics, laptop responsibility contract and consent, and a Q & A to be provided each laptop recipient.

A. Preparation Activities

- Laptop Identification
- Teacher Focus Groups on Laptop Needs
- PC review and bids
- Laptop and Peripheral Orders
- Logistics and Scheduling
- Laptop Imaging and Packaging (Outsourced)
- Security and Inventory Solutions
- Delivery, Distribution, and Training Issues

B. Distribution Calendar—See attached draft calendar

- 731 iBooks to Elementary Teachers and Secondary Art
- 954 HP6120 Windows PC's to SPED, Secondary Teachers, Administrator
- Elementary schools—One day each (M, T, Th, Wednesdays used only if staff approved)
- Middle Schools—Two consecutive days
- High Schools—Three consecutive days

C. Training

1. Minimum of 1 hour at the time of distribution to cover the following topics:
 - Laptop—Ports and Peripherals (laptop, mouse, network cable, bag, etc.)
 - Power (battery v. power cord)
 - Wired v. Wireless – Internet and Network Access
 - Navigation: Trackpad v. mouse
 - General Care and Troubleshooting—Repair Procedures
 - Control Panel and Preferences
 - Standard Software for iBook (e.g. Word, Powerpoint, Excel, iTunes, iPhoto, iMovie)
 - Standard Software for PC (e.g. Word, Powerpoint, Excel, Access)
 - Browsers (IE, Firefox, Safari) and Burners (CD/DVD)
 - Security & Inventory (Hardware, Software, & Data Files)
 - District Network Services (Updates, Storage, and Health)
 - Online Help
 - Atomic Learning (Just in time Staff Development)
2. Subsequent Training for Laptops
 - Laptops to support curriculum and instruction
 - Laptops, Infinite Campus, and student data

D. Teacher Questions from Focus Groups and Surveys—See attached Q&A

E. Laptop Responsibility Contract and Consent—See attached document

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON: Mark Feldhausen, Assistant Superintendent of Technology

SUPERINTENDENT APPROVAL: _____
(Signature)

BOARD ACTION:



Draft Schedule for Distribution of Teacher Laptop Computers

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15 Win Images Finished	16 Win Images to Midlands	17	18
19	20	21	22	23 Apple Delivery	24 Apple Delivery	25
26	27	28 Holling / Rockwell				

2006



Draft Schedule for Distribution of Teacher Laptop Computers

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 Sandoz / Norris	2 Neihardt / Cody (Cody: 12 Reg 26 Sped)	3	4
5	6 Aldrich	7 Cottonwood / Morton	8 Willow / Ezra	9 Montclair / Hitchcock	10	11
12	13	14	15 Reeder	16	17	18
19	20 Harvey / Cather	21 Rohwer / Wheeler	22 Abbott 3:15 - 4:15	23 Black Elk / Bryan	24	25
26	27 Ackerman	28 Disney	29 NMS	30 NMS	31	

2006

APR

Draft Schedule for Distribution of Teacher Laptop Computers

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Spring Break	4 Spring Break	5 Spring Break	6 Spring Break	7 District Closed	8
9	10 South HS	11 South HS	12 South HS CMS / AMS	13 CMS / AMS	14	15
16	17 West HS	18 West HS	19 West HS RMS / BMS	20 RMS / BMS	21	22
23	24 North HS / KMS	25 North HS / KMS	26 North HS / KMS	27 NETA	28 NETA	29
30						

2006

Millard Public Schools

Laptop Responsibility Contract and Consent

Staff Name _____

Laptop Identification _____

I acknowledge receiving a laptop computer for school use while in the employment of the Millard Public Schools. I understand that I am responsible for following all Millard Public Schools Policies, Rules, and administrative procedures applicable to the use of District technology. Policies and Rules may found on the District's website under Board of Education (<http://www.mpsomaha.org>). Technology administrative procedures may be found on the District's intranet site (<http://mpsnet.mpsomaha.org>) in the Documents section of the Technology Division.

By my signature below, I acknowledge that I have read the following statements and agree to follow these procedures.

Care

_____ I agree to carry this laptop in the provided case or a padded backpack, to minimize the chances that it will be damaged or destroyed. When not in my possession, I understand that this laptop should be stored in a secured location.

_____ I understand that this laptop and associated peripherals are the property of the Millard Public Schools and may not be altered, tampered with, or misused. All hardware is remotely inventoried with changes to technical specifications noted.

_____ I agree that I am responsible for the allocated laptop computer. I will not give or lend it to anyone except to return it to the school/District for upgrades, network connection or repair in case it is damaged.

Usage

_____ I agree to read and follow the District's Acceptable Usage policy and other Policies, Rules and procedures identified in the Technology Users Manual, and that I will not use this laptop, in or out of school, for inappropriate or unlawful purposes.

_____ I understand that only software licensed by the Millard Public Schools may be installed on the provided laptop. I also understand that the software installed on this laptop is remotely inventoried by the District to ensure compliance.

_____ I understand that this laptop may be used at home (including summer) for personal projects, correspondence, graduate classes, web browsing, etc., except when it might require the installation of personally acquired software.

_____ I understand that the laptop is not to be used by students and that this laptop is to be my primary computer in the classroom and in preparation areas and that desktop units in classrooms are for student usage.

Responsibility

_____ I understand that I am liable for damage, loss, or theft of the laptop as a result of gross negligence. (The District is not requiring a separate insurance rider, policy, or deposit be provided by the staff member.)

_____ I understand that if the laptop is lost or stolen, I will immediately notify my supervisor and the District Technology Division so that it may be tracked and either recovered or its contents remotely terminated.

_____ I agree to return this laptop to the school/District whenever requested for occasional maintenance, updates, or repairs and/or at the end of my employment with the District.

_____ I understand that failure to comply with any of these Policies, Rules, and procedures may result in disciplinary action.

Staff Signature _____

Date _____

Teacher Laptop Initiative Questions and Answers Millard Public Schools (February 2006)

297

Why has the district decided to buy a laptop computer for all teachers?

The District wishes to provide all teachers with the technology needed for instruction, lesson planning, classroom management including grading, and the interpretation and application of student achievement data. A laptop will provide teachers with a mobile, flexible tool that mirrors the mobile laptop carts that students will be using.

Will all teachers be issued a laptop computer?

Yes, all teachers, regardless of whether they are full-time or part-time, will be issued a laptop computer.

Will teachers have the option to decline the issuance of a laptop?

No, The Millard Public Schools is issuing a laptop computer to every teacher to ensure that all educators have access to the technology that is necessary for instruction and student achievement.

What kind of laptop computer will I receive?

Generally, Elementary teachers will receive an Apple iBook and Secondary teachers will receive an HP 6120 laptop computer. Exceptions will be made based upon curriculum alignment or specific programmatic needs.

Will teachers be able to access their building server space from home?

Not at this time. However, this functionality may be added in the future.

What hardware features will the laptops have?

The Laptops will have large storage hard drives, 1 GB of Memory, CD & DVD burners, USB & Firewire ports, an electrical power supply, a mouse and a carrying case.

Are teachers liable for damage, loss, or theft of the laptop computer that is issued to them?

Teachers will be expected to responsibly care for the laptop computer just as they would any other piece of District equipment. While the District will not be requiring teachers to add this piece of equipment to their homeowners or car insurance, teachers will be accountable for loss of or damage to the laptop as a result of gross negligence, (e.g., laptop is stolen from back seat of convertible with top down. Accidental damage, loss, and/or theft of the laptop MUST need to be reported immediately to their building administrator and the Technology Division helpdesk.

How can files that reside on a laptop be protected if the computer is lost or stolen?

Access to the laptop will be password protected. Also, special software will be on each laptop that reports its location via the Internet allowing law enforcement to retrieve it should that be necessary. This same software allows for remote access to the laptop and the deletion of all data files.

Will teachers be required to work from home by virtue of being issued a laptop?

No, The laptop computers will allow teachers to adapt their workflow in any way they see fit. This is a tool to assist teachers with their workload.

Will I be able to connect to the internet from home?

If teachers decide they want to have the laptop connected to the internet from home they will need to work with their Internet Service Provider to get the laptop connected. The District will not be responsible for providing Internet services or troubleshooting support for home connectivity.

I have heard that the laptops will have “wireless cards” built into them. What does this²⁹⁸ mean?

All laptop computers will have wireless network cards in them when they are issued to staff. This will allow the laptop to connect to district or home wireless network systems. Currently building connectivity via wireless access points within a building is extremely limited. Over time more wireless connectivity within buildings will be added..

What software titles can teachers expect to be loaded on the laptops?

Initially the laptop will have district standard software that teachers typically use to accomplish their job responsibilities. Curriculum software that is specific to a grade level or subject area will be loaded later.

Will teachers be able to load additional software as they wish?

No, only software that is licensed through the district for dedicated purposes will be loaded to the laptops. The only exception to this would be printer drivers for home printers. Please note that the District has an obligation to ensure that all software loaded to District hardware is legally licensed. Consequently, all hardware and software is continuously inventoried remotely to ensure that software titles are legally loaded.

Will students be allowed to use teacher laptops?

No. Teachers are not to allow students to use the teacher assigned laptop due to the sensitive nature of teacher files and to protect extended access rights to data that teachers have.

Will teachers receive training to use the laptops?

Yes, teachers will receive ongoing training for using the laptops. Initially the training will focus on the unique characteristics of a laptop computer requiring specific care for using, handling, and transportation. Later training will refocus on its use in the instructional environment and for classroom/student management via Infinite Campus.

What will the process be for laptops that need repair?

The current system for reporting computer issues through building Technology Initiators will be in place for laptop repairs. Each laptop has an extended on-site warranty that will be used to expedite repairs. A limited number of loaner laptops will be available for long-term situations.

I have heard that I will be losing the desktop computer that I am currently using on my desk. Is this true?

The laptop computer is to be used by the classroom teacher as a replacement for the desktop computer that they have been using. That desktop computer will then be available for student use.

I have a ‘Smart Cart’ in my classroom with a projector, speakers, and a DVD player on it. Will that system remain in my classroom in its entirety?

Yes, these systems were put in place as an instructional tool through the MEP process. For the time being, all of the components of the “Smart Cart” will remain intact and will continue to be used as it was originally intended.

AGENDA SUMMARY SHEET

AGENDA ITEM: Seniors' Status on ELOs

Meeting Date: 2/20/06

Department: Planning, Evaluation & Information Services

Title and Brief Description: Each year, in the spring semester, we monitor the status of seniors and their ELO performance. The focus is on students who do have (or will have, by May) sufficient credits to graduate, but who have not achieved mastery on all 5 ELO assessments.

Action Desired: Approval ___ Discussion x Information Only ___

Background: There are currently 27 students (out of more than 1,500 seniors) who appear to have enough credits to graduate but have not mastered all ELOs. Of that number, 8 are qualified for Special Education services. There are 5 of the 27 students who just enrolled in MPS in January, 2006.

Options/Alternatives Considered: N.A.

Recommendations: Monitor the performance of these students in the March re-testing occasion, and again, if necessary, in May. Report to the board and superintendent following the remaining two testing occasions.

Strategic Plan Reference: To meet the mission of the district.

Implications of Adoption/Rejection: N.A.

Timeline: Continue monitoring through end of semester.

Responsible Persons: John Crawford, Educational Services Administrators and High School Building Administrators

Superintendent's Signature: _____

AGENDA SUMMARY SHEET

AGENDA ITEM: 2006 Summer School Offerings

MEETING DATE: February 20, 2006

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Summer school offerings are now available for registration. MWHS, RMS and Cody Elementary are the 2006 sites for summer school.

ACTION DESIRED: APPROVAL DISCUSSION INFORMATION ONLY

BACKGROUND: Registration fees remain the same as last year. Offerings reflect our continuing efforts to meet the needs and interests of students. Offerings of the ACT/SAT Prep class have been expanded. A new Chinese Exploratory three-week class will be offered to secondary students.

OPTIONS AND ALTERNATIVES CONSIDERED: Locations for summer school are greatly affected by construction/renovation/repair of buildings over the summer. The sites chosen are the least affected by summer work and yet still available for program use.

RECOMMENDATIONS: N/A

STRATEGIC PLAN REFERENCE: Strategy 5, Strategy 6, and Strategy 8

IMPLICATIONS OF ADOPTION OR REJECTION: N/A

TIMELINE: N/A

RESPONSIBLE PERSON(S): Dr. Martha Bruckner, Dr. Judy Porter, Dr. Carol Newton, Dr. Linda Horton, Charlene Snyder

ASSOCIATE SUPERINTENDENT'S APPROVAL:

SUPERINTENDENT'S APPROVAL:

BOARD ACTION:

COURSE SELECTIONS

Select classes based on interest or areas of weakness. Students will gain experience in academic areas in preparation for the coming school year. Kindergartners will gain experience in school routine, following directions, working with others, taking turns, etc. in activities that do not require academic skills. **Students entering 6th grade should register for Middle Level Summer School to be held at Russell Middle School. Registration forms are available at all elementary and middle schools.**

ATTENDANCE

Parents are asked to call the school office if their child will be absent or tardy. **There is no district or parent pay transportation available for summer school.**

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the Federal free or reduced lunch program during the regular school year. Parents currently qualifying should call 895-8253 for tuition rates. Families not currently participating in the Federal lunch program, but needing information about qualifying, should call 691-1433. There is no other tuition assistance available.

REGISTRATION

Register for the grade level your student will attend next school year. Students going into Kindergarten register for Kindergarten Readiness class in Elementary Summer School. Students entering Grade 6 register for Middle Level Summer School. **Millard resident (public & private) tuition for each elementary course is \$50. (Non-resident \$75.)** Please complete the registration form, enclose the tuition payment, and mail or return both to Ann King, Don Stroh Administration Center, 5606 So. 14th Street, Omaha, NE 68137. **DO NOT SEND WITH YOUR CHILD TO SCHOOL.** Payment must be received before a student will be registered. **Checks should be made payable to Millard Public Schools.** Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. **After May 12th classes may be canceled if there is insufficient enrollment. Letters verifying summer school enrollment will be sent out the first week in June.**

PARTIAL REFUNDS

A \$10 processing charge will be assessed for each course registration canceled. Partial refund requests must be received by 4:00 p.m., Monday, June 12th (1st day of summer school). There will be no refunds after the first day of class.

ADDITIONAL INFORMATION

For additional information, contact the summer school director:

Dr. Linda Horton

**Don Stroh Administration Center
894-6151**

E-mail = lhorton@mpsomaha.org



2006 SUMMER SCHOOL GRADES K-5

Dates:

June 12 – June 23, 2006

Course Hours:

**8:30 AM – 10:00 AM
10:15 AM – 11:45 AM**

Location:

**Cody Elementary
3320 So. 127th Street
Omaha, NE 68144
Attendance Phone # 691-1320**

GENERAL INFORMATION

Millard Public Schools will be offering summer school classes for students entering grades K-5 from June 12 – June 23. The two-week elementary summer school program is offered to all students and provides engaging classes in reading, writing, and math in preparation for the coming school year. Enrichment classes are offered in drama, science, art, and computers. All students will benefit!

COURSE OFFERINGS

Kindergarten

Kindergarten Readiness and Movement ABC's**8:30 to 11:45**
 (This **all morning** class will give students experience in working independently, sharing, taking turns, using fine and gross motor skills, colors, numbers, cutting, pre-reading, etc)
 This is a double class so the tuition for this class is \$100/resident or \$150/non-resident.

Grade 1

Reading Skills8:30 or 10:15
 Math Skills8:30 or 10:15
 Fizzing Liquids (Science)10:15
 (Explore chemical reactions using household products)
 Arts and Crafts8:30 or 10:15

Grades 2-3

Reading Skills8:30 or 10:15
 Math Skills8:30 or 10:15
 Animal Habitats (Science)8:30
 (Study a wide range of animals and how they find shelter and food)
 Watercolor10:15
 Making Masks (Art)8:30
 Computers and the Internet8:30 or 10:15

Grades 4-5

Reading Skills8:30 or 10:15
 Math Skills8:30 or 10:15
 Creative Writing8:30
 3-D Art10:15
 Primarily Physics (Science)10:15
 (Study concepts of motion, force, energy, light, etc.)
 Great Barrier Reef (Science)8:30
 (Study of a marine world environment)
 Beginning Acting8:30 or 10:15

Current 5th graders need to register for Middle Level Summer School at Russell Middle School. Registration forms available at all elementary and middle schools.

Register early!! Classes may be canceled after May 12th due to insufficient enrollment.

For course descriptions and registration information visit our website at www.mpsomaha.org.

REGISTRATION FORM

302

(Please use one form per child.)

Student Last Name _____ First _____ MI _____ Millard ID# _____

Address _____ City _____ State _____ Zip Code _____ Home Phone # _____

Gender: (Circle): Male Female _____ Birthdate: _____

Ethnicity: 01 American Indian or Alaskan Native 02 Asian or Pacific Islander
 03 Hispanic 04 Black/African Amer., not Hispanic 05 White, not Hispanic

Mother's name _____ daytime and/or work phone# _____ cell phone # _____

Father's name _____ daytime and/or work phone# _____ cell phone # _____

Emergency Contact Name _____ phone number _____

Health Concerns _____

Grade next school year **(06-07)** (circle one) K 1 2 3 4 5

School attending next fall _____

Course – 8:30 _____

Course – 10:15 _____

Tuition:	Resident	Non-resident	Fee
Check one	(public & private)		
___ Kind. Readiness (all morning)	\$100	\$150	_____
___ One Gr. 1-5 Course	\$50	\$75	_____
___ Two Gr. 1-5 Courses	\$100	\$150	_____

Total Enclosed _____

Make checks payable to Millard Public Schools. Do not send check with child to school. We do not accept credit cards.

Send registration form and payment to:
 Don Stroh Admin. Center /Elementary Summer School
 Attn: Ann King
 5606 So. 147th Street
 Omaha, NE 68137

COURSE SELECTIONS

Students are strongly encouraged to speak with their teacher and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed.

ATTENDANCE

Daily attendance during summer school is very important. Substantial work is completed during the one and three-quarter hours of class each day. Following a student's fourth absence, he or she may be dropped from the program. *Absences from class for vacation or a clinic/camp will be counted as absences.* Parents are asked to call 895-8500 if their child will be absent or tardy.

TUITION ASSISTANCE

Limited tuition assistance is available to students qualifying for the federal free or reduced lunch program during the regular school year. Families not currently participating in the federal lunch program, but needing information about qualifying, should call 691-1433. No other tuition assistance is available. If you currently qualify, call 895-8253 for tuition assistance information.

REGISTRATION

Payment must be received before a student will be registered. Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. After May 12th, classes may be canceled if there is insufficient enrollment. **Letters verifying summer school enrollment will be sent out the first week of June.**

PARTIAL REFUNDS

Once registration is received, any refunds for cancellations after May 12th will be charged a \$10 processing fee for each course registration canceled. Refund requests must be received by 4:00 p.m., Monday, June 12th (1st day of summer school). No refunds will be made after the first day of class.

ADDITIONAL INFORMATION

For registration information, contact the summer school liaison:
Ann King, Secretary
Don Stroh Administration Center
895-8253
E-mail – amking@mpsomaha.org

For additional information, contact the site coordinator:
Michele Gehringer
Russell Middle School
895-8503



2006 SUMMER SCHOOL GRADES 6-8

Dates:

June 12 – June 30, 2006

Course Hours:

8:00 AM – 9:45 AM

10:00 AM – 11:45 AM

12:15 PM – 2:00 PM

Location:

Russell Middle School

5304 So. 172nd St.

Omaha, NE 68135

Attendance Phone # 895-8500

**Tuition at Russell Middle Summer School
Millard resident (public or private) is \$80.00/course
Non-resident tuition is \$120.00/course**

GENERAL INFORMATION

Millard Public Schools will be offering summer school classes for students **entering grades 6-8** from June 12–June 30. Class sessions are one and three-quarter hours long and held each day over a **three-week** period. Sessions begin at **8:00 a.m., 10:00 a.m., and 12:15 p.m.** **Register for next year's grade.**

The middle level summer school program provides morning classes in math, reading and writing, and study skills. Enrichment classes are available in the afternoon. **Lunch will not be provided. Students registered for classes all day will need to bring a sack lunch. Students will be supervised during lunch break.**

Register Early!!

Classes may be canceled by May 12th due to insufficient enrollment.

Tuition for courses listed below
Millard Resident (public and private) = \$80.00/course
Non-resident = \$120.00/course

MORNING CLASSES

Grade 6

6 Reading & Writing8:00 to 9:45
6 Math10:00 to 11:45
6 Study Skills10:00 to 11:45

Grade 7

7 Reading & Writing10:00 to 11:45
7 Math8:00 to 9:45
7 Study Skills8:00 to 9:45

Grade 8

8 Reading & Writing10:00 to 11:45
8 Math8:00 to 9:45
8 Study Skills8:00 to 9:45

AFTERNOON CLASSES

NEW!!! Chinese Exploratory (At MWHS).....1:15-3:45
3-D Art & Painting *12:15 to 2:00
Babysitting Basics*12:15 to 2:00
Beginning Guitar (guitars available)12:15 to 2:00
Computer/Multi-media/Graphics.....12:15 to 2:00

* Additional fees due during classes for take-home projects, field trips, CPR training, etc.

Current 8th graders register for summer school at Millard West High School. Forms are available at all middle and high schools.

NEW !! SPECIAL OFFERING FOR 6-12 GRADERS

Chinese Exploratory 1:15 to 3:45 p.m.
This course will only be taught at Millard West High School-
5710 So. 176th Ave. from June 12 to June 30.
Tuition for this course is \$85.00 for residents, \$127.50 for non-
residents.

For course descriptions and registration information please visit our website at www.mpsomaha.org

REGISTRATION FORM

Millard Sch ID# _____

304

Male Female
 Gender (Circle)

Student Last Name First Name Middle

Address City State Zip Code

Home Phone # Birthdate Previous School

Ethnicity (Please check a box) 01 American Indian or Alaskan Native
 02 Asian or Pacific Islander 03 Hispanic
 04 Black/African American, not Hispanic 05 White, not Hispanic

Mother's Name Work Ph Cell Ph

Father's Name Work Ph Cell Ph

Emergency Contact Person Name Phone #

Health Concerns

Grade entering school year 06-07 (circle one) 6 7 8

Tuition: **Resident** (public & private) = \$80.00/course
Non-resident = \$120.00/course Tuition

Course – 8:00 _____ \$ _____

Course – 10:00 _____ \$ _____

Course – 12:15 _____ \$ _____

NEW!! Chinese Exploratory Class (6-12 grade) (Millard West Location)
Resident = \$85.00, Non-resident = \$127.50

1:15 – 3:45 pm _____ \$ _____

Total Tuition Enclosed \$ _____

(Checks are to be made payable to Millard Public Schools.)
(Cash or check, no credit cards.)

Return form & payment to: Don Stroh Administration Center Attn: Ann King
 5606 So. 147th Street
 Omaha, NE 68137



SUMMER SEMESTER 2006

GRADES 9-12

LOCATION

**Millard West High School
 5710 So. 176 Ave.
 Omaha, NE 68135
 Attendance Phone # 894-6010**

REGULAR SESSION

**Wed, June 7 through Friday, July 14, 2006
 (No school on July 3 and 4)
 7:30 A.M. to 10:00 A.M.
 10:15 A.M. to 12:45 P.M.
 1:15 P.M. to 3:45 P.M.**

NON-CREDIT MINI CLASSES

June 12 through June 30 (3-Week Courses)

REGISTRATION FORM

Student Last Name First Middle Millard ID#

Ethnicity: 01 American Indian or Alaskan Native 02 Asian or Pacific Islander
 03 Hispanic 04 Black/African Amer., not Hispanic 05 White, not Hispanic

Gender: (Circle): Male Female **Birthdate :** _____

Address City State Zip Home Phone #

Mother's name work/daytime phone # cell phone#

Father's name work/daytime phone # cell phone#

Emergency contact person name and phone number

Health Concerns

School to receive final grade Address of School if not a Millard School

Circle grade level in next school year 06-07: 9 10 11 12 13

REGULAR SESSION - June 7-July 14 Tuition
(No school July 3 & 4)

Course -7:30-10:00 am _____ =\$ _____

Course -10:15 am-12:45 pm _____ =\$ _____

Course -1:15-3:45 pm _____ =\$ _____

Double-period class
 7:30 am-12:45 pm _____ =\$ _____

NON-CREDIT MINI CLASS - June 12-June 30

Course -7:30 am _____ =\$ _____

Course -10:15 am _____ =\$ _____

Course -1:15 pm _____ =\$ _____

Total Tuition Enclosed =\$ _____
 (Cash or check only, no credit cards.)

REGULAR SESSION JUNE 7– JULY 14

Semester courses (5 credits each)

Resident-\$170.00/course Non-resident-\$255.00/course

For course descriptions and registration information visit our website at www.mpsomaha.org

Study Skills	10:15
Reading 9	7:30
English 9 – 1 st Sem.	7:30
English 9 – 2 nd Sem.	10:15
English 10 – 1 st Sem.	10:15
English 10 – 2 nd Sem.	7:30
English 11 – 1 st Sem.	7:30
English 11 – 2 nd Sem.	10:15
College Grammar & Reading	7:30 10:15
Creative Writing	10:15
Speech	7:30
Everyday Living	7:30 10:15
Algebra – 1 st Sem.....	7:30
Algebra – 2 nd Sem.....	10:15
Geometry – 1 st Sem.	7:30
Geometry – 2 nd Sem.....	10:15
Advanced Algebra – 1 st Sem.	7:30
Advanced Algebra – 2 nd Sem.	10:15
Art Foundations *	1:15
Physical Science in Action–1 st Sem.	10:15
Physical Science in Action–2 nd Sem...	7:30
American History – 1 st Sem.....	7:30
American History – 2 nd Sem.	10:15
World Geography – 1 st Sem.	10:15
World Geography – 2 nd Sem.....	7:30
U.S. Government (grade 12 only).....	7:30 10:15 1:15
Computer Tech. Applications	7:30 10:15
Sports Skills (grds 9 & 10)	7:30 10:15
Intro to Aquatics	1:15
Lifetime Fitness (grds 11 & 12)*	7:30 10:15

*Fees collected in class for art supplies, field trips, take home projects, commercial tests, study guides, etc.

REGULAR SESSION JUNE 7-JULY 14

Double-period classes – (10 credits)

Complete semester 1 and then move into semester 2.

Resident-\$340.00/course Non-resident-\$510.00/course

Algebra – 1 st and 2 nd Sem.....	7:30 to 12:45
Geometry – 1 st and 2 nd Sem.....	7:30 to 12:45
Spanish I– 1 st and 2 nd Sem.....	7:30 to 12:45

ELO Reteaching Classes (by invitation only – no charge)

ELO Math	10:15
ELO Science	7:30
ELO Social Studies	10:15

NON-CREDIT MINI-CLASSES

June 12 - June 30 (3 weeks)

Resident- \$85.00/course Non-resident- \$127.50/course

<u>NEW !!</u> Chinese Exploratory (grades 6-12)	1:15
Pre-Algebra (for incoming 9 th graders only).....	10:15
ACT/SAT Prep Class	7:30 10:15 .. 1:15
Pre-AP Study Skills	10:15
AP Calculus Prep	7:30
IB Extended Essay	10:15

(Recommended for 12th grade IB students to complete their rough draft)

COURSE SELECTIONS

Students are strongly encouraged to speak with their advisor and/or guidance counselor about summer school course selections. Students and parents are responsible for ensuring that their registration form accurately reflects the courses needed. Information about graduation requirements and course descriptions can be found in any Millard High School Curriculum Handbook or on our website at www.mpsomaha.org.

REGISTRATION

Millard resident tuition for **\$170.00 per semester course** and non-resident tuition is **\$255.00 per semester course**, unless otherwise noted. Tear off and complete the registration form, enclose the tuition payment and mail or return both to Ann King, Don Stroh Administration Center (DSAC), 5606 So. 147th St., Omaha, NE 68137. Checks should be made payable to **Millard Public Schools**. **Payment must be received before a student will be registered.**

A confirmation letter will be sent out June 2nd verifying the class schedule.

Please send registration form and payment (cash or check, no credit cards) to:

DON STROH ADMINISTRATION CENTER
ATTN: ANN KING
5606 SO. 147TH STREET
OMAHA, NE 68137

TUITION

	<u>Resident</u>	<u>Non-resident</u>
Regular Session-each course	\$170.00	\$255.00
Non-credit mini class	\$ 85.00	\$127.50
Double course (2 semesters)	\$340.00	\$510.00

TUITION ASSISTANCE

Students qualifying for the federal free or reduced lunch program during the regular school year should call 895-8253 to determine available tuition assistance. Students not currently participating in the federal lunch program, but needing information about qualifying, should call 691-1433.

There is no other tuition assistance available.

ATTENDANCE

Daily attendance during summer school is very important. Substantial work is completed each day. Following a student's fifth absence (excused or unexcused), he or she will be placed in failing status. Procedures for appeals are the same as during the regular school year. For every three times a student is tardy to class (excused or unexcused) one absence will be recorded. Absences from class for vacation, clinic/camp, etc. will be counted as absences. Parents are asked to call 894-6010 if their child will be absent or tardy.

Students failing or missing assignments or tests will be expected to spend extra time with the teacher until all work is completed and passing.

LUNCH

307

Lunch will NOT be provided during summer school.

CLASS DROPS

Students withdrawing from a course after June 27th will have a grade of "5" (failure) listed on their transcript for the course. No refund will be made.

REFUNDS

Once registration is received, any refunds for cancellations after May 12th will be charged a \$20.00 processing charge for each single course (\$40 for a double class) canceled before the first day of class. Refund requests must be received by 4:00 p.m., Wednesday, June 7th (first day of summer school). No refunds will be made after the first day of school.

ADDITIONAL INFORMATION

Because class sizes are limited and filled on a first-come basis, students are strongly encouraged to register as soon as possible. Classes may be canceled after May 12th if there is insufficient enrollment. Families will be called if classes are canceled due to lack of enrollment.

A confirmation letter will be sent out June 2nd verifying the class schedule.

For registration information, contact the Summer School Liaison:

Ann King - 895-8253
Don Stroh Administration Center, Secretary
E-mail = amking@mpsomaha.org

For additional information, contact the Summer School Director:

Dr. Linda Horton - 894-6151
Don Stroh Administration Center
E-mail = lhorton@mpsomaha.org

The attendance phone number will be 894-6010.

AGENDA SUMMARY SHEET

Agenda Item: Employee Benefit Plan Bidding

Meeting Date: February 20, 2006

Department: Human Resources

Title & Brief Description: Report on Bidding Employee Benefit Plans

Action Desired: Report

Background: In January, Silverstone Group was selected as the District's employee benefits consultant. After reviewing our plans, they are recommending placing all of our health and welfare plans out for bids.

Recommendation: We intend market the district's health, dental, life, and long-term disability plans for the reasons stated in the attached letter from Scott Simon.

Timeline: Immediate

Responsible Person: Steve Moore, Director Employee Relations

Superintendent's Approval: _____

February 10, 2006

Mr. Steven C. Moore
Director of Employee Relations
Millard Public Schools
Don Stroh Administration Center
5606 South 147 Street
Omaha, NE 68137-2604

RE: Bidding Insurance Programs

Dear Steve:

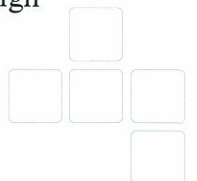
As a follow-up to our planning and strategies meeting earlier this week, SilverStone Group has reviewed all of Millard Public Schools' (MPS) Health and Welfare programs. Based on our analysis, we would recommend bidding your plans for the following reasons:

Medical Benefits

- The plan has not been marketed since MPS moved to UnitedHealthcare in 1997.
- SilverStone Group typically recommends clients to bid their insurance every three to five years to ensure that pricing, administration and services are competitive.
- Physician and hospital contracts have changed significantly since 1997. With a healthcare budget of more than \$16 million annually, now is a great time to evaluate the discount arrangements for any competitive administrators.
- After reviewing the current administrative and reinsurance premiums, we believe there could be substantial savings generated for MPS if the plan was to bid. Furthermore, we believe MPS should be able to reduce your current fixed cost as a result of the market pressures generated by competitive proposals, even if MPS elects to maintain administration with UnitedHealthcare.

Dental Benefits

- SilverStone Group would recommend a group of your size to evaluate self-funded alternatives. We have identified that your current fully-insured program has a very high



Mr. Steven C. Moore
February 10, 2006
Page -2-

expense ratio, and we believe there is an opportunity to save a minimum of \$75,000 annually if MPS considers changing funding arrangements.

- We would also recommend bidding the Dental in conjunction with the Medical since there is the potential for “packaged” savings.
- We believe there is potential for increased network access and discounts.
- Based on the favorable dental claims experience MPS has seen over the past several years, we believe there is the potential for additional savings to MPS in a competitive bidding situation.

Ancillary Benefits

- With regard to your Group Life, Supplemental Life and Long-Term Disability (LTD) coverage administered through National Insurance Resources, we have reviewed the experience from the last several years of these plans:
 - The LTD plan is running extremely favorably, with a 48% incurred loss ratio over the past 5 years.
 - While the LTD plan renewed effective January 1, 2005, it was only guaranteed for 12 months.
 - MPS may want consider changing the LTD anniversary date to September 1 to correspond with the other benefit plans.
 - The Group Life & Supplemental Life plans are up for renewal on September 1, 2006; therefore, now is the appropriate time to evaluate the competitiveness of the market.
 - We believe if MPS markets these coverages, SilverStone Group will be able to obtain guaranteed rates for a minimum of 24 months, and possibly up to 36 months at premium levels at or below the current cost.
 - Most insurance carriers will provide additional discounts to “package” the Life and LTD programs together.

In summary, SilverStone Group would recommend marketing all of your health and welfare plans. We would like to start the process as soon as possible. All we need from MPS is authorization to proceed along with an updated census. I have already provided the parameters of what should be included in the census.

Once we receive the authorization to market your plans, we will begin to put together a Request for Proposal (RFP) on your behalf. It is critical for a group of your size to have a minimum lead time of 90 days to ensure a successful implementation, should MPS decide to replace any of the

Mr. Steven C. Moore
February 10, 2006
Page -3-

current insurance carriers. SilverStone Group's goal would be to send the RFPs out to potential bidders by the end of February and secure their responses back by the end of March. This would allow 1-2 months to evaluate all the options, thus resulting in a minimum of 90 days to successfully renew/implement all of the MPS plans for a September 1 effective date.

In the meantime, please do not hesitate to contact me with any questions. I look forward to your response.

Respectively submitted,

A handwritten signature in black ink, appearing to read "Scott Simon". The signature is fluid and cursive, with the first name "Scott" and last name "Simon" clearly distinguishable.

Scott Simon
Vice President

SS/dm

AGENDA SUMMARY SHEET

Agenda Item: Amendment to the Collective Bargaining Agreement with the MEA

Meeting Date: February 20, 2006

Department: Human Resources

Title & Brief Description: The District and the Millard Education Association have agreed to reopen the 2005-07 agreement for the purpose of revising Article III Terms and Conditions, Paragraph 7 Voluntary Early Separation Program and Appendix E Schedule of Payments.

The parties met on February 7. Informational sessions were conducted for the members on February 10, 13, 14, and 15. Balloting was conducted on February 16. The MEA has voted to approve the contract amendment. The amendment provides:

- 1) The contract amendment is effective for all teachers electing to separate from service during the term of the contract.
- 2) Each teacher electing to participate in the voluntary separation program by the deadline of February 15, 2006 shall be given until March 15, 2006 to rescind the election.
- 3) Eligibility for the plan is modified. 20 years of service at an age less than 55 is being eliminated.
- 4) The table of benefits is modified by replacing "Age" with "Year of Plan Eligibility."
- 5) Plan payments will be made as post-employment employer contributions to a 403(b). These payments are not subject to social security taxes. The district and the retiree will each have a tax savings.
- 6) Payments will continue to be made over the same number of monthly payments with payments exceeding 60 months being converted to 60 payments. Post-employment 403(b) employer contributions can only be made within five years of separating from service.

Action Desired: Approval of Amendment to the Collective Bargaining Agreement with the MEA and

Background:

Options And Alternatives: Return to the bargaining table.

Responsible Person: Steve Moore, Ken Fossen, Duncan Young

Superintendent's Approval: _____

**AMENDMENT TO
COLLECTIVE BARGAINING AGREEMENT**

THIS AGREEMENT made and entered into this 20th day of February, 2006 by and between the School District Number 17, Douglas County, Nebraska, also known as the Millard School district (hereinafter called "District"), and the **Millard Education Association** (hereinafter called "Association").

WHEREAS, the parties have concluded that Article III paragraph 7 Voluntary Separation and Appendix E Schedule of Payments may not be compliant with the 8th Circuit's interpretation of Federal Law; and,

WHEREAS, Appendix A paragraph 11 states "if any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect." Article III paragraph 7 and Appendix E in its present form is no longer in effect; and,

WHEREAS, the parties wish to modify Article III paragraph 7 and Appendix E so that teachers retiring in 2006 and 2007 may receive separation payments contemplated in the agreement; and,

WHEREAS, the parties have met and negotiated an amendment to Article III paragraph 7 and Appendix E for teachers for the school years 2005-06 and 2006-07; and

WHEREAS, the parties have reached an agreement with respect to Article III paragraph 7 and Appendix E for teachers for the school years 2005-06 and 2006-07;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree to replace Article III paragraph 7 and Appendix E as follows and that such change shall be in full force and effect for the entire term of the contract:

7. **Voluntary ~~Early Separation~~ Program:** Each teacher who has completed the equivalent of ten (10) or more full-time years of service in the District as a full-time or part-time certificated employee may participate in the Voluntary ~~Early Separation~~ Program (VESP) if the teacher is at least fifty-five (55) years of age ~~and not yet attained sixty five (65) years of age~~; provided, however, that any teacher so electing to participate shall be required to complete the school year before retirement commences. ~~Prior to age fifty five (55), a teacher who has the equivalent of 20 or more full-time years of service in the District as a full-time or part-time certificated employee may participate in the Voluntary Early Separation Program.~~ VESP payments represent the purchase of a teacher's "permanent certificated/tenure rights". The procedures to administer this Program shall be established by the District. The schedule of payments to be made under this

Program are as shown on "Appendix "E: which is attached hereto and by reference incorporated in and made a part of this Contract.

Each teacher retiring after 20 years of service in the District or who is at least 55 years of age with 10 years of service in the District shall receive \$75 per day for each day of unused accumulated paid leave at retirement. To the degree permitted by the Tax Code of 1986 as amended, payment for unused paid leave at retirement will be paid as "employer contributions" to either a 403(b)/TSA account or a Health Reimbursement Arrangement (HRA) established for the employee by the District. Each employee participating in the District's Health Plan for retirees shall have these employer contributions made to the HRA; each employee not participating in the District's Health Plan for retirees shall have these employer contributions made to the District-designated 403(b). The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

Appendix E

Schedule of Payments - Voluntary ~~Early Separation Program~~

An eligible employee who has been approved by the Board for participation in the Voluntary ~~Early Separation Program~~ shall receive a total benefits upon the following schedule equal to his or her final salary times years of credited service times the salary factor indicated in the table below. The total benefit shall be divided into equal monthly payments as indicated in the table below:

<u>Age</u>	<u>Total Benefit Formula</u>	<u>Number of Monthly Payments</u>
55	Salary x Years x 0.070	120
56	Salary x Years x 0.065	108
57	Salary x Years x 0.060	96
58	Salary x Years x 0.055	84
59	Salary x Years x 0.050	72
60	Salary x Years x 0.045	60
61	Salary x Years x 0.040	48
62	Salary x Years x 0.035	36
63	Salary x Years x 0.025	24
64	Salary x Years x 0.015	12

<u>Year of Plan Eligibility</u>	<u>Total Benefit Formula</u>	<u>Number of Equal Monthly Payments</u>
<u>1</u>	<u>Salary x Years x .070</u>	<u>60</u>
<u>2</u>	<u>Salary x Years x .065</u>	<u>60</u>
<u>3</u>	<u>Salary x Years x .060</u>	<u>60</u>
<u>4</u>	<u>Salary x Years x .055</u>	<u>60</u>
<u>5</u>	<u>Salary x Years x .050</u>	<u>60</u>
<u>6</u>	<u>Salary x Years x .045</u>	<u>60</u>
<u>7</u>	<u>Salary x Years x .040</u>	<u>48</u>
<u>8</u>	<u>Salary x Years x .035</u>	<u>36</u>
<u>9</u>	<u>Salary x Years x .025</u>	<u>24</u>
<u>10</u>	<u>Salary x Years x .015</u>	<u>12</u>
<u>11</u>	<u>Eligibility Ends</u>	

Definitions:

Salary shall mean the employee's final school-school-year's annual schedule salary including longevity pay but not including payments for extra-duty, performance bonus, cash-option or hourly paid work.

A year of credited service shall mean:

- (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or
- (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or
- (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.
- (d) Years of employment as a substitute shall not be counted toward years of service under this plan.

Monthly Payment Amount is the total benefit divided by the number of monthly payments

~~An eligible employee with the equivalent of twenty years of full-time service and who separates prior to age 55 shall receive benefits at the age 55 rate.~~

Age shall mean an employee's age on June 1 of any given school-year.

Year of Plan Eligibility is determined by the school year when the employee is first eligible to participate. When an employee first meets the qualifications described in the eligibility section of this agreement, the employee is in his or her 1st year of eligibility. The following school-year is the employee's 2nd year of eligibility; this pattern continues until the employee elects to participate or until the 11th year when the employee is no longer eligible to participate.

**AMENDMENT TO
COLLECTIVE BARGAINING AGREEMENT**

THIS AGREEMENT made and entered into this 20th day of February, 2006 by and between the School District Number 17, Douglas County, Nebraska, also known as the Millard School district (hereinafter called "District"), and the **Millard Education Association** (hereinafter called "Association").

WHEREAS, the parties have concluded that Article III paragraph 7 Voluntary Separation and Appendix E Schedule of Payments may not be compliant with the 8th Circuit's interpretation of Federal Law; and,

WHEREAS, Appendix A paragraph 11 states "if any provision of the contract or any application of the contract to any employee or groups of employees shall be found to be contrary to law, then such provisions shall not be in effect but all other terms and conditions shall continue in full force and effect." Article III paragraph 7 and Appendix E in its present form is no longer in effect; and,

WHEREAS, the parties wish to modify Article III paragraph 7 and Appendix E so that teachers retiring in 2006 and 2007 may receive separation payments contemplated in the agreement; and,

WHEREAS, the parties have met and negotiated an amendment to Article III paragraph 7 and Appendix E for teachers for the school years 2005-06 and 2006-07; and

WHEREAS, the parties have reached an agreement with respect to Article III paragraph 7 and Appendix E for teachers for the school years 2005-06 and 2006-07;

NOW, THEREFORE, in consideration of the covenants and conditions as hereinafter set forth, the parties agree to replace Article III paragraph 7 and Appendix E as follows and that such change shall be in full force and effect for the entire term of the contract:

7. **Voluntary Separation Program:** Each teacher who has completed the equivalent of ten (10) or more full-time years of service in the District as a full-time or part-time certificated employee may participate in the Voluntary Separation Program (VSP) if the teacher is at least fifty-five (55) years of age; provided, however, that any teacher so electing to participate shall be required to complete the school year before retirement commences. VSP payments represent the purchase of a teacher's "permanent certificated/tenure rights". The procedures to administer this Program shall be established by the District. The schedule of payments to be made under this Program are as shown on "Appendix "E: which is attached hereto and by reference incorporated in and made a part of this Contract.

Each teacher retiring after 20 years of service in the District or who is at least 55 years of age with 10 years of service in the District shall receive \$75 per day for each day of unused accumulated paid leave at retirement. To the degree permitted by the Tax Code of 1986 as amended, payment for unused paid leave at retirement will be paid as “employer contributions” to either a 403(b)/TSA account or a Health Reimbursement Arrangement (HRA) established for the employee by the District. Each employee participating in the District’s Health Plan for retirees shall have these employer contributions made to the HRA; each employee not participating in the District’s Health Plan for retirees shall have these employer contributions made to the District-designated 403(b). The policies, procedures, implementation and all decisions related thereto shall be the sole responsibility of the District; provided however, the District will review the program with the Association prior to implementation.

Appendix E

Schedule of Payments - Voluntary Separation Program

An eligible employee who has been approved by the Board for participation in the Voluntary Separation Program shall receive a total benefit equal to his or her final salary times years of credited service times the salary factor indicated in the table below. The total benefit shall be divided into equal monthly payments as indicated in the table below:

Year of Plan Eligibility	Total Benefit Formula	Number of Equal Monthly Payments
1	Salary x Years x .070	60
2	Salary x Years x .065	60
3	Salary x Years x .060	60
4	Salary x Years x .055	60
5	Salary x Years x .050	60
6	Salary x Years x .045	60
7	Salary x Years x .040	48
8	Salary x Years x .035	36
9	Salary x Years x .025	24
10	Salary x Years x .015	12
11	Eligibility Ends	

Definitions:

Salary shall mean the employee's final school-year annual salary including longevity pay but not including payments for extra-duty, performance bonus, cash-option or hourly paid work.

A **year of credited service** shall mean:

- (a) any school year in which the employee is paid by the district for at least 135 days of full-time work; or
- (b) any two school years in which the employee is paid for the equivalent of at least 135 days of part-time work each year; or
- (c) any two school years in which the employee is paid for the equivalent of at least 67.5 days of full-time work each year.
- (d) Years of employment as a substitute shall not be counted toward years of service under this plan.

Monthly Payment Amount is the total benefit divided by the number of monthly payments

Age shall mean an employee's age on June 1 of any given school-year.

Year of Plan Eligibility is determined by the school year when the employee is first eligible to participate. When an employee first meets the qualifications described in the eligibility section of this agreement, the employee is in his or her 1st year of eligibility. The following school-year is the employee's 2nd year of eligibility; this pattern continues until the employee elects to participate or until the 11th year when the employee is no longer eligible to participate.

IN WITNESS THEREOF, the parties have duly executed this agreement as of the day and year first above written.

Millard School District
School District No 17
Douglas County, Nebraska

Millard Education Association

by _____

by _____